This survey reports the activities of students one year after graduation from high school in 1988 in the Los Angeles Unified School District (LAUSD). Information was gathered from a survey mailed to a stratified random sample (for ethnicity and school) of 985 graduates. Response rate was 81 percent. The following findings are presented: (1) approximately 71 percent of the graduates were attending postsecondary schools, and one-half of this group were enrolled in four-year colleges or universities; (2) Asian American and Filipino American graduates were most likely to attend four-year colleges or universities, while Black and Hispanic American graduates were least likely to attend; (3) almost three-fourths of the graduates were employed, and the majority of this group were working while attending school; (4) Black graduates were most likely to work full-time and not attend school; (5) graduates agreed that they received adequate writing and mathematics training in high school, but were critical of their computer training; (6) most students agreed that more high school classes should be offered to prepare them for a job; (7) most graduates generally wanted different high school courses, particularly computer classes, and more preparation for employment or further education; and (8) the results of this survey were similar to those of the 1985 and 1986 surveys, suggesting a consistent pattern of student attitudes and postsecondary activities. Statistical data presented in one graph and 24 tables and the survey questionnaire are appended. (FWM)
FOLLOW-UP OF THE 1988
HIGH SCHOOL GRADUATES IN THE
LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLICATION NO. 550

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PROGRAM EVALUATION AND ASSESSMENT BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT
FOLLOW-UP OF THE 1988 HIGH SCHOOL GRADUATES IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLICATION NO. 550

This Report Was Prepared By

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April 1990
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<td>1</td>
<td>Percentage of students attending or planning to attend a 4-year college or university</td>
</tr>
</tbody>
</table>
Executive Summary

What is the Background for This Study?

The Follow-Up of the 1988 High School Graduates in the Los Angeles Unified School District is a biennial survey that reports the activities of high school graduates 1 year after graduating. Graduates answer questions concerning their educational pursuits, employment endeavors, and their educational experience.

Who Were the Participants?

Address verification cards were sent in March 1989 to the 17,787 senior high students who had participated in the 1988 Plans of the Graduates study. Of the students who returned the address verification cards, a stratified random sample was selected (for ethnicity and school) which included 985 graduates. Completed surveys were received from 797 (81%).

The majority (60%) of respondents were female. Hispanic (41%), White (30%), Black (16%), and Asian graduates (10%) accounted for over 95% of those surveyed.

What Were the Participants Asked To Do?

Participants were asked to fill out a questionnaire which consisted of several items concerning their demographic characteristics, educational pursuits, current employment activities, and opinions of their high school education. An open-ended item allowed graduates to express their opinions on topics not covered in the survey.
What Are the Findings?

Approximately 79% were attending postsecondary schools, one half of whom were enrolled in 4-year colleges or universities. Asian and Filipino graduates were most likely to attend 4-year colleges or universities while Black and Hispanic graduates were least likely to attend. Almost three fourths of those surveyed were employed, with the majority of this group working while attending school. Black graduates were most likely to work full-time and not attend school.

Graduates agreed that they received adequate writing and mathematics training in high school, but were critical of their computer training. Most students agreed that more classes should be offered to prepare them for a job. The analysis of comments suggested that graduates generally wanted different courses in high school, particularly computer classes, and more preparation for a job or further education.

The results of this study were similar to the 1985 and 1986 studies, suggesting a consistent pattern of student attitudes and postsecondary activities.
Introduction

The Follow-Up of the Graduates reports the activities of senior high school graduates 1 year after graduation. Information on these graduates' educational pursuits, employment endeavors, and other involvements was gathered to evaluate and improve existing programs for high school students.

This report represents the eighth in a series of related publications. This report is published biennially to coincide with the Plans of the Graduates report.

Procedure

Survey Instrument

The Follow-Up of the Graduates Questionnaire, used to gather data for this report, was designed by staff in the Program Evaluation and Assessment Branch (see Appendix B).

The questionnaire consisted of several items concerning graduates' demographic characteristics, educational pursuits, current employment activities, and opinions of high school experiences. An open-ended item permitted graduates to express their opinions on topics not covered in the survey.

Sample Population

Address verification cards were sent in March 1989 to the 17,787 seniors who participated in the 1988 Plans of the Graduates study. Of the graduates who returned the address verification cards, 985 were selected to participate in the follow-up study. The selected graduates comprised a proportional sample based on their high school and ethnicity.
That is, if a high school had 2% of the district's 12th graders and if 90% were Hispanic and 10% were White, 20 graduates were selected for this study (985 sampled multiplied by 2% = 20 sampled), 18 of whom would be Hispanic and 2 White.

Completed surveys or phone interviews were received by 797 graduates representing an 81% return rate. Most of the 188 graduates who did not return the questionnaire could not be reached by phone. (Table 1 in Appendix A). Only 12 graduates (1%) refused to participate in the phone interview.

An examination of the ethnic proportion of graduates who completed the survey compared with the 12th-grade district population reveals a roughly proportional sample (Table 2). Black and Hispanic graduates were slightly underrepresented while White graduates were slightly overrepresented.

**Sampling Size and Sampling Error**

For this study, the 95% confidence level and a 5% precision rate were selected. These figures suggest that in 95 of 100 cases, the survey results (on any given item) fall within 5% of the entire population. With a population of approximately 22,000 high school graduates, a random sample of 775 would produce the desired confidence levels. The sampled figure of 985 with a yield of 797 exceeds this figure and provides assurance of the stability of results.
Data Gathering Procedures

In March 1989, address verification forms were mailed to each of the 17,787 seniors who participated in the 1988 Plans of the Graduates study. From the returned address verification cards, a stratified random sample (on high school location code and ethnicity) was selected to include 985 participants. In June 1989, a questionnaire and cover letter (Appendix B) were mailed to the sample of graduates. The questionnaires were number coded and matched to the graduates' names to identify those who failed to return their survey forms and who would receive a reminder. After 4 weeks, a second questionnaire and a cover letter stressing the importance of responding to the survey were sent to graduates who had not returned the survey (Appendix B). If the graduate failed to respond to the follow-up reminder, a series of five phone calls were made to administer the survey verbally. If the graduate consented to the telephone interview, the questionnaire was read verbatim and the responses were recorded by the examiner.

Data Analysis

After the questionnaires were returned, the data were keypunched on magnetic tape and analyzed using frequencies, percentages, and mean ratings.
Findings

Demographic Characteristics

The sample population consisted of 797 graduates which included 60% females and 40% males (Table 3). This sample was comprised primarily of Hispanic (41%), White (30%), Black (16%), and Asian (10%) graduates. Each of the 49 regular high schools was represented, ranging from 2 to 28 individuals (Table 18). Graduates from many of the nonregular (i.e., continuation, opportunity, and magnet) high schools also responded (Table 18).

Education Activities

At the time of the survey, approximately 79% of the respondents were attending postsecondary schools. About 52% of those attending postsecondary schools were enrolled in a 4-year college or university. Approximately 86% of the graduates in these schools were attending public educational institutions. Table 19 presents an alphabetical listing of the postsecondary institutions the graduates were attending, and Table 20 presents a list of their majors. About 59% of the graduates were receiving financial support from their parents (Table 6).

Employment Activities

When surveyed, nearly 72% of the respondents were employed. About half of this group worked part-time and attended school, and 28% worked full-time and were not attending school (Table 5). Table 21 presents an alphabetical listing of current employment, revealing that sales and clerical jobs were the most popular among recent graduates. Table 8 shows that about 22% of the respondents were looking for work.
Opinion Items

The respondents were asked to give their opinions on a number of items. As shown in Table 7, 27% of the graduates agreed that they should have taken a business education class in high school, 12% regretted not taking classes in mathematics, and 11% wished they had taken a foreign language class. Table 9, a summary of seven opinion items, suggests that nearly 9 in 10 graduates agreed that they received adequate writing and mathematics training in high school. Graduates were more critical of their computer training, with 70% suggesting that they had not received adequate training. Graduates also agreed that job preparation was an important function of high school, with about 95% endorsing this item.

Comments

Nearly one quarter (n = 188) of the graduates wrote comments on their survey forms. Their comments were analyzed for content and the results are presented in Table 17. The most commonly stated opinions stressed the need for different course options, particularly computer classes, more job preparation in high school, and positive comments about high school.

Breakdown of Items by Sex

The data are grouped by sex of graduates in Tables 3 through 8, 10, and 18 through 21. There were few response differences between males and females.
Breakdown of Items by Ethnicity

The data are presented by ethnicity of graduates in Tables 11 through 16, and 22 through 24. American Indian/Alaskan Native and Pacific Islander graduates were omitted from the tables because the groups had insufficient numbers to ensure the anonymity of the respondent.

The percentage of graduates who pursued postsecondary education was different for each ethnic group (Table 11). All of the Filipinos were currently attending a 2- or 4-year college or trade school. In addition, 89% of Asian and White graduates, 73% of Hispanic, and 65% of Black graduates were currently attending a postsecondary institution. The percentage of graduates who attended 2-year colleges ranged from 20% for Asians to 33% for Blacks. Blacks and Hispanic graduates were more likely to be attending trade or business colleges, and were the least likely groups to be attending a 4-year college or university. About 70% of the Filipino and Asian graduates were attending a 4-year college or university, while over 50% of White graduates, about 30% of Hispanic graduates, and 23% of the Black graduates were attending this type of institution.

Participants from different ethnic groups also financed their education in different ways (Table 12). Asian, White, and Filipino graduates were more likely to receive help from their parents. Black and Hispanic graduates were most likely to rely on earnings to finance their education. Asian graduates were the most likely group to receive grants and scholarships while White graduates were generally the least likely to receive this type of funding.
Working part-time and going to school was the typical pattern for the majority of Asian, Filipino, and White participants who were currently employed. Approximately one half of the Black and Hispanic graduates were working full-time, with the majority of these students (two thirds) not attending school.

Comparison of Follow-Up Data with Other District Findings

The Plans of the 1988 Graduates form was administered to most of the graduating seniors in December 1987 to gather information concerning their LAUSD experience and plans for the future. The participants in the current study are a subsample of those seniors, followed up in summer 1989.

In addition to the present survey, information about attitudes was gathered from the "Postsecondary Plans of 9th- and 10th-Grade Students" questionnaire administered to a select group of LAUSD students in magnet, Permits With Transportation, year-round, and predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) schools in spring 1987. While this group is not strictly comparable to the current sample, it may give some evidence of the postsecondary attitudes of younger high school students. American Indian/Alaskan Native, Filipino, and Pacific Islander students were omitted from this analysis because of the small numbers of the sampled students.

The results of comparing the two sets of returned questionnaires suggest that attitudes toward postsecondary education may be developed early in a student's career. Indeed, there was a persistent difference between ethnic groups among 9th- and 10th-grade students in their desire
Figure 1. Percentage of students attending or planning to attend a 4-year college or university. Students in the "9th/10th Graders" category were surveyed in spring 1987. "12th Graders" were surveyed in December 1985, and graduates (1 year after graduation) completed the survey in the summer of 1987. Broken lines indicate that students were cohorts.
to attend a 4-year college or university (Figure 1). This difference continued into the 12th grade and, finally, to actual performance after graduation. Asian graduates were most likely to attend a 4-year college or university, followed by White, Hispanic, and Black graduates. From 9th and 10th grade to 12th grade, students in all ethnic groups had decreases in their desire to attend a 4-year college, with White and Black students having the greatest decrease. Of the 12th-grade students who expressed an interest in attending a 4-year college, over 84% of the Asian, and 73% of the White and Hispanic graduates reported that they were attending this type of institution 1 year after graduation. Blacks, however, showed a significant decrease between 12th grade attitude and postsecondary performance. Of those Black students who reported a desire to attend a 4-year college in 12th grade, only 37% actually attended.

Comparison of 1988 Follow-Up Data With 1985 and 1986

The pattern of student responses observed in the 1985, 1986, and 1988 follow-up surveys was almost identical. The consistent pattern of results for the 3 years of surveys gives more credibility to the findings and suggests a stability of student attitudes and postsecondary activities.
Summary

The results of the Follow-up of 1988 Graduates report generally present a positive picture. Nearly 8 in 10 respondents were attending postsecondary institutions and over 7 in 10 were working. Asian, Filipino, and White graduates were most likely to attend a 4-year college or university. Black and Hispanic graduates were overrepresented in trade and business colleges, and Hispanic graduates were most likely to work full-time and not pursue their postsecondary education. While Black students were optimistic about attending a 4-year college or university before they graduated high school, only a small percentage of Black graduates actually attended this type of institution. Most graduates were positive about their educational experiences in high school, but most agreed that more computer and job training classes would have been helpful.
Appendix A

Tables
Table 1

Number and Percentage of Graduates, by Type of Response From the Follow-Up Survey

<table>
<thead>
<tr>
<th>Status</th>
<th>Response/Reason</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned completed questionnaire</td>
<td></td>
<td>570</td>
<td>58</td>
</tr>
<tr>
<td>Participated in phone interview</td>
<td></td>
<td>227</td>
<td>23</td>
</tr>
<tr>
<td>Forms not returned</td>
<td>Addressee not at home</td>
<td>63</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Addressee out of town, moved</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Phone disconnected</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Survey phone call not answered</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Refused to participate</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Respondent said</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>questionnaire in mail</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Addressee was at school</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Addressee was in military</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>service</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total sample</td>
<td>985</td>
<td>99</td>
</tr>
</tbody>
</table>

Note. Total percentage does not equal 100% because of rounding.
Table 2

Percentage of LAUSD 12th-Grade Students and Graduates Completing Survey Forms, by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>LAUSD 12th-grade students</th>
<th>Graduates completing survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.4</td>
<td>0.1</td>
</tr>
<tr>
<td>Asian</td>
<td>9.7</td>
<td>10.1</td>
</tr>
<tr>
<td>Black</td>
<td>18.1</td>
<td>15.8</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.5</td>
<td>2.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43.6</td>
<td>41.4</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.6</td>
<td>0.3</td>
</tr>
<tr>
<td>White</td>
<td>25.2</td>
<td>29.5</td>
</tr>
</tbody>
</table>

Note. District population represents the percentage of 12th-grade students in the 1987-88 school year.
Table 3

Number and Percentage of Graduates, by Ethnicity and by Sex

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>34</td>
<td>43</td>
<td>77</td>
</tr>
<tr>
<td>Black</td>
<td>37</td>
<td>80</td>
<td>117</td>
</tr>
<tr>
<td>Filipino</td>
<td>10</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Hispanic</td>
<td>127</td>
<td>190</td>
<td>317</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>97</td>
<td>123</td>
<td>220</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>450</td>
<td>755</td>
</tr>
</tbody>
</table>

Note. Sex or ethnicity data were not available for 42 of the 797 students sampled.
### Table 4

**Number and Percentage of Graduates, by Type of Postsecondary School and by Sex**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2-year college</td>
<td>89</td>
<td>29</td>
<td>136</td>
</tr>
<tr>
<td>Trade or business school</td>
<td>21</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>4-year college or university</td>
<td>125</td>
<td>41</td>
<td>192</td>
</tr>
<tr>
<td>Public school</td>
<td>196</td>
<td>64</td>
<td>304</td>
</tr>
<tr>
<td>Private school</td>
<td>36</td>
<td>12</td>
<td>42</td>
</tr>
</tbody>
</table>

**Note.** Percentages exceed 100% because graduates made multiple responses. Percentages reflect the number of graduates who endorsed the item divided by all of the students who identified their gender (n = 760) who completed the survey.
Table 5

Number and Percentage of Graduates, by Work Situation and by Sex

<table>
<thead>
<tr>
<th>Type of work situation</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Full-time employment</td>
<td>64</td>
<td>31</td>
<td>82</td>
</tr>
<tr>
<td>Full-time and going to school</td>
<td>26</td>
<td>13</td>
<td>43</td>
</tr>
<tr>
<td>Part-time but not going to school</td>
<td>18</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Part-time and going to school</td>
<td>100</td>
<td>48</td>
<td>173</td>
</tr>
<tr>
<td>Total</td>
<td>208</td>
<td>101</td>
<td>322</td>
</tr>
</tbody>
</table>

Note. Total percentage may not equal 100% because of rounding.
Table 6

Number and Percentage of Graduates, by Methods of Financing Postsecondary Education and by Sex

<table>
<thead>
<tr>
<th>Method of financing education</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Grant</td>
<td>68</td>
<td>29</td>
<td>108</td>
</tr>
<tr>
<td>Scholarship</td>
<td>36</td>
<td>15</td>
<td>52</td>
</tr>
<tr>
<td>Loan</td>
<td>37</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>Parental support</td>
<td>138</td>
<td>59</td>
<td>198</td>
</tr>
<tr>
<td>Earnings</td>
<td>121</td>
<td>51</td>
<td>183</td>
</tr>
</tbody>
</table>

Note. Percentages exceed 100% because graduates made multiple responses. Percentages reflect the number of graduates who endorsed the item divided by the number of students who were pursuing a postsecondary education (n = 590).
<table>
<thead>
<tr>
<th>Course not taken</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Business education</td>
<td>82</td>
<td>27</td>
<td>119</td>
<td>26</td>
<td>201</td>
<td>27</td>
</tr>
<tr>
<td>Home economics</td>
<td>14</td>
<td>5</td>
<td>29</td>
<td>6</td>
<td>43</td>
<td>6</td>
</tr>
<tr>
<td>Driver education</td>
<td>5</td>
<td>2</td>
<td>18</td>
<td>4</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>Industrial education</td>
<td>23</td>
<td>8</td>
<td>43</td>
<td>9</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>English elective</td>
<td>23</td>
<td>8</td>
<td>36</td>
<td>8</td>
<td>59</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>34</td>
<td>11</td>
<td>54</td>
<td>12</td>
<td>88</td>
<td>12</td>
</tr>
<tr>
<td>Fine arts (music, art)</td>
<td>16</td>
<td>5</td>
<td>37</td>
<td>8</td>
<td>53</td>
<td>7</td>
</tr>
<tr>
<td>Physical education</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Foreign language</td>
<td>35</td>
<td>11</td>
<td>49</td>
<td>11</td>
<td>84</td>
<td>11</td>
</tr>
<tr>
<td>Laboratory science</td>
<td>26</td>
<td>9</td>
<td>37</td>
<td>8</td>
<td>63</td>
<td>8</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Social science</td>
<td>14</td>
<td>5</td>
<td>28</td>
<td>6</td>
<td>42</td>
<td>6</td>
</tr>
</tbody>
</table>

Note. Percentages exceed 100% because graduates made multiple responses. Percentages reflect the number of graduates who endorsed the item divided by all of the students who identified their gender (n = 760) who completed the survey.
Table 8

Number and Percentage of Graduates, by Sex and by Involvement in Postsecondary Activities

<table>
<thead>
<tr>
<th>Selected activity</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Looking for work</td>
<td>64</td>
<td>21</td>
<td>10.2</td>
<td>23</td>
<td>167</td>
<td>22</td>
</tr>
<tr>
<td>Military duty</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Full-time homemaker</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Traveling or taking a break</td>
<td>44</td>
<td>14</td>
<td>80</td>
<td>18</td>
<td>124</td>
<td>16</td>
</tr>
</tbody>
</table>

Note. Percentages exceed 100% because graduates made multiple responses. Percentages reflect the number of graduates who endorsed the item divided by all of the students who identified their gender (n = 760) who completed the survey.
Table 9
Number and Percentage of Graduates, by Response to Opinion Questions

| Opinion item                                                                 | Strongly agree (4) | Agree (3) | Disagree (2) | Strongly disagree (1) | N  | %  | N  | %  | N  | %  | N  | %  | Mean |
|------------------------------------------------------------------------------|--------------------|-----------|--------------|-----------------------|-----|----|-----|----|-----|----|-----|----|-----|------|
| My English courses gave me good writing skills for education or employment. |                    |           |              |                       | 238 | 30 | 456 | 58 | 83  | 11 | 13  | 2   | 3.2 |
| I learned enough math in school to work out the math problems of everyday life. |                    |           |              |                       | 296 | 38 | 400 | 51 | 72  | 9  | 22  | 3   | 3.2 |
| More courses should be offered to prepare students for a job.                |                    |           |              |                       | 354 | 45 | 340 | 43 | 83  | 11 | 9   | 1   | 3.3 |
| My high school experience helped me learn how to get along with others of different ethnic backgrounds. |                    |           |              |                       | 312 | 39 | 354 | 45 | 91  | 12 | 33  | 4   | 3.2 |
| High schools should encourage all students to learn a skill they can use in employment. |                    |           |              |                       | 425 | 54 | 319 | 41 | 37  | 5  | 4   | 1   | 3.5 |
| I learned enough computer skills for a job or further education.            |                    |           |              |                       | 48  | 6  | 193 | 25 | 349 | 45 | 192 | 25  | 2.1 |
| Overall, I think my high school prepared me to face present adult challenges in a competent manner. |                    |           |              |                       | 148 | 19 | 466 | 60 | 132 | 17 | 35  | 5   | 2.9 |

Note. The sequence of scale positions was reversed from the questionnaire for better understanding of results.
### Table 10

**Mean Response of Graduates to Opinion Questions, by Sex**

<table>
<thead>
<tr>
<th>Opinion item</th>
<th>Mean response</th>
</tr>
</thead>
<tbody>
<tr>
<td>My English courses gave me good writing skills for education or employment.</td>
<td>3.1</td>
</tr>
<tr>
<td>I learned enough math in school to work out the math problems of everyday life.</td>
<td>3.2</td>
</tr>
<tr>
<td>More courses should be offered to prepare students for a job.</td>
<td>3.3</td>
</tr>
<tr>
<td>My high school experience helped me learn how to get along with others of different ethnic backgrounds.</td>
<td>3.4</td>
</tr>
<tr>
<td>High schools should encourage students to learn a skill they can use in employment.</td>
<td>3.5</td>
</tr>
<tr>
<td>I learned enough computer skills for a job or further education.</td>
<td>2.0</td>
</tr>
<tr>
<td>Overall, I think my high school prepared me to face present adult challenges in a competent manner.</td>
<td>2.9</td>
</tr>
</tbody>
</table>

**Note.** Items were scaled: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly agree.
Table 11

Number and Percentage of Graduates, by Type of Educational Program and by Ethnicity

<table>
<thead>
<tr>
<th>Type of educational program</th>
<th>Asian</th>
<th>Black</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2-year college</td>
<td>16</td>
<td>20</td>
<td>41</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>105</td>
<td>32</td>
<td>74</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Trade or business school</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>11</td>
<td>9</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4-year college or university</td>
<td>55</td>
<td>69</td>
<td>29</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>97</td>
<td>30</td>
<td>124</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Public school</td>
<td>59</td>
<td>74</td>
<td>64</td>
<td>51</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>197</td>
<td>60</td>
<td>179</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Private school</td>
<td>12</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>10</td>
<td>21</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Note. Percentages exceed 100% because graduates made multiple responses. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Percentages reflect the number of graduates who endorsed an item divided by all of the students who completed the survey. (n: Asian = 80, Black = 125, Filipino = 22, Hispanic = 328, and White = 234.)
Table 12

Number and Percentage of Graduates, by Method of Financing Education and by Ethnicity

<table>
<thead>
<tr>
<th>Method of financing education</th>
<th>Asian</th>
<th>Black</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Grant</td>
<td>35</td>
<td>48</td>
<td>24</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Scholarship</td>
<td>16</td>
<td>22</td>
<td>13</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Loan</td>
<td>12</td>
<td>16</td>
<td>15</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Parent support</td>
<td>41</td>
<td>56</td>
<td>38</td>
<td>48</td>
<td>14</td>
</tr>
<tr>
<td>Earnings</td>
<td>36</td>
<td>49</td>
<td>39</td>
<td>49</td>
<td>10</td>
</tr>
</tbody>
</table>

Note. Respondents may have answered more than one item. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Percentages reflect the number of graduates who endorsed the item divided by the number of students who are pursuing a postsecondary education. (n: Asian = 73, Black = 79, Filipino = 22, Hispanic = 235, and White = 205.)
Table 13

Number and Percentage of Graduates, by Work Situation and by Ethnicity

<table>
<thead>
<tr>
<th>Work situation</th>
<th>Asian</th>
<th>Black</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Full-time employment</td>
<td>12</td>
<td>23</td>
<td>27</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>66</td>
<td>30</td>
<td>44</td>
<td>25</td>
<td>44</td>
</tr>
<tr>
<td>Full-time and going to school</td>
<td>4</td>
<td>8</td>
<td>13</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>15</td>
<td>16</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Part-time but not going to school</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>8</td>
<td>15</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Part-time and going to school</td>
<td>33</td>
<td>64</td>
<td>30</td>
<td>38</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>105</td>
<td>47</td>
<td>101</td>
<td>57</td>
<td>101</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>101</td>
<td>79</td>
<td>100</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>223</td>
<td>100</td>
<td>176</td>
<td>100</td>
<td>176</td>
</tr>
</tbody>
</table>

Note. Totals may not equal 100% because of rounding. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded.
Table 14

Number and Percentage of Graduates, by Courses Not Taken and by Ethnicity

<table>
<thead>
<tr>
<th>Courses not taken</th>
<th>Asian N</th>
<th>%</th>
<th>Black N</th>
<th>%</th>
<th>Filipino N</th>
<th>%</th>
<th>Hispanic N</th>
<th>%</th>
<th>White N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business education</td>
<td>21</td>
<td>26</td>
<td>30</td>
<td>24</td>
<td>7</td>
<td>32</td>
<td>100</td>
<td>30</td>
<td>54</td>
<td>23</td>
</tr>
<tr>
<td>Home economics</td>
<td>5</td>
<td>6</td>
<td>13</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>5</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Driver education</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Industrial education</td>
<td>8</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>2</td>
<td>9</td>
<td>36</td>
<td>11</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>English elective</td>
<td>9</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>29</td>
<td>9</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
<td>19</td>
<td>15</td>
<td>3</td>
<td>14</td>
<td>43</td>
<td>13</td>
<td>29</td>
<td>12</td>
</tr>
<tr>
<td>Fine arts (music, art)</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td>27</td>
<td>8</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Physical education</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Foreign language</td>
<td>6</td>
<td>8</td>
<td>26</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>11</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>Laboratory science</td>
<td>11</td>
<td>14</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>14</td>
<td>29</td>
<td>9</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Social science</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>24</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Note. Respondents may have answered more than one item. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Percentages reflect the number of graduates who endorsed the item divided by all of the students who completed the survey. (n: Asian = 80, Black = 125, Filipino = 22, Hispanic = 328, and White = 234.)
Table 15

Number and Percentage of Graduates, by Involvement in Postsecondary Activities, and by Ethnicity

<table>
<thead>
<tr>
<th>Selected activity</th>
<th>Asian</th>
<th>Black</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking for work</td>
<td>18</td>
<td>40</td>
<td>4</td>
<td>83</td>
<td>31</td>
</tr>
<tr>
<td>Military duty</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Full-time homemaker</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Traveling or taking a break</td>
<td>18</td>
<td>20</td>
<td>3</td>
<td>42</td>
<td>46</td>
</tr>
</tbody>
</table>

Note. Respondents may have answered more than one item. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Percentages reflect the number of graduates who endorsed the item divided by all of the students who completed the survey. (n: Asian = 80, Black = 125, Filipino = 22, Hispanic = 328, and White = 234.)
Mean Response of Graduates to Opinion Questions, by Ethnicity

<table>
<thead>
<tr>
<th>Opinion item</th>
<th>Mean response</th>
</tr>
</thead>
<tbody>
<tr>
<td>My English course gave me good writing skills for education or employment.</td>
<td>3.0 3.3 3.5</td>
</tr>
<tr>
<td>I learned enough math in school to work out the math problems of everyday life.</td>
<td>3.3 3.1 3.3</td>
</tr>
<tr>
<td>More courses should be offered to prepare students for a job.</td>
<td>3.2 3.4 3.4</td>
</tr>
<tr>
<td>My high school experience helped me learn how to get along with others of different ethnic backgrounds.</td>
<td>3.2 3.2 3.3</td>
</tr>
<tr>
<td>High schools should encourage students to learn a skill they can use in employment.</td>
<td>3.5 3.6 3.4</td>
</tr>
<tr>
<td>I learned enough computer skills for a job or further education.</td>
<td>2.2 2.1 2.4</td>
</tr>
<tr>
<td>Overall, I think my high school prepared me to face present adult challenges in a competent manner.</td>
<td>2.8 3.0 3.1</td>
</tr>
</tbody>
</table>

Note. American Indian/Alaskan Native and Pacific Islander students were excluded because too few students responded. Items were scaled: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly agree.
Table 17

Number and Percentage of Graduates’ Comments

<table>
<thead>
<tr>
<th>Comment</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other classes needed (other than computer)</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>School should prepare students for a job</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>More computer classes needed</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Positive comments about school</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>School should prepare students for education</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Teachers lack interest</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Negative comments about school</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Higher standards are needed</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Students should be more motivated</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>School should prepare students for life</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Positive comments about AP program</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Negative comments about teachers</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Negative comments about coursework</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Negative comments about counselors</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Stricter discipline is needed</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Bussing students interfered with education</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>More support for magnet schools</td>
<td>3</td>
<td>2</td>
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<tr>
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**Note.** A total of 110 participants were excluded because gender or location code was unknown.
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Table 21 (continued)

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Appendix B

Survey Materials

SPUBNO. 90, RDAN
Dear High School Graduate,

Please complete the information below so we can properly address future correspondence to you about the class of 1988.

Thank You,

[Signature]

Floraline I. Stevens
Director, Program Evaluation and Assessment Branch, LAUSD

Address for Summer 1989

Name

Street

City State Zip Code

( ) Telephone Number

Please:

fold (with our address on the outside)
staple
mail

Thanks!

- 50 -
Los Angeles Unified School District
Program Evaluation and Assessment Branch
Follow-Up of 1988 Graduates

May 1989

Dear Graduate,

During the 12th grade, you completed a questionnaire about your plans for school or a job after high school. Your responses were helpful and we thank you for your cooperation.

We are now asking you and a small group of graduates to share your opinions and experiences since graduation. Because these surveys are being sent to a small number of graduates, it is important that every person respond. The information that you provide will help improve instructional programs in the future.

Your responses will be kept in strict confidence. Your name will never be associated with the survey.

Please take the few minutes needed to complete the survey and mail it within 48 hours. Postage is already paid.

Thank you for being an important part of this survey. Best wishes for success and happiness.

Sincerely yours,

Floraline I. Stevens, Director
Program Evaluation and Assessment Branch
Dear Graduate,

About four weeks ago I wrote to you asking your opinion about your high school education. We have undertaken this study because of the belief that students' opinions are important for improving future instructional programs.

I am writing you again because of the significance each questionnaire has to the usefulness of this study. Your name was drawn through a scientific sampling process in which every graduate had an equal chance of being selected. In order for the results to be truly representative of the opinions of all high school graduates, it is essential that each person answer and return the form.

Your responses will be kept in strict confidence. Your name will never be associated with the survey.

In the event that your questionnaire has been misplaced, a replacement is attached.

Your cooperation is greatly appreciated.

Sincerely yours,

Floraline I. Stevens, Director
Program Evaluation and Assessment Branch
Please check or fill in the information for each item.

**ABOUT YOURSELF**

1. Sex (Check one): □ Male  □ Female

2. Ethnic Group (Check one):
   - American Indian/Alaskan Native
   - Asian
   - Black
   - Filipino
   - Hispanic
   - Pacific Islander
   - White

3. From what high school did you graduate?

**EDUCATION**

4. Are you currently in school or in a training program?
   - Yes  □  No □
   (If yes, go to #5) (If no, go to #10)

5. What best describes your current educational program? (Check all that apply)
   - Two-year college
   - Trade or business school
   - Four-year college or university

6. The school that you attend is:
   - A public school (state, community, etc.)
   - A private school

7. Please name the school.

8. What is your major?

9. How are you financing your education? (Check all that apply.)
   - □ Grant
   - □ Scholarship
   - □ Loan
   - □ Parent support
   - □ Earnings

**EMPLOYMENT**

10. Are you currently working?
    - □ Yes  □ No
    (If yes, go to #11) (If no, go to #13)

11. What best describes your work situation? (Check one)
    - □ Full-time (33 or more hours per week)
    - □ Full-time and going to school
    - □ Part-time but not going to school
    - □ Part-time and going to school

12. What kind of job do you have?
    (Write in name of job)

13. As preparation for your current education or employment, are there courses you did not take in high school but should have? (Check all that apply.)
    - □ Business education
    - □ Home economics
    - □ Driver education
    - □ Industrial education
    - □ English elective
    - □ Mathematics
    - □ Fine arts (music, art)
    - □ Physical education
    - □ Foreign language
    - □ Laboratory science
    - □ Health
    - □ Social science
14. Are you involved in any of the following activities? (Check all that apply.)

☐ Looking for work
☐ Serving regular military duty (or service academy)
☐ Being a full-time homemaker
☐ Traveling, or taking a break

YOUR OPINION

For the following statements, please check the box that best describes your high school experience. Mark only one of the four choices for each statement.

15. My English courses gave me good writing skills for education or employment.

16. I learned enough math in school to work out the math problems of everyday life.

17. More courses should be offered to prepare students for a job.

18. My high school experience helped me learn how to get along with others of different ethnic backgrounds.

Strongly Agree | Agree | Disagree | Strongly Disagree

19. High schools should encourage all students to learn a skill they can use in employment.

20. I learned enough computer skills for a job or further education.

21. Overall, I think my high school prepared me to face present adult challenges in a competent manner.

Any comments you wish to add will be most welcome.


Please follow these directions for returning your survey:

- Tear off and discard the first page (the page with the letter to you).

- Fold the questionnaire. Be sure that our address is on the outside.

- Please mail immediately.

Thank you!