



COLLEGE AND COMMUNITY PROFILES



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Acknowledgement

All reports found within are a production of the Office of Institutional Research & Planning at El Camino College. The following individuals contributed to the college and community profile.

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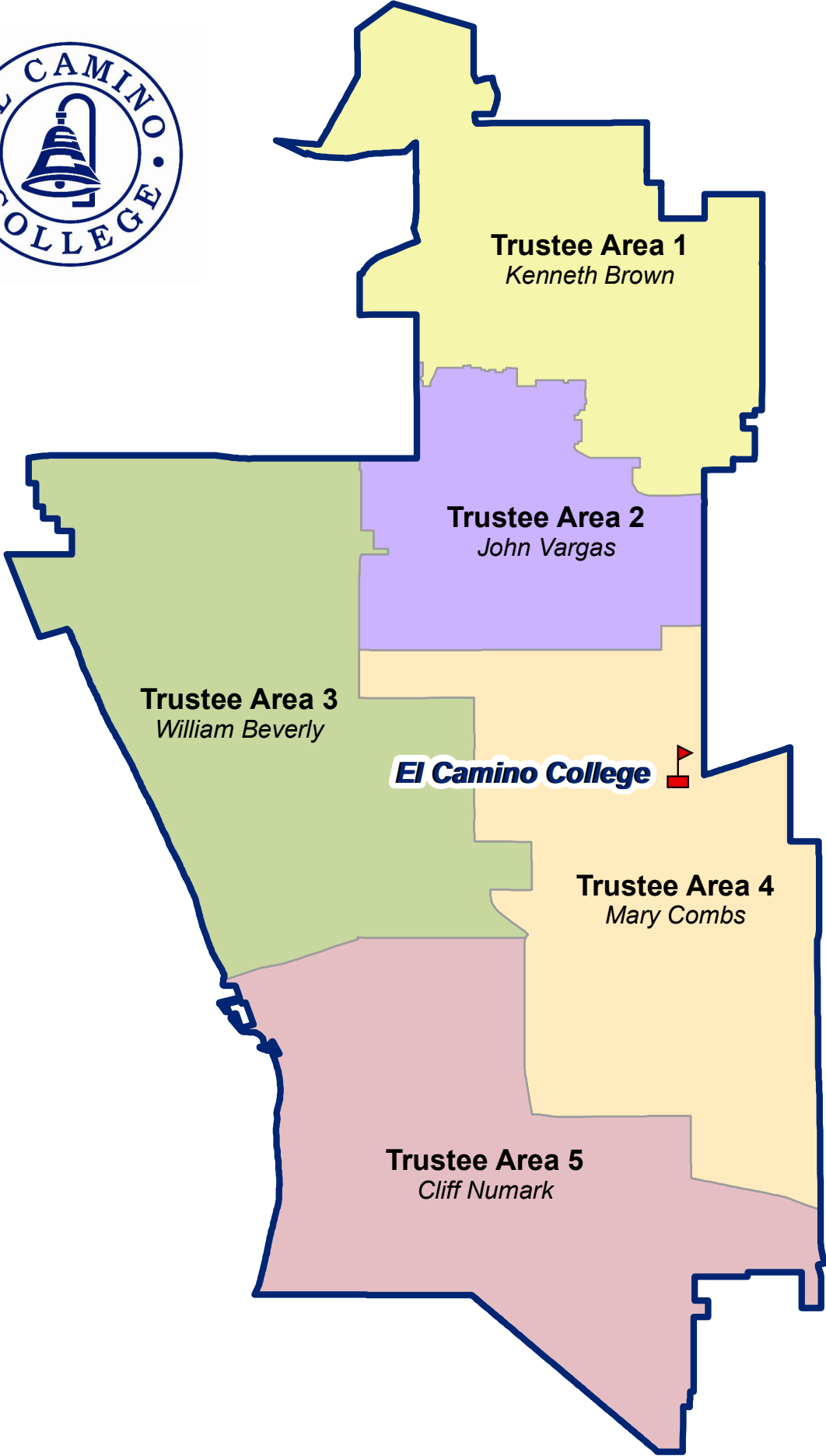
Joshua Rosales – Research Analyst, El Camino College

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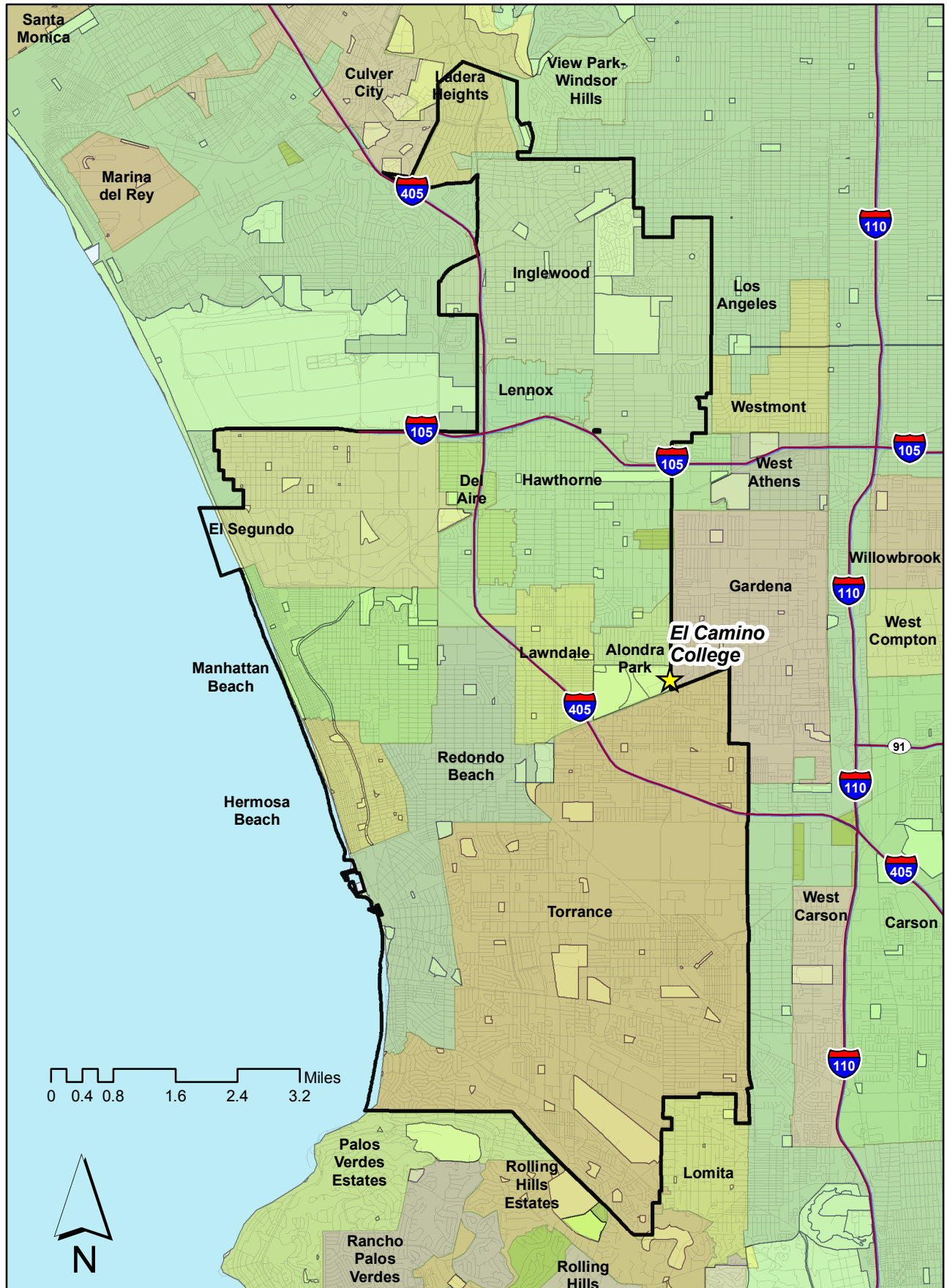
Electronic copies of all documents contained within are located at:

<http://www.elcamino.edu/administration/ir/>

El Camino Community College District



El Camino Community College District





El Camino College Facts and Figures - Fall 2012

Total Students: 23,409

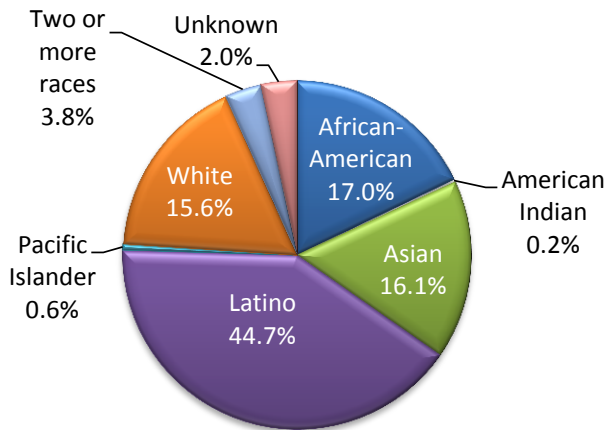
Age

17 or younger	663	2.8%
18 to 19	6,176	26.4%
20 to 24	9,379	40.1%
25 to 29	2,962	12.7%
30 to 39	2,117	9.0%
40 to 49	1,095	4.7%
50 or older	1,017	4.3%

Gender

Female	12,284	52.5%
Male	11,121	47.5%

Ethnicity



Unit Load

Fewer than 6 units	7,038	30.1%
6 to 8.9 units	4,930	21.1%
9 to 11.9 units	4,216	18.0%
12 to 14.9 units	5,721	24.4%
15 units or more	1,504	6.4%

Enrollment Level

Full-time	7,225	30.9%
Part-time	16,184	69.1%

Enrollment Status

First-time Student	5,964	25.5%
Returning	2,375	10.1%
Continuing	14,787	63.2%
K-12 Special Admit	283	1.2%

Educational Goal

Intend to Transfer	7,357	48.3%
Degree/Certif. Only	905	5.9%
Retrain/recertif.	881	5.8%
Basic Skills/GED	1,232	8.1%
Enrichment	615	4.0%
Undecided	4,234	27.8%

2011-12 Degrees & Certificates

Associate of Arts	1,118	51.4%
Associate of Science	568	26.1%
Certificate	489	22.5%

Degrees & Certificates by Division

Behavioral & Soc Sci	242	11.1%
Business	284	13.1%
Fine Arts	76	3.5%
Health Sci & Athletics	149	6.9%
Humanities	58	2.7%
Industry & Technology	396	18.2%
Mathematical Sci	62	2.9%
Natural Sciences	99	4.6%
General Studies	809	37.2%

Where ECC Students Reside

Torrance	4,172	17.8%
Los Angeles	4,103	17.5%
Hawthorne	2,377	10.2%
Gardena	2,186	9.3%
Redondo Beach	1,335	5.7%
Inglewood	1,161	5.0%
Carson	1,245	5.3%
Lawndale	1,149	4.9%
Other Cal Resident	4,754	20.3%
Out of State	162	0.7%
Outside the US	765	3.3%

Faculty/Workforce

Tenured/Tenure Track	321	24.3%
Academic Temporary	521	39.4%
<i>Total Faculty</i>	<i>842</i>	<i>63.6%</i>
Educational Administrator	25	1.9%
Other Administrator	34	2.6%
Support	365	27.6%
Professional	57	4.3%
<i>Total Workforce</i>	<i>1,323</i>	

El Camino College
2013 Annual

Fact Book



Institutional
Research &
Planning

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Introduction

The ECC Annual Fact Book is a reference source containing trend data about students, student outcomes, and instructional programs and services. The data and analysis in the fact book provide background information to facilitate policy analysis and decision making. It should be a useful tool in college and departmental planning, grant preparation, and in the accreditation process. It is our hope that the information provided is used to objectively evaluate programs and practices as well as visualize the trends that affect El Camino College's current and future operations.

Demographic and enrollment data on ECC students was provided by the Chancellor's Office. Some of the data in the Special Programs section was extracted from the college's student database. In addition, data from the National Student Clearinghouse was used to provide transfer destination information. The National Student Clearinghouse is a national, non-profit organization that offers access to enrollment and degree records.

The Fact Book was composed and assembled by Carolyn Pineda, Research Analyst and Esthela Chavez, Research Intern. Special acknowledgement goes to Public Relations and Marketing for providing the photographs used in this publication and Marci Myers, ECC Compton Center Research Analyst, for creating the cover page.

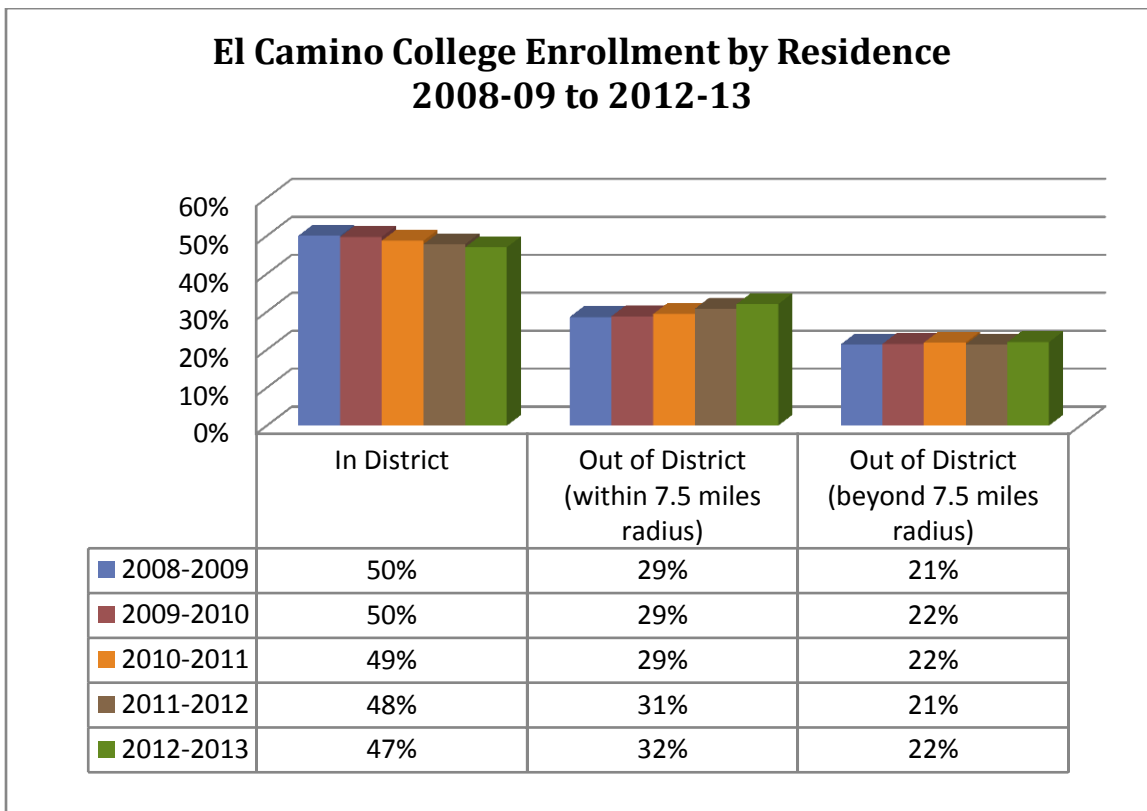
Please send any comments or feedback to [Institutional Research & Planning](#).

El Camino College Service Area



Enrollment by Residence

On average, approximately half of students enrolled at El Camino College lived within the El Camino Community College District (ECCCD). In 2012-13, 32% of students reside within 7.5 miles of the college while 22% live beyond a 7.5 mile radius of El Camino College. Enrollment patterns by place of residence have remained stable and relatively unchanged in the last five years.



Enrollment by Zip Code (7.5 Mile Radius)

In the 2012-13 academic year, over 5,700 students resided in Torrance while another 3,061 students resided in Hawthorne, the two largest feeder cities within the College district. Students who resided outside the district were primarily from Los Angeles and Gardena with 3,684 and 2,888 students, respectively.

City	Zip Code	2012-2013 Enrollment	Percent of 2012-2013 Enrollment
Grand Total		31,713	100
Carson	90745	891	2.8
	90746	414	1.3
	90749	6	0.0
Carson Total		1,311	4.1
Compton	90220	480	1.5
	90221	237	0.7
	90222	229	0.7
	90224	5	0.0
Compton Total		951	3.0
El Segundo Total	90245*	291	0.9
Gardena	90247	1,501	4.7
	90248	277	0.9
	90249	1,110	3.5
Gardena Total		2,888	9.1
Harbor City Total	90710	379	1.2
Hawthorne	90250*	3,034	9.6
	90251	27	0.1
Hawthorne Total		3,061	9.7
Hermosa Beach Total	90254*	242	0.8
Inglewood	90301*	497	1.6
	90302*	298	0.9
	90305*	256	0.8
	90306	3	0.0
	90307	2	0.0
	90308	3	0.0
	90309	6	0.0
	90310	0	0.0
	Inglewood Total		1,065
Lawndale Total	90260*	1,473	4.6
Lennox	90303*	542	1.7
	90304*	572	1.8
Lennox Total		1,114	3.5

City	Zip Code	2012-13 Enrollment	Percent of 2012-13 Enrollment
Lomita Total	90717	388	1.2
Los Angeles	90002	320	1.0
	90003	528	1.7
	90009	16	0.1
	90043	391	1.2
	90044	891	2.8
	90045	172	0.5
	90047	604	1.9
	90056*	46	0.1
	90059	318	1.0
	90061	398	1.3
	90083	0	0.0
Los Angeles Total		3,684	11.6
Manhattan Beach	90266*	396	1.2
	90267	8	0.0
Manhattan Beach Total		404	1.3
Redondo Beach	90277*	718	2.3
	90278*	1,074	3.4
Redondo Beach Total		1,792	5.7
Torrance	90501*	1,188	3.7
	90502	368	1.2
	90503*	1,405	4.4
	90504*	1,676	5.3
	90505*	1,019	3.2
	90506*	16	0.1
	90507-90509	7	0.0
	90510	27	0.1
Torrance Total		5,706	18.0
ECC District Total		14,743	46.5
Out of District Total		10,006	31.6
Total Students in 7.5 Mile Radius		24,749	78.0

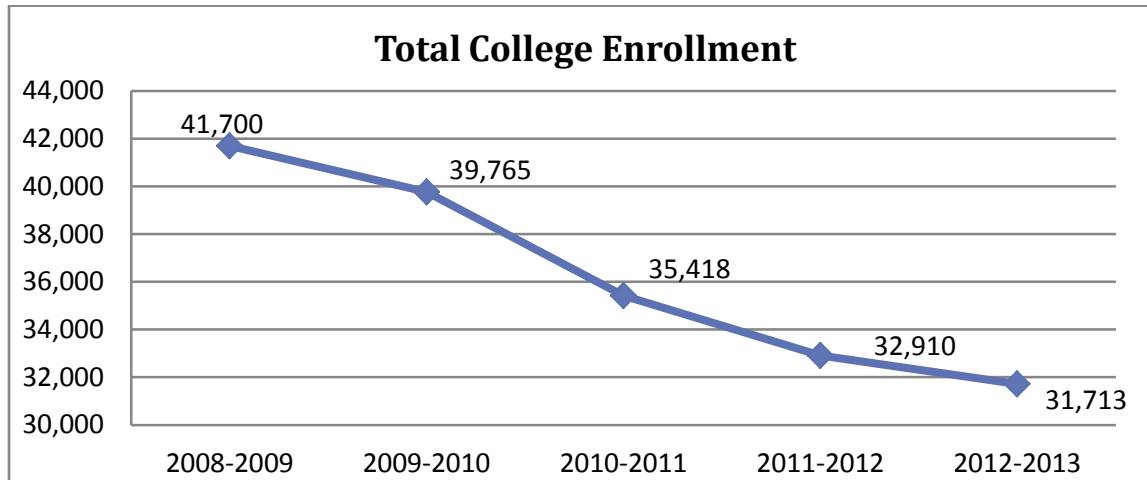
*Zip codes located within the district

Student and Enrollment Trends



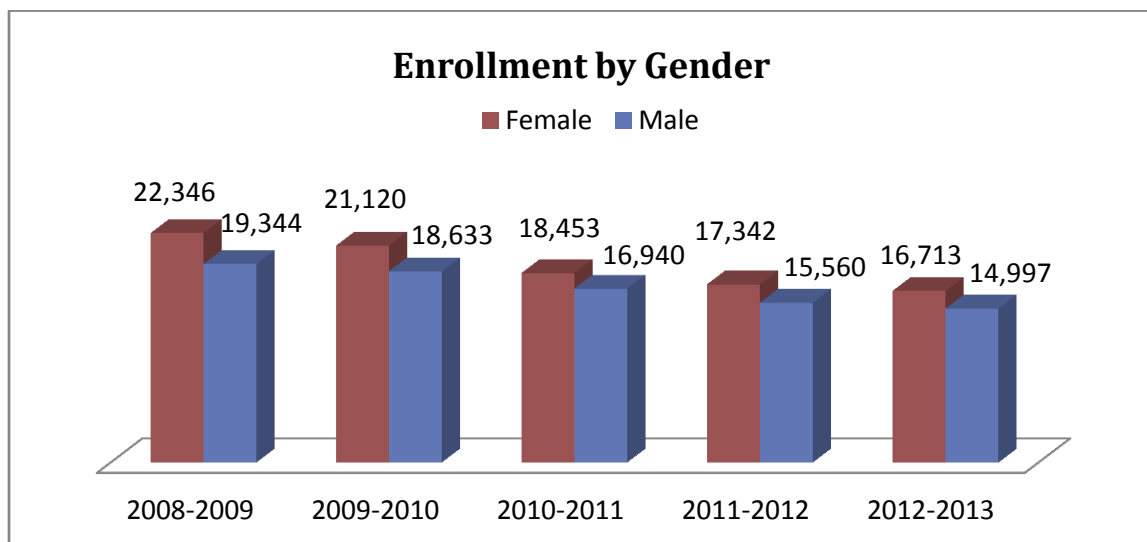
Total Enrollment

After enrolling over 41,000 students in 2008-09, student enrollment has steadily decreased in the last five years. There was a 31% decrease in enrollment from the 2008-09 to 2012-13 academic. These declines are primarily due to budgetary constraints that lead to reduction in sections offered. Enrollment is expected to stabilize in the next few years.



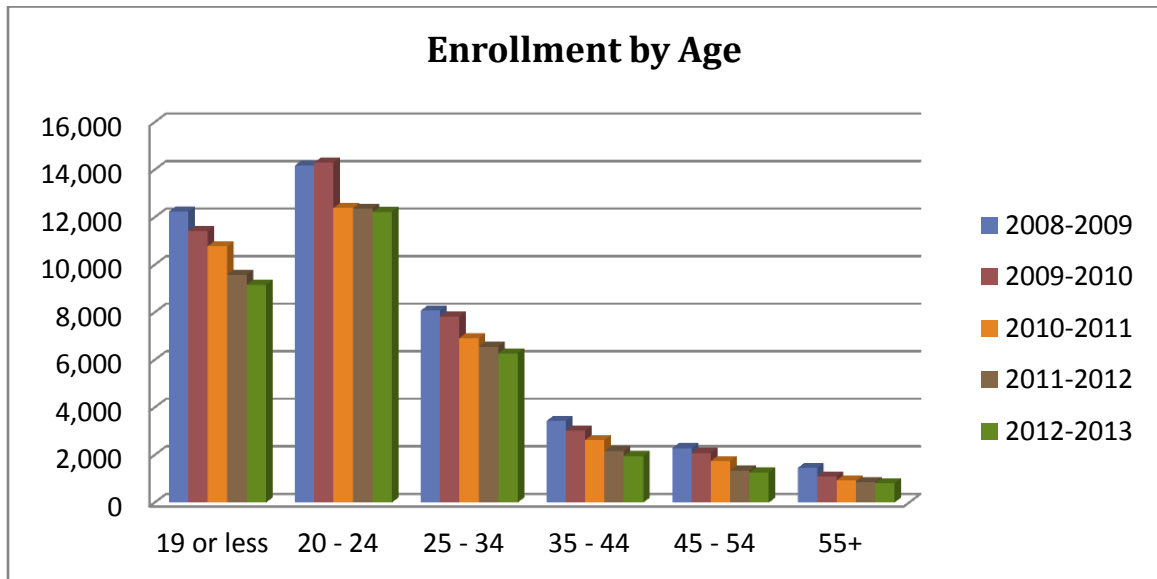
Enrollment by Gender

Overall, about 15% more women than men have attended ECC in the last 5 years. The greatest difference was found in 2008-09 when 16% more women than men attending ECC. The gender gap narrowed in 2011-12 when 12% more women than men attended ECC and remained consistent in 2012-13.



Enrollment by Age

In the last 5 years, 65% of enrolled students are between the ages of 18 to 24. Working adults ages 25-44 comprise 27% of enrolled student while 8% of students are ages 45 and older. From 2008-09 to 2009-10, there was a 1% increase in students ages 20-24 and a 13% decrease from 2009-10 to 2010-11. Enrollment among this age group continued to decrease in 2011-12. Also, there was a 5% decline in enrollment among students ages 19 or younger in 2012-13.

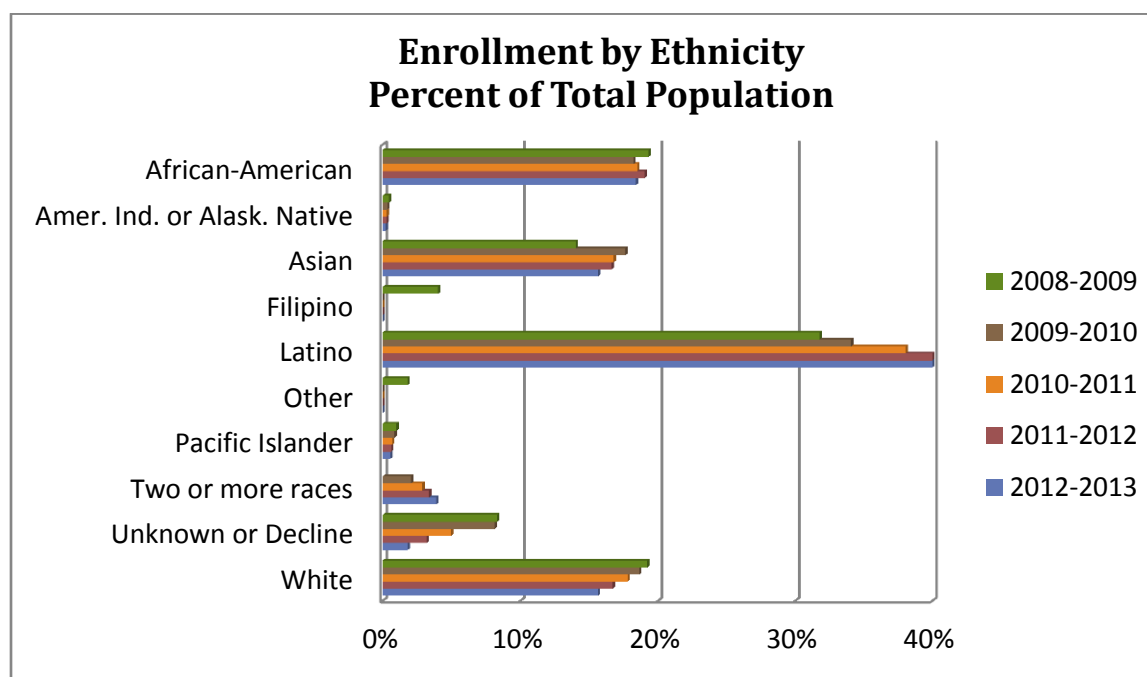


Age	2008-09	2009-10	2010-11	2011-12	2012-13
19 or less	12,253	11,421	10,784	9,588	9,155
20 - 24	14,182	14,310	12,394	12,369	12,223
25 - 34	8,077	7,822	6,923	6,563	6,278
35 - 44	3,437	3,023	2,635	2,171	1,963
45 - 54	2,289	2,086	1,749	1,354	1,274
55+	1,461	1,103	931	865	820
Unknown	1	0	2	0	0

Age	2008-09	2009-10	2010-11	2011-12	2012-13
19 or less	29.4%	28.7%	30.4%	29.1%	32.8%
20 - 24	34.0%	36.0%	35.0%	37.6%	30.9%
25 - 34	19.4%	19.7%	19.5%	19.9%	18.5%
35 - 44	8.2%	7.6%	7.4%	6.6%	8.9%
45 - 54	5.5%	5.2%	4.9%	4.1%	5.6%
55+	3.5%	2.8%	2.6%	2.6%	3.2%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment by Ethnicity

Latinos represent the largest ethnic group on campus comprising 44% of the student population, a 38% increase in 5 years. There was a 4-point rise among Latino students in 2012-13. This may be a reflection of the changes in ethnic coding that the California Community Colleges Chancellor's Office adopted in Fall 2009. In 2012-13, 18% of students were African-American and 16% were White. El Camino College also had a significant Asian population of 16%, which now includes Filipinos.



Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
African-American	19.3%	18.2%	18.5%	19.0%	18.4%
Amer. Ind. or Alask. Native	0.5%	0.3%	0.3%	0.3%	0.2%
Asian	14.0%	17.6%	16.8%	16.6%	15.7%
Filipino*	4.0%	*	*	*	*
Latino	31.8%	34.1%	38.1%	40.1%	43.8%
Other**	1.8%	**	**	**	**
Pacific Islander	1.0%	0.9%	0.7%	0.6%	0.6%
Two or more races***	***	2.1%	2.9%	3.4%	3.9%
Unknown or Decline	8.3%	8.1%	5.0%	3.2%	1.8%
White	19.2%	18.6%	17.8%	16.7%	15.6%

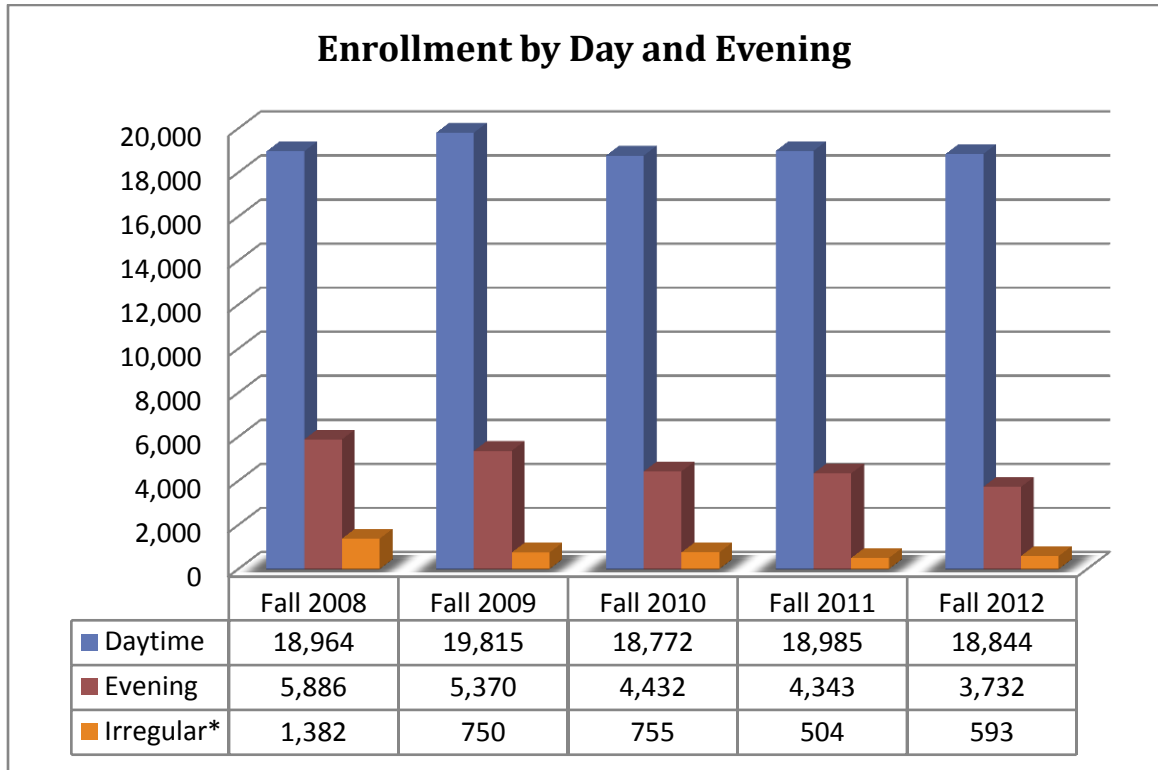
*Filipino included in Asian count

**As of Fall 2009, "Other" no longer reported

***New ethnic category as of Fall 2009

Enrollment by Day and Evening

Approximately 80% of students enroll in at least one daytime course while 16% are exclusively in evening courses. Daytime and evening enrollments decreased in the last year. Distance education enrollments increased by 18% in the last year.



*Irregular meeting times, including distance education.

Enrollment by High School

The majority of enrolled students come from local high schools throughout the South Bay area. The top five high schools include all of the Torrance area high schools (North High, West High, South High and Torrance High) and Redondo High. Due to local population decreases in people under the age of 20, enrollments from all local high schools decreased in the last five years.

El Camino Feeder High Schools

High School	2008-09	2009-10	2010-11	2011-12	2012-13
Banning Senior High School*	167	181	159	144	117
Bishop Montgomery High School	220	286	220	161	152
Carson Senior High School*	530	553	501	389	353
El Segundo Senior High School	231	258	226	188	168
Gardena Senior High School*	633	636	541	551	485
Hawthorne High School	574	648	610	569	534
Inglewood High School	234	227	180	143	128
Lawndale High School	400	381	347	339	350
Leuzinger High School	673	699	615	567	500
Mira Costa High School	487	495	418	341	319
Morningside High School	226	195	154	119	122
Narbonne Senior High School*	553	573	503	511	457
North High School	929	978	927	914	807
Palos Verdes High School*	101	144	111	97	83
Palos Verdes Peninsula High School*	532	522	403	311	262
Redondo High School	833	890	832	759	683
San Pedro Senior High School*	369	343	309	300	269
South High School	703	715	608	586	529
Torrance High School	757	824	769	717	656
Washington High School*	211	238	263	202	153
West High School	833	880	775	723	641

**High schools outside El Camino College district boundaries*

Other Non-District High Schools

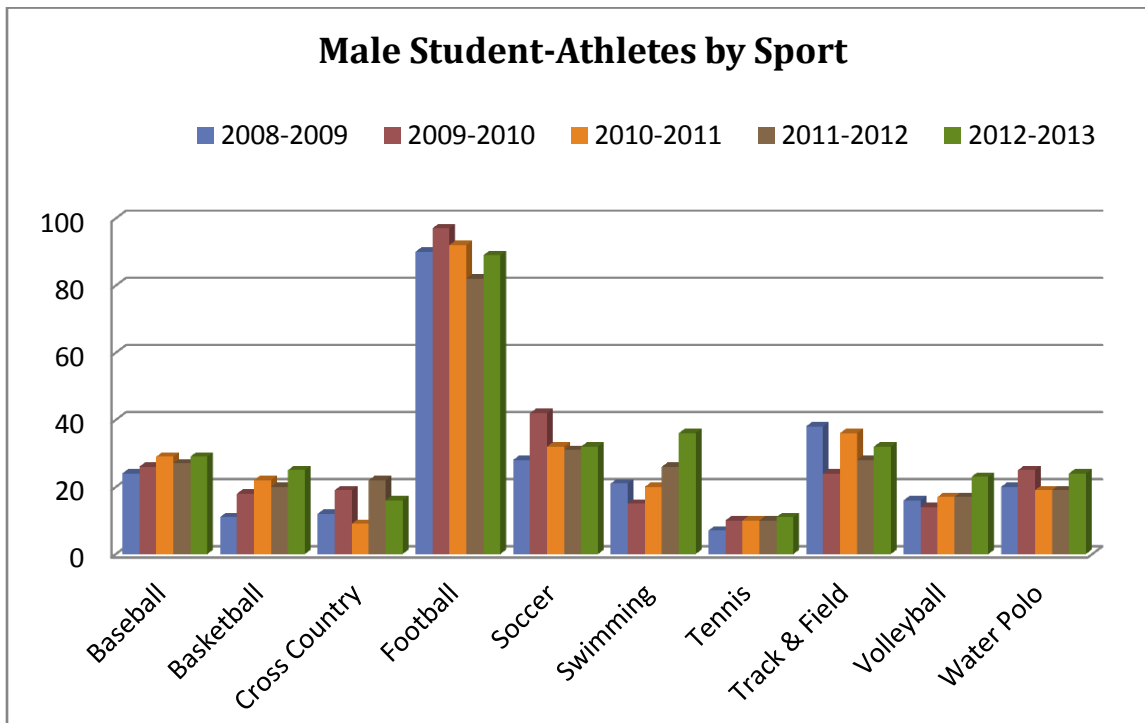
High School	2008-09	2009-10	2010-11	2011-12	2012-13
Non District High School	2,726	3,333	2,742	2,421	2,961

Special Programs

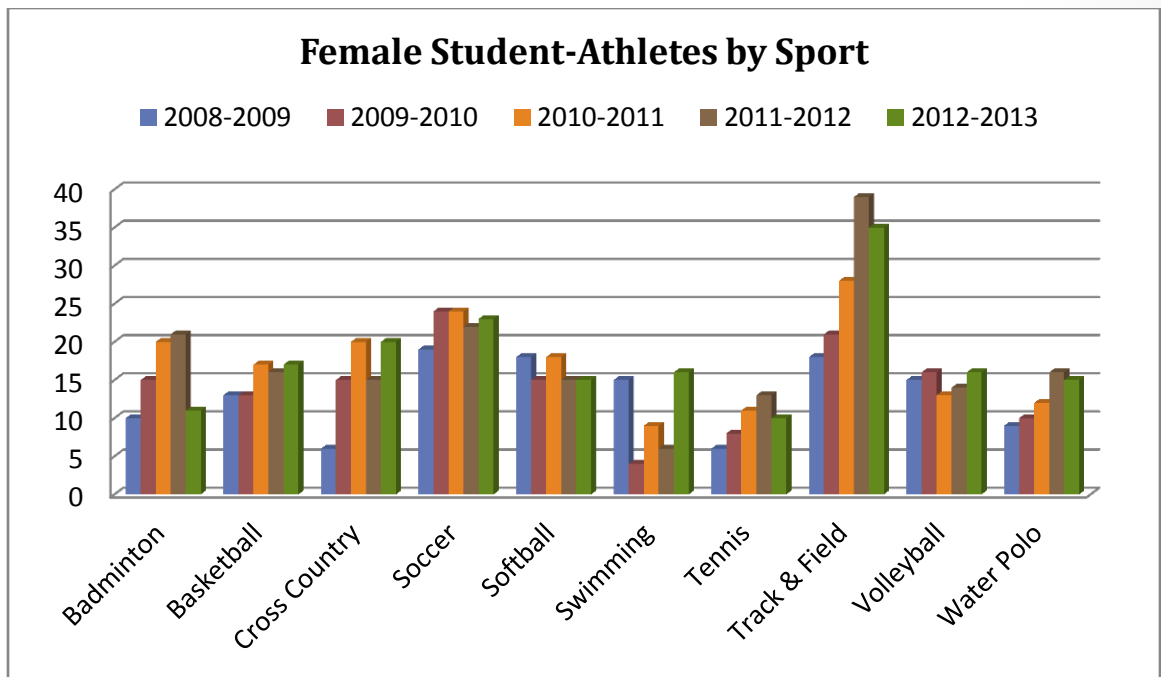


Athletics

El Camino College offers a variety of intercollegiate sports teams. Approximately 2% of the student population participates in intercollegiate sports. The largest male sport is football, with an average of 90 players per year. Track and Field is the largest female sport with an average of 28 players per year. The number of males and females participating in sports teams remained unchanged for the 2012-13 academic year when compared to the previous year.



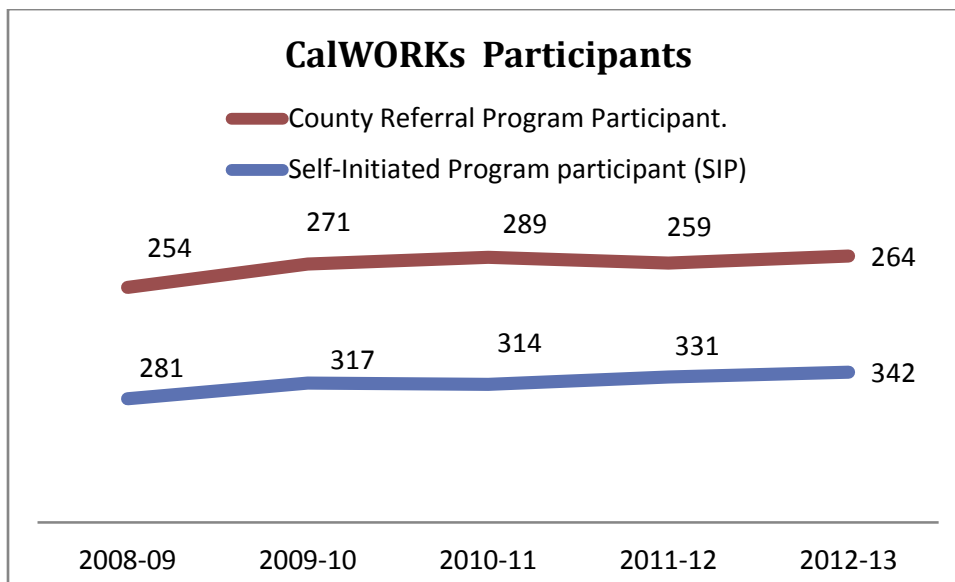
	2008-09	2009-10	2010-11	2011-12	2012-13
Baseball	24	26	29	27	29
Basketball	11	18	22	20	25
Cross Country	12	19	9	22	16
Football	90	97	92	82	89
Soccer	28	42	32	31	32
Swimming	21	15	20	26	36
Tennis	7	10	10	10	11
Track & Field	38	24	36	28	32
Volleyball	16	14	17	17	23
Water Polo	20	25	19	19	24



	2008-09	2009-10	2010-11	2011-12	2012-13
Badminton	10	15	20	21	11
Basketball	13	13	17	16	17
Cross Country	6	15	20	15	20
Soccer	19	24	24	22	23
Softball	18	15	18	15	15
Swimming	15	4	9	6	16
Tennis	6	8	11	13	10
Track & Field	18	21	28	39	35
Volleyball	15	16	13	14	16
Water Polo	9	10	12	16	15

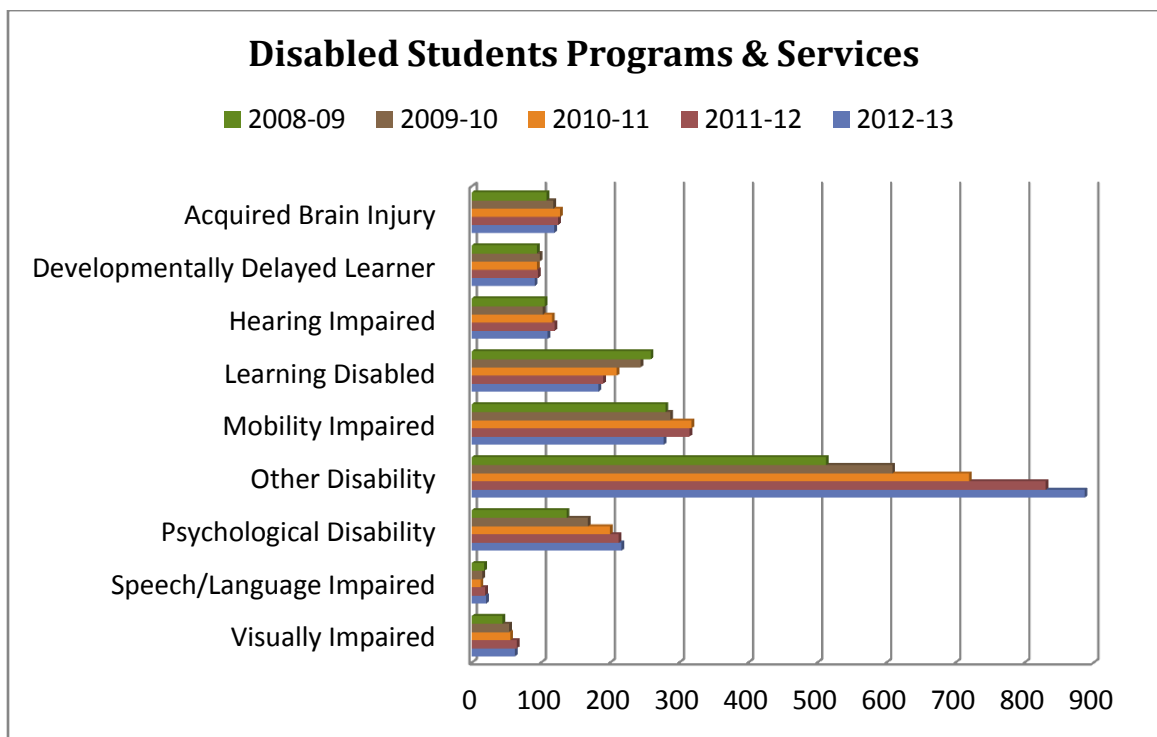
CalWORKs

CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act. CalWORKs funds assist single parents who are receiving Temporary Assistance for Needy Families (TANF), and those in transitioning off of welfare. It helps students achieve long-term self-sufficiency through coordinated student services. Approximately 2% of the student population participates in CalWORKs. Since 2008-09, the number of CalWORKs participants has remained stable. In the last year, the number of CalWORKs participants has increased by 3%.



Disabled Student Program and Services (DSP&S)

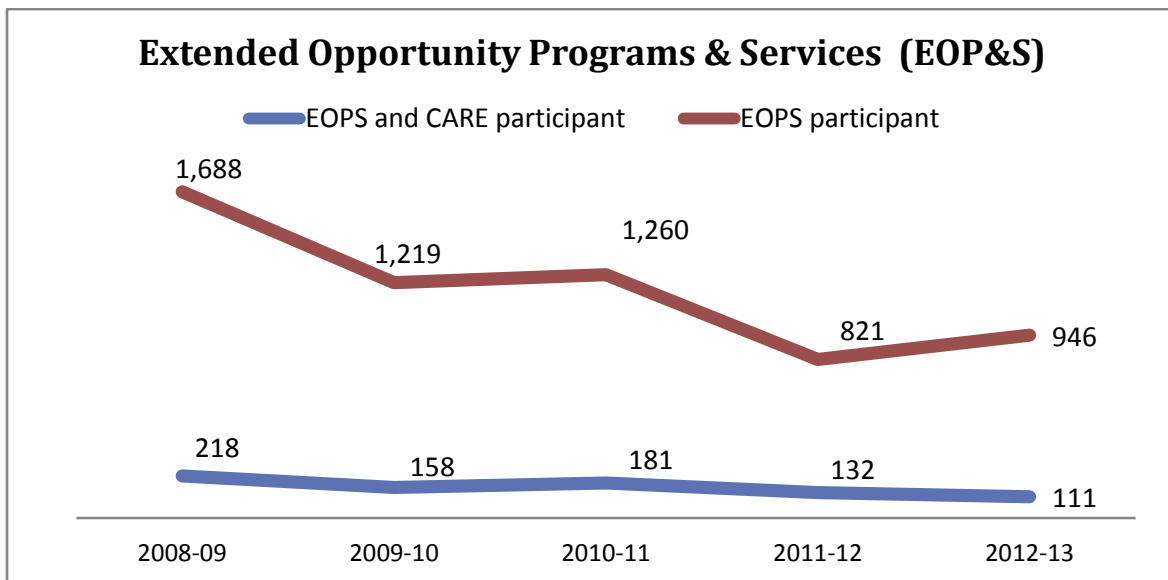
In 1972, El Camino College established a special program to assist students with disabilities in their pursuit of a post-secondary education. The purpose of this program is to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. About 6% of ECC students have a registered disability. The most common disability is mobility impairment followed by psychological disabilities. The number of learning disabled students has decreased in the last five years while the “Other” disability category has increased. This is due to changes in practices and consensus in the state of how to categorize certain disabilities.



Primary Disability	2008-09	2009-10	2010-11	2011-12	2012-13
Acquired Brain Injury	108	118	128	122	119
Developmentally Delayed Learner	94	98	94	96	91
Hearing Impaired	106	103	116	120	110
Learning Disabled	259	244	210	190	183
Mobility Impaired	280	287	318	315	278
Other Disability	513	609	720	831	887
Psychological Disability	137	168	200	213	217
Speech/Language Impaired	18	15	13	19	21
Visually Impaired	44	54	56	65	62
Total	1,559	1,696	1,855	1,974	1,968

Extended Opportunity Program and Services (EOP&S)

Extended Opportunity Program and Services (EOP&S) is designed to assist low income and educationally disadvantaged students achieve their educational goals at El Camino College. It provides eligible students with support services in the areas of counseling, peer support, financial assistance, transferring and tutorial services. Approximately 3% of ECC students are in EOP&S and CARE, a single parent support program for EOP&S. In 2012-13, the number of students who participated in EOP&S and CARE increased by 11%.



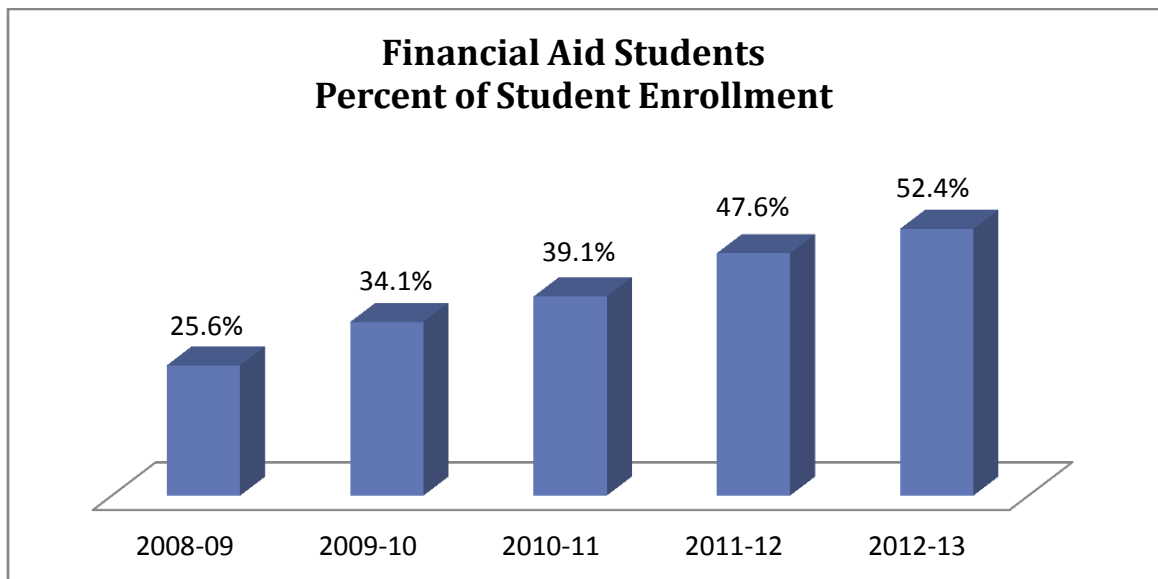
Financial Aid

Fifty-two percent of El Camino College students received financial aid in 2012-13, 5 percentage-points higher than the previous year. The largest Financial Aid program is the Board of Governor's Fee Waiver (BOGW). In 2012-13, there was a 4% increase in BOG Fee Waiver recipients. The second largest program is the Federal Pell Grant. The total number of Pell Grant recipients slightly decreased from 7,561 in 2011-12 to 7,541 in 2012-13.

The next largest program is the Cal Grant B (CGB) and Federal Supplemental Educational Opportunity Grant (SEOG). In 2012-13, the number of CGB recipients increased by 10% while SEOG recipients decreased by 5%.

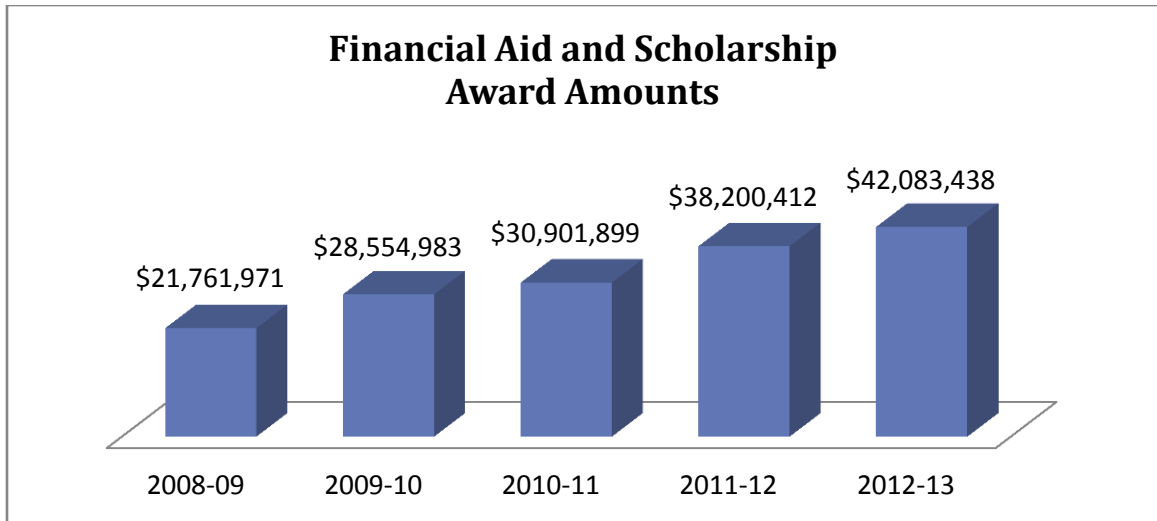
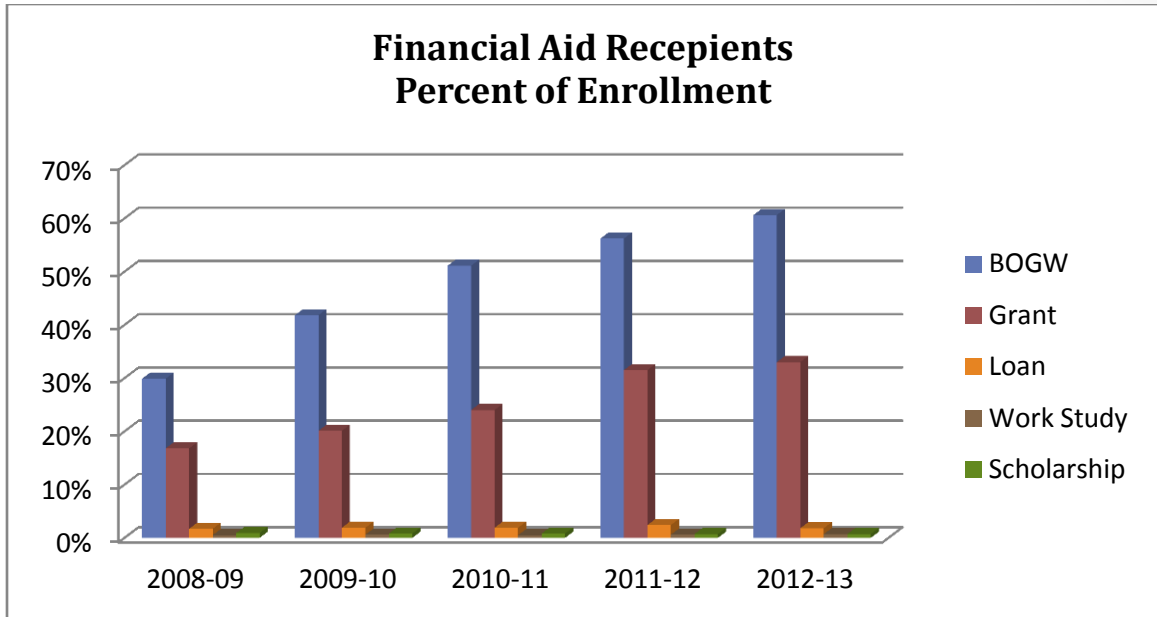
In the last three years, there was no Stafford Loan reported. As of 2010-11, Stafford Loans are part of the Direct Loan program and now fall under the category of Federal Direct Student Loans.

Also there are no Academic Competitiveness Grant recipients reported in 2012-13, due to the fact that this federal grant is no longer being awarded.



Financial Aid Headcount

Financial Aid	2008-09	2009-10	2010-11	2011-12	2012-13
Federal Work Study	196	223	186	209	222
<i>Percent of Student Enrollment</i>	0.5%	0.6%	0.5%	0.6%	0.7%
Osher Scholarship		18	26	28	41
Scholarship: institutional	332	217	155	117	6
Scholarship: non-institutional	55	74	108	97	160
Scholarship Total	387	309	289	242	207
<i>Percent of Student Enrollment</i>	0.9%	0.8%	0.8%	0.7%	0.7%
Stafford Loan, subsidized	433	454	0	0	0
Stafford Loan, unsubsidized	263	290	0	0	0
Federal Direct Student Loan, subsidized		3	415	467	325
Federal Direct Student Loan, unsubsidized			251	305	220
PLUS loan: parent loan for undergraduate student	0	1	0	0	0
Other loan: non-institutional source			5	8	13
Loan Total	696	748	671	780	558
<i>Percent of Student Enrollment</i>	1.7%	1.9%	1.9%	2.4%	1.8%
BOGW, Part A	1,055	1,131	1,134	1,048	831
BOGW, Part B	7,648	10,909	12,333	12,590	13,094
BOGW, Part C	3,734	4,541	4,598	4,815	5,252
Fee Waiver	24	33	38	42	45
BOGW Total	12,461	16,614	18,103	18,495	19,222
<i>Percent of Student Enrollment</i>	29.9%	41.8%	51.1%	56.2%	60.6%
Academic Competitiveness Grant	282	622	643	0	0
Cal Grant B	954	911	879	1,069	1,176
Cal Grant C	67	52	53	49	56
EOPS Grant	531	488	354	476	568
CARE Grant	156	104	146	94	92
Chafee Grant	43	45	47	46	39
Pell Grant	4,636	5,695	6,160	7,561	7,541
SEOG (Supplemental Educational Opportunity Grant)	611	710	853	1,059	1,007
Grant Total	6,998	8,005	8,492	10,354	10,479
<i>Percent of Student Enrollment</i>	16.8%	20.1%	24.0%	31.5%	33.0%
Grand Total	20,738	25,899	27,741	30,080	30,688
Unduplicated Student Total	10,655	13,542	13,846	15,661	16,623
<i>Percent of Student Enrollment</i>	25.6%	34.1%	39.1%	47.6%	52.4%



Average Financial Aid Amount Awarded to Students

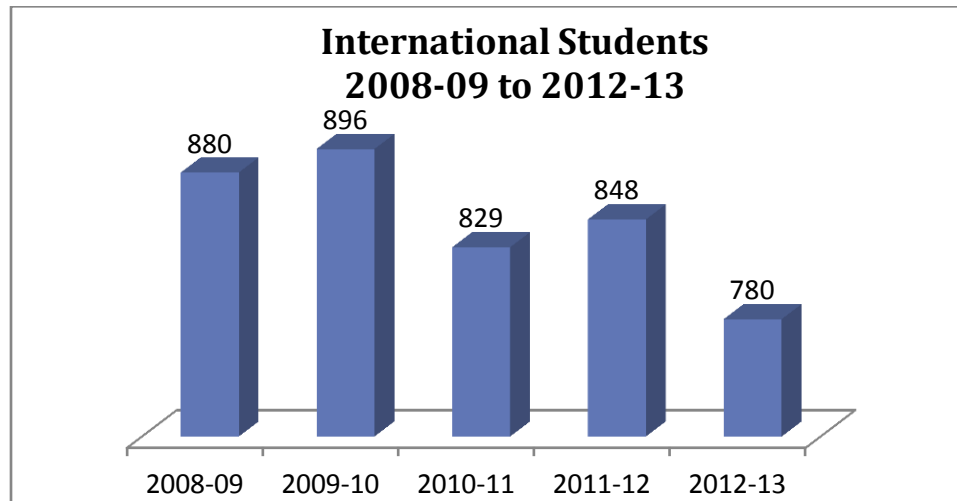
Financial Aid	2008-09	2009-10	2010-11	2011-12	2012-13
Federal Work Study	\$2,034.30	\$1,975.00	\$2,228.94	\$2,169.53	\$1,770.46
Scholarships	\$950.95	\$849.11	\$856.54	\$903.25	\$924.23
Loans	\$3,386.45	\$3,365.92	\$3,390.22	\$3,292.47	\$3,440.00
BOGW	\$316.32	\$360.69	\$374.86	\$544.50	\$724.73
Grants	\$2,100.11	\$2,416.24	\$2,493.99	\$2,403.87	\$2,447.64
Overall Average	\$1,049.38	\$1,102.55	\$1,113.94	\$1,269.96	\$1,371.33

Financial Aid Amount Awarded 2008-2013

Financial Aid	2008-09	2009-10	2010-11	2011-12	2012-13
Federal Work Study	\$398,723	\$440,426	\$414,582	\$453,432	\$393,042
Osher Scholarship		\$16,250	\$24,000	\$28,000	\$6,912
Scholarship: institutional	\$312,236	\$187,637	\$124,530	\$97,500	\$8,250
Scholarship: non-institutional	\$55,783	\$58,488	\$99,009	\$93,086	\$183,069
Scholarship Total	\$368,019	\$262,375	\$247,539	\$218,586	\$191,319
Stafford Loan, subsidized	\$1,440,498	\$1,507,139	\$0	\$0	\$0
Stafford Loan, unsubsidized	\$916,470	\$996,068	\$0	\$0	\$0
Federal Direct Student Loan, subsidized		\$7,629	\$1,372,015	\$1,052,191	\$1,077,868
Federal Direct Student Loan, unsubsidized			\$865,759	\$1,472,739	\$777,431
PLUS loan:	\$0	\$6,870	\$0	\$0	\$0
Other loan: non-institutional source			\$37,063	\$43,200	\$64,221
Loan Total	\$2,356,968	\$2,517,706	\$2,274,837	\$2,568,130	\$1,919,520
BOGW, Part A	\$349,840	\$449,357	\$464,113	\$640,960	\$1,148,044
BOGW, Part B	\$2,425,830	\$3,937,828	\$4,586,556	\$6,830,524	\$9,116,740
BOGW, Part C	\$1,154,804	\$1,583,844	\$1,710,224	\$2,563,303	\$3,659,921
Fee Waiver	\$11,200	\$21,467	\$25,116	\$35,784	\$6,000
BOGW Total	\$3,941,674	\$5,992,496	\$6,786,009	\$10,070,571	\$13,930,705
Academic Competitiveness Grant	\$171,303	\$359,815	\$366,540	\$0	\$0
Cal Grant B	\$1,159,391	\$1,078,633	\$1,014,005	\$1,218,713	\$1,297,336
Cal Grant C	\$22,896	\$18,216	\$20,808	\$18,648	\$19,714
EOPS Grant	\$189,064	\$202,215	\$110,104	\$171,867	\$212,377
CARE Grant	\$55,216	\$83,761	\$78,500	\$53,140	\$58,223
Chafee Grant	\$190,796	\$162,302	\$203,594	\$162,783	\$136,750
Pell Grant	12,755,224	17,445,253	19,314,353	\$22,800,142	\$23,421,052
SEOG (Supplemental Educational Opportunity Grant)	\$324,000	\$351,600	\$437,568	\$464,400	\$503,400
Grant Total	\$14,696,587	\$19,341,980	\$21,178,932	\$24,889,693	\$25,648,852
Grand Total	\$21,761,971	\$28,554,983	\$30,901,899	\$38,200,412	\$42,083,438

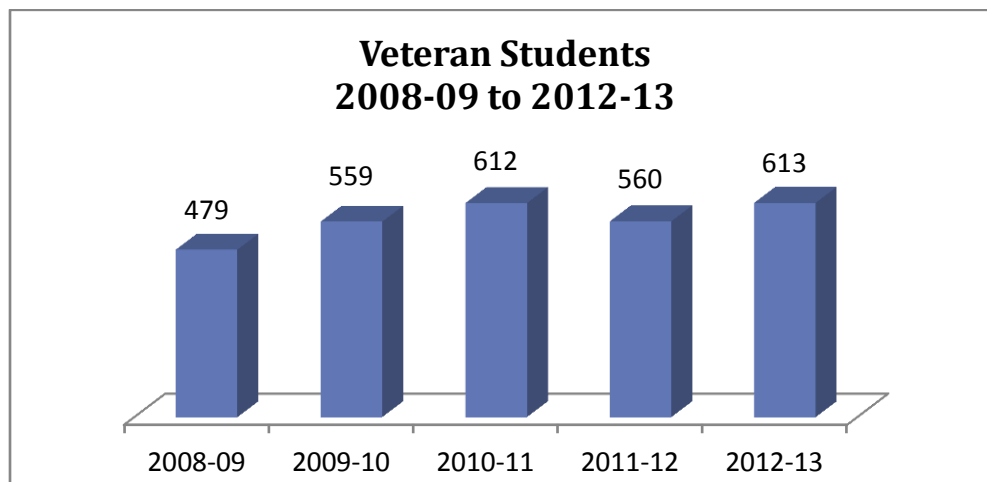
International Students

El Camino College's international student program enrolls students originating from more than 65 different countries in Latin America, Europe, Africa, and the Pacific Rim. The number of international students slightly increased from 829 in 2010-11 to 848 in 2011-12. In 2012-13, international student enrollments decreased from the previous year to 780.



Veterans

El Camino College is an approved institution of higher learning for veterans. Assistance is provided to veterans in planning educational programs and maintaining compliance with Veterans administration regulations. There were 479 veterans enrolled in 2008-09 and that increased to 612 in 2010-11. Veteran student enrollments decreased slightly for the first time in 2011-12 to 560. In 2012-13, veteran student enrollment increased by 9.5% to 613.

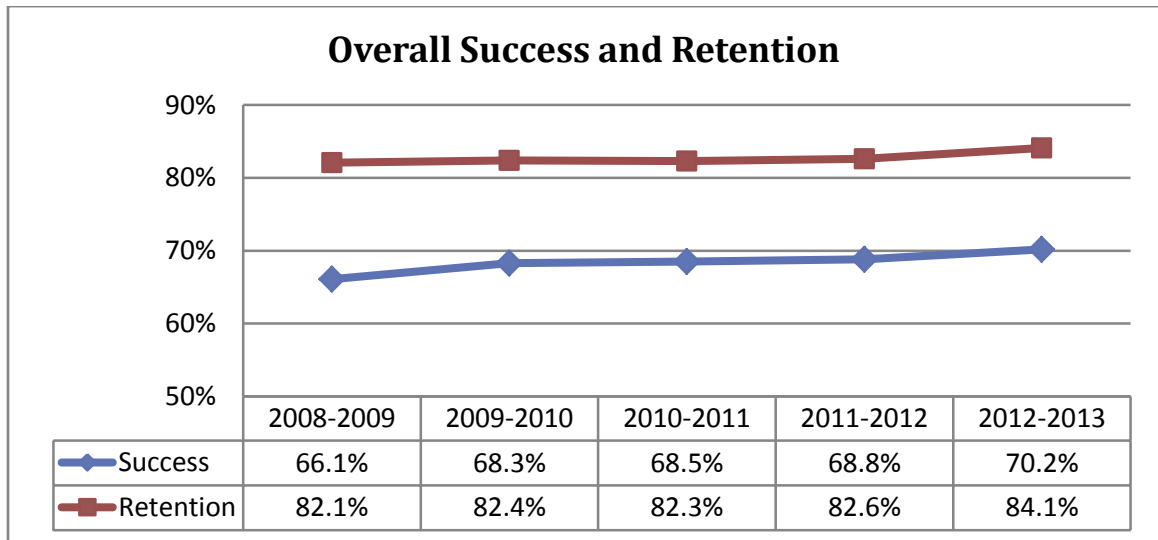


Success and Retention



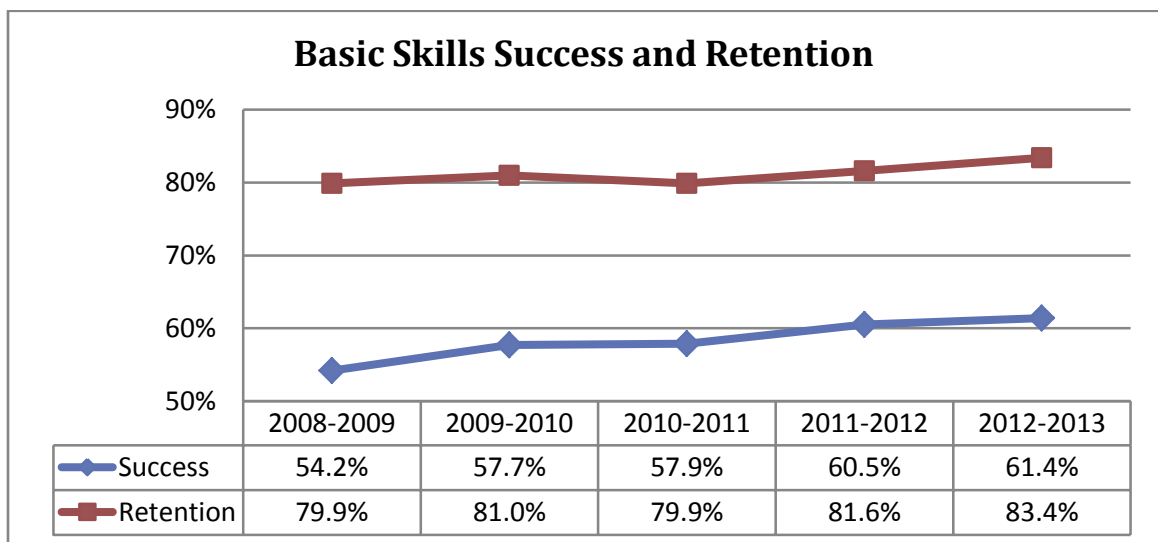
Overall Success and Retention

Looking at all courses across the curriculum; there is an average success rate of 68% and retention rate of 83%. The success rate in 2012-13 was 70% which is above the institution-set standard of 65%.



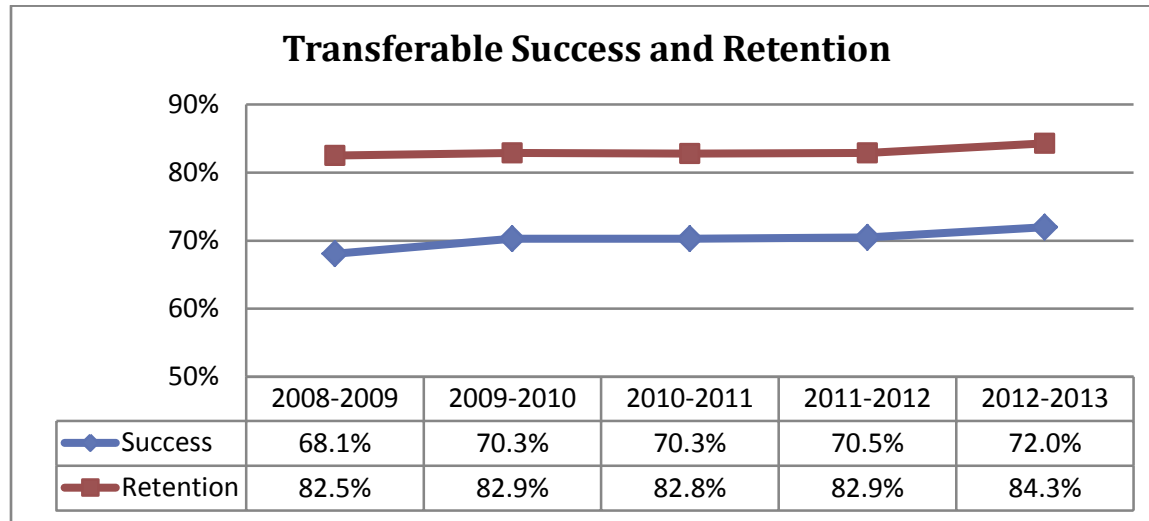
Basic Skills Success and Retention

Students who take basic skills courses have an average success rate 58% and retention rate of 81%. In the last year, the success rates have remained unchanged at 61% and retention rates increased slightly to 83%. Compared to the overall success and retention rates, the 2012-13 basic skills success and retention rates are 9 percentage points and 1 percentage point lower, respectively.



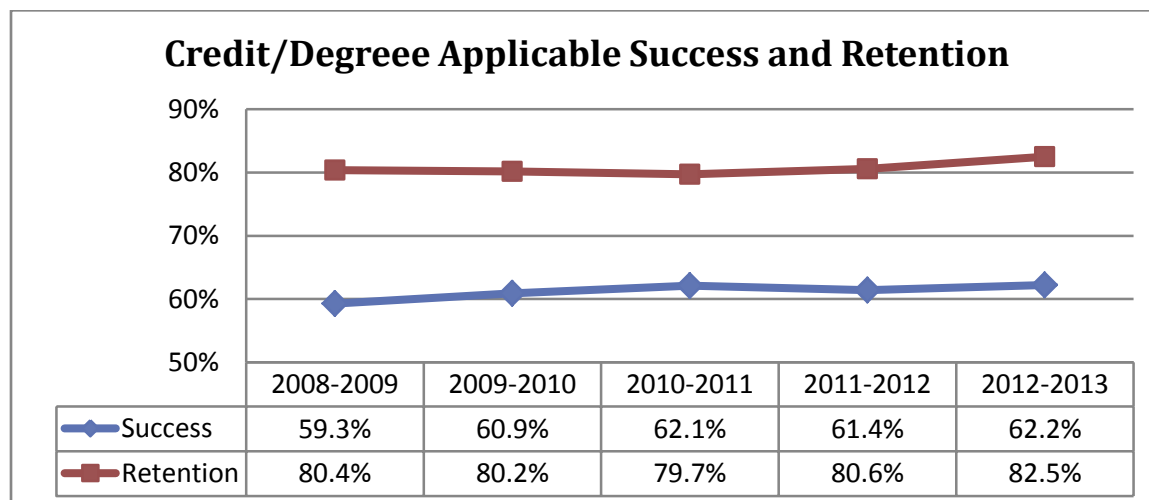
Transferable Success and Retention

The success rate for transfer level courses averages 70%, slightly higher than the overall and basic skills success rates. The average retention rate for transfer level courses is about 83%, the same as the overall success and retention rates and slightly higher than the basic skills rates. In 2012-13, the retention and success rates increased from the previous year (84% and 72%, respectively).



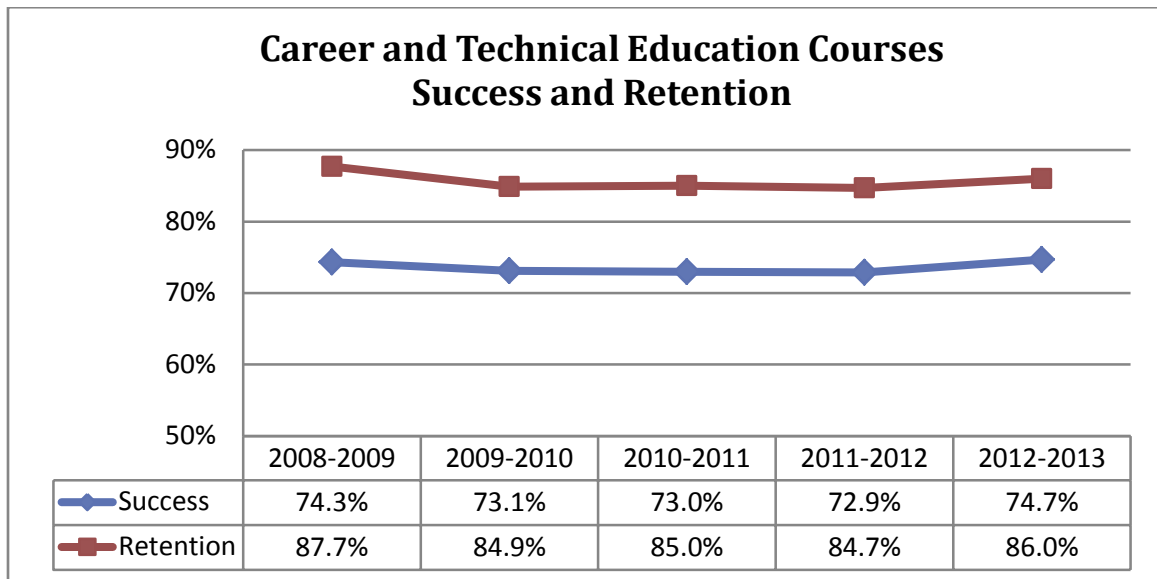
Credit/Degree Success and Retention

The average success rate for non-basic skills, non-transfer courses is second lowest and the average retention rate is the lowest in comparison to the three previous course types. Over the last five years, credit/degree applicable courses average a 61% success rate and 80% retention rate. In the 2012-13, the success and retention rate increased slightly to 62% and 83%, respectively.

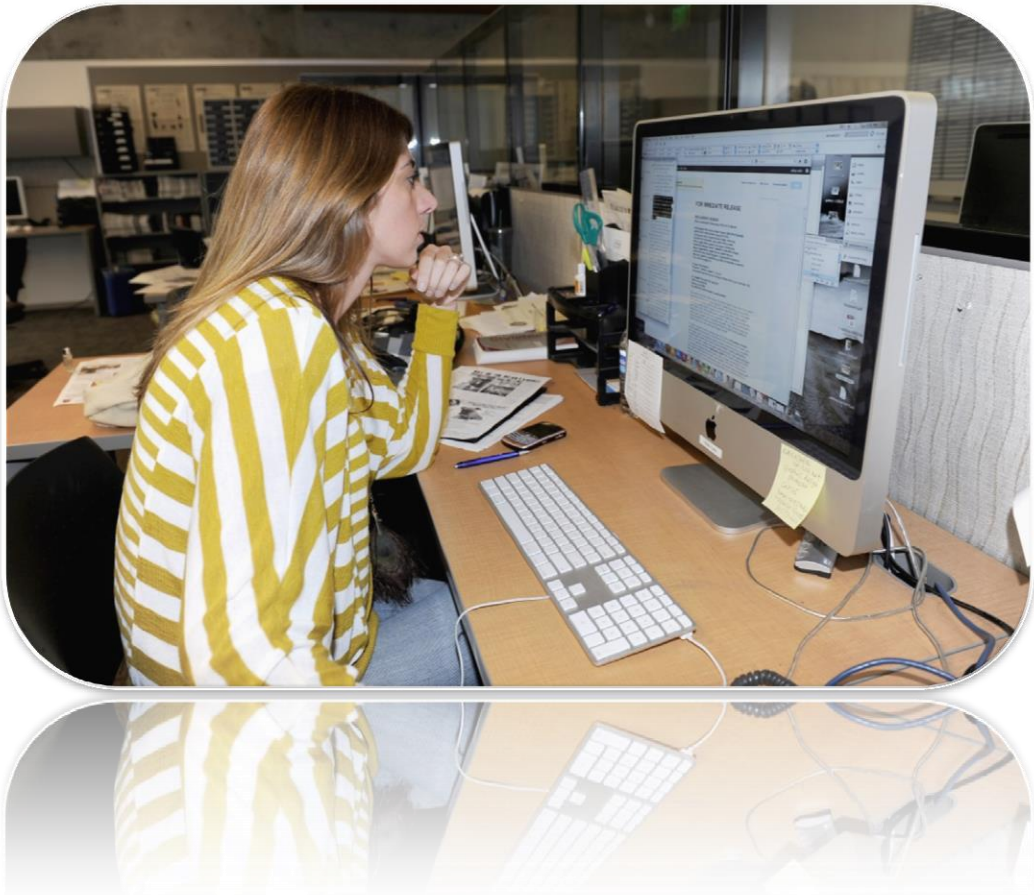


Career and Technical Education (CTE) Success and Retention

The average success and retention rates for CTE courses are higher in comparison to the four previous course types. Over the last five years, career and technical education courses average a 74% success rate and 86% retention rate. In 2012-13, success and retention rates increased slightly in the last year to 75% and 86%, respectively.

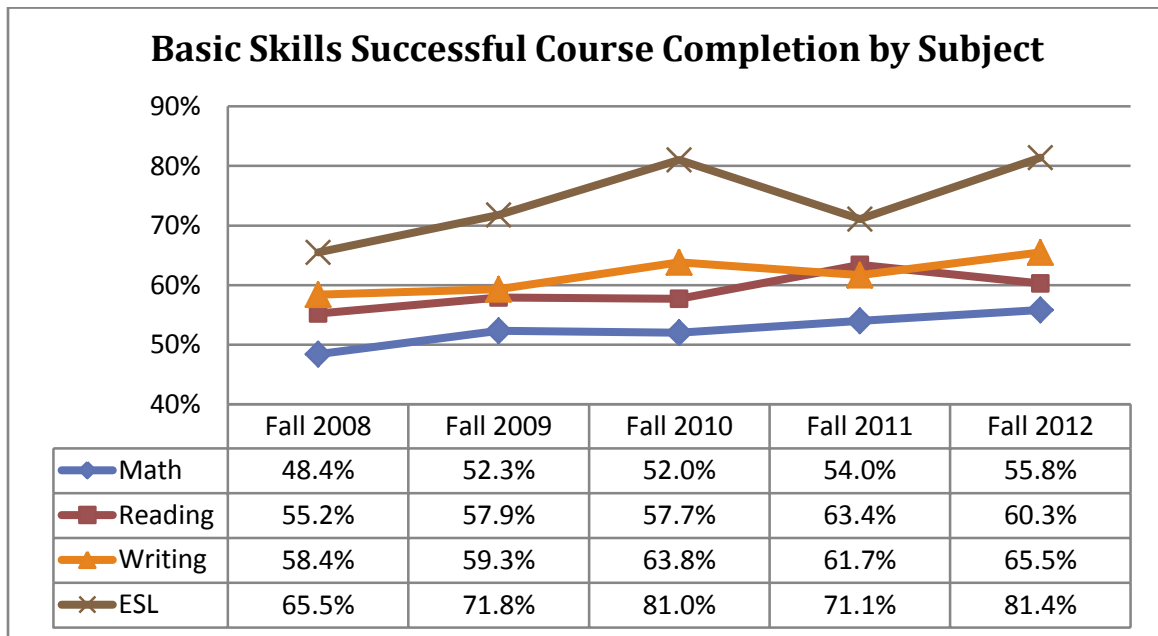


Student Outcomes



Basic Skills Successful Course Completion

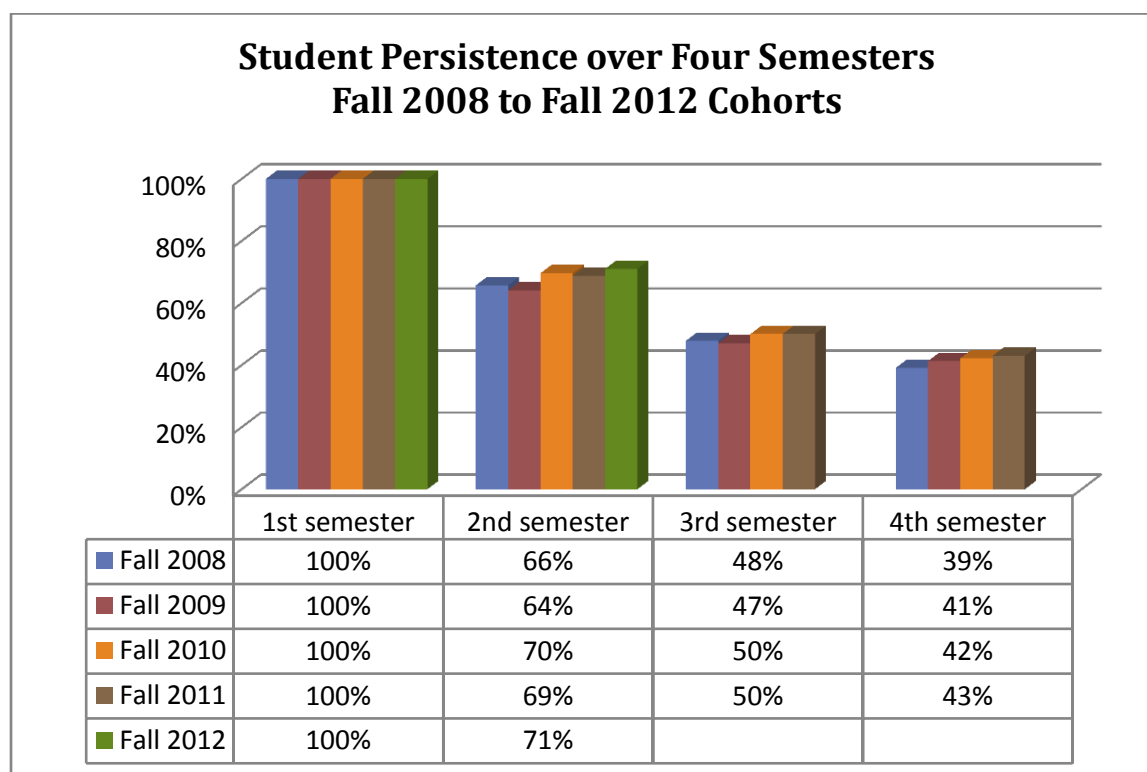
The success rates for basic skills math, writing and ESL increased slightly while there was a slight decrease in reading success rates. Math and writing success rates increased by 3% and 6%, respectively, from Fall 2011 to Fall 2012. The reading success rate decreased by 5% between Fall 2011 and Fall 2012. Additionally, ESL success rates increased from 71% to 81% increasing by 14% after decreasing by 12% the previous year.



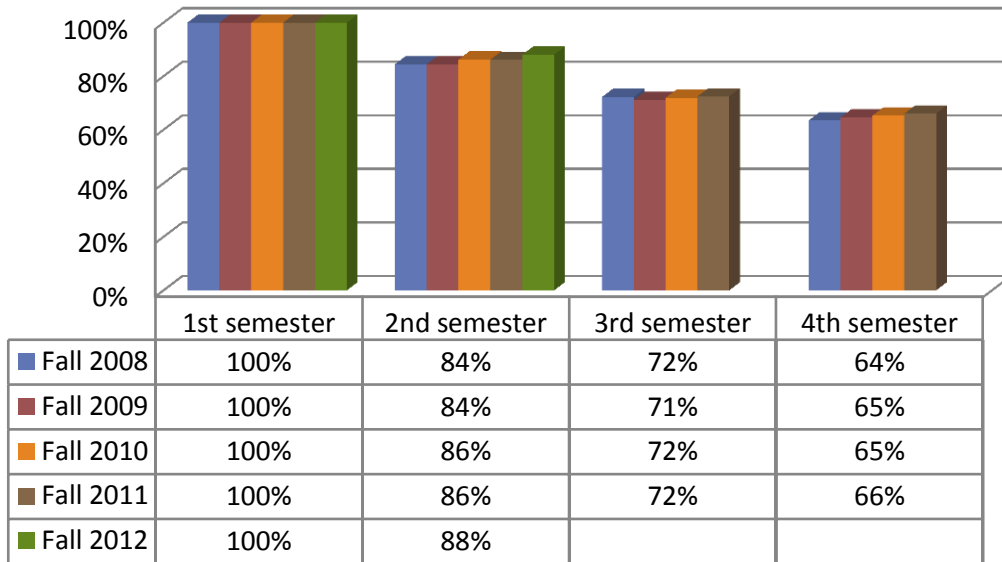
Persistence Rates

Student persistence refers to the tracking of students over several terms. Persistence rates are based on five fall cohorts over four semesters, looking only at fall and spring enrollment. For the Fall 2012 cohort, the 2nd semester persistence rate slightly increased compared to the previous cohort. Fifty percent of Fall 2011 students persisted to the 3rd semester (Fall 2012). This is higher than the institution-set standard of 47%.

The Fall 2012 first- time, full-time cohort 2nd semester persistence rate also slightly increased compared to last year's cohort. Overall, the first-time, full-time cohorts have a higher persistence rate than overall fall cohorts.



First Time, Full Time Student Persistence over Four Semesters Fall 2008 to Fall 2012 Cohorts



Degrees Awarded

In 2012-13, 2,029 degrees and 599 certificates were awarded at El Camino College. This exceeds the institution-set standards for degree and certificates of 1,463 and 435, respectively.

From 2008 to 2010, there has been a moderate increase in the number of degrees awarded that averages 7% per year. There was a 20% increase in degrees awarded from the 2011-12 to 2012-13 academic years.

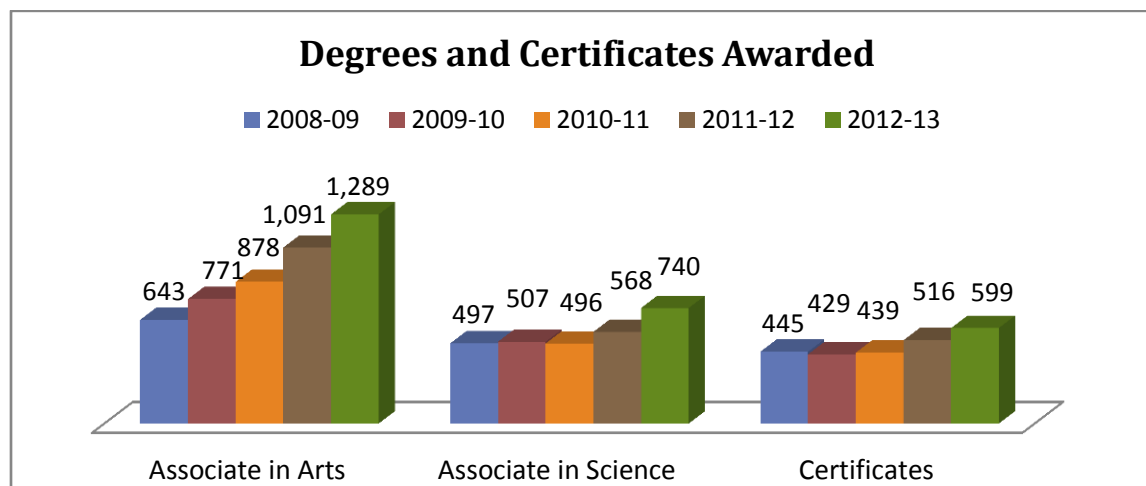
The gap between the number of Associate of Arts and Associate of Science degrees awarded has increased. In 2008-09 there were 146 more AA degrees than AS degrees awarded. In 2012-13, however, there were 549 more AA degrees than AS degrees awarded. For certificates, there was a 15% increase in the number awarded from the 2011-12 to 2012-13 academic years.

Beginning 2011-12, Associate Degrees for Transfer (AA-T or AS-T) are included in Associate of Art and Associate of Science totals. An Associate Degree for Transfer allows students to earn an Associate Degree while concurrently satisfying lower division general education and major requirements for transfer and guarantees admission to the California State University System.

Degrees and Certificates Awarded 2008-09 to 2012-13

Degrees and Certificates	2008-09	2009-10	2010-11	2011-12	2012-13
Associate in Arts	643	771	878	1,091	1,289
Associate in Science	497	507	496	568	740
Certificates	445	429	439	516	599

*Source: California Community College Chancellor's Office, ECC Admissions & Records. Figures prior to 2012-13 were from the Chancellor's Office Data Mart.



Transfer Destinations

In 2012-13, 1,437 El Camino College students transferred to a 4 year university which is higher than the institution-set standard of 1,299. Transfers to the Cal State system remained stable in 2012-13. The largest CSU destinations were Dominguez Hills and Long Beach with 380 and 211 transfers, respectively. The largest University of California transfer destinations for ECC students were UCLA and UCI. In 2012-13, there were 126 ECC students who transferred to an in-state private institution while 146 students transfer to an out of state institution.

Cal State System

Name	2008-09	2009-10	2010-11	2011-12	2012-13
Cal State Poly. University, Pomona	19	13	16	35	29
Cal State University, Dominguez Hills	311	333	293	325	380
Cal State University, Fullerton	79	13	27	54	35
Cal State University, Long Beach	150	157	212	289	211
Cal State University, Los Angeles	58	71	67	67	109
Cal State University, Northridge	62	76	80	78	85
San Diego State University	6	4	7	19	8
Other Cal States	64	52	67	63	78
Total Cal State Transfers	749	719	769	930	935

UC System

Name	2008-09	2009-10	2010-11	2011-12	2012-13
University of California, Berkeley	8	16	32	34	24
University of California, Davis	14	16	21	26	12
University of California, Irvine	55	51	46	40	55
University of California, Los Angeles	111	88	116	89	57
University of California, Merced	7	4	7	2	1
University of California, Riverside	4	8	0	0	20
University of California, San Diego	29	29	28	21	33
University of California, Santa Barbara	29	29	28	21	11
University of California, Santa Cruz	10	19	16	18	17
Total UC Transfers	272	274	307	252	230

Private Institutions

Name	2008-09	2009-10	2010-11	2011-12	2012-13
Biola University	4	6	8	10	6
Chapman University	4	5	4	2	3
Devry University	4	4	4	0	0
Loyola Marymount University	16	14	24	15	16
Mount St. Mary's College	3	13	13	14	15
National University	2	2	6	0	7
Otis College of Art and Design	6	6	8	6	7
Pepperdine University	1	0	0	1	3
University of Phoenix	15	20	12	7	11
University of Southern California	20	43	31	25	32
Other Private Institutions	40	50	43	45	26
Total Private Transfers	115	163	153	125	126

Out of State Transfers

Name	2008-09	2009-10	2010-11	2011-12	2012-13
Total Out of State Transfers	130	168	175	153	146

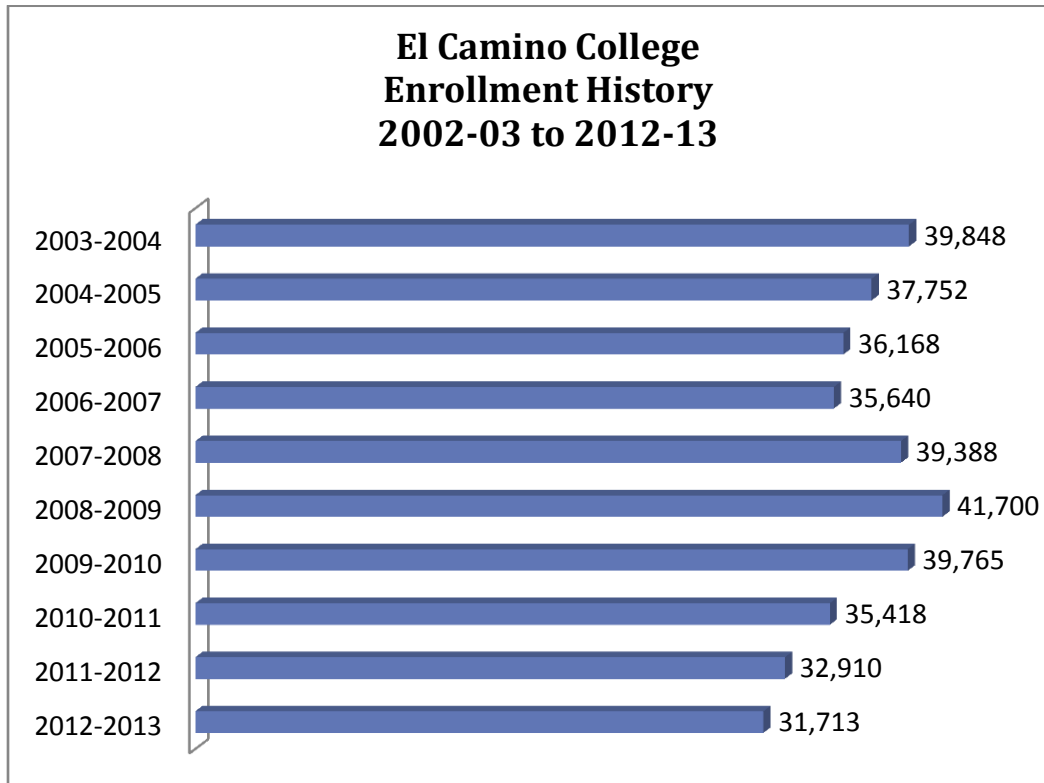
Source: National Student Clearinghouse¹

¹ Beginning in 2011-12, the California Postsecondary Education Commission (CPEC) is no longer used to report UC and Cal State transfers. National Student Clearinghouse (NSC) data is now the source for all transfer counts in this report. More details on transfer data methodology can be found in the *UC and CSU Transfer Counts: CPEC vs. NSC Research Brief*.

Appendix



10 year Enrollment History



El Camino College

Assessment Test Results

New Students from High School, Fall 2008 to Fall 2012

This report displays course placement rates and numbers for new high school graduate-aged students entering El Camino College (ECC) over 5 years. Because graduation date information is not complete and new students to El Camino College can be of any age, the “direct from high school” cohort is approximated as students aged 17 or 18 with a recent test score. The report includes results for these Fall-enrolled students, who represent a little over half of all examinees who enroll in Fall.

Assessment tests are offered in 5 subjects at ECC: Reading, Writing, Mathematics, Chemistry and English as a Second Language (ESL). The Math test consists of 3 different levels: Arithmetic, Elementary Algebra and College-Level Math. Accuplacer’s computer-adaptive model diverts students to different levels of the math test depending on early pre-test questions and on performance. The Chemistry Test (California Chemistry Diagnostic Test) is a paper and pencil test that is used to place students into the appropriate transfer-level chemistry course, provided they also meet a math prerequisite. The ESL assessment places students into listening/speaking, reading and writing courses.

Table 1 highlights the number of students, regardless of age, taking each test between March 1 and the September census date of each year listed. Students repeating the same test are counted only once in the unduplicated counts. These test counts typically mirror fluctuations in college enrollment. The number of students tested continued to decrease in 2012, which is likely due to a decrease in enrollments at the main Torrance campus. Table 1 includes all tests administered at both ECC and Compton Center, but “tested students enrolled” (last row) represent only those enrolled at the main Torrance campus. Although there was a decrease in “students tested” in 2012, the number of “tested students enrolled” remained fairly stable.

Table 1: Number of Students Taking Placement Tests by Subject, March-September

Test	Subject	Number of Students Taking Each Test or Level				
		2008	2009*	2010	2011	2012
Reading Comprehension	Reading	8,506	9,219	9,489	8,606	8,386
Sentence Skills	Writing	8,491	9,196	9,481	8,604	8,406
Arithmetic	Math	6,326	6,593	6,883	6,365	5,944
Algebra	Math	8,684	9,242	9,635	8,818	8,565
College-level Math	Math	2,061	2,289	2,380	2,097	2,245
Chemistry	Chemistry	113	98	92	87	86
English as a Second Language	ESL	575	259	547	499	422
Total Tests (duplicated)		34,756	36,896	38,507	35,076	34,054
Students Tested (unduplicated)		10,621	11,633	11,431	10,272	9,945
Tested Students Enrolled in Fall		5,668	5,625	4,992	4,710	4,652

* Slight changes in cut scores within the college-prep and basic skills math categories in Fall 2009.

RESULTS

The Reading, Writing and Mathematics tests place students in a variety of levels depending on test performance. For this study, placements are grouped into categories of similarly-leveled courses. These groups are 1) transfer-level—courses that are equivalent to courses at a 4-year institution, 2) college-preparatory—courses that immediately precede transfer-level courses, and 3) basic skills—courses defined by ECC as basic skills courses (in most cases, more than one level below transfer). The specific ECC courses within each group and their levels below transfer-level are listed in the appendix of this report.

Placement results for the 5 years in this study are summarized below in Table 2 by number and percentage in each subject and course group. Charts tracking the placement percentages and numbers of each begin on page 3.

Overall, Fall 2012 showed a consistent rate of transfer-level placements in Reading, Writing and Math. Overall placement numbers exhibited a decreasing trend in the last several years and stabilized in 2012.

Table 2: Assessment Test Results by Test and Course Group* for “New Freshmen”

Test	2008 (N=3,215)		2009 (N=2,970)		2010 (N=2,629)		2011 (N=2,478)		2012 (N=2,522)	
	n	%	n	%	n	%	n	%	n	%
Reading **										
Transfer-level	1,215	40.0	1,281	45.9	1,220	49.2	1,095	46.3	1,110	46.5
College-prep	700	23.1	637	22.8	543	21.9	543	23.0	489	20.5
Basic Skills	1,121	36.9	871	31.2	719	29.0	725	30.7	786	33.0
Total	3,036		2,789		2,482		2,363		2,385	
Writing **										
Transfer-level	975	32.1	1,061	38.0	987	39.8	955	40.4	953	39.8
College-prep	1,587	52.2	1,357	48.7	1,208	48.7	1,129	47.8	1,173	49.0
Basic Skills	476	15.7	371	13.3	287	11.6	280	11.8	267	11.2
Total	3,038		2,789		2,482		2,364		2,393	
Math										
Transfer-level	272	8.9	269	9.8	253	10.1	236	9.9	258	10.6
College-prep	1,705	55.7	1,540	56.4	1,481	59.0	1,364	57.1	1,389	57.3
Basic Skills	1,084	35.4	923	33.8	777	30.9	788	33.0	776	32.0
Total	3,061		2,732		2,511		2,388		2,423	

Note: The “N” figures at the top represent the total number of students aged 17 or 18 who took assessment tests between March 1 and the September census date in the year noted.

* Specific courses under each “Course Group” are listed in the Appendix of this report.

** Transfer-level placements for Reading and Writing reflect only that portion of the test, and thus, general *preparation* in reading and writing only. To qualify for *enrollment* in English 1A, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test (see page 11).

READING

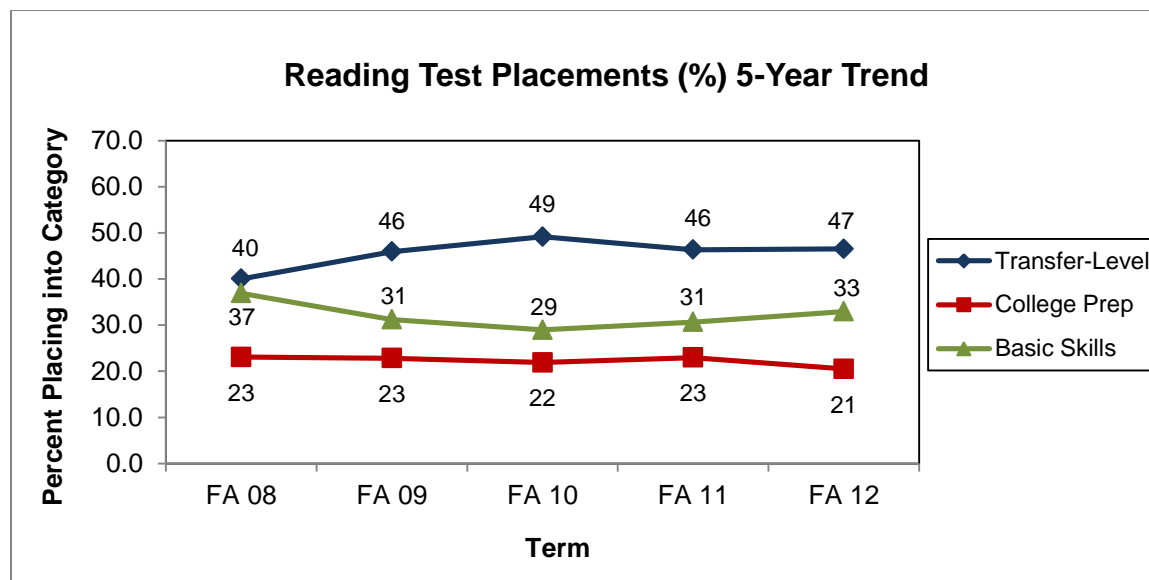
Placement Rates

Placements into reading courses were variable over the past 5 years. Placements into the transferable level (English 1A) stabilized in 2012, increasing by 1 percentage point to 47%. The 5-year average transfer-level placement rate for the period is 45%.

College-preparatory placements have remained level over the last 5 years. The average placement rate into college-prep courses (English 84 or 7) is 22%.

The percentage of basic skills placements continued to steadily increase in the last several years, reaching 33%. This category consists of 2 basic skills courses (English 80 and English 82). About 3% of students placed at the English 80 level, down from 5% in 2008. The 5-year average placement rate into basic skills reading courses is approximately 32%.

Table 3: Reading Assessment Test Placement Rates

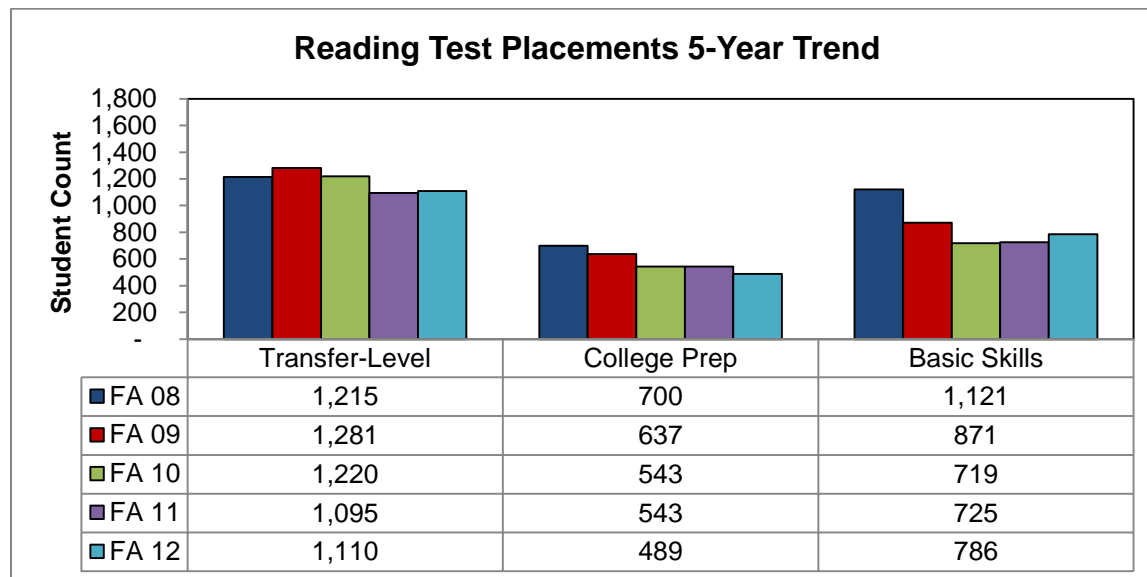


Placement Numbers

The decline in enrollment counts is reflected in the overall decreasing trend in placement numbers during the 5-year period. Transfer-level placement counts peaked in 2009 but leveled off after a period of decline. Placements increased slightly from last year, yielding a placement count of 1,110.

Placements for college prep and basic skills have remained somewhat stable over the last several years. The 2012 counts are lower than the 5-year averages, which are 582 and 844, respectively.

Table 4: Reading Assessment Test Placement Numbers



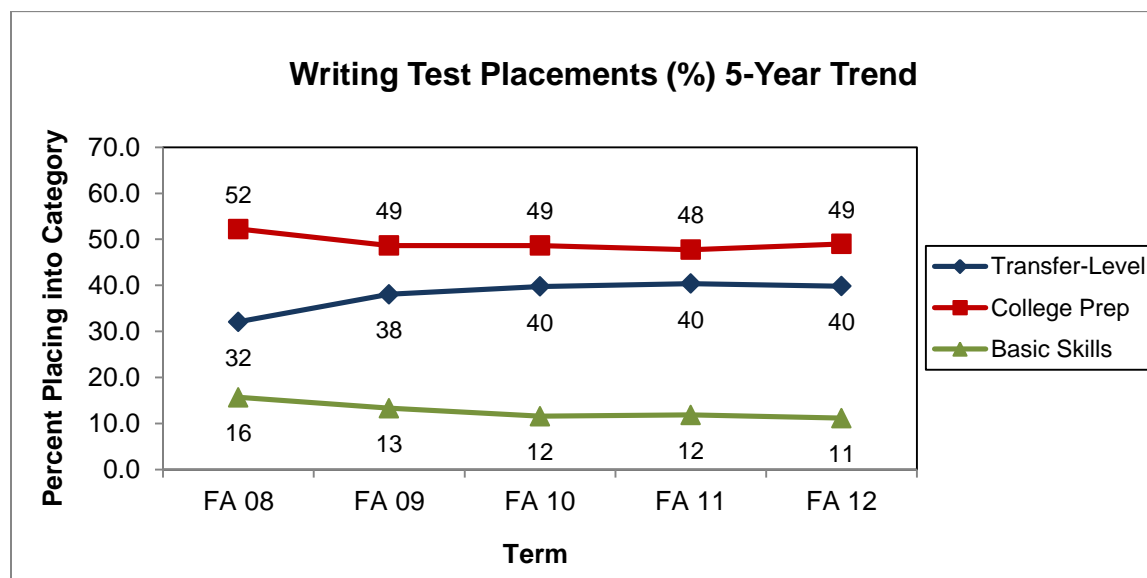
WRITING

Placement Rates

During the last 3 years, transfer-level (English 1A) course placements remained steady, yielding a placement rate of 40% over the last 3 years. Placements into college prep (English A) and basic skills (English B) have also stabilized at 49% and 11%, respectively. Basic skills placements have declined progressively over the last 5 years by a total of 5 percentage points.

Five-year average placements into transfer-level, college-prep and basic skills writing courses were 38%, 49% and 13%, respectively.

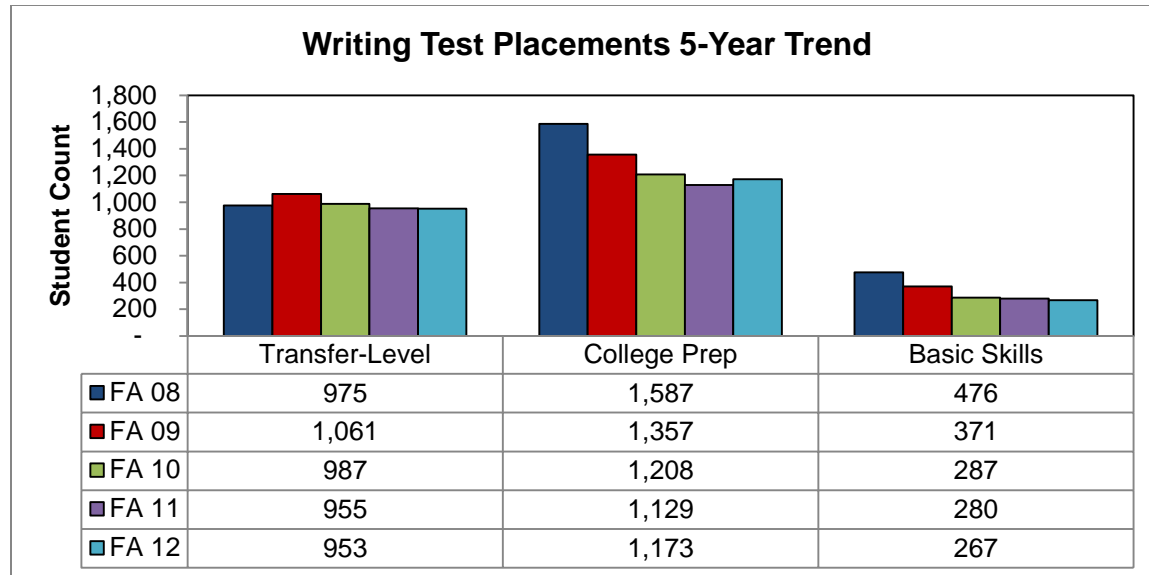
Table 5: Writing Assessment Test Placement Rates



Placement Numbers

Counts for assessment test results have gradually declined for all 3 course groups over the last 5 years. The number of placements into transfer-level remained nearly the same from the previous year at 953 while college prep increased 4% to 1,173. Basic skills placements decreased slightly in 2012, yielding a placement count of 267.

Table 6: Writing Assessment Test Placement Numbers



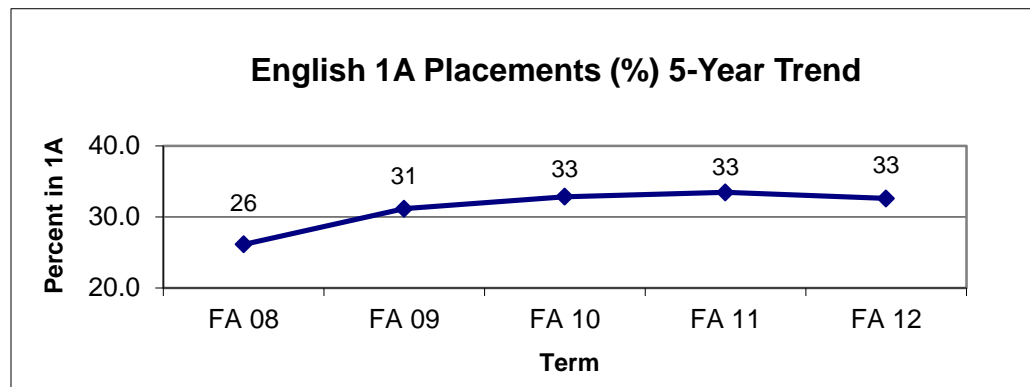
ENGLISH 1A

Placement Rates

To qualify for English 1A (transfer-level reading and writing), examinees must pass both the Reading and the Writing portions of the assessment test. Tables 3 and 5 above reflected placement rates into the transfer-level course (English 1A) based only on one of these two criteria in order to show academic preparation by subject. The table below reflects actual course placement rates using both the reading and writing qualifying test scores.

Placement rates have remained steady during the last 3 years at approximately 33%, which is higher than the 5-year average rate of 31%.

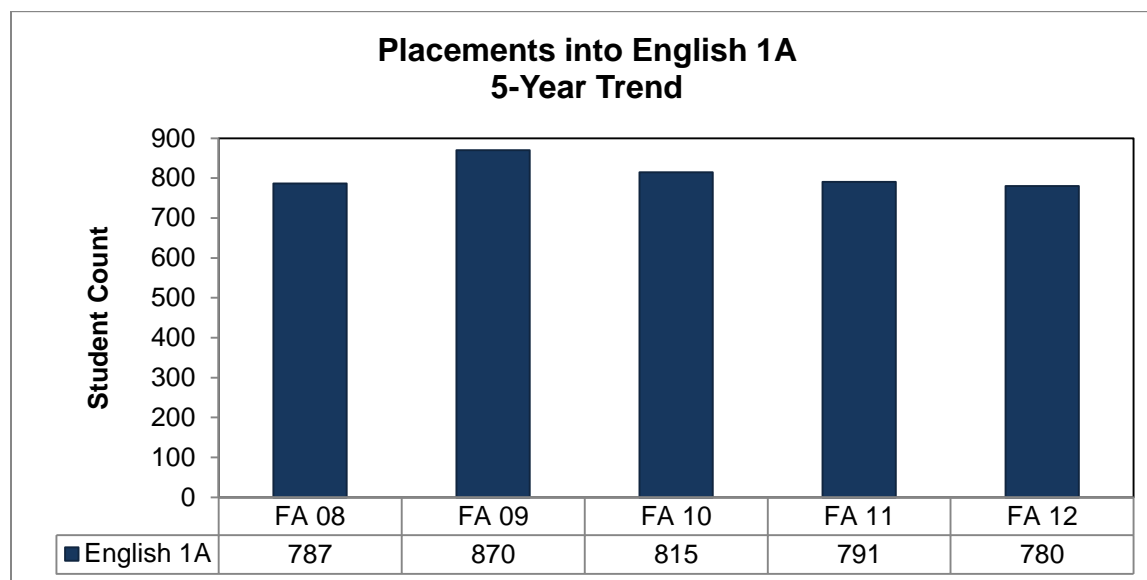
Table 7: English 1A Placement Rates



Placement Numbers

Though placement rates continue to increase, counts have decreased slightly since reaching a 5-year peak in 2009. This may be attributed to the decline in student enrollment. In 2012, 780 students placed into English 1A.

Table 8: English 1A Placement Numbers

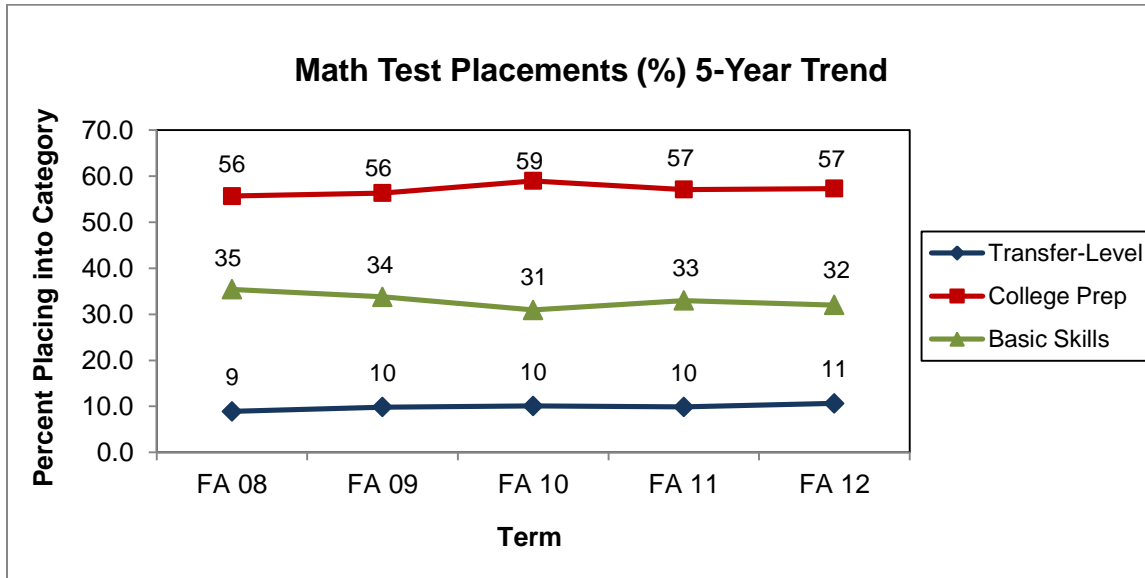


MATHEMATICS

Placement Rates

Placements into the transfer-level courses remained stable for the last 5 years. The placement rate increased by 1 percentage point, reaching a 5-year high of 11% (see Appendix for a complete list of these courses). Conversely, basic skills decreased by the same amount to 32%. Rates for college prep did not change and leveled at 57%. Average placement rates into college-prep and basic skills math courses were 57% and 33%, respectively.

Table 9: Math Assessment Test Placement Rates



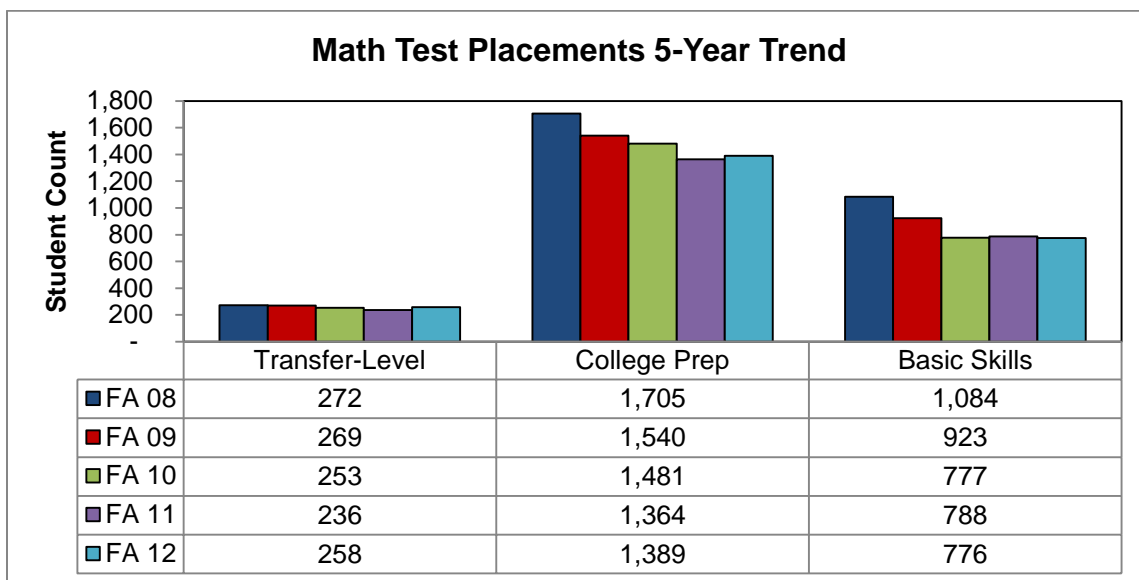
Note: New cut scores affected some basic skills and college prep courses beginning in Fall 2009.

Placement Numbers

Of the 3 course groups, the fewest number of tested students placed into transfer-level math. Placements into this level have increased since last year, with 258 placements in 2012. The count is also the 5-year average for transfer-level placements.

Most students placed into the college-prep level, and this number remained stable since last year, increasing slightly to 1,389 by the end of the 5-year period. Basic skills placements also remained consistent, decreasing slightly to 776. On average, 1,496 and 870 students placed into college prep and basic skills, respectively.

Table 10: Math Assessment Test Placement Numbers



CHEMISTRY

The Chemistry placement test is a paper and pencil test offered only one time to students. In other words, students cannot retake this test as with other placement tests. The test measures students' knowledge of basic chemistry, including laboratory skills and mathematics. Not all students are required to take this placement test. Only students interested in enrolling in Chemistry 1A (General Chemistry I) must take the Chemistry placement test, unless they successfully completed Chemistry 4 (Beginning Chemistry) in the past.

Results for the Chemistry placement tests are outlined in Table 11. More students continue to place into the higher course, Chemistry 1A. Placements into Chemistry 4 decreased to a 5-year low. Average placement rates during this timeframe for Chemistry 4 and Chemistry 1A were 39% and 61%, respectively.

Table 11: Assessment Test Results by Chemistry Course

Placements	2008 (n=3,215)		2009 (n=2,970)		2010 (n=2,629)		2011 (n=2,478)		2012 (n=2,522)	
	N	%	N	%	N	%	N	%	N	%
Chemistry 1A	23	63.9	21	63.6	20	60.6	13	52.0	18	64.3
Chemistry 4	13	36.1	12	36.4	13	39.4	12	48.0	10	35.7
Total	36		33		33		25		28	

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) assessment consists of a computerized reading skills test, a questionnaire, an English writing sample, an oral interview, and an orientation to the College. The comprehensive ESL assessment places students into Listening/Speaking (Oral), Reading and Writing courses. These courses are listed by level in the Appendix. A 5-year trend of placement results is found in Table 12 below.

Similarly in previous years, a very small percentage of students aged 17-18 ($\leq 3\%$) took the ESL test in 2012. After a 4-year increase, college-prep placements decreased by 10 points from 2011. As a result, basic skills oral placements peaked in 2012 at 15%. Reading also showed considerable fluctuations, with both transfer-level and basic skills decreasing while college-prep increased. Transfer-level writing placements also decreased, thus increasing placements into college-prep and basic skills. During the 5-year period, younger students placing into basic skills ESL courses ranged from 5%-15% for oral, 15%-19% for reading and 12-27% for writing.

Table 12: Assessment Test Results by ESL Test Category and Course Group

Placements	2008 (n=3,215)		2009 (n=2,970)		2010 (n=2,629)		2011 (n=2,478)		2012 (n=2,522)	
	N	%	N	%	N	%	N	%	N	%
Oral										
College-prep	73	89.0	58	92.1	68	93.2	54	94.7	46	85.2
Basic Skills	9	11.0	5	7.9	5	6.8	3	5.3	8	14.8
Total	82		63		73		57		54	
Reading										
Transfer-level	0	0.0	1	1.5	3	3.4	2	3.1	0	0.0
College-prep	72	84.7	52	80.0	69	78.4	51	79.7	46	85.2
Basic Skills	13	15.3	12	18.5	16	18.2	11	17.2	8	14.8
Total	85		65		88		64		54	
Writing										
Transfer-level	0	0.0	1	1.5	3	3.8	2	3.3	0	0.0
College-prep	62	72.9	56	86.2	58	73.4	52	85.2	48	87.3
Basic Skills	23	27.1	8	12.3	18	22.8	7	11.5	7	12.7
Total	85		65		79		61		55	

*To place into transfer-level Reading and Writing, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test (see page 12).

CONCLUSION

Over the last five years, transfer-level placement rates have progressively increased. Since the previous year, these rates remain steady. Basic skills placement rates have conversely decreased over the years, but showed an increase in 2012 in Reading. It is not clear why a greater percentage of students placed into basic skills Reading.

This study provided a general analysis of El Camino College students coming directly from high school (or shortly thereafter). This group tends to perform the best, on average, than any other age group; older students tend to be less prepared for college compared to students with a recent high school experience. For example, the average placement rates for all assessed students into basic skills reading, writing and math were 34%, 16% and 39%, respectively. In comparison, recent high school graduates placed into the same categories of basic skills at 32%, 13% and 33%, respectively.

Placement counts overall have decreased throughout the 5-year period. This is likely a result of student enrollment trends, which peaked in 2008-09 and progressively decreased thereafter.

APPENDIX – COURSES BY GROUP

READING & WRITING

Course Group	Levels Below Transfer	Reading	Writing
Transfer-level	--	<ul style="list-style-type: none"> English 1A – Reading & Composition 	<ul style="list-style-type: none"> English 1A – Reading & Composition
College-preparatory	1	<ul style="list-style-type: none"> English 84 (formerly Engl-2R) – Developmental Reading & Writing English 7 – Speed & Power Reading 	<ul style="list-style-type: none"> English A – Writing the College Essay
Basic Skills	2	<ul style="list-style-type: none"> English 82 (formerly Engl-R) – Introduction to Reading Skills 	<ul style="list-style-type: none"> English B – Introduction to the Composing Process
	3	<ul style="list-style-type: none"> English 80 – Basic Language Skills 	

MATHEMATICS

Course Group	Levels Below Transfer	Course
Transfer-level	--	<ul style="list-style-type: none"> Math 190 – Calculus Math 160 – Business Calculus Math 180 – Pre-Calculus Math 170 – Trigonometry Math 150 – Elem. Probability & Statistics Math 140 – Finite Math Math 130 – College Algebra Math 120 – Nature of Math Math 115 – Prob. & Stats for Elementary Teachers Math 110 & 111 – Math for Elem. Teachers Computer Science 1, 5, 10
	--	
	--	
College-preparatory	1	<ul style="list-style-type: none"> Math 80* – Intermediate Algebra for Science, Technology, Engineering, and Mathematics Math 73* – Intermediate Algebra for General Education Math 60 – Elementary Geometry
	2	<ul style="list-style-type: none"> Math 40 or 41B/43* – Elementary Algebra
Basic Skills	3	<ul style="list-style-type: none"> Math 41A – Elementary Algebra, Part I Math 33* – Extended Elementary Algebra, Part I Math 25 – Pre-Algebra Review Math 23 – Pre-Algebra
	4	<ul style="list-style-type: none"> Math 10A-10B/12 – Basic Arithmetic Skills

* Math 80 replaced Math 70 (Intermediate Algebra) in Fall 2009. It is a Calculus-track algebra course.

* Math 73 was inaugurated in Fall 2009. It is a non-Calculus track algebra course.

* Math 33 and 43 (Extended Elementary Algebra, Parts I and II) replaced Math 41A and 41B (Elementary Algebra, Parts I and II) in Fall 2009.

ENGLISH AS A SECOND LANGUAGE (ESL)

Course Group	Levels Below Transfer	Oral (Listening/ Speaking) *	Reading	Writing
Transfer-level	--		<ul style="list-style-type: none"> English 1A - Reading & Composition for Foreign Students 	<ul style="list-style-type: none"> English 1A - Reading & Composition for Foreign Students
College-preparatory	1	<ul style="list-style-type: none"> ESL 51C – (Advanced) ESL 51B – (Intermediate) 	<ul style="list-style-type: none"> ESL 52C – (Advanced) ESL 52B – (Intermediate) 	<ul style="list-style-type: none"> English A-X – Writing the College Essay ESL 53B – (Intermediate)
Basic Skills	2	<ul style="list-style-type: none"> ESL 51A – Intro to English Conversation 	<ul style="list-style-type: none"> ESL 52A – Intro to Reading and Vocab. Building 	<ul style="list-style-type: none"> ESL 53A – Elementary Grammar/Writing

* Although Listening/Speaking courses indicate “levels below transfer,” they do not directly lead to a transfer-level course such as English 1A.

High School Enrollment Trends El Camino Community College District and Local Area High Schools 2002-03 to 2012-13

Introduction

This report profiles recent enrollment trends from local area high schools. Featured schools include those coming from school districts within the El Camino Community College District (ECC), such as those in the Centinela Valley (Hawthorne area), Inglewood, Manhattan Beach, Redondo and Torrance and El Segundo school districts. Charter schools within the ECC district boundaries are reviewed here individually and are included when an entire school district is aggregated.

There are five schools from Los Angeles USD and one from Palos Verdes Peninsula Unified, outside the ECC district that also send relatively large numbers of students to ECC. The LAUSD schools are Carson, Gardena, Narbonne, San Pedro, and George Washington. Palos Verdes Peninsula High School is the final school located outside the ECC district included in this report.

Enrollment trends are tracked from 2002-03 through 2012-13. Source data for these trends are from the California Department of Education (CDE), Educational Demographics Unit.

Executive Summary

Enrollments in feeder high schools have been declining over the last few years.

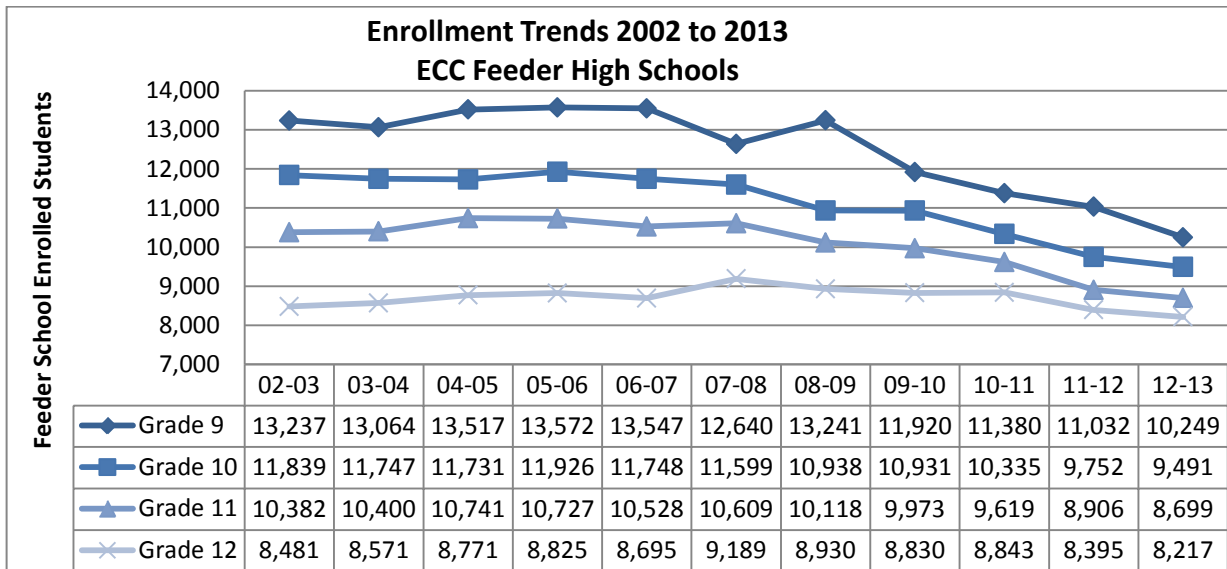
Several high schools and districts show recent declines to varying degrees. Some, like Gardena, are showing double digit percentage declines in enrollments. Others, like the Torrance district, are losing very small percentages annually. However many schools seem to be going through a natural ebb and flow with years of growth followed by decline. Regardless of what happens in an individual school or district, the area trend is one of declining high school population which coincides with the aging population in the region.

Elementary and middle schools that feed into the district high schools have experienced steady declines in enrollment since 2004, which suggest enrollments at the high school level will continue to decline in the next few years.

Projections of enrollments at ECC show continued declines in students coming from feeder high schools over the next few years.

District-wide Trends

Enrollments at the feeder high schools have been declining since the 2005-06 school year. Total local high school enrollment is down by over 6,500 students since the 2005-06 school year. While 12th grade enrollments have remained fairly consistent over the last decade, all other high school grades have been declining since 2005-06. If trends continue this way, fewer students will be coming through the feeder school pipeline in the near future. However, a greater percentage of people at the traditional college age range (18-24) will have completed high school as the gap in numbers between freshmen and seniors narrows.



Source: CDE Dataquest

Another way of looking at this data is to adjust the cells so the data is organized by class. Whereas the chart above gives an idea of the number of students enrolling at feeder high schools each academic year, the table below shows the number of students enrolled each year in each graduating class. In looking at the class of 2012, there were 13,241 students who began as freshmen at one of the feeder high schools. By senior year, only 8,395 students were enrolled. This leaves a net retention rate of 63% through senior year, a number which, despite some minor fluctuations, has remained consistent throughout the last decade. Though this is not an actual cohort since the same set of students are not being followed throughout each period, the data clearly demonstrates that classes are losing approximately 1/3 of their enrollments between freshman and senior years. Most of this attrition comes from the LAUSD feeder schools which typically have more than 50% losses in number of students between freshman and senior year. Feeder schools within the ECC district typically have much higher retention rates, including 8 schools which maintained over 90% of their enrollment numbers.

	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
9th	13,237	13,064	13,517	13,572	13,547	12,640	13,241	11,920
10th	11,747	11,731	11,926	11,748	11,599	11,599	10,931	10,335
11th	10,741	10,727	10,528	10,609	10,118	10,609	9,619	8,906
12th	8,825	8,695	9,189	8,930	8,830	9,189	8,395	8,217
Retention	66.7%	66.6%	68.0%	65.8%	65.2%	70.0%	63.4%	69.0%

Source: CDE Dataquest

District and High School Trends

Breaking down the enrollment trends by district and high school paints a more varied picture. Most schools and districts are in a state of decline in recent years. However, some are fluctuating between growth and decline while others, like the Inglewood Unified School District, have shown a recent growth spurt. Charter high schools may have something to do with that increase since they can enroll students from outside their school district. There is a cluster of charter schools in the Inglewood and Centinela Valley school districts (see map below). The following tables provide enrollment levels by high school or district with the annual percent change at the bottom of each.

Centinela Valley School District

Centinela Valley High School District includes Hawthorne, Lawndale and Leuzinger High Schools. Hawthorne and Leuzinger are especially large schools and major feeders to ECC. All three schools saw substantial growth between 2001 and 2005, followed by substantial declines in the more recent terms. There were 1,534 fewer students enrolled in Centinela Valley high schools in 2012-13 than there were at the peak in 2004-05. The number of seniors overall at Centinela Valley schools has continued to increase, but all of the other grades are in decline. Over the past three years, approximately 75% of Centinela Valley's freshmen made it to senior year. In 2012-2013, there was a minor decrease in senior enrollment compared to 2011-2012. If this trend continues, we will expect the number of seniors in the district to continue to decrease since less students are entering the pipeline. The decline in senior enrollment in 2012-2013 when compared to juniors in 2011-12 is probably due to a decrease in enrollments at the district continuation school, but it is unclear where the decrease is coming from.

In the past ten years, Hawthorne High saw its' highest enrollment in 2002-03, but it has not been able to reach these enrollment numbers since. The school came close to matching its highest enrollment in 2005-06, enrolling 2,918 students, but their numbers decreased the following year. Since 2008-09, enrollment numbers for Hawthorne High have steadily declined from 2,674 students to 1,912 students in 2012-13.

Lawndale High School has increased their enrollment over the last five years from 1,371 students in 2008-09 to 2,531 students in 2012-13, an increase of 1,160 students. Leuzinger saw steady increases in enrollment from 2002-2006, however in 2006-07, the enrollment numbers began to decline. In 2007-08 enrollment increased once again, but declined the following year and continued this trend for the next few years.

Hawthorne, Lawndale, and Leuzinger High Schools

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	2,199	2,081	2,218	2,295	2,106	1,960	1,886	1,587	1,612	1,543	1,581
Grade 10	1,962	2,154	2,102	2,032	2,083	2,067	1,868	1,753	1,545	1,652	1,598
Grade 11	1,781	1,779	1,976	1,923	1,774	1,913	1,917	1,755	1,671	1,549	1,662
Grade 12	1,534	1,551	1,811	1,727	1,581	1,677	1,615	1,629	1,740	1,756	1,732
Total	7,476	7,565	8,107	7,977	7,544	7,617	7,286	6,724	6,568	6,500	6,573
% Change		1.20%	7.20%	-1.60%	-5.43%	1.00%	-4.35%	-7.70%	-2.30%	-1.04%	1.12%

Source: CDE Dataquest

Hawthorne High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	820	758	791	873	819	782	654	471	532	533	452
Grade 10	795	793	748	740	746	785	707	546	484	545	525
Grade 11	705	712	709	689	647	702	725	648	531	432	520
Grade 12	671	600	644	616	521	610	588	619	571	436	415
Total	2,991	2,863	2,892	2,918	2,733	2,879	2,674	2,284	2,118	1,946	1,912
% Change		-4.30%	1.00%	0.90%	-6.30%	5.30%	-7.10%	-14.60%	-7.30%	-8.10%	-1.70%

Lawndale High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	436	394	425	396	391	329	450	473	635	751	760
Grade 10	343	341	357	379	360	364	330	459	578	576	750
Grade 11	256	298	320	318	315	307	344	322	461	436	568
Grade 12	210	201	263	258	256	277	247	293	281	384	453
Total	1,245	1,234	1,365	1,351	1,322	1,277	1,371	1,547	1,955	2,147	2,531
% Change		-0.90%	10.60%	-1.00%	-2.15%	-3.40%	7.40%	12.80%	26.40%	9.80%	17.90%

Leuzinger High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	873	804	877	949	797	747	718	599	443	298	367
Grade 10	719	910	863	830	842	809	747	673	519	425	313
Grade 11	782	692	826	819	728	809	739	657	587	358	425
Grade 12	630	728	702	777	704	716	724	628	641	469	388
Total	3,004	3,134	3,268	3,375	3,071	3,081	2,928	2,557	2,190	1,550	1,493
% Change		4.30%	4.30%	3.30%	-9.00%	0.33%	-5.00%	-12.70%	-14.40%	-29.20%	-3.70%

El Segundo Unified School District

El Segundo High School is located at the far north section of the ECC District. It sends relatively few students to El Camino College each year. El Segundo has experienced continued moderate growth from 2002 to 2008. After a period of declining enrollment, the school is back to the 08-09 levels. Over 97% of the students who start at El Segundo as freshmen are still enrolled their senior year.

El Segundo High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	280	313	329	307	316	324	304	297	295	344	343
Grade 10	274	281	307	332	310	322	320	312	293	302	344
Grade 11	257	263	270	306	313	311	316	306	307	284	302
Grade 12	244	249	259	261	281	312	308	313	298	294	278
Total	1,055	1,106	1,165	1,206	1,220	1,269	1,248	1,228	1,193	1,224	1,267
% Change		4.80%	5.30%	3.50%	1.20%	4.00%	-1.70%	-1.60%	-2.90%	2.60%	3.50%

Inglewood Unified School District

Inglewood High School

The Inglewood Unified School District consists of Inglewood and Morningside High Schools, as well as three public charter high schools. These schools are modest feeders to ECC, likely due to their northern location in the district. Inglewood district has seen a slight growth from 2003 to 2006. The district experienced a steady decline from 2006 to 2010 before experiencing a large growth in 10-11. Since each class from the 2010-11 school year is larger than the corresponding class from the previous year, it is likely that the district has assumed some students who were previously enrolled elsewhere. Animo Inglewood Charter High School, of the Green Dot schools was founded in 2002 (www.greendot.org), but data for the school is only associated with the Inglewood Unified School District on the CDE website since the 2010-11 school year so this school is a likely contributor to the perceived district growth during this year. However, in 2011-2012, the school district had a large decline in enrollment which continued through the 2012-2013 school year. Animo Inglewood Charter High School has continued to have increasing enrollment, while Inglewood and Morningside High

have experienced lower enrollments since the 2011-2012 school year. According to Senate Bill 533, deficit spending in the Inglewood Unified School District, their inability to maintain separate funds for financial emergencies, and to meet their financial obligations for the 2012-2013 fiscal year led to the previous governor Jerry Brown signing a \$55 million emergency bailout and a state-takeover plan that appointed State Superintendent, Don Brann, to assume all the rights and duties of the IUSD governing board. These occurrences within the district may have led to low enrollment numbers.

Inglewood High School has declined in its enrollment numbers since 2006-07, although the school did see positive growth in 2010-11, Inglewood High School was unable to continue their enrollment growth through 2012-2013. Morningside High School has almost consistently declined in their enrollment numbers, except for moderate increases in 2005-06 and 2009-10. For the past three years, Morningside High has declined from 1,262 students to 1,108 students, a total loss of 154 students.

Since 2010, Animo Inglewood Charter High School has seen positive growth. The school gained 29 students over the last three years. Hillcrest High School experienced declines in enrollment numbers from 2006-2010 with a slight increase in 2007. However the following year in 2010-11, enrollment numbers increased and has since followed an ebb and flow trend. City Honors experienced major growth from 2002-2009, but enrollment declined the following year in 2009-10, and has followed an ebb and flow trend since. Overall, the school has seen substantial growth, gaining 365 students since 2002.

Inglewood, Morningside, Hillcrest, City Honors High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1085	1045	1069	1080	1004	1022	951	822	1058	918	939
Grade 10	1173	1065	995	1060	1049	950	1032	939	1028	1,042	928
Grade 11	922	1076	991	994	977	977	902	967	1115	940	1042
Grade 12	743	795	944	902	877	880	853	816	1008	959	933
Total	3,923	3,981	3,999	4,036	3,907	3,829	3,738	3,544	4,209	3,859	3,842
% Change		1.50%	0.50%	0.93%	-3.20%	-2.00%	-2.40%	-5.20%	18.80%	-8.30%	-0.44%

Inglewood High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	570	609	577	504	508	487	483	404	395	376	383
Grade 10	582	571	574	548	522	446	497	456	448	400	366
Grade 11	436	525	527	505	473	464	405	441	433	399	370
Grade 12	426	406	440	392	390	367	333	323	356	342	361
Total	2,014	2,111	2,118	1,949	1,893	1,764	1,718	1,624	1,632	1,517	1,480
% Change		4.80%	0.33%	-8.00%	-2.90%	-6.80%	-2.61%	-5.50%	0.50%	-7.01%	-2.44%

Morningside High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	489	406	407	454	365	362	361	321	321	265	284
Grade 10	531	457	375	430	373	337	360	379	321	322	289
Grade 11	386	424	382	357	307	307	294	346	346	252	305
Grade 12	275	298	335	294	278	278	267	275	274	272	230
Total	1,681	1,585	1,499	1,535	1,323	1,284	1,282	1,321	1,262	1,111	1,108
% Change		-5.71%	-5.43%	2.40%	-13.81%	-2.95%	-0.16%	3.04%	-4.50%	-12.00%	-0.30%

Source: CDE Dataquest

Animo Inglewood Charter High

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9									157	183	170
Grade 10									156	152	173
Grade 11									155	148	148
Grade 12									133	139	139
Total									601	622	630
% Change										3.50%	1.30%

Hillcrest Charter High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9					1	6	9	1	7	3	1
Grade 10	23	8	6	14	26	31	15	9	14	10	7
Grade 11	100	83	53	94	93	85	82	33	82	56	68
Grade 12	42	91	127	187	159	168	135	101	98	109	115
Total	165	182	186	295	279	290	241	144	201	178	191
% Change		10.30%	2.20%	58.60%	-5.40%	3.94%	-16.90%	-40.20%	39.60%	-11.40%	7.30%

City Honors Charter High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	26	30	85	122	130	167	98	96	178	90	99
Grade 10	37	29	40	68	128	136	160	95	89	157	93
Grade 11	0	44	29	38	71	116	121	147	98	85	151
Grade 12	0	0	42	29	41	67	118	117	148	97	88
Total	63	103	196	257	370	486	497	455	513	429	431
% Change		63.50%	90.30%	31.10%	44.00%	31.40%	2.30%	-8.50%	12.70%	-16.40%	0.47%

Source: CDE Dataquest

Los Angeles Unified School District

The LAUSD feeder schools are Carson, Gardena, Narbonne, San Pedro, and Washington high schools. They experienced a fairly large decline in enrollments during the last six years. As freshmen numbers continue to decline and since approximately half of the incoming freshmen are still enrolled in their senior year, we can expect to see a decrease in the number of seniors graduating from these schools over the next few years. In the last four years, Carson High has seen major declines in their enrollment, decreasing from 3,455 students in 2009-10 to 1,570 students in 2012-13. Gardena High School has also seen major decreases in enrollment in the past few years, specifically from 2007-2013. Narbonne High School experienced growth in enrollment from 2002-2007, however in 2007-08, enrollment began to decline for the next couple of years. Enrollment increased from 2009-11, but the school was unable to continue its growth, losing enrollment in the last couple of years from 2011-2013. Enrollment at San Pedro High School has been declining since 2008-09. In 2007-08, 3,559 students were enrolled compared to 2,771 students in 2012, a difference of 788 students. George Washington High School experienced dips in enrollment since 2003-04, and has maintained a negative enrollment trend except for minor gains in 2005-06 and 2006-07.

Los Angeles Unified Feeder High Schools

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	5682	5651	5930	5894	6256	5503	6166	5357	4790	4359	3590
Grade 10	4516	4310	4403	4495	4462	4461	3816	4028	3765	3152	2717
Grade 11	3581	3447	3568	3599	3736	3682	3344	3222	3010	2850	2270
Grade 12	2509	2548	2579	2578	2369	2655	2505	2450	2445	2290	2220
Total	16,288	15,956	16,480	16,566	16,823	16,301	15,831	15,057	14,010	12,651	10,797
% Change		-2.00%	3.30%	0.50%	1.60%	-3.10%	-2.90%	-4.90%	-7.00%	-9.70%	-14.70%

Carson

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,249	1,235	1,248	1,221	1,206	1,223	1,239	1,168	1,105	954	491
Grade 10	950	929	932	992	942	879	890	922	889	677	391
Grade 11	711	758	769	754	810	783	821	748	696	667	319
Grade 12	537	526	601	581	562	591	597	617	587	527	369
Total	3,447	3,448	3,550	3,548	3,520	3,476	3,547	3,455	3,277	2,825	1,570
% Change		0.03%	3.00%	-0.06%	-0.80%	-1.30%	2.04%	-2.60%	-5.20%	-13.80%	-44.40%

Gardena

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	962	1,055	992	1,117	1,381	917	1,438	1,039	823	589	515
Grade 10	932	848	986	879	842	988	716	760	585	469	392
Grade 11	743	671	792	886	738	743	546	608	490	457	396
Grade 12	504	551	570	496	453	555	461	393	401	378	387
Total	3,141	3,125	3,340	3,378	3,414	3,203	3,161	2,800	2,299	1,893	1,690
% Change		-0.50%	6.90%	1.14%	1.07%	-6.20%	-1.31%	-11.40%	-17.90%	-17.70%	-10.70%

Narbonne

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,091	1,222	1,374	1,214	1,231	1,289	1,391	1,303	1,276	1,191	1,225
Grade 10	918	885	854	965	984	896	838	924	939	848	824
Grade 11	652	729	689	668	764	783	669	692	721	764	647
Grade 12	412	471	499	550	461	471	426	463	524	533	608
Total	3,073	3,307	3,416	3,397	3,440	3,439	3,324	3,382	3,460	3,336	3,304
% Change		7.60%	3.30%	0.56%	1.30%	-0.03%	-3.34%	1.74%	2.31%	-3.60%	-1.00%

San Pedro

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,223	1,250	1,281	1,226	1,324	1,300	1,296	1,198	981	1,078	937
Grade 10	805	859	923	910	927	950	861	864	902	743	699
Grade 11	705	687	710	728	784	762	736	734	674	633	586
Grade 12	488	505	505	519	518	547	522	498	535	515	549
Total	3,221	3,301	3,419	3,383	3,553	3,559	3,415	3,294	3,092	2,969	2,771
% Change		2.50%	3.60%	-1.10%	5.03%	0.17%	-4.05%	-3.50%	-6.13%	-4.00%	-6.70%

George Washington High

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,157	889	1,035	1,116	1,114	774	802	649	604	535	422
Grade 10	911	789	708	749	767	748	511	558	450	448	411
Grade 11	770	602	608	563	640	611	572	440	429	354	322
Grade 12	568	495	404	432	375	491	499	479	398	369	307
Total	3,406	2,775	2,755	2,860	2,896	2,624	2,384	2,126	1,881	1,706	1,462
% Change		-18.50%	-0.72%	3.81%	1.30%	-9.40%	-9.10%	-10.80%	-11.50%	-9.30%	-14.30%

Source: CDE Dataquest

Manhattan Beach Unified School District

The Manhattan Beach Unified School District consists of Mira Costa High School. The school is a moderate feeder to ECC. Mira Costa enrollments have been fluctuating between years of moderate growth and moderate decline over the last decade. Overall, enrollments are staying steady and fall within a predictable range.

Mira Costa High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	690	602	623	527	603	628	614	592	578	680	642
Grade 10	628	680	603	613	532	618	635	611	595	591	668
Grade 11	571	581	630	565	592	532	607	612	584	571	577
Grade 12	535	533	546	593	557	606	524	605	602	584	569
Total	2,424	2,396	2,402	2,298	2,284	2,384	2,380	2,420	2,359	2,426	2,456
% Change		-1.20%	0.30%	-4.30%	-0.60%	4.40%	-0.20%	1.70%	-2.50%	2.84%	1.24%

Source: CDE Dataquest

Palos Verdes Peninsula High School

Palos Verdes Peninsula High School, located in the Palos Verdes Peninsula Unified School District located south of the district, showed decreasing enrollments from 2002-2008, but recent increases in freshmen enrollments in 2010-2011 and 2011-2012 is spurring an increase in overall enrollments in these years. The school was unable to maintain its increasing enrollment numbers in 2012-13, slightly enrolling fewer students.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	621	623	618	633	598	538	644	548	631	688	631
Grade 10	729	648	640	617	630	605	580	636	580	635	688
Grade 11	836	723	653	643	609	621	613	557	639	577	627
Grade 12	786	825	689	634	626	590	622	596	552	640	572
Total	2972	2819	2600	2527	2463	2354	2459	2337	2402	2540	2518
% Change		-5.10%	-7.80%	-2.80%	-2.50%	-4.40%	4.50%	-5.00%	2.80%	5.75%	-0.90%

Source: CDE Dataquest

Redondo Beach District

The Redondo Beach Unified School District consists of Redondo Union and Redondo Shores High Schools. Redondo Union is a major feeder school to ECC. The Redondo district has seen continued moderate to large growth since 2010-2011. The district has not had continuous enrollment growth

since 2002-2003. Enrollment dipped from 2007-2009, but and fluctuated for the next couple years. Most recently from 2011-2013, enrollment has begun to increase once again.

Redondo Union saw continuous increase in enrollment from 2002-10. Redondo Union then experienced a decrease in enrollment for two consecutive years, from 2010-12. Enrollment then increased the following school year in 2012-13.

Redondo Shores is a continuation high school, serving as an alternative to a comprehensive high school. Therefore, enrollment of each grade level depended on whether or not students felt the need for a personalized high school diploma program. Due to the nature of enrollment at Redondo Shores, there were many fluctuations between 2002 and 2013. From 2003-05, there was a decrease in enrollment. Redondo Shores then experienced a large increase in enrollment the following two school years, increasing from 87 students in 2005 to 306 students in 2007. Enrollment decreased from 2007-09, then increased in 2010. Since then, there has been a steady decrease in enrollment.

Redondo Union and Redondo Shores High Schools

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	554	607	668	680	664	663	680	660	642	647	627
Grade 10	560	542	634	662	658	646	655	653	650	637	666
Grade 11	531	569	532	641	703	658	658	656	629	667	650
Grade 12	561	526	548	519	748	708	679	711	699	684	728
Total	2,206	2,244	2,382	2,502	2,773	2,675	2,672	2,680	2,620	2,635	2,671
% Change		1.70%	3.40%	5.00%	10.80%	-3.50%	-0.10%	0.30%	-2.20%	0.60%	1.37%

Redondo Union

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	554	607	668	680	660	662	680	660	642	643	623
Grade 10	560	542	634	662	643	645	655	653	648	627	657
Grade 11	507	535	508	603	602	617	632	656	602	610	615
Grade 12	462	459	485	440	562	637	617	638	613	619	646
Total	2,083	2,143	2,295	2,385	2,467	2,561	2,584	2,607	2,505	2,499	2,541
% Change		2.90%	7.10%	3.90%	3.44%	3.81%	0.90%	0.90%	-3.91%	-0.24%	1.70%

Redondo Shores

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	0	0	0	0	4	1	0	0	0	0	0
Grade 10	0	0	0	0	15	1	0	0	2	2	0
Grade 11	24	34	24	38	101	41	26	47	27	42	22
Grade 12	99	67	63	79	186	71	62	73	86	55	71
Total	123	101	87	117	306	114	88	120	115	99	93
% Change		-17.90%	-13.90%	34.50%	161.50%	-62.70%	-0.10%	36.40%	-4.20%	-13.90%	-6.10%

Source: CDE Dataquest

Torrance Unified School District

The Torrance Unified School District includes Torrance, North, South and West High Schools. These are all major feeder schools with Torrance sending the most graduates recently. Schools in the Torrance district have experienced continued modest growth from 2001 to 2006 before plateauing. In 2012-2013, there was a moderate increase in enrollments, however considering the district enrollment trend over the last few years, we are uncertain whether these enrollment numbers will increase or decrease in the next year.

Torrance High saw an increase in enrollment from the years 2002-07. It then experienced a steady decrease from 2007-12. In 2013, there was a slight increase in enrollment. Within the past 10 years, the overall enrollment at Torrance High has decreased from 2,114 in 2002 to 2,076 in 2013. Torrance High was the only school that saw an overall decrease in enrollment within its district.

North High experienced a steady growth of enrollment from 2002-06. It then saw a decline in enrollment for the following three school years, going from 2,260 in 2006 to 2,215 in 2009. There was a slight increase in enrollment in 2009-10 school year, but has been decreasing since then. Regardless of the recent decreasing trend, North High has experienced an overall increase within the past 10 years, starting at 2,084 in 2002 to 2,142 in 2013.

South High experienced a steady increase in enrollment from 2002-06. There was a slight dip the following 2006-07 school year. South High recovered the following year with a 2% increase in enrollment. It then experienced decreasing enrollment from 2008-12. The following 2012-13 school year saw an increase in enrollment, showing South High an overall increase in enrollment within the past 10 years.

West High experienced negative growth from 2006-2011. Most recently, West High has seen increases in enrollment from 2011-2013.

Torrance, North, South, and West High Schools

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	2,222	2,237	2,272	2,355	2,234	2,278	2,167	2,198	2,118	2,161	2,197
Grade 10	2,164	2,219	2,229	2,282	2,329	2,208	2,294	2,178	2,164	2,203	2,196
Grade 11	2,119	2,287	2,416	2,360	2,230	2,321	2,155	2,315	2,181	2,211	2,204
Grade 12	1,844	1,807	1,934	2,070	2,241	2,262	2,336	2,212	2,344	2,231	2,242
Total	8,349	8,550	8,851	9,067	9,034	9,069	8,952	8,903	8,807	8,806	8,839
% Change		2.40%	3.50%	2.40%	-0.40%	0.40%	-1.30%	-0.50%	-1.10%	0.00%	0.40%

Torrance High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	561	573	598	606	568	594	541	535	517	520	540
Grade 10	599	550	579	582	591	563	587	545	514	521	534
Grade 11	543	612	574	582	558	556	523	585	536	512	498
Grade 12	411	423	467	476	540	537	535	515	574	514	504
Total	2,114	2,158	2,218	2,246	2,257	2,250	2,186	2,180	2,141	2,067	2,076
% Change		2.10%	2.80%	1.30%	0.50%	-0.31%	-2.80%	-0.30%	-1.80%	-3.50%	0.44%

North High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	546	566	592	586	560	580	540	570	552	529	498
Grade 10	525	548	561	592	591	547	585	549	569	574	532
Grade 11	572	570	583	604	556	572	528	586	526	560	560
Grade 12	441	473	468	478	547	546	562	524	553	522	552
Total	2,084	2,157	2,204	2,260	2,254	2,245	2,215	2,229	2,200	2,185	2,142
% Change		3.50%	2.18%	2.50%	-0.30%	-0.40%	-1.34%	0.63%	-1.30%	-0.70%	-2.00%

South High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	527	564	550	594	566	587	533	543	512	537	560
Grade 10	511	530	559	552	575	576	592	532	533	523	537
Grade 11	458	499	546	586	508	571	553	587	520	523	507
Grade 12	432	421	435	471	549	511	557	572	599	503	522
Total	1,928	2,014	2,090	2,203	2,198	2,245	2,235	2,234	2,164	2,086	2,126
% Change		4.50%	3.80%	5.41%	-0.22%	2.14%	-0.04%	-0.50%	-3.13%	-3.60%	1.92%

West High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	588	534	532	569	540	517	553	550	537	549	576
Grade 10	527	586	528	554	571	521	527	552	548	566	571
Grade 11	492	519	645	551	551	553	495	495	537	525	555
Grade 12	449	407	459	557	509	547	541	479	484	528	507
Total	2,056	2,046	2,164	2,231	2,171	2,138	2,116	2,076	2,106	2,168	2,209
% Change		-0.50%	5.80%	3.10%	-2.70%	-1.50%	-1.03%	-1.90%	1.45%	2.94%	1.90%

Source: CDE Dataquest

Continuation Schools

There are three local continuation schools within the ECC District: Arena High School (El Segundo Unified School District), R.K. Loyde Continuation High School (Centinela Valley School District), and Kurt T. Shery High School (Torrance Unified School District). Arena High has the lowest enrollment of students of the three continuation schools, ranging from 18-40 enrolled students each year. Arena High has seen a decrease in enrollment the past two years, reaching its lowest enrollment in 2013 with 18 students. Shery High's enrollment ranged from 127-200 in the past 10 years. Shery High has seen many fluctuations in growth and decline, and has been decreasing in enrollment the past two school years. Loyde High has the highest enrollment of the three continuation schools, averaging approximately 323 students a year. In the 2011-12 school year, Loyde High saw a significant increase in enrollment, reaching 830 students. During this school year, Leuzinger High from the same school district began a major construction project on its campus. This construction project corresponded with a decrease in enrollment at Leuzinger High. The start of the construction project could explain the decrease in enrollment at Leuzinger High and the increase in enrollment at Loyde High.

Future Trends

The set of tables and charts below show enrollment trends by school level or type for districts within the ECC District. Schools located outside the ECC district boundaries are not included here. Growth/decline is represented both in real counts and as percentage of change from the previous year.

Enrollment peaked across the system in 2004-05 and has declined each year since, with the exception of the most recent years. Elementary school enrollments have been declining modestly every year through 2011-12. Consequently, this has contributed to a decline in middle school and high school enrollments through 2011-12. However, High School and Elementary enrollments moderately increased in 2012-13.

School Type	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	7,159	7,324	6,958	6,859	6,734	6,493	6,770	6,871	6,729	6,983	7,266
Elementary	45,635	45,394	44,859	43,468	42,125	41,620	41,157	41,090	40,935	40,933	41,388
Middle	14,970	15,378	15,234	15,296	15,253	14,869	14,769	14,582	14,530	14,303	14,255
High School	26,097	26,974	28,299	28,708	28,806	28,948	28,796	28,773	29,601	29,704	30,260
Total	93,861	95,070	95,350	94,331	92,918	91,930	91,492	91,316	91,795	91,923	93,169

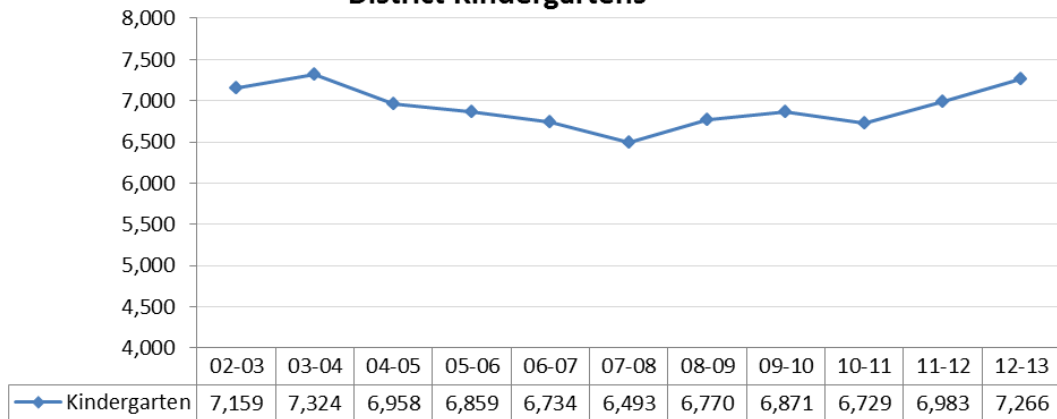
Source: CDE Dataquest

Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	2.30%	-5.00%	-1.40%	-1.80%	-3.60%	4.30%	1.50%	-2.10%	3.80%	4.10%
Elementary	-0.50%	-1.20%	-3.10%	-3.10%	-1.20%	-1.10%	-0.20%	-0.40%	0.00%	1.10%
Middle	2.70%	-0.90%	0.40%	-0.30%	-2.50%	-0.70%	-1.30%	-0.40%	-1.60%	-0.34%
High School	3.40%	4.90%	1.40%	0.30%	0.50%	-0.50%	-0.10%	2.90%	0.30%	1.90%
Total	1.30%	0.30%	-1.10%	-1.50%	-1.10%	-0.50%	-0.20%	0.50%	0.10%	1.40%

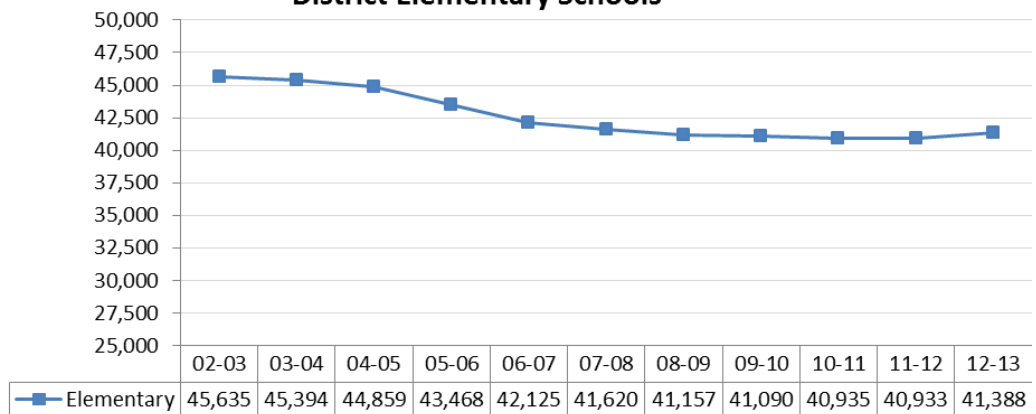
Source: CDE Dataquest

The following three charts graphically display enrollment trends by each school type. With the exception of the middle schools, the kindergarten classes and the district elementary and high schools show moderate increases in 2012-13.

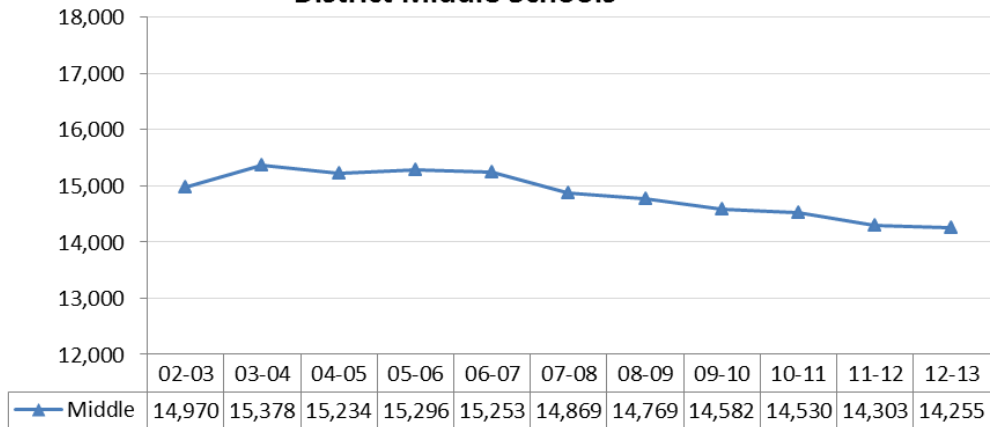
Enrollment Trends (2002-03 to 2012-13)
District Kindergartens



Enrollment Trends (2002-03 to 2012-13)
District Elementary Schools



**Enrollment Trends (2002-03 to 2012-13)
District Middle Schools**



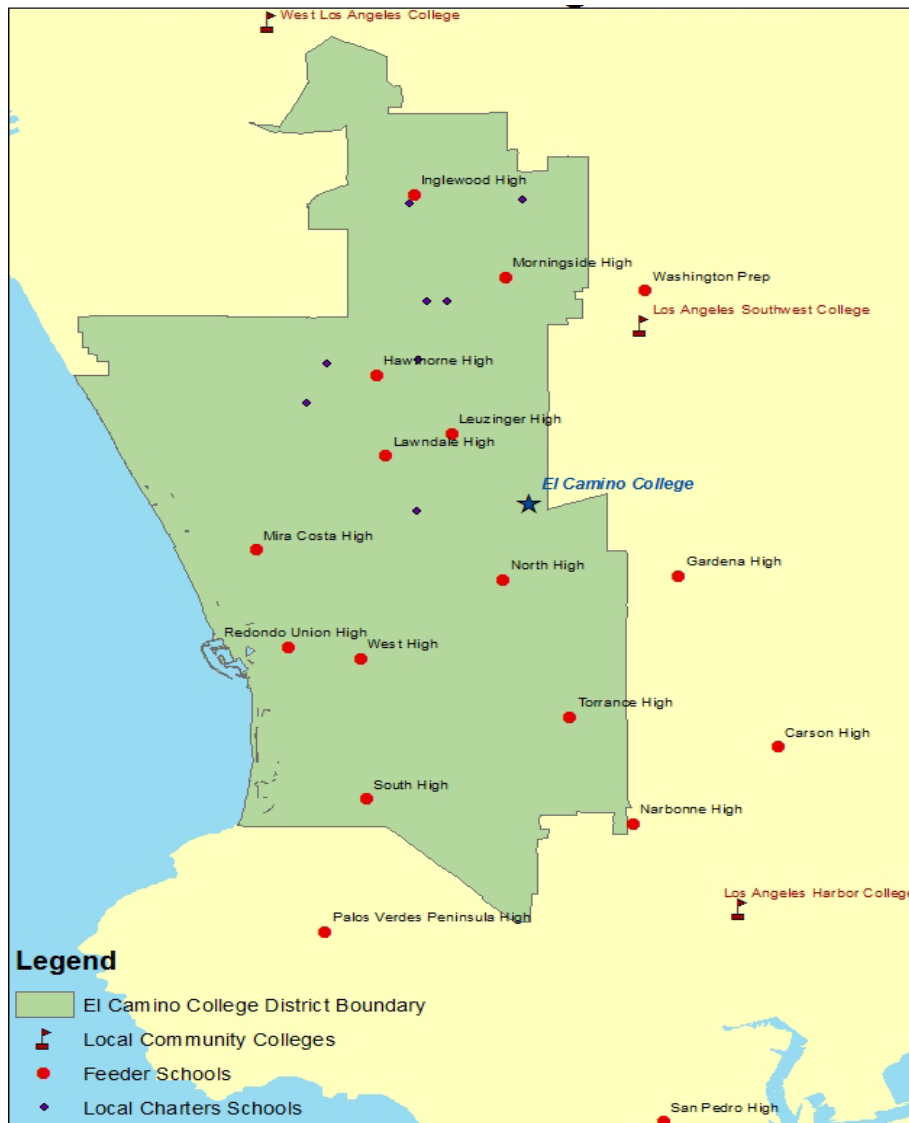
ECC Projections

A projection of new enrollments coming from feeder schools was developed based on high school freshmen enrollments. Using a ratio of the average ECC enrollments coming from each feeder school and the number of freshmen who started at each feeder school gives an indication of what each school will provide in the coming years. This model assumes other factors remain constant and that schools will continue to funnel students towards ECC at the same rates as they have been. Freshman counts are used because they were found to provide more accurate outputs than senior counts when comparing to known counts of students enrolled at ECC based on self-reported high school of first time El Camino College students. As the chart illustrates, there is likely to be a minor decline in new students coming from feeder high schools over the next three years.

High School	New Students per Year		
	Fall 2013	Fall 2014	Fall 2015
Hawthorne	83	94	93
Lawndale	101	136	160
Leuzinger	94	69	43
El Segundo	48	47	55
Inglewood	32	31	29
Morningside	26	26	22
Gardena	114	90	65
Narbonne	123	121	112
Carson	95	90	77
Mira Costa	92	90	106
Redondo Union	74	72	72
Torrance	167	161	162
North	214	207	199
South	136	128	134
West	184	179	183
San Pedro	81	66	73
Palos Verdes	78	90	98
Washington	29	27	25
Total	1,770	1,725	1,707

Source: CPEC and Local data

EL CAMINO COLLEGE FEEDER SCHOOLS





El Camino College

Bishop Montgomery High School

Report Card for 2012 Graduates

Graduating class size: 527

Enrolled at ECC: 30 (6%)

Course Placements

Levels Below	Bishop Montgomery High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	74%	71%	9%	52%	47%	12%
1	13%	29%	86%	20%	47%	59%
2	13%	0%	0%	26%	6%	1%
3	0%	-	5%	2%	-	9%
4	-	-	0%	-	-	18%
Total Tested	23	24	22	1,357	1,333	1,361

Course Retention & Success

Educational Goal	BMHS	All
Intend to Transfer Degree/Certif. Only	67%	60%
Retrain/Recertify	0%	3%
Basic Skills/GED	0%	2%
Enrichment	20%	10%
Undecided	0%	3%
Total Known	13%	22%
	15	1,117

Course Type	% Retained		% Successful (C or better)	
	BMHS	All	BMHS	All
All Courses	90%	86%	82%	71%
Transferable Courses	90%	86%	82%	73%
Basic Skills Courses	83%	88%	83%	63%
English Courses	97%	88%	87%	71%
Math Courses	83%	80%	57%	56%
Voc Ed Courses	88%	86%	86%	73%
Total Enrolled	30	1,800	30	1,800

Academic Progress

Units per Term	Fall 2012	
	BMHS	All
15+	27%	13%
12 - 14.5	50%	42%
9 - 11.5	20%	19%
6 - 8.5	0%	15%
3 - 5.5	3%	10%
< 3	0%	2%
Total	30	1,800

Persistence	BMHS	All
Fall to Spring	93%	87%
Total in First Fall	30	1,800

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College

Carson Senior High School

Report Card for 2012 Graduates

Graduating class size: 630

Enrolled at ECC: 71 (11%)

Course Placements

Levels Below	Carson Senior High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	39%	32%	2%	52%	47%	12%
1	24%	64%	47%	20%	47%	59%
2	34%	4%	3%	26%	6%	1%
3	3%	-	20%	2%	-	9%
4	-	-	28%	-	-	18%
Total Tested	59	56	60	1,357	1,333	1,361

Course Retention & Success

Educational Goal	CHS	All
Intend to Transfer Degree/Certif. Only	48%	60%
Retrain/Recertify	4%	3%
Basic Skills/GED	10%	2%
Enrichment	6%	10%
Undecided	2%	3%
Total Known	29%	22%
	48	1,117

Course Type	% Retained		% Successful (C or better)	
	CHS	All	CHS	All
All Courses	85%	86%	66%	71%
Transferable Courses	85%	86%	68%	73%
Basic Skills Courses	92%	88%	64%	63%
English Courses	82%	88%	66%	71%
Math Courses	85%	80%	54%	56%
Voc Ed Courses	88%	86%	68%	73%
Total Enrolled	71	1,800	71	1,800

Academic Progress

Units per Term	Fall 2012	
	CHS	All
15+	3%	13%
12 - 14.5	31%	42%
9 - 11.5	23%	19%
6 - 8.5	27%	15%
3 - 5.5	15%	10%
< 3	1%	2%
Total	71	1,800

Persistence	CHS	All
Fall to Spring	87%	87%
Total in First Fall	71	1,800

El Camino College

High School Report Card – Background Information

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For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

El Segundo High School

Report Card for 2012 Graduates

Graduating class size: 291

Enrolled at ECC: 38 (13%)

Course Placements

Levels Below	El Segundo High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	52%	48%	9%	52%	47%	12%
1	34%	52%	78%	20%	47%	59%
2	14%	0%	0%	26%	6%	1%
3	0%	-	6%	2%	-	9%
4	-	-	6%	-	-	18%
Total Tested	29	29	32	1,357	1,333	1,361

Course Retention & Success

Educational Goal	ESHS	All
Intend to Transfer Degree/Certif. Only	68%	60%
Retrain/Recertify	5%	3%
Basic Skills/GED	0%	2%
Enrichment	0%	10%
Undecided	0%	3%
Total Known	27%	22%
Total Known	22	1,117

Course Type	% Retained		% Successful (C or better)	
	ESHS	All	ESHS	All
All Courses	86%	86%	74%	71%
Transferable Courses	86%	86%	75%	73%
Basic Skills Courses	79%	88%	63%	63%
English Courses	88%	88%	78%	71%
Math Courses	85%	80%	70%	56%
Voc Ed Courses	85%	86%	75%	73%
Total Enrolled	38	1,800	38	1,800

Academic Progress

Units per Term	Fall 2012	
	ESHS	All
15+	18%	13%
12 - 14.5	42%	42%
9 - 11.5	21%	19%
6 - 8.5	11%	15%
3 - 5.5	8%	10%
< 3	0%	2%
Total	38	1,800

Persistence	ESHS	All
Fall to Spring	89%	87%
Total in First Fall	38	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

Gardena Senior High School

Report Card for 2012 Graduates

Graduating class size: 394

Enrolled at ECC: 89 (23%)

Course Placements

Levels Below	Gardena Senior High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	27%	21%	0%	52%	47%	12%
1	30%	64%	37%	20%	47%	59%
2	40%	15%	1%	26%	6%	1%
3	3%	-	23%	2%	-	9%
4	-	-	38%	-	-	18%
Total Tested	74	73	73	1,357	1,333	1,361

Course Retention & Success

Educational Goal	GHS	All
Intend to Transfer Degree/Certif. Only	68%	60%
Retrain/Recertify	3%	3%
Basic Skills/GED	2%	2%
Enrichment	0%	10%
Undecided	3%	3%
Total Known	24%	22%
	62	1,117

Course Type	% Retained		% Successful (C or better)	
	GHS	All	GHS	All
All Courses	85%	86%	66%	71%
Transferable Courses	85%	86%	70%	73%
Basic Skills Courses	87%	88%	58%	63%
English Courses	84%	88%	62%	71%
Math Courses	82%	80%	55%	56%
Voc Ed Courses	87%	86%	66%	73%
Total Enrolled	89	1,800	89	1,800

Academic Progress

Units per Term	Fall 2012	
	GHS	All
15+	8%	13%
12 - 14.5	22%	42%
9 - 11.5	25%	19%
6 - 8.5	24%	15%
3 - 5.5	17%	10%
< 3	4%	2%
Total	89	1,800

Persistence	GHS	All
Fall to Spring	85%	87%
Total in First Fall	89	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

George Washington Preparatory High School

Report Card for 2012 Graduates

Graduating class size: 319

Enrolled at ECC: 24 (8%)

Course Placements

Levels Below	George Washington Prep.			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	16%	11%	0%	52%	47%	12%
1	26%	72%	25%	20%	47%	59%
2	53%	17%	0%	26%	6%	1%
3	5%	-	5%	2%	-	9%
4	-	-	70%	-	-	18%
Total Tested	19	18	20	1,357	1,333	1,361

Course Retention & Success

Educational Goal	GWPH	All
Intend to Transfer Degree/Certif. Only	81%	60%
Retrain/Recertify	0%	3%
Basic Skills/GED	0%	2%
Enrichment	0%	10%
Undecided	6%	3%
Total Known	13%	22%
Total Known	16	1,117

Course Type	% Retained		% Successful (C or better)	
	GWPH	All	GWPH	All
All Courses	84%	86%	60%	71%
Transferable Courses	84%	86%	63%	73%
Basic Skills Courses	85%	88%	57%	63%
English Courses	87%	88%	57%	71%
Math Courses	74%	80%	44%	56%
Voc Ed Courses	85%	86%	65%	73%
Total Enrolled	24	1,800	24	1,800

Academic Progress

Units per Term	Fall 2012	
	GWPH	All
15+	0%	13%
12 - 14.5	38%	42%
9 - 11.5	25%	19%
6 - 8.5	13%	15%
3 - 5.5	13%	10%
< 3	8%	2%
Total	24	1,800

Persistence	GWPH	All
Fall to Spring	79%	87%
Total in First Fall	24	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

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Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

Hawthorne High School

Report Card for 2012 Graduates

Graduating class size: 339

Enrolled at ECC: 104 (31%)

Course Placements

Levels Below	Hawthorne High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	34%	29%	5%	52%	47%	12%
1	20%	64%	64%	20%	47%	59%
2	42%	8%	1%	26%	6%	1%
3	4%	-	11%	2%	-	9%
4	-	-	20%	-	-	18%
Total Tested	83	80	85	1,357	1,333	1,361

Course Retention & Success

Educational Goal	HHS	All
Intend to Transfer Degree/Certif. Only	53%	60%
Retrain/Recertify	5%	3%
Basic Skills/GED	2%	2%
Enrichment	18%	10%
Undecided	2%	3%
Total Known	21%	22%
	62	1,117

Course Type	% Retained		% Successful (C or better)	
	HHS	All	HHS	All
All Courses	82%	86%	62%	71%
Transferable Courses	83%	86%	65%	73%
Basic Skills Courses	85%	88%	62%	63%
English Courses	85%	88%	64%	71%
Math Courses	77%	80%	43%	56%
Voc Ed Courses	84%	86%	73%	73%
Total Enrolled	104	1,800	104	1,800

Academic Progress

Units per Term	Fall 2012	
	HHS	All
15+	3%	13%
12 - 14.5	40%	42%
9 - 11.5	19%	19%
6 - 8.5	18%	15%
3 - 5.5	14%	10%
< 3	5%	2%
Total	104	1,800

Persistence	HHS	All
Fall to Spring	85%	87%
Total in First Fall	104	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

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Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

Inglewood High School

Report Card for 2012 Graduates

Graduating class size: 402

Enrolled at ECC: 22 (5%)

Course Placements

Levels Below	Inglewood High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	12%	19%	0%	52%	47%	12%
1	24%	44%	18%	20%	47%	59%
2	59%	38%	0%	26%	6%	1%
3	6%	-	12%	2%	-	9%
4	-	-	71%	-	-	18%
Total Tested	17	16	17	1,357	1,333	1,361

Course Retention & Success

Educational Goal	IHS	All
Intend to Transfer Degree/Certif. Only	50%	60%
Retrain/Recertify	0%	3%
Basic Skills/GED	0%	2%
Enrichment	25%	10%
Undecided	0%	3%
Total Known	25%	22%
	12	1,117

Course Type	% Retained		% Successful (C or better)	
	IHS	All	IHS	All
All Courses	76%	86%	52%	71%
Transferable Courses	76%	86%	56%	73%
Basic Skills Courses	86%	88%	48%	63%
English Courses	84%	88%	51%	71%
Math Courses	76%	80%	37%	56%
Voc Ed Courses	65%	86%	45%	73%
Total Enrolled	22	1,800	22	1,800

Academic Progress

Units per Term	Fall 2012	
	IHS	All
15+	5%	13%
12 - 14.5	27%	42%
9 - 11.5	23%	19%
6 - 8.5	14%	15%
3 - 5.5	23%	10%
< 3	9%	2%
Total	22	1,800

Persistence	IHS	All
Fall to Spring	68%	87%
Total in First Fall	22	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

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Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

Lawndale High School

Report Card for 2012 Graduates

Graduating class size: 373

Enrolled at ECC: 90 (24%)

Course Placements

Levels Below	Lawndale High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	44%	41%	11%	52%	47%	12%
1	24%	53%	55%	20%	47%	59%
2	31%	5%	3%	26%	6%	1%
3	1%	-	4%	2%	-	9%
4	-	-	28%	-	-	18%
Total Tested	75	75	76	1,357	1,333	1,361

Course Retention & Success

Educational Goal	LHS	All
Intend to Transfer Degree/Certif. Only	34%	60%
Retrain/Recertify	2%	3%
Basic Skills/GED	0%	2%
Enrichment	29%	10%
Undecided	2%	3%
Total Known	34%	22%
	56	1,117

Course Type	% Retained		% Successful (C or better)	
	LHS	All	LHS	All
All Courses	84%	86%	67%	71%
Transferable Courses	82%	86%	67%	73%
Basic Skills Courses	87%	88%	63%	63%
English Courses	90%	88%	68%	71%
Math Courses	73%	80%	51%	56%
Voc Ed Courses	84%	86%	65%	73%
Total Enrolled	90	1,800	90	1,800

Academic Progress

Units per Term	Fall 2012	
	LHS	All
15+	9%	13%
12 - 14.5	38%	42%
9 - 11.5	18%	19%
6 - 8.5	23%	15%
3 - 5.5	12%	10%
< 3	0%	2%
Total	90	1,800

Persistence	LHS	All
Fall to Spring	89%	87%
Total in First Fall	90	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

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Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

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El Camino College

Leuzinger High School

Report Card for 2012 Graduates

Graduating class size: 368

Enrolled at ECC: 99 (27%)

Course Placements

Levels Below	Leuzinger High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	26%	19%	4%	52%	47%	12%
1	20%	71%	66%	20%	47%	59%
2	43%	10%	0%	26%	6%	1%
3	11%	-	6%	2%	-	9%
4	-	-	23%	-	-	18%
Total Tested	74	68	77	1,357	1,333	1,361

Course Retention & Success

Educational Goal	LHS	All
Intend to Transfer Degree/Certif. Only	63%	60%
Retrain/Recertify	3%	3%
Basic Skills/GED	2%	2%
Enrichment	16%	10%
Undecided	0%	3%
Total Known	17%	22%
	64	1,117

Course Type	% Retained		% Successful (C or better)	
	LHS	All	LHS	All
All Courses	83%	86%	65%	71%
Transferable Courses	82%	86%	66%	73%
Basic Skills Courses	91%	88%	72%	63%
English Courses	85%	88%	62%	71%
Math Courses	78%	80%	53%	56%
Voc Ed Courses	87%	86%	68%	73%
Total Enrolled	99	1,800	99	1,800

Academic Progress

Units per Term	Fall 2012	
	LHS	All
15+	5%	13%
12 - 14.5	40%	42%
9 - 11.5	19%	19%
6 - 8.5	20%	15%
3 - 5.5	13%	10%
< 3	2%	2%
Total	99	1,800

Persistence	LHS	All
Fall to Spring	85%	87%
Total in First Fall	99	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

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El Camino College

Mira Costa High School

Report Card for 2012 Graduates

Graduating class size: 568

Enrolled at ECC: 59 (10%)

Course Placements

Levels Below	Mira Costa High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	80%	69%	16%	52%	47%	12%
1	8%	31%	78%	20%	47%	59%
2	10%	0%	2%	26%	6%	1%
3	2%	-	0%	2%	-	9%
4	-	-	4%	-	-	18%
Total Tested	51	49	49	1,357	1,333	1,361

Course Retention & Success

Educational Goal	MCHS	All
Intend to Transfer Degree/Certif. Only	60%	60%
Retrain/Recertify	5%	3%
Basic Skills/GED	0%	2%
Enrichment	10%	10%
Undecided	5%	3%
Total Known	20%	22%
	40	1,117

Course Type	% Retained		% Successful (C or better)	
	MCHS	All	MCHS	All
All Courses	89%	86%	79%	71%
Transferable Courses	89%	86%	80%	73%
Basic Skills Courses	86%	88%	64%	63%
English Courses	87%	88%	80%	71%
Math Courses	88%	80%	69%	56%
Voc Ed Courses	90%	86%	83%	73%
Total Enrolled	59	1,800	59	1,800

Academic Progress

Units per Term	Fall 2012	
	MCHS	All
15+	27%	13%
12 - 14.5	44%	42%
9 - 11.5	15%	19%
6 - 8.5	8%	15%
3 - 5.5	5%	10%
< 3	0%	2%
Total	59	1,800

Persistence	MCHS	All
Fall to Spring	86%	87%
Total in First Fall	59	1,800

El Camino College

High School Report Card – Background Information

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This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

Morningside High School

Report Card for 2012 Graduates

Graduating class size: 291

Enrolled at ECC: 22 (8%)

Course Placements

Levels Below	Morningside High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	6%	18%	0%	52%	47%	12%
1	28%	59%	18%	20%	47%	59%
2	61%	24%	0%	26%	6%	1%
3	6%	-	35%	2%	-	9%
4	-	-	47%	-	-	18%
Total Tested	18	17	17	1,357	1,333	1,361

Course Retention & Success

Educational Goal	MHS	All
Intend to Transfer Degree/Certif. Only	86%	60%
Retrain/Recertify	7%	3%
Basic Skills/GED	7%	2%
Enrichment	0%	10%
Undecided	0%	3%
Total Known	14	22%

Course Type	% Retained		% Successful (C or better)	
	MHS	All	MHS	All
All Courses	83%	86%	58%	71%
Transferable Courses	83%	86%	58%	73%
Basic Skills Courses	92%	88%	65%	63%
English Courses	81%	88%	58%	71%
Math Courses	83%	80%	48%	56%
Voc Ed Courses	69%	86%	56%	73%
Total Enrolled	22	1,800	22	1,800

Academic Progress

Units per Term	Fall 2012	
	MHS	All
15+	0%	13%
12 - 14.5	32%	42%
9 - 11.5	23%	19%
6 - 8.5	36%	15%
3 - 5.5	5%	10%
< 3	5%	2%
Total	22	1,800

Persistence	MHS	All
Fall to Spring	59%	87%
Total in First Fall	22	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

Nathaniel Narbonne Senior High School

Report Card for 2012 Graduates

Graduating class size: 590

Enrolled at ECC: 111 (19%)

Course Placements

Levels Below	Nathaniel Narbonne Senior High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	49%	52%	7%	52%	47%	12%
1	20%	45%	60%	20%	47%	59%
2	31%	3%	1%	26%	6%	1%
3	0%	-	11%	2%	-	9%
4	-	-	21%	-	-	18%
Total Tested	91	91	91	1,357	1,333	1,361

Course Retention & Success

Educational Goal	NHS	All
Intend to Transfer Degree/Certif. Only	66%	60%
Retrain/Recertify	5%	3%
Basic Skills/GED	3%	2%
Enrichment	2%	10%
Undecided	3%	3%
Total Known	22%	22%
	65	1,117

Course Type	% Retained		% Successful (C or better)	
	NHS	All	NHS	All
All Courses	87%	86%	73%	71%
Transferable Courses	87%	86%	75%	73%
Basic Skills Courses	92%	88%	71%	63%
English Courses	89%	88%	70%	71%
Math Courses	80%	80%	58%	56%
Voc Ed Courses	82%	86%	74%	73%
Total Enrolled	111	1,800	111	1,800

Academic Progress

Units per Term	Fall 2012	
	NHS	All
15+	14%	13%
12 - 14.5	39%	42%
9 - 11.5	17%	19%
6 - 8.5	16%	15%
3 - 5.5	11%	10%
< 3	4%	2%
Total	111	1,800

Persistence	NHS	All
Fall to Spring	86%	87%
Total in First Fall	111	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

North High School

Report Card for 2012 Graduates

Graduating class size: 520

Enrolled at ECC: 230 (44%)

Course Placements

Levels Below	North High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	58%	51%	20%	52%	47%	12%
1	24%	46%	62%	20%	47%	59%
2	17%	3%	2%	26%	6%	1%
3	1%	-	8%	2%	-	9%
4	-	-	9%	-	-	18%
Total Tested	184	182	188	1,357	1,333	1,361

Course Retention & Success

Educational Goal	NHS	All
Intend to Transfer Degree/Certif. Only	61%	60%
Retrain/Recertify	3%	3%
Basic Skills/GED	1%	2%
Enrichment	9%	10%
Undecided	3%	3%
Total Known	24%	22%
	147	1,117

Course Type	% Retained		% Successful (C or better)	
	NHS	All	NHS	All
All Courses	89%	86%	76%	71%
Transferable Courses	89%	86%	77%	73%
Basic Skills Courses	93%	88%	68%	63%
English Courses	92%	88%	78%	71%
Math Courses	83%	80%	64%	56%
Voc Ed Courses	87%	86%	73%	73%
Total Enrolled	230	1,800	230	1,800

Academic Progress

Units per Term	Fall 2012	
	NHS	All
15+	11%	13%
12 - 14.5	53%	42%
9 - 11.5	15%	19%
6 - 8.5	15%	15%
3 - 5.5	6%	10%
< 3	0%	2%
Total	230	1,800

Persistence	NHS	All
Fall to Spring	92%	87%
Total in First Fall	230	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

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Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

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El Camino College

Palos Verdes High School

Report Card for 2012 Graduates

Graduating class size: 362

Enrolled at ECC: 24 (7%)

Course Placements

Levels Below	Palos Verdes High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	55%	45%	11%	52%	47%	12%
1	25%	45%	68%	20%	47%	59%
2	20%	10%	0%	26%	6%	1%
3	0%	-	5%	2%	-	9%
4	-	-	16%	-	-	18%
Total Tested	20	20	19	1,357	1,333	1,361

Course Retention & Success

Educational Goal	PVHS	All
Intend to Transfer Degree/Certif. Only	73%	60%
Retrain/Recertify	0%	3%
Basic Skills/GED	0%	2%
Enrichment	9%	10%
Undecided	0%	3%
Total Known	18%	22%
Total Known	11	1,117

Course Type	% Retained		% Successful (C or better)	
	PVHS	All	PVHS	All
All Courses	89%	86%	80%	71%
Transferable Courses	89%	86%	81%	73%
Basic Skills Courses	80%	88%	50%	63%
English Courses	86%	88%	74%	71%
Math Courses	88%	80%	77%	56%
Voc Ed Courses	97%	86%	88%	73%
Total Enrolled	24	1,800	24	1,800

Academic Progress

Units per Term	Fall 2012	
	PVHS	All
15+	8%	13%
12 - 14.5	33%	42%
9 - 11.5	25%	19%
6 - 8.5	21%	15%
3 - 5.5	13%	10%
< 3	0%	2%
Total	24	1,800

Persistence	PVHS	All
Fall to Spring	83%	87%
Total in First Fall	24	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

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Educational Goal

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Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

Palos Verdes Peninsula High School

Report Card for 2012 Graduates

Graduating class size: 635

Enrolled at ECC: 51 (8%)

Course Placements

Levels Below	Palos Verdes Peninsula High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	76%	57%	32%	52%	47%	12%
1	8%	38%	54%	20%	47%	59%
2	11%	5%	3%	26%	6%	1%
3	5%	-	5%	2%	-	9%
4	-	-	5%	-	-	18%
Total Tested	38	37	37	1,357	1,333	1,361

Course Retention & Success

Educational Goal	PVPHS	All
Intend to Transfer Degree/Certif. Only	70%	60%
Retrain/Recertify	4%	3%
Basic Skills/GED	0%	2%
Enrichment	0%	10%
Undecided	0%	3%
Total Known	26%	22%
	27	1,117

Course Type	% Retained		% Successful (C or better)	
	PVPHS	All	PVPHS	All
All Courses	90%	86%	80%	71%
Transferable Courses	91%	86%	82%	73%
Basic Skills Courses	100%	88%	88%	63%
English Courses	85%	88%	75%	71%
Math Courses	79%	80%	61%	56%
Voc Ed Courses	96%	86%	88%	73%
Total Enrolled	51	1,800	51	1,800

Academic Progress

Units per Term	Fall 2012	
	PVPHS	All
15+	22%	13%
12 - 14.5	41%	42%
9 - 11.5	18%	19%
6 - 8.5	12%	15%
3 - 5.5	8%	10%
< 3	0%	2%
Total	51	1,800

Persistence	PVPHS	All
Fall to Spring	92%	87%
Total in First Fall	51	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

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Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

Redondo Union High School

Report Card for 2012 Graduates

Graduating class size: 572

Enrolled at ECC: 171 (30%)

Course Placements

Levels Below	Redondo Union High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	63%	56%	20%	52%	47%	12%
1	20%	42%	57%	20%	47%	59%
2	14%	2%	2%	26%	6%	1%
3	3%	-	2%	2%	-	9%
4	-	-	19%	-	-	18%
Total Tested	92	91	90	1,357	1,333	1,361

Course Retention & Success

Educational Goal	RHS	All
Intend to Transfer Degree/Certif. Only	52%	60%
Retrain/Recertify	4%	3%
Basic Skills/GED	2%	2%
Enrichment	17%	10%
Undecided	8%	3%
Total Known	17%	22%
	106	1,117

Course Type	% Retained		% Successful (C or better)	
	RHS	All	RHS	All
All Courses	87%	86%	75%	71%
Transferable Courses	87%	86%	77%	73%
Basic Skills Courses	94%	88%	66%	63%
English Courses	89%	88%	77%	71%
Math Courses	83%	80%	57%	56%
Voc Ed Courses	90%	86%	81%	73%
Total Enrolled	171	1,800	171	1,800

Academic Progress

Units per Term	Fall 2012	
	RHS	All
15+	13%	13%
12 - 14.5	44%	42%
9 - 11.5	23%	19%
6 - 8.5	11%	15%
3 - 5.5	8%	10%
< 3	1%	2%
Total	171	1,800

Persistence	RHS	All
Fall to Spring	89%	87%
Total in First Fall	171	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

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El Camino College

San Pedro Senior High School

Report Card for 2012 Graduates

Graduating class size: 536

Enrolled at ECC: 59 (11%)

Course Placements

Levels Below	San Pedro Senior High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	54%	38%	6%	52%	47%	12%
1	19%	58%	58%	20%	47%	59%
2	27%	4%	2%	26%	6%	1%
3	0%	-	12%	2%	-	9%
4	-	-	23%	-	-	18%
Total Tested	48	48	52	1,357	1,333	1,361

Course Retention & Success

Educational Goal	SPHS	All
Intend to Transfer Degree/Certif. Only	90%	60%
Retrain/Recertify	0%	3%
Basic Skills/GED	0%	2%
Enrichment	3%	10%
Undecided	0%	3%
Total Known	7%	22%
	29	1,117

Course Type	% Retained		% Successful (C or better)	
	SPHS	All	SPHS	All
All Courses	86%	86%	72%	71%
Transferable Courses	87%	86%	74%	73%
Basic Skills Courses	85%	88%	66%	63%
English Courses	87%	88%	73%	71%
Math Courses	78%	80%	49%	56%
Voc Ed Courses	87%	86%	73%	73%
Total Enrolled	59	1,800	59	1,800

Academic Progress

Units per Term	Fall 2012	
	SPHS	All
15+	17%	13%
12 - 14.5	27%	42%
9 - 11.5	31%	19%
6 - 8.5	14%	15%
3 - 5.5	12%	10%
< 3	0%	2%
Total	59	1,800

Persistence	SPHS	All
Fall to Spring	86%	87%
Total in First Fall	59	1,800

El Camino College

High School Report Card – Background Information

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

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Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

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El Camino College

Shery (Kurt T.) High School

Report Card for 2012 Graduates

Graduating class size: 76

Enrolled at ECC: 17 (22%)

Course Placements

Levels Below	Shery (Kurt T.) High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	38%	58%	0%	52%	47%	12%
1	23%	33%	50%	20%	47%	59%
2	38%	8%	0%	26%	6%	1%
3	0%	-	33%	2%	-	9%
4	-	-	17%	-	-	18%
Total Tested	13	12	12	1,357	1,333	1,361

Course Retention & Success

Educational Goal	SHS	All
Intend to Transfer Degree/Certif. Only	78%	60%
Retrain/Recertify	22%	3%
Basic Skills/GED	0%	2%
Enrichment	0%	10%
Undecided	0%	3%
Total Known	9	22%

Course Type	% Retained		% Successful (C or better)	
	SHS	All	SHS	All
All Courses	74%	86%	47%	71%
Transferable Courses	71%	86%	52%	73%
Basic Skills Courses	87%	88%	27%	63%
English Courses	83%	88%	43%	71%
Math Courses	79%	80%	36%	56%
Voc Ed Courses	78%	86%	50%	73%
Total Enrolled	17	1,800	17	1,800

Academic Progress

Units per Term	Fall 2012	
	SHS	All
15+	12%	13%
12 - 14.5	41%	42%
9 - 11.5	6%	19%
6 - 8.5	18%	15%
3 - 5.5	24%	10%
< 3	0%	2%
Total	17	1,800

Persistence	SHS	All
Fall to Spring	65%	87%
Total in First Fall	17	1,800

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College

South High School

Report Card for 2012 Graduates

Graduating class size: 498

Enrolled at ECC: 119 (24%)

Course Placements

Levels Below	South High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	72%	61%	20%	52%	47%	12%
1	10%	35%	59%	20%	47%	59%
2	18%	4%	3%	26%	6%	1%
3	0%	-	8%	2%	-	9%
4	-	-	11%	-	-	18%
Total Tested	82	85	75	1,357	1,333	1,361

Course Retention & Success

Educational Goal	SHS	All
Intend to Transfer Degree/Certif. Only	55%	60%
Retrain/Recertify	4%	3%
Basic Skills/GED	0%	2%
Enrichment	12%	10%
Undecided	0%	3%
Total Known	29%	22%
	69	1,117

Course Type	% Retained		% Successful (C or better)	
	SHS	All	SHS	All
All Courses	89%	86%	79%	71%
Transferable Courses	89%	86%	80%	73%
Basic Skills Courses	89%	88%	71%	63%
English Courses	89%	88%	79%	71%
Math Courses	84%	80%	65%	56%
Voc Ed Courses	89%	86%	83%	73%
Total Enrolled	119	1,800	119	1,800

Academic Progress

Units per Term	Fall 2012	
	SHS	All
15+	12%	13%
12 - 14.5	52%	42%
9 - 11.5	19%	19%
6 - 8.5	8%	15%
3 - 5.5	8%	10%
< 3	1%	2%
Total	119	1,800

Persistence	SHS	All
Fall to Spring	87%	87%
Total in First Fall	119	1,800

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College

Torrance High School

Report Card for 2012 Graduates

Graduating class size: 509

Enrolled at ECC: 179 (35%)

Course Placements

Levels Below	Torrance High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	66%	62%	16%	52%	47%	12%
1	19%	37%	74%	20%	47%	59%
2	15%	1%	1%	26%	6%	1%
3	0%	-	3%	2%	-	9%
4	-	-	6%	-	-	18%
Total Tested	140	140	144	1,357	1,333	1,361

Course Retention & Success

Educational Goal	THS	All
Intend to Transfer Degree/Certif. Only	67%	60%
Retrain/Recertify	2%	3%
Basic Skills/GED	2%	2%
Enrichment	8%	10%
Undecided	3%	3%
Total Known	18%	22%
Total Known	116	1,117

Course Type	% Retained		% Successful (C or better)	
	THS	All	THS	All
All Courses	88%	86%	77%	71%
Transferable Courses	89%	86%	79%	73%
Basic Skills Courses	85%	88%	66%	63%
English Courses	92%	88%	79%	71%
Math Courses	81%	80%	62%	56%
Voc Ed Courses	88%	86%	79%	73%
Total Enrolled	179	1,800	179	1,800

Academic Progress

Units per Term	Fall 2012	
	THS	All
15+	17%	13%
12 - 14.5	51%	42%
9 - 11.5	12%	19%
6 - 8.5	12%	15%
3 - 5.5	7%	10%
< 3	0%	2%
Total	179	1,800

Persistence	THS	All
Fall to Spring	87%	87%
Total in First Fall	179	1,800

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

WESM Health/Sports Medicine High School

Report Card for 2012 Graduates

Graduating class size: 254

Enrolled at ECC: 19 (7%)

Course Placements

Levels Below	WESM Health/Sports Medicine			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	40%	21%	0%	52%	47%	12%
1	20%	64%	21%	20%	47%	59%
2	33%	14%	0%	26%	6%	1%
3	7%	-	29%	2%	-	9%
4	-	-	50%	-	-	18%
Total Tested	15	14	14	1,357	1,333	1,361

Course Retention & Success

Educational Goal	WESM	All
Intend to Transfer Degree/Certif. Only	88%	60%
Retrain/Recertify	13%	3%
Basic Skills/GED	0%	2%
Enrichment	0%	10%
Undecided	0%	3%
Total Known	8	22%
		1,117

Course Type	% Retained		% Successful (C or better)	
	WESM	All	WESM	All
All Courses	87%	86%	58%	71%
Transferable Courses	86%	86%	58%	73%
Basic Skills Courses	94%	88%	66%	63%
English Courses	89%	88%	60%	71%
Math Courses	77%	80%	30%	56%
Voc Ed Courses	83%	86%	41%	73%
Total Enrolled	19	1,800	19	1,800

Academic Progress

Units per Term	Fall 2012	
	WESM	All
15+	0%	13%
12 - 14.5	37%	42%
9 - 11.5	11%	19%
6 - 8.5	37%	15%
3 - 5.5	16%	10%
< 3	0%	2%
Total	19	1,800

Persistence	WESM	All
Fall to Spring	68%	87%
Total in First Fall	19	1,800

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

West High School

Report Card for 2012 Graduates

Graduating class size: 526

Enrolled at ECC: 172 (33%)

Course Placements

Levels Below	West High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	61%	64%	23%	52%	47%	12%
1	14%	30%	61%	20%	47%	59%
2	23%	6%	0%	26%	6%	1%
3	2%	-	5%	2%	-	9%
4	-	-	11%	-	-	18%
Total Tested	112	108	111	1,357	1,333	1,361

Course Retention & Success

Educational Goal	WHS	All
Intend to Transfer Degree/Certif. Only	55%	60%
Retrain/Recertify	2%	3%
Basic Skills/GED	3%	2%
Enrichment	11%	10%
Undecided	1%	3%
Total Known	28%	22%
	119	1,117

Course Type	% Retained		% Successful (C or better)	
	WHS	All	WHS	All
All Courses	90%	86%	81%	71%
Transferable Courses	90%	86%	82%	73%
Basic Skills Courses	88%	88%	78%	63%
English Courses	93%	88%	85%	71%
Math Courses	79%	80%	65%	56%
Voc Ed Courses	88%	86%	78%	73%
Total Enrolled	172	1,800	172	1,800

Academic Progress

Units per Term	Fall 2012	
	WHS	All
15+	23%	13%
12 - 14.5	42%	42%
9 - 11.5	16%	19%
6 - 8.5	13%	15%
3 - 5.5	5%	10%
< 3	2%	2%
Total	172	1,800

Persistence	WHS	All
Fall to Spring	94%	87%
Total in First Fall	172	1,800

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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El Camino College

Your High School

Report Card for 2012 Graduates

Graduating class size:

Enrolled at ECC: ()

Course Placements

Levels Below	Your High School			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-				52%	47%	12%
1				20%	47%	59%
2				26%	6%	1%
3		-		2%	-	9%
4	-	-		-	-	18%
Total Tested				1,357	1,333	1,361

Course Retention & Success

Educational Goal	YHS	All
Intend to Transfer Degree/Certif. Only		60%
Retrain/Recertify		3%
Basic Skills/GED		2%
Enrichment		10%
Undecided		3%
Total Known		22%
		1,117

Course Type	% Retained		% Successful (C or better)	
	YHS	All	YHS	All
All Courses		86%		71%
Transferable Courses		86%		73%
Basic Skills Courses		88%		63%
English Courses		88%		71%
Math Courses		80%		56%
Voc Ed Courses		86%		73%
Total Enrolled		1,800		1,800

Academic Progress

Units per Term	Fall 2012	
	YHS	All
15+		13%
12 - 14.5		42%
9 - 11.5		19%
6 - 8.5		15%
3 - 5.5		10%
< 3		2%
Total		1,800

Persistence	YHS	All
Fall to Spring		87%
Total in First Fall		1,800

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

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Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

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EL CAMINO COLLEGE

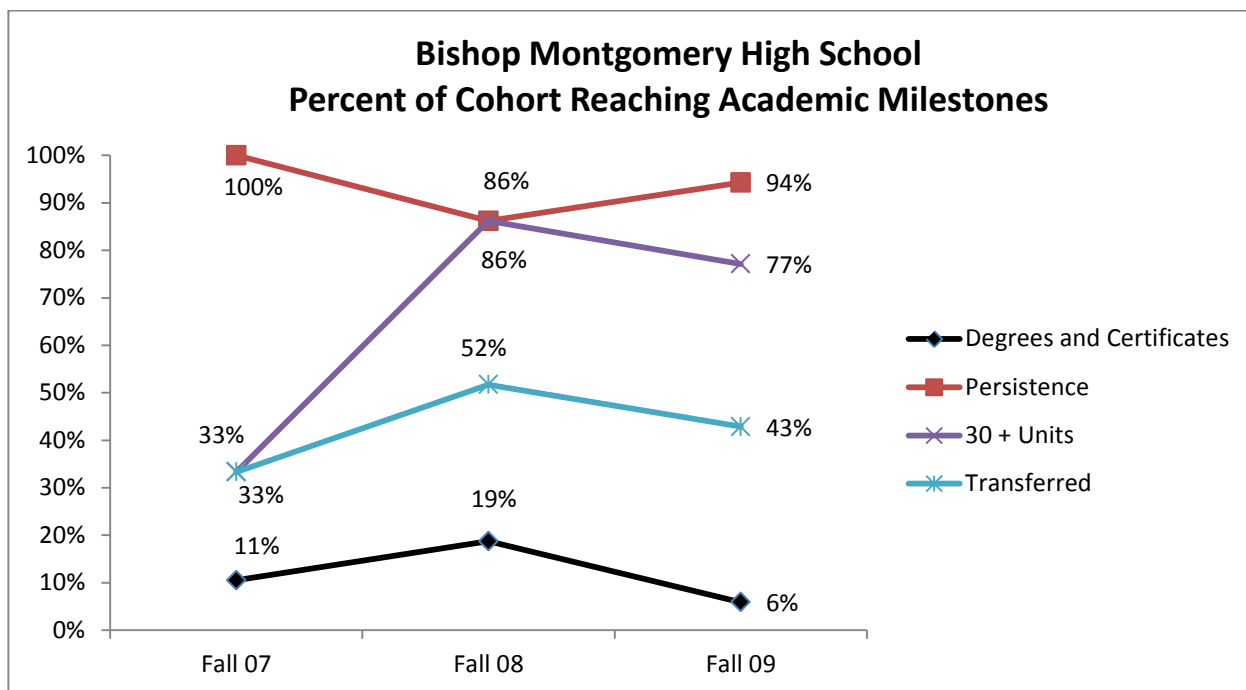
Bishop Montgomery High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Bishop Montgomery High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 12 students. Within four years of their first semester, 3 received an Associate degree or a Certificate, 12 persisted through 3 consecutive terms beginning with their first term, 4 earned 30 or more units and 4 transferred to a four-year institution.

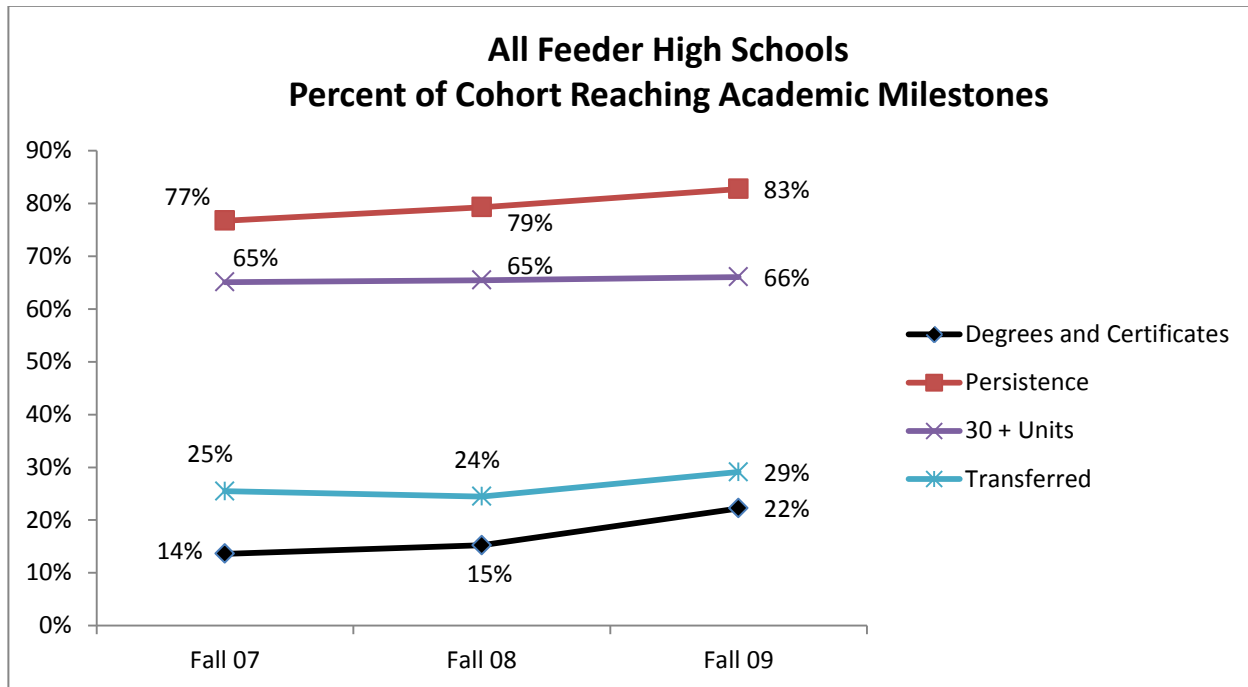
Fall 2008 cohort: 29 students. Within four years of their first semester, 7 received an Associate degree or a Certificate, 25 persisted through 3 consecutive terms beginning with their first term, 25 earned 30 or more units and 15 transferred to a four-year institution.

Fall 2009 cohort: 35 students. Within four years of their first semester, 2 received an Associate degree or a Certificate, 33 persisted through 3 consecutive terms beginning with their first term, 27 earned 30 or more units and 15 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

Carson Senior High High School Academic Milestones Report

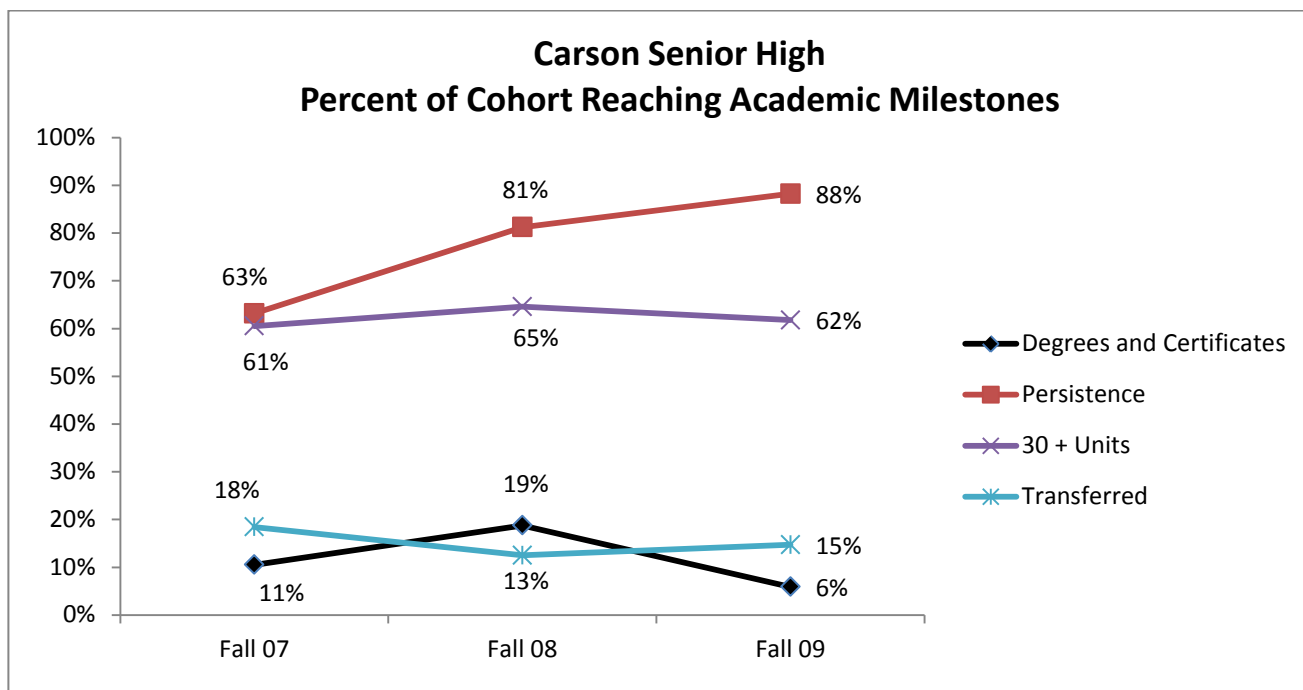
Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Carson Senior High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 38 students. Within four years of their first semester, 4 received an Associate degree or a Certificate, 24 persisted through 3 consecutive terms beginning with their first term, 23 earned 30 or more units and 7 transferred to a four-year institution.

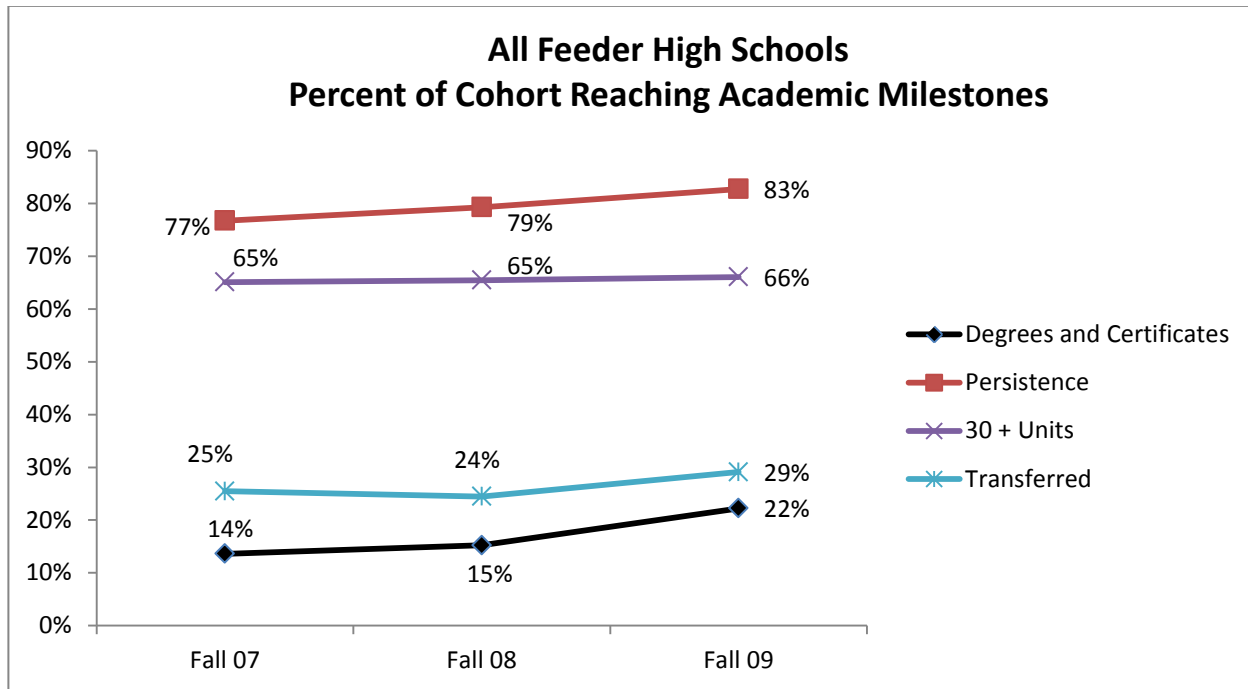
Fall 2008 cohort: 48 students. Within four years of their first semester, 9 received an Associate degree or a Certificate, 39 persisted through 3 consecutive terms beginning with their first term, 31 earned 30 or more units and 6 transferred to a four-year institution.

Fall 2009 cohort: 34 students. Within four years of their first semester, 2 received an Associate degree or a Certificate, 30 persisted through 3 consecutive terms beginning with their first term, 21 earned 30 or more units and 5 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

Crenshaw Science, Technology, Engineering, Math and Medicine Magnet High School

Academic Milestones Report

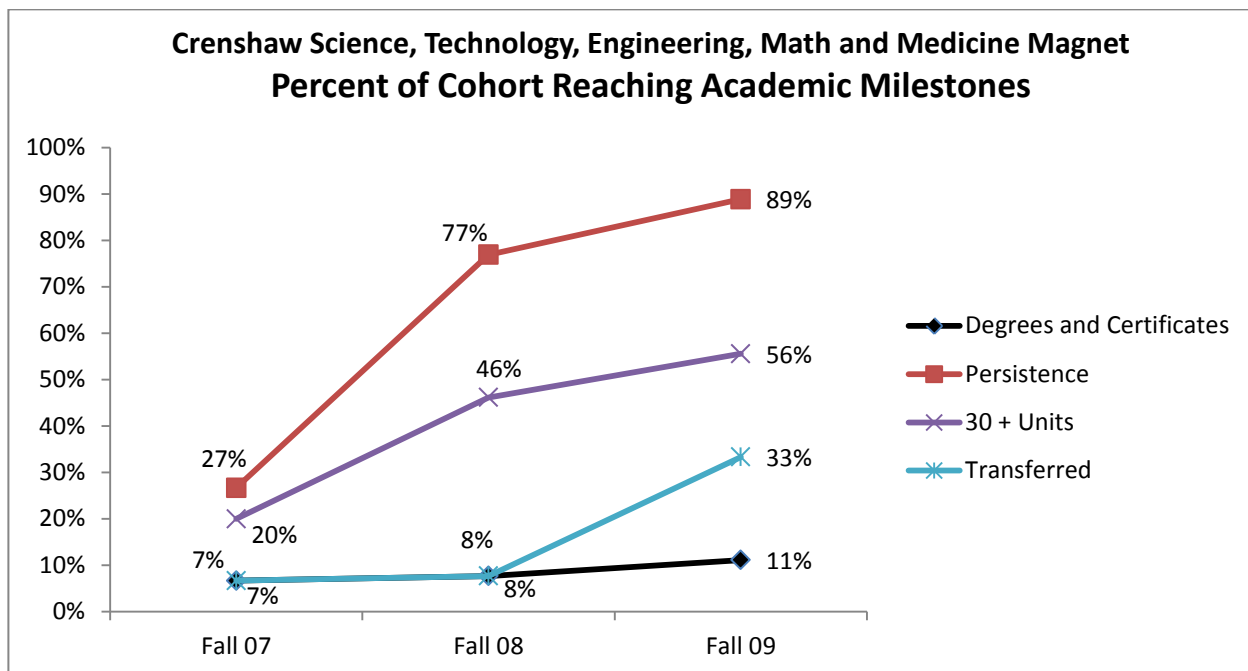
Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Crenshaw Science, Technology, Engineering, Math and Medicine Magnet High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 15 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 4 persisted through 3 consecutive terms beginning with their first term, 3 earned 30 or more units and 1 transferred to a four-year institution.

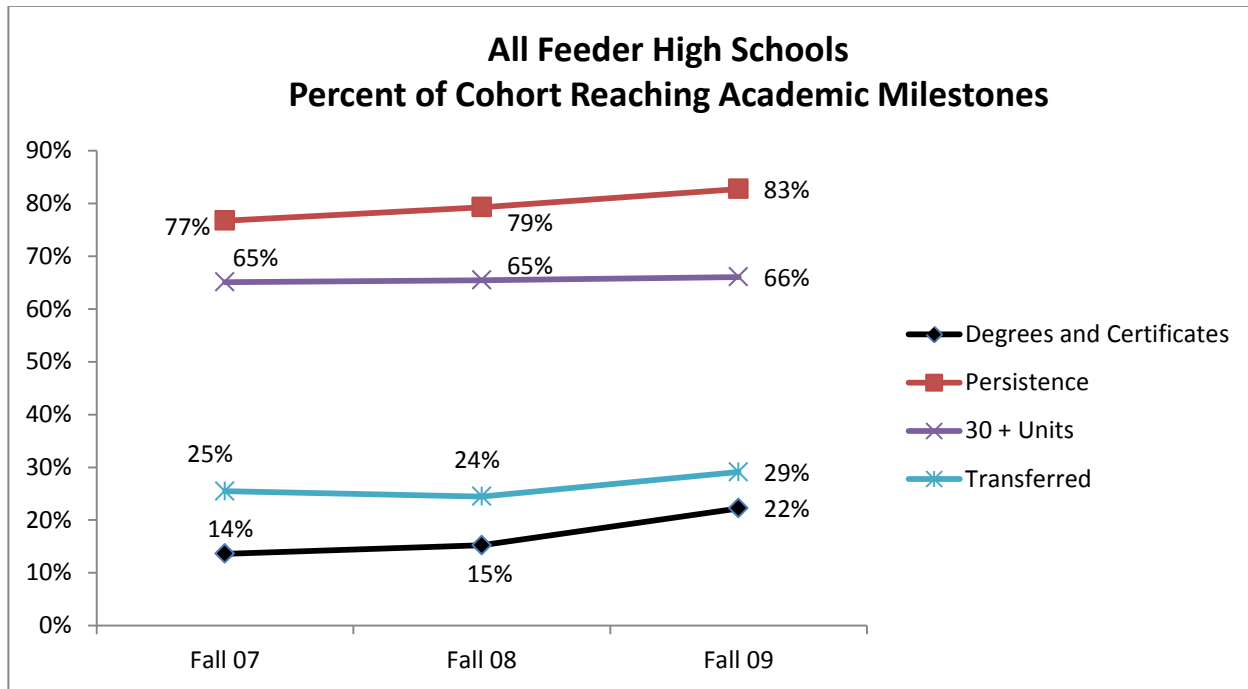
Fall 2008 cohort: 13 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 10 persisted through 3 consecutive terms beginning with their first term, 6 earned 30 or more units and 1 transferred to a four-year institution.

Fall 2009 cohort: 9 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 8 persisted through 3 consecutive terms beginning with their first term, 5 earned 30 or more units and 3 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

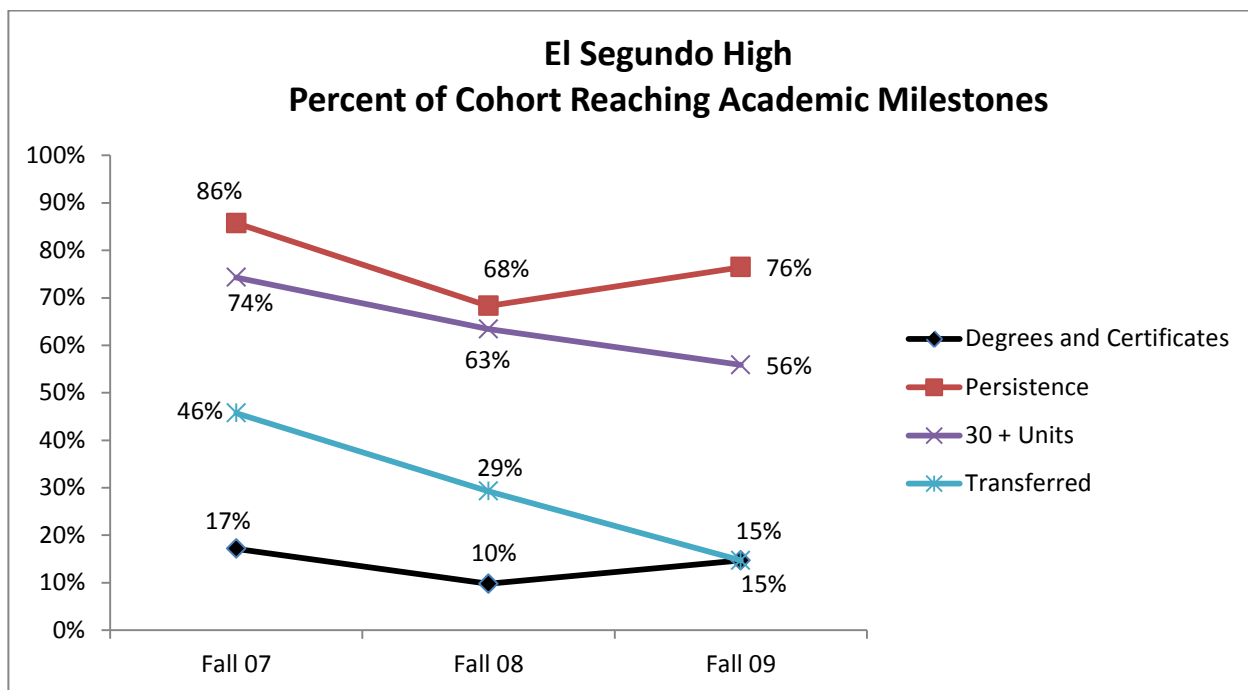
El Segundo High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from El Segundo High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 35 students. Within four years of their first semester, 6 received an Associate degree or a Certificate, 30 persisted through 3 consecutive terms beginning with their first term, 26 earned 30 or more units and 16 transferred to a four-year institution.

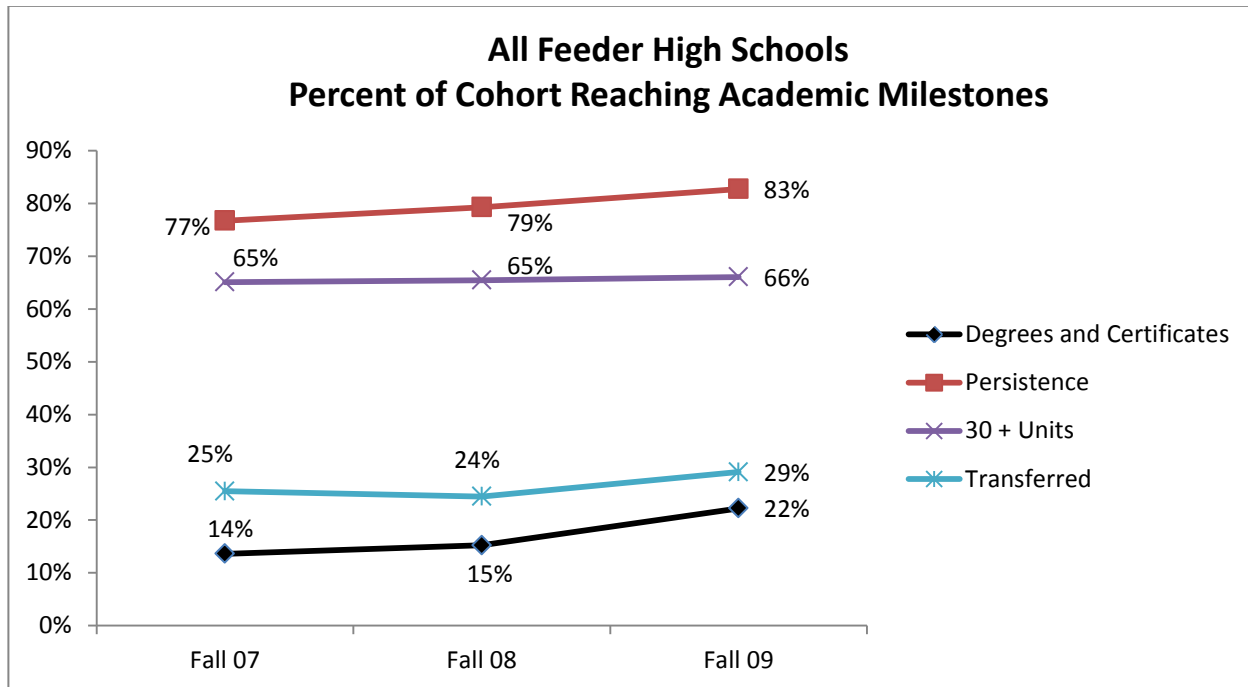
Fall 2008 cohort: 41 students. Within four years of their first semester, 4 received an Associate degree or a Certificate, 28 persisted through 3 consecutive terms beginning with their first term, 26 earned 30 or more units and 12 transferred to a four-year institution.

Fall 2009 cohort: 34 students. Within four years of their first semester, 5 received an Associate degree or a Certificate, 26 persisted through 3 consecutive terms beginning with their first term, 19 earned 30 or more units and 5 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

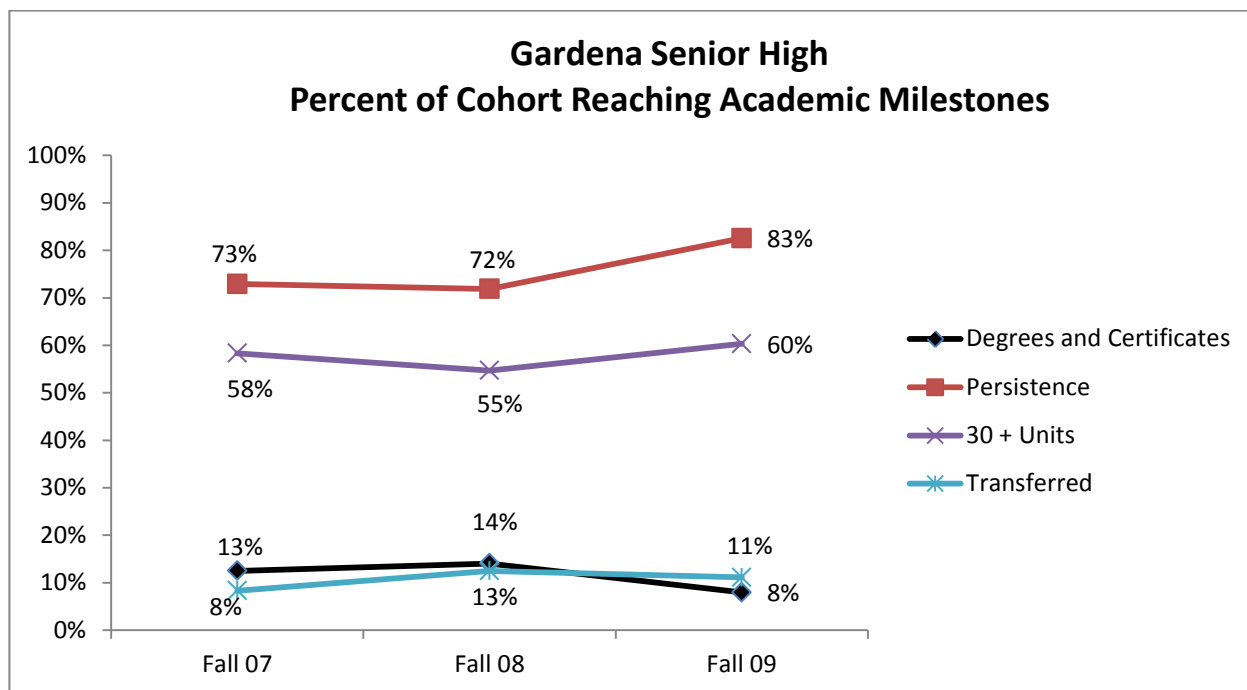
Gardena Senior High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Gardena Senior High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 48 students. Within four years of their first semester, 6 received an Associate degree or a Certificate, 35 persisted through 3 consecutive terms beginning with their first term, 28 earned 30 or more units and 4 transferred to a four-year institution.

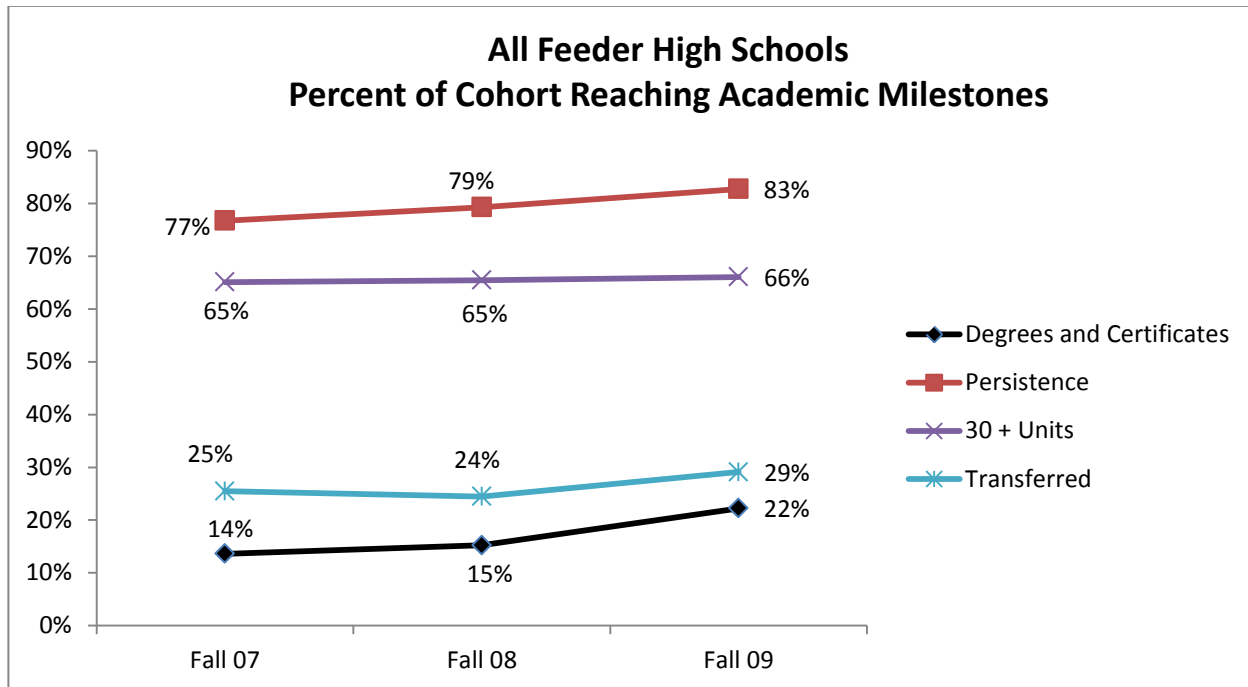
Fall 2008 cohort: 64 students. Within four years of their first semester, 9 received an Associate degree or a Certificate, 46 persisted through 3 consecutive terms beginning with their first term, 35 earned 30 or more units and 8 transferred to a four-year institution.

Fall 2009 cohort: 63 students. Within four years of their first semester, 5 received an Associate degree or a Certificate, 52 persisted through 3 consecutive terms beginning with their first term, 38 earned 30 or more units and 7 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

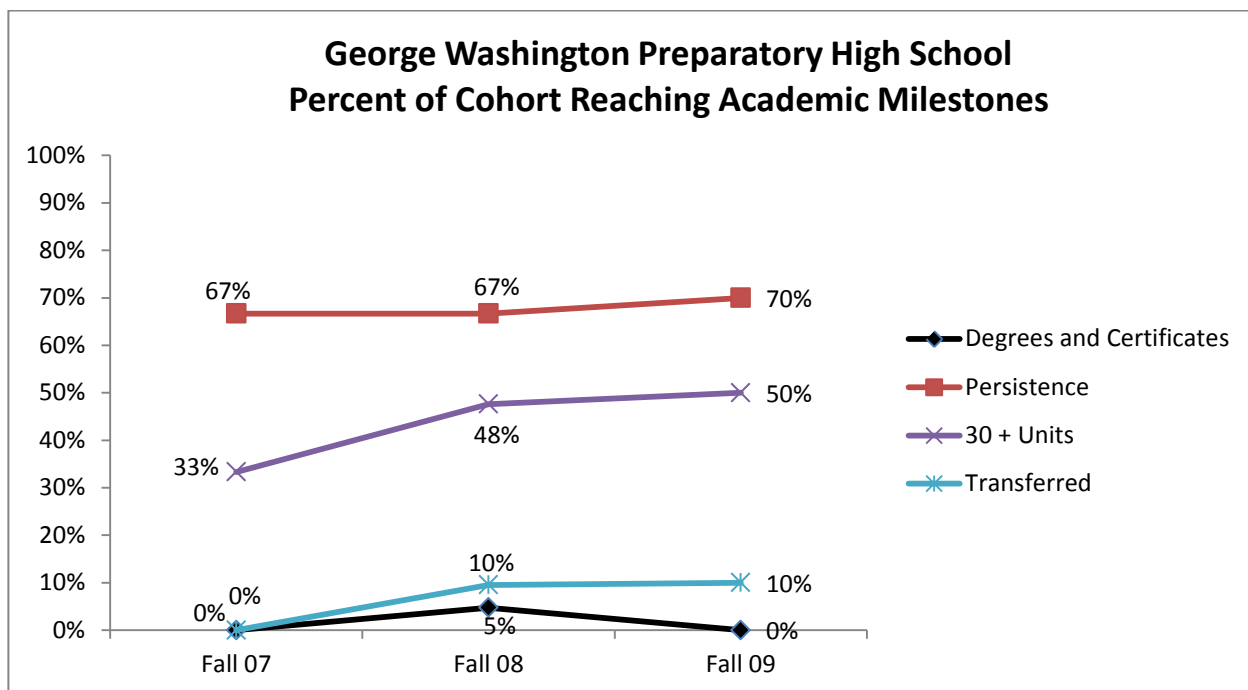
George Washington Preparatory High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from George Washington Preparatory High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 24 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 16 persisted through 3 consecutive terms beginning with their first term, 8 earned 30 or more units and 0 transferred to a four-year institution.

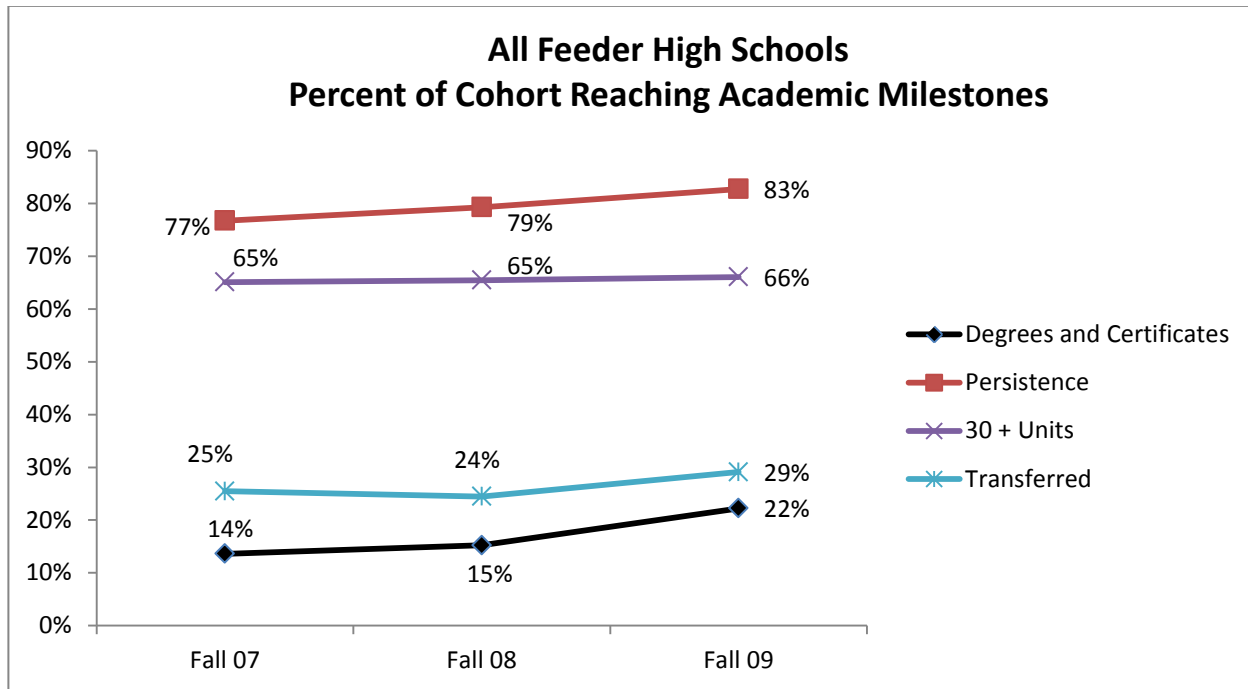
Fall 2008 cohort: 21 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 14 persisted through 3 consecutive terms beginning with their first term, 10 earned 30 or more units and 2 transferred to a four-year institution.

Fall 2009 cohort: 20 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 14 persisted through 3 consecutive terms beginning with their first term, 10 earned 30 or more units and 2 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

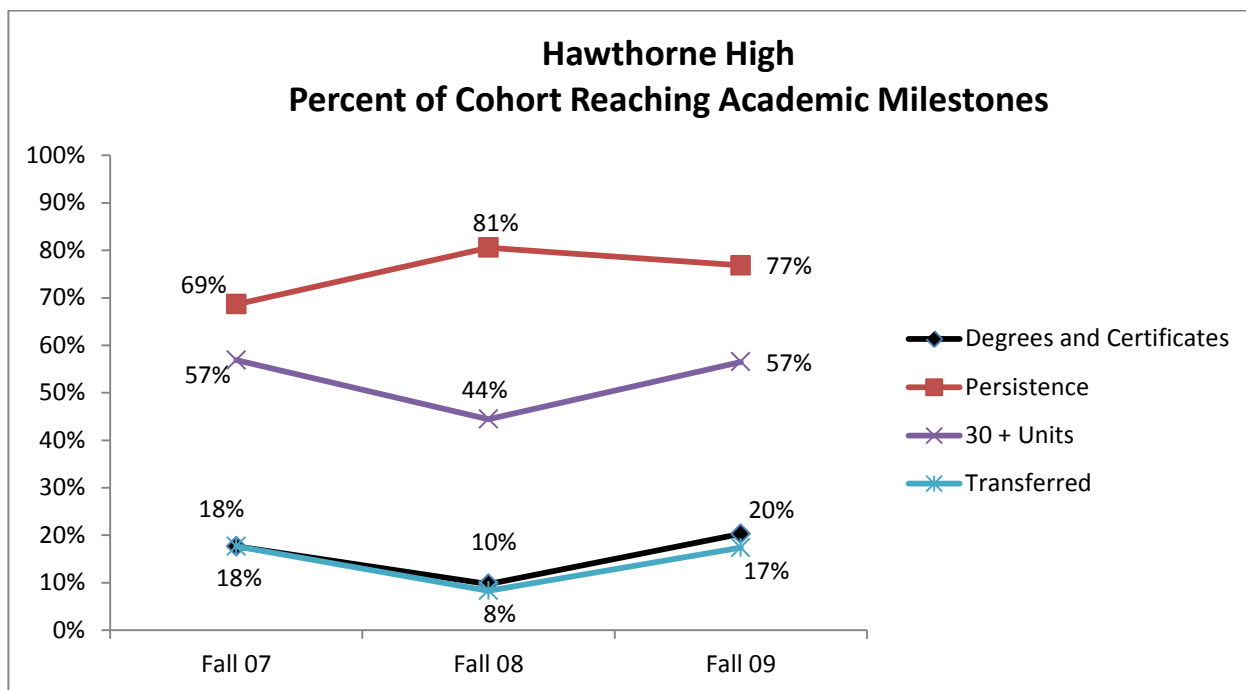
Hawthorne High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Hawthorne High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 51 students. Within four years of their first semester, 9 received an Associate degree or a Certificate, 35 persisted through 3 consecutive terms beginning with their first term, 29 earned 30 or more units and 9 transferred to a four-year institution.

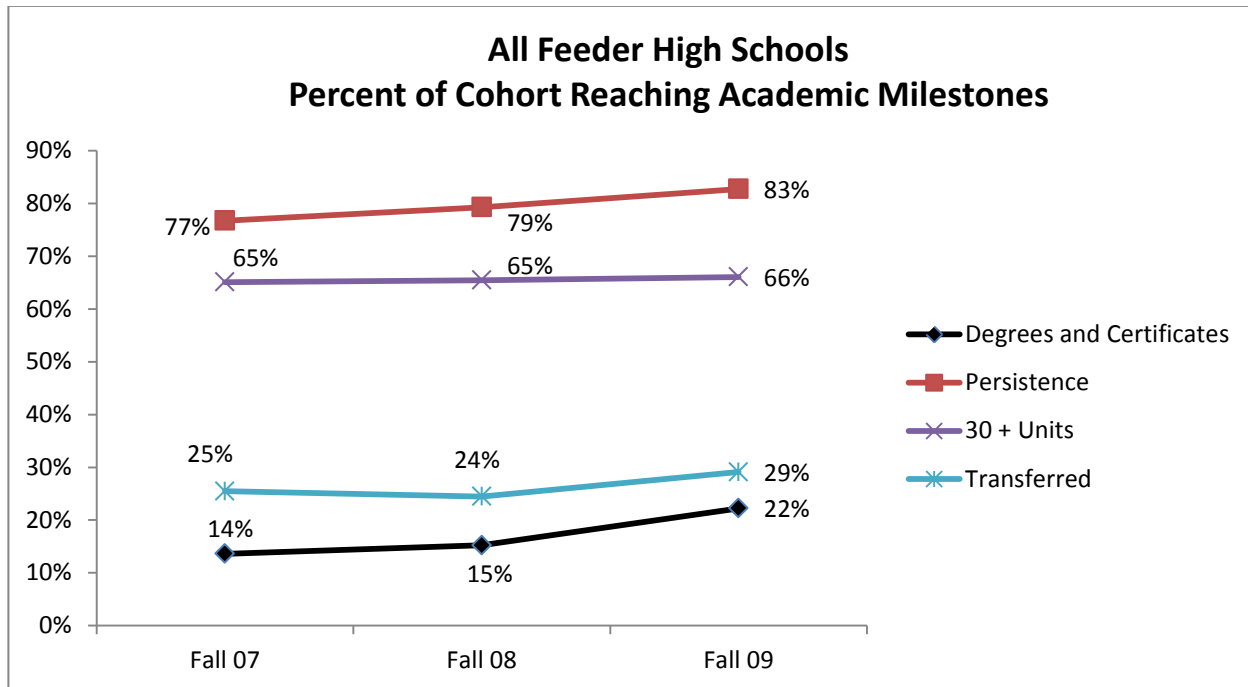
Fall 2008 cohort: 72 students. Within four years of their first semester, 7 received an Associate degree or a Certificate, 58 persisted through 3 consecutive terms beginning with their first term, 32 earned 30 or more units and 6 transferred to a four-year institution.

Fall 2009 cohort: 69 students. Within four years of their first semester, 14 received an Associate degree or a Certificate, 53 persisted through 3 consecutive terms beginning with their first term, 39 earned 30 or more units and 12 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

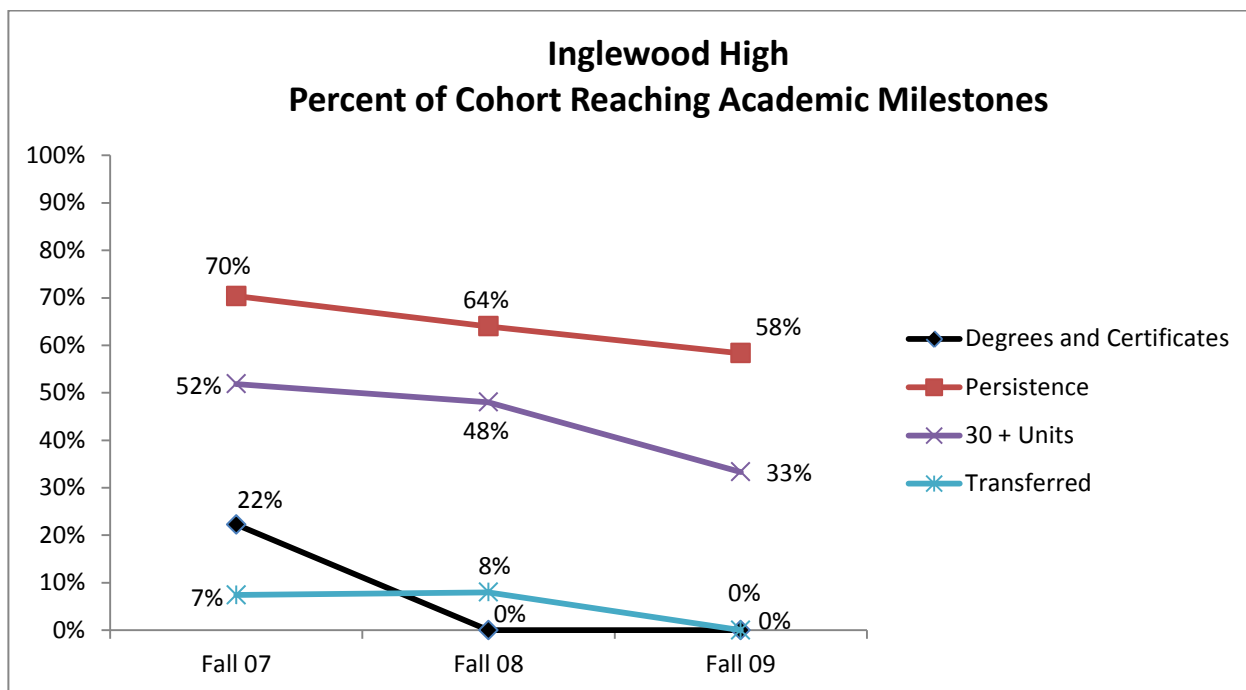
Inglewood High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Inglewood High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 27 students. Within four years of their first semester, 6 received an Associate degree or a Certificate, 19 persisted through 3 consecutive terms beginning with their first term, 14 earned 30 or more units and 2 transferred to a four-year institution.

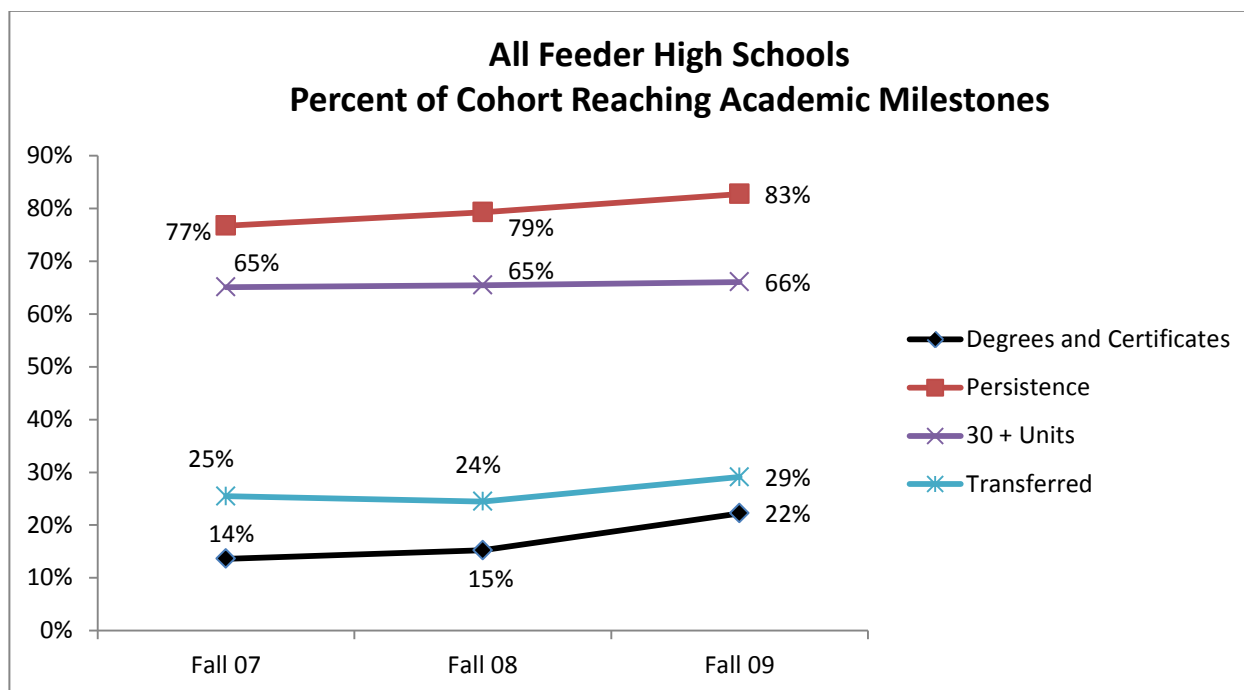
Fall 2008 cohort: 25 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 16 persisted through 3 consecutive terms beginning with their first term, 12 earned 30 or more units and 2 transferred to a four-year institution.

Fall 2009 cohort: 12 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 7 persisted through 3 consecutive terms beginning with their first term, 4 earned 30 or more units and 0 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

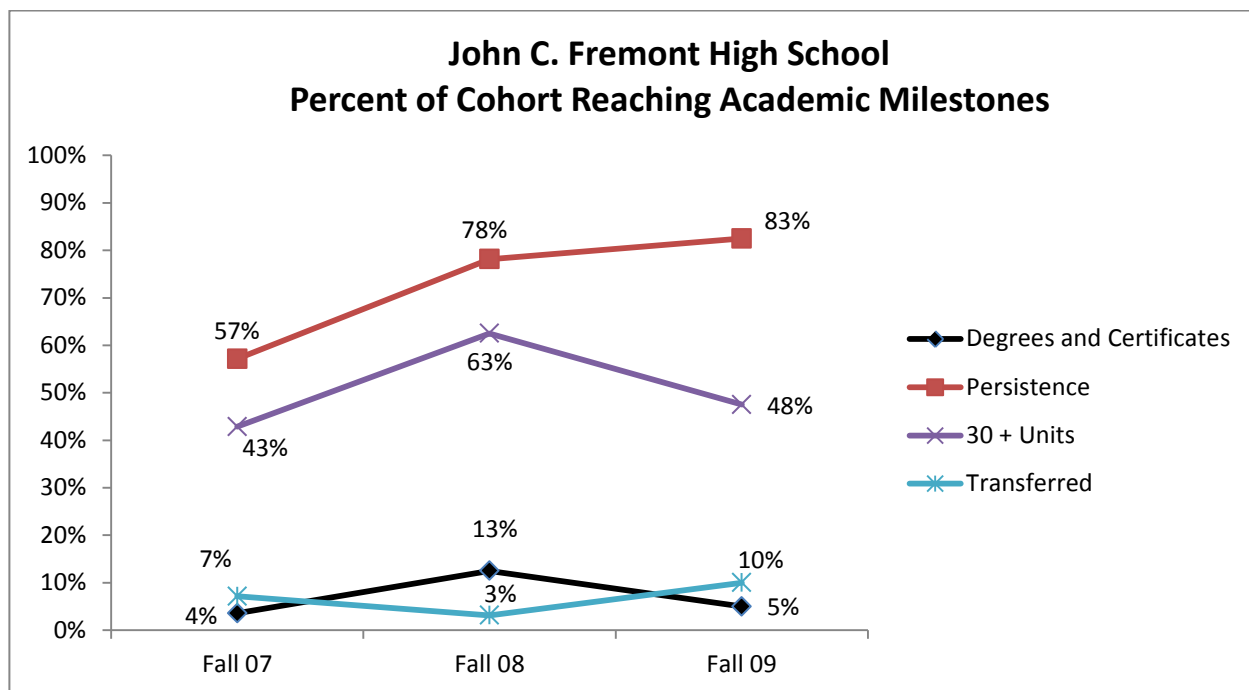
John C. Fremont Senior High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from John C. Fremont Senior High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 28 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 16 persisted through 3 consecutive terms beginning with their first term, 12 earned 30 or more units and 2 transferred to a four-year institution.

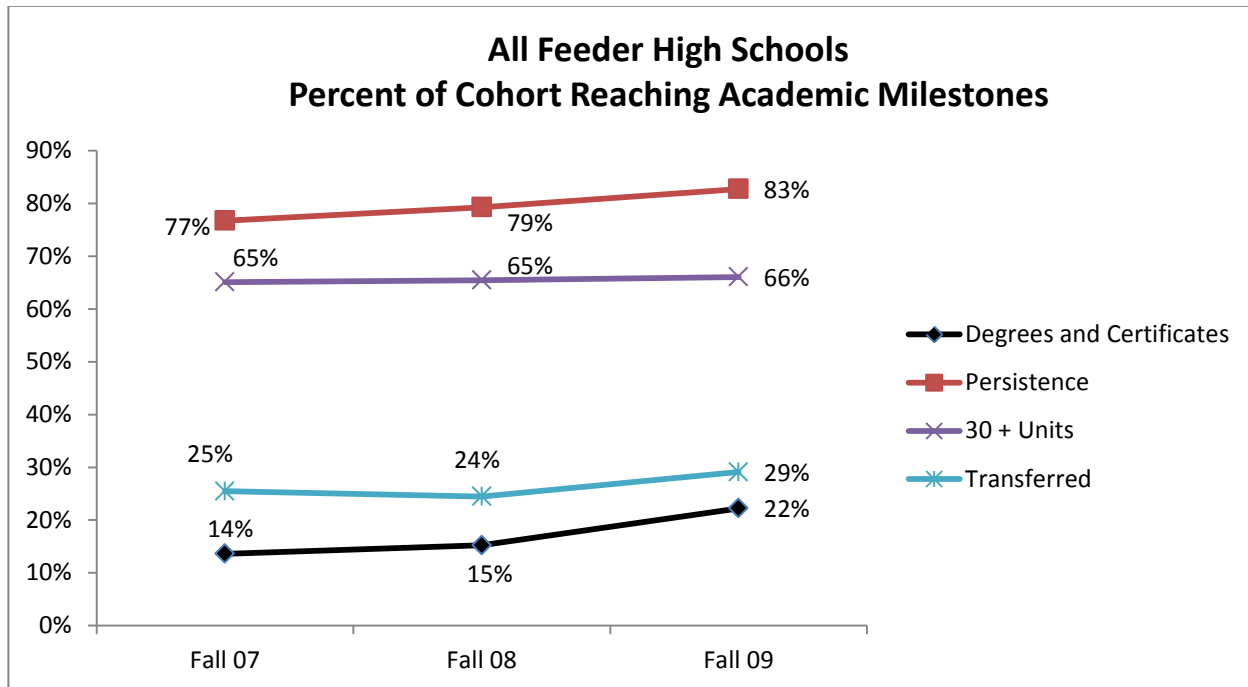
Fall 2008 cohort: 32 students. Within four years of their first semester, 4 received an Associate degree or a Certificate, 25 persisted through 3 consecutive terms beginning with their first term, 20 earned 30 or more units and 1 transferred to a four-year institution.

Fall 2009 cohort: 40 students. Within four years of their first semester, 2 received an Associate degree or a Certificate, 33 persisted through 3 consecutive terms beginning with their first term, 19 earned 30 or more units and 4 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

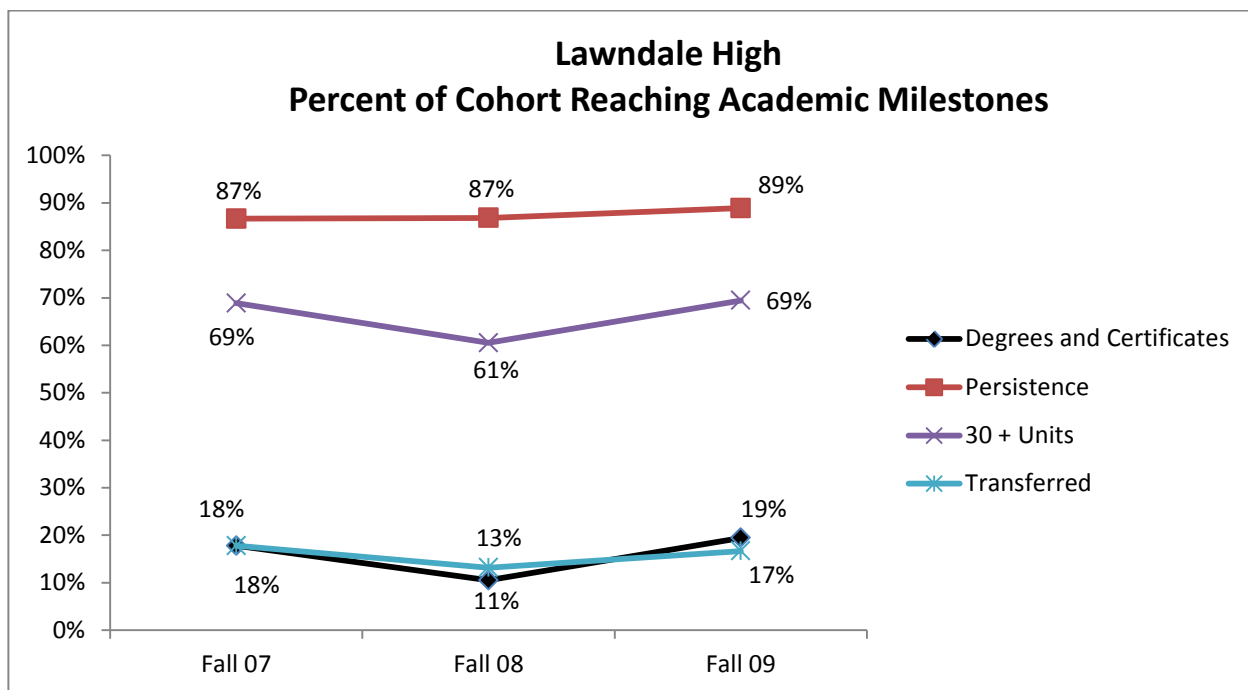
Lawndale High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Lawndale High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 45 students. Within four years of their first semester, 8 received an Associate degree or a Certificate, 39 persisted through 3 consecutive terms beginning with their first term, 31 earned 30 or more units and 8 transferred to a four-year institution.

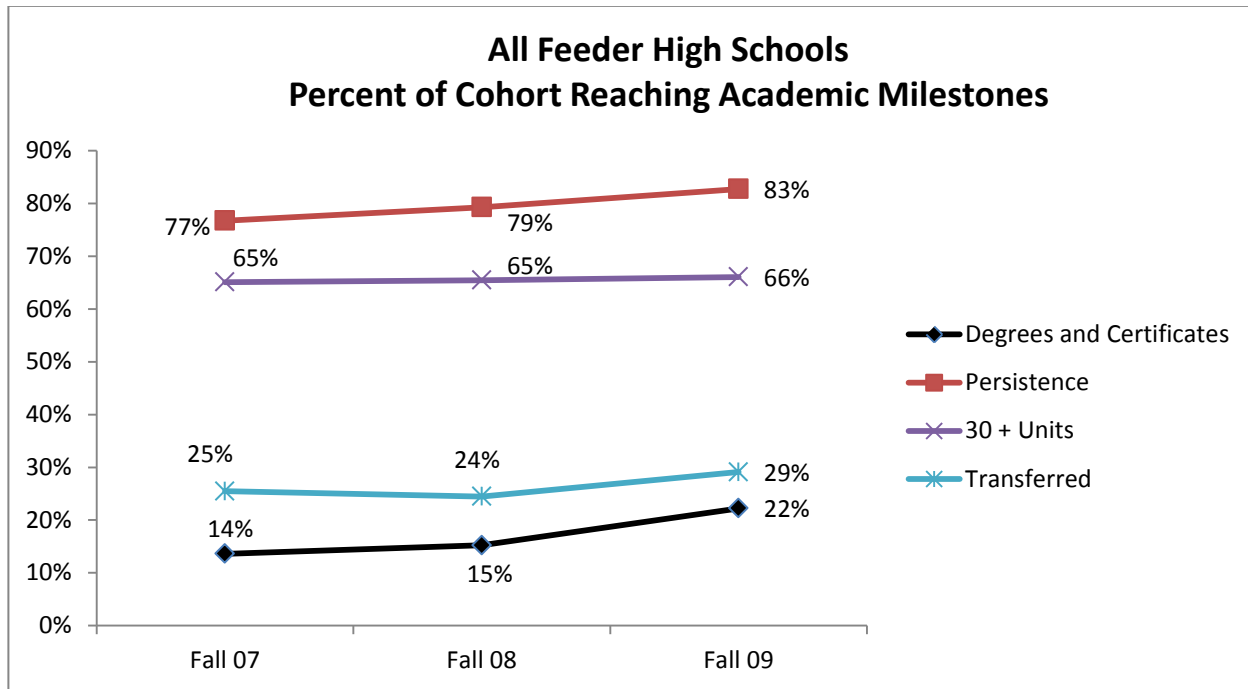
Fall 2008 cohort: 38 students. Within four years of their first semester, 4 received an Associate degree or a Certificate, 33 persisted through 3 consecutive terms beginning with their first term, 23 earned 30 or more units and 5 transferred to a four-year institution.

Fall 2009 cohort: 36 students. Within four years of their first semester, 7 received an Associate degree or a Certificate, 32 persisted through 3 consecutive terms beginning with their first term, 25 earned 30 or more units and 6 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

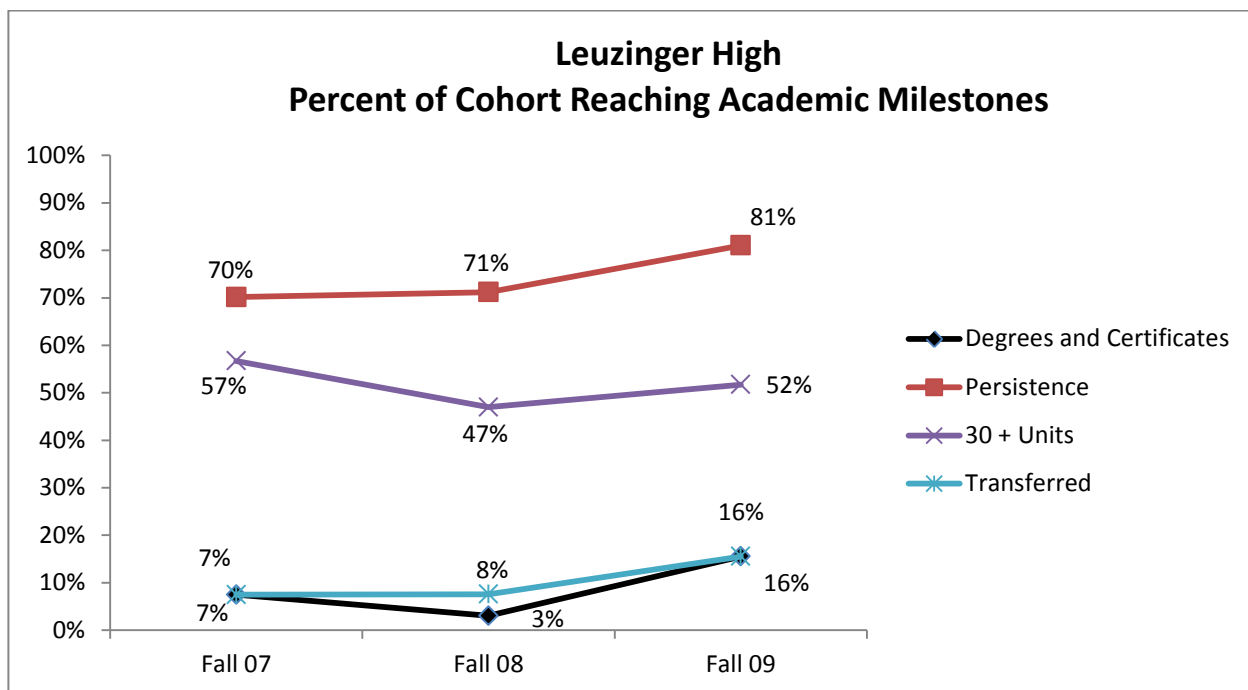
Leuzinger High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Leuzinger High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 67 students. Within four years of their first semester, 5 received an Associate degree or a Certificate, 47 persisted through 3 consecutive terms beginning with their first term, 38 earned 30 or more units and 5 transferred to a four-year institution.

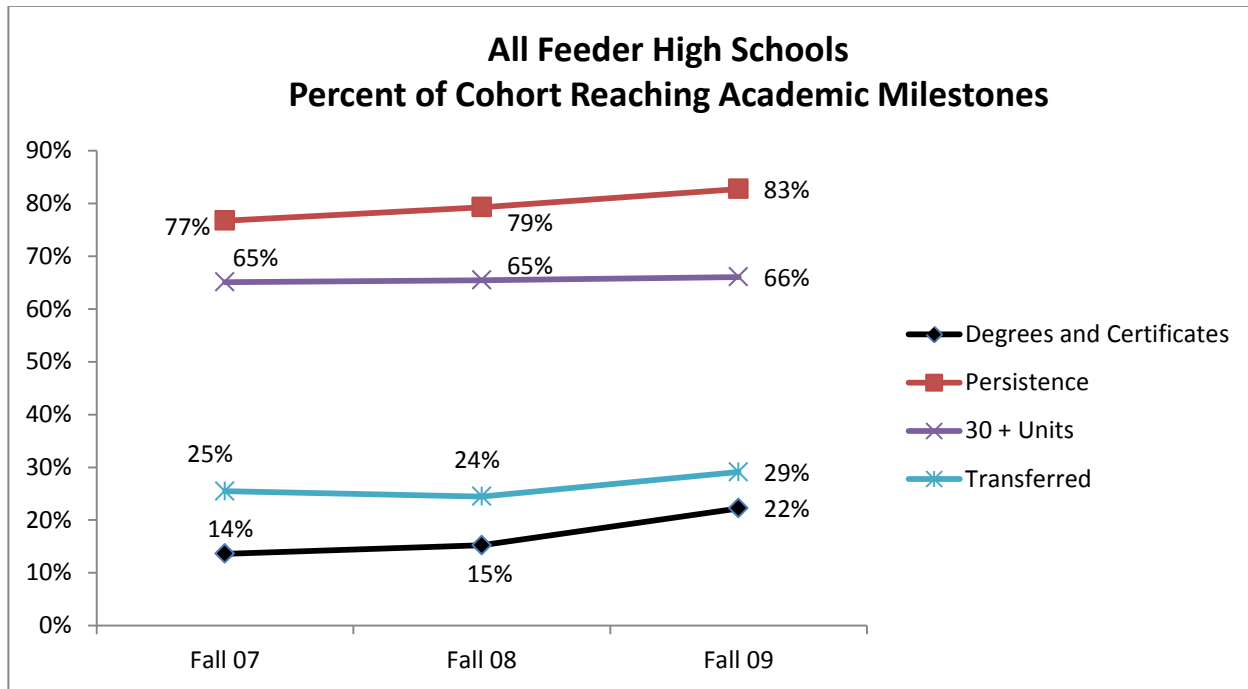
Fall 2008 cohort: 66 students. Within four years of their first semester, 2 received an Associate degree or a Certificate, 47 persisted through 3 consecutive terms beginning with their first term, 31 earned 30 or more units and 5 transferred to a four-year institution.

Fall 2009 cohort: 58 students. Within four years of their first semester, 9 received an Associate degree or a Certificate, 47 persisted through 3 consecutive terms beginning with their first term, 30 earned 30 or more units and 9 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

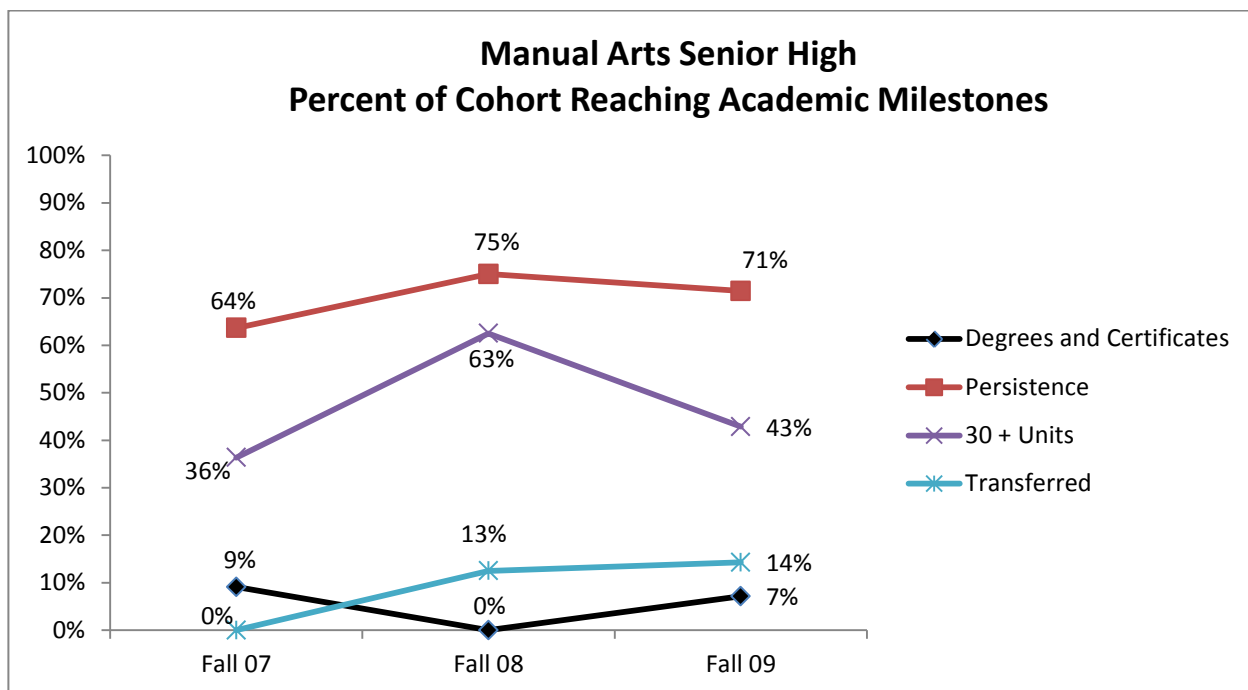
Manual Arts Senior High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Manual Arts Senior High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 11 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 7 persisted through 3 consecutive terms beginning with their first term, 4 earned 30 or more units and 0 transferred to a four-year institution.

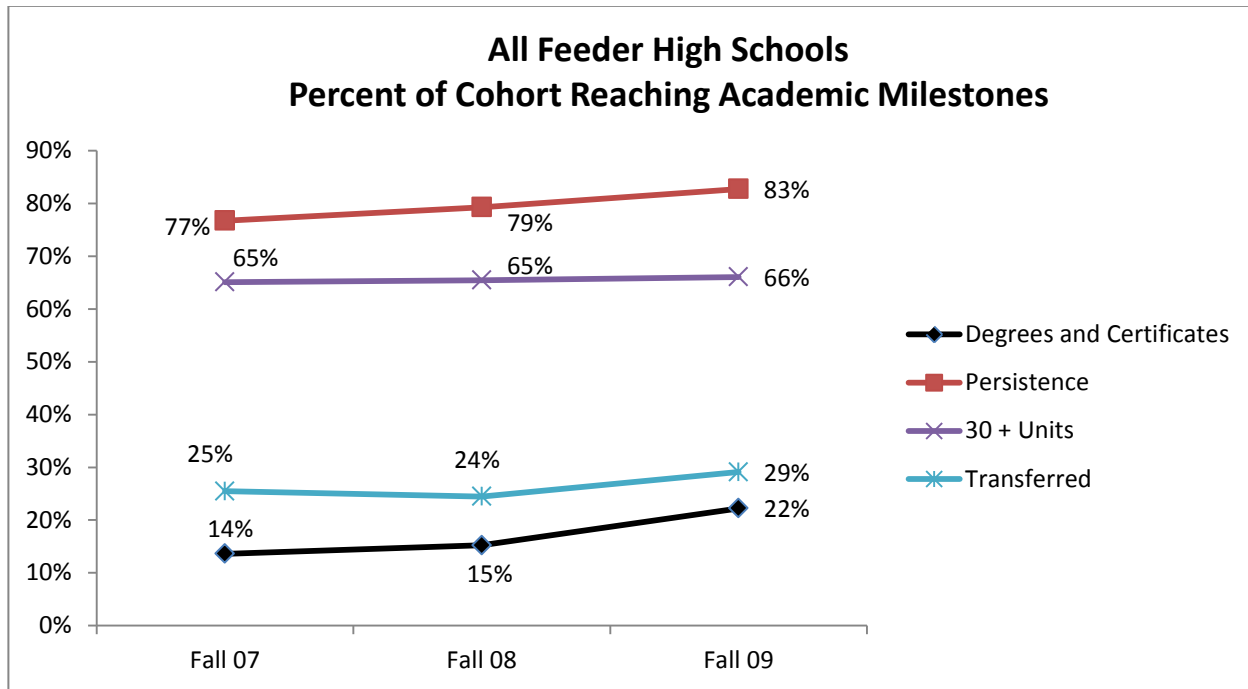
Fall 2008 cohort: 8 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 6 persisted through 3 consecutive terms beginning with their first term, 5 earned 30 or more units and 1 transferred to a four-year institution.

Fall 2009 cohort: 14 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 10 persisted through 3 consecutive terms beginning with their first term, 6 earned 30 or more units and 2 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

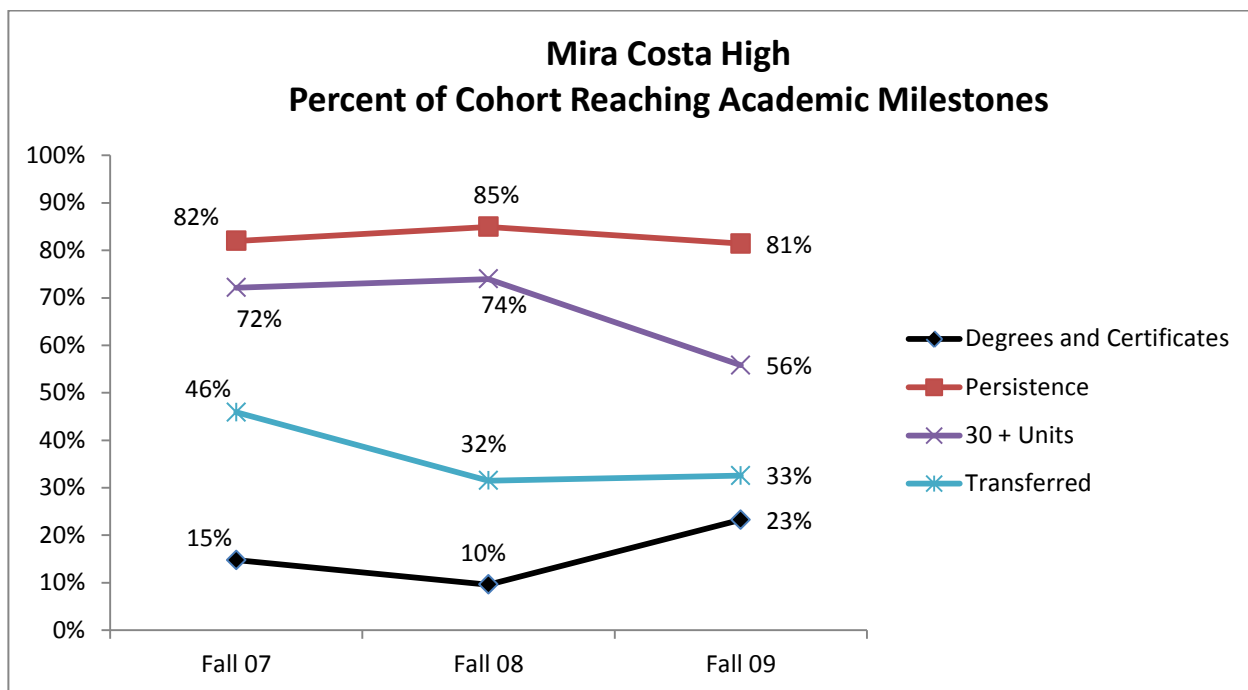
Mira Costa High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Mira Costa High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 61 students. Within four years of their first semester, 9 received an Associate degree or a Certificate, 50 persisted through 3 consecutive terms beginning with their first term, 44 earned 30 or more units and 28 transferred to a four-year institution.

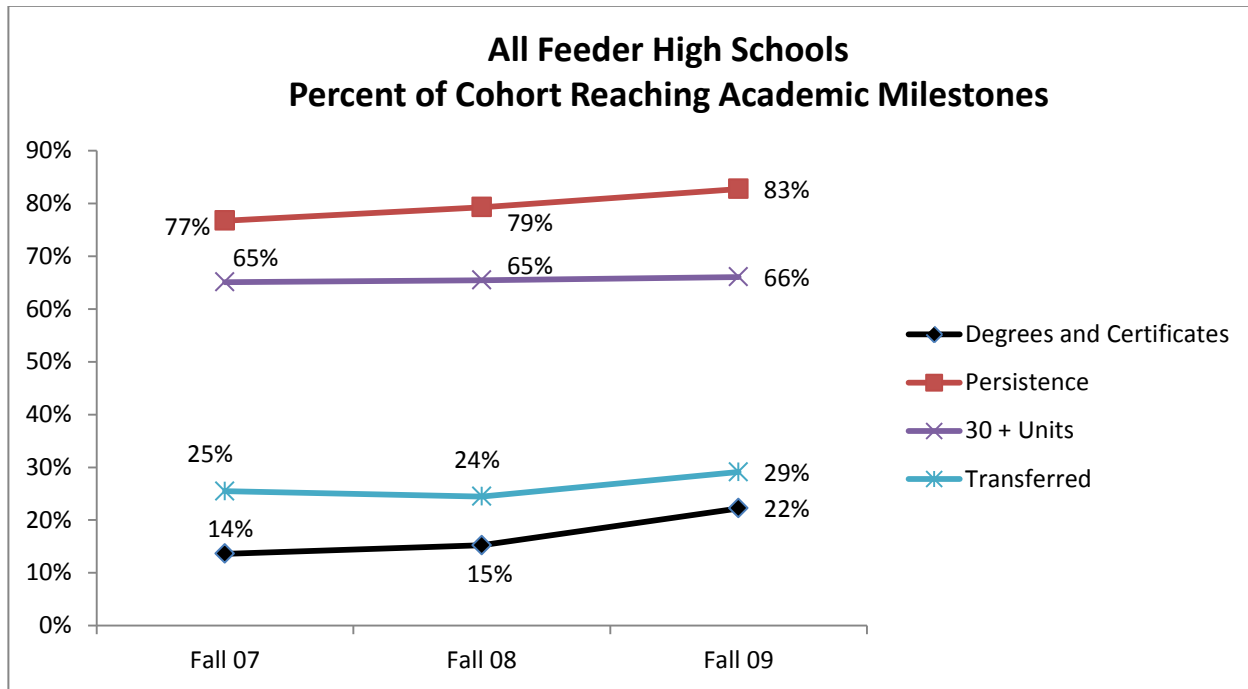
Fall 2008 cohort: 73 students. Within four years of their first semester, 7 received an Associate degree or a Certificate, 62 persisted through 3 consecutive terms beginning with their first term, 54 earned 30 or more units and 23 transferred to a four-year institution.

Fall 2009 cohort: 43 students. Within four years of their first semester, 10 received an Associate degree or a Certificate, 35 persisted through 3 consecutive terms beginning with their first term, 24 earned 30 or more units and 14 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

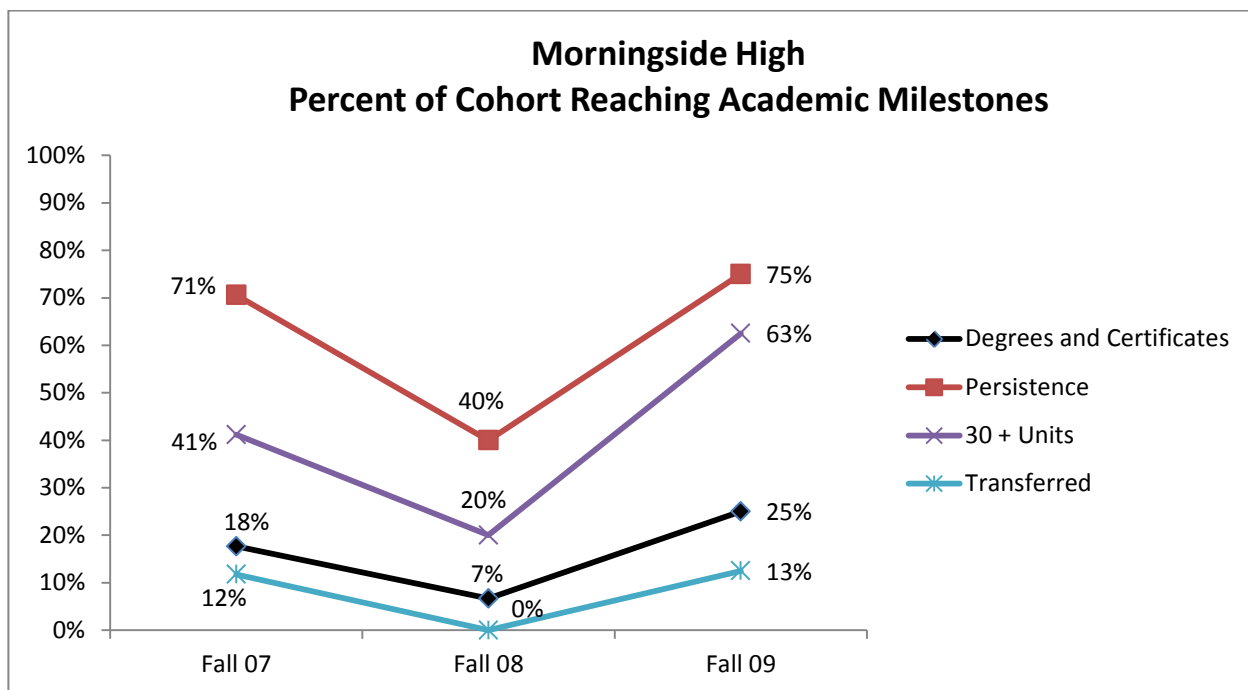
Morningside High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Morningside High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 17 students. Within four years of their first semester, 3 received an Associate degree or a Certificate, 12 persisted through 3 consecutive terms beginning with their first term, 7 earned 30 or more units and 2 transferred to a four-year institution.

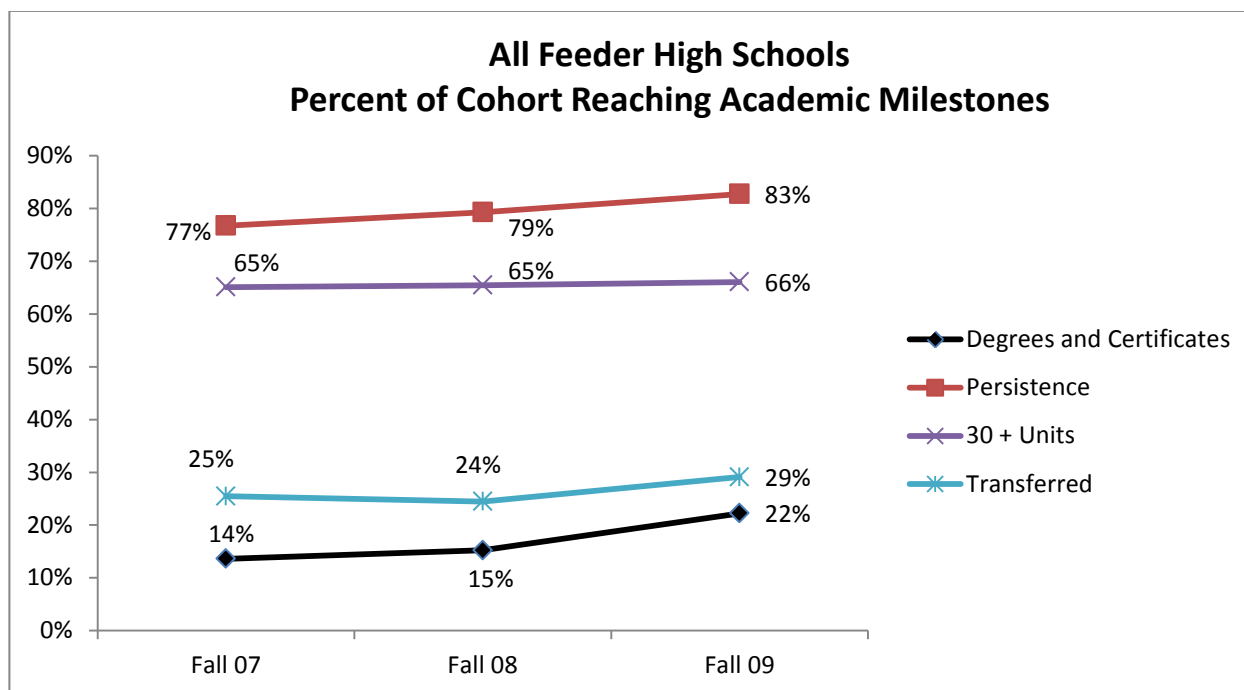
Fall 2008 cohort: 15 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 6 persisted through 3 consecutive terms beginning with their first term, 3 earned 30 or more units and 0 transferred to a four-year institution.

Fall 2009 cohort: 8 students. Within four years of their first semester, 2 received an Associate degree or a Certificate, 6 persisted through 3 consecutive terms beginning with their first term, 5 earned 30 or more units and 1 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

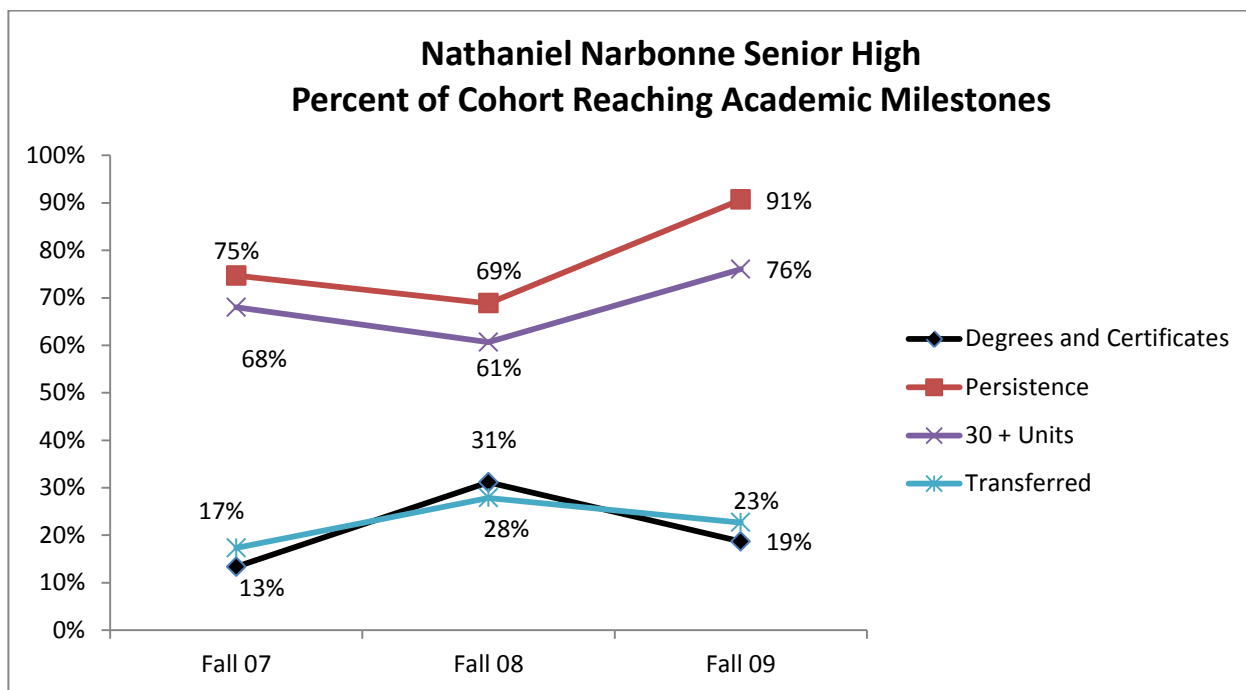
Nathaniel Narbonne Senior High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Nathaniel Narbonne Senior High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 75 students. Within four years of their first semester, 10 received an Associate degree or a Certificate, 56 persisted through 3 consecutive terms beginning with their first term, 51 earned 30 or more units and 13 transferred to a four-year institution.

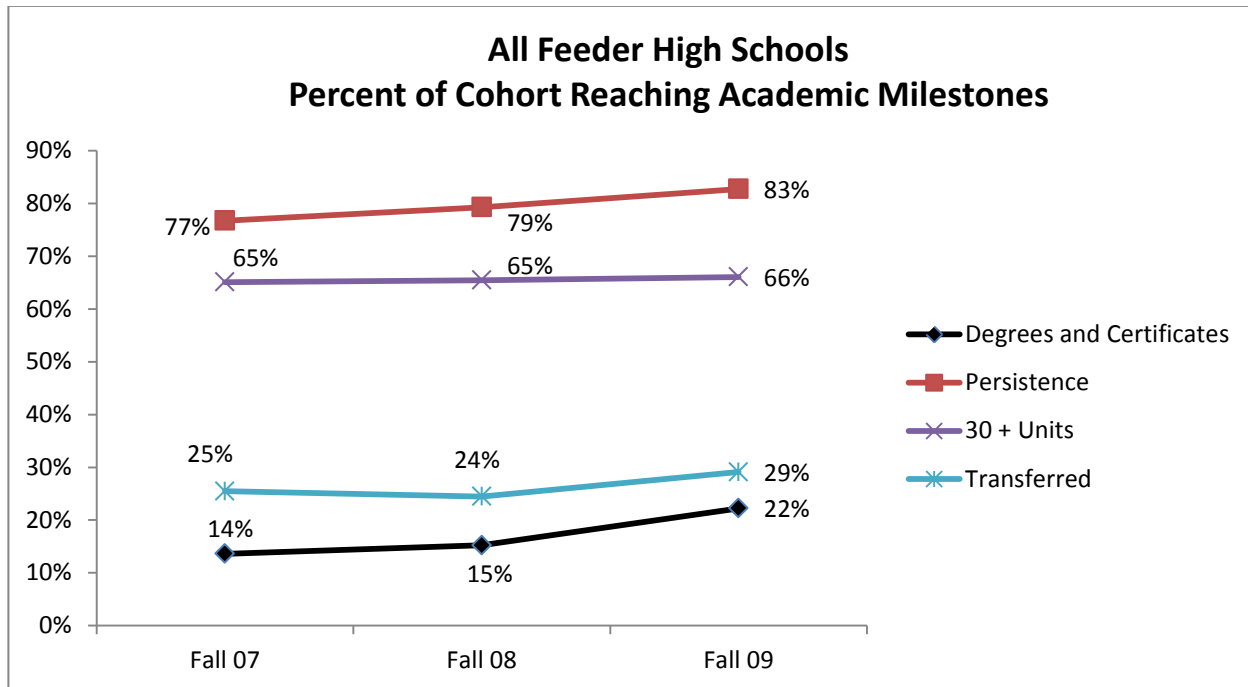
Fall 2008 cohort: 61 students. Within four years of their first semester, 19 received an Associate degree or a Certificate, 42 persisted through 3 consecutive terms beginning with their first term, 37 earned 30 or more units and 17 transferred to a four-year institution.

Fall 2009 cohort: 75 students. Within four years of their first semester, 14 received an Associate degree or a Certificate, 68 persisted through 3 consecutive terms beginning with their first term, 57 earned 30 or more units and 17 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

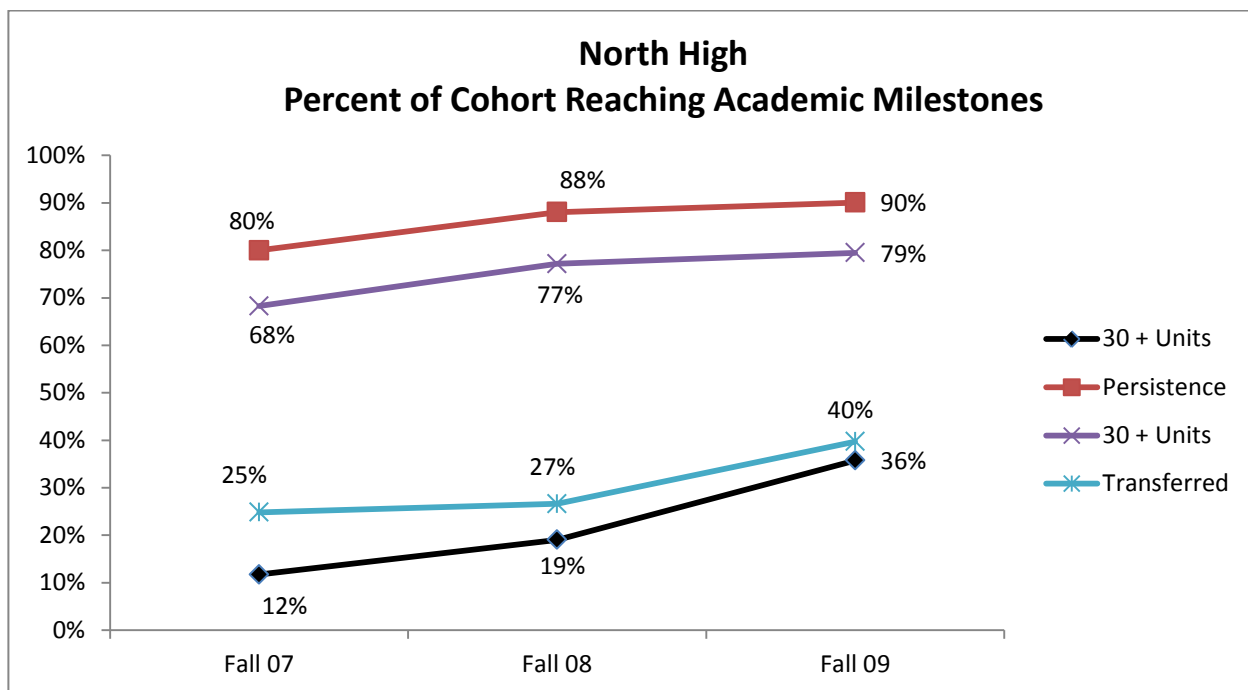
North High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from North High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 145 students. Within four years of their first semester, 17 received an Associate degree or a Certificate, 116 persisted through 3 consecutive terms beginning with their first term, 99 earned 30 or more units and 36 transferred to a four-year institution.

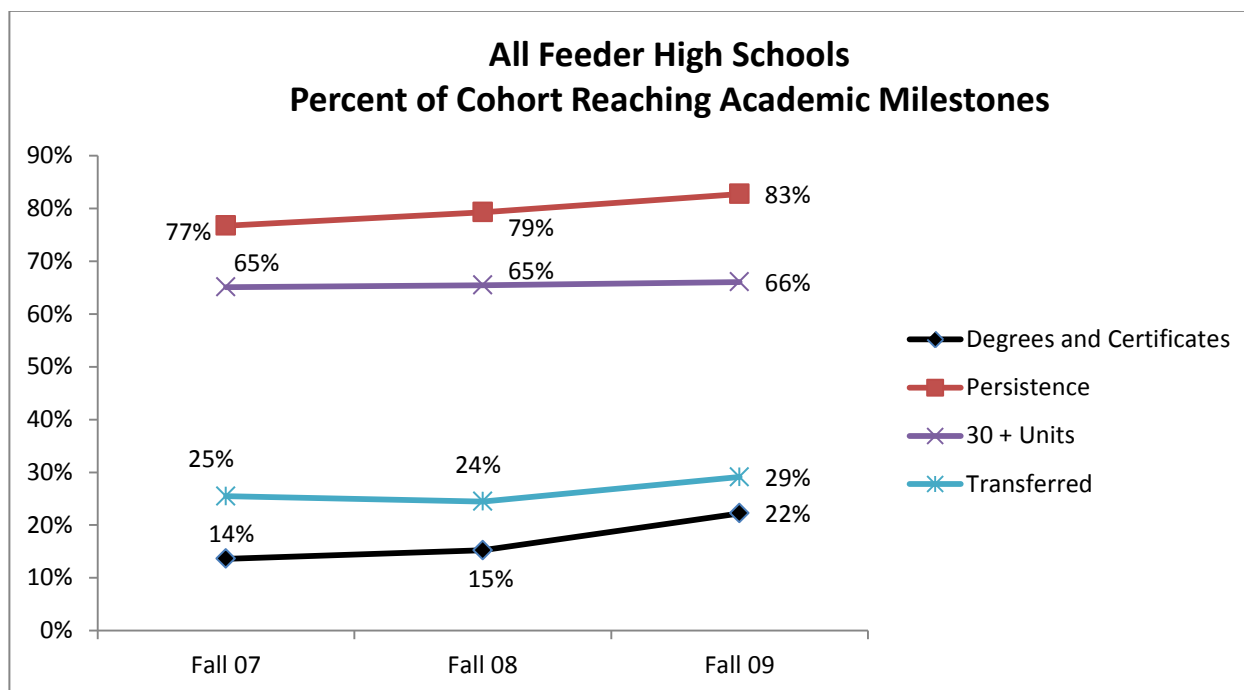
Fall 2008 cohort: 184 students. Within four years of their first semester, 35 received an Associate degree or a Certificate, 162 persisted through 3 consecutive terms beginning with their first term, 142 earned 30 or more units and 49 transferred to a four-year institution.

Fall 2009 cohort: 151 students. Within four years of their first semester, 54 received an Associate degree or a Certificate, 136 persisted through 3 consecutive terms beginning with their first term, 120 earned 30 or more units and 60 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

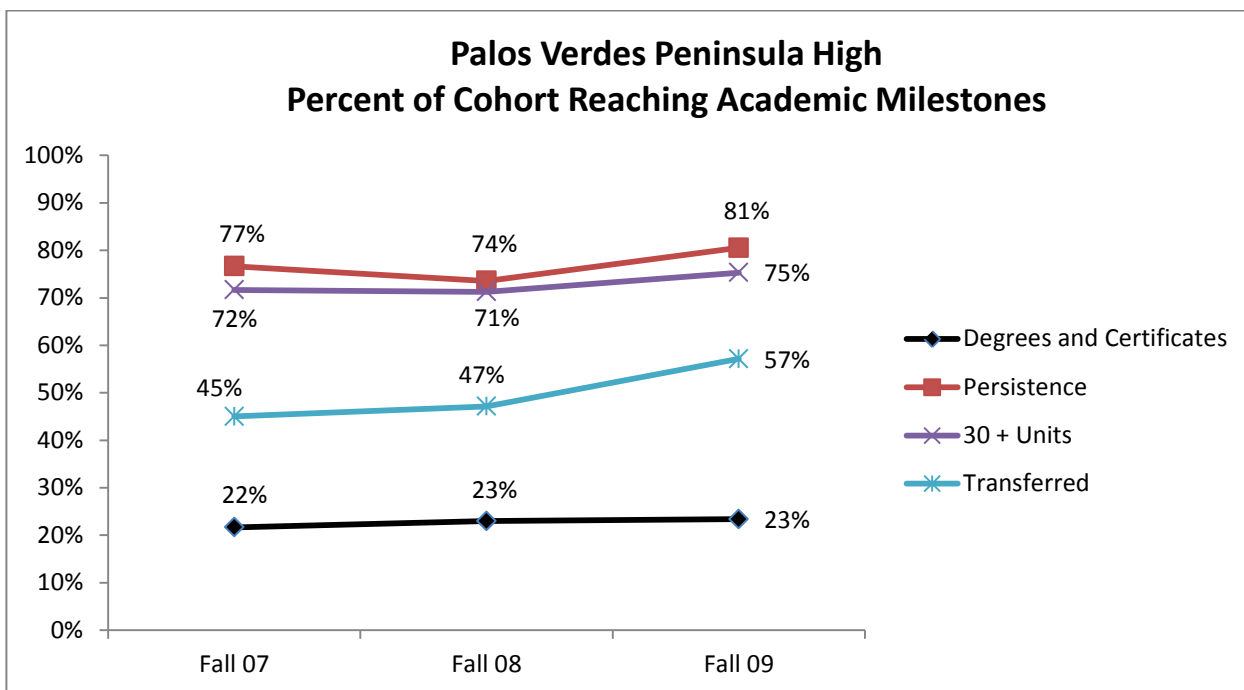
Palos Verdes Peninsula High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Palos Verdes Peninsula High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 60 students. Within four years of their first semester, 13 received an Associate degree or a Certificate, 46 persisted through 3 consecutive terms beginning with their first term, 43 earned 30 or more units and 27 transferred to a four-year institution.

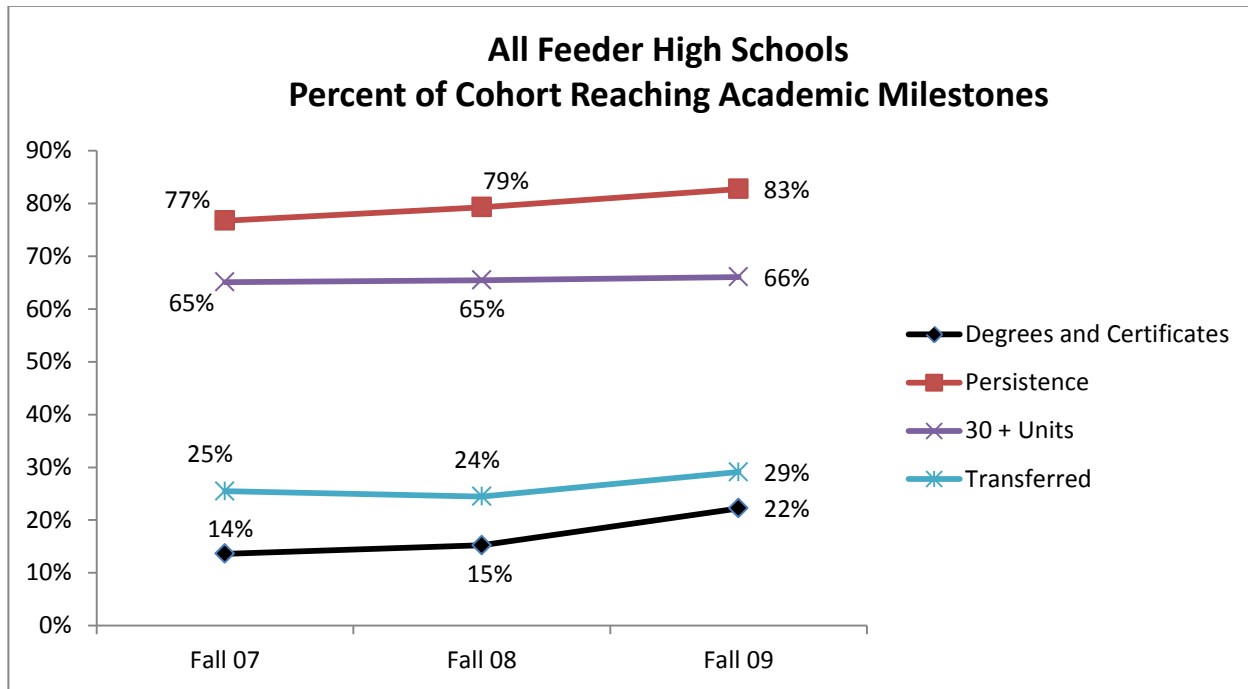
Fall 2008 cohort: 87 students. Within four years of their first semester, 20 received an Associate degree or a Certificate, 64 persisted through 3 consecutive terms beginning with their first term, 62 earned 30 or more units and 41 transferred to a four-year institution.

Fall 2009 cohort: 77 students. Within four years of their first semester, 18 received an Associate degree or a Certificate, 62 persisted through 3 consecutive terms beginning with their first term, 58 earned 30 or more units and 44 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

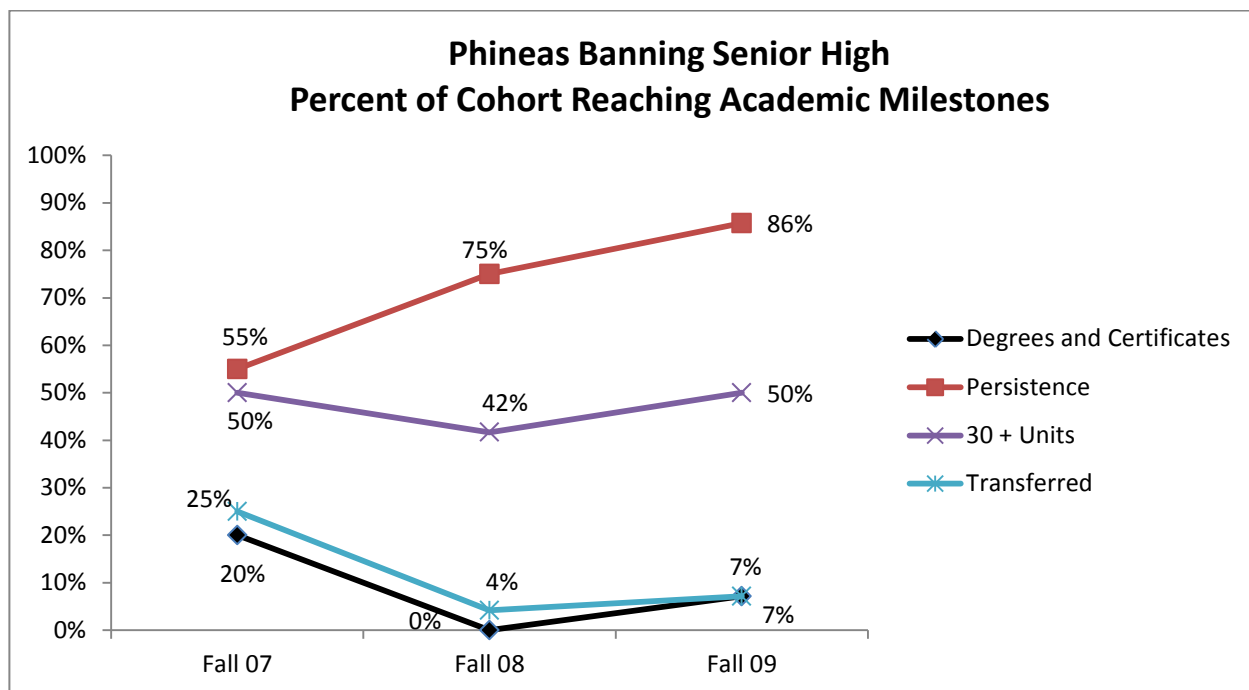
Phineas Banning Senior High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Phineas Banning Senior High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 20 students. Within four years of their first semester, 4 received an Associate degree or a Certificate, 11 persisted through 3 consecutive terms beginning with their first term, 10 earned 30 or more units and 5 transferred to a four-year institution.

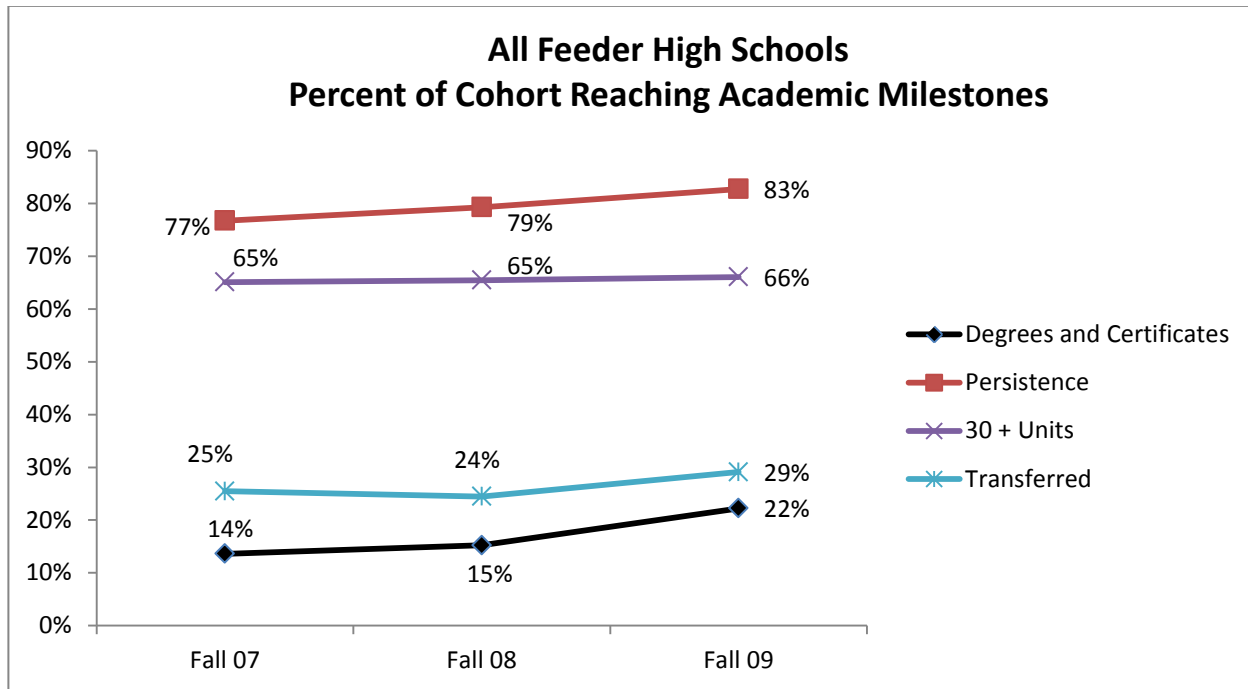
Fall 2008 cohort: 24 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 18 persisted through 3 consecutive terms beginning with their first term, 10 earned 30 or more units and 1 transferred to a four-year institution.

Fall 2009 cohort: 14 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 12 persisted through 3 consecutive terms beginning with their first term, 7 earned 30 or more units and 1 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

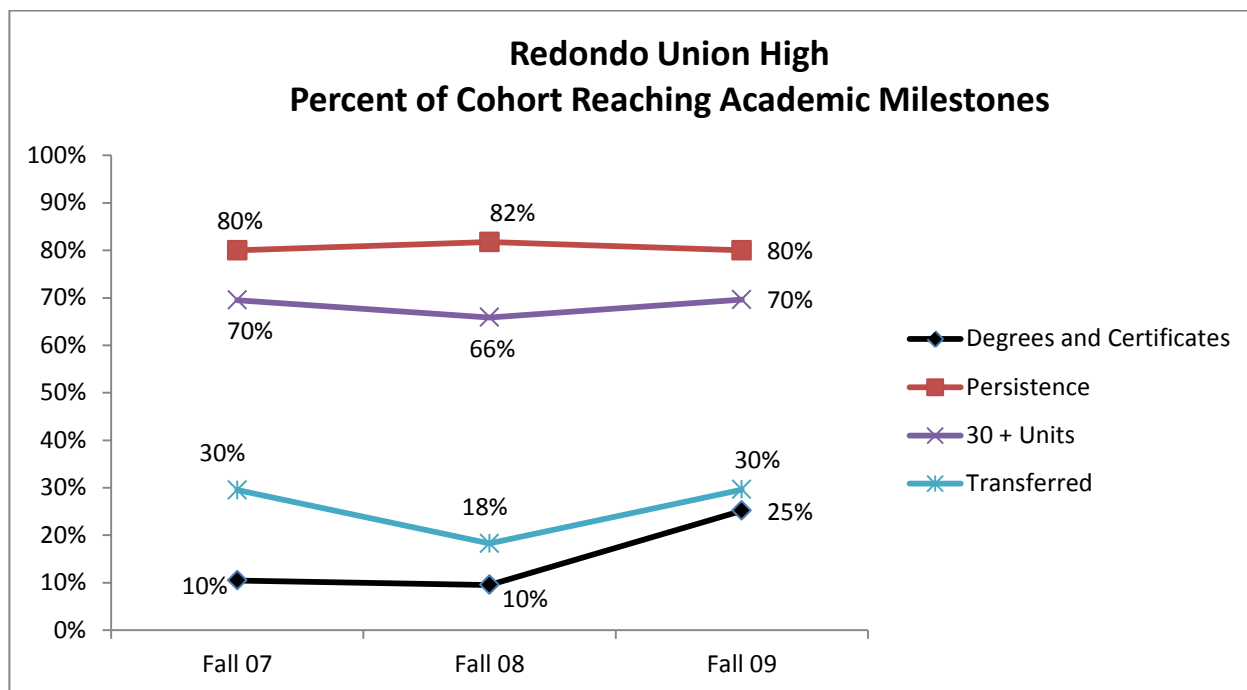
Redondo Union High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Redondo Union High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 105 students. Within four years of their first semester, 11 received an Associate degree or a Certificate, 84 persisted through 3 consecutive terms beginning with their first term, 73 earned 30 or more units and 31 transferred to a four-year institution.

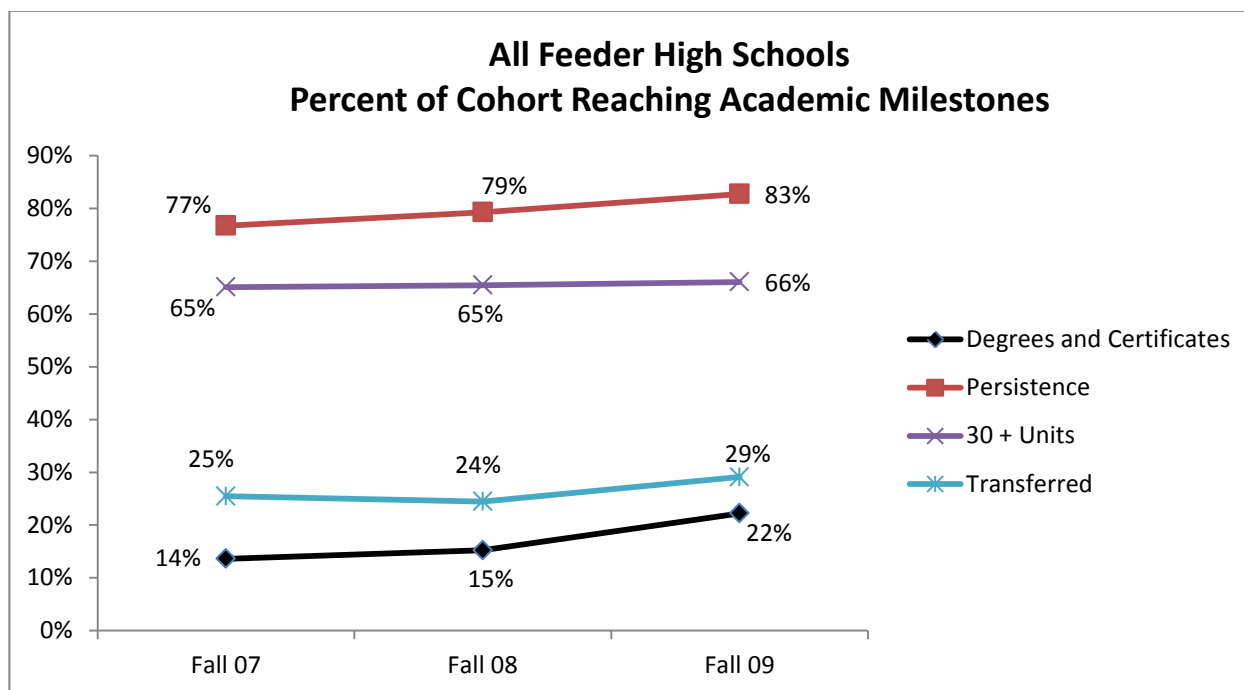
Fall 2008 cohort: 126 students. Within four years of their first semester, 12 received an Associate degree or a Certificate, 103 persisted through 3 consecutive terms beginning with their first term, 83 earned 30 or more units and 23 transferred to a four-year institution.

Fall 2009 cohort: 135 students. Within four years of their first semester, 34 received an Associate degree or a Certificate, 108 persisted through 3 consecutive terms beginning with their first term, 94 earned 30 or more units and 40 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

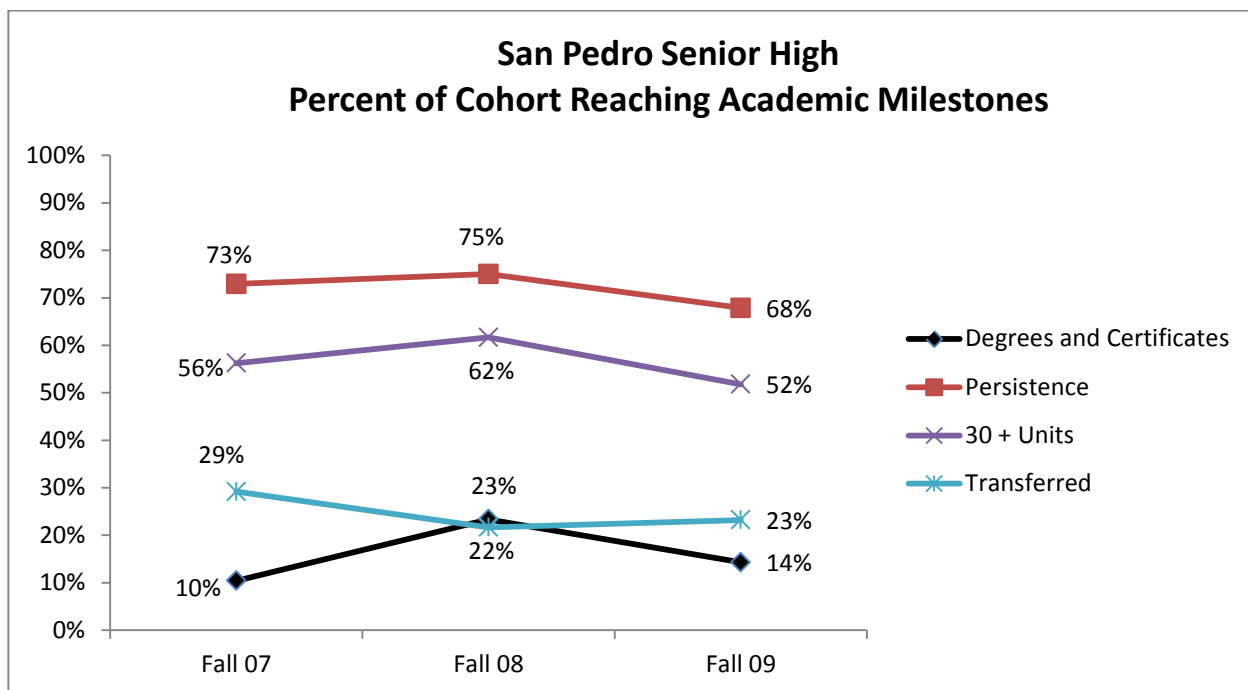
San Pedro Senior High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from San Pedro Senior High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 48 students. Within four years of their first semester, 5 received an Associate degree or a Certificate, 35 persisted through 3 consecutive terms beginning with their first term, 27 earned 30 or more units and 14 transferred to a four-year institution.

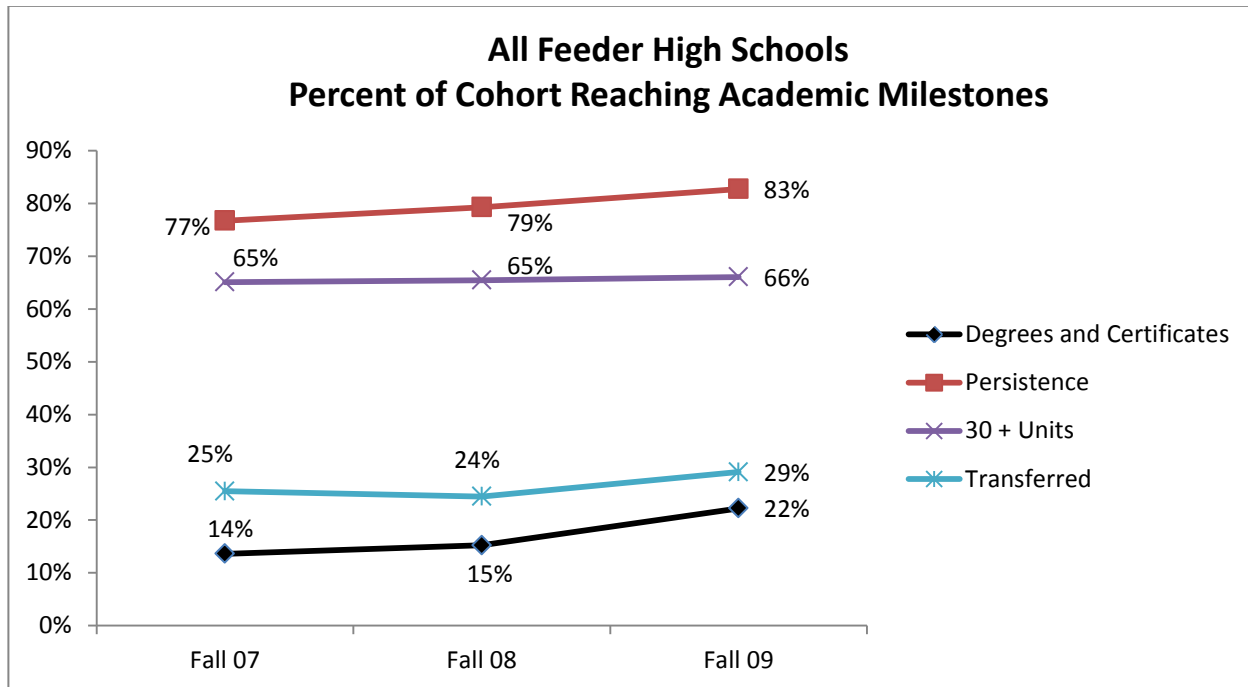
Fall 2008 cohort: 60 students. Within four years of their first semester, 14 received an Associate degree or a Certificate, 45 persisted through 3 consecutive terms beginning with their first term, 37 earned 30 or more units and 13 transferred to a four-year institution.

Fall 2009 cohort: 56 students. Within four years of their first semester, 8 received an Associate degree or a Certificate, 38 persisted through 3 consecutive terms beginning with their first term, 29 earned 30 or more units and 13 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

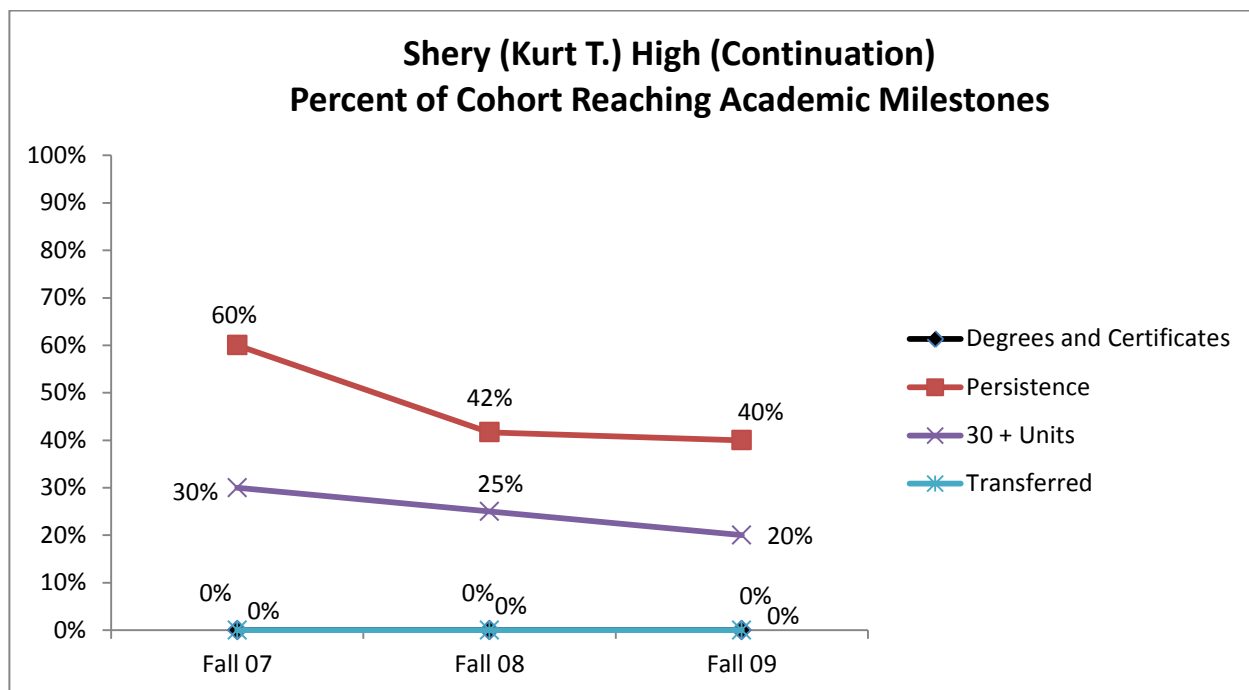
Shery (Kurt T.) High (Continuation) High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Shery (Kurt T.) (Continuation) High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 10 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 6 persisted through 3 consecutive terms beginning with their first term, 3 earned 30 or more units and 0 transferred to a four-year institution.

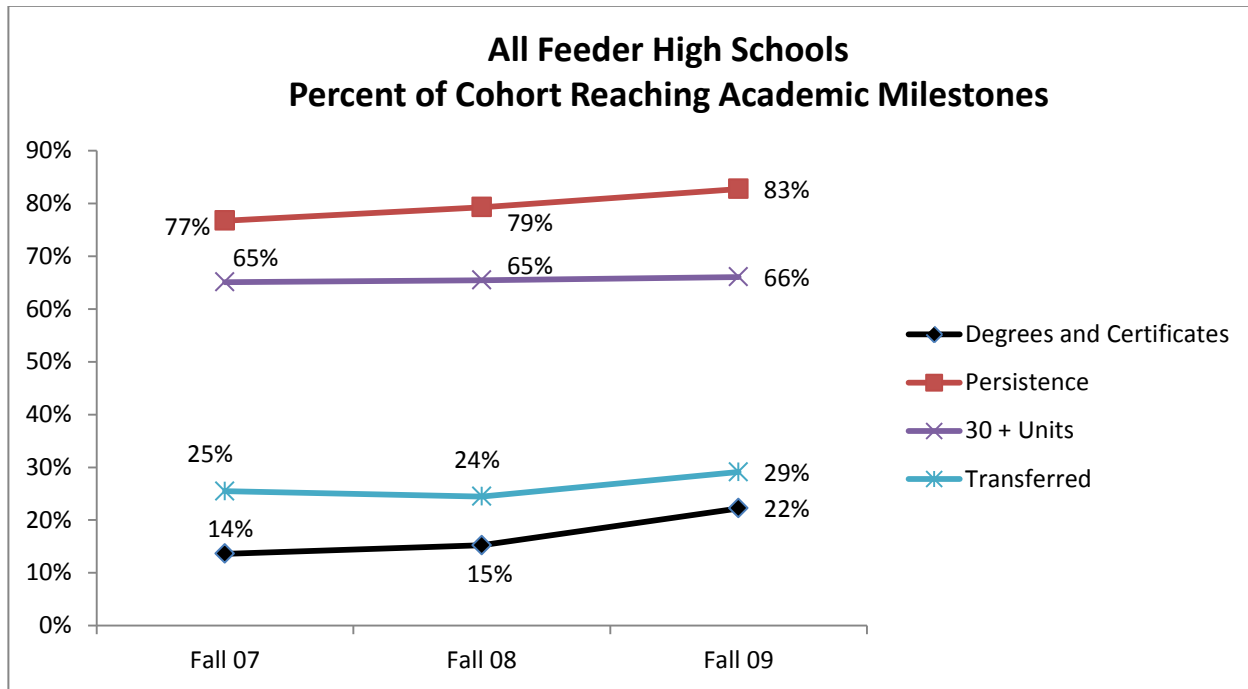
Fall 2008 cohort: 12 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 5 persisted through 3 consecutive terms beginning with their first term, 3 earned 30 or more units and 0 transferred to a four-year institution.

Fall 2009 cohort: 5 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 2 persisted through 3 consecutive terms beginning with their first term, 1 earned 30 or more units and 0 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



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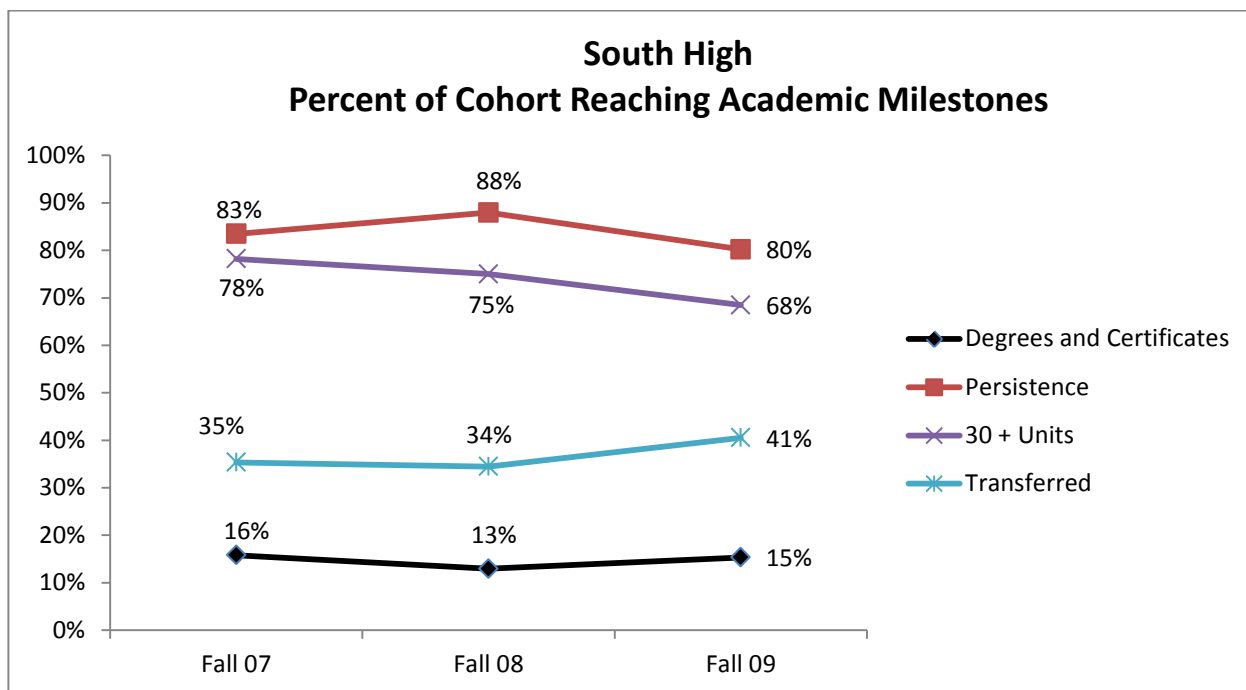
South High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from South High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 133 students. Within four years of their first semester, 21 received an Associate degree or a Certificate, 111 persisted through 3 consecutive terms beginning with their first term, 104 earned 30 or more units and 47 transferred to a four-year institution.

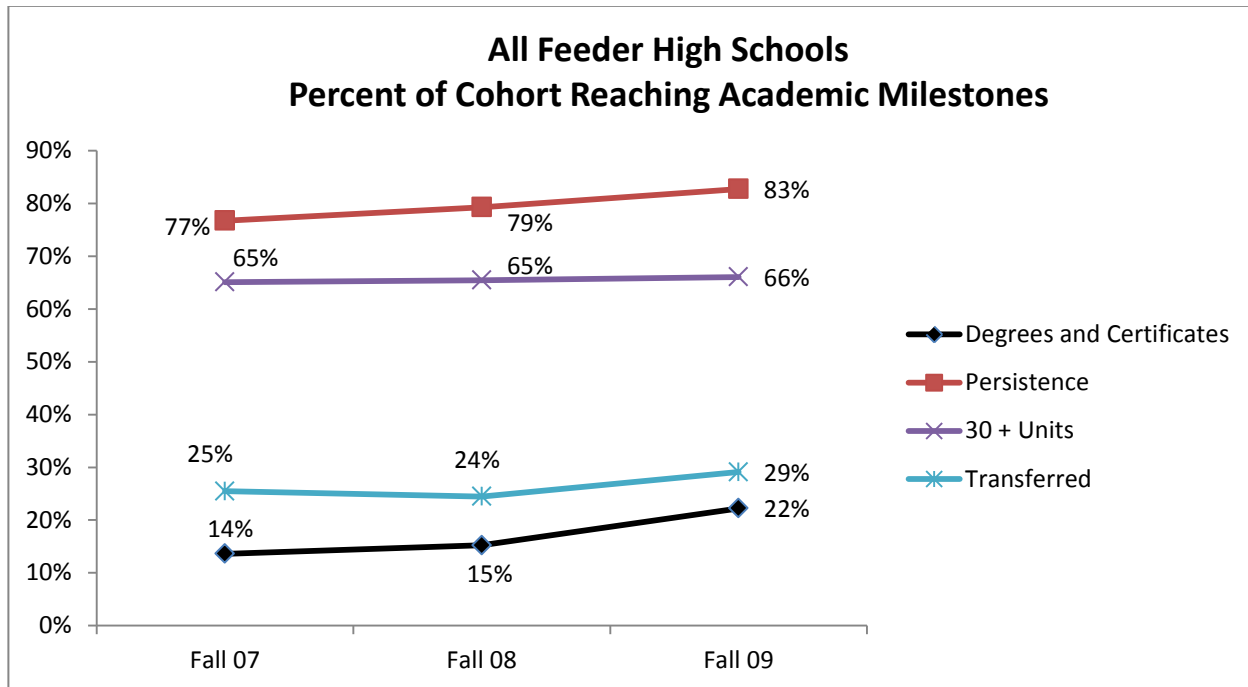
Fall 2008 cohort: 116 students. Within four years of their first semester, 15 received an Associate degree or a Certificate, 102 persisted through 3 consecutive terms beginning with their first term, 87 earned 30 or more units and 40 transferred to a four-year institution.

Fall 2009 cohort: 111 students. Within four years of their first semester, 17 received an Associate degree or a Certificate, 89 persisted through 3 consecutive terms beginning with their first term, 76 earned 30 or more units and 45 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



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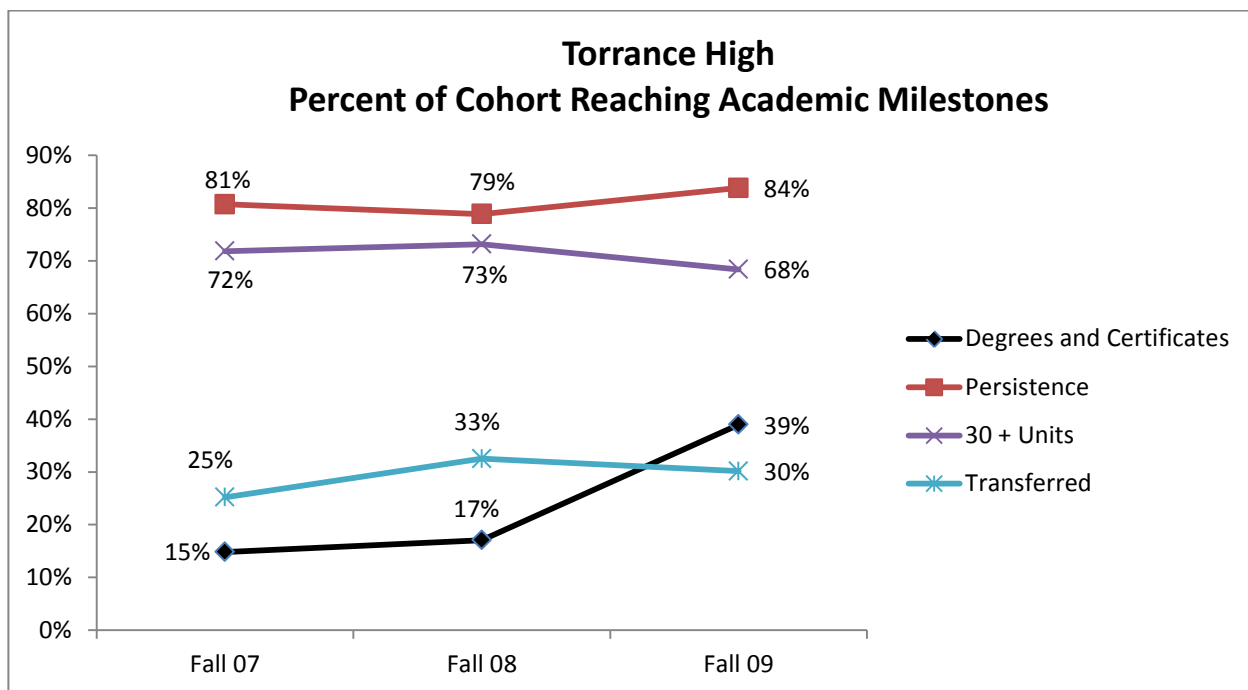
Torrance High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Torrance High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 135 students. Within four years of their first semester, 20 received an Associate degree or a Certificate, 109 persisted through 3 consecutive terms beginning with their first term, 97 earned 30 or more units and 34 transferred to a four-year institution.

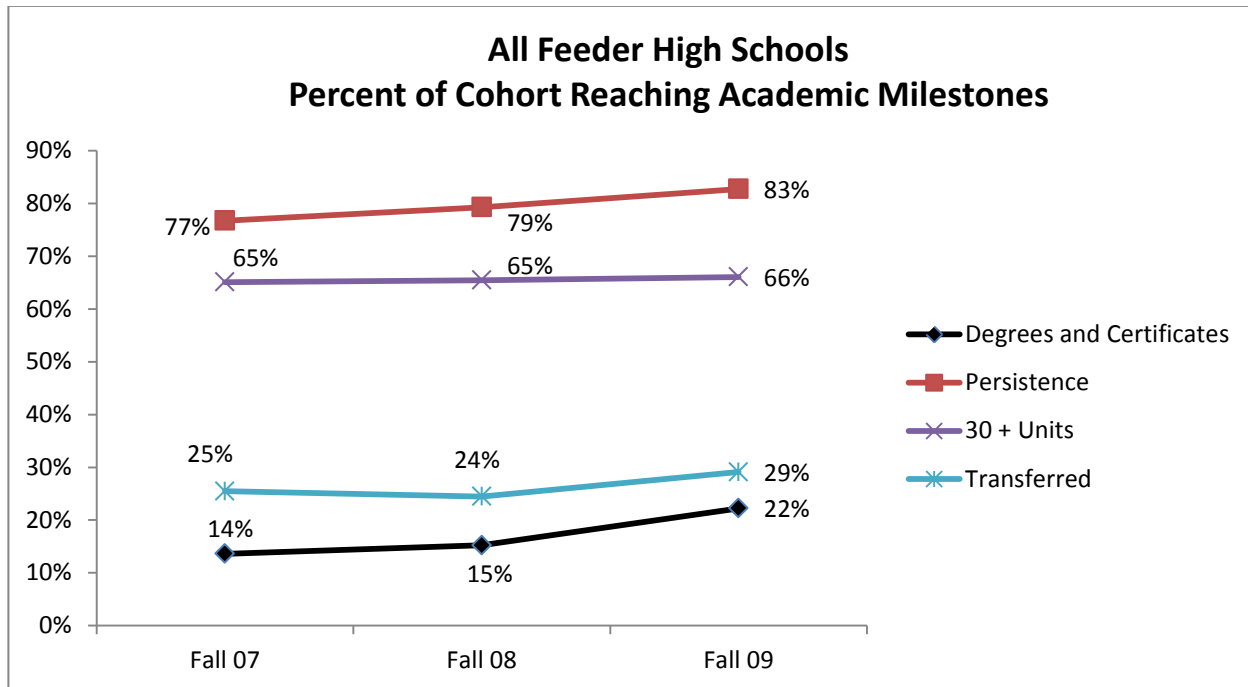
Fall 2008 cohort: 123 students. Within four years of their first semester, 21 received an Associate degree or a Certificate, 97 persisted through 3 consecutive terms beginning with their first term, 90 earned 30 or more units and 40 transferred to a four-year institution.

Fall 2009 cohort: 136 students. Within four years of their first semester, 53 received an Associate degree or a Certificate, 114 persisted through 3 consecutive terms beginning with their first term, 93 earned 30 or more units and 41 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



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WESM Health/Sports Medicine High School Academic Milestones Report

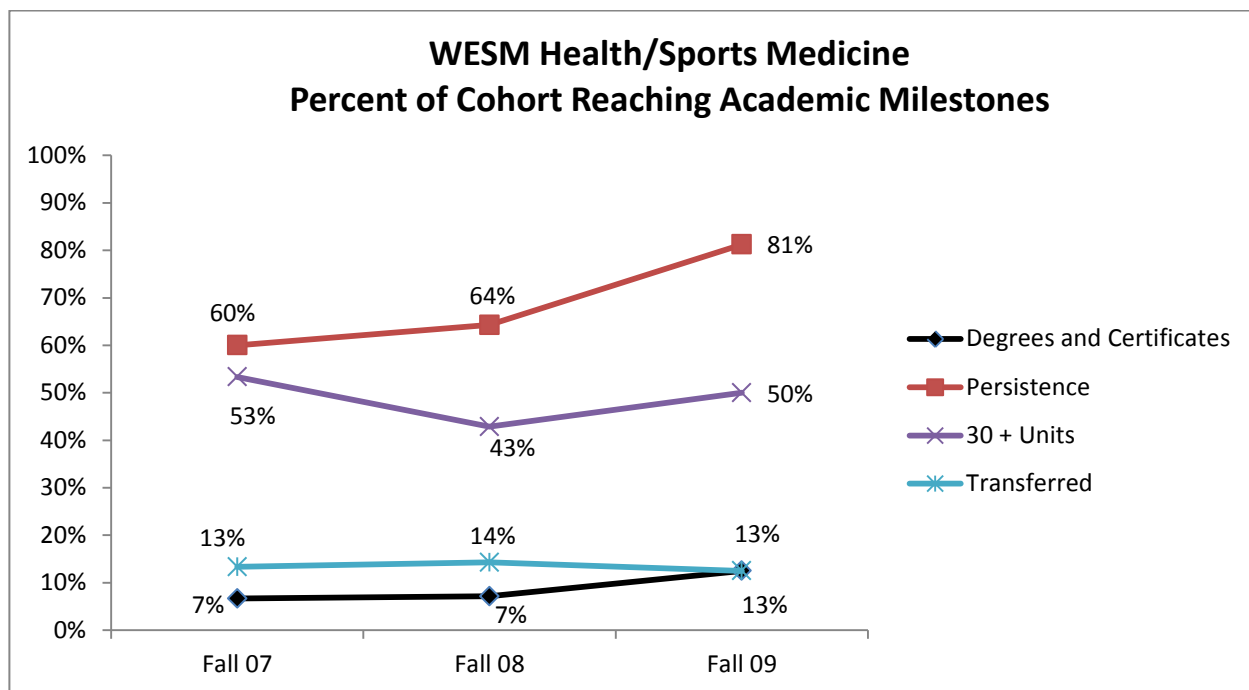
Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from WESM Health/Sports Medicine High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 15 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 9 persisted through 3 consecutive terms beginning with their first term, 8 earned 30 or more units and 2 transferred to a four-year institution.

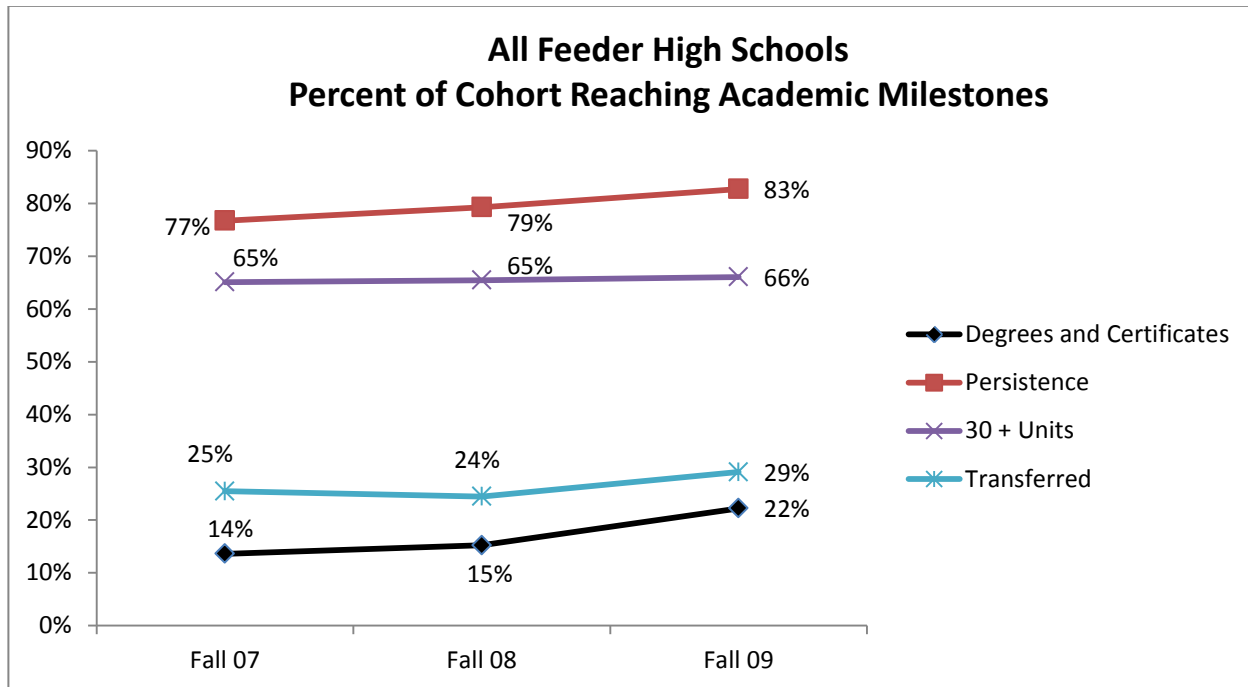
Fall 2008 cohort: 14 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 9 persisted through 3 consecutive terms beginning with their first term, 6 earned 30 or more units and 2 transferred to a four-year institution.

Fall 2009 cohort: 16 students. Within four years of their first semester, 2 received an Associate degree or a Certificate, 13 persisted through 3 consecutive terms beginning with their first term, 8 earned 30 or more units and 2 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



EL CAMINO COLLEGE

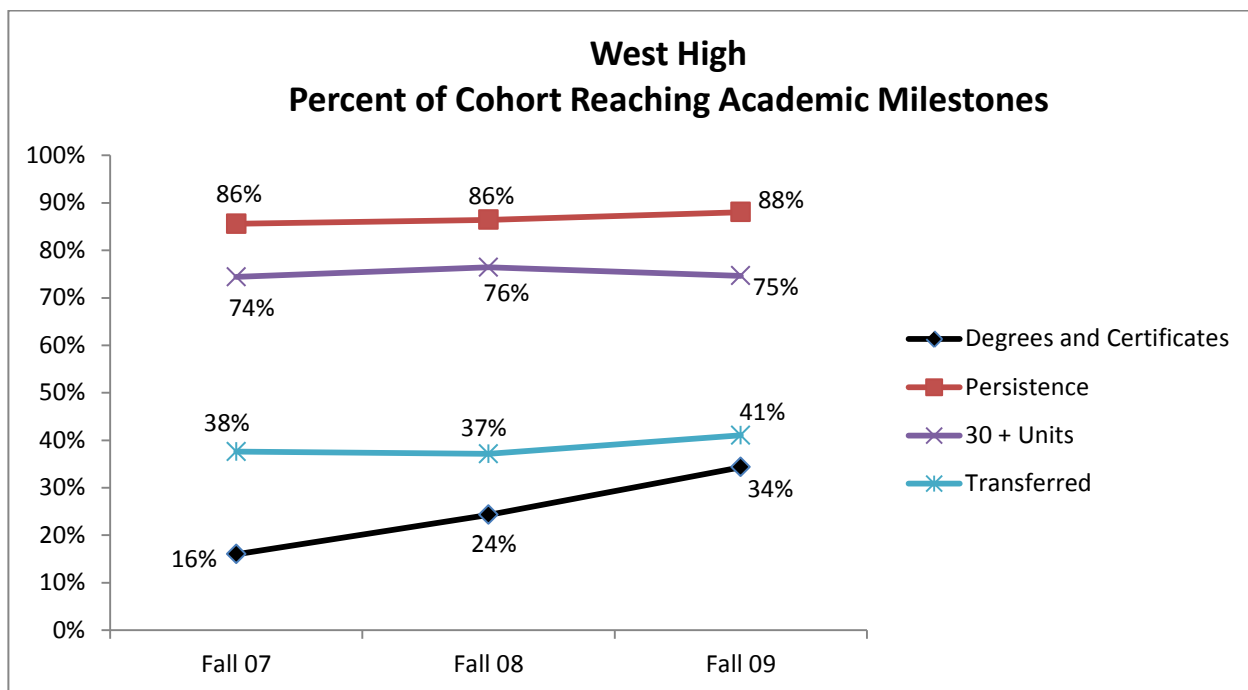
West High High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from West High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 20 years of age attending El Camino College for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following five academic milestones within four years: Degrees and Certificates (AA/AS), Persistence, students completing 30 or more units, and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 125 students. Within four years of their first semester, 20 received an Associate degree or a Certificate, 107 persisted through 3 consecutive terms beginning with their first term, 93 earned 30 or more units and 47 transferred to a four-year institution.

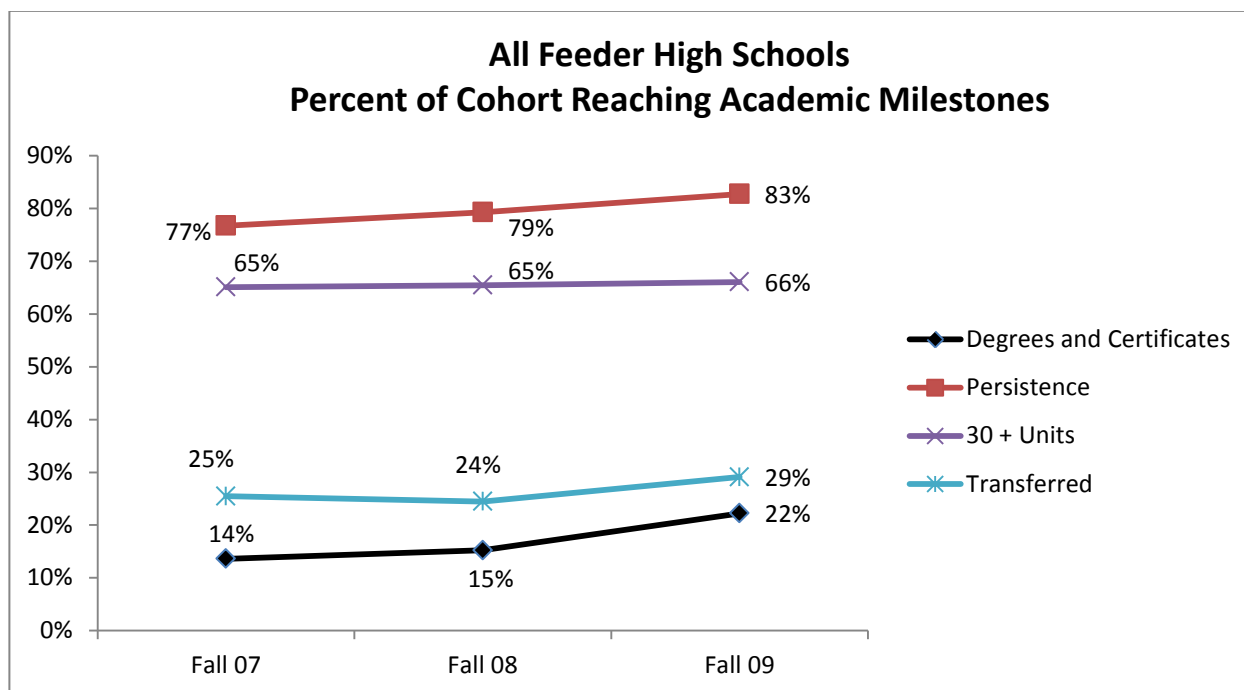
Fall 2008 cohort: 140 students. Within four years of their first semester, 34 received an Associate degree or a Certificate, 121 persisted through 3 consecutive terms beginning with their first term, 107 earned 30 or more units and 52 transferred to a four-year institution.

Fall 2009 cohort: 134 students. Within four years of their first semester, 46 received an Associate degree or a Certificate, 118 persisted through 3 consecutive terms beginning with their first term, 100 earned 30 or more units and 55 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to El Camino College (Fall 07 N=1350, Fall 08 N=1492, Fall 09 N=1385). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New ECC students from this high school under age 20 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS) degree
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at ECC

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse

District Profile, 2013

El Camino Community College District

Introduction

The purpose of this data compilation is to highlight the characteristics of the district community and the student community to provide baseline background information for the college's enrollment management planning. The data included below will include demographics for the El Camino Community College District, incoming student demographic data, and projections for future populations.

Data Sources

Data sources include the U.S. 2010 Census for general demographics, the 2011 5-year American Community Survey for economic and educational estimations, and California Department of Education data for school API, rankings and graduation data. Chancellor's Office MIS data and local data are used for student enrollment trends. Finally, projections for future populations compiled by Economic Modeling Specialists, Inc (EMSI) from the California Labor Market Information Department are included.

District Profile

The El Camino Community College District includes the cities of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. According to the 2010 US Census, the combined population of these cities was almost 533,000 people. The largest populations come from Inglewood, Torrance and Hawthorne. Redondo Beach also contributes a sizeable population. The district city populations and the percentage of the total population contributed by each city can be found in Table 1.

TABLE 1: DISTRICT POPULATION BY CITY

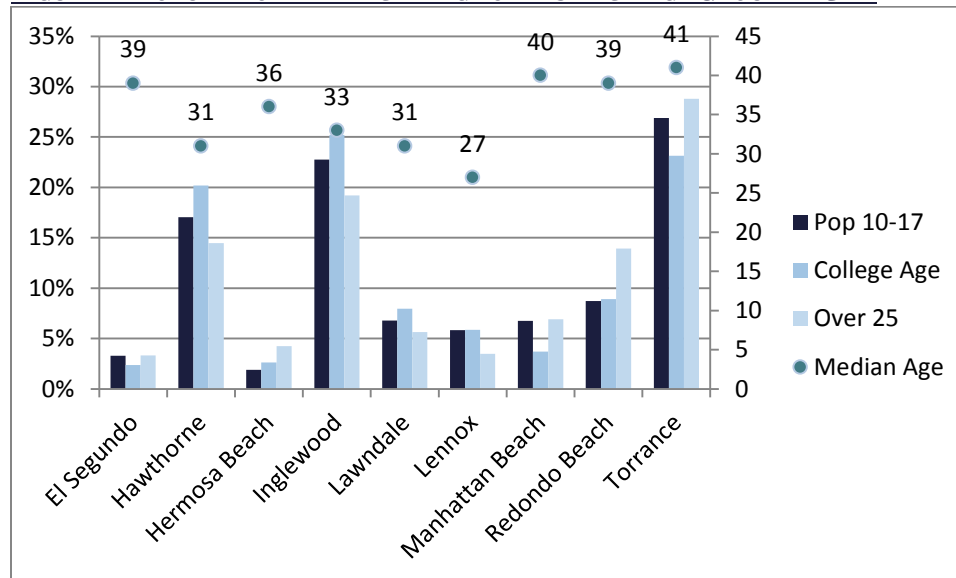
City	Population	Percent
El Segundo	16,654	3.1%
Hawthorne	84,293	15.8%
Hermosa Beach	19,506	3.7%
Inglewood	109,673	20.6%
Lawndale	32,769	6.1%
Lennox	22,753	4.3%
Manhattan Beach	35,135	6.6%
Redondo Beach	66,748	12.5%
Torrance	145,438	27.3%

Source: US Census 2010

Since different age groups use the college resources in different ways, Figure 1 shows the percentage of different age group populations provided by each city. The people in the 10-17 age range are people who will be entering college in the next few years. College age students are 18-24 and represent the population who make up the majority of the College's new students. The population 25 and older years old often continues to make use of the college. During the 2012-13 school year, the 25 and older group accounted for 30% of the unduplicated students who enrolled in the college.

Not surprising, cities with a higher median age have a higher relative percentage of the over 25 age population than they have for the younger age groups. Torrance, El Segundo, and the Beach cities have the oldest populations.

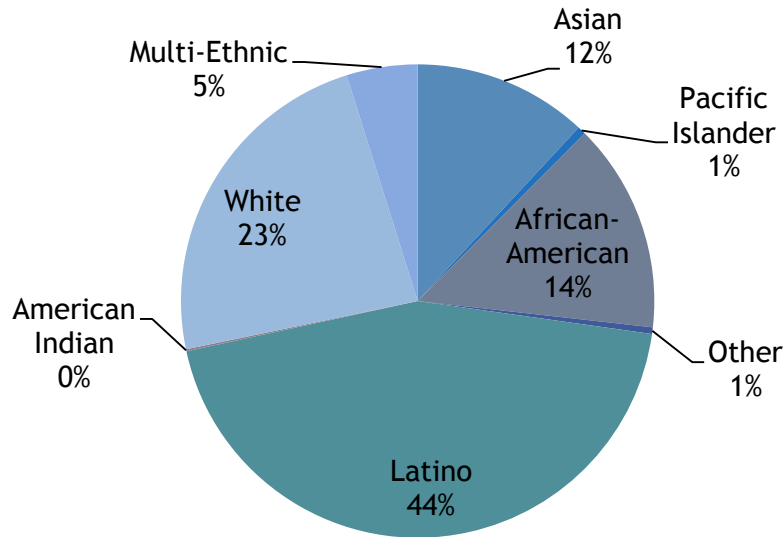
FIGURE 1: POPULATION BY PERCENTAGE OF DISTRICT AGE GROUP BY CITY



Source: US Census 2010

In terms of race/ethnicity, the district is now one third Latino and one third White. The rest of the population is almost evenly split between Asian and African-Americans. Among the 10-17 year old and college age populations (Figure 2), Latinos comprise 45% of the district population. African-Americans still make up about one sixth of the relative population, while White drops to less than 25% and Asians drop to 10%.

FIGURE 2: DISTRICT COLLEGE AGE POPULATION BY ETHNIC GROUP



Source: US Census 2010

Student Profile

Students who first came to El Camino College during Falls 2010, 2011, and 2012 are analyzed to determine the characteristics of students entering El Camino College. Table 2 shows the cities where new students reside.

TABLE 2: STUDENT POPULATION BY CITY

City	City Rank	Percent N=12,633
Torrance	1	19.5%
Los Angeles*	2	19.4%
Hawthorne	3	9.8%
Gardena	4	8.7%
Inglewood	5	6.8%
Redondo Beach	6	5.2%
Lawndale	7	4.9%
Carson*	8	4.4%
Compton*	9	2.8%
San Pedro*	10	2.5%
Rancho Palos Verdes*	11	1.6%
Manhattan Beach	15	1.0%
El Segundo	16	1.0%
Hermosa Beach	18	0.5%
Lennox	27	0.2%

*Cities fall outside the District boundaries.

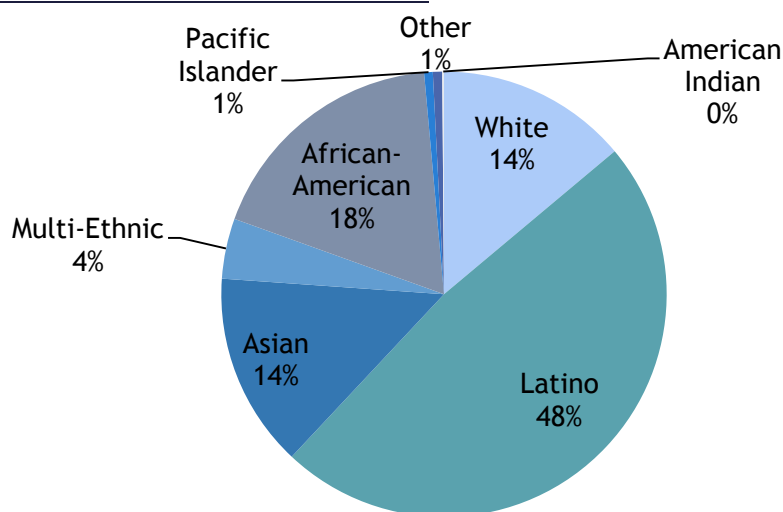
Source: US Census 2010 & Local data

Almost 50% of the new first-time students come from within the District boundaries. Close to 20% come from Los Angeles which borders the district. Torrance, which accounts for 23% of the District’s college age population, makes up 20% of the new student population. Inglewood, the District’s second most populous city only provides 7% of the new students to the college.

College age population is used as a comparison with new students because only 9% of all new students are 25 years or older. Eighty-three percent fall within the 18-24 year old range.

Ethnically, new students are similar to their proportions of the college age population within the district boundaries (Figure 3), with the exception of White students. Latinos, African-Americans, and Asians each enroll at rates within a few percentage points of the relative population within the district. White students, on the other hand, enroll at rates slightly higher than half of the relative college age population.

FIGURE 3: ETHNICITY OF NEW STUDENTS



Source: Local data

Feeder High Schools

Students come to El Camino College from schools throughout Southern California. Of the 12,633 new students who first came to El Camino College during the 2010-2012 Fall terms, 60% have identifiable high schools (many students have “unidentified Public HS” coded in their files). Of the students with an identified high school, 57% come from within a district school (see Appendix A). However 78% come from schools traditionally considered “feeder schools”. In terms of outcomes, these feeder schools are at extreme ends of the spectrum based on state rankings of API (Table 3). The state API ranking is based on a scale of 1-10 with 10 being awarded to schools with the highest achievement in terms of standardized test targets. Five schools are among the state’s highest rated and have large percentages of graduates who are UC eligible. But there are also several schools that are the state’s lowest rated and have less than one quarter of graduates eligible to attend a UC.

TABLE 3: NEW ENROLLMENTS BY HIGH SCHOOL

High School	Fall 2010	Fall 2011	Fall 2012	Total	2012 API Rank	%UC Eligible
Hawthorne	162	141	127	430	2	24.5
Lawndale	89	79	97	265	5	51.5
Leuzinger	141	122	123	386	3	34.5
El Segundo	56	44	49	149	10	86.9
Inglewood	32	35	34	101	1	21.4
Morningside	36	31	34	101	1	27.5
Gardena*	116	128	121	365	1	24.9
Narbonne*	111	127	121	359	3	26.8
Carson*	104	78	91	273	2	22.1
Mira Costa	104	77	62	243	10	89.3
Redondo Union	217	148	158	523	9	51.9
Torrance	197	192	171	560	8	46.8
North	222	190	209	621	8	42.5
South	138	148	113	399	10	62.0
West	183	163	139	485	10	58.6
San Pedro*	81	73	66	220	3	25.6
Palos Verdes*	78	60	62	200	10	84.7
Washington*	58	50	42	150	1	24.9
Total	2,125	1,886	1,819	5,830		

*High Schools fall outside District boundaries.

Source: Local Data & CDE downloadable data

Unfortunately, the disparity we see in the school rankings underlies a problem with equity in the education system. While 73% of the Asian and 89% of the White students come from schools in the top 30% of state rankings, 70% of African-American and 61% of Hispanic students come from schools which rank in the bottom 40% of state rankings.

Because not all students could be matched to a school, students were matched by location to determine the school district associated with their addresses. This method allowed us to match over 95% of the students with a school district (Table 4). While most students attend their local school, we have no way of knowing if the students who do not have an identified school actually attended high school within their district. Over 40% live in areas associated with the Los Angeles Unified School District. Many students also live in the Torrance and Centinela Valley Union HS Districts. Table 4 shows El Camino first time enrollments by school district residence along with district API. API scores below 800 can be considered low performing, which includes large feeders like Los Angeles Unified and Centinela Valley Union High School Districts.

TABLE 4: NEW ENROLLMENTS BY HIGH SCHOOL DISTRICT RESIDENCE

High School	District API	Students
Los Angeles Unified	746	5,084
Torrance Unified	869	2,126
Centinela Valley Union High	698	2,123
Inglewood Unified	719	621
Redondo Beach Unified	892	597
Compton Unified	697	450
Palos Verdes Peninsula Unified	924	265
Long Beach Unified	784	166
Manhattan Beach Unified	940	130
El Segundo Unified	894	126

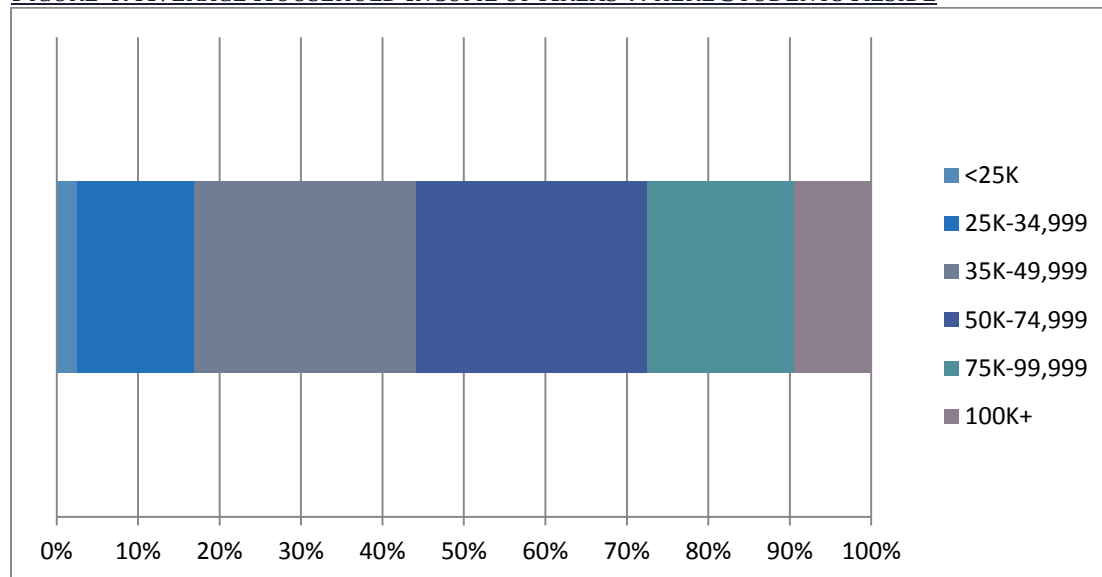
Source: Local Data & US Census Data & CDE Data

Student Socioeconomics

Because we have limited data for individual student socioeconomic status unless the student applies for financial aid, location-based data from the US Census is tied to a student based on the home address provided by the student (Figure 4).

Fifty-eight percent of new El Camino Students come from areas where less than 25% of the population over 25 years has earned a BA or higher degree. This indicates new students may be lacking the social capital necessary to achieve in college. Associated with this is the relatively low economic status of many of the students. Approximately 44% of the new students live in areas where the average household income is less than \$50,000. Approximately 2.5% live in areas that are below the Federal poverty line for a family of four.

FIGURE 4: AVERAGE HOUSEHOLD INCOME OF AREAS WHERE STUDENTS RESIDE

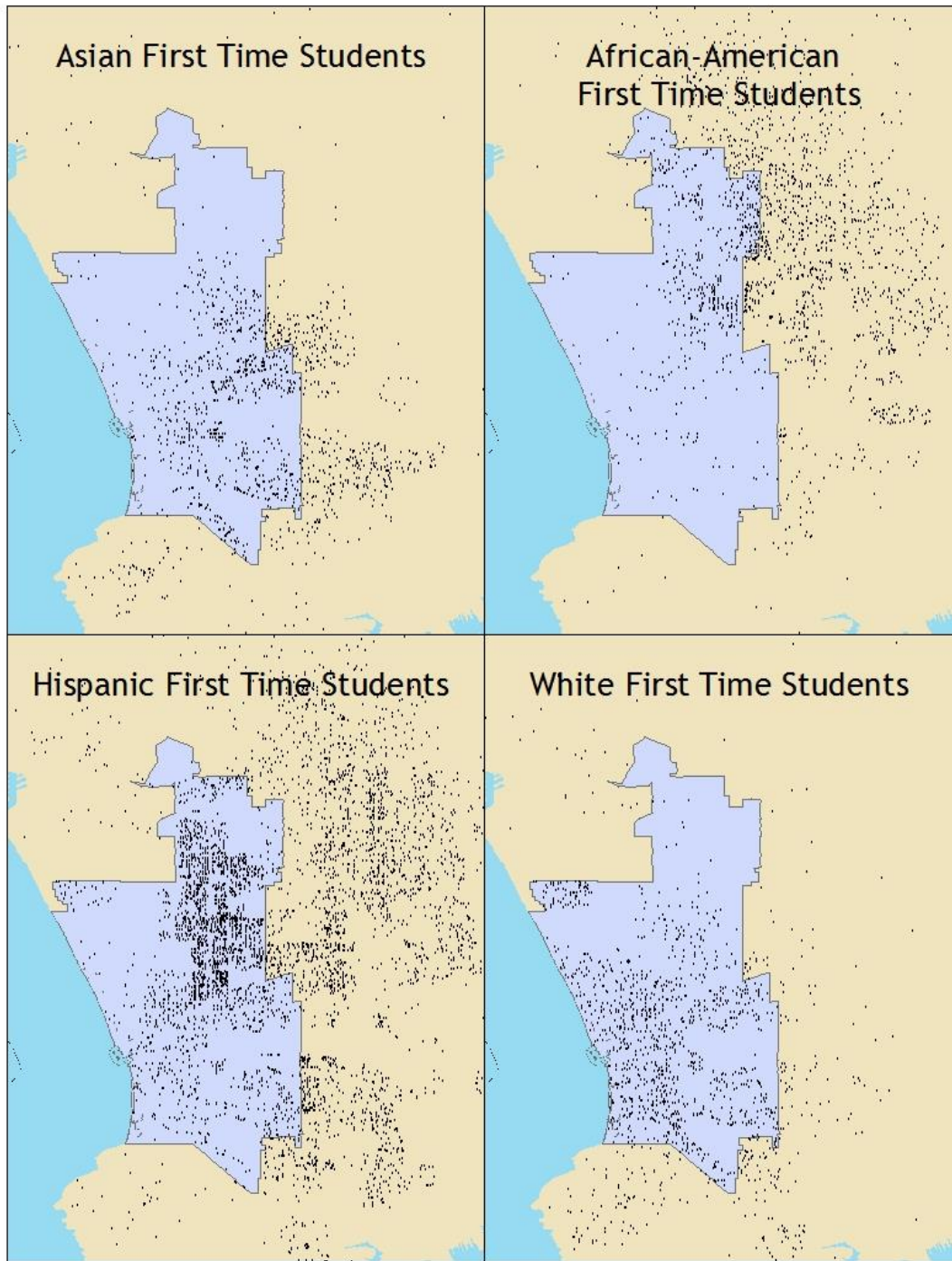


Source: American Community Survey 5-year Estimates, 2011

The figure below illustrates where new students reside by ethnicity. There are apparent clusters for each major ethnic group. African-American and Latino students are clustered in the areas north and northeast from the college. Asians are mainly south of the college. White students tend to come from southwest of the college. The areas where White and Asian students are

clustered correlates with higher performing school districts, while the areas where African-American and Hispanic students reside are associated with the lower performing school districts.

FIGURE 5: RESIDENCE OF FIRST TIME STUDENTS BY LOCATION



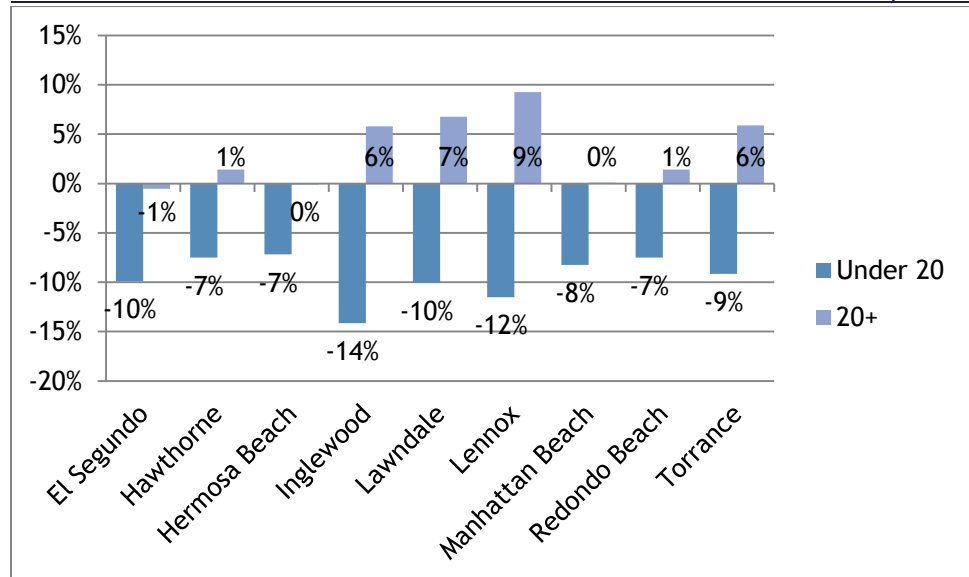
Source: Local Data & ESRI GIS

Future Projections

The district as a whole is projected to decrease in population through 2020. Some district cities are expected to see an increase in population for people over the age of 20 but this is mainly due to the aging of the populace. However, all district cities are expected to see large decreases in

the number of people under the age of 20. This is important because, as stated before, 83% of new students are younger than 25 and almost half come from District cities. Most of those are 18-19 years old. A decline in the younger population indicates a smaller pool of local students available for recruitment to El Camino.

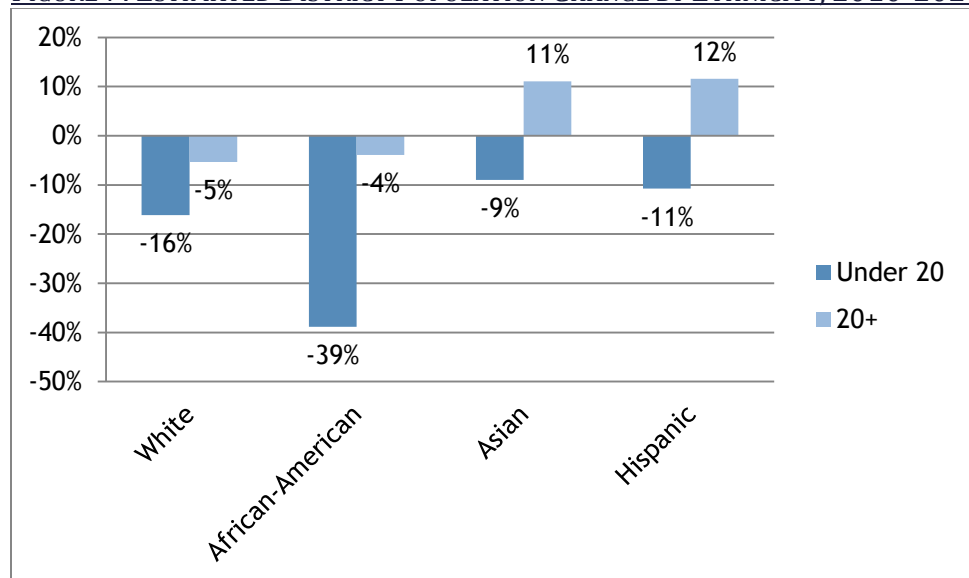
FIGURE 6: ESTIMATED DISTRICT CITY POPULATION CHANGE BY AGE GROUP, 2010-2020



Source: EMSI Projection Estimates

The expected change would affect all ethnic groups (Figure 7), but the local African-American population will see the greatest relative decline, especially in the younger age groups. Asians and Latinos are expected to see a decline in the younger age groups, but unlike the other major race groups, their adult populations are expected to see an increase.

FIGURE 7: ESTIMATED DISTRICT POPULATION CHANGE BY ETHNICITY, 2010-2020



Source: EMSI Projection Estimates

Based on 9th grade enrollments in local schools and the rates at which feeder schools have been providing students to El Camino College, we will expect to see declining enrollments coming

from our local feeders for the next few years unless mitigating steps are taken (Table 5). This will continue in the coming years with the projected decline in local populations under the age of 20. These projections are based on available information which includes self-reported high school. As mentioned earlier, almost 40% of new students do not have an identifiable high school. Therefore, these numbers may increase with improved record keeping. Also, these projections are based on the assumption that schools continue funneling students to El Camino at consistent rates regardless of external factors.

TABLE 5: ESTIMATED NEW ENROLLMENTS BY HIGH SCHOOL, 2013-2015

High School	New Students per Year		
	Fall 2013	Fall 2014	Fall 2015
Hawthorne	83	94	93
Lawndale	101	136	160
Leuzinger	94	69	43
El Segundo	48	47	55
Inglewood	32	31	29
Morningside	26	26	22
Gardena	114	90	65
Narbonne	123	121	112
Carson	95	90	77
Mira Costa	92	90	106
Redondo Union	74	72	72
Torrance	167	161	162
North	214	207	199
South	136	128	134
West	184	179	183
San Pedro	81	66	73
Palos Verdes	78	90	98
Washington	29	27	25
Total	1,770	1,725	1,707

Source: Local Data & CDE Data

APPENDIX A

El Camino Feeder High Schools

