

## Santa Ana Education Partnership

### Indicator 1: Student Achievement

SAT-9 ACHIEVEMENT TEST DATA Percent of Students Scoring at or Above 50 <sup>th</sup> Percentile Santa Ana Unified School District 1999-2002						
Year		Ethnicity	3 <sup>rd</sup> Grade	5 <sup>th</sup> Grade	8 <sup>th</sup> Grade	11 <sup>th</sup> Grade
2002	Reading	Asian	52	54	54	32
		Filipino	n/a	29	n/a	n/a
		Hispanic	22	21	24	14
		African American	49	43	47	25
		White	72	70	61	30
		Total	24	24	27	15
	Math	Asian	82	81	69	66
		Filipino	n/a	43	n/a	n/a
		Hispanic	47	42	32	32
		African American	69	53	43	33
		White	78	79	61	49
		Total	49	44	35	34
2001	Reading	Asian	46	50	56	34
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	18	18	22	14
		African American	59	51	61	27
		White	71	70	75	58
		Total	20	21	27	18
	Math	Asian	77	76	71	67
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	41	37	26	30
		African American	60	46	47	32
		White	79	73	71	62
		Total	43	40	31	34
2000	Reading	Asian	40	42	47	30
		Filipino	30	n/a	n/a	n/a
		Hispanic	16	19	23	13
		African American	40	46	48	35
		White	61	66	53	44
		Total	18	22	26	15
	Math	Asian	77	77	63	65
		Filipino	50	n/a	n/a	n/a
		Hispanic	39	35	22	29
		African American	51	43	29	37
		White	77	72	54	53
		Total	41	38	26	32
1999	Reading	Asian	45	40	43	26
		Filipino	n/a	n/a	n/a	0
		Hispanic	13	15	18	13
		African American	49	48	33	23
		White	59	68	59	51
		Total	16	18	21	15
	Math	Asian	71	71	61	70
		Filipino	n/a	n/a	n/a	0
		Hispanic	30	28	19	31
		African American	53	47	43	31
		White	59	71	64	56
		Total	32	32	23	35

Third grade students in the Santa Ana Education Unified School District showed steady improvement in both reading and math scores from 1999 to 2002. The percentage of students scoring at or above the 50<sup>th</sup> percentile in reading increased from 16% in 1999 to 24% in 2002. The percentage of students scoring at this level in math rose from 32% in 1999 to 49% in 2002. An examination of subgroup scores also showed steady improvements in reading for Hispanic and White students and in math for Hispanic,

White and Asian students. The greatest gains in both reading and math were posted by White students, indicating that while Hispanic students are improving steadily, the gap in achievement persists.

In 1999, 13% of Hispanic third grade students scored at the 50<sup>th</sup> percentile. By 2002, 22% of the students had reached this benchmark. Among White students, 59% scored at the midline in 1999 and 72% achieved this mark in 2002. The scores of African American and Asian students varied somewhat by year, making it difficult to report any kind of trend in the data.

In math, the scores of White, Hispanic and Asian students showed steady improvement. Fifty-nine percent of White students scored at the 50<sup>th</sup> percentile in math in 1999. This percentage rose to 78% in 2002, a total increase of 19 percentage points. The percentage of Hispanic students scoring at the midline rose from 30% in 1999 to 47% in 2002, an increase of 17 percentage points. Among Asian students, 71% scored at the 50<sup>th</sup> percentile in 1999, rising to 82% by 2002.

Among fifth grade students, reading scores did improve across the four-year period, but the scores did vary by year. The math scores, however, did show steady improvement with each successive year. Asian students showed steady improvement in reading, while Hispanic and White students posted consistent improvements.

In comparing reading scores in 1999 to 2002, the percentage of students scoring at or above the 50<sup>th</sup> percentile rose from 18-24%. Asian student scores improved consistently with 40% of students scoring at the midline in 1999, rising to 54% in 2002. The scores of Hispanic students improved overall with 15% scoring at the 50<sup>th</sup> percentile in 1999 and 21% reaching this benchmark in 2002. Sixty-six to seventy percent of White students scored at the 50<sup>th</sup> percentile in each of the four years. The scores of African American students were inconsistent across the four years with a low of 43% of students scoring at the 50<sup>th</sup> percentile in 2002 and a high of 51% of students in 2001.

Among eighth grade students, reading scores rose consistently across the four-year period. Twenty-one percent of eighth grade students scored at the 50<sup>th</sup> percentile in 1999, rising to 27% in 2001 and 2002. In math, the increase was even more pronounced. Twenty-three percent of students scored at the midline in 1999, rising to 35% in 2002. No subgroup improved consistently by year, however, when comparing 1999 to 2002, all subgroups did show improvement. The greatest gain was posted by African American students, with 33% of these students scoring at or above the 50<sup>th</sup> percentile in 1999 and 47% attaining this level in 2002. The highest percentage of African American students scoring at the 50<sup>th</sup> percentile occurred in 2001, with 61% achieving at this level. The scores of Asian students rose from 43% at the midline 1999 and 54% at this level in 2002. Hispanic student scores improved by six percentage points with 18% scoring at the 50<sup>th</sup> percentile in 1999 and 24% scoring at this level in 2002.

In math, the percentage of students scoring at or above the 50<sup>th</sup> percentile rose from 23% in 1999 to 35% in 2002. Hispanic students made steady gains across the years, rising

from 19% in 1999 to 32% at the end of the four-year period. The percentage of White, Asian and African American students varied too widely by year to make any statement regarding a trend in the data.

Among 11<sup>th</sup> grade high school students in the Santa Ana Unified School District, achievement scores did not vary substantially across the four-year period in either reading or math. Overall, the percentage of students scoring at or above the 50<sup>th</sup> percentile in reading remained constant at 15%, the only variation being in 2000 when 18% of the student population reached this benchmark. In math, the percentage of students achieving at the midline varied between 32% and 34% of the population tested.

*Indicator 2: Preparedness for College*

<b>Number of 12th Grade Graduates                      Completing all Courses Required for UC/CSU Entrance                      Santa Ana Unified School District                      1998-2001</b>												
Year	Asian		Filipino		Hispanic		African American		White		Total	
	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses
2001	150	69 46%	9	2 22.2%	2,032	269 13.2%	26	5 19.2%	101	35 34.7%	2,330	382 16.4%
2000	160	92 57.5%	1	0 0%	1,879	292 15.5%	35	8 22.9%	60	21 35%	2,145	417 19.4%
1999	171	113 66.1%	3	1 33.3%	1,767	295 16.7%	34	10 29.4%	76	28 36.8%	2,062	454 22%
1998	154	102 66.2%	7	1 14.3%	1,627	290 17.8%	34	5 14.7%	62	24 38.7%	1,895	423 22.3%

From 1998 to 2001, the percentage of graduates having completed the courses required for entrance into the UC or CSU system declined steadily from 22.3% to 16.4%. However, the total number of graduates by year rose by 435 students. There were 405 more Hispanic students in 2001 than there were in 1998. This may help to explain why there was a small but consistent decline in the percentage of Hispanic graduates across the years, with 17.8% having completed the courses in 1998 and 13.2% in 2001. Of concern was the percentage of Asian graduates completing the requirements, which dropped steadily from 66.2% in 1998 to 46% in 2001 with no large change in the number of students graduating. Among White students, the percentage of graduates who completed the courses dropped from 38.7% in 1998 to 34.7% in 2002 even though the number of students graduating rose from 62 to 101.

*Indicator 3: Attending UC/CSU/Community Colleges*

<b>College-Going Counts For Century High School 1998 – 2001</b>							
Year		Asian	Filipino	Hispanic	African American	White	Total
2001	HS Graduates	41	0	399	4	16	464
	UC	8	0	7	0	1	17
	CSU	6	0	21	3	2	34
	CA Comm Colleges	15	1	150	1	6	183
2000	HS Graduates	55	0	365	2	13	435
	UC	4	0	13	0	2	20
	CSU	14	0	13	0	0	27
	CA Comm Colleges	23	2	280	1	12	325
1999	HS Graduates	62	0	379	5	23	469
	UC	11	1	14	0	0	26
	CSU	15	0	20	0	2	39
	CA Comm Colleges	23	1	238	1	13	291
1998	HS Graduates	42	1	366	5	18	434
	UC	12	0	10	0	0	26
	CSU	7	1	23	0	4	36
	CA Comm Colleges	21	0	304	4	5	343

<b>College-Going Counts For Saddleback High School 1998 – 2001</b>							
Year		Asian	Filipino	Hispanic	African American	White	Total
2001	HS Graduates	48	6	463	5	21	543
	UC	13	1	6	0	0	22
	CSU	11	1	13	1	1	28
	CA Comm Colleges	11	1	13	1	1	28
2000	HS Graduates	46	0	406	6	20	478
	UC	10	0	9	0	1	20
	CSU	9	0	30	0	0	42
	CA Comm Colleges	28	0	257	5	6	303
1999	HS Graduates	62	2	434	8	28	535
	UC	25	0	7	0	0	33
	CSU	8	0	14	0	2	24
	CA Comm Colleges	29	3	308	9	10	367
1998	HS Graduates	56	4	400	11	23	495
	UC	11	0	10	0	0	21
	CSU	11	1	14	0	2	28
	CA Comm Colleges	30	3	355	6	10	416

College-Going Counts For Santa Ana High School 1998 – 2001							
Year		Asian	Filipino	Hispanic	African American	White	Total
2001	HS Graduates	7	0	528	2	16	553
	UC	1	0	22	0	0	23
	CSU	0	0	15	0	2	21
	CA Comm Colleges	3	0	227	0	5	245
2000	HS Graduates	14	0	485	4	10	513
	UC	2	0	10	0	1	14
	CSU	2	0	10	0	0	14
	CA Comm Colleges	9	1	389	6	10	433
1999	HS Graduates	8	0	430	2	12	452
	UC	0	0	10	0	1	11
	CSU	2	0	26	1	0	30
	CA Comm Colleges	2	3	228	4	5	247
1998	HS Graduates	9	0	371	3	8	391
	UC	0	0	6	0	0	6
	CSU	0	0	15	0	1	16
	CA Comm Colleges	9	1	321	0	4	346

College-Going Counts For Valley High School 1998 – 2001							
Year		Asian	Filipino	Hispanic	African American	White	Total
2001	HS Graduates	49	1	416	8	7	482
	UC	12	0	9	0	0	21
	CSU	6	0	10	1	0	17
	CA Comm Colleges	22	1	195	2	0	225
2000	HS Graduates	48	1	416	18	7	490
	UC	11	0	7	0	1	19
	CSU	2	0	10	2	0	14
	CA Comm Colleges	38	0	332	11	4	392
1999	HS Graduates	42	1	392	18	7	460
	UC	10	0	5	0	0	15
	CSU	6	1	15	0	0	24
	CA Comm Colleges	20	0	275	4	1	304
1998	HS Graduates	47	0	376	14	12	449
	UC	14	0	6	0	0	21
	CSU	6	0	6	0	0	12
	CA Comm Colleges	21	0	292	13	2	341

The percentage of graduates enrolling in higher education from the Santa Ana Unified School District varied considerably by year. For example, while the percentage of graduates from Century High School going on to a UC or CSU school stayed within a range of 11-14%, the percentage enrolling in a community college ranged from a high of 79% in 1998 to a low of 39% in 2001. The same was true of the other three high schools examined, Saddleback, Santa Ana and Valley High School. Across subgroups, the percentage of students enrolling in a UC or CSU remained low but relatively stable while great variability was apparent by year for those entering a community college. While the percentage of students enrolling in a California college or university was particularly low

across schools in the year 2001, the wide range in the percentage of college-bound graduates across the four-year period makes it difficult to decipher whether this is an isolated phenomenon or a true drop in the trend.