Descriptive Study of UCLA Outreach in the Inglewood Unified School District

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Occasional Report #15

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EXECUTIVE SUMMARY

The purpose of this report is to provide a picture of the high schools in the Inglewood Unified School District (IUSD) and the UCLA Outreach activities targeting the students in these schools. It also provides initial data on benchmarks used to assess progress in these schools. The data pertains to the academic years between fall of 1997 and spring of 2001.

Demographic and School Characteristics. The demographic characteristics of the district and its two high schools—Inglewood and Morningside—demonstrate why Inglewood Unified is a key target and a challenge for UCLA Outreach:

- Overall, 98% of the students at IUSD are African American or Latino—the two ethnic groups which are underrepresented in UC admissions and which were negatively impacted by the abolition of affirmative action.
- Over 25% of students at the two high schools are eligible for the subsidized lunch program. This indicates that a large percentage of students face financial barriers great enough to qualify them for meal assistance at school.
- The percentage of students enrolled in CalWORKs—California's welfare program for families—is larger at both schools than in Los Angeles County or the state of California. At Inglewood, the percentage varies between 20 and 30%, while at Morningside, it varies between 40 and 60%. This is additional evidence for the economic hardships experienced by students in IUSD.
- Between 15 and 35% of students at the two high schools in IUSD are classified as English Language Learners (ELL). Limited English proficiency impacts a student's eligibility to UC, not only because of the difficulty in understanding courses and getting acceptable grades, but also because taking extensive numbers of ESL classes reduces the time available for students to take other required courses.

Additionally, two school-level characteristics at IUSD may create barriers to eligibility for individual students: school over-crowding and quality/experience of teachers. Like many other urban schools, the two high schools at IUSD have had difficulty providing new teachers for the ever-growing student population, with the result that student/teacher ratios have increased. In recent years, the state has attempted to alleviate this problem by legislation limiting student/teacher ratios. The cost of this measure has been that—with the shortage of highly qualified and skilled teachers—many schools must hire non-credentialed teachers. At IUSD, the student teacher ratios have decreased over the years, from 26.5 in 1997-1998 to 22.2 in 2000-2001. However, the percent of fully credentialed teachers has decreased from 69% to 56%.

Inglewood Participation in UCLA Outreach. We analyzed Inglewood's participation in UCLA Outreach during the 2000-2001 school year. A total of 656 Inglewood students were recorded in the EAOP database, but in 2000-2001, only 385 were recorded as participating in outreach activities (238 CBOP participants and 146 EAOP students). Between the programs offered by EAOP and CBOP, IUSD high school students participated in a total of 1712 sessions with UCLA outreach. The majority of these sessions consisted of either academic counseling (22%) or Saturday programs (22%).

Benchmarks for UC Eligibility. Several predictors of college success are used by the UC in the admissions decision process; among them are: performance on the Scholastic Aptitude Test (SAT), demonstration of mastery in Advanced Placement tests, and completion of key high school courses. We analyzed IUSD student achievement on these three types of benchmark indicators to assess the current state of UC eligibility of IUSD students.

- The UC uses a complex system to calculate a student's eligibility index which considers scores on the SAT-I and II, and GPA, among other things. However, due to the complexity of this index and the limited availability of district data, we used the mean SAT-I scores of UCLA applicants and of students admitted to UCLA as indicators of eligibility. The data clearly indicates that the average verbal and math scores are considerably lower among IUSD students when compared to the average score for California students, for UCLA applicants, and for students admitted to UCLA. The average verbal SAT-I score for Inglewood students was 268 points lower than the average score for accepted students; the gap between Inglewood and admitted students in the math score was 301 points. Additionally, SAT scores of Inglewood students in 2001 were slightly lower than on the previous year.

- Data regarding AP exams taken indicate that approximately 13% of Inglewood's 11th and 12th graders took one or more AP exam in 2001. This is lower than for the entire county (20%) and for the state of California (17%), but represents an increase over the percent taking AP exams the previous year. Data regarding the percent of AP exams passed show that only 10% of Inglewood students taking an exam passed it (compared to 59% of students in the state), and that the majority scored the lowest possible score.

- The UC Office of the President (UCOP) identified six key courses within the A-F requirements that could be used to predict eligibility to the UC during the student's senior year. Students completing these six course with a B- or higher have a greater potential to be competitively eligible to the university. The data for 2000-2001 indicate the following trends:

    - Forty six percent of Inglewood High 9th graders and 62% of Morningside High 9th graders did not complete the UC approved English course; only 15% completed the course with a competitive grade at Inglewood, and 21% at Morningside.
    - Over 50% of 10th grade students at Morningside were not enrolled in a UC-approved English course, compared to 20% of Inglewood High school students. Additionally, 41% of 10th grade student at Inglewood High passed a UC approved English course with a B- or higher, compared to only 12% of 10th grade students at Morningside.
    - Because of the way in which data is recorded, the information regarding Algebra I (which students must take by 9th grade) provides a rather rough estimation. However, it indicates that approximately 25% of 9th grade students at Inglewood High and 5% of 9th graders at Morningside received a B- or higher in Algebra I.
    - Approximately 42% of Inglewood High 10th grade students and 18% of Morningside High 10th grade students completed Geometry.

- The overwhelming majority (between 70 and 80%) of 11th grade students in IUSD were not enrolled in Algebra II or Trigonometry.
- At Inglewood High, 44% of 11th graders passed Chemistry, and at Morningside, 17% passed.
- Overall, students who were classified as English Language Learners (ELL) were less likely to have passed the UC-approved English, Math and Science courses outlined above. The analysis also revealed differences according to ethnicity (e.g., Hispanic students were more likely to have passed some courses than African Americans), but an overall trend was not as clear.

- The graduation rate at both of the Inglewood's high schools has leveled off at around 80%. District data indicate that 50 students from the IUSD applied to a UC campus in 2001; 82% of those who applied were accepted to at least one UC campus. Only 14 students from IUSD were accepted to UCLA for the fall quarter of 2002.

Overall, the data in this report show that Inglewood students are in need of continued support in order to become competitively eligible to UCLA.

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Descriptive Study of UCLA Outreach in the Inglewood Unified School District

Introduction

The purpose of this report is to provide a picture of the high schools in the Inglewood Unified School District (IUSD) and the UCLA Outreach activities targeting the students in these schools. It also provides initial data on benchmarks used to assess progress in these schools. The report begins with a brief description of the impetus for the current outreach efforts in IUSD and the nature of these efforts. Demographic characteristics of the district and its two high schools, Inglewood and Morningside, are provided to demonstrate why Inglewood Unified is a key target and a challenge for UCLA Outreach. The data presented in this section covers the academic years beginning in fall of 1997 and ending in spring of 2001. Most of the information in this section was obtained from the California Department of Education website which reports data from the California Basic Educational Data System (CBEDS).

Following a description of the district, the report describes the UCLA Outreach activities in which IUSD high school students participated during the 2000-2001 academic year. Data for this section was obtained from the UCLA EAOP office and the Gateways database. Both the type of activity and the extent of participation by students in the district are described. Differences in participation at each of the high schools are discussed. Regression analyses were conducted to examine potential predictors of level of participation in outreach activities; results of these analyses are presented with questions for further inquiry.

Finally, the report provides data on benchmarks for eligibility to the UC and recent UC admissions information. Data on SAT-I and AP exam scores for 1999-2000 and 2000-2001 were obtained from the CBEDS system. Information on the enrollment in key benchmark courses

selected by the University Office of the President as potential predictors of UC eligibility were provided by the Inglewood Unified School District's data office; only data from the 2000-2001 academic year is currently available on these benchmark courses. Data on applications and admissions of IUSD students to the UC system and to UCLA for 1997 to 2002 were provided from the UCLA admissions office and UCLA's EAOP office. To understand the significance of this data, it is important to first understand how resolutions adopted by the UC Regents have impacted the admissions process since 1995.

The Birth of the School-University Partnership

On July 20, 1995 the UC regents adopted SP 1, abolishing the consideration of race and gender from consideration in university admissions. In 1995 and 1996, after SP1 was adopted but prior to the deadline for its complete implementation, the number of students from traditionally underrepresented ethnic groups applying to and enrolling in the UC system decreased. From 1997 to 1998, when resolution SP1 went fully into effect, the number of underrepresented minority students admitted to and enrolling in the UC system dropped. According to the UC Office of Strategic Communications, these numbers have been increasing since 1998. However, admission rates for African American and Latino students are still lower than admission rates for these groups prior to the adoption of SP 1 in 1995.

Upon the adoption of SP1, the UC Regents allocated an initial $2 million to start school-university partnerships aimed at increasing the competitive eligibility of minority and disadvantaged students most directly impacted by the resolution. In 1998 UCLA and IUSD formed one of these school-university partnership. School-University Partnerships involve intensive work with the high schools and their feeder schools to develop a culture fostering academic success and high educational standards.

The school-university partnerships developed after the adoption of SP1 were not the first outreach efforts of the university to Inglewood or other school districts. Instead, it expanded upon previous UCLA Outreach efforts and included the elementary and middle schools that feed into Inglewood and Morningside high schools. The focus of these partnerships is systemic change – working with the school as a community on a long-term basis to address the underlying causes of low-UC eligibility among students. This systemic approach, while often considered to produce more stable and powerful changes, may not produce noticeable changes in the short term.

There are several demographic correlates of low performance in schools and the resulting low-UC eligibility. Many of these correlates are directly tied to limited resources for individuals and for the communities in which they live. The next section of this report describes how these demographic variables factor into the eligibility of students from the Inglewood Unified School District.

Part I: Demographic and School Characteristics

Ethnicity

The demographic characteristic most directly tied to the effects of SP1 is ethnicity. While the university previously considered membership in a traditionally underrepresented ethnic group in its admissions decisions, resolution SP1 ended this practice. As indicated above, this change led to an even greater discrepancy in representation of ethnic groups among new university students. In 2000 the UC admission rate for African American students was nine percent lower than the rate in 1995; the rate of admissions to the UC system for Chicano and Latino students decreased by six percent during this time. Decreases in rates of admission can often be explained by increased numbers of overall applicants; with a greater number of students vying for a static number of positions, the percent of students accepted decreases. However, despite the greater number of applicants, the admission rates to the UC for White and Asian American students were virtually the same in 1995 and 2000. The passage of SP1 is a likely explanation for the differences in changing acceptance rates between White and Asian American and African American and Latino acceptance rates.

As Table 1 indicates, the student population in Inglewood Unified School District is primarily Latino and African American, two ethnic groups negatively impacted by the passage of SP1. Overall, 98% of IUSD students belong to groups negatively impacted by the resolution. Less than 1% of high school students in Inglewood belong to ethnic groups not impacted by SP1 (White and Asian American).

Table 1. Ethnicity of students in IUSD high schools

Ethnicity	% of Inglewood Students	% of Morningside Students	% of Overall District
African American	45	39	41
Latino	54	59	58
Asian	0	.2	.1
Filipino	.3	.4	.2
Pacific Islander	0	.6	.3
White	.4	.2	.4
Multiple or other	.3	.4	.3

There are slight differences between the two high schools in the district in regards to ethnicity of students. While both schools have at least 98% African American and Latino students, the distribution of students between these two groups differs. Inglewood High School consists of 45% African American students and 54% Latino students while Morningside High school consists of 39% African American students and 59% Latino students. Because so few students in Inglewood Unified belong to groups other than African American or Latino, analyses of Outreach Participation and benchmark data by ethnicity will be limited to these two groups.

Subsidized Lunches

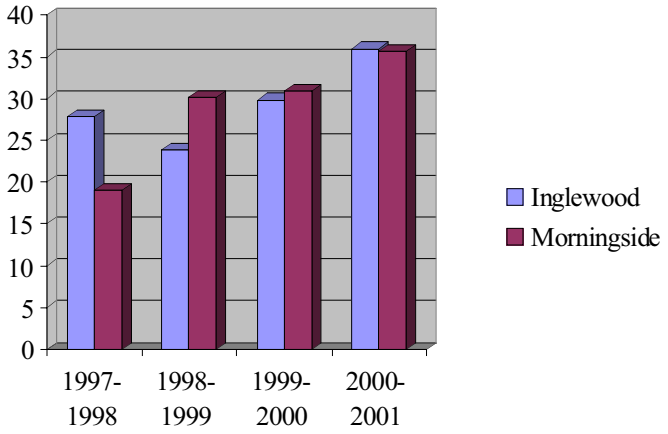
Socio-economic status of students has been found to be a key predictor of academic opportunity and success. In addition to limited resources for educational enrichment, high school students from economically deprived families often must work while attending school in order to help support their family financially. One commonly used indicator of economic hardship is participation in subsidized meal programs. Students participating in these programs receive reduced-cost or free lunches as determined by financial need of the student's family.

There are problems with using free/reduced-price lunch as an indicator of socio-economic status in Inglewood Unified School District. Limitations in tracking of data on

participation in subsidized meal programs limit the utility of the variable as an indicator. The inaccuracy of lunch indicators is greater at the high school level because students have greater autonomy over their meal choices. Many students whose families would qualify for free or reduced price lunch may not apply to the program. The data tentatively presented here were obtained from CBEDS; this data was collected in October of each academic year and may differ from participation during other times of the year.

While the CBEDS data on free and reduced-price lunch eligibility may not be precise, it does create a general picture of financial need in the district. In the 2000-2001 academic year, roughly 35% of Inglewood Unified high school students were enrolled in subsidized meal programs. As Figure 1 displays, the level of enrollment has increased steadily at Morningside since 1997-1998. Eligibility has been increasing steadily at Inglewood High School since an initial decrease from 1997-1998 to 1998-1999. There is no definitive explanation for differences between the district's two high schools in 1997-1998 and 1998-1999. Differences in the reporting of participation as well as awareness of opportunities for assistance may be a partial explanation.

Figure 1. Percent of school population eligible for free/reduced-price lunch



The 25% and greater eligibility rates for the past three years indicates that a large percentage of IUSD students face the financial barriers great enough to qualify them for meal assistance at school. Many of these barriers are the same as those associated with limited access to higher education. UCLA's outreach initiatives attempt to lower some of the barriers to higher education associated with restricted financial resources. The gradual increase in eligibility for meal assistance since 1998-1999 may indicate a growing disadvantaged population in the district and a greater need for outreach to address the associated barriers.

CalWORKs

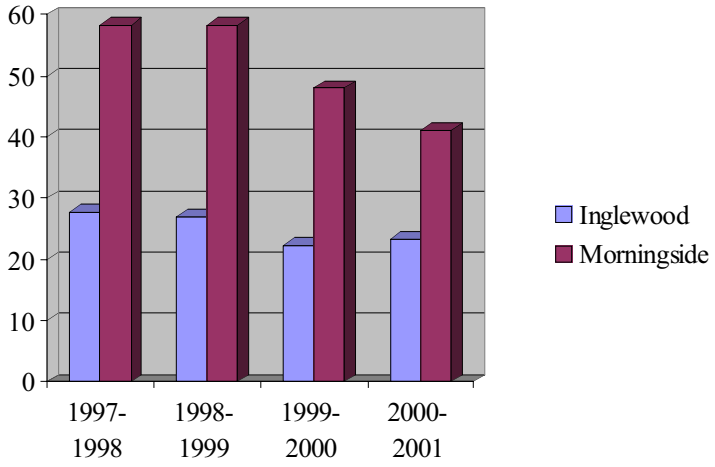
Because of the limitations of subsidized meal eligibility as an indicator of economic hardship, other indicators are helpful to understand the extent of financial hardship among IUSD students. One such indicator is qualification for public assistance such as welfare. CalWORKs (California Work Opportunity and Responsibility to Kids) is the state of California's welfare reform program. The program provides cash and services to families with children deprived for lack of a wage-earning parent. Only families with less than $2,000 of owned property and proof of regular school attendance are qualified. Parents are also required to participate in welfare-to-work activities. Enrollment in CalWORKs programs is an indicator of more severe economic hardship than free or reduced-price lunch.

Information on CalWORKs enrollment includes data from public and nonpublic sources. It provides an important indicator of the economic status of students and the community. In 2000-2001, Los Angeles County had an estimated 18% of students in CalWORKs and the state had 13%. Both of the high schools in Inglewood have higher percentages than the state or

county as a whole. However, differences in CalWORKs enrollment differ substantially between the two high schools within the district.

As Figure 2 indicates, Morningside High School has a much larger percentage of students participating in CalWORKs than Inglewood High School. The percentage of students whose families receive aid through CalWORKs decreased at both schools from the 1998-1999 school year to the 1999-2000 school year. The decrease was more dramatic at Morningside, where the percentage of enrolled students dropped from 58% to 48% in one year and dropped an additional 7% the next year.

Figure 2. Percentage of school population enrolled in CalWORKs since 1997-1998.



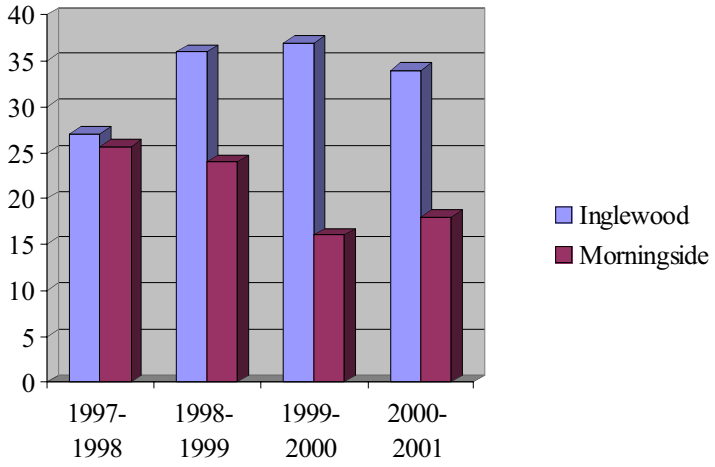
It is not clear why Morningside has such a greater percentage of students enrolled in CalWORKs or why the percentage has decreased over the past three years. During the three years of decrease, the number of students enrolled in the school increased while the number of students receiving aid through CalWORKs decreased. Implementation of social welfare reforms in 1998 most likely accounts for a large part of the decrease, since one of the goals of welfare reform and CalWORKs is to decrease enrollment. Further inquiries into the data and information from other possible sources hopefully will clarify the issue.

English Language Learners

Barriers to eligibility in the University of California go beyond the economic status of the student's family. English proficiency impacts a student's potential for UC eligibility in multiple ways. While English as a Second Language (ESL) classes may be counted toward UC required courses on a limited basis, extensive numbers of these courses reduces the time available for students to take other required courses. In addition, difficulty in understanding material in the courses required by the UC for admissions (A-F requirements[1]) can lead to unacceptable grades in the required courses. Both Inglewood and Morningside high schools have a large proportion of students designated as English Language Learners (ELL).

Figure 3 shows the percent of students classified as ELL at the two high schools for the past five years, as indicated in CBEDS. While the percent of ELL students has increased at Inglewood High School, the percent has steadily decreased at Morningside. In 1998-1999 the percentage at Inglewood was only 1.5% higher than at Morningside. By 2000-2001, the percent of ELL students at Inglewood was more than twice the percentage at Morningside. Course enrollment data provided directly from the district for the 2000-2001 academic year indicates that the CBEDS data on English Language Learners may be problematic. According to this source, 12% of the students at Inglewood High and 16% of the students at Morningside High are classified as ELL. While the percentage for Morningside is similar to that indicated in the CBEDS data, the percentage of ELL students at Inglewood High is very different.

Figure 3. Percent of students designated as English Language Learners using CBEDS data



Student/Teacher Ratios and Teacher Credentials

Not all barriers to UC eligibility are explained by characteristics of the students and their families. The schools face barriers to providing quality education that in turn create barriers to eligibility of the individual students. Two school level characteristics that are potential barriers to student eligibility are school over-crowding and quality/experience of teachers.

Many urban schools have had difficulty providing for the ever-growing student population. In many of these schools, a greater number of students are crowded into each existing classroom. As a result, student/teacher ratios increased, reducing the amount of time teachers can spend addressing individual student needs. In recent years, the state has attempted to alleviate the problem with legislation limiting student/teacher ratios in the early grades.

[1] Now A-G requirements

Table 2. Student/teacher ratio and Percent credentialed teachers

Year	*IUSD*		*California*	
	Student /teacher ratio	% fully credentialed teachers	Student /teacher ratio	% fully credentialed teachers
1997-1998	26.5	69.0	21.6	87.3
1998-1999	24.4	63.9	21.2	87.5
1999-2000	23.4	59.9	20.9	86.1
2000-2001	22.2	56.2	20.7	85.9

These efforts are expanding to middle and secondary schools, but not without cost. In addition to requiring more classroom space, reduction of student/teacher ratios requires more teachers. With the shortage in highly qualified and skilled teachers, many schools must hire non-credentialed teachers in order to reduce teacher/student ratios to more acceptable levels. An examination of student/teacher ratios and teacher credentials from 1997-1998 to 2000-2001 demonstrates how this challenge is impacting the high schools in IUSD. (See Table 2)

The constant staff changes at the schools of the District and increased percentage of emergency credentials creates added barriers to students. UCLA Outreach programs in teacher training are intended to provide training opportunities for the teachers while the presence of EAOP staff and programs attempt to provide a consistent source of guidance for the students. Thus, in its work with IUSD, UCLA Outreach targets both the student and school level barriers to UC eligibility.

Part II: Inglewood Participation in UCLA Outreach

The student and school characteristics associated with decreased college eligibility as described above are key reasons why UCLA provides academic outreach to the Inglewood Unified School District. This section explains the basic structure of UCLA's efforts in the district and reports on participant characteristics and level of participation for the student-centered outreach activities.

Structure of UCLA Outreach

The passage of SP1 led to an increase in efforts to improve opportunities for California students in disadvantaged circumstances to achieve eligibility and to enroll at UC campuses. These efforts provide information and guidance directly to students in upper grades, as well as improve the quality of education for students in all grades. As a result, UCLA Outreach involves a complex relationship of both student-centered and school-centered programs in the district. The student-centered programming is organized under EAOP, Early Academic Outreach Programs, while school-centered efforts take the form of school-university partnerships (SUP).

The school-university partnership with Inglewood provides training and support to administration, teachers, and parents in the district. The primary goal is to dramatically increase the quality of education in K-12 schools by creating a community which values and expects high academic achievement. School curricula are enhanced with the introduction of new advanced placement and honors courses. Teaching practices are strengthened through professional development workshops held by UCLA staff and continued coaching of teachers on site. The SUP also organizes programs to help parents become active members of the school's learning community. These efforts focus on long-term systemic change.

EAOP addresses shorter-term needs of middle and high school students for information and guidance on achieving college eligibility by the twelfth grade. The EAOPrograms identify students with academic potential and provides them with information and counseling to create an educational plan that will lead to potential eligibility to the university. Opportunities for standardized test training and intensive academic sessions on the UCLA campus are also provided. Other EAOP activities include UCLA student recruitment with visits to the UCLA campus for tours, informational sessions, and attendance at campus concerts and athletic events.

Students selected by district criteria are enrolled in the Career Based Outreach Program (CBOP). CBOP provides even more intensive services involving students from college to middle school. UCLA undergraduate students hold sessions at the high schools for the selected group of students, either during school or as a before/after school program. During these sessions, the UCLA undergraduates teach the high school students the Personal Academic Learning System (PALS), a system of skills and strategies for achieving academic excellence, developed by former UCLA vice-chancellor Winston Doby. The high school students are then encouraged to teach these skills to middle school students. Information sessions are provided to the parents of CBOP participants to enable them to aid in their children's academic success.

UCLA's EAOP office tracks the participation and progress of students participating in EAOP activities. Participation data is collected using sign-in sheets at each of the EAOP/CBOP events. Data collected from students by EAOP and CBOP staff at UCLA is loaded into Gateways, a statewide database of University of California outreach programs. The next portion of this report presents analyses of EAOP data collected for the 2000-2001 academic year.

Student Participants

The total number of Inglewood USD students entered into the EAOP database is 656; 310 students are designated as being in the CBOP program while 326 are designated as EAOP. However, during the 2000-2001 year only 385 of these students were recorded as participating in outreach activities. Of the students with recorded participation, 238 are designated as CBOP participants while the remaining 146 are EAOP students. Inglewood High School students accounted for 264, or 63% of the participating students.

The ethnic distribution of these participants roughly matches the ethnicity of the district. As with the overall student populations, almost all of the participants are African American or Latino. Morningside High has a slightly greater percentage of African American students (42%) than Inglewood High (35%), while Latino students constitute a higher percentage at Inglewood High (64%) than at Morningside High (55%). Participants at the two high schools are similar on other demographic characteristics. At both schools, about 42% of the students speak English at home and about 55% speak Spanish at home. Both schools also have a similar distribution of female and male participants; about 65% of the students in the EAOP database are female.

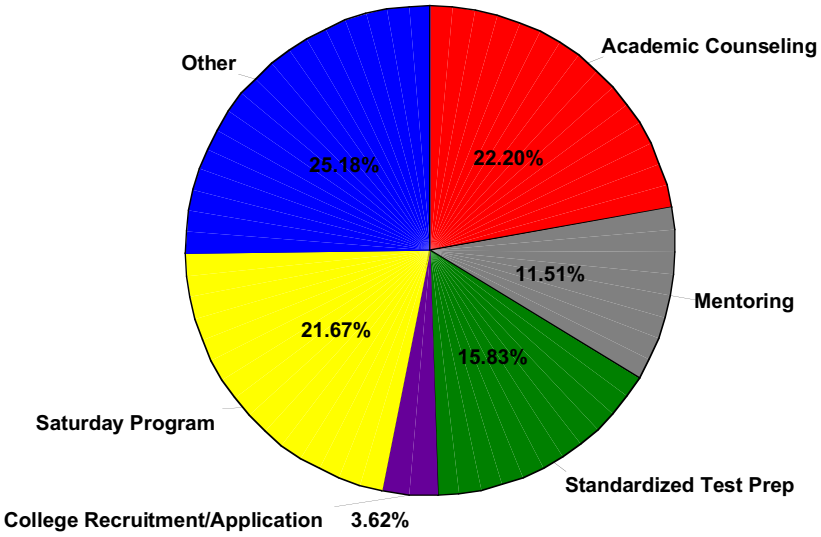
Student-centered Activities

Between the programs offered by EAOP and CBOP, IUSD high school students recorded a total of 1712 sessions with UCLA Outreach, totaling over 4,000 hours of participation. CBOP participation accounts for 83% of the total sessions. The accuracy of data concerning the time involved in individual contacts is highly questionable; several field trips were recorded as being as brief as 15 minutes. Individual sessions ranged from 15 minutes to 34 hours. Therefore, analyses on outreach activities will be restricted to number of sessions rather than hours of participation.

District Wide

Figure 4 displays a breakdown of the primary activities in which IUSD students took part. Each slice of the pie indicates the percent of all sessions recorded for the district that were categorized into each activity type. As this chart indicates, Academic Counseling (22%), Saturday Programs (22%), and Other (25.2%) activities formed a foundation for outreach activities, accounting for 69% of all sessions. Direct attempts to recruit students to UCLA accounted for only about 4% of the activities in the district.

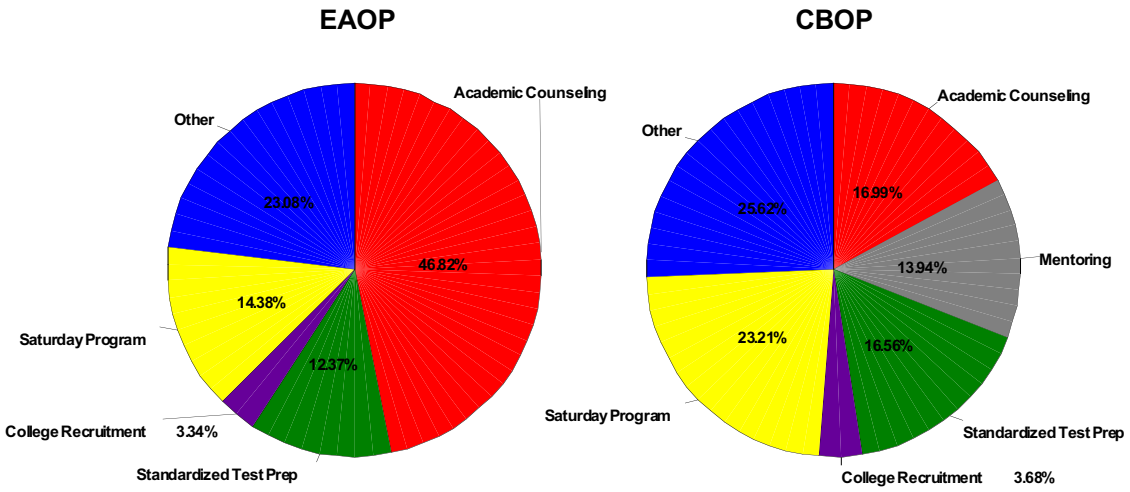
Figure 4. Outreach Activities in Inglewood Unified School District



The Other category consists of 12% summer activities, 11% parental involvement, 3% personal counseling, 7% field trips, and 67% unspecified. It is not certain if any of these activities could fit into the listed categories if the activity had been indicated on the sign-in sheets, or if they represent unique activities.

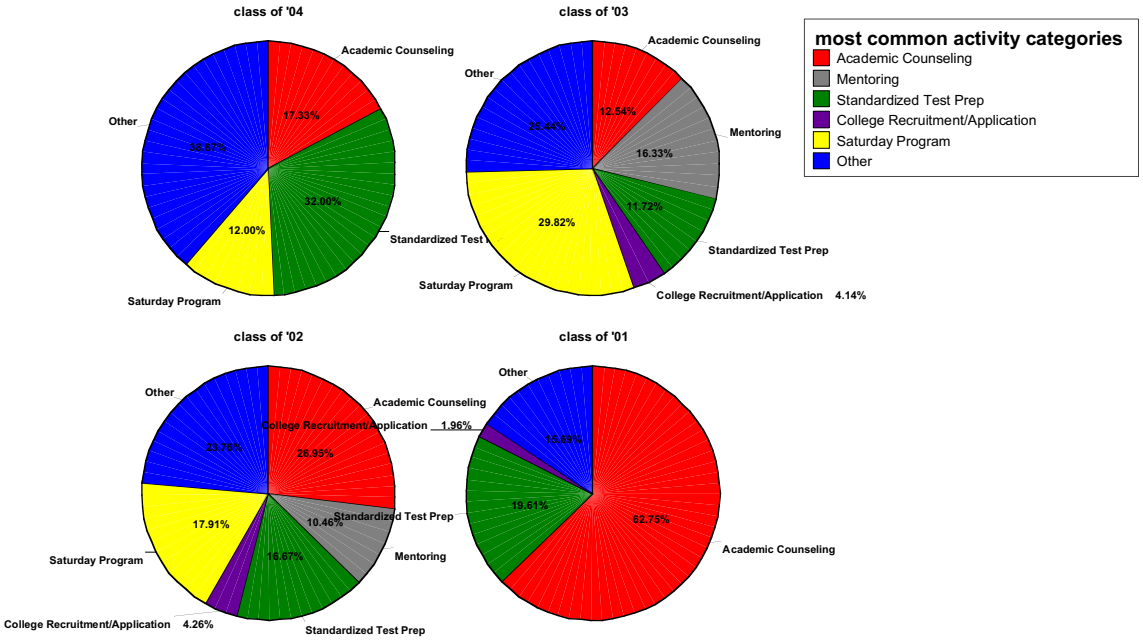
A break down of the activities engaged in by students in EAOP versus CBOP in Figure 5 highlights one of the key differences between the programs; while EAOP focuses on providing academic counseling, CBOP relies on the combined effort of academic counseling, mentoring and Saturday Academic Workshops. CBOP also incorporates more Saturday programs, standardized test preparation, summer programming and parental involvement.

Figure 5. Outreach Activities by Program



Breaking down the activities by student grade level shows how the activities students participated in differ over the course of the students' high school career. Figure 6 shows pie charts for each grade level that students were in during the 2000-2001 year. Students in the first cohort (class of '01 in the graph) of outreach who were seniors during 2000-2001 participated mostly in academic counseling. Students joining the program over the next two years participated in a much greater variety of outreach activities.

Figure 6. Activity type by grade level



This diverse programming seems to have diminished for students who were in the 10th grade in 2000-2001 (class of '04). Because relatively few of the total 10th grade outreach participants have activity data entered into Gateways, caution should be used in interpreting the 10th grade data.

Part III: Benchmark Data

The activities in which IUSD students participated, as described in the preceding section, are intended to help the participating students to become eligible, or competitively eligible to the University of California in general and to UCLA specifically. As a whole, the Outreach programs strive to increase the number of students from IUSD admitted to the university. Several known predictors of college success are used in the admissions decision process; these include performance on the Scholastic Aptitude Test (SAT), demonstration of mastery in Advanced Placement classes on the AP tests, and completion of key high school courses. In this section, IUSD student achievement data on these three types of benchmark indicators is examined to assess the current state of eligibility of IUSD students.

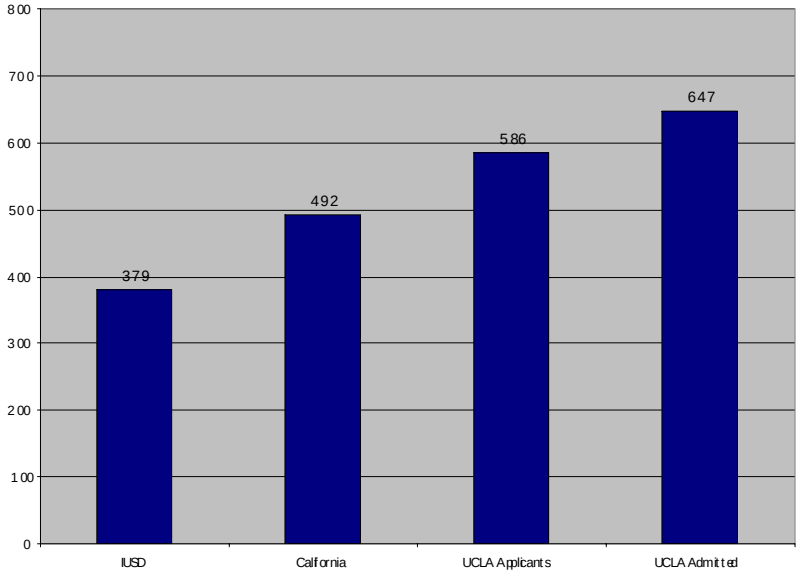
SAT-I

The UC currently uses the SAT-I and the SAT-II in admissions decisions. It has considered ending its use of the SAT-I in admissions decisions because the SAT-II alone has been found to predict college success almost as well as the combination of both tests. Because only data on the SAT-I was available from the California Department of Education and it is currently in use by the admissions office, these data are presented in this report.

The Scholastic Aptitude Test I (SAT-I) consists of a verbal section and a mathematics section each with a maximum possible score of 800. The national average of the combined SAT-I is about 1000. Rather than selecting an arbitrary cut-off score, the UC uses scores from the SAT-I and SAT-II with an eligibility index that considers student grade point average as well. A student with a high GPA may be eligible with a lower score on the SAT while a student with a lower GPA requires a higher SAT score to be eligible for admission.

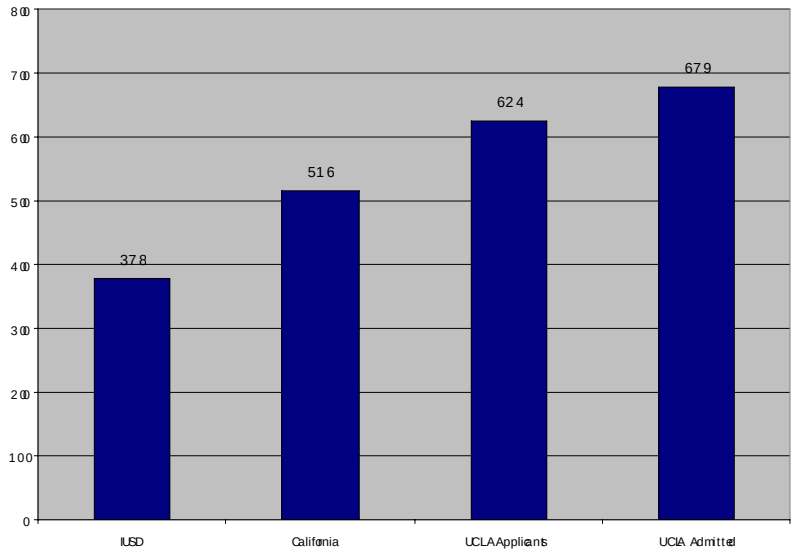
Among the 40,737 applicants to UCLA for the 2001 fall quarter, the average score for the verbal section of the SAT-I was 586; the average mathematics score was 624. The 10,953 students admitted to the university averaged 647 on the verbal section and 679 on math. Because of the complex nature of the eligibility index and limited availability of district data, these mean scores will be used as eligibility indicators in this analysis. Figure 7 shows the average verbal score for IUSD and CA students relative to the mean scores for UCLA applicants and students admitted to UCLA.

Figure 7. Mean SAT-I Verbal score in 2001



As the graph above indicates, the average verbal score for IUSD is lower than that of students statewide, UCLA applicants, and students admitted to UCLA. The average verbal SAT-I score for Inglewood students was 268 points lower than the average score for accepted students; such a large difference suggests that very few students in the district scored at a competitive level. Figure 8 shows the average score on the mathematics section of IUSD and the state relative to the students admitted to UCLA. The pattern is similar to that of the average verbal test scores.

Figure 8. Mean SAT-I Math score in 2001



The disparity between the average score in Inglewood and among the students admitted to UCLA is even greater for the math section of the SAT-I. Table 3 shows the district-wide performance on the SAT-I for two years.

Table 3. Inglewood Unified SAT-I performance from 1999 to 2001.

IUSD	1999-2000	2000-2001
Grade 12 enrollment	660	615
% took SAT	32.3	30.2
Avg. verbal score	396	379
Avg. math score	387	378
Avg. total score	783	757
# scoring >= 1000	21	16
Rate scoring >= 1000	3.2	2.2

The average scores for IUSD were slightly lower in 2001 than in the previous year. The average verbal score in the district for 2000-2001 (379) was seventeen points lower than in the 1999-2000 academic year. The average math score for 2000-2001 (378) was only nine points lower than the previous year. The rate at which students achieved a combined score greater than 1000

also decreased. In 1999-2000 3.2 percent of Inglewood Unified twelfth graders scored greater than 1000 on the SAT compared to 2.2 percent for the 2000-2001 year. Table 4 breaks down the data for each of the high schools in the district.

Table 4. SAT-I performance for each IUSD high school

	Inglewood		Morningside	
	1999-2000	2000-2001	1999-2000	2000-2001
Grade 12 enrollment	423	396	237	218
% took SAT	33.1	39.9	30.8	26.6
Avg. verbal score	397	375	394	390
Avg. math score	396	374	371	388
Avg. total score	793	749	765	777
# scoring >= 1000	15	10	6	6
Rate scoring >= 1000	3.5	2.5	2.5	2.8

Additional tables comparing SAT performance by school, year, ethnicity and gender are presented in Appendix A.

Advanced Placement Tests

Advanced Placement courses offer students the opportunity to begin learning college-level material while in high school. The College Board administers tests for AP courses nationwide. The tests are scored on a scale of one to five, with a score of three or higher considered passing. Passing an AP exam provides an indication that the student is able to master college level material. Thus, students taking AP courses and passing the exams are given more weight in the admissions process. Furthermore, students admitted to the university who earn a score of three or higher may receive course credit hours in the applicable subject area on their UCLA transcript.

While data is currently not available on the percent of students enrolled in AP courses, the California Department of Education does provide information on the number of students at each school who take AP exams relative to the school's 11th and 12th grade enrollment. Because students in other grades may take an AP exam, this is not a precise number. Table 5 shows the percent of 11th and 12th grade students who took one or more AP exams in 2001. Almost thirteen percent of students in the upper grades of IUSD high schools took at least one AP exam. This is lower than for the entire county and for the state of California, which had 20% and 17% respectively.

These numbers represent an increase over the percent of students taking AP exams the previous year. Overall, IUSD increased its percentage by only 1.45%. However, the increase at Morningside was close to 4%, indicating growth in their AP program. The Academic Counseling provided by the EAOPrograms is a likely factor in this increase. For the 2000-2001 academic year, Inglewood High School offered five UC-approved AP courses. Three AP courses were offered at Morningside High School.

Table 5. Percent of 11th and 12th grade students who took AP exams in 2001

	% of 11th & 12th grade students	
	1999-2000	**2000-2001**
IUSD	11.30%	12.75%
Inglewood	13.50%	14.67%
Morningside	9.74%	13.40%
Los Angeles County	16.42%	20.40%
California	12.79%	16.37%

Enrolling in AP courses and taking the AP exam provides an indication of the size of the district's AP program, but it does not indicate the effectiveness of the program. Figure 9 compares the distribution of scores on AP exams taken in 2001 for IUSD and the entire state.

While 59% of the AP tests taken across the state received a passing score of three or higher, only 10% of tests taken by IUSD students did. The majority of AP tests taken in IUSD received the lowest possible score. This indicates that while the AP program may be growing in IUSD, continued efforts are needed to strengthen the program.

Figure 9. Distribution of scores on AP tests taken in 2001

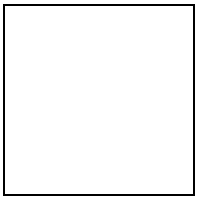


Table 6 (below) is provided to allow for examination of the number of students passing AP tests in addition to the percentage displayed in Figure 9. As it indicates, a total of 207 different students in IUSD took one or more AP exams.

Table 6. AP Test Results 2000-2001

	IUSD		State	
Total # test takers	207		125,579	
Exams scoring 1	238	(74%)	35,799	(16%)
Exams scoring 2	50	(16%)	56,290	(25%)
Exams scoring 3	6	(2%)	57,269	(25%)
Exams scoring 4	14	(4%)	44,207	(20%)
Exams scoring 5	13	(4%)	32,591	(14%)
Total # tests taken	321		226,156	

Figure 10 displays the distribution of AP test scores for Inglewood High School for the past two years. In both years, nearly 80% of the AP exams taken were given a score of one. However, the percent of exams receiving a score of four or five increased from 1999-2000 to 2000-2001. Overall there was a 3% increase in the percent of tests given a passing score. Table 7 shows the number and percent of tests receiving each possible score.

Figure 10. Distribution of Inglewood High School AP scores

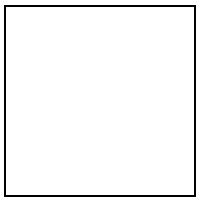


Table 7. Inglewood AP test scores

	1999-2000	2000-2001
Total # test takers	123	138
Exams scoring 1	189 (76%)	176 (79%)
Exams scoring 2	36 (14%)	17 (8%)
Exams scoring 3	8 (3%)	3 (1%)
Exams scoring 4	7 (3%)	13 (6%)
Exams scoring 5	10 (4%)	13 (6%)
Total # tests taken	250	222

The AP program at Morningside may be in more need of strengthening. In 1999-2000 only one test taken by a Morningside student was given a passing score. In 2000-2001 the number and percent of passing scores did increase slightly, as indicated in Table 8.

Figure 11. Distribution of Morningside High School AP scores

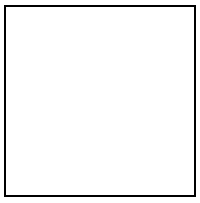


Table 8. Morningside AP exam scores

	1999-2000	2000-2001
Total # test takers	52	69
Exams scoring 1	50 (67%)	62 (63%)
Exams scoring 2	24 (32%)	33 (33%)
Exams scoring 3	1 (1%)	3 (3%)
Exams scoring 4	0 (0%)	1 (1%)
Exams scoring 5	0 (0%)	0 (0%)
Total # tests taken	75	99

The increase in the number of students taking AP exams at both schools is promising. It indicates that students are more informed as to the value of AP courses on their college applications and are making efforts to strengthen their application. It is also important to note that students in IUSD have opportunities to learn college level material outside of the school's AP program. Through the district's honors program at West LA Community College, high school students in Inglewood can take college courses at the nearby community college. These students are evaluated by their professors at the college and, therefore, may not take the AP exam. Because we do not have data on student enrollment and grades at the community college, the AP data presented here is an underestimation of the college level work completed by students in IUSD.

Key course enrollments

In order to be eligible to the UC, a student must complete certain course requirements during high school. These course requirements are broken down by subject area and outlined as A-F requirements. Revisions to the requirements have taken effect this year adding a fine arts requirement; the result is a slightly modified A-G requirement system. The UC reviews courses submitted by the schools and approves those it considers to meet UC requirements. The Pathways system, part of the UC online application system, lists approved courses for each of the requirements.

A study conducted by the UC Office of the President identified courses within the A-F requirements that could be used to predict eligibility to the UC during the student's senior year. Table 9 lists the course pattern indicated by UCOP as important to predicting eligibility to the university. Students completing these six courses with a B- or higher have a greater potential to

be competitively eligible to the university. Each UC campus is required to report the number of students passing each benchmark course at each of their Outreach high schools. The data presented in this report represents the information provided to UCOP as well as additional analyses conducted to clarify questions raised by required UCOP data.

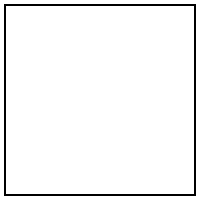
Table 9. Benchmark courses for UC eligibility

Course	Completion Year
9th grade English	9th grade
10th grade English	10th grade
Algebra I	9th grade
Geometry	10th grade
Trigonometry/Algebra II	11th grade
Chemistry	11th grade

9th Grade English

The UC requires applicants to take four years of UC approved English courses during high school. Thus, if a student does not complete an approved English course during the 9th grade, eligibility or competitive eligibility is very difficult to achieve. During the 2000-2001 academic year, 46% of Inglewood High 9th grade students and 62% Morningside High 9th grade students did not successfully complete a UC approved English course. Figure 12 displays the distribution of grades in UC approved English courses at each school. As the figure indicates, only 15% of Inglewood High 9th graders and 21% of Morningside 9th graders earned a competitive grade in the course.

Figure 12. Distribution of grades in 9th grade English



An examination of non-UC approved course enrollments indicated that 45% of Inglewood High 9th grade students were enrolled in ELL (English Language Learners) or SMAR-TEL courses. At Morningside High, 11% of 9th grade students were enrolled in ELL and 23% were enrolled in Reading 9. This accounts for most of the students not enrolled in one of the UC-approved English courses for 9th grade students.

The percent of students at Inglewood High receiving a D- to D+ and a C- to C+ is similar in both of the dominant ethnic groups. However, the percent of students receiving a B- or higher in 9th grade English was much larger in Hispanic students than in African American students. Table 10 displays the percent of students of each ethnicity at Inglewood High School.

Table 10. Inglewood 9th grade English grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	11	16	14
C- to C+	25	19	22
D- to D+	18	10	13
F	25	8	15
# of 9th graders	219	290	516

Table 11 displays the grades received by 9th grade English students at Inglewood high by language proficiency status. It is not surprising that a greater percentage of Non-limited English proficient students were enrolled in and passed the course.

Table 11. Inglewood 9th grade English grades by English proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	8	15
C- to C+	14	23
D- to D+	5	15
F	8	16
# of 9th graders	63	453

At Morningside, the percent of students receiving a B- or higher in UC approved 9th grade English courses was similar for both ethnic groups. As Table 12 shows, the difference between the groups is in the percent of students receiving a C- to C+ in the course.

Table 12. Morningside 9th grade English grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	21	22	21
C- to C+	19	9	14
D- to D+	18	16	17
F	23	17	20
# of 9th graders	150	205	361

The percent of English Language Learners passing a UC approved English course in the 9th grade is nearly 8% higher at Morningside High. The percent of LEP students receiving a B- or higher is only 5% less than non-LEP students at the school.

Table 13. Morningside 9th grade English grades by English proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	10	23
C- or higher	10	14
D- or higher	22	16
F	14	21
# of 9th graders	50	311

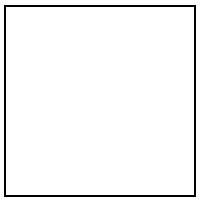
Regression analyses indicated gender and ethnicity to be statistically significant predictors of 9th grade English grades among those students who passed a UC approved course. However, the regression model had an R^2 of .029, meaning that less than 3% of the variance in grades could be predicted by gender and ethnicity.

10th grade English

The second benchmark course identified by the UCOP study is 10th grade English. Successful completion of 10th grade English indicates that the student is half way to fulfilling the English portion of the A-G requirements. As with the other benchmark courses, a greater percentage of students at Inglewood High successfully completed the course in the 2000-2001 academic year than of students at Morningside. In addition to the difference in overall completion of the course, there is a large difference in the percent of students who completed the course with a competitive grade, B- or higher.

As Figure 13 shows, 41% of 10th grade students at Inglewood high school passed a UC approved course with a B- or higher compared to 12% of Morningside 10th grade students. The two schools were more comparable in the percent of the 10th grade students who passed a UC approved course with a grade between D- and C+.

Figure 13. Distribution of grades in 10th grade English



Over 50% of the 10th grade students at Morningside were not enrolled in a UC-approved 10th grade English course compared to only 20% of the Inglewood 10th grade students. Most of these 20% were enrolled in ELL courses (9%) or English I (5%), which is approved as a 9th grade English course. Of the Morningside students not enrolled in an approved 10th grade English course, 32% were enrolled in English I, 9% were enrolled in an ELL course and 6% were enrolled in Reading 9.

As Tables 14 and 15 indicate, the school differences are similar within ethnic groups, with a much larger percentage of 10th grade students at Inglewood High earning a competitive grades in the UC approved English courses. There was a small difference in the distribution of grades in the D- to D+ range; at Inglewood High a larger percentage of Black students earned a D than Hispanic students, while at Morningside High a greater percentage of Hispanic students earned a D.

Table 14. Inglewood 10th grade English grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	38	42	41
C- to C+	16	17	17
D- to D+	15	9	11
F	13	9	11
# of 10th graders	246	281	537

Table 15. Morningside 10th grade English grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students

B- or higher	13	12	12
C- to C+	21	18	19
D- to D+	9	12	11
F	9	8	8
# of 10th graders	150	205	371

Table 16 and Table 17 show the percent of 10th grade students in each grade range by English proficiency. A much smaller percentage of LEP students successfully completed a UC approved course at both high schools. This is not surprising since many English Language Learners are enrolled in ELL (English Language Learner) classes that only count toward the UC requirement in conjunction with a UC approved English course.

Table 16. Inglewood 10th grade English grades by English Proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	33	42
C- or higher	18	17
D- or higher	11	11
F	7	11
# of 10th graders	73	464

Table 17. Morningside 10th grade English grades by English Proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	10	12
C- or higher	13	20
D- or higher	9	11
F	6	8
# of 10th graders	63	308

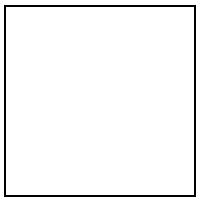
Regression analyses indicate that both school and gender as statistically significant predictors of grades received in 10th grade English courses. As with the other benchmark courses, the statistical model only accounts for a very small percent of the variance in course grades. Thus, other factors must be examined in order to develop a meaningful understanding of school performance.

9th Grade Algebra I

Algebra I is an important foundational course that must be completed before a student can enroll in many other math and science courses required for UC eligibility. Thus, successful completion of the course by the end of the 9th grade is key to competitive eligibility. Figure 14 shows the distribution of grades received by 9th grade students in their Algebra I courses. It is important to note that the percent of students who failed or were not enrolled in a UC approved Algebra course is an overestimation. Transitions in data management at the district make it difficult to obtain course information for students in Inglewood middle schools. Some of the students in the "not enrolled" category may have taken Algebra in the 8th grade, and therefore, meet the benchmark for UC eligibility.

As Figure 14 indicates, a greater percentage of students at Morningside fall into this ambiguous category. Analysis of the data for non-UC approved Algebra I courses indicates that only a small percentage the students in the "not enrolled" category are enrolled in higher level math courses. Four percent of the Inglewood High students and 6% of Morningside High 9th grade students were enrolled in geometry.

Figure 14. Distribution of grades in 9th grade algebra



At Inglewood, 25% of all 9th grade students received a grade of B- or higher in Algebra, compared to 5% at Morningside. Inglewood High also had a greater of percentage of students who received a C- to C+ and a D- to D+ in the course. As Table 18 indicates, the distribution of Algebra grades at Inglewood is similar for the two dominant ethnic groups.

Table 18. Percent of Inglewood students in each Algebra grade range by ethnicity.

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	22	28	26
C- to C+	16	18	17
D- to D+	12	18	15
F	21	23	22
# of 9th graders	219	290	516

Breaking down the data further reveals greater differences in grade distributions. Table 19 shows the percent of Inglewood High students in each Algebra grade category by English proficiency status. A total of 72.7% of non-LEP students passed a UC approved Algebra course, only 17% of LEP students did.

Table 19. Inglewood High Algebra I grades by English proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	17	27
C- to C+	17	17
D- to D+	17	15
F	32	21
# of 9th graders	63	453

As Figure 14 and Table 20 indicate, relatively few students at Morningside High are passing UC approved Algebra courses. Many 9th grade students at Morningside are taking Algebra courses that are not listed by the University of California as approved as meeting the A-F requirements. Most of these students are enrolled in Algebra IA. It is possible that completion of Algebra IA and Algebra IB are accepted as equivalent to Algebra I. However, because the

students only completed part of the Algebra requirement in 9th grade, they are behind in the recommended course schedule for UC eligibility.

Table 20. Percent of students in each Algebra grade range by ethnicity at Morningside

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	9	6	7
C- to C+	7	6	6
D- to D+	7	5	6
F	19	13	15
# of 9th graders	150	205	361

The difference between LEP and non-LEP status students is not as extreme at Morningside. Unfortunately, this is not because LEP students are performing better at Morningside, but because non-LEP students are performing worse (see Table 21).

Table 21. Morningside High Algebra grades by English proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	0	9
C- to C+	2	7
D- to D+	4	6
F	6	16
# of 9th graders	50	311

Multiple regression analyses were conducted to assess school, ethnicity, gender, and language proficiency as possible predictors of Algebra grades. These analyses attempted to develop a model to explain how well students did in the courses, using numeric conversions of the A+ to D- grading scale. The analyses only included Hispanic/Latino and African American students because the number of students in other ethnic groups was too small for meaningful analysis.

None of the demographic variables were statistically or practically significant. At first this may seem surprising given differences observed in the above tables. However, it is important to remember that the regression analyses only included students who passed the course with a D- or higher. Data was not available for students who did not enroll in the UC approved Algebra courses. Thus, these analyses only attempt to explain the distribution of scores among those students who passed the course. While the above tables clearly show differences in the rates of LEP and non-LEP students passing Algebra, regression analyses do not address this.

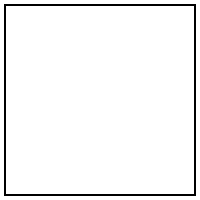
It is also important to note that a large percentage of the many Morningside High 9th grade students categorized as not enrolled in the UC approved Algebra I course are taking Algebra courses that will lead to successful completion of the UC requirements. Some schools offer a slower-paced option for Algebra I that divides the course over two years (Algebra IA and Algebra IB). These courses are not included here because the UC benchmark reporting requirements include students completing Algebra I by the end of 9th grade. Thus, the 35% of Morningside High 9th grade students enrolled in Algebra IA are taking necessary courses, but not at the pace associated with competitive eligibility.

10th Grade Geometry

Geometry follows Algebra in the traditional sequence of college preparatory classes and fulfills one of the three math requirements in the A-G eligibility system. As Figure 15 shows, close to 42% of 10th grade students at Inglewood High completed geometry. A much smaller percentage of students at Morningside (18%) completed a geometry course. Students are required to complete Algebra before taking a high school geometry course. The large percentage of students taking Algebra IA and Algebra IB over a two-year period at Morningside account for

much of the difference. Many of the "not enrolled" students at Inglewood High were also enrolled in Algebra I.

Figure 15. Distribution of grades in 10th grade geometry at each school



Because only three years of high school math courses are required for admittance to the university, students not completing geometry in the 10th grade may still be eligible by the time they graduate from high school. However, analyses of statewide data by UCOP indicate that geometry completion by 10th grade is more indicative of future eligibility.

At Inglewood High, Hispanic students enrolled in 10th grade geometry received higher grades than Black students. This difference does not exist at Morningside, with Black students receiving a B- or higher slightly more than Hispanic students. Table 22 and Table 23 display the ethnic breakdowns of grades at each school.

Table 22. Inglewood 10th grade geometry grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	12	25	20
C- to C+	13	10	12
D- to D+	9	15	12
F	8	9	9
# of 10th graders	246	281	537

Table 23. Morningside 10th grade geometry grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	3	4	4
C- to C+	7	10	9
D- to D+	8	9	8
F	5	3	4

# of 10th graders	150	205	371

Tables 24 and 25 show the distribution of grades for English Proficient and Non-English Proficient students at each of the schools. Differences in geometry grades between LEP and non-LEP students were also more pronounced at Inglewood High. Non-LEP students enrolled at Inglewood High are twice as likely to earn a B- or better in the course; the differences are similar for the C-to C+ and D- to D+ ranges. A little over 2% of LEP students and over 3% of non-LEP students at Morningside received a B- or higher in geometry. With a B- or higher being an indicator of competitive eligibility, few students in either group are on track for admission to the university.

Table 24. Inglewood 10th grade geometry grades by English Proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	28	17
C- to C+	14	12
D- to D+	15	7
F	8	8
# of 10th graders	73	464

Table 25. Morningside 10th grade geometry grades by English Proficiency

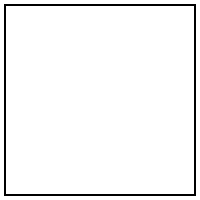
Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	3	4
C- to C+	11	8
D- to D+	8	8
F	5	4
# of 10th graders	63	308

Multiple regression analyses found school and LEP status to be statistically significant predictors of performance among students completing geometry in the 10th grade. The regression model only accounts for 7% of the variance in grades, indicating that other factors explain most of the variance.

11th grade Algebra II/Trigonometry completion

Algebra II or Trigonometry traditionally follow geometry in the college prepatory math curriculum. This sequence of courses is important not just for preparation for higher levels of math, but also for higher levels of science courses such as chemistry and physics. Figure 16 shows the distribution of grades received by 11th grade students in UC approved Algebra II and Trigonometry courses.

Figure 16. Enrollment of 11th grade students in Algebra II/Trigonometry.



As the graph indicates, between 70 and 80 percent of 11th grade students in IUSD were not enrolled in a math class found to be predictive of eligibility to the university. Instead, 57% of 11th grade students at Inglewood High and 24% at Morningside High were enrolled in geometry. While these students may be able to become eligible for admission by the time they graduate, they will not be competitively eligible to the UC.

Table 26. Inglewood 11th grade Algebra II/Trigonometry grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	9	11	11
C- to C+	8	5	6
D- to D+	3	2	3
F	5	1	3
# of 11th graders	206	264	470

Table 27. Morningside 11th grade Algebra II/Trigonometry grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	9	8	8
C- to C+	10	9	9
D- to D+	4	3	3
F	8	5	6
# of 11th graders	112	166	278

At both schools, non-LEP students were more likely to successfully complete a UC approved Algebra II/Trigonometry course by the end of 11th grade. Table 28 and Table 29 display the percent of students in each grade range for both LEP and non-LEP students.

Table 28. Inglewood 11th grade Algebra II/Trigonometry grades by English Proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	14	10
C- to C+	3	6
D- to D+	3	3
F	0	3
# of 11th graders	58	424

Table 29. Morningside 11th grade Algebra II/Trigonometry grades by English Proficiency

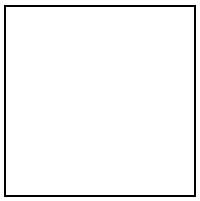
Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	5	8
C- to C+	3	10
D- to D+	0	4
F	0	8
# of 11th graders	37	246

11th grade chemistry completion

Chemistry, which is usually taken in the 11th grade, is an important laboratory science benchmark. Because of the math and science pre-requisites typically necessary for enrollment in

a UC approved chemistry course, successful completion of the course indicates success in the sequence of courses leading to chemistry. Forty-four percent of the 11th grade students at Inglewood high and 16.8% of 11th grade students at Morningside high passed a UC approved chemistry class in 2000-2001. Figure 17 provides a graphical depiction of student grades in chemistry.

Figure 17. Distribution of grades in 11th grade chemistry by school



At both schools, the percentage of students earning a B- or higher was greater among Hispanic students. Table 30 and Table 31 show the percentage of students from each ethnic group in each grade range.

Table 30. Inglewood 11th grade chemistry grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	20	34	28
C- to C+	20	14	16
D- to D+	8	3	5
F	1	0	1
# of 11th graders	206	264	470

Table 31. Morningside 11th grade chemistry grades by ethnicity

Grade in Course	% of Total Black	% of Total Hispanic	% of All Students
B- or higher	7	15	11
C- to C+	3	2	2
D- to D+	9	5	7
F	2	2	2

# of 11th graders	112	166	278

At both schools, non-LEP students were more likely to successfully complete the course and to receive a higher grade in the course. Table 32 and Table 33 display the percent of students in each grade range for both LEP and non-LEP students.

Table 32. Inglewood 11th grade chemistry grades by English Proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	39	26
C- to C+	17	16
D- to D+	7	5
F	0	1
# of 11th graders	58	424

Table 33. Morningside 11th grade chemistry grades by English Proficiency

Grade in Course	% of Total LEP	% of Total Non-LEP
B- or higher	10	11
C- to C+	0	3
D- to D+	5	7
F	0	3
# of 11th graders	37	246

Regression analyses found ethnicity and school to be statistically significant predictors of grades among those students who passed a UC approved chemistry course. These two variables predicted 11% of the variance in chemistry grades.

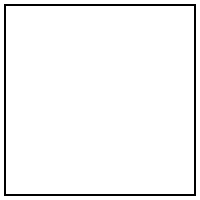
Additional tables detailing course grades by ethnicity and gender at each high school are presented in Appendix B.

Graduation Rates and Eligibility of Graduates

Graduation from high school is an important requirement for eligibility to the University of California. However, not all high school graduates are eligible for admission to the UC. At Inglewood High the rate of 12th graders graduating dropped from 1997-1998 to 1998-1999 but has been level since then. At Morningside the graduation rate increased between 1997-1998 and

1998-1999 and then decreased from 1998-1999 to 1999-2000 but has since leveled off. The result of these changes is that graduation rates of seniors have become more similar at the two schools; rates at both schools are now around 80%.

Figure 18. Graduation rates of seniors since 1997-1998



Acceptance to the University of California

Data on students applying to and admitted to the UC from Inglewood Unified School District have recently been made available. Table 34 shows the number of students from each school in IUSD that applied, were admitted, and were denied admittance to the University of California. Overall, 82% of the students who applied to the university were accepted to at least one UC campus.

Table 34. Number of IUSD students accepted to UC

	Inglewood	Morningside	IUSD
Applicants	34	16	50
Admitted	28	13	41
Denied	6	3	9

Not all of the IUSD students who applied to the UC applied to UCLA. Nine students at Inglewood high were accepted to UCLA while five from Morningside were accepted. Thus, overall, fourteen IUSD students were accepted to UCLA for the fall quarter in 2002. This number represents an increase from last year.

Table 35. Number of IUSD students accepted to UCLA

	Inglewood	Morningside	IUSD
Admitted	9	5	14
Denied	6	3	9

Of the 50 IUSD applicants, 30 are in the Gateways database with information on participation in UCLA Outreach. Because of difficulties with the recorded number of hours spent in Outreach activities, further analysis of these students was not possible.

Conclusion

The data for this report was obtained from several different sources, including the CDE website, UCLA's EAOP office, and the Inglewood Unified School District. These data sources, while fruitful, provided incompatible and sometimes incongruent information, limiting the analysis that could be conducted. Thus, the report should be regarded as a launching point for further investigation rather than a definitive assessment of UCLA outreach in Inglewood.

It is clear that the Inglewood Unified School District consists primarily of students from populations traditionally underrepresented in institutions in higher education. UCLA's outreach programs provided a wide array of services to these students in the hopes of increasing student eligibility to the University of California. Performance on important benchmarks of future eligibility such as key course enrollments indicate the need for continued progress within the IUSD. The current indicators show that a large percent of students at Inglewood and Morningside High Schools are not meeting the minimum requirements for competitive eligibility to UC. Students have SAT-I scores that are much lower than the average score for students admitted to UCLA. The percent of students taking and passing AP exams indicates that the students in this district are performing below the average for the state. Finally, a considerable number of students are already behind by the 9th grade in the key course enrollments that could make them competitively eligible to the UC.

APPENDIX A

Comparative SAT Performance

2000-2001	IUSD	State
Grade 12 enrollment	715	357,789
% took SAT	30.2	36.6
Avg. verbal score	379	492
Avg. math score	378	516
Avg. total score	757	1,008
# scoring >= 1000	16	68,366
Rate scoring >= 1000	2.2	19.1

1999 SAT – Inglewood High School

	Hispanic/Latino	African American	Total
Grade 12 enrollment	233	182	423
% took SAT	26.2	35.7	33.1
Avg. verbal score	413	378	397
Avg. math score	420	376	396
Avg. total score	832	753	793
# scoring >= 1000	9	3	15
Rate scoring >= 1000	3.9	1.6	3.5

2000 SAT – Inglewood High School

	Hispanic/Latino	African American	Total
Grade 12 enrollment	188	203	396
% took SAT	43.6	31.0	39.9
Avg. verbal score	379	369	375
Avg. math score	378	370	374
Avg. total score	757	739	749
# scoring >= 1000	8	1	10
Rate scoring >= 1000	4.3	.5	2.5

1999 SAT – Morningside High School

	Hispanic/Latino	African American	Total
Grade 12 enrollment	153	77	237
% took SAT	24.8	32.5	30.8
Avg. verbal score	376	428	394
Avg. math score	380	374	371
Avg. total score	756	802	765
# scoring >= 1000	3	3	6
Rate scoring >= 1000	2.0	3.9	2.5

2000 SAT – Morningside High School

	Hispanic/Latino	African American	Total
Grade 12 enrollment	130	86	218
% took SAT	19.2	33.7	26.6
Avg. verbal score	390	391	390
Avg. math score	410	372	388
Avg. total score	800	762	777
# scoring >= 1000	5	1	6
Rate scoring >= 1000	3.8	1.2	2.8

1999 SAT – Gender Comparisons

	Inglewood		Morningside	
	Female	Male	Female	Male
Grade 12 enrollment	217	206	139	98
% took SAT	36.4	29.6	37.4	21.4
Avg. verbal score	392	404	376	439
Avg. math score	385	409	367	381
Avg. total score	777	793	743	820
# scoring >= 1000	7	8	3	3
Rate scoring >= 1000	3.2	3.9	2.2	3.1

2000 SAT – Gender Comparisons

	Inglewood		Morningside	
	Female	**Male**	**Female**	**Male**
Grade 12 enrollment	202	194	129	89
% took SAT	45.5	34.0	25.6	28.1
Avg. verbal score	360	396	402	374
Avg. math score	364	388	383	393
Avg. total score	724	784	785	767
# scoring >= 1000	4	6	3	3
Rate scoring >= 1000	2.0	3.1	2.3	3.4

Inglewood SAT – Gender Comparisons

Inglewood	**1999-2000**		**2000-2001**	
	Female	**Male**	**Female**	**Male**
Grade 12 enrollment	217	206	202	194
% took SAT	36.4	29.6	45.5	34.0
Avg. verbal score	392	404	360	396
Avg. math score	385	409	364	388
Avg. total score	777	793	724	784
# scoring >= 1000	7	8	4	6
Rate scoring >= 1000	3.2	3.9	2.0	3.1

Morningside SAT – Gender Comparisons

Morningside	**1999-2000**		**2000-2001**	
	Female	**Male**	**Female**	**Male**
Grade 12 enrollment	139	98	129	89
% took SAT	37.4	21.4	25.6	28.1
Avg. verbal score	376	439	402	374
Avg. math score	367	381	383	393
Avg. total score	743	820	785	767
# scoring >= 1000	3	3	3	3
Rate scoring >= 1000	2.2	3.1	2.3	3.4

Appendix B

Course Grades by Ethnicity and Gender

Inglewood High Algebra I grades by ethnicity and gender

Grade in Course	% of Black Females	% of Black Males	% of Hispanic Females	% of Hispanic Males
B- or higher	20.3	24.4	30.0	22.2
C- to C+	14.7	15.0	18.0	14.1
D- to D+	14.6	6.3	16.7	15.7

Morningside High Algebra I grades by ethnicity and gender

Grade in Course	% of Black Females	% of Black Males	% of Hispanic Females	% of Hispanic Males
B- or higher	5.4	7.6	4.4	3.9
C- to C+	4.4	6.7	5.2	2.6
D- to D+	5.4	3.8	1.4	5.2

Inglewood 9th English grades by ethnicity and gender

Grade in Course	% of Black Females	% of Black Males	% of Hispanic Females	% of Hispanic Males
B- or higher	14.6	4.7	25.3	15.8
C- to C+	22.0	22.1	26.0	21.0
D- to D+	14.6	15.7	13.4	14.7

Morningside 9th English grades by ethnicity and gender

Grade in Course	% of Black Females	% of Black Males	% of Hispanic Females	% of Hispanic Males
B- or higher	20.7	11.4	24.3	22.1
C- to C+	15.2	14.3	0.0	0.0
D- to D+	13.0	13.3	12.5	11.0

Inglewood 10th grades geometry grades by ethnicity and gender

Grade in Course	% of Black Females	% of Black Males	% of Hispanic Females	% of Hispanic Males
B- or higher	14.2	9.3	30.7	15.3
C- to C+	7.5	17.8	7.2	11.7
D- to D+	10.8	7.9	19.0	10.4

Morningside 10th grade geometry grades by ethnicity and gender

Grade in Course	% of Black Females	% of Black Males	% of Hispanic Females	% of Hispanic Males
B- or higher	2.1	5.0	4.5	0.8
C- to C+	8.3	5.0	8.3	7.4
D- to D+	7.3	8.3	9.0	5.7

Inglewood 10th grade English grades by ethnicity and gender

Grade in Course	% of Black Females	% of Black Males	% of Hispanic Females	% of Hispanic Males
B- or higher	40.8	33.6	48.4	38.0
C- to C+	10.0	18.5	14.3	4.9
D- to D+	13.4	14.3	7.2	8.6

Morningside 10th grade English grades by ethnicity and gender

Grade in Course	% of Black Females	% of Black Males	% of Hispanic Females	% of Hispanic Males
B- or higher	11.5	10.0	12.8	7.4
C- to C+	25.0	13.3	17.3	10.6
D- to D+	4.1	15.0	6.7	13.1