

SWEETWATER UNION HIGH SCHOOL DISTRICT

SUPERINTENDENT'S OFFICE

Date: October 26, 1981

M E M O R A N D U M

To: Members of the Board of Trustees 10-28-81

From: William B. Padelford
District Superintendent

Re: SAT SCORES FOR SCHOOL YEAR 1980-81

I'm sending you a copy of a report I requested from Dr. Calvert regarding scholastic aptitude test scores earned by students in the Sweetwater district in the year 1980-81.

Dr. Rosander from the County Department of Education is compiling this information for the purpose of making a county comparison with averages earned throughout the state and throughout the nation. You will see that we compare favorably with state and national results. I thought that perhaps this information would be helpful to you, especially to those of you who are candidates for reelection and might use this information in your campaign presentations.

I plan to bring this to the board formally as a report at the November 5 board meeting.

WBP:cih
Attachment

SWEETWATER UNION HIGH SCHOOL DISTRICT
DIVISION OF INSTRUCTIONAL SUPPORT

RECEIVED

OCT 23 1981

SUPTS OFFICE

Date: October 22, 1981

MEMORANDUM

To: Mr. Skiles
Dr. Lopez

Re: Analysis of SAT Scores for School Year 1980-81 - Update of:
Ref.: (a) My Report of October 9, 1981 on Same Subject

Reference (a) contained a reporting of average district, state, and national SAT scores. Based on information released by Dr. Rosander and as reported in the Los Angeles Times (10/22/81) and the San Diego Union (10/22/81), San Diego County SAT averages are now available. Therefore, further analysis of SAT scores for school year 1980-81 indicates the following:

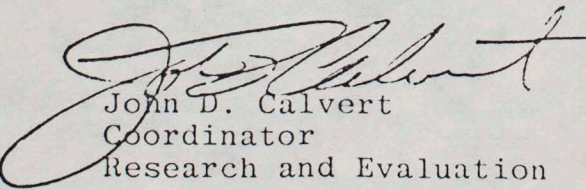
	<u>Mean Verbal</u>	<u>Mean Quantitative (Math)</u>
[Our District	<u>426.0</u>	<u>467.5</u>]
National	424.0	466.0
California	426.0	475.0
[County*	438.4	478.0]

*Data based on 6,569 Seniors

Summary of Findings:

The Sweetwater mean verbal score exceeded the national mean score, was equal to the California mean score, and was exceeded by the County mean score.

The Sweetwater mean quantitative (math) score exceeded the national mean score, but was exceeded by both the California and County mean scores.


John D. Calvert
Coordinator
Research and Evaluation

JDC:dg

cc: Dr. Padelford
Dr. Doyle
Mr. Nolen

SUMMARY OF FINDINGS

931 students took the SAT between October 11, 1980 and June 6, 1981. Our mean verbal score exceeded the national norm (424) and was equal to the California norm (426). The mean quantitative (math) score of our students (467.5) although exceeding the national norm (466), was exceeded by the California norm (475).

ANALYSIS OF SAT SCORES FOR SCHOOL YEAR 1980-81

The analysis of SAT scores for school year 1980-81 which is presented in Table format below is based on individual student verbal and quantitative scores for the SAT administrations of:

October 11, 1980
 November 1, 1980
 December 6, 1980
 January 24, 1981
 April 4, 1981
 May 2, 1981
 June 6, 1981

Accuracy of the following analysis is dependent on the completeness of the documentation provided by our high schools. All schools, with the exception of Del Rey and Palomar, are included in this study.

Average (Mean) SAT Scores for School Year 1980-81

District

No. of Students Reported	Mean Verbal Score	Mean Quantitative
931	426.0	467.5

National

No. of Students Reported	Mean Verbal Score	Mean Quantitative
	424.0	466.0

California :

No. of Students Reported	Mean Verbal Score	Mean Quantitative
	426.0	475.0

SWEETWATER UNION HIGH SCHOOL DISTRICT
DIVISION OF INSTRUCTIONAL SUPPORT

Date: October 23, 1981

MEMORANDUM

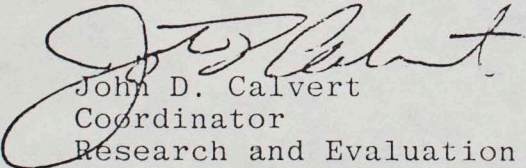
To: Dr. Padelford

Re: Analysis of SAT Scores for School Year 1980-81 by Site

Ref.: My Memo on SAT Scores (Update of) 10/22/81

The following information pertains to mean verbal and quantitative SAT scores by individual site. District schools have not been identified by name, because original data was only identified as being from school a, etc.

<u>School</u>	<u>N</u>	<u>Mean Verbal</u>	<u>Mean Quantitative</u>
a	58	394.5	454.3
b	128	386.2	442.7
c	73	417.4	453.4
d	94	354.3	389.6
e	97	433.0	477.0
f	66	477.1	496.5
g	218	458.0	498.3
h	180	446.3	483.3
i	17	405.9	461.2
District	931	426.0	467.5


John D. Calvert
Coordinator
Research and Evaluation

JDC:dg

cc: Mr. Skiles
Dr. Lopez
Dr. Doyle
Mr. Nolen

SWEETWATER UNION HIGH SCHOOL DISTRICT
DIVISION OF INSTRUCTIONAL SUPPORT

RECEIVED

OCT 7 1981

Professional Operations

Date: October 7, 1981

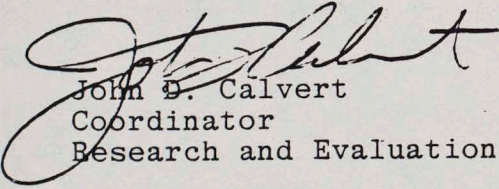
MEMORANDUM

To: Dr. Lopez

Re: Your Request (10/6/81) for Additional Information -
Non-Graduating Seniors, June 1981

Enc.: (a) Final Report on Non-Graduating Seniors (Class of
'81), Compiled from Information Supplied by High
School Principals on or About Sept. 25, 1981

As you recall, prior to the closing of school in June, 1981, principals were asked to identify the number of potential non-graduating seniors. Approximately 443 seniors were reported as potential June non-graduates. This figure (443) could not be verified until now, due to the closing of schools for the summer months. Recently, however, principals indicated that of these 443 students, 318 actually did not graduate in June. This figure (318) represents 125 students fewer than the 443 estimate provided by principals in June. Based on the latest data, only 140 senior students would not have graduated as of 7/24/81 rather than the 265 students as previously reported.


John D. Calvert
Coordinator
Research and Evaluation

JDC:dg

ITEM NO. 709
PAGE 2 OF 10

SWEETWATER UNION HIGH SCHOOL DISTRICT

Report on Non-Graduating Seniors

(Class of '81)

June 1981

Report Compiled From

Information Supplied by High School Principals

on or about September 25, 1981

by

The Office of Research and Evaluation

ITEM NO. 709
PAGE 3 OF 10

Findings:

Table 1 indicates that:

- 1.0 318 senior students actually did not graduate in June 1981.
- 2.0 64 of these 318 students (20.1%) were reported as being employed at least part-time.
- 3.0 Hispanics comprised 204 of these 318 students (64.2%).
- 4.0 The average number of years in attendance in the Sweetwater Union High School District for non-graduating non-English speaking students was 2.3 years; for non-graduating limited English speaking students was 3.0 years; and for non-graduating fluent English speakers, 3.3 years.
- 5.0 Fluent English speakers constituted the largest single non-graduating sub-group (244 students or 76.7% of the non-graduating population).
- 6.0 Of the fluent English speaking population, Hispanics have had the fewest average years of attendance in the Sweetwater Union High School District.

Not shown in Table 1 is that only 16 of the reported 318 non-graduating seniors were enrolled in the Sweetwater Union High School District for less than one year.

Conclusions:

- 1.0 Employment does not seem to be a significant contributor to non-graduation.
- 2.0 Non-English and Limited English speaking students seem to be the most mobile of the non-graduating class of '81.

TABLE 1

Summary of Additional Data Collected on Non-Graduating Seniors

June 1981

Ethnic Group	Number Non-English	Number Limited English	Number Fluent English	Number of Non-English Employed Part-Time	Number of Limited English Employed Part-Time	Number of Fluent English Employed Part-Time	Average Number of Years in Attendance in the SUHSD		
							Non-English	Limited English	Fluent English
American Indian/Alaskan Native	0	0	4	0	0	2	0	0	3.5
Asian/Pacific Islander	8	1	2	0	0	0	1.1	1.0	4.0
Filipino	1	1	8	0	1	4	2.0	3.0	3.0
Black (not of Hispanic Origin)	0	0	7	0	0	2	0	0	2.4
White (not of Hispanic Origin)	0	0	82	0	0	20	0	0	3.4
Hispanic	20	43	141	3	5	27	2.9	3.0	2.3
DISTRICT TOTAL	29	45	244	3	6	55	2.3	3.0	3.3
		318			64				

ITEM NO. 709
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APPENDIX A

ITEM NO. 709
PAGE 6 OF 10

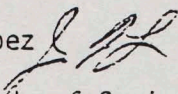
Sweetwater Union High School District

ADMINISTRATION CENTER
1130 FIFTH AVENUE
CHULA VISTA, CALIFORNIA 92011
714 425-1700

JULIAN T. LOPEZ Ph.D.
ASSISTANT SUPERINTENDENT
INSTRUCTIONAL OPERATIONS

September 18, 1981

M E M O R A N D U M

To: High School Principals
From: Julian T. Lopez 
Subject: Follow-Up Study of Seniors (Class of '81) Not
Graduating as of June, 1981

At its September 10, 1981 general meeting, the Board of Trustees requested that additional information be gathered on last year's senior students who did not graduate during the past June.

It is asked that the enclosed be returned to my office no later than 4:30 p.m., Friday, September 25, 1981. Data will then be tabulated and a formal report of findings will be presented to our Board at the October 8, 1981 general meeting.

JTL:JDC:dg

cc: Dr. Padelford
Mr. Skiles
Dr. Doyle
Dr. Calvert

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PAGE 7 OF 10

DIRECTIONS

- 1.0 Validate the accuracy of the enclosed list of Senior students who were previously identified as not graduating, June 1981 with available documentation maintained at your site.
- 2.0 Line-out (redline) those names of students which should not be identified as non-graduates, June 1981, and add the names of students who should be identified.
- 3.0 Correct any misinformation for the identified students - birthdate, ethnicity, and English Language Proficiency.
- 4.0 Check (✓) in the appropriate space the number of years in attendance in our district comencing with grade 9.
- 5.0 If the student had a record of part-time employment, place a Y in the appropriate space. If no record or evidence of part-time employment, place an N in the appropriate space.

RETURN ONE COPY TO DR. LOPEZ'S OFFICE
By 4:30 p.m., September 25, 1981

REPORTING FORM

INFORMATION REQUESTED ON NON-GRADUATING SENIORS, JUNE 1981

Name of School

Name of Person Completing This Form *Position or Title* *Date*

CERTIFICATION

I hereby certify that to the best of my knowledge and belief the information contained in this reporting form is correct and complete.

Signature of Principal *Date*

School: _____

Below are students identified as not graduating as of June 1981 from your school. Please redline those names which are incorrectly identified and add any names of non-graduating seniors that do not appear.

Name of Student (As Registered)			Birthdate	Ethnicity*	English Language** Proficiency Status	Check (✓) the Number of Years in Attendance in the SUHSD Since 9th Grade						
						Less Than One Year	One Year	Two Years	Three Years	Four Years	Employed Part-Time	
Last	First	MI										

- *Ethnicity:
1. American Indian/Alaskan Native
 2. Asian or Pacific Islander
 3. Filipino
 4. Black (not of Hispanic Origin)
 5. White (not of Hispanic Origin)
 6. Hispanic

- **English Language Proficiency Status
1. Non-English Speaking
 2. Limited English Speaking
 3. Fluent English Speaking

Issue

Progress report on plans to improve student achievement in basic skills as reflected in standardized test results.

Analysis

As a result of general dissatisfaction with the level of student achievement in basic skills as reflected in recent standardized test scores discussions were held with principals and members of the central office staff during the spring of 1981 to review the situation and devise strategies for improvement. The resources of the County Department of Education were utilized through Dr. John Hunt, assistant superintendent who provided valuable counsel and assistance.

The first meetings were devoted to an in depth review of recent test results and trends, led by Dr. Calvert. This was followed by discussions on how to approach the problem of declining test scores. It was agreed that the greatest chance for success in improving student achievement as reflected in test scores would be through a clear recognition at all levels that there is a problem, and a resulting commitment at all levels to address the problem. It was further agreed that to be effective, any plans for improving the achievement level of students must be individual school site plans developed by school site personnel, with a district plan to support the site plans.

The superintendent committed to improving student achievement in basic skills by including this as one of his goals for 1981-82. The board of trustees also indicated their support of this effort when it was discussed with them last spring, and again this fall in accepting the superintendent's goals.

During the summer a review of program descriptions, goals, and objectives for all required courses was initiated to determine where and to what extent the areas tested in the California Test of Basic Skills (CTBS) and the California Assessment Program (CAP) are covered in the curriculum. This effort led to the first of what we anticipate to be a series of revisions in course content and offerings to strengthen the program of instruction in basic skills.

Also during the summer there were two workshops for principals directed toward the goal of improving student achievement. The first was a one day workshop conducted by two representatives of the State Department of Education dealing with all aspects of the CAP.

The second was a two day workshop conducted by Mr. James Cox, a consultant with the Los Angeles County Department of Education, dealing with educational planning. The purpose of the workshops was to assist principals in making preparations for work with their faculties in preparing plans for the improvement of student achievement.

One additional meeting was held with principals September 28, 1981. This was primarily a sharing session and a progress report. Another progress report is scheduled for mid-November.

Site plans are being developed in two phases. Phase I plans are immediate and short term. They are designed to provide the best possible testing environment and to prepare students mentally, physically, and emotionally for taking standardized tests so the results will accurately reflect the students' capabilities. Schools have implemented or are implementing this phase of the plan in preparation for CTBS testing which takes place in October and November. The same preparations for testing will be conducted prior to the CAP in December.

Phase II plans are long range and will be developed at each site. Principals have been or soon will be working with teachers, counselors, and other instructional personnel at the site to prepare plans for improving the level of student achievement as reflected in standardized test scores.

It is recognized that this must be a cooperative effort conducted in a positive, non threatening atmosphere. It is also recognized that the problems are complex and that there are no simple solutions. However, the goal of improving the level of student achievement is a realistic one which can be reached if aggressively pursued by all concerned.

Recommendation

Progress report on plans to improve student achievement in basic skills as reflected in standardized test scores.



CCR

Committee on Chicano Rights, Inc

FOR IMMEDIATE PRESS RELEASE

SWEETWATER ADMINISTRATORS CHARGED WITH MANIPULATING TESTING SCORE DATA TO
INFLUENCE ELECTION RESULTS

CHULA VISTA CA... Oct 30, 1981, in a prepared statement issued today, Herman Baca, Chairman of the Committee On Chicano Rights, accused the Sweetwater Union High School District Administration of "intentionally manipulating district achievement test score data in an attempt to mislead voters and affect the November 3, 1981 Sweetwater election.

According to Baca, "The Sweetwater Administration provided information to incumbent Board of Trustee candidates which would mislead the general public into believing that achievement levels are higher than is actually the case.

Using data from test scores of College bound students (SAT), the administration used information which favorably compares the Sweetwater District to State mean. This was done despite the District Superintendents' knowledge that the results of the California Assessment Program (CAP), a much more comprehensive and accurate picture of the Sweetwater District's position, shows a sickening decline in educational achievement.

"It is obvious that the efforts, by the Sweetwater Administration was intentionally done as to favor certain candidates for re-election", Baca stated. Baca also pointed out that "the decision to release the (CAP) results which will be officially released next month to the State Board of Education was made only after the CCR received copies of memorandums issued

to Incumbent Candidates in which the district officials were attempting to paint a "rosy" picture of the District Achievement scores. The facts are that the (CAP) results are a damning indictment of the Sweetwater Administration and the Board of Trustee.

The Committee which has been monitoring the Sweetwater Union High School District since 1977 is enraged by the results indicated by the report. It is obvious by the facts in the un-published and un-distributed CAP report that our worse fears have been confirmed....The quality of education has not only been deteriorating for Chicano students, but, since 1976 it has been rapidly declining for all of the schools in the district!"

"For example, the report indicates that 93% of the State's 12th graders achieved higher scores in reading 90% were higher in writing, 67% held higher scores in spelling and 93% received higher scores in basic mathematics than the students at Sweetwater Union High School. What the report is saying is that Sweetwater High students are in the lowest 10% of the entire State." charged Baca. Copies of the report (CAP) circulated by the Committee, additionally pointed out that low scores were not restricted only to minority impacted schools. Baca called attention to that fact. "These low scores are also evident at Hilltop High School, which is mostly white. Their cores are 21% lower in reading, 13% lower in writing, and an alarming 31% lower in spelling than they were in 1976". Baca further pointed out that this pattern of failure is evident in the achievement scores of each and every school in the District!

In concluding Baca stated that "the manipulation of test scores for political purposes has once again shown that the Sweetwater Union High School District is not performing its prime function which is to educate students".

For further information call the Committee On Chicano Rights....474-8195

Grade 12
California Assessment Program

DESCRIPTION OF TESTS

SURVEY OF BASIC SKILLS

The Survey of Basic Skills was administered in December 1980 to 2957 twelfth grade students. This number represented an increase of 29 students over the previous year's (December 1979) testing.

As was true for the past year's assessment, the entire test consisted of 553 items distributed among 18 different test forms. The matrix sampling procedure was again employed wherein each of our twelfth grade students took only one of the 18 forms. Each of these 18 forms contained a total of 31 multiple-choice items drawn from the areas of reading, written expression, spelling, and mathematics.

Scores have been reported by the California State Department of Education in two ways: (1) as an aggregated district-level report; and (2) in districts such as ours with more than one high school, as individual school-level reports. To be noted is that these reports do not provide information to staff as to the strengths and weaknesses of individual pupils. Rather, such information is only provided about groups of students. Reports for each school and for the district have been designed not only to show the overall level of achievement for these groups of students but also to point out specific areas which may need attention.

The Survey of Basic Skills concerns itself with those skills, concepts and principals set forth in the state-adopted curriculum frameworks in reading, language arts, and mathematics.

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

DISTRICT

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent
Ralph Skiles, Asst. Superintendent, Instructional Support
Julian Lopez, Asst. Superintendent, Instructional Operations
Tris Hubbard, Director, Special Services & District Psychologist
James Doyle, Director, Curriculum
John Calvert, Coordinator, Research and Evaluation

SURVEY SCORES -
STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct</u>	<u>State Percentile Ranking</u>
Reading	1975-76	63.4	44
	1976-77	61.0	31
	1977-78	61.2	33
	1978-79	62.5	44
	1979-80	60.4	28
	1980-81	60.3	24
Written Expression	1975-76	61.1	41
	1976-77	59.4	32
	1977-78	60.5	40
	1978-79	61.7	47
	1979-80	60.4	36
	1980-81	60.0	28
Spelling	1975-76	68.7	66
	1976-77	68.1	56
	1977-78	68.7	62
	1978-79	68.4	57
	1979-80	68.2	50
	1980-81	67.7	40
Mathematics	1975-76	64.2	34
	1976-77	62.5	28
	1977-78	63.6	34
	1978-79	64.6	39
	1979-80	63.6	32
	1980-81	63.4	24

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44	68.8	87
	1976-77	61.0	31	67.0	79
	1977-78	61.2	33	67.2	80
	1978-79	62.5	44	67.2	82
	1979-80	60.4	28	64.4	61
	1980-81	60.3	24	65.4	68
Written Expression	1975-76	61.1	41	66.4	85
	1976-77	59.4	32	65.7	81
	1977-78	60.5	40	69.7	95
	1978-79	61.7	47	68.4	90
	1979-80	60.4	36	65.4	75
	1980-81	60.0	28	65.6	72
Spelling	1975-76	68.7	66	71.5	88
	1976-77	68.1	56	71.7	89
	1977-78	68.7	62	71.1	83
	1978-79	68.4	57	69.0	62
	1979-80	68.2	50	68.7	54
	1980-81	67.7	40	69.3	57
Math	1975-76	64.2	34	68.9	69
	1976-77	62.5	28	67.6	63
	1977-78	63.6	34	70.4	84
	1978-79	64.6	39	69.4	75
	1979-80	63.6	32	68.5	65
	1980-81	63.4	24	69.6	66

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
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	1980-81	60.3	24	54.7	7
Written Expression	1975-76	61.1	41	58.6	25
	1976-77	59.4	32	56.1	17
	1977-78	60.5	40	55.6	14
	1978-79	61.7	47	57.5	19
	1979-80	60.4	36	56.1	15
	1980-81	60.0	28	55.0	10
Spelling	1975-76	68.7	66	66.7	38
	1976-77	68.1	56	64.3	20
	1977-78	68.7	62	65.6	24
	1978-79	68.4	57	68.1	49
	1979-80	68.2	50	66.8	34
	1980-81	67.7	40	67.1	33
Math	1975-76	64.2	34	60.3	18
	1976-77	62.5	28	57.1	11
	1977-78	63.6	34	58.5	12
	1978-79	64.6	39	58.3	12
	1979-80	63.6	32	58.3	12
	1980-81	63.4	24	57.5	7

SWEETWATER UNION HIGH SCHOOL DISTRICT

DIVISION OF INSTRUCTIONAL SUPPORT

Date: October 23, 1981

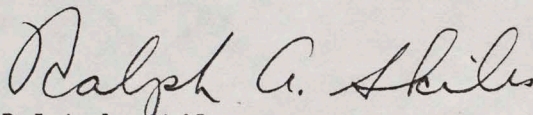
M E M O R A N D U M

To: Superintendent and Members of the Board of Trustees

Re: California Assessment Program (CAP) Results

Enclosed is a summary of the test results of the California Assessment Program, December, 1980.

Title V (Section 1026) requires that results may not be presented at a public meeting or released to the public until after presentation to the State Board of Education. Presentation to the State Board is scheduled November 13, 1981. A formal report will be made to the local board at the first regular meeting following the November 13 date.



Ralph A. Skiles
Assistant Superintendent
Instructional Support

RAS:sf
Enclosure

cc: Dr. Lopez
Dr. Doyle

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

SWEETWATER UNION HIGH SCHOOL DISTRICT

DIVISION OF INSTRUCTIONAL SUPPORT

Office of Research and Evaluation

November 1981

Grade 12
California Assessment Program

DESCRIPTION OF TESTS

SURVEY OF BASIC SKILLS

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As was true for the past year's assessment, the entire test consisted of 553 items distributed among 18 different test forms. The matrix sampling procedure was again employed wherein each of our twelfth grade students took only one of the 18 forms. Each of these 18 forms contained a total of 31 multiple-choice items drawn from the areas of reading, written expression, spelling, and mathematics.

Scores have been reported by the California State Department of Education in two ways: (1) as an aggregated district-level report; and (2) in districts such as ours with more than one high school, as individual school-level reports. To be noted is that these reports do not provide information to staff as to the strengths and weaknesses of individual pupils. Rather, such information is only provided about groups of students. Reports for each school and for the district have been designed not only to show the overall level of achievement for these groups of students but also to point out specific areas which may need attention.

The Survey of Basic Skills concerns itself with those skills, concepts and principals set forth in the state-adopted curriculum frameworks in reading, language arts, and mathematics.

William Padelford, District Superintendent

Ralph Skiles, Asst. Superintendent, Instructional Support

Julian Lopez, Asst. Superintendent, Instructional Operations

Tris Hubbard, Director, Special Services & District Psychologist

James Doyle, Director, Curriculum

John Calvert, Coordinator, Research and Evaluation

Grade 12
California Assessment Program

SUMMARY OF TEST RESULTS

INTERPRETATION

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

DISTRICT

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent

Ralph Skiles, Asst. Superintendent, Instructional Support

Julian Lopez, Asst. Superintendent, Instructional Operations

Tris Hubbard, Director, Special Services & District Psychologist

James Doyle, Director, Curriculum

John Calvert, Coordinator, Research and Evaluation

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS: DISTRICT

The report on the Survey of Basic Skills shows that our 12th grade students are lower in reading (24th percentile), written expression (28th percentile), spelling (40th percentile), and mathematics (24th percentile) when compared with our December 1979 results. However, comparative data shows that percentile scores in the areas of reading, written expression, and spelling, all fell within the comparison bands designed to show the range of scores of districts similar to ours. In mathematics, we fell below this range for the first time since December 1976.

The Parent Education Index and Percent AFDC are the two background factors used to compute comparison score bands. Our Parent Education ranking at the 35th percentile is below the state median. Our ranking for AFDC is at the 78th percentile, which is well above the state median, indicating that we have a greater concentration of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) Program than does the average district.

When comparing our distribution of student scores with that of the state, 55% of our students fell at the 2nd quartile or below in reading, 55% fell within this range in written expression, 53% fell within this range in spelling, and 60% fell within this range in mathematics. In a normal distribution it would be expected that 50% of a given population would fall below the 2nd quartile. When comparing the 1979-80 distribution of student scores with this year's, it is apparent that we are continuing to move away from the attainment of normal distributions in these areas assessed through CAP.

As revealed through the Survey of Basic Skills, our relative strength areas are:

- 1.0 Vocabulary
- 2.0 Study-Locational
- 3.0 Sentence Manipulation
- 4.0 Number Concepts
- 5.0 Algebra
- 6.0 Geometry
- 7.0 Probability and Statistics
- 8.0 Arithmetic

POSITION OF DISTRICT'S ACTUAL SCORE

AND COMPARISON SCORE BAND

ON THE STATE PERCENTILE RANK SCALE

Content Area

State Percentile Ranking

Reading

Reading

Written Expression

Spelling

Math

1975-1976 1976-1977 1977-1978 1978-1979 1979-1980 1980-1981

Within Below Within Exceeded Below Within

Within Within Within Within Within Within

Exceeded Within Within Within Within Within

Within Below Within Within Within Below

Mathematics

SURVEY SCORES -

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct</u>	<u>State Percentile Ranking</u>
Reading	1975-76	63.4	44
	1976-77	61.0	31
	1977-78	61.2	33
	1978-79	62.5	44
	1979-80	60.4	28
	1980-81	60.3	24
Written Expression	1975-76	61.1	41
	1976-77	59.4	32
	1977-78	60.5	40
	1978-79	61.7	47
	1979-80	60.4	36
	1980-81	60.0	28
Spelling	1975-76	68.7	66
	1976-77	68.1	56
	1977-78	68.7	62
	1978-79	68.4	57
	1979-80	68.2	50
	1980-81	67.7	40
Mathematics	1975-76	64.2	34
	1976-77	62.5	28
	1977-78	63.6	34
	1978-79	64.6	39
	1979-80	63.6	32
	1980-81	63.4	24

Grade 12
California Assessment Program

District

BACKGROUND FACTOR SUMMARY

<u>Background Factor</u>	<u>Year</u>	<u>District Value</u>	<u>State Percentile Ranking</u>
Grade 6 Achievement Index	1975-76	53.4	40
	1976-77	61.9	36
	1977-78	62.6	40
	1978-79	----	--
	1979-80	----	--
	1980-81	----	--
Parent Education Index	1978-79	2.75	43
	1979-80	2.77	43
	1980-81	2.70	35
Parent AFDC	1975-76	11.1	72
	1976-77	12.2	79
	1977-78	12.6	76
	1978-79	11.0	76
	1979-80	10.3	76
	1980-81	12.0	78



County: SAN DIEGO
 District: SWEETWATER UNION
 School:
 CDS: 37-68411

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 60.3 PERCENT OF THE READING QUESTIONS.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	
	1979-80	60.4	
	1980-81	60.3	
Written Expression	1978-79	61.7	
	1979-80	60.4	
	1980-81	60.0	
Spelling	1978-79	68.4	
	1979-80	68.2	
	1980-81	67.7	
Mathematics	1978-79	64.6	
	1979-80	63.6	
	1980-81	63.4	

Comparison Score Bands

Content Area	Year	Comparison Score Band (Expressed as Percent Correct)	
		District	School
Reading	1978-79	60.8 - 62.4	
	1979-80	60.6 - 62.4	
	1980-81	60.3 - 61.7	
Written Expression	1978-79	59.6 - 61.8	
	1979-80	59.6 - 61.6	
	1980-81	59.5 - 61.3	
Spelling	1978-79	66.6 - 68.4	
	1979-80	66.8 - 68.8	
	1980-81	66.5 - 68.5	
Mathematics	1978-79	63.3 - 65.3	
	1979-80	63.4 - 65.8	
	1980-81	63.7 - 65.9	

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF DISTRICTS LIKE YOURS, RANGES FROM 60.3 TO 61.7 PERCENT CORRECT.

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q₁, Q₂, Q₃) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

FOR EXAMPLE, 21% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q ₁	Between Q ₁ and Q ₂	Between Q ₂ and Q ₃	Above Q ₃
Reading	1978-79	26 %	25 %	25 %	24 %
	1979-80	29 %	26 %	24 %	21 %
	1980-81	30 %	25 %	24 %	21 %
Written Expression	1978-79	27 %	25 %	23 %	25 %
	1979-80	29 %	25 %	23 %	23 %
	1980-81	30 %	25 %	24 %	21 %
Spelling	1978-79	25 %	25 %	25 %	25 %
	1979-80	25 %	25 %	27 %	23 %
	1980-81	27 %	26 %	24 %	23 %
Mathematics	1978-79	28 %	26 %	24 %	22 %
	1979-80	30 %	26 %	24 %	20 %
	1980-81	32 %	28 %	22 %	18 %

Background Factor Summary

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79	2.75	
	1979-80	2.77	
	1980-81	2.70	
Percent AFDC	1978-79	11.0	
	1979-80	10.3	
	1980-81	12.0	

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR DISTRICT'S AFDC COUNT FOR 1980-81 WAS 12.0 PERCENT.

Number of Students Tested

2957 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR DISTRICT.

NOTES:

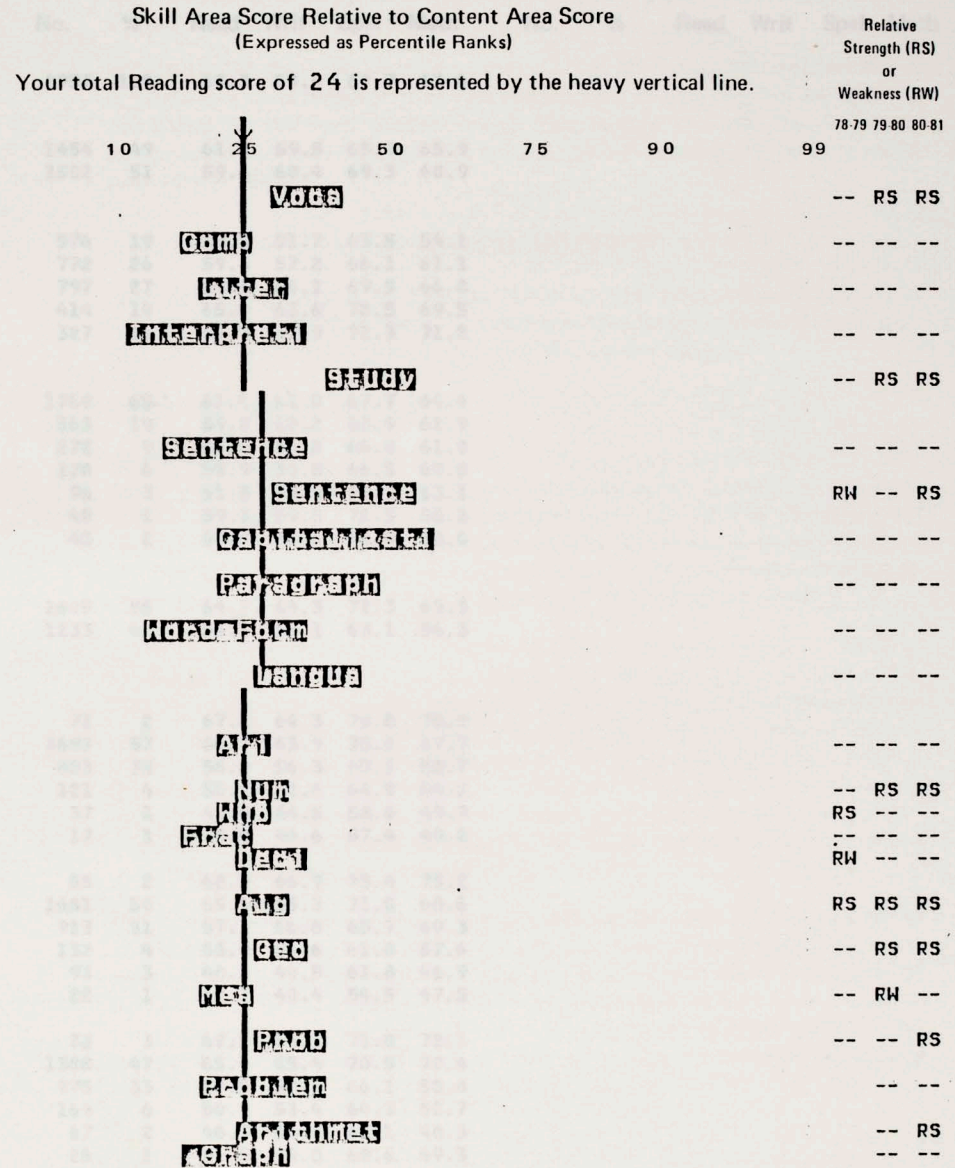
- (1) The California Administrative Code, Title 5, prohibits the public release of test results until the state-wide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the Survey of Basic Skills should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.



Survey Scores by Skill Area

Notes:
 See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area	Skill Area	Median DIST. in State	Percent Correct		DIST. Measurement Error	Percentile Ranks Skill Area Score ± Measurement Error
			District	School		
Reading	Vocabulary	59.7	57.7	0.9	29-41	
	Comprehension	63.7	60.3	0.6	17-26	
	Literal	69.0	65.5	0.9	19-31	
	Interpretive/Critical	58.9	55.3	1.8	11-32	
	Study-Locational	67.1	66.7	1.2	40-55	
	Written Expression	Sentence Recognition	69.5	65.9	1.5	16-33
		Sentence Manipulation	43.1	42.1	1.6	31-55
		Capitalization & Punctuation	56.2	54.8	2.0	21-57
		Paragraphs	59.8	57.5	1.8	22-46
		Word Forms	72.5	68.0	2.3	13-33
Language Choices		66.0	63.7	1.3	27-44	
Mathematics	Arithmetic	73.8	70.2	0.5	21-27	
	Number Concepts	74.6	71.2	0.6	25-31	
	Whole Numbers	81.6	78.4	0.6	22-28	
	Fractions	65.2	60.1	0.7	18-24	
	Decimals	75.6	72.9	0.6	24-33	
	Algebra	62.2	58.2	0.6	25-30	
	Geometry	60.9	57.8	0.7	28-34	
	Measurement	59.2	54.9	0.6	19-25	
	Probability & Statistics	58.7	54.7	0.9	27-35	
	Problem Solving	60.8	57.6	1.4	20-38	
Arithmetic	67.7	65.3	1.6	26-46		
Graphs	55.3	51.2	1.2	18-31		



Survey Scores

This data block shows the Percent Correct scores of your students on the *Survey of Basic Skills: Grade 12*.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79 1979-80 1980-81		
Written Expression	1978-79 1979-80 1980-81		
Spelling	1978-79 1979-80 1980-81		
Mathematics	1978-79 1979-80 1980-81		

Following is a discussion of three ways the *Survey* scores might be analyzed to give them meaning: Interpreting Mastery Level, Interpreting Scores Normatively, and Interpreting Trends in Scores.

INTERPRETING MASTERY LEVEL

There are two steps in determining the mastery level indicated by the Percent Correct score: comparing the content of the test to the content of instruction and considering the difficulty level of the test items. In the first step, it is important to review the content covered by the test and the content of the instruction received by the students, to identify the degree of consistency between the two. To the extent that the test covers the areas in which students have received instruction, the Percent Correct score provides an indication of the degree to which students have mastered the content of instruction. Since the test is based upon the state frameworks, it is reasonable to assume that there is a high degree of consistency between the content of the *Survey* and the content of instruction in most California schools. Discrepancies between the two are typically a matter of emphasis. Information about the content covered by the test can be located in Table 3 of this report and in the publication series *Test Content Specifications for the Survey of Basic Skills*.

The second step involves considering the complexity of the skills being tested. In general, such decisions can be made by reviewing the kinds of items included in the test. Students will answer correctly a higher percentage of items which cover lower level skills than items which cover more complex skills. For example, in reading, items in literal comprehension tend to be easier for students than items in interpretive comprehension. See Table 3 of this Report for examples of test items.

In considering the levels of mastery indicated by the Percent Correct scores, it is important to remember that Percent Correct scores can *not* be directly compared for different content areas. This is true because the *Survey* is designed to test skills taught in the schools and, as a result, the content areas may vary in difficulty.

INTERPRETING SCORES NORMATIVELY

Another way of interpreting Percent Correct scores is to compare them with the performance of other schools. State Percentile Ranks provide one comparison; stanines provide a comparison within broader ranges.

State Percentile Ranks

Your school or district's state percentile rank is not shown on the report. Many educators feel that such comparative information deters use and communication of testing results. However, percentiles provide one way of comparing local achievement scores with statewide norms. Those who wish to determine percentile ranks for their Percent Correct scores and background factors may do so easily by using Table 1 on pages 10-11 (Table 2 for districts).

To use the tables, merely look down the appropriate column (such as Reading or Written Expression) until you locate the range of scores that includes yours. The corresponding state percentile rank then can be found either on the left or right side of the table. For each of the four content areas, the Percent Correct scores of all twelfth-grade schools are rank-ordered from high to low. A percentile rank of 70 in reading, for example, indicates that 70 percent of the schools in the state had lower Percent Correct scores in reading than did your school. Such a 70th percentile rank also means that 30 percent of the schools in the state had higher Percent Correct scores.

The percentiles given in Table 1 are appropriate for 1980-81 scores only. To obtain a previous year's percentile ranks for purposes of comparison, you must refer to the *Interpretive Supplement* for that year. Further aspects and uses of percentile ranks are explained in the following section. Three issues related to using percentile ranks often arise in discussions of student achievement testing. A brief treatment of each of these three may be useful in explaining local testing results.

School Percentile Ranks and Student Percentile Ranks

Questions sometimes arise when a school's percentile score as reported by the California Assessment Program differs from its score on a publisher's standardized test, even though both tested the same students. A typical question might be stated this way:

"At our school, we gave a commercially prepared, nationally normed test. Looking in the publisher's norm charts, we found that the score of our average (usually median) student was at the 41st percentile. But our school California Assessment Program score was at the 19th percentile. Why do we get different results for CAP and for our own testing program?"

Several factors might account for the apparent discrepancy, such as variations in content assessed by the two tests. However, such variations are not likely to result in major differences in percentiles. In most cases, the differences result from the fact that the CAP percentile ranks are based on the distribution of *school* scores, and the published tests' percentile ranks are based upon a distribution of *student* scores. Individual students should be compared with other students and schools should be compared with schools. When considering the test results for groups, such as schools and districts, it is appropriate to use group percentile ranks. The American Psychological Association's *Standards for Educational and Psychological Tests** clearly states that "It is inappropriate to evaluate schools by using norms developed for the evaluation of individuals."

The difference between the two percentile ranks can be explained by a brief look at statistics. School scores (means) tend to be closer to the overall mean than do the scores of individual students. This is because school scores themselves are aggregates and aggregates of scores are less varied than individual student scores. Figure 1 illustrates a distribution of student scores and school mean scores. Student scores are spread across a wider range of possible scores because there is a greater variability among actual scores. But school scores are more clustered near the mean. Thus, the same Percent Correct score will convert to a different percentile rank depending on whether it is compared with student or school norms. Figure 1 shows, for example, that a Percent Correct of 58.4 is equivalent to a percentile rank of 41 based upon student norms and a percentile rank of 19 based on a distribution of school mean scores. Thus, we can see that the two different percentile ranks, 41 and 19, represent the same level of student achievement reported on different scales.

* Frederick B. Davis, Chair of a joint committee of the American Psychological Association, American Educational Research Association, and the National Council on Measurement in Education, *Standards for Educational and Psychological Tests*. Washington, D.C.: American Psychological Association, 1974.

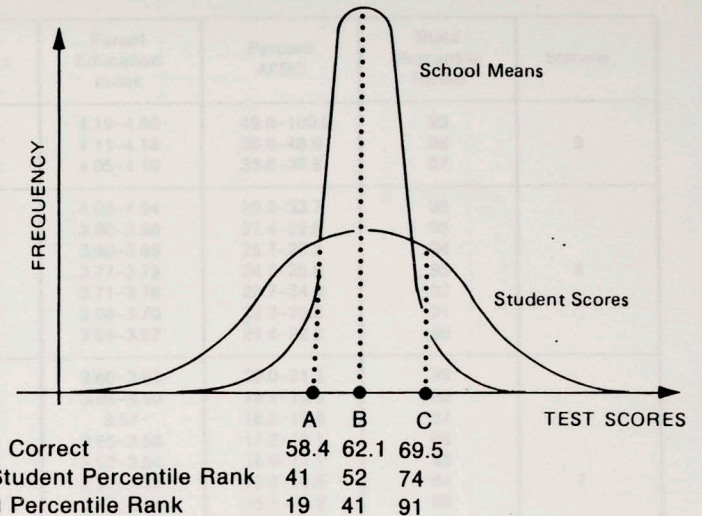


Figure 1. Comparison of pupil and school percentile ranks

Annually Computed Percentile Ranks

This question sometimes is asked by California testing directors: "Why does the California Assessment Program calculate and publish new percentile rank norms each year rather than using fixed norms?"

Current year norms enable you to answer the question:

"How did the achievement of students in our school compare with the achievement of students in other schools in California this year?"

Achievement in the current year is being evaluated, not the achievement this year compared to the achievement of all schools in California two or three years ago. While norms do not change dramatically from year to year, the norms developed for the current year of testing are the correct ones to use.

The current-year norms used by the state are sometimes contrasted with the norms that publishers may use for as long as ten years. Commercial test publishers are not able to revise their norms each year because of the cost of doing so and the near impossibility of obtaining a representative sample each year.

Table 1 — School Norms (N = 780) Grade 12, December 1980

Stanine	State Percentile Ranks	Reading	Written Expression	Spelling	Mathematics	Parent Education Index	Percent AFDC	State Percentile Ranks	Stanine
9	99	73.0-80.6	74.4-78.3	77.5-86.5	79.7-90.0	4.19-4.50	49.0-100.0	99	9
	98	72.4-72.9	72.6-74.3	76.0-77.4	78.5-79.6	4.11-4.18	36.9-48.9	98	
	97	71.6-72.3	71.8-72.5	75.1-75.9	77.7-78.4	4.05-4.10	33.8-36.8	97	
8	96	71.2-71.5	71.2-71.7	74.6-75.0	76.5-77.6	4.00-4.04	29.9-33.7	96	8
	95	70.4-71.1	70.9-71.1	74.3-74.5	76.0-76.4	3.90-3.99	27.4-29.8	95	
	94	70.1-70.3	70.4-70.8	74.1-74.2	75.5-75.9	3.80-3.89	25.7-27.3	94	
	93	69.9-70.0	70.0-70.3	73.9-74.0	74.8-75.4	3.77-3.79	24.7-25.6	93	
	92	69.7-69.8	69.6-69.9	73.6-73.8	74.6-74.7	3.71-3.76	23.7-24.6	92	
	91	69.4-69.6	69.2-69.5	73.2-73.5	74.3-74.5	3.68-3.70	22.3-23.6	91	
	90	69.0-69.3	68.7-69.1	73.1	74.1-74.2	3.64-3.67	21.4-22.2	90	
7	89	68.8-68.9	68.5-68.6	72.9-73.0	73.9-74.0	3.60-3.63	20.0-21.3	89	7
	88	68.5-68.7	68.3-68.4	72.5-72.8	73.6-73.8	3.58-3.59	19.1-19.9	88	
	87	68.3-68.4	68.0-68.2	72.4	73.3-73.5	3.57	18.2-19.0	87	
	86	68.0-68.2	67.8-67.9	72.1-72.3	73.1-73.2	3.55-3.56	17.2-18.1	86	
	85	67.8-67.9	67.7	72.0	72.9-73.0	3.52-3.54	16.9-17.1	85	
	84	67.6-67.7	67.4-67.6	71.9	72.8	3.50-3.51	16.0-16.8	84	
	83	67.4-67.5	67.2-67.3	71.8	72.5-72.7	3.48-3.49	15.2-15.9	83	
	82	67.2-67.3	67.0-67.1	71.6-71.7	72.3-72.4	3.46-3.47	14.8-15.1	82	
	81	67.0-67.1	66.8-66.9	71.5	72.1-72.2	3.44-3.45	14.4-14.7	81	
	80	—	66.6-66.7	71.3-71.4	71.8-72.0	3.43	14.0-14.3	80	
	79	66.9	66.4-66.5	71.2	71.5-71.7	3.41-3.42	13.7-13.9	79	
	78	66.7-66.8	66.3	71.1	71.3-71.4	3.39-3.40	13.1-13.6	78	
	6	77	66.6	66.2	71.0	71.1-71.2	3.37-3.38	12.9-13.0	
76		66.5	66.0-66.1	—	71.0	3.34-3.36	12.4-12.8	76	
75		66.3-66.4	65.9	70.9	70.9	3.31-3.33	12.1-12.3	75	
74		66.2	—	70.8	70.7-70.8	3.29-3.30	11.8-12.0	74	
73		66.0-66.1	65.7-65.8	70.7	70.6	3.28	11.6-11.7	73	
72		65.9	65.6	70.6	70.4-70.5	3.26-3.27	11.2-11.5	72	
71		65.8	65.5	70.5	70.3	3.25	11.0-11.1	71	
70		65.6-65.7	65.4	—	70.1-70.2	3.23-3.24	10.8-10.9	70	
69		65.5	65.2-65.3	70.4	70.0	3.21-3.22	10.5-10.7	69	
68		65.3-65.4	65.1	70.3	69.8-69.9	—	10.1-10.4	68	
67		65.2	64.9-65.0	70.2	69.7	3.19-3.20	9.8-10.0	67	
66		65.1	64.8	70.1	69.6	3.17-3.18	9.6-9.7	66	
65		65.0	64.7	70.0	69.5	3.16	9.4-9.5	65	
64		64.9	64.6	69.9	69.3-69.4	3.14-3.15	9.3	64	
63		64.8	64.4-64.5	69.8	69.2	3.13	9.0-9.2	63	
62	64.7	64.2-64.3	—	69.1	3.12	8.8-8.9	62		
61	64.5-64.6	64.1	69.7	68.9-69.0	3.11	8.5-8.7	61		
5	60	64.4	63.9-64.0	69.6	68.8	3.10	8.3-8.4	60	5
	59	64.3	63.8	69.5	68.7	3.09	8.2	59	
	58	64.2	63.7	69.4	68.6	3.07-3.08	7.9-8.1	58	
	57	64.1	63.5-63.6	69.3	68.4-68.5	3.06	7.7-7.8	57	
	56	64.0	63.4	69.2	68.2-68.3	3.04-3.05	—	56	
	55	63.9	63.2-63.3	69.1	68.0-68.1	3.03	7.5-7.6	55	
	54	63.8	63.1	69.0	67.9	3.02	7.2-7.4	54	
	53	63.7	63.0	—	67.7-67.8	3.00-3.01	7.1	53	
	52	63.5-63.6	62.9	68.9	67.6	2.98-2.99	6.9-7.0	52	
	51	63.4	62.7-62.8	68.8	67.4-67.5	2.97	6.8	51	
	50	63.3	62.6	68.6-68.7	67.3	2.95-2.96	6.7	50	

Percentile Ranks for Survey Scores and Background Factors

Stanine	State Percentile Ranks	Reading	Written Expression	Spelling	Mathematics	Parent Education Index	Percent AFDC	State Percentile Ranks	Stanine
5	49	—	62.4-62.5	—	67.1-67.2	2.94	6.6	49	5
	48	63.2	62.2-62.3	68.3	66.9-67.0	2.92-2.93	6.4-6.5	48	
	47	63.0-63.1	62.1	68.3-68.4	66.6-66.8	2.90-2.91	6.2-6.3	47	
	46	62.8-62.9	62.0	—	66.4-66.5	2.89	6.1	46	
	45	62.7	61.9	68.2	66.2-66.3	2.88	6.0	45	
	44	62.6	61.8	68.0-68.1	66.0-66.1	2.87	5.8-5.9	44	
	43	62.4-62.5	61.7	67.9	65.9	2.85-2.86	5.6-5.7	43	
	42	62.3	61.6	67.8	65.8	2.84	5.5	42	
	41	62.1-62.2	61.5	67.7	65.7	2.82-2.83	5.4	41	
4	40	61.9-62.0	61.4	67.6	65.6	2.81	5.3	40	4
	39	61.8	61.3	67.5	65.4-65.5	2.80	5.2	39	
	38	61.6-61.7	61.2	67.4	65.2-65.3	2.78-2.79	5.0-5.1	38	
	37	61.5	61.0-61.1	67.3	65.1	2.76-2.77	4.8-4.9	37	
	36	61.4	60.9	—	64.9-65.0	2.75	4.7	36	
	35	61.3	60.7-60.8	67.2	—	—	4.6	35	
	34	61.1-61.2	60.6	—	64.8	2.74	4.5	34	
	33	60.9-61.0	60.5	67.1	64.7	2.73	4.4	33	
	32	60.8	60.3-60.4	67.0	64.5-64.6	2.72	4.2-4.3	32	
	31	60.7	60.2	66.9	64.4	2.70-2.71	4.1	31	
	30	60.5-60.6	60.0-60.1	66.8	64.1-64.3	2.69	4.0	30	
	29	60.4	59.9	66.7	63.9-64.0	2.67-2.68	3.9	29	
	28	60.3	59.7-59.8	66.6	63.7-63.8	2.64-2.66	3.7-3.8	28	
	27	60.2	59.5-59.6	66.4-66.5	63.5-63.6	2.63	3.6	27	
	26	59.9-60.1	59.3-59.4	66.3	63.4	2.62	3.4-3.5	26	
	25	59.8	59.1-59.2	66.1-66.2	63.0-63.3	2.60-2.61	3.2-3.3	25	
24	59.6-59.7	58.6-59.0	66.0	62.7-62.9	2.58-2.59	3.1	24		
3	23	59.4-59.5	58.3-58.5	65.9	62.5-62.6	2.56-2.57	2.9-3.0	23	3
	22	59.2-59.3	58.2	65.8	62.4	2.54-2.55	2.8	22	
	21	59.0-59.1	58.0-58.1	65.6-65.7	62.2-62.3	2.52-2.53	2.7	21	
	20	58.7-58.9	57.8-57.9	65.4-65.5	61.8-62.1	2.50-2.51	2.6	20	
	19	58.2-58.6	57.6-57.7	65.3	61.6-61.7	2.49	2.4-2.5	19	
	18	58.0-58.1	57.3-57.5	65.1-65.2	61.5	2.48	2.3	18	
	17	57.8-57.9	57.0-57.2	65.0	61.3-61.4	2.45-2.47	2.2	17	
	16	57.7	56.9	64.8-64.9	61.0-61.2	2.42-2.44	2.0-2.1	16	
	15	57.4-57.6	56.6-56.8	64.6-64.7	60.8-60.9	2.40-2.41	1.9	15	
	14	57.0-57.3	56.3-56.5	64.2-64.5	60.5-60.7	2.38-2.39	1.7-1.8	14	
	13	56.7-56.9	55.9-56.2	64.0-64.1	60.1-60.4	2.35-2.37	1.6	13	
	12	56.3-56.6	55.7-55.8	63.8-63.9	59.9-60.0	2.31-2.34	1.5	12	
	2	11	56.2	55.2-55.6	63.5-63.7	59.3-59.8	2.27-2.30	1.4	
10		55.7-56.1	55.0-55.1	63.2-63.4	59.0-59.2	2.25-2.26	1.3	10	
9		55.4-55.6	54.4-54.9	62.5-63.1	58.7-58.9	2.23-2.24	1.1-1.2	9	
8		55.0-55.3	54.0-54.3	62.1-62.4	58.0-58.6	2.21-2.22	1.0	8	
7		54.0-54.9	53.4-53.9	61.7-62.0	57.5-57.9	2.17-2.20	0.8-0.9	7	
6		53.6-53.9	52.7-53.3	61.5-61.6	56.9-57.4	2.13-2.16	0.6-0.7	6	
5	52.7-53.5	51.9-52.6	60.8-61.4	56.1-56.8	2.09-2.12	0.4-0.5	5		
1	4	51.7-52.6	50.7-51.8	60.4-60.7	55.0-56.0	2.03-2.08	0.2-0.3	4	1
	3	50.5-51.6	49.5-50.6	59.5-60.3	53.4-54.9	1.94-2.02	0.1	3	
	2	49.0-50.4	47.8-49.4	58.5-59.4	49.9-53.3	1.76-1.93	—	2	
	1	44.6-48.9	40.5-47.7	48.4-58.4	44.7-49.8	1.30-1.75	0.0	1	

Table 2 — District Norms (N= 375) Grade 12, December 1980

Stanine	State Percentile Ranks	Reading	Written Expression	Spelling	Mathematics	Parent Education Index	Percent AFDC	State Percentile Ranks	Stanine		
9	99	72.7-76.1	73.1-75.0	76.1-79.4	79.1-80.1	4.13-4.33	28.3-47.3	99	9		
	98	71.7-72.6	72.5-73.0	75.6-76.0	77.7-79.0	4.10-4.12	25.6-28.2	98			
	97	70.7-71.6	71.2-72.4	75.0-75.5	76.9-77.6	3.97-4.09	24.3-25.5	97			
8	96	70.3-70.6	70.4-71.1	74.4-74.9	76.2-76.8	3.85-3.96	19.5-24.2	96	8		
	95	70.0-70.2	69.9-70.3	74.1-74.3	75.6-76.1	3.78-3.84	18.5-19.4	95			
	94	69.1-69.9	69.4-69.8	73.9-74.0	75.4-75.5	3.75-3.77	18.2-18.4	94			
	93	69.0	68.8-69.3	73.5-73.8	74.5-75.3	3.68-3.74	17.6-18.1	93			
	92	68.8-68.9	68.6-68.7	73.3-73.4	74.2-74.4	3.59-3.67	17.4-17.5	92			
	91	68.4-68.7	68.1-68.5	73.0-73.2	73.8-74.1	3.57-3.58	17.2-17.3	91			
	90	68.2-68.3	68.0	72.8-72.9	73.4-73.7	3.51-3.56	16.5-17.1	90			
	7	89	67.9-68.1	67.7-67.9	72.6-72.7	73.1-73.3	3.50	16.0-16.4		89	7
88		67.8	67.5-67.6	72.5	72.7-73.0	3.49	15.4-15.9	88			
87		67.5-67.7	67.2-67.4	72.3-72.4	72.6	3.46-3.48	14.9-15.3	87			
86		67.3-67.4	67.0-67.1	72.1-72.2	72.4-72.5	3.45	14.7-14.8	86			
85		67.2	66.9	71.8-72.0	72.1-72.3	3.43-3.44	14.3-14.6	85			
84		67.1	66.7-66.8	71.7	71.9-72.0	3.39-3.42	14.0-14.2	84			
83		67.0	66.5-66.6	71.6	71.5-71.8	3.36-3.38	13.6-13.9	83			
82		66.9	66.4	71.5	71.2-71.4	3.35	13.3-13.5	82			
81		66.7-66.8	—	71.4	71.0-71.1	3.30-3.34	12.9-13.2	81			
80		66.6	66.3	71.2-71.3	70.9	3.28-3.29	12.8	80			
79		66.5	66.1-66.2	71.0-71.1	70.7-70.8	3.27	12.1-12.7	79			
78		66.4	66.0	70.9	70.6	3.24-3.26	12.0	78			
6		77	66.3	65.9	70.7-70.8	70.5	3.23	11.5-11.9	77	6	
		76	66.2	65.8	70.5-70.6	70.4	3.21-3.22	11.1-11.4	76		
		75	66.0-66.1	65.7	70.3-70.4	70.2-70.3	3.19-3.20	10.9-11.0	75		
	74	65.8-65.9	65.6	70.2	70.0-70.1	3.18	10.8	74			
	73	65.7	65.4-65.5	—	69.8-69.9	3.15-3.17	9.9-10.7	73			
	72	65.6	65.2-65.3	70.1	69.7	3.14	9.6-9.8	72			
	71	65.4-65.5	65.1	70.0	69.5-69.6	3.13	9.5	71			
	70	65.3	65.0	—	69.4	3.12	9.3-9.4	70			
	69	65.2	64.8-64.9	69.9	69.3	3.11	9.2	69			
	68	65.0-65.1	64.6-64.7	69.8	69.2	3.10	9.1	68			
	67	64.9	64.4-64.5	—	69.1	3.08-3.09	8.8-9.0	67			
	66	64.8	64.2-64.3	69.7	69.0	3.07	8.6-8.7	66			
	65	64.6-64.7	63.9-64.1	—	68.8-68.9	3.05-3.06	8.4-8.5	65			
	64	64.5	63.8	69.6	68.7	3.04	8.1-8.3	64			
	63	64.4	63.7	69.5	68.5-68.6	—	—	63			
	62	64.3	63.5-63.6	69.3-69.4	68.3-68.4	3.03	7.9-8.0	62			
	61	64.2	63.4	69.2	68.2	3.02	7.8	61			
5	60	64.1	63.3	—	68.1	—	7.7	60	5		
	59	64.0	—	69.1	68.0	3.00-3.01	7.6	59			
	58	63.9	63.2	69.0	67.8-67.9	2.97-2.99	7.5	58			
	57	63.8	—	—	67.7	—	7.4	57			
	56	63.6-63.7	63.1	68.9	67.6	2.96	7.3	56			
	55	63.5	63.0	—	67.5	2.95	7.2	55			
	54	63.4	62.8-62.9	—	67.4	2.94	7.1	54			
	53	63.3	—	68.8	67.2-67.3	2.92-2.93	7.0	53			
	52	63.2	62.7	68.7	67.1	2.90-2.91	6.9	52			
	51	63.0-63.1	62.4-62.6	68.6	—	2.89	6.8	51			
	50	62.9	62.3	68.5	67.0	2.88	6.7	50			

Percentile Ranks for Survey Scores and Background Factors

Stanine	State Percentile Ranks	Reading	Written Expression	Spelling	Mathematics	Parent Education Index	Percent AFDC	State Percentile Ranks	Stanine
5	49	—	62.2	—	66.8-66.9	2.86-2.87	6.6	49	5
	48	62.8	62.1	68.4	66.6-66.7	2.84-2.85	6.4-6.5	48	
	47	62.7	62.0	—	66.4-66.5	2.83	6.3	47	
	46	62.6	61.9	68.3	66.3	2.82	6.2	46	
	45	62.5	—	68.2	66.1-66.2	2.81	6.1	45	
	44	62.4	61.8	68.1	66.0	2.80	—	44	
	43	62.3	—	68.0	65.8-65.9	2.78-2.79	6.0	43	
	42	62.2	61.7	67.9	65.7	2.77	5.9	42	
	41	62.0-62.1	61.5-61.6	67.8	65.5-65.6	2.76	5.7-5.8	41	
4	40	61.9	61.4	67.7	—	2.75	5.5-5.6	40	4
	39	61.8	—	67.5-67.6	65.3-65.4	2.74	5.3-5.4	39	
	38	61.7	61.3	67.4	65.1-65.2	2.73	5.2	38	
	37	61.6	61.2	67.3	—	2.72	5.1	37	
	36	61.5	61.0-61.1	—	65.0	2.71	5.0	36	
	35	61.4	60.9	67.2	64.9	2.70	4.8-4.9	35	
	34	61.3	60.8	67.1	64.7-64.8	2.69	4.7	34	
	33	—	60.7	67.0	64.6	2.68	4.6	33	
	32	61.2	60.6	66.8-66.9	64.5	2.66-2.67	—	32	
	31	61.1	60.3-60.5	—	64.4	2.64-2.65	4.4-4.5	31	
	30	61.0	60.2	66.7	64.2-64.3	2.63	4.2-4.3	30	
	29	60.9	60.1	—	64.0-64.1	—	4.1	29	
	28	60.7-60.8	60.0	66.5-66.6	63.8-63.9	2.62	4.0	28	
	27	—	59.9	66.4	63.7	2.60-2.61	3.9	27	
	26	60.5-60.6	59.8	—	—	2.59	3.8	26	
	25	60.4	59.6-59.7	66.1-66.3	63.5-63.6	2.58	3.7	25	
24	60.3	59.5	65.9-66.0	63.4	2.56-2.57	3.6	24		
3	23	60.2	59.3-59.4	—	63.1-63.3	2.54-2.55	3.5	23	3
	22	60.0-60.1	59.1-59.2	65.8	62.9-63.0	2.51-2.53	3.4	22	
	21	59.8-59.9	58.9-59.0	65.6-65.7	62.6-62.8	2.50	3.3	21	
	20	59.4-59.7	58.8	65.5	62.5	2.49	3.2	20	
	19	59.2-59.3	58.5-58.7	65.3-65.4	62.3-62.4	2.47-2.48	3.1	19	
	18	59.1	58.4	65.1-65.2	62.1-62.2	2.45-2.46	2.9-3.0	18	
	17	58.8-59.0	58.1-58.3	64.9-65.0	62.0	2.43-2.44	2.8	17	
	16	58.4-58.7	58.0	64.8	61.7-61.9	2.39-2.42	2.7	16	
	15	58.2-58.3	57.8-57.9	64.5-64.7	61.5-61.6	2.37-2.38	2.6	15	
	14	58.0-58.1	57.6-57.7	64.3-64.4	61.4	2.35-2.36	2.5	14	
	13	57.8-57.9	57.1-57.5	64.1-64.2	61.0-61.3	2.32-2.34	2.2-2.4	13	
	12	57.4-57.7	56.9-57.0	63.9-64.0	60.9	2.29-2.31	2.0-2.1	12	
2	11	57.0-57.3	56.6-56.8	63.7-63.8	60.6-60.8	2.26-2.28	1.9	11	2
	10	56.9	56.4-56.5	63.3-63.6	60.2-60.5	2.24-2.25	1.8	10	
	9	56.4-56.8	55.9-56.3	62.5-63.2	60.0-60.1	2.23	1.6-1.7	9	
	8	56.3	55.5-55.8	62.3-62.4	59.9	2.20-2.22	1.5	8	
	7	56.1-56.2	55.1-55.4	61.9-62.2	59.1-59.8	2.17-2.19	1.2-1.4	7	
	6	55.2-56.0	54.4-55.0	61.6-61.8	58.5-59.0	2.13-2.16	1.0-1.1	6	
	5	54.4-55.1	53.7-54.3	61.1-61.5	58.0-58.4	2.09-2.12	0.7-0.9	5	
1	4	53.9-54.3	53.0-53.6	60.7-61.0	57.0-57.9	2.02-2.08	0.5-0.6	4	1
	3	53.6-53.8	52.5-52.9	59.8-60.6	55.8-56.9	1.83-2.01	0.4	3	
	2	52.1-53.5	52.0-52.4	59.4-59.7	54.8-55.7	1.71-1.82	0.1-0.3	2	
	1	47.8-52.0	46.8-51.9	48.4-59.3	46.7-54.7	1.30-1.70	0.0	1	

Percentile ranks are designed for status comparisons. The question about whether the students in the twelfth grade this year are achieving at a higher or lower level than in previous years is a more complex issue and is addressed in the section entitled *Interpreting Trends in Scores*.

The Effect of "Small" Differences in Percent Correct Scores

Concern often is expressed about the effect of fairly small differences in Percent Correct scores on school percentile ranks. A frequently asked question is:

"Even though our Percent Correct score decreased very slightly from last year, our statewide rank decreased several percentile ranks. Doesn't this exaggerate the effect on our percentile rank of a few more incorrect test answers?"

Just by the statistical nature of group scores, a large number of school scores cluster near the 50th percentile. A small change in Percent Correct will move a school above or below several other schools with similar Percent Correct scores. Therefore, what appears to be a small change in Percent Correct may result in what appears to be a large change in percentile rank for schools in the middle of the distribution. But this is only part of the answer.

Even numerically small changes in Percent Correct scores do often represent true changes in group performance, because group scores are much more stable than are the scores for individual students. In measurement terms, every student's test score contains some error; some correct answers and some incorrect answers are the result of chance factors involved in the testing situation. When individual students' scores are combined into group scores, these measurement errors tend to cancel each other out. The larger the group tested, the smaller the measurement error and hence the more meaningful the change.

Another question often asked is:

"Even though our school is at the 10th percentile, we are not many Percent Correct points below schools at the 50th percentile. Doesn't this indicate that a school at the 10th percentile is not nearly as far below the others as the term '10th percentile' indicates?"

This is really a question of how important the difference is between the Percent Correct scores at various percentile ranks. Reviewing results for previous years in the state assessment program shows that a school scoring at the 10th percentile in grade three, for example, is at about the state average for grade two, or about a year behind. At the sixth grade, the difference between the 10th

and 50th percentiles is closer to two years, and the difference at the twelfth grade is at least as great as in grade six. A school scoring at the 10th percentile should consider that its achievement is substantially below the state average.

Stanines

Stanines provide another way of comparing your Percent Correct score with those of other schools in the state. Stanines are like percentile ranks except that the stanine scale is on a nine-point scale. Each school's Percent Correct score is placed into one of nine groups, from the lowest group (stanine 1) to the highest (stanine 9).

The relationship between stanines and percentile ranks is as follows: stanine 1 contains the lowest 4 percent of scores, that is, scores in percentiles 1 to 4; stanine 2 contains the next 7 percent of scores, that is, from percentiles 5 to 11; stanine 3 contains the next 12 percent of scores; stanine 4 contains the next 17 percent of scores; stanine 5 the next 20 percent; stanine 6 the next 17 percent; and so on, symmetrically through 9. From this relationship it is clear that the middle stanine of 5 contains the statewide mean score. Therefore, stanines lower than 5 indicate a Percent Correct lower than the state average while stanines greater than 5 indicate a Percent Correct score higher than the state average. Stanines are relatively easy to use because they are all one-digit numbers. However, the information provided by stanines is less precise than that provided by percentile ranks because it is not possible to distinguish between two scores in the same stanine.

Tables 1 and 2 of this report provide the stanines for the Percent Correct scores on the *Survey*. To find the stanine for your Percent Correct score, read down the appropriate content area column on the chart until you locate the score range that includes your score. The corresponding stanine then can be found on either the left or the right side of the table.

It should be noted that, as with percentiles, the stanines provided in the tables are group stanines, that is, the stanines are based upon the distributions of school and district scores.

INTERPRETING TRENDS IN SCORES

Another method of interpreting test results is to look at trends. The most straightforward comparisons of scores over several years at a single grade can be made using Percent Correct scores. Thus, your school's twelfth-grade score in reading, for example, may be compared with the scores reported for your twelfth graders in the past several years in order to discern a trend. The same

test has been administered since 1975-76 so Percent Correct scores for six years may be legitimately compared in all content areas. Percent Correct scores will show the trends for your school regardless of what changes have occurred in the rest of the state.

Percent Correct score for the content area is represented by a dot. Figure 2 shows several possible patterns of Percent Correct scores over the years. The scores for School A have been increasing over the years, while those for School B have been decreasing. For School C, the scores have remained essentially the same, while there have been fluctuations in the scores for School D.

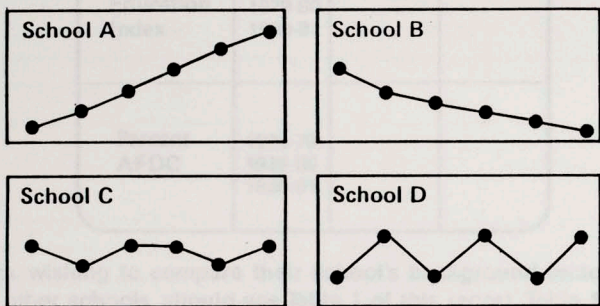


Figure 2

Many factors could account for changes in scores over years. Changes in the community, resulting in changes in characteristics of the student body in the school, may account for changes in scores. Fluctuations in the composition of classes from year to year, especially in small schools, may account for some changes, as may differences in the testing situation from year to year.

It is difficult to determine the relative influence of each of these and other possible reasons for changes in school scores. Generally speaking, if change in community and student characteristics does not fully explain trends in your scores, the change in scores could well be attributed to the educational program. Information provided by the Survey cannot fully answer such an inquiry, but can serve to signal areas deserving further analysis.

Comparison Score Bands

The second data block on the report shows the Comparison Score Bands.

Content Area	Year	Comparison Score Band (Expressed as Percent Correct)
Reading	1978-79 1979-80 1980-81	
Written Expression	1978-79 1979-80 1980-81	
Spelling	1978-79 1979-80 1980-81	
Mathematics	1978-79 1979-80 1980-81	

Although at first it may appear to be an artificial, or semantic, differentiation, you should avoid labeling the Comparison Score Bands as expectancy bands. There is no expectation, in the sense of futurism or prediction, involved. On the contrary, the Comparison Score Band is an *ex post facto* statement of where other schools with a particular set of background factors *did* score. The title "Comparison Score Bands" was carefully chosen to avoid such expectancy interpretations. Comparison Score Bands are presented as just that: another way of comparing your school's score.

It is also important to understand that an expression like "similar schools" is a convenient, although at times misleading, way of communicating the complex statistical procedure of multiple regression analysis used to calculate Comparison Score Bands.

While it is true that schools that have similar background factors will have similar Comparison Score Bands, the converse is not true: that is, if two schools have even identical Comparison Score Bands, that does not necessarily mean that their background factors were similar. Different mixes of background factors can give rise to identical Comparison Score Bands. It is for the above reason that CAP cannot answer the apparently simple and obvious question: "Which schools am I being compared to?" The correlational techniques used in the regression analysis look at *all* schools, and where your school falls on the continuum of each of the background factors numerically determines your Comparison Score Band.

Background Factor Summary

This data block shows the basic numerical data for the two background factors. These numbers are used in calculating the Comparison Score Bands that are printed in the Comparison Score Bands data block.

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79		
	1979-80		
	1980-81		
Percent AFDC	1978-79		
	1979-80		
	1980-81		

Educators wishing to compare their school's background factor data with those of other schools should use Table 1 of this report. Table 1 provides a convenient method of converting the numerical data into statewide percentile ranks. (Table 2 contains district norms.) It should be noted that a higher percentile rank indicates only the relative standing of a school in terms of a background factor. A higher value does not necessarily indicate more favorable educational conditions. The following sections explain briefly how each background factor is determined.

PARENT EDUCATION INDEX

Each student indicated the highest educational level achieved by either parent. The five categories, and weights assigned to them, were as follows:

1. Not a high school graduate
2. High school graduate
3. Some college
4. Four-year college graduate
5. Advanced degree

PERCENT AFDC

This figure is the percentage of students in your school whose families are receiving assistance through the Aid to Families with Dependent Children

program. The number of such students was reported by your district in a 1980 AFDC Survey questionnaire returned to the Local Assistance Bureau of the State Department of Education. That number was divided by the sum of the public and private school enrollment, as reported on that questionnaire, to yield the "Percent AFDC" figure.

In districts having more than one school, the AFDC percentage for each school is weighted by the number of twelfth-grade students tested in each school to calculate the district AFDC percentage.

Student Score Distributions

The fourth data block provides a more detailed picture of how your students have scored, that is, how many high scores and how many low scores contributed to the school mean.

Content Area	Year	Percentage of Pupils in Each Quarter of the State Pupil Distribution			
		Below Q_1	Between Q_1 and Q_2	Between Q_2 and Q_3	Above Q_3
Reading	1978-79	%	%	%	%
	1979-80	%	%	%	%
	1980-81	%	%	%	%
Written Expression	1978-79	%	%	%	%
	1979-80	%	%	%	%
	1980-81	%	%	%	%
Spelling	1978-79	%	%	%	%
	1979-80	%	%	%	%
	1980-81	%	%	%	%
Mathematics	1978-79	%	%	%	%
	1979-80	%	%	%	%
	1980-81	%	%	%	%

The Student Score Distributions data block shows a profile of the scores for your school. The statewide distribution of student scores is divided into four equal groups by the state quartiles (Q_1 , Q_2 , Q_3). Each quartile marks off, respectively, the lowest quarter of scores, the next highest quarter, and so on. The percentage of your students scoring in each of these four statewide groups is presented for each content area.

A "perfectly average" California school would have 25 percent of its students in each of the four quarters. A high-scoring school probably will have more than 25 percent of its students scoring in each of the two highest quarters. Similarly, a low-scoring school will be more strongly represented in the lowest two quarters. The following examples show the distribution of scores for two schools which scored about average but have different distributions of scores.

	Below Q ₁	Between Q ₁ and Q ₂	Between Q ₂ and Q ₃	Above Q ₃
READING	15	35	35	15

Figure 3

The distribution of scores for the school represented by Figure 3 shows that fewer than 25 percent of the students scored in the lowest quartile.

	Below Q ₁	Between Q ₁ and Q ₂	Between Q ₂ and Q ₃	Above Q ₃
READING	30	20	20	30

Figure 4

The school represented by Figure 4 has approximately the same mean Percent Correct score as the school in Figure 3. However, this mean score is based upon a different distribution of student scores; only 15 percent of the students were below Q₁ in School 3 whereas 30 percent of the student scores in School 4 were below Q₁. The same is also true about Q₃; 15 percent of the students were above Q₃ in School 3 as contrasted with 30 percent of the students in School 4. The students in School 3 are a relatively homogeneous population; School 4 has a more diverse population of students.

In this manner the Student Score Distributions provide additional information about the achievement of students in your school, information which may have implications for your educational program.

Number of Students Tested

This data block shows the number of your students tested.

Survey Scores by Skill Area

Content Area Skill Area	Percent Correct			Percentile Ranks		Skill Area Score Relative to Content Area Score (Expressed as Percentile Ranks)		Number Strength (NS) or Weakness (NW)			
	Median In State	District	School	Measurement Error	Skill Area Score Measurement Error	Your total Reading score of _____ is represented by the heavy vertical line.					
Reading						10	25	50	75	90	99
Vocabulary											

The *Survey Scores by Skill Area* data block answers questions such as the following: "If our overall reading score is at the 65th percentile rank, does that mean that our scores for all the reading skill areas are at that level or are there some reading skills in which our student achievement is higher or lower?" This data block answers that question by comparing scores for specific skill areas with the overall achievement score for the content area. The scores are presented both in numerical form (as Percent Correct and percentile rank scores) and as a graphic display. (Skill area scores are not reported for schools testing fewer than 72 students.)

NUMERIC DISPLAY

For each skill area the percentage of questions answered correctly by the students in your district and/or school is given. Table 3 on pages 19–24 describes the skill and the number and kinds of test questions used to measure it.

The score of the median school (or district) shows the Percent Correct score of the middle-scoring school, the school at the 50th percentile. Comparing the Percent Correct score for your school to that of the median school allows you to determine whether your school's score for the skill area is above or below the 50th percentile. To determine how far above or below the 50th percentile you are, it would be possible to convert your school score directly to a state percentile rank. However, such a conversion would attribute undue specificity to the score and percentile rank and lead to overinterpretation of small differences. Error is present in all measurement; it becomes appreciable when a small number of test items is used to measure a skill area or a small number of students is tested. Because of this the measurement error (in terms of Percent Correct) is given for each skill area.

The measurement error is added to and subtracted from the Percent Correct score for your school, giving the range of Percent Correct scores (not printed on the report) where your true score for that skill area falls. The range is then converted to state percentile ranks which are printed to the left of the graphic display.

GRAPHIC DISPLAY

The state percentile rank score (which is printed as a range to include the measurement error) for the skill area is graphically displayed as a horizontal bar. A vertical line shows the percentile rank of the overall content area score. A skill area score range can be above, below, or overlap the vertical line.

Above: A skill area can be considered one of relative strength if the score range of the skill area falls above that for the overall score for the content area. Such cases are designated by an RS in the last three columns.

Below: A skill area score can be below that of the overall score. The skill area is then one of relative weakness and is denoted by an RW in the last columns.

Overlap: Student performance in a skill area may be at the same level as that for the overall score, in which case the skill area is neither a relative strength nor weakness; the last columns are then left blank.

For example, a school with a reading score at the 65th percentile and a vocabulary score range of the 51st to 60th percentile, could see that vocabulary is an area of relative weakness, that is, their vocabulary score is not as high as their overall reading score. The "relative-ness" should be emphasized. A score of 51-60 still places the school vocabulary score among the top half of California schools; the weakness is an internal comparison, that is, the school's vocabulary score is weak only relative to their overall reading score.

Skill Area	Percentile Rank	Illustrative Test Question	Relative Strength/Weakness
Vocabulary	31	The student must identify the meaning of a specific word in context, given a definition. The student must select from a list the defined word that is used. The student will select from a list the word that is most nearly opposite in meaning.	
Comprehension	67	From a paragraph or passage the student must identify the particular elements which have been explicitly stated. These elements include main ideas, details, inferences, and cause-and-effect relationships.	
Interpretive/Critical	50	Discusses and interprets evidence about an individual, idea, form, style, or generalization from various sources. These elements include main ideas, details, cause and effect, and author's purpose.	
Study/Location	13	The student must identify which reference book to consult and be able to use parts of a book such as an index and table of contents.	

In the great revolt of 1910, reform-minded Congressmen stripped their autocratic Speaker, "Uncle Joe" Cannon, of the power to select committee chairmen and opted for a cleaner system: seniority. But yesterday's reform has a way of becoming today's reaction. Recently, liberal Democratic Congressmen staged a new uprising and all but consigned seniority to the history books. They deposed two of the crustiest dons in the House, at least temporarily, and gave two powerful chairmen the scare of their lives.

Actually, the fate of all four chairmen was left hanging in the balance for a time. But the shock waves from the quake already had produced lasting effects. Senate Democrats caught the mood by voting to select committee chairmen in the future by secret ballot, as their brethren in the House do already. And in both houses, reformers had broken the legislative stranglehold of committee chairmen, making them accountable at last to their peers.

Table 3 Skill Areas Assessed in Reading, *Survey of Basic Skills: Grade 12, 1980-81*

Skill Area	Number of Items	Description of Skills Assessed	Illustrative Test Question
Vocabulary	31	The student must identify the meaning of a specific word in context; given a definition, the student must select from a list the defined word; given a word, the student will select from a list the word most nearly opposite in meaning.	The word "peers" in the last sentence means: <input type="radio"/> other congressmen <input type="radio"/> the voters <input type="radio"/> Speakers of the House <input type="radio"/> committee chairmen
Comprehension	97	From a paragraph or passage the student must:	
Literal	47	Identify or remember elements which have been explicitly stated. These elements include main ideas, details, sequence, and cause-and-effect relationships.	The current reform described in these paragraphs was begun by: <input type="radio"/> Republican Congressmen <input type="radio"/> Democratic Congressmen <input type="radio"/> "Uncle Joe" Cannon <input type="radio"/> Democratic Senators
Interpretive/ Critical	50	Use ideas and information explicitly stated to paraphrase, infer from, relate, or generalize from elements. These elements include main ideas, details, cause and effect, and author's purpose.	In the future committee chairmen will probably <input type="radio"/> opt for a cleaner system. <input type="radio"/> have to be more responsible. <input type="radio"/> be selected by "Uncle Joe." <input type="radio"/> examine the effects of the earthquake.
Study-Locational	13	The student must identify which reference book to consult and be able to use parts of a book such as an index and table of contents.	To discover last year's Gross National Product for the United States, you should consult: <input type="radio"/> a dictionary <input type="radio"/> a thesaurus <input type="radio"/> an almanac <input type="radio"/> an encyclopedia

Table 3 Skill Areas Assessed in Written Expression, Survey of Basic Skills: Grade 12, 1980-81

Skill Area	Number of Items	Description of Skills Assessed	Illustrative Test Question
Sentence Recognition	20	The student must recognize complete sentences, sentence parts, sentence patterns and the appropriate subject-verb relationship.	<p>Identify the group of words which is incomplete or needs additional words to complete the meaning.</p> <ul style="list-style-type: none"> <input type="radio"/> Mack and Sonny skipped school. <input type="radio"/> The rising clouds of dust. <input type="radio"/> The day was hot and clear. <input type="radio"/> Twelve o'clock is lunchtime.
Sentence Manipulation	12	The student must select the most economical, effective sentence and must be able to recognize effective coordination and subordination within sentences.	<p>Mark the sentence below which expresses the thought MOST EFFECTIVELY and ECONOMICALLY.</p> <ul style="list-style-type: none"> <input type="radio"/> He spoke to me in a very warm manner when we met each other Tuesday. <input type="radio"/> When we met Tuesday, I was spoken to in a very warm manner by him. <input type="radio"/> His manner was very warm when meeting and speaking to me Tuesday. <input type="radio"/> Tuesday he greeted me warmly.
Capitalization and Punctuation	28	The student must recognize capitalization and/or punctuation errors in sentences.	<p>Identify any capitalization or punctuation errors in the underlined parts of the following sentence.</p> <p>The Hills_A who have just returned from <u>l</u>ake Tahoe, are already planning next winter's_C trip. <u>N</u>o error._D</p> <p><input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>
Paragraphs	26	The student must identify irrelevant material in a paragraph, recognize inconsistent time development, select the logical sequence of a group of sentences, select the sentence which best summarizes the ideas presented in one or more related paragraphs, and identify transitional elements within a paragraph.	<p>Which of the following phrases is used to indicate a connection between the two (given) paragraphs?</p> <ul style="list-style-type: none"> <input type="radio"/> Could not know <input type="radio"/> Even so <input type="radio"/> They lead <input type="radio"/> They shape

Table 3 Skill Areas Assessed in Written Expression, *Survey of Basic Skills: Grade 12, 1980-81* (Continued)

Skill Area	Number of Items	Description of Skills Assessed	Illustrative Test Question
Word Forms (see Morphology, Test Content Specifications)	24	The student must select the appropriate inflectional suffix (-ed, -ing, -s, -ly, -er, -est) for a given sentence, must discriminate between form class words (such as nouns and verbs) and structure words (such as prepositions), and must demonstrate dictionary skills for a variety of purposes.	The dogs had _____ the long trek. <input type="radio"/> survival <input type="radio"/> survivors <input type="radio"/> surviving <input type="radio"/> survived
Language Choices	32	The student must identify attitude-conveying words and phrases, must differentiate between specific and general sets of words, and must identify the audience of a prose passage.	Which of the following is most specific? <input type="radio"/> plant <input type="radio"/> redwood <input type="radio"/> tree <input type="radio"/> living thing
Spelling	72	The student must decide if an underlined word in a given sentence is spelled correctly.	Fill in the oval next to "right" if the word is spelled correctly or next to "wrong" if the word is spelled incorrectly. Carmen <u>steped</u> on my toes. <input type="radio"/> Right <input type="radio"/> Wrong

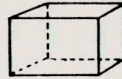

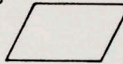

Table 3 Skill Areas Assessed in Mathematics, *Survey of Basic Skills: Grade 12, 1980-81*

Skill Area	Number of Items	Description of Skills Assessed	Illustrative Test Question
Arithmetic	98		
Number Concepts	28	The student must identify whole numbers, fractions, and decimals; identify place value; recognize points on a number line; recognize odd, even, prime, and composite numbers; choose the lowest common multiple or greatest common factor of several numbers; and recognize commutative, associative, and distributive properties of operations on numbers.	$\square \times 7 = (4 \times 7) + (5 \times 7)$ What number goes in the \square above? <input type="radio"/> 2 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 20

Table 3 Skill Areas Assessed in Mathematics, *Survey of Basic Skills: Grade 12, 1980-81 (Continued)*

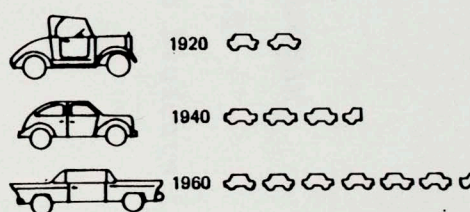

Skill Area	Number of Items	Description of Skills Assessed	Illustrative Test Question
Whole Numbers	22	The student must be able to perform addition, subtraction, multiplication, and division involving whole numbers; and be able to apply the four arithmetic operations on whole numbers in solving problems presented in a daily life context:	$24 \overline{)7248}$ Which of these is a cylinder? <input type="radio"/> 32 <input type="radio"/> 302 <input type="radio"/> 320 <input type="radio"/> 3200
Fractions	26	The student must be able to perform addition, subtraction, multiplication and division involving fractional numbers; and be able to use the four arithmetic operations on fractions, mixed fractions, or whole numbers and fractions to demonstrate comprehension or ability to solve problems in daily life context.	$4 \times \frac{4}{7} =$ <input type="radio"/> $1\frac{2}{7}$ <input type="radio"/> 7 <input type="radio"/> $2\frac{2}{7}$ <input type="radio"/> None of these <input type="radio"/> $4\frac{1}{7}$
Decimals	22	The student must be able to perform addition, subtraction, multiplication, and division involving decimal numbers; and be able to use the four arithmetic operations on numbers in decimal form to demonstrate understanding of principles and ability to solve problems in daily life context.	$0.6 \times 1.4 =$ <input type="radio"/> 0.84 <input type="radio"/> 8.4 <input type="radio"/> 0.64 <input type="radio"/> 6.4
Algebra	32	The student must be able to perform addition, subtraction, multiplication, and division of algebraic variables; identify a point shown on rectangular coordinates; construct an algebraic equation to solve a given problem; and interpret tables, charts, and graphs.	Choose the equation that can be used to solve this problem: "Tom has 8 marbles; 3 are red. The rest are green. How many are green?" <input type="radio"/> $3 + x = 8$ <input type="radio"/> $3 - x = 8$ <input type="radio"/> $3x = 8$ <input type="radio"/> None of these <input type="radio"/> $x = 8 + 3$

Table 3 Skill Areas Assessed in Mathematics, *Survey of Basic Skills: Grade 12, 1980-81* (Continued)

Skill Area	Number of Items	Description of Skills Assessed	Illustrative Test Question
Geometry <i>Solving</i>	24	The student must be able to identify basic geometric sets and figures, and apply basic geometric knowledge and concepts to solve problems.	Which of these is a cylinder? A  B  C  D  <input type="radio"/> A <input type="radio"/> C <input type="radio"/> B <input type="radio"/> D
Measurement <i>Compute</i>	30	The student must be able to estimate length and volume; convert length, mass, volume, and time from one unit to another unit; and perform arithmetic operations on quantities of length, mass, volume, and time; and be able to solve problems related to measurement of length, area, mass, and volume.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> 10 decimetres = 1 metre 1000 millimetres = 1 metre </div> The length of a piece of chalk is 0.5 decimetres. What is its length in millimetres? <input type="radio"/> 0.05 <input type="radio"/> 50 <input type="radio"/> 5 <input type="radio"/> 500
Probability and Statistics	14	The student must be able to compute the probability of simple events and compute the mean, mode, and median of a set of given numbers; and be able to solve problems related to elementary concepts in probability and statistics.	A bowl contains 3 similar marbles, except for their color. The colors of marbles are green, yellow, and red. If you were blindfolded and then removed one marble from the bowl, what is the probability that the marble you removed would be red? <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> $\frac{1}{3}$ <input type="radio"/> None of these <input type="radio"/> $\frac{2}{3}$

The questions in this category are a reorganization of arithmetic, algebra, and Measurement questions.

Table 3 Skill Areas Assessed in Mathematics, Survey of Basic Skills: Grade 12, 1980-81 (Concluded)

Skill Area	Number of Items	Description of Skills Assessed	Illustrative Test Question
Problem Solving*	62		
Arithmetic	28	The students must be able to demonstrate understanding of the operations of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions to solve word problems presented in a daily life context.	<p>If Beth can drive 18.7 miles on each gallon of gas, how many miles can she drive on 7 gallons?</p> <p> <input type="radio"/> 126.9 <input type="radio"/> 1309 <input type="radio"/> 130.9 <input type="radio"/> None of these <input type="radio"/> 140.9 </p>
Graphs	34	The student must be able to solve word problems involving algebraic and measurement concepts and be able to read and interpret tables, charts, and graphs.	<p style="text-align: center;">NUMBER OF CARS BUILT IN 1920, 1940, and 1960</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Each symbol  stands for 1,000,000 cars.</p> <p>According to the graph above, which of the following is the approximate ratio of the number of cars built in 1960 to the number built in 1920?</p> <p> <input type="radio"/> 2 to 1 <input type="radio"/> 5 to 1 <input type="radio"/> 3 to 1 <input type="radio"/> 6½ to 1 </p>

*The questions in this category are a reaggregation of Arithmetic, Algebra, and Measurement problem-solving questions.

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

BONITA VISTA HIGH SCHOOL

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent
Ralph Skiles, Asst. Superintendent, Instructional Support
Julian Lopez, Asst. Superintendent, Instructional Operations
Tris Hubbard, Director, Special Services & District Psychologist
James Doyle, Director, Curriculum
John Calvert, Coordinator, Research and Evaluation

Grade 12
California Assessment Program

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS:

Bonita Vista High School

The report on the Survey of Basic Skills indicates that 75% of the schools in the state had lower percent correct scores in reading, 79% had lower percent correct scores in written expression, 78% had lower percent correct scores in spelling, and 66% had lower percent correct scores in mathematics.

Comparative data indicates that percentile scores in reading, written expression, and spelling are within the comparison bands designed to show the range of scores for similar schools. In mathematics, however, Bonita Vista High School falls below comparison band scores and is therefore in the lower 25% of schools having similar reported background factors.

Background factors indicate that Bonita Vista High School exceeds 82% of schools as to parent educational level and is exceeded by 89% of schools as to percentage of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) program.

Reading comprehension, interpretive/critical reading, sentence recognition, and arithmetic (decimals) are areas of relative weakness. Reading vocabulary and study-locational skills are areas of relative strength.

Year	Reading	Written Expression	Spelling	Mathematics
1975-76	64.2	30	70.9	77
1976-77	63.7	40	71.1	79
1977-78	63.8	34	71.1	84
1978-79	64.6	38	71.7	88
1979-80	63.8	32	70.5	80
1980-81	63.4	24	69.6	86

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44	68.2	84
	1976-77	61.0	31	69.4	91
	1977-78	61.2	33	67.0	78
	1978-79	62.5	44	68.5	88
	1979-80	60.4	28	65.8	71
	1980-81	60.3	24	66.3	75
Written Expression	1975-76	61.1	41	66.6	86
	1976-77	59.4	32	67.4	90
	1977-78	60.5	40	65.8	79
	1978-79	61.7	47	68.5	90
	1979-80	60.4	36	67.7	89
	1980-81	60.0	28	66.5	79
Spelling	1975-76	68.7	66	70.6	82
	1976-77	68.1	56	71.5	88
	1977-78	68.7	62	74.0	95
	1978-79	68.4	57	72.3	91
	1979-80	68.2	50	70.9	77
	1980-81	67.7	40	71.1	78
Math	1975-76	64.2	34	69.7	75
	1976-77	62.5	28	72.3	89
	1977-78	63.6	34	71.1	84
	1978-79	64.6	39	71.7	86
	1979-80	63.6	32	70.5	80
	1980-81	63.4	24	69.6	66

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BACKGROUND FACTOR SUMMARY

<u>Background Factor</u>	<u>Year</u>	<u>District Value</u>	<u>State Percentile Ranking for District</u>	<u>School Value</u>	<u>State Percentile Ranking for School</u>
Parent Education Index	1978-79	2.75	43	3.55	88
	1979-80	2.77	43	3.58	89
	1980-81	2.70	35	3.47	82
Percent AFDC	1975-76	11.1	72	1.2	8
	1976-77	12.2	79	1.0	9
	1977-78	12.6	76	1.2	7
	1978-79	11.0	76	0.7	5
	1979-80	10.3	76	0.9	7
	1980-81	12.0	78	1.4	11

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 66.3 PERCENT OF THE READING QUESTIONS.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	68.5
	1979-80	60.4	65.8
	1980-81	60.3	66.3
Written Expression	1978-79	61.7	68.5
	1979-80	60.4	67.7
	1980-81	60.0	66.5
Spelling	1978-79	68.4	72.3
	1979-80	68.2	70.9
	1980-81	67.7	71.1
Mathematics	1978-79	64.6	71.7
	1979-80	63.6	70.5
	1980-81	63.4	69.6

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q₁, Q₂, Q₃) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

FOR EXAMPLE, 29% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q ₁	Between Q ₁ and Q ₂	Between Q ₂ and Q ₃	Above Q ₃
Reading	1978-79	17 %	24 %	26 %	33 %
	1979-80	19 %	26 %	29 %	26 %
	1980-81	21 %	21 %	29 %	29 %
Written Expression	1978-79	17 %	21 %	27 %	35 %
	1979-80	18 %	22 %	27 %	33 %
	1980-81	21 %	24 %	24 %	31 %
Spelling	1978-79	20 %	24 %	26 %	30 %
	1979-80	22 %	25 %	28 %	25 %
	1980-81	24 %	24 %	23 %	29 %
Mathematics	1978-79	15 %	24 %	30 %	31 %
	1979-80	18 %	26 %	27 %	29 %
	1980-81	20 %	28 %	25 %	27 %

Number of Students Tested

487 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR SCHOOL.

Comparison Score Bands

Content Area	Year	Comparison Score Band (Expressed as Percent Correct)	
		District	School
Reading	1978-79	66.9 - 69.3	
	1979-80	66.7 - 69.1	
	1980-81	66.0 - 68.4	
Written Expression	1978-79	66.1 - 68.9	
	1979-80	66.1 - 68.7	
	1980-81	65.7 - 68.3	
Spelling	1978-79	69.6 - 72.2	
	1979-80	70.0 - 72.4	
	1980-81	69.8 - 72.4	
Mathematics	1978-79	70.8 - 73.6	
	1979-80	70.8 - 74.0	
	1980-81	70.5 - 73.9	

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF SCHOOLS LIKE YOURS, RANGES FROM 66.0 TO 68.4 PERCENT CORRECT.

Background Factor Summary

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79	2.75	3.55
	1979-80	2.77	3.58
	1980-81	2.70	3.47
Percent AFDC	1978-79	11.0	0.7
	1979-80	10.3	0.9
	1980-81	12.0	1.4

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR SCHOOL'S AFDC COUNT FOR 1980-81 WAS 1.4 PERCENT.

NOTES:

- (1) The California Administrative Code, Title 5, prohibits the public release of test results until the state-wide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the Survey of Basic Skills should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.

Survey Scores by Skill Area

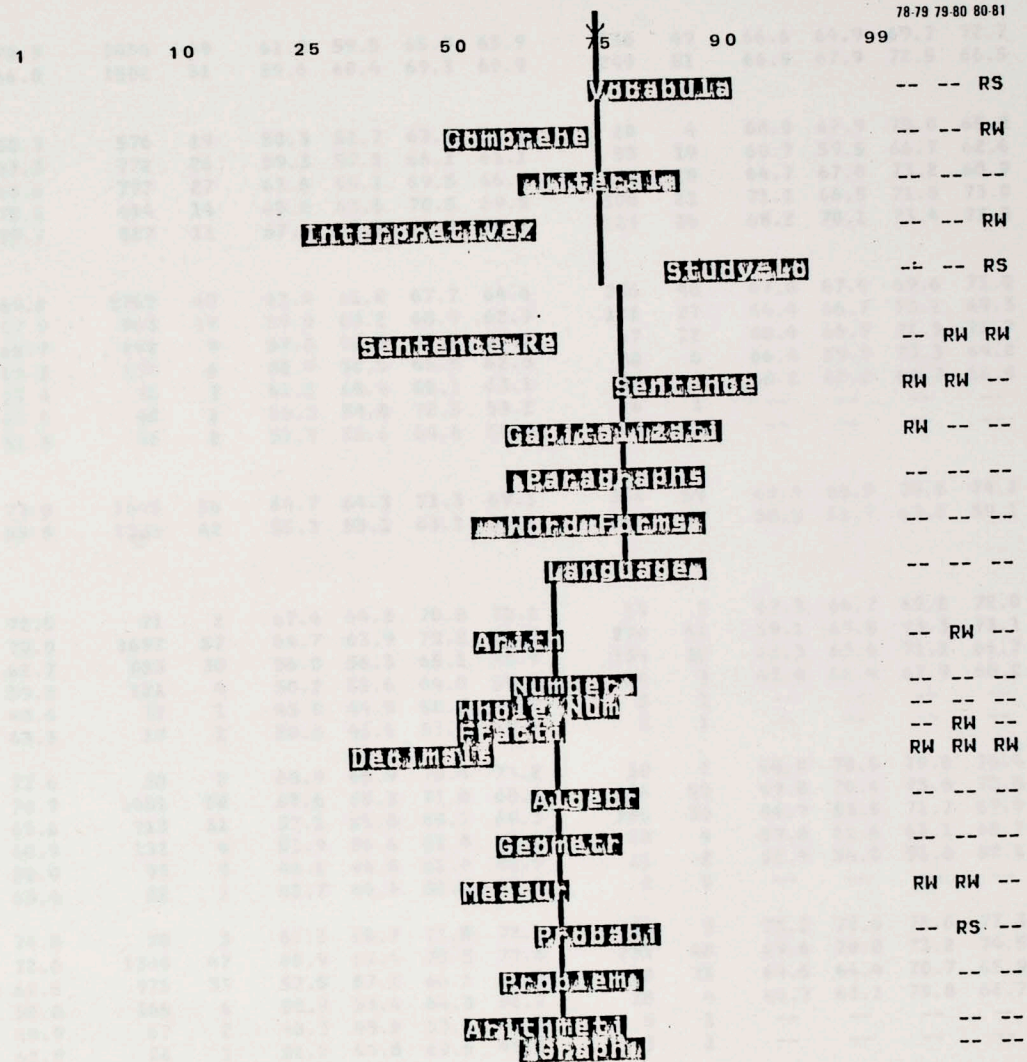
Notes:

See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area Skill Area	Percent Correct			Percentile Ranks Skill Area Score \pm Measurement Error
	Median SCHOOL in State	District	School	
Reading				
Vocabulary	60.0	57.7	65.8	1.7 76-90
Comprehension	63.8	60.3	65.0	1.1 51-72
Literal	69.1	65.5	72.3	1.5 65-85
Interpretive/Critical	58.9	55.3	58.1	2.2 25-63
Study-Locational	67.6	66.7	76.8	2.2 84-95
Written Expression				
Sentence Recognition	69.9	65.9	69.7	2.2 34-66
Sentence Manipulation	43.5	42.1	51.8	2.8 79-92
Capitalization & Punctuation	56.1	54.8	59.9	2.5 61-88
Paragraphs	59.9	57.5	63.6	2.4 60-87
Word Forms	72.7	68.0	75.7	2.7 53-86
Language Choices	66.3	63.7	71.1	1.9 66-86
Mathematics				
Arithmetic	74.0	70.2	75.4	1.0 53-68
Number Concepts	74.8	71.2	78.0	1.5 61-79
Whole Numbers	81.5	78.4	82.9	1.5 49-75
Fractions	65.5	60.1	67.0	1.7 49-68
Decimals	75.7	72.9	74.6	1.5 31-53
Algebra	62.6	58.2	66.7	1.5 64-79
Geometry	61.3	57.8	63.9	1.6 56-74
Measurement	59.4	54.9	60.8	1.6 49-66
Probability & Statistics	59.0	54.7	63.4	2.1 62-80
Problem Solving	61.2	57.6	64.0	1.8 57-78
Arithmetic	67.6	65.3	70.0	2.2 51-76
Graphs	55.6	51.2	59.0	1.8 59-79

Skill Area Score Relative to Content Area Score
 (Expressed as Percentile Ranks)

Your total Reading score of 75 is represented by the heavy vertical line.



Survey of Basic Skills, Grades 9-12

1980 - 81

Subgroup Report

County: SAN DIEGO
 District: SWEETWATER UNION
 School: BONITA VISTA HIGH
 CDS: 37-68411-3730405

Classification	State				District				School								
	Students	Percent Correct				Students	Percent Correct				Students	Percent Correct					
		%	Read	Writ	Spel		Math	No.	%	Read		Writ	Spel	Math	No.	%	Read
Total	100	63.4	63.1	69.0	68.0	2957	100	60.3	60.0	67.7	63.4	487	100	66.3	66.5	71.1	69.6
Sex																	
Male	49	63.5	61.8	66.7	70.0	1454	49	61.0	59.5	65.9	65.9	238	49	66.6	64.9	69.7	72.7
Female	51	63.4	64.3	71.3	66.0	1502	51	59.6	60.4	69.3	60.9	249	51	66.0	67.9	72.5	66.5
Parent Education																	
Not high school graduate	11	54.1	53.7	64.0	58.3	576	19	50.3	51.7	63.5	54.1	20	4	68.0	67.9	70.0	65.9
High school graduate	24	59.7	58.9	66.6	63.3	772	26	59.3	57.2	66.1	61.1	93	19	60.7	59.5	66.7	62.6
Some college	27	64.6	64.0	69.7	68.6	797	27	63.6	64.1	69.5	66.8	136	28	64.7	67.8	73.2	68.9
College graduate	19	67.1	67.1	71.0	72.6	414	14	65.6	63.6	70.5	69.5	100	21	71.1	66.5	71.8	73.0
Advanced degree	17	69.9	70.1	72.8	75.7	327	11	67.3	67.9	72.3	71.2	129	26	68.2	70.1	73.4	73.5
Mobility (School changes since 6th grade)																	
None	62	64.5	64.2	69.5	69.0	1760	60	61.4	61.0	67.7	64.4	236	48	67.0	67.4	69.6	71.0
1	18	63.2	63.0	69.2	67.9	563	19	59.0	60.2	68.9	62.9	131	27	64.4	66.7	73.1	69.3
2	9	61.3	60.9	68.0	65.7	272	9	57.8	55.8	66.8	61.0	57	12	68.4	66.9	71.9	70.7
3	5	60.4	59.7	67.2	65.3	170	6	58.9	56.8	66.5	62.8	30	6	66.4	59.9	73.3	64.2
4	3	61.4	60.5	67.2	65.4	96	3	61.5	60.4	65.1	63.1	19	4	68.2	62.2	69.7	66.5
5	1	60.0	59.6	67.5	63.8	40	1	59.3	59.8	72.5	58.2	6	1	--	--	--	--
6 or more	1	59.1	57.8	64.9	61.8	45	2	57.9	55.6	64.4	58.0	7	1	--	--	--	--
Scholastic Aptitude Test (SAT) Taken																	
Yes	62	67.2	67.3	71.9	73.0	1645	56	64.7	64.3	71.3	69.3	334	69	69.8	68.5	74.8	74.2
No	36	57.6	56.6	64.6	60.0	1233	42	55.3	55.1	63.1	56.3	147	30	58.5	61.7	63.6	59.1
Passed District Proficiency Test																	
Reading																	
Grade 9	18	67.9	67.5	71.9	72.5	71	2	67.4	64.3	70.8	70.2	13	3	67.3	64.7	69.2	72.0
Grade 10	56	65.5	65.2	70.4	70.0	1697	57	64.7	63.9	70.2	67.7	270	55	69.1	69.8	73.3	73.1
Grade 11	16	58.3	57.8	65.5	62.7	883	30	56.0	56.3	65.1	58.7	154	32	65.3	63.4	71.1	66.7
Grade 12	4	54.9	54.5	63.5	59.3	121	4	50.2	51.6	64.0	54.2	14	3	67.0	62.4	67.9	68.2
Did not pass	2	42.2	41.7	55.8	48.0	37	1	43.0	44.5	58.8	49.9	5	1	--	--	--	--
Did not take	2	58.2	58.2	65.9	63.3	17	1	50.8	46.6	57.4	49.2	4	1	--	--	--	--
Writing																	
Grade 9	14	68.8	68.8	72.9	73.6	58	2	68.9	66.9	75.4	73.2	10	2	68.8	70.5	75.0	76.4
Grade 10	52	66.3	66.1	71.2	70.9	1481	50	65.6	65.3	71.0	68.6	244	50	69.8	70.4	73.8	73.8
Grade 11	19	59.3	58.7	65.7	63.6	913	31	57.1	56.8	65.7	60.3	166	34	64.9	63.5	71.7	67.0
Grade 12	4	56.0	55.4	63.5	60.9	132	4	53.9	56.6	61.0	57.6	18	4	59.0	62.6	61.1	65.7
Did not pass	3	47.3	45.8	56.8	52.0	93	3	48.2	44.5	61.8	46.9	11	2	52.9	54.0	56.8	52.1
Did not take	2	58.1	57.9	64.8	63.4	22	1	42.7	40.4	54.5	47.5	2	0	--	--	--	--
Mathematics																	
Grade 9	15	68.6	68.5	72.4	74.8	78	3	67.5	64.7	71.8	72.1	16	3	75.2	70.6	76.6	77.3
Grade 10	49	66.7	66.4	71.2	72.0	1388	47	65.9	65.4	70.5	70.4	235	48	69.6	70.0	73.2	74.5
Grade 11	20	59.5	58.8	66.3	62.5	975	33	57.5	57.1	66.1	58.8	170	35	64.6	64.4	70.7	65.9
Grade 12	5	56.2	55.7	64.3	58.8	164	6	50.9	53.4	64.3	52.7	18	4	66.7	63.1	70.8	66.7
Did not pass	4	49.6	48.6	60.1	48.9	67	2	48.3	48.0	63.1	48.3	5	1	--	--	--	--
Did not take	2	58.1	57.7	65.4	62.0	26	1	51.5	44.8	60.6	49.3	3	1	--	--	--	--

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

Castle Park High School

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent
Ralph Skiles, Asst. Superintendent, Instructional Support
Julian Lopez, Asst. Superintendent, Instructional Operations
Tris Hubbard, Director, Special Services & District Psychologist
James Doyle, Director, Curriculum
John Calvert, Coordinator, Research and Evaluation

Grade 12
California Assessment Program

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS:

Castle Park High School

The report on the Survey of Basic Skills indicates that 29% of the schools in the state had lower percent correct scores in reading, 17% had lower percent correct scores in written expression, 37% had lower percent correct scores in spelling, and 17% had lower percent correct scores in mathematics.

Comparative data indicates that percentile scores in reading and spelling fall within the comparison bands designed to show the range of scores for schools having similar reported background factors.

Background factors indicate that Castle Park High School exceeds 18% of schools as to parent educational level and is exceeded by 24% of schools as to percentage of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) program.

Reading vocabulary, study-locational skills, sentence recognition, language choices, geometry, and probability and statistics are relative strength areas while interpretive/critical comprehension and word forms are relatively weak performance areas as identified through the Survey of Basic Skills.

Year	Reading	Spelling	Writing	Math
1974-75	65.1	51	67.1	37
1975-76	65.2	48	68.1	36
1976-77	67.7	37	67.3	37
1977-78	64.2	28	64.2	38
1978-79	62.5	28	62.1	38
1979-80	63.8	19	60.8	19
1980-81	62.0	25	62.0	25
1981-82	63.6	19	63.1	19
1982-83	62.4	17	61.4	17

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44	62.4	37
	1976-77	61.0	31	61.4	34
	1977-78	61.2	33	58.2	17
	1978-79	62.5	44	59.3	22
	1979-80	60.4	28	59.6	25
	1980-81	60.3	24	60.4	29
Written Expression	1975-76	61.1	41	60.3	36
	1976-77	59.4	32	58.2	25
	1977-78	60.5	40	56.0	15
	1978-79	61.7	47	58.2	23
	1979-80	60.4	36	57.8	22
	1980-81	60.0	28	57.2	17
Spelling	1975-76	68.7	66	68.9	63
	1976-77	68.1	56	70.2	80
	1977-78	68.7	62	68.1	51
	1978-79	68.4	57	67.1	37
	1979-80	68.2	50	68.1	46
	1980-81	67.7	40	67.3	37
Math	1975-76	64.2	34	64.2	36
	1976-77	62.5	28	62.1	28
	1977-78	63.6	34	60.6	19
	1978-79	64.6	39	62.0	25
	1979-80	63.6	32	63.1	29
	1980-81	63.4	24	61.4	17

BACKGROUND FACTOR SUMMARY

<u>Background Factor</u>	<u>Year</u>	<u>District Value</u>	<u>State Percentile Ranking for District</u>	<u>School Value</u>	<u>State Percentile Ranking for School</u>
Parent Education Index	1978-79	2.75	43	2.41	16
	1979-80	2.77	43	2.54	24
	1980-81	2.70	35	2.48	18
Percent AFDC	1975-76	11.1	72	11.3	71
	1976-77	12.2	79	11.6	74
	1977-78	12.6	76	10.9	68
	1978-79	11.0	76	12.2	75
	1979-80	10.3	76	9.2	68
	1980-81	12.0	78	12.5	76



California Assessment Program

Survey of Basic Skills: Grade 12

1980 - 81

 County:
 District:
 School:
 CDS:

 SAN DIEGO
 SWEETWATER UNION
 CASTLE PARK HIGH
 37-68411-3730801

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 60.4 PERCENT OF THE READING QUESTIONS.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	59.3
	1979-80	60.4	59.6
	1980-81	60.3	60.4
Written Expression	1978-79	61.7	58.2
	1979-80	60.4	57.8
	1980-81	60.0	57.2
Spelling	1978-79	68.4	67.1
	1979-80	68.2	68.1
	1980-81	67.7	67.3
Mathematics	1978-79	64.6	62.0
	1979-80	63.6	63.1
	1980-81	63.4	61.4

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q_1 , Q_2 , Q_3) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

FOR EXAMPLE, 22% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q_1	Between Q_1 and Q_2	Between Q_2 and Q_3	Above Q_3
Reading	1978-79	31 %	25 %	26 %	18 %
	1979-80	30 %	27 %	22 %	21 %
	1980-81	31 %	26 %	21 %	22 %
Written Expression	1978-79	31 %	28 %	22 %	19 %
	1979-80	30 %	30 %	22 %	18 %
	1980-81	33 %	28 %	21 %	18 %
Spelling	1978-79	27 %	25 %	25 %	23 %
	1979-80	26 %	24 %	26 %	24 %
	1980-81	27 %	26 %	25 %	22 %
Mathematics	1978-79	33 %	26 %	23 %	18 %
	1979-80	31 %	26 %	25 %	18 %
	1980-81	35 %	30 %	21 %	14 %

Number of Students Tested

330 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR SCHOOL.

Comparison Score Bands

Content Area	Year	Comparison Score Band (Expressed as Percent Correct)	
		District	School
Reading	1978-79	57.8 - 60.4	
	1979-80	58.7 - 61.3	
	1980-81	58.0 - 60.6	
Written Expression	1978-79	56.5 - 59.5	
	1979-80	57.6 - 60.2	
	1980-81	57.3 - 60.1	
Spelling	1978-79	64.8 - 67.4	
	1979-80	65.7 - 68.3	
	1980-81	65.2 - 68.0	
Mathematics	1978-79	60.1 - 63.1	
	1979-80	61.4 - 64.6	
	1980-81	61.5 - 64.9	

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF SCHOOLS LIKE YOURS, RANGES FROM 58.0 TO 60.6 PERCENT CORRECT.

Background Factor Summary

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79	2.75	2.41
	1979-80	2.77	2.54
	1980-81	2.70	2.48
Percent AFDC	1978-79	11.0	12.2
	1979-80	10.3	9.2
	1980-81	12.0	12.5

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR SCHOOL'S AFDC COUNT FOR 1980-81 WAS 12.5 PERCENT.

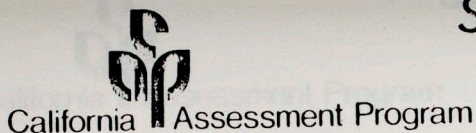
NOTES:

- (1) The *California Administrative Code, Title 5*, prohibits the public release of test results until the state-wide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the *Survey of Basic Skills* should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.

Survey of Basic Skills: Grade 12

1980 - 81

County: SAN DIEGO
 District: SWEETWATER UNION
 School: CASTLE PARK HIGH
 CDS: 37-68411-3730801

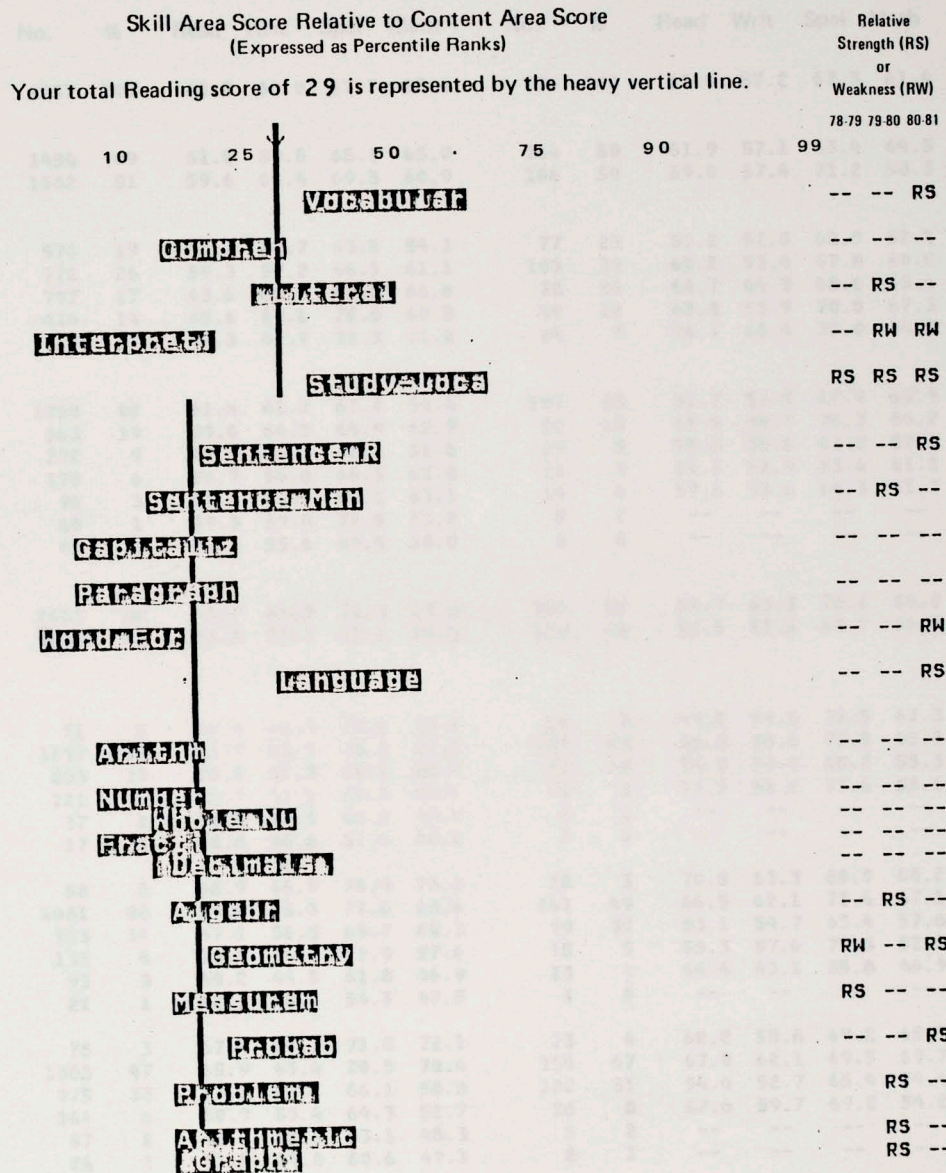


Survey Scores by Skill Area

Notes:

See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area Skill Area	Percent Correct			Percentile Ranks	
	Median SCHOOL in State	District	SCHOOL	SCHOOL Measurement Error	Skill Area Score ± Measurement Error
Reading					
Vocabulary	60.0	57.7	59.9	2.0	37-63
Comprehension	63.8	60.3	59.6	1.3	16-29
Literal	69.1	65.5	67.3	1.8	27-50
Interpretive/Critical	58.9	55.3	52.4	2.4	5-20
Study-Locational	67.6	66.7	67.9	2.7	38-66
Written Expression					
Sentence Recognition	69.9	65.9	66.9	2.6	20-47
Sentence Manipulation	43.5	42.1	39.1	3.3	14-43
Capitalization & Punctuation	56.1	54.8	49.4	2.8	7-22
Paragraphs	59.9	57.5	52.5	2.7	7-23
Word Forms	72.7	68.0	62.4	3.0	5-16
Language Choices	66.3	63.7	65.0	2.2	31-55
Mathematics					
Arithmetic	74.0	70.2	67.3	1.2	9-18
Number Concepts	74.8	71.2	66.5	1.8	8-17
Whole Numbers	81.5	78.4	77.0	1.8	14-29
Fractions	65.5	60.1	56.2	2.0	8-17
Decimals	75.7	72.9	71.7	1.9	14-35
Algebra	62.6	58.2	56.1	1.9	16-28
Geometry	61.3	57.8	57.2	2.0	19-39
Measurement	59.4	54.9	54.8	1.9	16-34
Probability & Statistics	59.0	54.7	53.6	2.6	22-38
Problem Solving	61.2	57.6	55.8	2.0	15-32
Arithmetic	67.6	65.3	63.3	2.5	16-39
Graphs	55.6	51.2	49.6	2.1	15-29



Survey of Basic Skills: Grade 12

1980 - 81

Subgroup Report

County: SAN DIEGO
 District: SWEETWATER UNION
 School: CASTLE PARK HIGH
 CDS: 37-68411-3730801

Classification	State				District				School								
	Students	Percent Correct				Students	Percent Correct				Students	Percent Correct					
		%	Read	Writ	Spel		Math	No.	%	Read		Writ	Spel	Math	No.	%	Read
Total	100	63.4	63.1	69.0	68.0	2957	100	60.3	60.0	67.7	63.4	330	100	60.4	57.2	67.3	61.4
Sex																	
Male	49	63.5	61.8	66.7	70.0	1454	49	61.0	59.5	65.9	65.9	164	50	61.9	57.1	63.4	64.5
Female	51	63.4	64.3	71.3	66.0	1502	51	59.6	60.4	69.3	60.9	166	50	59.0	57.4	71.2	58.3
Parent Education																	
Not high school graduate	11	54.1	53.7	64.0	58.3	576	19	50.3	51.7	63.5	54.1	77	23	52.2	52.0	62.0	52.1
High school graduate	24	59.7	58.9	66.6	63.3	772	26	59.3	57.2	66.1	61.1	100	30	60.2	53.4	67.8	60.5
Some college	27	64.6	64.0	69.7	68.6	797	27	63.6	64.1	69.5	66.8	78	24	64.7	64.3	68.6	65.4
College graduate	19	67.1	67.1	71.0	72.6	414	14	65.6	63.6	70.5	69.5	40	12	65.0	58.9	70.0	67.3
Advanced degree	17	69.9	70.1	72.8	75.7	327	11	67.3	67.9	72.3	71.2	24	7	70.1	68.4	75.0	74.2
Mobility (School changes since 6th grade)																	
None	62	64.5	64.2	69.5	69.0	1760	60	61.4	61.0	67.7	64.4	207	63	61.7	57.5	67.9	60.9
1	18	63.2	63.0	69.2	67.9	563	19	59.0	60.2	68.9	62.9	58	18	61.0	58.7	70.3	64.7
2	9	61.3	60.9	68.0	65.7	272	9	57.8	55.8	66.8	61.0	29	9	55.8	55.8	61.2	57.1
3	5	60.4	59.7	67.2	65.3	170	6	58.9	56.8	66.5	62.8	11	3	54.1	52.9	63.6	61.2
4	3	61.4	60.5	67.2	65.4	96	3	61.5	60.4	65.1	63.1	14	4	57.8	53.6	64.3	61.7
5	1	60.0	59.6	67.5	63.8	40	1	59.3	59.8	72.5	58.2	5	2	--	--	--	--
6 or more	1	59.1	57.8	64.9	61.8	45	2	57.9	55.6	64.4	58.0	6	2	--	--	--	--
Scholastic Aptitude Test (SAT) Taken																	
Yes	62	67.2	67.3	71.9	73.0	1645	56	64.7	64.3	71.3	69.3	166	50	65.7	63.3	70.6	68.0
No	36	57.6	56.6	64.6	60.0	1233	42	55.3	55.1	63.1	56.3	159	48	55.5	51.6	63.7	55.0
Passed District Proficiency Test																	
Reading																	
Grade 9	18	67.9	67.5	71.9	72.5	71	2	67.4	64.3	70.8	70.2	10	3	69.2	59.5	72.5	67.3
Grade 10	56	65.5	65.2	70.4	70.0	1697	57	64.7	63.9	70.2	67.7	187	57	65.0	58.6	71.5	65.5
Grade 11	16	58.3	57.8	65.5	62.7	883	30	56.0	56.3	65.1	58.7	93	28	54.7	58.0	60.2	55.3
Grade 12	4	54.9	54.5	63.5	59.3	121	4	50.2	51.6	64.0	54.2	18	5	59.0	58.2	73.6	58.6
Did not pass	2	42.2	41.7	55.8	48.0	37	1	43.0	44.5	58.8	49.9	4	1	--	--	--	--
Did not take	2	58.2	58.2	65.9	63.3	17	1	50.8	46.6	57.4	49.2	0	0	--	--	--	--
Writing																	
Grade 9	14	68.8	68.8	72.9	73.6	58	2	68.9	66.9	75.4	73.2	10	3	70.5	63.3	80.0	68.2
Grade 10	52	66.3	66.1	71.2	70.9	1481	50	65.6	65.3	71.0	68.6	161	49	66.5	62.1	71.6	67.1
Grade 11	19	59.3	58.7	65.7	63.6	913	31	57.1	56.8	65.7	60.3	99	30	53.1	54.7	63.4	57.8
Grade 12	4	56.0	55.4	63.5	60.9	132	4	53.9	56.6	61.0	57.6	15	5	58.3	57.6	73.3	52.7
Did not pass	3	47.3	45.8	56.8	52.0	93	3	48.2	44.5	61.8	46.9	13	4	64.4	43.1	55.8	46.9
Did not take	2	58.1	57.9	64.8	63.4	22	1	42.7	40.4	54.5	47.5	1	0	--	--	--	--
Mathematics																	
Grade 9	15	68.6	68.5	72.4	74.8	78	3	67.5	64.7	71.8	72.1	13	4	62.2	58.8	69.2	65.7
Grade 10	49	66.7	66.4	71.2	72.0	1388	47	65.9	65.4	70.5	70.4	154	47	67.0	62.1	69.5	69.7
Grade 11	20	59.5	58.8	66.3	62.5	975	33	57.5	57.1	66.1	58.8	102	31	54.4	52.7	65.4	54.4
Grade 12	5	56.2	55.7	64.3	58.8	164	6	50.9	53.4	64.3	52.7	26	8	57.6	59.7	69.2	54.2
Did not pass	4	49.6	48.6	60.1	48.9	67	2	48.3	48.0	63.1	48.3	5	2	--	--	--	--
Did not take	2	58.1	57.7	65.4	62.0	26	1	51.5	44.8	60.6	49.3	2	1	--	--	--	--

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

Chula Vista High School

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent
Ralph Skiles, Asst. Superintendent, Instructional Support
Julian Lopez, Asst. Superintendent, Instructional Operations
Tris Hubbard, Director, Special Services & District Psychologist
James Doyle, Director, Curriculum
John Calvert, Coordinator, Research and Evaluation

Grade 12
California Assessment Program

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS:

Content Area	Year	Percentile	State	Percentile
Reading			63.3	43

Chula Vista High School

The report on the Survey of Basic Skills indicates that 18% of the schools in the state had lower percent correct scores in reading, 31% had lower percent correct scores in written expression, 19% had lower percent correct scores in spelling, and 23% had lower percent correct scores in mathematics.

Comparative data indicates that percentile scores in reading, written expression, spelling, and mathematics fall within the comparison bands designed to show the range of scores for similar schools.

Background factors indicate that Chula Vista High School exceeds 22% of schools as to parent educational level and is exceeded by 18% of schools as to percentage of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) program.

Reading vocabulary, paragraph writing, and working with whole numbers are relative strength areas while literal comprehension and word forms are relatively weak performance areas as assessed through the Survey of Basic Skills.

	1975-77	59.3	57	61
	1978-79	58.3	57	52
	1979-80	58.3	58	35
	1980-81	57.3	40	19
Math	1975-76	54.3	34	42
	1976-77	53.3	28	38
	1977-78	52.3	34	35
	1978-79	54.3	39	45
	1979-80	53.3	32	22
	1980-81	53.3	24	23

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44	65.5	63
	1976-77	61.0	31	61.4	34
	1977-78	61.2	33	61.8	38
	1978-79	62.5	44	62.6	45
	1979-80	60.4	28	59.1	23
	1980-81	60.3	24	58.0	18
Written Expression	1975-76	61.1	41	61.8	49
	1976-77	59.4	32	60.9	46
	1977-78	60.5	40	61.3	46
	1978-79	61.7	47	61.1	41
	1979-80	60.4	36	59.6	32
	1980-81	60.0	28	60.2	31
Spelling	1975-76	68.7	66	69.4	70
	1976-77	68.1	56	68.3	59
	1977-78	68.7	62	68.9	61
	1978-79	68.4	57	68.3	52
	1979-80	68.2	50	66.9	35
	1980-81	67.7	40	65.3	19
Math	1975-76	64.2	34	65.3	42
	1976-77	62.5	28	63.4	36
	1977-78	63.6	34	63.8	35
	1978-79	64.6	39	65.4	45
	1979-80	63.6	32	61.6	22
	1980-81	63.4	24	62.6	23

BACKGROUND FACTOR SUMMARY

<u>Background Factor</u>	<u>Year</u>	<u>District Value</u>	<u>State Percentile Ranking for District</u>	<u>School Value</u>	<u>State Percentile Ranking for School</u>
Parent Education Index	1978-79	2.75	43	2.58	25
	1979-80	2.77	43	2.57	25
	1980-81	2.70	35	2.54	22
Percent AFDC	1975-76	11.1	72	11.5	72
	1976-77	12.2	79	12.3	76
	1977-78	12.6	76	13.2	75
	1978-79	11.0	76	12.3	76
	1979-80	10.3	76	12.9	79
	1980-81	12.0	78	14.9	82



California Assessment Program

Survey of Basic Skills: Grade 12

1980 - 81

 County:
 District:
 School:
 CDS:

 SAN DIEGO
 SWEETWATER UNION
 CHULA VISTA HIGH
 37-68411-3731064

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	62.6
	1979-80	60.4	59.1
	1980-81	60.3	58.0
Written Expression	1978-79	61.7	61.1
	1979-80	60.4	59.6
	1980-81	60.0	60.2
Spelling	1978-79	68.4	68.3
	1979-80	68.2	66.9
	1980-81	67.7	65.3
Mathematics	1978-79	64.6	65.4
	1979-80	63.6	61.6
	1980-81	63.4	62.6

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 58.0 PERCENT OF THE READING QUESTIONS.

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q_1 , Q_2 , Q_3) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

FOR EXAMPLE, 18% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q_1	Between Q_1 and Q_2	Between Q_2 and Q_3	Above Q_3
Reading	1978-79	26 %	24 %	27 %	23 %
	1979-80	33 %	23 %	24 %	20 %
	1980-81	36 %	23 %	23 %	18 %
Written Expression	1978-79	26 %	25 %	26 %	23 %
	1979-80	30 %	21 %	23 %	26 %
	1980-81	29 %	25 %	25 %	21 %
Spelling	1978-79	26 %	24 %	24 %	26 %
	1979-80	27 %	26 %	25 %	22 %
	1980-81	30 %	25 %	24 %	21 %
Mathematics	1978-79	25 %	29 %	23 %	23 %
	1979-80	36 %	26 %	19 %	19 %
	1980-81	36 %	27 %	17 %	20 %

Number of Students Tested

342 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR SCHOOL.

Comparison Score Bands

Content Area	Year	Comparison Score Band (Expressed as Percent Correct)
Reading	1978-79	58.8 - 61.6
	1979-80	58.1 - 60.9
	1980-81	58.0 - 60.6
Written Expression	1978-79	57.5 - 60.7
	1979-80	57.1 - 59.9
	1980-81	57.4 - 60.0
Spelling	1978-79	65.2 - 68.0
	1979-80	65.4 - 68.2
	1980-81	65.2 - 68.0
Mathematics	1978-79	61.3 - 64.3
	1979-80	60.8 - 64.2
	1980-81	61.4 - 64.8

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF SCHOOLS LIKE YOURS, RANGES FROM 58.0 TO 60.6 PERCENT CORRECT.

Background Factor Summary

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79	2.75	2.58
	1979-80	2.77	2.57
	1980-81	2.70	2.54
Percent AFDC	1978-79	11.0	12.3
	1979-80	10.3	12.9
	1980-81	12.0	14.9

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR SCHOOL'S AFDC COUNT FOR 1980-81 WAS 14.9 PERCENT.

NOTES:

- (1) The California Administrative Code, Title 5, prohibits the public release of test results until the state-wide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the Survey of Basic Skills should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.

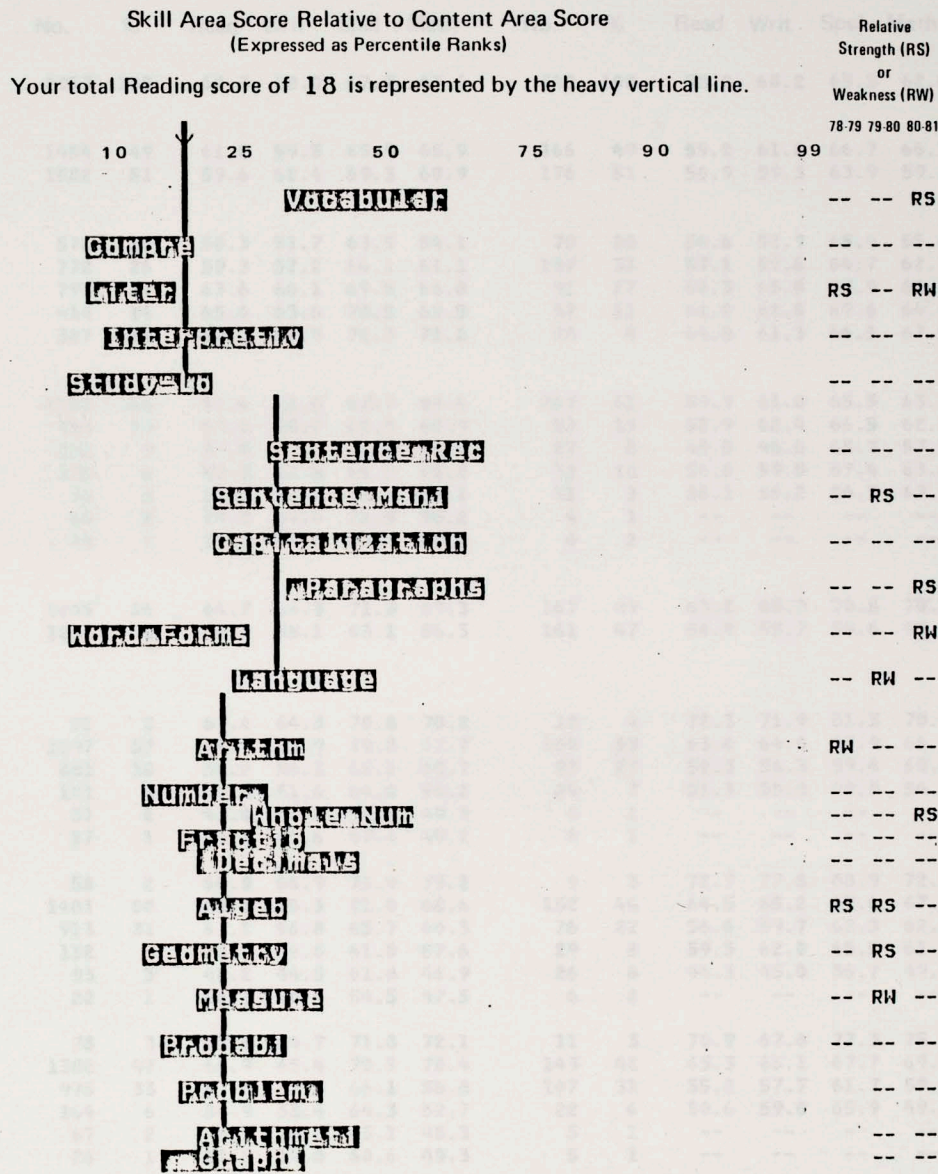


Survey Scores by Skill Area

Notes:

See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area	Skill Area	Median SCHOOL in State	Percent Correct			Percentile Ranks	
			District	School	SCHOOL Measurement Error	Skill Area Score ± Measurement Error	
Reading	Vocabulary	60.0	57.7	59.4	2.0	34-61	
	Comprehension	63.8	60.3	57.6	1.3	9-18	
	Literal	69.1	65.5	60.9	1.8	8-15	
	Interpretive/Critical	58.9	55.3	54.5	2.4	10-32	
	Study-Locational	67.6	66.7	57.6	2.7	7-19	
Written Expression	Sentence Recognition	69.9	65.9	69.3	2.6	29-66	
	Sentence Manipulation	43.5	42.1	42.0	3.3	23-61	
	Capitalization & Punctuation	56.1	54.8	54.9	2.8	21-63	
	Paragraphs	59.9	57.5	59.7	2.7	32-67	
	Word Forms	72.7	68.0	64.4	3.0	7-25	
	Language Choices	66.3	63.7	63.3	2.2	24-46	
	Mathematics	Arithmetic	74.0	70.2	70.0	1.2	19-32
		Number Concepts	74.8	71.2	69.1	1.8	14-28
		Whole Numbers	81.5	78.4	80.0	1.8	27-53
		Fractions	65.5	60.1	60.3	2.0	17-33
Decimals		75.7	72.9	72.8	1.9	20-43	
Algebra		62.6	58.2	57.0	1.8	19-30	
Geometry		61.3	57.8	55.6	1.9	14-29	
Measurement		59.4	54.9	55.5	1.9	19-38	
Probability & Statistics		59.0	54.7	51.1	2.5	15-29	
Problem Solving		61.2	57.6	56.5	2.0	17-36	
Arithmetic	67.6	65.3	63.9	2.4	19-43		
Graphs	55.6	51.2	50.3	2.1	16-34		



Survey of Basic Skills: Grade 12

1980 - 81

Subgroup Report

County: SAN DIEGO
 District: SWEETWATER UNION
 School: CHULA VISTA HIGH
 CDS: 37-68411-3731064

Classification	State				District				School								
	Students	Percent Correct				Students	Percent Correct				Students	Percent Correct					
		%	Read	Writ	Spel		Math	No.	%	Read		Writ	Spel	Math	No.	%	Read
Total	100	63.4	63.1	69.0	68.0	2957	100	60.3	60.0	67.7	63.4	342	100	58.0	60.2	65.3	62.6
Sex																	
Male	49	63.5	61.8	66.7	70.0	1454	49	61.0	59.5	65.9	65.9	166	49	59.2	61.2	66.7	66.3
Female	51	63.4	64.3	71.3	66.0	1502	51	59.6	60.4	69.3	60.9	176	51	56.9	59.3	63.9	59.2
Parent Education																	
Not high school graduate	11	54.1	53.7	64.0	58.3	576	19	50.3	51.7	63.5	54.1	70	20	54.6	52.9	65.4	55.8
High school graduate	24	59.7	58.9	66.6	63.3	772	26	59.3	57.2	66.1	61.1	107	31	57.1	59.6	64.7	62.1
Some college	27	64.6	64.0	69.7	68.6	797	27	63.6	64.1	69.5	66.8	91	27	60.3	65.8	65.9	68.1
College graduate	19	67.1	67.1	71.0	72.6	414	14	65.6	63.6	70.5	69.5	37	11	61.0	62.0	69.6	64.6
Advanced degree	17	69.9	70.1	72.8	75.7	327	11	67.3	67.9	72.3	71.2	28	8	64.8	61.3	66.1	67.5
Mobility (School changes since 6th grade)																	
None	62	64.5	64.2	69.5	69.0	1760	60	61.4	61.0	67.7	64.4	207	61	59.9	61.8	65.5	63.3
1	18	63.2	63.0	69.2	67.9	563	19	59.0	60.2	68.9	62.9	53	15	55.9	62.4	66.5	62.8
2	9	61.3	60.9	68.0	65.7	272	9	57.8	55.8	66.8	61.0	27	8	49.5	48.6	65.7	57.6
3	5	60.4	59.7	67.2	65.3	170	6	58.9	56.8	66.5	62.8	33	10	56.6	59.5	67.4	63.6
4	3	61.4	60.5	67.2	65.4	96	3	61.5	60.4	65.1	63.1	11	3	58.1	55.2	54.5	69.4
5	1	60.0	59.6	67.5	63.8	40	1	59.3	59.8	72.5	58.2	4	1	--	--	--	--
6 or more	1	59.1	57.8	64.9	61.8	45	2	57.9	55.6	64.4	58.0	6	2	--	--	--	--
Scholastic Aptitude Test (SAT) Taken																	
Yes	62	67.2	67.3	71.9	73.0	1645	56	64.7	64.3	71.3	69.3	167	49	63.2	65.9	70.5	70.5
No	36	57.6	56.6	64.6	60.0	1233	42	55.3	55.1	63.1	56.3	161	47	54.0	55.7	59.6	55.9
Passed District Proficiency Test																	
Reading																	
Grade 9	18	67.9	67.5	71.9	72.5	71	2	67.4	64.3	70.8	70.2	12	4	72.3	71.9	81.3	70.5
Grade 10	56	65.5	65.2	70.4	70.0	1697	57	64.7	63.9	70.2	67.7	180	53	63.6	64.0	67.9	66.3
Grade 11	16	58.3	57.8	65.5	62.7	883	30	56.0	56.3	65.1	58.7	93	27	52.3	56.3	59.4	60.4
Grade 12	4	54.9	54.5	63.5	59.3	121	4	50.2	51.6	64.0	54.2	24	7	51.3	58.8	68.8	54.2
Did not pass	2	42.2	41.7	55.8	48.0	37	1	43.0	44.5	58.8	49.9	4	1	--	--	--	--
Did not take	2	58.2	58.2	65.9	63.3	17	1	50.8	46.6	57.4	49.2	4	1	--	--	--	--
Writing																	
Grade 9	14	68.8	68.8	72.9	73.6	58	2	68.9	66.9	75.4	73.2	9	3	72.9	77.8	88.9	72.7
Grade 10	52	66.3	66.1	71.2	70.9	1481	50	65.6	65.3	71.0	68.6	152	44	64.5	65.2	67.6	67.9
Grade 11	19	59.3	58.7	65.7	63.6	913	31	57.1	56.8	65.7	60.3	76	22	56.6	59.7	62.5	62.4
Grade 12	4	56.0	55.4	63.5	60.9	132	4	53.9	56.6	61.0	57.6	29	8	59.5	62.0	65.5	61.8
Did not pass	3	47.3	45.8	56.8	52.0	93	3	48.2	44.5	61.8	46.9	26	8	44.3	45.0	56.7	49.0
Did not take	2	58.1	57.9	64.8	63.4	22	1	42.7	40.4	54.5	47.5	6	2	--	--	--	--
Mathematics																	
Grade 9	15	68.6	68.5	72.4	74.8	78	3	67.5	64.7	71.8	72.1	11	3	70.9	67.8	77.3	75.2
Grade 10	49	66.7	66.4	71.2	72.0	1388	47	65.9	65.4	70.5	70.4	143	42	65.3	65.1	67.7	69.9
Grade 11	20	59.5	58.8	66.3	62.5	975	33	57.5	57.1	66.1	58.8	107	31	55.2	57.7	61.7	59.8
Grade 12	5	56.2	55.7	64.3	58.8	164	6	50.9	53.4	64.3	52.7	22	6	50.6	59.0	65.9	49.2
Did not pass	4	49.6	48.6	60.1	48.9	67	2	48.3	48.0	63.1	48.3	5	1	--	--	--	--
Did not take	2	58.1	57.7	65.4	62.0	26	1	51.5	44.8	60.6	49.3	5	1	--	--	--	--

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

Del Rey High School

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent

Ralph Skiles, Asst. Superintendent, Instructional Support

Julian Lopez, Asst. Superintendent, Instructional Operations

Tris Hubbard, Director, Special Services & District Psychologist

James Doyle, Director, Curriculum

John Calvert, Coordinator, Research and Evaluation

Grade 12
California Assessment Program

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS:

Del Rey High School

The report on the Survey of Basic Skills indicates that 8% of the schools in the state had lower percent correct scores in reading, 7% had lower percent correct scores in written expression, 2% had lower percent correct scores in spelling, and 7% had lower percent correct scores in mathematics.

Comparative data indicates that percentile scores in reading, written expression, spelling, and mathematics fall below the comparison band scores and, therefore, Del Rey High School is in the lowest 25% of schools having similar reported background factors.

Background factors indicate that Del Rey High School exceeds 23% of schools as to parent educational level and 1% of schools as to percentage of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) program.

Skill area scores were not reported for this school because the number of students tested was less than the required minimum of 72.

Math

Year	Percentile	Percent	Percentile	Ranking
1975-76	34			
1976-77	28			
1977-78	34			
1978-79	32			
1979-80	32	53.7		7
1980-81	24	57.5		7

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44		
	1976-77	61.0	31		
	1977-78	61.2	33		
	1978-79	62.5	44		
	1979-80	60.4	28	55.1	10
	1980-81	60.3	24	55.1	8
Written Expression	1975-76	61.1	41		
	1976-77	59.4	32		
	1977-78	60.5	40		
	1978-79	61.7	47		
	1979-80	60.4	36	54.9	11
	1980-81	60.0	28	53.4	7
Spelling	1975-76	68.7	66		
	1976-77	68.1	56		
	1977-78	68.7	62		
	1978-79	68.4	57		
	1979-80	68.2	50	61.3	5
	1980-81	67.7	40	58.5	2
Math	1975-76	64.2	34		
	1976-77	62.5	28		
	1977-78	63.6	34		
	1978-79	64.6	39		
	1979-80	63.6	32	55.7	7
	1980-81	63.4	24	57.5	7

BACKGROUND FACTOR SUMMARY

Background Factor	Year	District Value	State Percentile Ranking for District	School Value	State Percentile Ranking for School
Parent Education Index	1978-79	2.75	43		
	1979-80	2.77	43	2.68	33
	1980-81	2.70	35	2.56	23
Percent AFDC	1975-76	11.1	72		
	1976-77	12.2	79		
	1977-78	12.6	76		
	1978-79	11.0	76		
	1979-80	10.3	76	0.0	1
	1980-81	12.0	78	0.0	1

Number of Students Tested

Survey of Basic Skills: Grade 12

1980 - 81

County:
District:
School:
CDS:

SAN DIEGO
SWEETWATER UNION
DEL REY
37-68411-3730108

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	
	1979-80	60.4	55.1
	1980-81	60.3	55.1
Written Expression	1978-79	61.7	
	1979-80	60.4	54.9
	1980-81	60.0	53.4
Spelling	1978-79	68.4	
	1979-80	68.2	61.3
	1980-81	67.7	58.5
Mathematics	1978-79	64.6	
	1979-80	63.6	55.7
	1980-81	63.4	57.5

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 55.1 PERCENT OF THE READING QUESTIONS.

Comparison Score Bands

Content Area	Year	Comparison Score Band
		(Expressed as Percent Correct)
Reading	1978-79	
	1979-80	59.2 - 65.8
	1980-81	59.5 - 64.3
Written Expression	1978-79	
	1979-80	58.1 - 64.7
	1980-81	58.9 - 63.9
Spelling	1978-79	
	1979-80	64.9 - 71.5
	1980-81	65.4 - 70.2
Mathematics	1978-79	
	1979-80	62.6 - 69.4
	1980-81	63.5 - 68.7

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF SCHOOLS LIKE YOURS, RANGES FROM 59.5 TO 64.3 PERCENT CORRECT.

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q_1 , Q_2 , Q_3) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q_1	Between Q_1 and Q_2	Between Q_2 and Q_3	Above Q_3
Reading	1978-79	%	%	%	%
	1979-80	33 %	38 %	22 %	7 %
	1980-81	38 %	28 %	24 %	10 %
Written Expression	1978-79	%	%	%	%
	1979-80	41 %	19 %	13 %	27 %
	1980-81	41 %	27 %	24 %	8 %
Spelling	1978-79	%	%	%	%
	1979-80	37 %	25 %	19 %	19 %
	1980-81	41 %	25 %	17 %	17 %
Mathematics	1978-79	%	%	%	%
	1979-80	40 %	34 %	19 %	7 %
	1980-81	46 %	27 %	18 %	9 %

FOR EXAMPLE, 10% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Background Factor Summary

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79	2.75	*****
	1979-80	2.77	2.68
	1980-81	2.70	2.56
Percent AFDC	1978-79	11.0	*****
	1979-80	10.3	0.0
	1980-81	12.0	0.0

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR SCHOOL'S AFDC COUNT FOR 1980-81 WAS 0.0 PERCENT.

Number of Students Tested

56 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR SCHOOL.

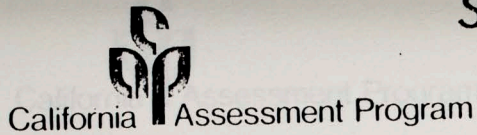
NOTES:

- (1) The California Administrative Code, Title 5, prohibits the public release of test results until the state-wide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the Survey of Basic Skills should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.

Survey of Basic Skills: Grade 12

1980 - 81

County: **SAN DIEGO**
 District: **SWEETWATER UNION**
 School: **DEL REY**
 CDS: **37-68411-3730108**



Survey Scores by Skill Area

Notes:

See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area Skill Area	Median in State	Percent Correct		Percentile Ranks	Skill Area Score Relative to Content Area Score (Expressed as Percentile Ranks)						Relative Strength (RS) or Weakness (RW) 78-79 79-80 80-81	
		District	School		Measurement Error		Your total Reading score of		is represented by the heavy vertical line.			
Reading					1	10	25	50	75	90	99	
Vocabulary												
Comprehension												
Literal												
Interpretive/Critical												
Study-Locational												
Written Expression												
Sentence Recognition												
Sentence Manipulation												
Capitalization & Punctuation												
Paragraphs												
Word Forms												
Language Choices												
Mathematics												
Arithmetic												
Number Concepts												
Whole Numbers												
Fractions												
Decimals												
Algebra												
Geometry												
Measurement												
Probability & Statistics												
Problem Solving												
Arithmetic												
Graphs												

SKILL AREA SCORES ARE NOT REPORTED FOR YOUR SCHOOL BECAUSE THE NUMBER OF STUDENTS TESTED IS LESS THAN THE REQUIRED MINIMUM OF 72.



Survey of Basic Skills: Grade 12

1980 - 81

Subgroup Report

County: SAN DIEGO
District: SWEETWATER UNION
School: DEL REY
CDS: 37-68411-3730108

Classification	State				District				School								
	Students	Percent Correct			Students	Percent Correct			Students	Percent Correct							
	%	Read	Writ	Spel	Math	No.	%	Read	Writ	Spel	Math	No.	%	Read	Writ	Spel	Math
Total																	
Sex																	
Male																	
Female																	
Parent Education																	
Not high school graduate																	
High school graduate																	
Some college																	
College graduate																	
Advanced degree																	
Mobility (School changes since 6th grade)																	
None																	
1																	
2																	
3																	
4																	
5																	
6 or more																	
Scholastic Aptitude Test (SAT) Taken																	
Yes																	
No																	
Passed District Proficiency Test																	
Reading																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	
Did not pass																	
Did not take																	
Writing																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	
Did not pass																	
Did not take																	
Mathematics																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	
Did not pass																	
Did not take																	

NO SUBGROUP REPORT IS PRINTED FOR SCHOOLS TESTING FEWER THAN 72 STUDENTS.

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

Hilltop High School

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent
Ralph Skiles, Asst. Superintendent, Instructional Support
Julian Lopez, Asst. Superintendent, Instructional Operations
Tris Hubbard, Director, Special Services & District Psychologist
James Doyle, Director, Curriculum
John Calvert, Coordinator, Research and Evaluation

Grade 12
California Assessment Program

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS:

Content Area	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	State Percentile Ranking (School)
Reading	68.8	67.0	68.2	68.0	68.0	68.0	87

Hilltop High School

The report on the Survey of Basic Skills indicates that 68% of the schools in the state had lower percent correct scores in reading, 72% had lower percent correct scores in written expression, 57% had lower percent correct scores in spelling, and 66% had lower percent correct scores in mathematics.

Comparative data indicates that percentile scores in reading, written expression, spelling, and mathematics are within the comparison bands designed to show the range of scores for similar schools.

Background factors indicate that Hilltop High School exceeds 65% of schools as to parent educational level and is exceeded by 76% as to percentage of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) program.

Study-locational skills and working with decimals are relative strength areas. Reading vocabulary, sentence manipulation, geometry, and probability and statistics are relatively weak performance areas as assessed through the Survey of Basic Skills.

1978-79	68.4	67	69.0	87
1979-80	68.7	68	68.7	84
1980-81	69.3	69	69.3	87
1975-76	68.8	68	68.8	87
1976-77	67.0	68	67.0	83
1977-78	68.2	68	70.4	84
1978-79	68.0	68	68.4	75
1979-80	68.0	68	68.0	85
1980-81	68.0	68	68.0	86

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44	68.8	87
	1976-77	61.0	31	67.0	79
	1977-78	61.2	33	67.2	80
	1978-79	62.5	44	67.2	82
	1979-80	60.4	28	64.4	61
	1980-81	60.3	24	65.4	68
Written Expression	1975-76	61.1	41	66.4	85
	1976-77	59.4	32	65.7	81
	1977-78	60.5	40	69.7	95
	1978-79	61.7	47	68.4	90
	1979-80	60.4	36	65.4	75
	1980-81	60.0	28	65.6	72
Spelling	1975-76	68.7	66	71.5	88
	1976-77	68.1	56	71.7	89
	1977-78	68.7	62	71.1	83
	1978-79	68.4	57	69.0	62
	1979-80	68.2	50	68.7	54
	1980-81	67.7	40	69.3	57
Math	1975-76	64.2	34	68.9	69
	1976-77	62.5	28	67.6	63
	1977-78	63.6	34	70.4	84
	1978-79	64.6	39	69.4	75
	1979-80	63.6	32	68.5	65
	1980-81	63.4	24	69.6	66

BACKGROUND FACTOR SUMMARY

<u>Background Factor</u>	<u>Year</u>	<u>District Value</u>	<u>State Percentile Ranking for District</u>	<u>School Value</u>	<u>State Percentile Ranking for School</u>
Parent Education Index	1978-79	2.75	43	3.21	73
	1979-80	2.77	43	3.28	76
	1980-81	2.70	35	3.16	65
Percent AFDC	1975-76	11.1	72	2.9	23
	1976-77	12.2	79	3.4	29
	1977-78	12.6	76	4.5	33
	1978-79	11.0	76	3.7	29
	1979-80	10.3	76	3.8	31
	1980-81	12.0	78	3.1	24

Number of Students Tested

FOR SURVEY BOOKLETS HERE RECEIVED AIG SCORES FOR YOUR SCHOOL



California Assessment Program

Survey of Basic Skills: Grade 12

1980 - 81

 County: SAN DIEGO
 District: SWEETWATER UNION
 School: HILLTOP HIGH
 CDS: 37-68411-3732849

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 65.4 PERCENT OF THE READING QUESTIONS.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	67.2
	1979-80	60.4	64.4
	1980-81	60.3	65.4
Written Expression	1978-79	61.7	68.4
	1979-80	60.4	65.4
	1980-81	60.0	65.6
Spelling	1978-79	68.4	69.0
	1979-80	68.2	68.7
	1980-81	67.7	69.3
Mathematics	1978-79	64.6	69.4
	1979-80	63.6	68.5
	1980-81	63.4	69.6

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q_1 , Q_2 , Q_3) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

FOR EXAMPLE, 27% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q_1	Between Q_1 and Q_2	Between Q_2 and Q_3	Above Q_3
Reading	1978-79	19 %	24 %	27 %	30 %
	1979-80	23 %	24 %	25 %	28 %
	1980-81	21 %	24 %	28 %	27 %
Written Expression	1978-79	16 %	23 %	28 %	33 %
	1979-80	23 %	21 %	26 %	30 %
	1980-81	22 %	19 %	30 %	29 %
Spelling	1978-79	24 %	25 %	26 %	25 %
	1979-80	24 %	26 %	26 %	24 %
	1980-81	24 %	26 %	25 %	25 %
Mathematics	1978-79	21 %	22 %	28 %	29 %
	1979-80	23 %	23 %	26 %	28 %
	1980-81	21 %	24 %	28 %	27 %

Number of Students Tested

485 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR SCHOOL.

Comparison Score Bands

Content Area	Year	Comparison Score Band
		(Expressed as Percent Correct)
Reading	1978-79	64.3 - 66.7
	1979-80	64.2 - 66.8
	1980-81	63.8 - 66.2
Written Expression	1978-79	63.4 - 66.2
	1979-80	63.6 - 66.2
	1980-81	63.4 - 66.0
Spelling	1978-79	68.2 - 70.8
	1979-80	68.7 - 71.3
	1980-81	68.5 - 71.1
Mathematics	1978-79	67.7 - 70.5
	1979-80	68.0 - 71.2
	1980-81	68.0 - 71.4

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF SCHOOLS LIKE YOURS, RANGES FROM 63.8 TO 66.2 PERCENT CORRECT.

Background Factor Summary

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79	2.75	3.21
	1979-80	2.77	3.28
	1980-81	2.70	3.16
Percent AFDC	1978-79	11.0	3.7
	1979-80	10.3	3.8
	1980-81	12.0	3.1

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR SCHOOL'S AFDC COUNT FOR 1980-81 WAS 3.1 PERCENT.

NOTES:

- (1) The California Administrative Code, Title 5, prohibits the public release of test results until the statewide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the Survey of Basic Skills should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.

Survey of Basic Skills: Grade 12

1980 - 81

County: SAN DIEGO
 District: SWEETWATER UNION
 School: HILLTOP HIGH
 CDS: 37-68411-3732849

Survey Scores by Skill Area

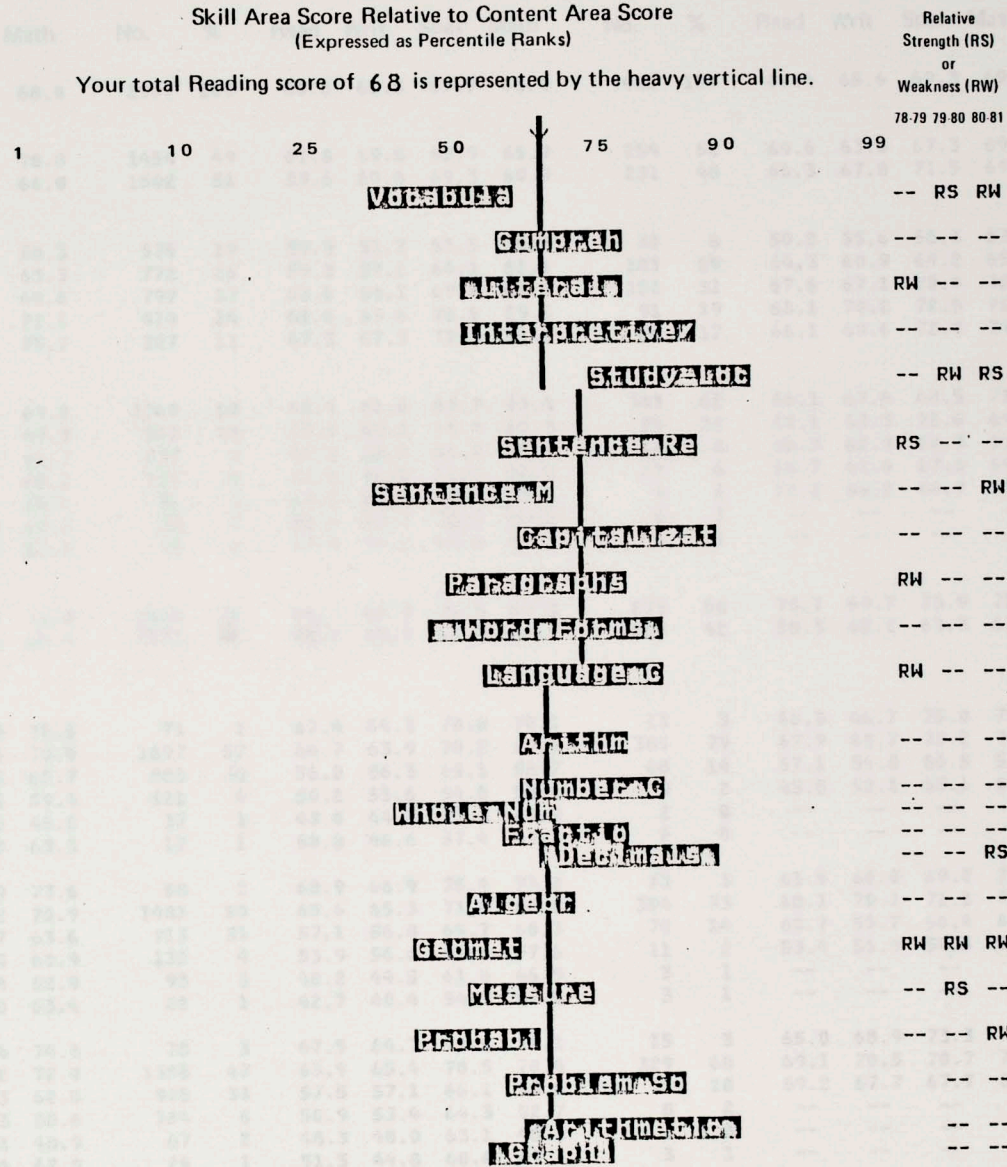
Notes:

See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area	Skill Area	Median SCHOOL in State	Percent Correct		SCHOOL Measurement Error	Percentile Ranks Skill Area Score ± Measurement Error	
			District	School			
Reading	Vocabulary	60.0	57.7	59.8	1.7	38-61	
	Comprehension	63.8	60.3	65.9	1.1	59-78	
	Literal	69.1	65.5	70.8	1.5	52-77	
	Interpretive/Critical	58.9	55.3	61.3	2.2	52-87	
	Study-Locational	67.6	66.7	74.9	2.3	75-92	
Written Expression	Sentence Recognition	69.9	65.9	73.2	2.3	59-87	
	Sentence Manipulation	43.5	42.1	43.9	2.8	36-68	
	Capitalization & Punctuation	56.1	54.8	60.2	2.5	63-89	
	Paragraphs	59.9	57.5	62.1	2.4	49-79	
	Word Forms	72.7	68.0	74.8	2.8	46-82	
	Language Choices	66.3	63.7	69.8	1.9	58-82	
	Mathematics	Arithmetic	74.0	70.2	76.9	1.0	64-79
		Number Concepts	74.8	71.2	78.6	1.5	64-82
		Whole Numbers	81.5	78.4	81.8	1.5	40-66
		Fractions	65.5	60.1	68.9	1.7	60-77
Decimals		75.7	72.9	79.1	1.5	67-88	
Algebra		62.6	58.2	65.0	1.5	55-71	
Geometry		61.3	57.8	61.6	1.6	43-61	
Measurement		59.4	54.9	61.8	1.6	54-72	
Probability & Statistics		59.0	54.7	59.5	2.1	43-63	
Problem Solving		61.2	57.6	64.9	1.8	61-84	
Arithmetic	67.6	65.3	72.8	2.2	65-90		
Graphs	55.6	51.2	58.4	1.8	56-76		

Skill Area Score Relative to Content Area Score
 (Expressed as Percentile Ranks)

Your total Reading score of 68 is represented by the heavy vertical line.



Survey of Basic Skills: Grade 12

1980 - 81

Subgroup Report

County: SAN DIEGO
 District: SWEETWATER UNION
 School: HILLTOP HIGH
 CDS: 37-68411-3732849

Classification	State				District				School									
	Students		Percent Correct		Students		Percent Correct		Students		Percent Correct							
	No.	%	Read	Writ	Spel	Math	No.	%	Read	Writ	Spel	Math						
Total	100		63.4	63.1	69.0	68.0	2957	100	60.3	60.0	67.7	63.4	485	100	65.4	65.6	69.3	69.6
Sex																		
Male	49		63.5	61.8	66.7	70.0	1454	49	61.0	59.5	65.9	65.9	254	52	64.6	63.6	67.3	69.8
Female	51		63.4	64.3	71.3	66.0	1502	51	59.6	60.4	69.3	60.9	231	48	66.3	67.8	71.5	69.3
Parent Education																		
Not high school graduate	11		54.1	53.7	64.0	58.3	576	19	50.3	51.7	63.5	54.1	30	6	50.8	55.6	68.3	53.6
High school graduate	24		59.7	58.9	66.6	63.3	772	26	59.3	57.2	66.1	61.1	123	25	64.3	60.9	64.2	65.4
Some college	27		64.6	64.0	69.7	68.6	797	27	63.6	64.1	69.5	66.8	152	31	67.6	67.1	70.4	70.5
College graduate	19		67.1	67.1	71.0	72.6	414	14	65.6	63.6	70.5	69.5	91	19	68.1	70.2	72.5	75.9
Advanced degree	17		69.9	70.1	72.8	75.7	327	11	67.3	67.9	72.3	71.2	84	17	66.1	69.6	72.9	74.1
Mobility (School changes since 6th grade)																		
None	62		64.5	64.2	69.5	69.0	1760	60	61.4	61.0	67.7	64.4	303	62	66.1	67.4	68.5	71.8
1	18		63.2	63.0	69.2	67.9	563	19	59.0	60.2	68.9	62.9	95	20	62.1	63.3	72.6	64.2
2	9		61.3	60.9	68.0	65.7	272	9	57.8	55.8	66.8	61.0	41	8	66.3	62.9	68.3	67.8
3	5		60.4	59.7	67.2	65.3	170	6	58.9	56.8	66.5	62.8	27	6	65.7	61.4	67.6	69.0
4	3		61.4	60.5	67.2	65.4	96	3	61.5	60.4	65.1	63.1	9	2	72.2	59.2	66.7	69.7
5	1		60.0	59.6	67.5	63.8	40	1	59.3	59.8	72.5	58.2	4	1	--	--	--	--
6 or more	1		59.1	57.8	64.9	61.8	45	2	57.9	55.6	64.4	58.0	6	1	--	--	--	--
Scholastic Aptitude Test (SAT) Taken																		
Yes	62		67.2	67.3	71.9	73.0	1645	56	64.7	64.3	71.3	69.3	279	58	70.7	69.7	73.9	75.9
No	36		57.6	56.6	64.6	60.0	1233	42	55.3	55.1	63.1	56.3	203	42	58.3	60.2	63.3	61.5
Passed District Proficiency Test																		
Reading																		
Grade 9	18		67.9	67.5	71.9	72.5	71	2	67.4	64.3	70.8	70.2	13	3	66.3	66.7	75.0	75.5
Grade 10	56		65.5	65.2	70.4	70.0	1697	57	64.7	63.9	70.2	67.7	385	79	67.9	68.7	70.2	72.2
Grade 11	16		58.3	57.8	65.5	62.7	883	30	56.0	56.3	65.1	58.7	68	14	57.1	54.8	66.5	58.7
Grade 12	4		54.9	54.5	63.5	59.3	121	4	50.2	51.6	64.0	54.2	9	2	45.8	52.1	55.6	64.6
Did not pass	2		42.2	41.7	55.8	48.0	37	1	43.0	44.5	58.8	49.9	2	0	--	--	--	--
Did not take	2		58.2	58.2	65.9	63.3	17	1	50.8	46.6	57.4	49.2	2	0	--	--	--	--
Writing																		
Grade 9	14		68.8	68.8	72.9	73.6	58	2	68.9	66.9	75.4	73.2	13	3	61.5	65.0	69.2	71.3
Grade 10	52		66.3	66.1	71.2	70.9	1481	50	65.6	65.3	71.0	68.6	354	73	68.1	70.2	71.3	72.5
Grade 11	19		59.3	58.7	65.7	63.6	913	31	57.1	56.8	65.7	60.3	70	14	60.7	55.7	66.4	64.4
Grade 12	4		56.0	55.4	63.5	60.9	132	4	53.9	56.6	61.0	57.6	11	2	53.4	56.8	54.5	71.9
Did not pass	3		47.3	45.8	56.8	52.0	93	3	48.2	44.5	61.8	46.9	3	1	--	--	--	--
Did not take	2		58.1	57.9	64.8	63.4	22	1	42.7	40.4	54.5	47.5	3	1	--	--	--	--
Mathematics																		
Grade 9	15		68.6	68.5	72.4	74.8	78	3	67.5	64.7	71.8	72.1	15	3	65.0	68.9	73.3	73.9
Grade 10	49		66.7	66.4	71.2	72.0	1388	47	65.9	65.4	70.5	70.4	329	68	69.1	70.5	70.7	74.4
Grade 11	20		59.5	58.8	66.3	62.5	975	33	57.5	57.1	66.1	58.8	96	20	59.2	57.7	67.7	60.0
Grade 12	5		56.2	55.7	64.3	58.8	164	6	50.9	53.4	64.3	52.7	8	2	--	--	--	--
Did not pass	4		49.6	48.6	60.1	48.9	67	2	48.3	48.0	63.1	48.3	1	0	--	--	--	--
Did not take	2		58.1	57.7	65.4	62.0	26	1	51.5	44.8	60.6	49.3	3	1	--	--	--	--

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

Mar Vista High School

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent

Ralph Skiles, Asst. Superintendent, Instructional Support

Julian Lopez, Asst. Superintendent, Instructional Operations

Tris Hubbard, Director, Special Services & District Psychologist

James Doyle, Director, Curriculum

John Calvert, Coordinator, Research and Evaluation

Grade 12
California Assessment Program

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS:

Mar Vista High School

The report on the Survey of Basic Skills indicates that 31% of the schools in the state had lower percent correct scores in reading, 18% had lower percent correct scores in written expression, 20% had lower percent correct scores in spelling, and 17% had lower percent correct scores in mathematics.

Comparative data indicates that the percentile scores in reading, written expression, spelling, and mathematics are within comparison bands designed to show the range of scores for similar schools.

Background factors indicate that Mar Vista High School exceeds 15% of schools as to parent educational level and is exceeded by 26% of schools as to percentage of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) program.

Working with whole numbers, geometry, probability and statistics, and arithmetic problem solving are relative strength areas while working with decimals and measurement have been identified as relative areas of weakness as assessed through the Survey of Basic Skills.

Year	Parent Education	AFDC	State Percentile Ranking (School)
1972-73	57	55.7	24
1973-74	50	56.5	30
1974-75	40	55.5	20
1975-76	34	55.5	44
1976-77	28	55.0	43
1977-78	24	54.5	40
1978-79	39	53.9	35
1979-80	32	52.0	23
1980-81	24	51.3	17

SURVEY SCORES

STATE PERCENTILE RANKING

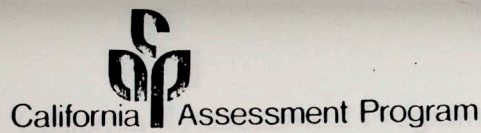
<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44	64.4	53
	1976-77	61.0	31	64.5	60
	1977-78	61.2	33	60.7	30
	1978-79	62.5	44	64.4	62
	1979-80	60.4	28	60.1	28
	1980-81	60.3	24	60.7	31
Written Expression	1975-76	61.1	41	62.9	58
	1976-77	59.4	32	60.2	41
	1977-78	60.5	40	60.4	39
	1978-79	61.7	47	61.4	45
	1979-80	60.4	36	59.7	33
	1980-81	60.0	28	57.3	18
Spelling	1975-76	68.7	66	69.8	73
	1976-77	68.1	56	69.3	70
	1977-78	68.7	62	65.4	22
	1978-79	68.4	57	65.7	24
	1979-80	68.2	50	66.5	30
	1980-81	67.7	40	65.5	20
Math	1975-76	64.2	34	65.5	44
	1976-77	62.5	28	65.0	45
	1977-78	63.6	34	64.5	40
	1978-79	64.6	39	63.9	35
	1979-80	63.6	32	62.0	23
	1980-81	63.4	24	61.3	17

BACKGROUND FACTOR SUMMARY

<u>Background Factor</u>	<u>Year</u>	<u>District Value</u>	<u>State Percentile Ranking for District</u>	<u>School Value</u>	<u>State Percentile Ranking for School</u>
Parent Education Index	1978-79	2.75	43	2.50	21
	1979-80	2.77	43	2.54	24
	1980-81	2.70	35	2.41	15
Percent AFDC	1975-76	11.1	72	11.7	73
	1976-77	12.2	79	12.3	76
	1977-78	12.6	76	17.3	84
	1978-79	11.0	76	14.5	82
	1979-80	10.3	76	17.6	87
	1980-81	12.0	78	12.0	74

Survey of Basic Skills: Grade 12

1980 - 81



County: SAN DIEGO
 District: SWEETWATER UNION
 School: MAR VISTA HIGH
 CDS: 37-68411-3733953

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 60.7 PERCENT OF THE READING QUESTIONS.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	64.4
	1979-80	60.4	60.1
	1980-81	60.3	60.7
Written Expression	1978-79	61.7	61.4
	1979-80	60.4	59.7
	1980-81	60.0	57.3
Spelling	1978-79	68.4	65.7
	1979-80	68.2	66.5
	1980-81	67.7	65.5
Mathematics	1978-79	64.6	63.9
	1979-80	63.6	62.0
	1980-81	63.4	61.3

Comparison Score Bands

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF SCHOOLS LIKE YOURS, RANGES FROM 57.5 TO 60.5 PERCENT CORRECT.

Content Area	Year	Comparison Score Band
		(Expressed as Percent Correct)
Reading	1978-79	57.9 - 60.7
	1979-80	57.0 - 60.0
	1980-81	57.5 - 60.5
Written Expression	1978-79	56.6 - 59.8
	1979-80	56.0 - 59.0
	1980-81	56.8 - 59.8
Spelling	1978-79	64.7 - 67.7
	1979-80	64.8 - 67.8
	1980-81	64.8 - 67.8
Mathematics	1978-79	60.1 - 63.3
	1979-80	59.4 - 63.0
	1980-81	60.9 - 64.7

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q₁, Q₂, Q₃) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

FOR EXAMPLE, 22% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q ₁	Between Q ₁ and Q ₂	Between Q ₂ and Q ₃	Above Q ₃
Reading	1978-79	23 %	23 %	29 %	25 %
	1979-80	28 %	26 %	26 %	20 %
	1980-81	30 %	26 %	22 %	22 %
Written Expression	1978-79	26 %	26 %	26 %	22 %
	1979-80	26 %	32 %	25 %	17 %
	1980-81	33 %	27 %	23 %	17 %
Spelling	1978-79	28 %	27 %	25 %	20 %
	1979-80	29 %	22 %	24 %	25 %
	1980-81	30 %	29 %	21 %	20 %
Mathematics	1978-79	26 %	30 %	26 %	18 %
	1979-80	30 %	35 %	16 %	19 %
	1980-81	36 %	29 %	20 %	15 %

Background Factor Summary

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR SCHOOL'S AFDC COUNT FOR 1980-81 WAS 12.0 PERCENT.

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79	2.75	2.50
	1979-80	2.77	2.54
	1980-81	2.70	2.41
Percent AFDC	1978-79	11.0	14.5
	1979-80	10.3	17.6
	1980-81	12.0	12.0

Number of Students Tested

206 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR SCHOOL.

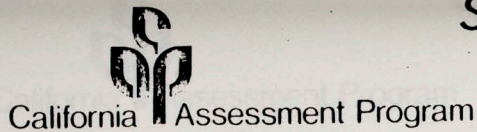
NOTES:

- (1) The California Administrative Code, Title 5, prohibits the public release of test results until the state-wide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the Survey of Basic Skills should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.

Survey of Basic Skills: Grade 12

1980 - 81

County: SAN DIEGO
 District: SWEETWATER UNION
 School: MAR VISTA HIGH
 CDS: 37-68411-3733953

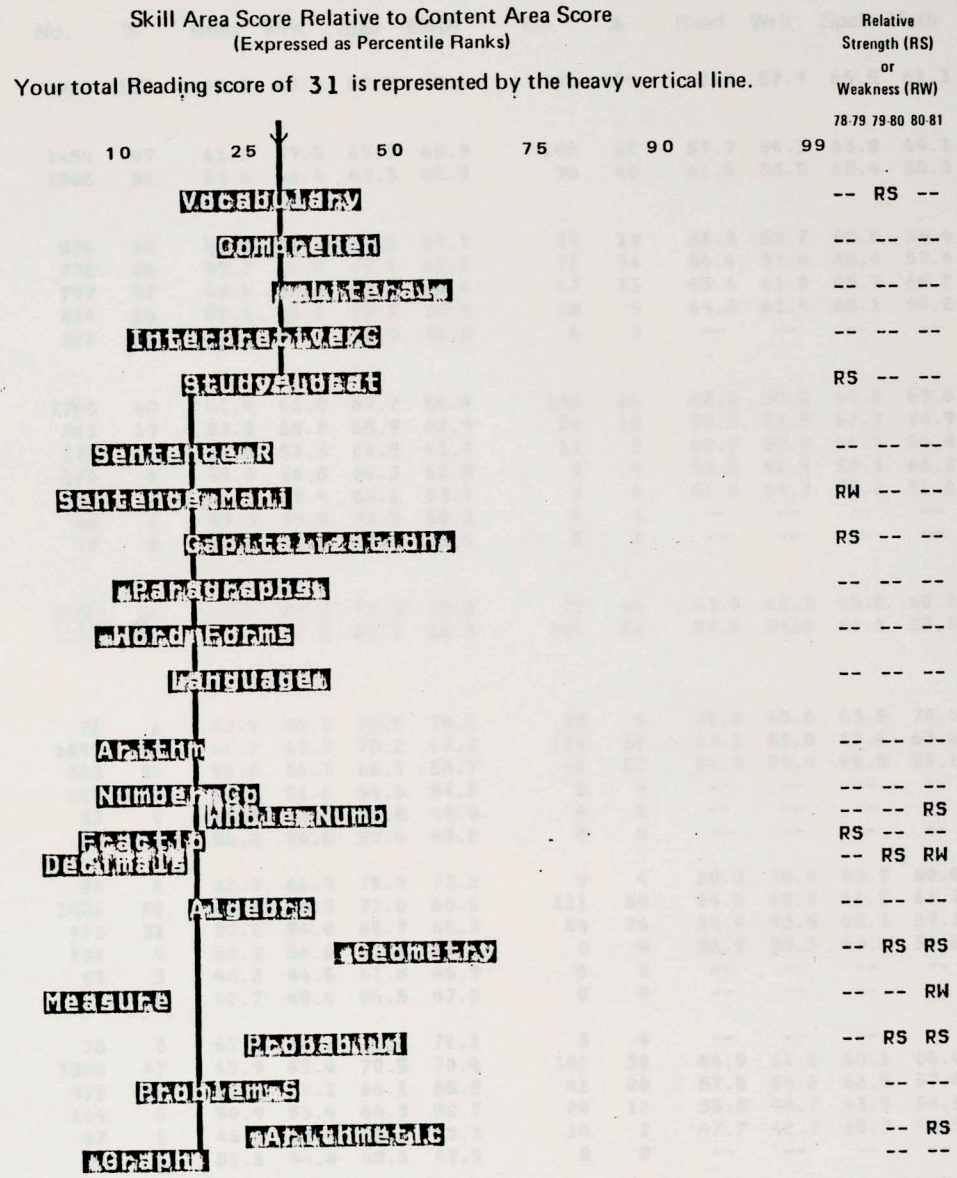


Survey Scores by Skill Area

Notes:

See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area Skill Area	Median SCHOOL in State	Percent Correct			Skill Area Score ± Measurement Error	Percentile Ranks
		District	School	SCHOOL Measurement Error		
Reading						
Vocabulary	60.0	57.7	56.3	2.5	18-42	
Comprehension	63.8	60.3	61.7	1.7	23-46	
Literal	69.1	65.5	68.0	2.2	30-59	
Interpretive/Critical	58.9	55.3	55.7	2.8	12-46	
Study-Locational	67.6	66.7	63.6	3.4	18-48	
Written Expression						
Sentence Recognition	69.9	65.9	63.3	3.1	9-27	
Sentence Manipulation	43.5	42.1	35.8	4.1	6-29	
Capitalization & Punctuation	56.1	54.8	54.2	3.2	17-61	
Paragraphs	59.9	57.5	54.4	3.2	10-36	
Word Forms	72.7	68.0	65.2	3.5	8-30	
Language Choices	66.3	63.7	60.9	2.7	15-35	
Mathematics						
Arithmetic	74.0	70.2	67.1	1.5	8-18	
Number Concepts	74.8	71.2	67.8	2.3	9-25	
Whole Numbers	81.5	78.4	79.0	2.3	19-48	
Fractions	65.5	60.1	55.7	2.6	7-17	
Decimals	75.7	72.9	67.5	2.4	5-15	
Algebra	62.6	58.2	57.1	2.4	17-33	
Geometry	61.3	57.8	61.7	2.5	39-67	
Measurement	59.4	54.9	49.7	2.4	5-14	
Probability & Statistics	59.0	54.7	55.6	3.2	26-49	
Problem Solving	61.2	57.6	55.1	2.4	12-30	
Arithmetic	67.6	65.3	66.1	3.0	25-56	
Graphs	55.6	51.2	46.1	2.6	7-17	

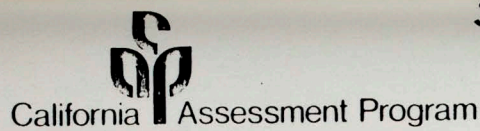


Survey of Basic Skills: Grade 12

1980 - 81

Subgroup Report

County: SAN DIEGO
 District: SWEETWATER UNION
 School: MAR VISTA HIGH
 CDS: 37-68411-3733953



Classification	State				District				School								
	Students	Percent Correct				Students	Percent Correct				Students	Percent Correct					
		%	Read	Writ	Spel		Math	No.	%	Read		Writ	Spel	Math	No.	%	Read
Total	100	63.4	63.1	69.0	68.0	2957	100	60.3	60.0	67.7	63.4	206	100	60.7	57.3	65.5	61.3
Sex																	
Male	49	63.5	61.8	66.7	70.0	1454	49	61.0	59.5	65.9	65.9	108	52	59.9	56.3	63.0	64.1
Female	51	63.4	64.3	71.3	66.0	1502	51	59.6	60.4	69.3	60.9	98	48	61.6	58.5	68.4	58.3
Parent Education																	
Not high school graduate	11	54.1	53.7	64.0	58.3	576	19	50.3	51.7	63.5	54.1	39	19	55.3	53.7	62.8	59.4
High school graduate	24	59.7	58.9	66.6	63.3	772	26	59.3	57.2	66.1	61.1	71	34	56.6	53.4	65.8	57.4
Some college	27	64.6	64.0	69.7	68.6	797	27	63.6	64.1	69.5	66.8	67	33	65.6	61.0	65.3	66.2
College graduate	19	67.1	67.1	71.0	72.6	414	14	65.6	63.6	70.5	69.5	18	9	64.0	63.4	68.1	66.2
Advanced degree	17	69.9	70.1	72.8	75.7	327	11	67.3	67.9	72.3	71.2	6	3	--	--	--	--
Mobility (School changes since 6th grade)																	
None	62	64.5	64.2	69.5	69.0	1760	60	61.4	61.0	67.7	64.4	135	66	62.0	58.2	64.6	63.6
1	18	63.2	63.0	69.2	67.9	563	19	59.0	60.2	68.9	62.9	24	12	54.0	54.5	67.7	54.9
2	9	61.3	60.9	68.0	65.7	272	9	57.8	55.8	66.8	61.0	17	8	62.7	50.0	64.7	54.0
3	5	60.4	59.7	67.2	65.3	170	6	58.9	56.8	66.5	62.8	9	4	53.5	52.9	58.3	66.7
4	3	61.4	60.5	67.2	65.4	96	3	61.5	60.4	65.1	63.1	9	4	62.0	64.3	72.2	56.6
5	1	60.0	59.6	67.5	63.8	40	1	59.3	59.8	72.5	58.2	6	3	--	--	--	--
6 or more	1	59.1	57.8	64.9	61.8	45	2	57.9	55.6	64.4	58.0	5	2	--	--	--	--
Scholastic Aptitude Test (SAT) Taken																	
Yes	62	67.2	67.3	71.9	73.0	1645	56	64.7	64.3	71.3	69.3	95	46	63.5	62.3	68.2	68.2
No	36	57.6	56.6	64.6	60.0	1233	42	55.3	55.1	63.1	56.3	104	50	58.6	54.0	64.2	55.8
Passed District Proficiency Test																	
Reading																	
Grade 9	18	67.9	67.5	71.9	72.5	71	2	67.4	64.3	70.8	70.2	13	6	72.8	68.6	63.5	70.6
Grade 10	56	65.5	65.2	70.4	70.0	1697	57	64.7	63.9	70.2	67.7	128	62	63.1	58.8	65.6	63.6
Grade 11	16	58.3	57.8	65.5	62.7	883	30	56.0	56.3	65.1	58.7	46	22	54.3	54.4	66.8	56.1
Grade 12	4	54.9	54.5	63.5	59.3	121	4	50.2	51.6	64.0	54.2	8	4	--	--	--	--
Did not pass	2	42.2	41.7	55.8	48.0	37	1	43.0	44.5	58.8	49.9	4	2	--	--	--	--
Did not take	2	58.2	58.2	65.9	63.3	17	1	50.8	46.6	57.4	49.2	0	0	--	--	--	--
Writing																	
Grade 9	14	68.8	68.8	72.9	73.6	58	2	68.9	66.9	75.4	73.2	9	4	80.3	70.4	63.9	80.8
Grade 10	52	66.3	66.1	71.2	70.9	1481	50	65.6	65.3	71.0	68.6	111	54	64.5	60.0	66.2	63.1
Grade 11	19	59.3	58.7	65.7	63.6	913	31	57.1	56.8	65.7	60.3	54	26	54.4	53.9	65.3	59.1
Grade 12	4	56.0	55.4	63.5	60.9	132	4	53.9	56.6	61.0	57.6	9	4	56.9	58.3	63.9	56.6
Did not pass	3	47.3	45.8	56.8	52.0	93	3	48.2	44.5	61.8	46.9	6	3	--	--	--	--
Did not take	2	58.1	57.9	64.8	63.4	22	1	42.7	40.4	54.5	47.5	0	0	--	--	--	--
Mathematics																	
Grade 9	15	68.6	68.5	72.4	74.8	78	3	67.5	64.7	71.8	72.1	8	4	--	--	--	--
Grade 10	49	66.7	66.4	71.2	72.0	1388	47	65.9	65.4	70.5	70.4	102	50	64.0	61.1	68.1	66.4
Grade 11	20	59.5	58.8	66.3	62.5	975	33	57.5	57.1	66.1	58.8	42	20	57.8	54.8	62.5	57.6
Grade 12	5	56.2	55.7	64.3	58.8	164	6	50.9	53.4	64.3	52.7	24	12	55.0	48.7	63.5	54.5
Did not pass	4	49.6	48.6	60.1	48.9	67	2	48.3	48.0	63.1	48.3	14	7	47.7	42.7	60.7	45.5
Did not take	2	58.1	57.7	65.4	62.0	26	1	51.5	44.8	60.6	49.3	0	0	--	--	--	--

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

Montgomery High School

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent
Ralph Skiles, Asst. Superintendent, Instructional Support
Julian Lopez, Asst. Superintendent, Instructional Operations
Tris Hubbard, Director, Special Services & District Psychologist
James Doyle, Director, Curriculum
John Calvert, Coordinator, Research and Evaluation

Grade 12
California Assessment Program

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS:

Reading Montgomery High School

The report on the Survey of Basic Skills indicates that 21% of the schools in the state had lower percent correct scores in reading, 22% had lower percent correct scores in written expression, 65% had lower percent correct scores in spelling, and 17% had lower percent correct scores in mathematics.

Comparative data indicates that percentile scores in reading, written expression, spelling, and mathematics are within the comparison bands designed to show the range of scores for similar schools.

Background factors indicate that Montgomery High School exceeds 22% of schools as to parent educational level and is exceeded by 13% of schools as to percentage of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) program.

Paragraph writing, working with decimals, geometry, and arithmetic problem solving are relative strength areas as assessed through the Survey of Basic Skills.

Year	Percentile Ranking	State Percentile Ranking
1973-74	54.3	8
1974-75	55.5	11
1975-76	56.2	12
1976-77	57.0	13
1977-78	58.4	17
1978-79	59.2	17
1979-80	60.0	21
1980-81	60.5	21
1973-74	56.7	9
1974-75	58.5	13
1975-76	59.3	14
1976-77	62.5	26
1977-78	62.8	28
1978-79	61.5	17

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44	54.3	6
	1976-77	61.0	31	56.5	12
	1977-78	61.2	33	58.2	17
	1978-79	62.5	44	60.9	31
	1979-80	60.4	28	59.4	24
	1980-81	60.3	24	59.1	21
Written Expression	1975-76	61.1	41	52.5	7
	1976-77	59.4	32	55.5	14
	1977-78	60.5	40	56.8	18
	1978-79	61.7	47	57.9	21
	1979-80	60.4	36	58.6	26
	1980-81	60.0	28	58.2	22
Spelling	1975-76	68.7	66	64.7	19
	1976-77	68.1	56	67.0	43
	1977-78	68.7	62	69.4	67
	1978-79	68.4	57	69.2	64
	1979-80	68.2	50	70.0	68
	1980-81	67.7	40	69.5	65
Math	1975-76	64.2	34	56.7	9
	1976-77	62.5	28	58.5	13
	1977-78	63.6	34	59.3	14
	1978-79	64.6	39	62.5	26
	1979-80	63.6	32	62.9	28
	1980-81	63.4	24	61.3	17

BACKGROUND FACTOR SUMMARY

<u>Background Factor</u>	<u>Year</u>	<u>District Value</u>	<u>State Percentile Ranking for District</u>	<u>School Value</u>	<u>State Percentile Ranking for School</u>
Parent Education Index	1978-79	2.75	43	2.58	25
	1979-80	2.77	43	2.48	20
	1980-81	2.70	35	2.54	22
Percent AFDC	1975-76	11.1	72	19.9	88
	1976-77	12.2	79	16.0	85
	1977-78	12.6	76	20.2	88
	1978-79	11.0	76	17.6	86
	1979-80	10.3	76	12.1	76
	1980-81	12.0	78	18.7	87

Survey of Basic Skills: Grade 12

1980 - 81

County: SAN DIEGO
 District: SWEETWATER UNION
 School: MONTGOMERY HIGH
 CDS: 37-68411-3738234

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 59.1 PERCENT OF THE READING QUESTIONS.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	60.9
	1979-80	60.4	59.4
	1980-81	60.3	59.1
Written Expression	1978-79	61.7	57.9
	1979-80	60.4	58.6
	1980-81	60.0	58.2
Spelling	1978-79	68.4	69.2
	1979-80	68.2	70.0
	1980-81	67.7	69.5
Mathematics	1978-79	64.6	62.5
	1979-80	63.6	62.9
	1980-81	63.4	61.3

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q_1 , Q_2 , Q_3) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

FOR EXAMPLE, 20% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution				
		Below Q_1	Between Q_1 and Q_2	Between Q_2 and Q_3	Above Q_3	
Reading	1978-79	27 %	29 %	23 %	21 %	
	1979-80	29 %	28 %	25 %	18 %	
	1980-81	31 %	27 %	22 %	20 %	
Written Expression	1978-79	33 %	27 %	19 %	21 %	
	1979-80	30 %	29 %	21 %	20 %	
	1980-81	33 %	27 %	22 %	18 %	
Spelling	1978-79	24 %	25 %	25 %	26 %	
	1979-80	23 %	25 %	26 %	26 %	
	1980-81	23 %	26 %	29 %	22 %	
Mathematics	1978-79	31 %	27 %	25 %	17 %	
	1979-80	32 %	25 %	25 %	18 %	
	1980-81	37 %	29 %	19 %	15 %	

Number of Students Tested

382 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR SCHOOL.

Comparison Score Bands

Content Area	Year	Comparison Score Band
		(Expressed as Percent Correct)
Reading	1978-79	57.9 - 60.5
	1979-80	57.8 - 60.4
	1980-81	57.5 - 59.9
Written Expression	1978-79	56.7 - 59.7
	1979-80	56.7 - 59.3
	1980-81	56.7 - 59.3
Spelling	1978-79	64.9 - 67.5
	1979-80	65.2 - 67.8
	1980-81	65.0 - 67.6
Mathematics	1978-79	60.2 - 63.2
	1979-80	60.4 - 63.6
	1980-81	60.7 - 64.1

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF SCHOOLS LIKE YOURS, RANGES FROM 57.5 TO 59.9 PERCENT CORRECT.

Background Factor Summary

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79	2.75	2.58
	1979-80	2.77	2.48
	1980-81	2.70	2.54
Percent AFDC	1978-79	11.0	17.6
	1979-80	10.3	12.1
	1980-81	12.0	18.7

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR SCHOOL'S AFDC COUNT FOR 1980-81 WAS 18.7 PERCENT.

NOTES:

- (1) The California Administrative Code, Title 5, prohibits the public release of test results until the state-wide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the Survey of Basic Skills should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.



Survey Scores by Skill Area

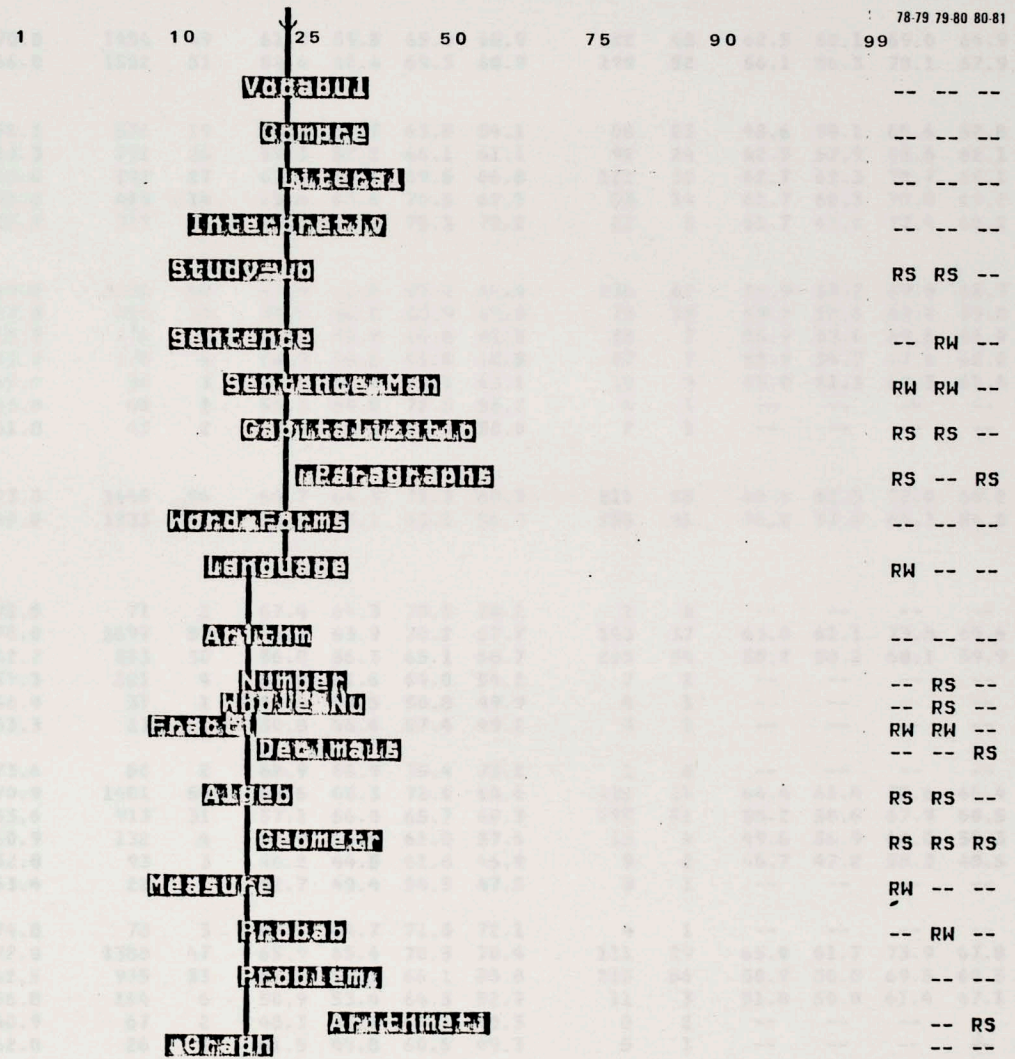
Notes:

See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area Skill Area	Percent Correct		Percentile Ranks		Skill Area Score ± Measurement Error
	Median SCHOOL in State	District	SCHOOL	SCHOOL Measurement Error	
Reading					
Vocabulary	60.0	57.7	55.5	1.9	18-34
Comprehension	63.8	60.3	60.3	1.2	19-33
Literal	69.1	65.5	65.8	1.7	21-40
Interpretive/Critical	58.9	55.3	55.0	2.3	12-35
Study-Locational Written Expression	67.6	66.7	59.4	2.6	10-26
Sentence Recognition	69.9	65.9	63.3	2.4	10-24
Sentence Manipulation	43.5	42.1	39.6	3.1	16-46
Capitalization & Punctuation	56.1	54.8	53.8	2.7	17-53
Paragraphs	59.9	57.5	58.4	2.6	26-58
Word Forms	72.7	68.0	66.3	2.9	10-31
Language Choices	66.3	63.7	60.1	2.1	14-29
Mathematics					
Arithmetic	74.0	70.2	68.6	1.2	13-25
Number Concepts	74.8	71.2	69.9	1.7	17-30
Whole Numbers	81.5	78.4	77.6	1.7	16-32
Fractions	65.5	60.1	56.5	1.9	9-18
Decimals	75.7	72.9	72.7	1.7	20-41
Algebra	62.6	58.2	55.0	1.7	13-23
Geometry	61.3	57.8	57.2	1.8	20-38
Measurement	59.4	54.9	51.9	1.8	9-19
Probability & Statistics	59.0	54.7	51.7	2.4	17-31
Problem Solving	61.2	57.6	56.4	1.9	17-35
Arithmetic	67.6	65.3	66.9	2.4	31-57
Graphs	55.6	51.2	47.7	2.0	10-20

Skill Area Score Relative to Content Area Score
 (Expressed as Percentile Ranks)

Your total Reading score of 21, is represented by the heavy vertical line.



Classification	State				District				School								
	Students	Percent Correct				Students	Percent Correct				Students	Percent Correct					
		%	Read	Writ	Spel		Math	No.	%	Read		Writ	Spel	Math	No.	%	Read
Total	100	63.4	63.1	69.0	68.0	2957	100	60.3	60.0	67.7	63.4	382	100	59.1	58.2	69.5	61.3
Sex																	
Male	49	63.5	61.8	66.7	70.0	1454	49	61.0	59.5	65.9	65.9	182	48	62.5	60.1	69.0	64.9
Female	51	63.4	64.3	71.3	66.0	1502	51	59.6	60.4	69.3	60.9	199	52	56.1	56.3	70.1	57.9
Parent Education																	
Not high school graduate	11	54.1	53.7	64.0	58.3	576	19	50.3	51.7	63.5	54.1	88	23	48.6	50.1	65.6	52.8
High school graduate	24	59.7	58.9	66.6	63.3	772	26	59.3	57.2	66.1	61.1	92	24	62.5	57.9	68.8	62.1
Some college	27	64.6	64.0	69.7	68.6	797	27	63.6	64.1	69.5	66.8	122	32	62.7	62.3	70.7	65.1
College graduate	19	67.1	67.1	71.0	72.6	414	14	65.6	63.6	70.5	69.5	53	14	61.7	62.3	70.8	64.2
Advanced degree	17	69.9	70.1	72.8	75.7	327	11	67.3	67.9	72.3	71.2	21	5	61.7	61.2	77.4	66.2
Mobility (School changes since 6th grade)																	
None	62	64.5	64.2	69.5	69.0	1760	60	61.4	61.0	67.7	64.4	236	62	59.9	59.2	69.9	61.9
1	18	63.2	63.0	69.2	67.9	563	19	59.0	60.2	68.9	62.9	73	19	59.7	58.6	69.2	59.8
2	9	61.3	60.9	68.0	65.7	272	9	57.8	55.8	66.8	61.0	28	7	55.9	53.6	69.6	61.0
3	5	60.4	59.7	67.2	65.3	170	6	58.9	56.8	66.5	62.8	27	7	55.9	54.7	67.6	62.0
4	3	61.4	60.5	67.2	65.4	96	3	61.5	60.4	65.1	63.1	10	3	65.0	61.3	67.5	61.8
5	1	60.0	59.6	67.5	63.8	40	1	59.3	59.8	72.5	58.2	4	1	--	--	--	--
6 or more	1	59.1	57.8	64.9	61.8	45	2	57.9	55.6	64.4	58.0	2	1	--	--	--	--
Scholastic Aptitude Test (SAT) Taken																	
Yes	62	67.2	67.3	71.9	73.0	1645	56	64.7	64.3	71.3	69.3	211	55	61.9	62.5	72.0	66.2
No	36	57.6	56.6	64.6	60.0	1233	42	55.3	55.1	63.1	56.3	158	41	56.0	53.8	66.3	54.8
Passed District Proficiency Test																	
Reading																	
Grade 9	18	67.9	67.5	71.9	72.5	71	2	67.4	64.3	70.8	70.2	1	0	--	--	--	--
Grade 10	56	65.5	65.2	70.4	70.0	1697	57	64.7	63.9	70.2	67.7	143	37	63.8	61.1	73.8	65.6
Grade 11	16	58.3	57.8	65.5	62.7	883	30	56.0	56.3	65.1	58.7	208	54	58.2	58.2	68.1	59.9
Grade 12	4	54.9	54.5	63.5	59.3	121	4	50.2	51.6	64.0	54.2	7	2	--	--	--	--
Did not pass	2	42.2	41.7	55.8	48.0	37	1	43.0	44.5	58.8	49.9	4	1	--	--	--	--
Did not take	2	58.2	58.2	65.9	63.3	17	1	50.8	46.6	57.4	49.2	3	1	--	--	--	--
Writing																	
Grade 9	14	68.8	68.8	72.9	73.6	58	2	68.9	66.9	75.4	73.2	1	0	--	--	--	--
Grade 10	52	66.3	66.1	71.2	70.9	1481	50	65.6	65.3	71.0	68.6	131	34	64.4	61.4	75.6	66.4
Grade 11	19	59.3	58.7	65.7	63.6	913	31	57.1	56.8	65.7	60.3	195	51	58.2	58.6	67.9	60.5
Grade 12	4	56.0	55.4	63.5	60.9	132	4	53.9	56.6	61.0	57.6	15	4	49.6	56.9	60.0	50.3
Did not pass	3	47.3	45.8	56.8	52.0	93	3	48.2	44.5	61.8	46.9	9	2	45.7	47.2	58.3	48.5
Did not take	2	58.1	57.9	64.8	63.4	22	1	42.7	40.4	54.5	47.5	3	1	--	--	--	--
Mathematics																	
Grade 9	15	68.6	68.5	72.4	74.8	78	3	67.5	64.7	71.8	72.1	4	1	--	--	--	--
Grade 10	49	66.7	66.4	71.2	72.0	1388	47	65.9	65.4	70.5	70.4	111	29	65.0	61.7	73.9	67.8
Grade 11	20	59.5	58.8	66.3	62.5	975	33	57.5	57.1	66.1	58.8	215	56	58.9	58.8	69.5	60.5
Grade 12	5	56.2	55.7	64.3	58.8	164	6	50.9	53.4	64.3	52.7	11	3	51.8	50.0	61.4	47.1
Did not pass	4	49.6	48.6	60.1	48.9	67	2	48.3	48.0	63.1	48.3	8	2	--	--	--	--
Did not take	2	58.1	57.7	65.4	62.0	26	1	51.5	44.8	60.6	49.3	5	1	--	--	--	--

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

Southwest High School

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent

Ralph Skiles, Asst. Superintendent, Instructional Support

Julian Lopez, Asst. Superintendent, Instructional Operations

Tris Hubbard, Director, Special Services & District Psychologist

James Doyle, Director, Curriculum

John Calvert, Coordinator, Research and Evaluation

Grade 12
California Assessment Program

STATE PERCENTILE RANKING

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS:

Southwest High School

The report on the Survey of Basic Skills indicates that 7% of the schools in the state had lower percent correct scores in reading, 9% had lower percent correct scores in written expression, 11% had lower percent correct scores in spelling, and 9% had lower percent correct scores in mathematics.

Comparative data indicates that percentile scores in written expression, spelling, and mathematics fall within the comparison bands designed to show the range of scores for schools having similar reported background factors.

Background factors indicate that Southwest High School exceeds 6% of schools as to parent educational level and is exceeded by 11% of schools as to percentage of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) program.

Study-locational skills, capitalization, working with decimals, algebra, and probability and statistics are areas of relative strength. Literal comprehension is an area of relative weakness.

Year	Percent Correct	Percentile Rank	Percent Correct	Percentile Rank
1977-78	68.7	62	68.7	4
1978-79	68.4	57	62.9	10
1979-80	68.2	50	64.4	14
1980-81	67.7	40	63.7	11
1975-76	64.2	34	---	---
1976-77	62.5	28	51.9	4
1977-78	63.6	34	54.2	5
1978-79	64.6	38	56.2	7
1979-80	63.6	32	55.2	6
1980-81	63.4	31	58.7	9

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44	----	-
	1976-77	61.0	31	48.8	2
	1977-78	61.2	33	52.0	4
	1978-79	62.5	44	53.6	7
	1979-80	60.4	28	51.9	5
	1980-81	60.3	24	54.0	7
Written Expression	1975-76	61.1	41	----	-
	1976-77	59.4	32	48.2	3
	1977-78	60.5	40	52.1	6
	1978-79	61.7	47	51.5	5
	1979-80	60.4	36	51.6	6
	1980-81	60.0	28	54.5	9
Spelling	1975-76	68.7	66	----	-
	1976-77	68.1	56	60.8	5
	1977-78	68.7	62	60.7	4
	1978-79	68.4	57	62.9	10
	1979-80	68.2	50	64.4	14
	1980-81	67.7	40	63.7	11
Math	1975-76	64.2	34	----	-
	1976-77	62.5	28	51.9	4
	1977-78	63.6	34	54.8	5
	1978-79	64.6	39	56.2	7
	1979-80	63.6	32	55.2	6
	1980-81	63.4	24	58.7	9

BACKGROUND FACTOR SUMMARY

<u>Background Factor</u>	<u>Year</u>	<u>District Value</u>	<u>State Percentile Ranking for District</u>	<u>School Value</u>	<u>State Percentile Ranking for School</u>
Parent Education Index	1978-79	2.75	43	2.09	5
	1979-80	2.77	43	2.14	5
	1980-81	2.70	35	2.15	6
Percent AFDC	1975-76	11.1	72	----	--
	1976-77	12.2	79	25.0	94
	1977-78	12.6	76	20.9	88
	1978-79	11.0	76	17.6	86
	1979-80	10.3	76	18.6	88
	1980-81	12.0	78	21.1	89

Survey of Basic Skills: Grade 12

1980 - 81

County: SAN DIEGO
 District: SWEETWATER UNION
 School: SOUTHWEST
 CDS: 37-68411-3730124

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	53.6
	1979-80	60.4	51.9
	1980-81	60.3	54.0
Written Expression	1978-79	61.7	51.5
	1979-80	60.4	51.6
	1980-81	60.0	54.5
Spelling	1978-79	68.4	62.9
	1979-80	68.2	64.4
	1980-81	67.7	63.7
Mathematics	1978-79	64.6	56.2
	1979-80	63.6	55.2
	1980-81	63.4	58.7

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 54.0 PERCENT OF THE READING QUESTIONS.

Comparison Score Bands

Content Area	Year	Comparison Score Band
		(Expressed as Percent Correct)
Reading	1978-79	54.8 - 57.8
	1979-80	54.4 - 57.2
	1980-81	54.6 - 57.2
Written Expression	1978-79	53.4 - 56.6
	1979-80	53.2 - 56.0
	1980-81	53.7 - 56.5
Spelling	1978-79	63.0 - 66.0
	1979-80	63.4 - 66.2
	1980-81	63.3 - 66.1
Mathematics	1978-79	56.5 - 59.7
	1979-80	56.4 - 59.8
	1980-81	57.4 - 61.0

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF SCHOOLS LIKE YOURS, RANGES FROM 54.6 TO 57.2 PERCENT CORRECT.

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q₁, Q₂, Q₃) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q ₁	Between Q ₁ and Q ₂	Between Q ₂ and Q ₃	Above Q ₃
Reading	1978-79	42 %	23 %	21 %	14 %
	1979-80	44 %	28 %	18 %	10 %
	1980-81	41 %	29 %	15 %	15 %
Written Expression	1978-79	43 %	28 %	16 %	13 %
	1979-80	45 %	25 %	15 %	15 %
	1980-81	38 %	25 %	25 %	12 %
Spelling	1978-79	32 %	26 %	24 %	18 %
	1979-80	29 %	26 %	27 %	18 %
	1980-81	33 %	25 %	21 %	21 %
Mathematics	1978-79	44 %	25 %	19 %	12 %
	1979-80	44 %	27 %	20 %	9 %
	1980-81	42 %	26 %	19 %	13 %

FOR EXAMPLE, 15% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Background Factor Summary

Background Factor	Year	District Value	School Value
		Parent Education Index	1978-79
	1979-80	2.77	2.14
	1980-81	2.70	2.15
Percent AFDC	1978-79	11.0	17.6
	1979-80	10.3	18.6
	1980-81	12.0	21.1

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR SCHOOL'S AFDC COUNT FOR 1980-81 WAS 21.1 PERCENT.

Number of Students Tested

291 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR SCHOOL.

NOTES:

- (1) The California Administrative Code, Title 5, prohibits the public release of test results until the statewide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the Survey of Basic Skills should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.



Survey Scores by Skill Area

Notes:

See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area Skill Area	Percent Correct			Percentile Ranks		Skill Area Score Relative to Content Area Score (Expressed as Percentile Ranks)		Relative Strength (RS) or Weakness (RW)					
	Median SCHOOL in State	District	School	SCHOOL Measurement Error	Skill Area Score ± Measurement Error	Your total Reading score of 7 is represented by the heavy vertical line.		78-79	79-80 80-81				
Reading						1	10	25	50	75	90	99	
Vocabulary	60.0	57.7	50.1	2.1	6-14		Vocabu						-- -- --
Comprehension	63.8	60.3	53.8	1.4	3- 7		Compre						-- -- --
Literal	69.1	65.5	55.7	1.9	3- 6		Literal						-- -- RW
Interpretive/Critical	58.9	55.3	52.0	2.5	4-19		Interpre						-- -- --
Study-Locational	67.6	66.7	65.3	2.9	27-53		STUDYLOC						-- RS RS
Written Expression													
Sentence Recognition	69.9	65.9	57.6	2.7	3- 9		Sentenc						RS -- --
Sentence Manipulation	43.5	42.1	36.0	3.5	7-27		SentenceMa						-- -- --
Capitalization & Punctuation	56.1	54.8	52.2	2.9	10-43		Capitalization						RS -- RS
Paragraphs	59.9	57.5	52.0	2.9	7-22		Paragraph						-- -- --
Word Forms	72.7	68.0	64.2	3.2	7-25		WORDFORMS						-- -- --
Language Choices	66.3	63.7	56.1	2.3	6-15		Language						-- -- --
Mathematics													
Arithmetic	74.0	70.2	65.8	1.3	6-12		Arith						-- -- --
Number Concepts	74.8	71.2	64.7	1.9	5-11		Number						RS RS --
Whole Numbers	81.5	78.4	72.6	1.9	5-12		Whole						-- -- --
Fractions	65.5	60.1	56.6	2.2	8-19		Fractions						RS -- RS
Decimals	75.7	72.9	71.3	2.0	13-33		Decimals						RS -- RS
Algebra	62.6	58.2	54.7	2.0	11-23		Algebra						-- -- RS
Geometry	61.3	57.8	50.7	2.1	4-12		GEOMETRY						-- RS --
Measurement	59.4	54.9	49.3	2.1	5-12		MEASUR						-- -- --
Probability & Statistics	59.0	54.7	52.2	2.7	17-33		PROBAB						-- -- RS
Problem Solving	61.2	57.6	52.5	2.1	8-18		Proble						-- -- --
Arithmetic	67.6	65.3	59.0	2.6	7-19		Arithmet						-- -- --
Graphs	55.6	51.2	47.0	2.3	8-19		Graphs						-- -- --

Classification	State					District					School						
	Students	Percent Correct				Students	Percent Correct				Students	Percent Correct					
		%	Read	Writ	Spel		Math	No.	%	Read		Writ	Spel	Math	No.	%	Read
Total	100	63.4	63.1	69.0	68.0	2957	100	60.3	60.0	67.7	63.4	291	100	54.0	54.5	63.7	58.7
Sex																	
Male	49	63.5	61.8	66.7	70.0	1454	49	61.0	59.5	65.9	65.9	151	52	53.4	54.8	62.1	61.0
Female	51	63.4	64.3	71.3	66.0	1502	51	59.6	60.4	69.3	60.9	140	48	54.5	54.2	65.4	56.3
Parent Education																	
Not high school graduate	11	54.1	53.7	64.0	58.3	576	19	50.3	51.7	63.5	54.1	108	37	46.0	48.2	58.6	52.5
High school graduate	24	59.7	58.9	66.6	63.3	772	26	59.3	57.2	66.1	61.1	67	23	58.3	56.5	64.9	59.2
Some college	27	64.6	64.0	69.7	68.6	797	27	63.6	64.1	69.5	66.8	58	20	58.5	59.6	66.8	65.7
College graduate	19	67.1	67.1	71.0	72.6	414	14	65.6	63.6	70.5	69.5	26	9	60.0	59.4	68.3	67.5
Advanced degree	17	69.9	70.1	72.8	75.7	327	11	67.3	67.9	72.3	71.2	13	4	70.0	66.0	75.0	69.2
Mobility (School changes since 6th grade)																	
None	62	64.5	64.2	69.5	69.0	1760	60	61.4	61.0	67.7	64.4	163	56	56.4	56.4	64.9	60.2
1	18	63.2	63.0	69.2	67.9	563	19	59.0	60.2	68.9	62.9	57	20	49.7	50.8	64.0	58.5
2	9	61.3	60.9	68.0	65.7	272	9	57.8	55.8	66.8	61.0	33	11	47.7	47.7	59.1	55.9
3	5	60.4	59.7	67.2	65.3	170	6	58.9	56.8	66.5	62.8	15	5	55.1	45.4	53.3	53.3
4	3	61.4	60.5	67.2	65.4	96	3	61.5	60.4	65.1	63.1	11	4	54.5	77.3	68.2	63.6
5	1	60.0	59.6	67.5	63.8	40	1	59.3	59.8	72.5	58.2	4	1	--	--	--	--
6 or more	1	59.1	57.8	64.9	61.8	45	2	57.9	55.6	64.4	58.0	5	2	--	--	--	--
Scholastic Aptitude Test (SAT) Taken																	
Yes	62	67.2	67.3	71.9	73.0	1645	56	64.7	64.3	71.3	69.3	167	57	57.2	56.8	64.2	63.4
No	36	57.6	56.6	64.6	60.0	1233	42	55.3	55.1	63.1	56.3	110	38	50.4	51.2	62.7	52.6
Passed District Proficiency Test																	
Reading																	
Grade 9	18	67.9	67.5	71.9	72.5	71	2	67.4	64.3	70.8	70.2	5	2	--	--	--	--
Grade 10	56	65.5	65.2	70.4	70.0	1697	57	64.7	63.9	70.2	67.7	174	60	59.1	59.8	67.1	63.9
Grade 11	16	58.3	57.8	65.5	62.7	883	30	56.0	56.3	65.1	58.7	68	23	49.3	49.0	58.5	53.6
Grade 12	4	54.9	54.5	63.5	59.3	121	4	50.2	51.6	64.0	54.2	18	6	36.6	40.1	59.7	45.5
Did not pass	2	42.2	41.7	55.8	48.0	37	1	43.0	44.5	58.8	49.9	7	2	--	--	--	--
Did not take	2	58.2	58.2	65.9	63.3	17	1	50.8	46.6	57.4	49.2	2	1	--	--	--	--
Writing																	
Grade 9	14	68.8	68.8	72.9	73.6	58	2	68.9	66.9	75.4	73.2	4	1	--	--	--	--
Grade 10	52	66.3	66.1	71.2	70.9	1481	50	65.6	65.3	71.0	68.6	133	46	59.3	61.2	69.9	65.1
Grade 11	19	59.3	58.7	65.7	63.6	913	31	57.1	56.8	65.7	60.3	87	30	52.9	53.4	58.0	57.4
Grade 12	4	56.0	55.4	63.5	60.9	132	4	53.9	56.6	61.0	57.6	13	4	49.0	46.6	51.9	51.0
Did not pass	3	47.3	45.8	56.8	52.0	93	3	48.2	44.5	61.8	46.9	12	4	42.1	41.5	70.8	43.2
Did not take	2	58.1	57.9	64.8	63.4	22	1	42.7	40.4	54.5	47.5	3	1	--	--	--	--
Mathematics																	
Grade 9	15	68.6	68.5	72.4	74.8	78	3	67.5	64.7	71.8	72.1	4	1	--	--	--	--
Grade 10	49	66.7	66.4	71.2	72.0	1388	47	65.9	65.4	70.5	70.4	133	46	58.2	59.8	67.7	65.8
Grade 11	20	59.5	58.8	66.3	62.5	975	33	57.5	57.1	66.1	58.8	81	28	52.5	50.9	59.9	54.5
Grade 12	5	56.2	55.7	64.3	58.8	164	6	50.9	53.4	64.3	52.7	20	7	44.2	50.6	63.8	47.3
Did not pass	4	49.6	48.6	60.1	48.9	67	2	48.3	48.0	63.1	48.3	19	7	55.0	52.0	65.8	56.0
Did not take	2	58.1	57.7	65.4	62.0	26	1	51.5	44.8	60.6	49.3	1	0	--	--	--	--

SUMMARY OF TEST RESULTS

CALIFORNIA ASSESSMENT PROGRAM

SURVEY OF BASIC SKILLS

Administered to Twelfth Grade Students

December 1980

Sweetwater High School

Sweetwater Union High School District

Division of Instructional Support

Office of Research and Evaluation

November 1981

William Padelford, District Superintendent

Ralph Skiles, Asst. Superintendent, Instructional Support

Julian Lopez, Asst. Superintendent, Instructional Operations

Tris Hubbard, Director, Special Services & District Psychologist

James Doyle, Director, Curriculum

John Calvert, Coordinator, Research and Evaluation

INTERPRETATION OF REPORT ON SURVEY OF BASIC SKILLS:

Sweetwater High School

The report on the Survey of Basic Skills indicates that 7% of the schools in the state had lower percent correct scores in reading, 10% had lower percent correct scores in written expression, 33% had lower percent correct scores in spelling, and 7% had lower percent correct scores in mathematics.

Comparative data indicates that percentile scores in written expression and spelling are within the comparison bands designed to show the range of scores for similar schools. However, in the areas of reading and mathematics, Sweetwater High School falls below the comparison band score and therefore in these areas is in the lower 25% of schools having similar reported background factors.

Background factors indicate that Sweetwater High School exceeds 8% of schools as to parent educational level and is exceeded by 10% of schools as to percentage of students whose families are receiving assistance through the Aid to Families with Dependent Children (AFDC) program.

Reading vocabulary, study-locational skills, sentence manipulation, number concepts, geometry, and probability and statistics are areas of relative strength.

Math

1975-76	84.2	34	80.3	13
1976-77	81.3	28	87.1	11
1977-78	83.6	34	88.5	12
1978-79	84.0	35	88.3	12
1979-80	83.0	32	88.3	12
1980-81	81.4	24	87.8	7

SURVEY SCORES

STATE PERCENTILE RANKING

<u>Content Area</u>	<u>Year</u>	<u>Percent Correct (District)</u>	<u>State Percentile Ranking (District)</u>	<u>Percent Correct (School)</u>	<u>State Percentile Ranking (School)</u>
Reading	1975-76	63.4	44	61.6	31
	1976-77	61.0	31	56.6	12
	1977-78	61.2	33	58.4	18
	1978-79	62.5	44	56.5	12
	1979-80	60.4	28	57.2	15
	1980-81	60.3	24	54.7	7
Written Expression	1975-76	61.1	41	58.6	25
	1976-77	59.4	32	56.1	17
	1977-78	60.5	40	55.6	14
	1978-79	61.7	47	57.5	19
	1979-80	60.4	36	56.1	15
	1980-81	60.0	28	55.0	10
Spelling	1975-76	68.7	66	66.7	38
	1976-77	68.1	56	64.3	20
	1977-78	68.7	62	65.6	24
	1978-79	68.4	57	68.1	49
	1979-80	68.2	50	66.8	34
	1980-81	67.7	40	67.1	33
Math	1975-76	64.2	34	60.3	18
	1976-77	62.5	28	57.1	11
	1977-78	63.6	34	58.5	12
	1978-79	64.6	39	58.3	12
	1979-80	63.6	32	58.3	12
	1980-81	63.4	24	57.5	7

BACKGROUND FACTOR SUMMARY

<u>Background Factor</u>	<u>Year</u>	<u>District Value</u>	<u>State Percentile Ranking for District</u>	<u>School Value</u>	<u>State Percentile Ranking for School</u>
Parent Education Index	1978-79	2.75	43	2.25	10
	1979-80	2.77	43	2.29	10
	1980-81	2.70	35	2.22	8
Percent AFDC	1975-76	11.1	72	18.7	86
	1976-77	12.2	79	19.5	89
	1977-78	12.6	76	21.2	88
	1978-79	11.0	76	19.9	89
	1979-80	10.3	76	19.6	89
	1980-81	12.0	78	21.9	90



County: SAN DIEGO
District: SWEETWATER UNION
School: SWEETWATER HIGH
CDS: 37-68411-3738226

Survey Scores

The Percent Correct score is the percentage of correct responses made by your students on the test items in each content area. The test scores are shown for your district and your school. Essential information for interpreting these scores will be found on pages 8-18 of this report.

Content Area	Year	Percent Correct	
		District	School
Reading	1978-79	62.5	56.5
	1979-80	60.4	57.2
	1980-81	60.3	54.7
Written Expression	1978-79	61.7	57.5
	1979-80	60.4	56.1
	1980-81	60.0	55.0
Spelling	1978-79	68.4	68.1
	1979-80	68.2	66.8
	1980-81	67.7	67.1
Mathematics	1978-79	64.6	58.3
	1979-80	63.6	58.3
	1980-81	63.4	57.5

IN 1980-81 YOUR TWELFTH GRADERS CORRECTLY ANSWERED 54.7 PERCENT OF THE READING QUESTIONS.

Comparison Score Bands

Content Area	Year	Comparison Score Band
		(Expressed as Percent Correct)
Reading	1978-79	55.4 - 58.2
	1979-80	55.3 - 57.9
	1980-81	55.0 - 57.4
Written Expression	1978-79	54.1 - 57.1
	1979-80	54.2 - 56.8
	1980-81	54.1 - 56.7
Spelling	1978-79	63.5 - 66.3
	1979-80	64.0 - 66.6
	1980-81	63.5 - 66.3
Mathematics	1978-79	57.3 - 60.3
	1979-80	57.4 - 60.6
	1980-81	57.8 - 61.2

The Comparison Score Band is a range of numbers developed uniquely for your school or district against which your actual score can be compared. The band represents Percent Correct scores of schools or districts which, statistically, are like yours. The band is calculated for your school or district by using the values of the background factors listed under the Background Factor Summary.

FOR EXAMPLE, IN READING, THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF SCHOOLS LIKE YOURS, RANGES FROM 55.0 TO 57.4 PERCENT CORRECT.

Student Score Distributions

This section of the report enables you to compare the distribution of your student scores with the state distribution of student scores. The three quartile points (Q₁, Q₂, Q₃) divide the state distribution of student scores into four equal-size groups, or quarters. The percentage of your students scoring in each quarter is reported for the four content areas.

Content Area	Year	Percentage of Students in Each Quarter of the State Student Distribution			
		Below Q ₁	Between Q ₁ and Q ₂	Between Q ₂ and Q ₃	Above Q ₃
Reading	1978-79	36 %	27 %	20 %	17 %
	1979-80	34 %	27 %	22 %	17 %
	1980-81	38 %	26 %	24 %	12 %
Written Expression	1978-79	34 %	26 %	21 %	19 %
	1979-80	37 %	26 %	21 %	16 %
	1980-81	37 %	29 %	19 %	15 %
Spelling	1978-79	24 %	27 %	26 %	23 %
	1979-80	27 %	26 %	25 %	22 %
	1980-81	28 %	26 %	23 %	23 %
Mathematics	1978-79	38 %	29 %	19 %	14 %
	1979-80	41 %	24 %	23 %	12 %
	1980-81	42 %	30 %	19 %	9 %

FOR EXAMPLE, 12% OF YOUR STUDENTS HAD READING SCORES ABOVE THE THIRD QUARTILE COMPARED WITH 25% IN THE STATE.

Background Factor Summary

Background Factor	Year	District Value	School Value
Parent Education Index	1978-79	2.75	2.25
	1979-80	2.77	2.29
	1980-81	2.70	2.22
Percent AFDC	1978-79	11.0	19.9
	1979-80	10.3	19.6
	1980-81	12.0	21.9

The background factor values reported here were used in the calculation of your Comparison Score Bands for 1980-81. Page 16 of the report provides sources and definitions of the background factors.

FOR EXAMPLE, YOUR SCHOOL'S AFDC COUNT FOR 1980-81 WAS 21.9 PERCENT.

Number of Students Tested

378 SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR SCHOOL.

NOTES:

- (1) The California Administrative Code, Title 5, prohibits the public release of test results until the state-wide results of the program have been presented to the State Board of Education (Section 1026).
- (2) Questions regarding the California Assessment Program or the Survey of Basic Skills should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200.



Survey Scores by Skill Area

Notes:

See Table 3 starting on page 19 of this report for a description of each skill area tested. The table also contains an illustrative test item and the number of items tested in each skill area.

Content Area Skill Area	Percent Correct				Percentile Ranks		Skill Area Score Relative to Content Area Score (Expressed as Percentile Ranks)		Relative Strength (RS) or Weakness (RW)							
	Median SCHOOL in State	District	School	SCHOOL Measurement Error	Skill Area Score ± Measurement Error	Your total Reading score of 7 is represented by the heavy vertical line.		78-79	79-80	80-81						
Reading						1	10	25	50	75	90	99				
Vocabulary	60.0	57.7	51.6	1.9	8-17									--	RS	RS
Comprehension	63.8	60.3	54.4	1.3	4- 8									--	--	--
Literal	69.1	65.5	59.0	1.7	6-11									--	--	--
Interpretive/Critical	58.9	55.3	50.0	2.3	3-11									--	--	--
Study-Locational	67.6	66.7	63.2	2.6	19-41									--	--	RS
Written Expression																
Sentence Recognition	69.9	65.9	59.7	2.5	4-13									--	--	--
Sentence Manipulation	43.5	42.1	40.1	3.2	17-49									--	RS	RS
Capitalization & Punctuation	56.1	54.8	50.2	2.7	7-27									RS	--	--
Paragraphs	59.9	57.5	51.7	2.6	7-20									--	RS	--
Word Forms	72.7	68.0	64.7	2.9	8-26									--	--	--
Language Choices	66.3	63.7	57.5	2.1	8-18									--	RW	--
Mathematics																
Arithmetic	74.0	70.2	65.0	1.2	5- 9									--	--	--
Number Concepts	74.8	71.2	67.2	1.7	9-20									--	--	RS
Whole Numbers	81.5	78.4	72.9	1.7	5-12									RS	RS	--
Fractions	65.5	60.1	52.9	1.9	5- 9									--	--	--
Decimals	75.7	72.9	68.3	1.7	7-16									RS	RS	--
Algebra	62.6	58.2	50.6	1.8	6-10									--	--	--
Geometry	61.3	57.8	52.5	1.8	8-16									--	--	RS
Measurement	59.4	54.9	48.5	1.8	5-10									--	RW	--
Probability & Statistics	59.0	54.7	48.2	2.4	9-21									--	RS	RS
Problem Solving	61.2	57.6	49.6	1.9	5- 9									--	--	--
Arithmetic	67.6	65.3	56.0	2.4	4- 9									--	--	--
Graphs	55.6	51.2	44.4	2.0	6-11									RW	--	--

Classification	State				District				School								
	Students	Percent Correct				Students	Percent Correct				Students	Percent Correct					
		%	Read	Writ	Spel		Math	No.	%	Read		Writ	Spel	Math	No.	%	Read
Total	100	63.4	63.1	69.0	68.0	2957	100	60.3	60.0	67.7	63.4	378	100	54.7	55.0	67.1	57.5
Sex																	
Male	49	63.5	61.8	66.7	70.0	1454	49	61.0	59.5	65.9	65.9	168	44	55.5	52.3	64.3	59.1
Female	51	63.4	64.3	71.3	66.0	1502	51	59.6	60.4	69.3	60.9	210	56	54.0	57.1	69.4	56.1
Parent Education																	
Not high school graduate	11	54.1	53.7	64.0	58.3	576	19	50.3	51.7	63.5	54.1	131	35	47.4	52.1	64.9	53.4
High school graduate	24	59.7	58.9	66.6	63.3	772	26	59.3	57.2	66.1	61.1	101	27	55.2	54.0	69.1	58.0
Some college	27	64.6	64.0	69.7	68.6	797	27	63.6	64.1	69.5	66.8	84	22	60.0	59.5	70.5	60.9
College graduate	19	67.1	67.1	71.0	72.6	414	14	65.6	63.6	70.5	69.5	39	10	62.3	53.2	67.3	64.3
Advanced degree	17	69.9	70.1	72.8	75.7	327	11	67.3	67.9	72.3	71.2	17	4	71.1	65.9	61.8	58.8
Mobility (School changes since 6th grade)																	
None	62	64.5	64.2	69.5	69.0	1760	60	61.4	61.0	67.7	64.4	243	64	55.8	56.3	68.9	59.1
1	18	63.2	63.0	69.2	67.9	563	19	59.0	60.2	68.9	62.9	62	16	54.7	54.0	60.1	56.5
2	9	61.3	60.9	68.0	65.7	272	9	57.8	55.8	66.8	61.0	37	10	48.1	47.8	70.9	52.3
3	5	60.4	59.7	67.2	65.3	170	6	58.9	56.8	66.5	62.8	15	4	55.9	57.8	63.3	55.2
4	3	61.4	60.5	67.2	65.4	96	3	61.5	60.4	65.1	63.1	11	3	53.5	56.8	59.1	57.0
5	1	60.0	59.6	67.5	63.8	40	1	59.3	59.8	72.5	58.2	5	1	--	--	--	--
6 or more	1	59.1	57.8	64.9	61.8	45	2	57.9	55.6	64.4	58.0	4	1	--	--	--	--
Scholastic Aptitude Test (SAT) Taken																	
Yes	62	67.2	67.3	71.9	73.0	1645	56	64.7	64.3	71.3	69.3	216	57	58.7	58.7	69.4	61.5
No	36	57.6	56.6	64.6	60.0	1233	42	55.3	55.1	63.1	56.3	145	38	50.2	50.6	63.8	53.4
Passed District Proficiency Test																	
Reading																	
Grade 9	18	67.9	67.5	71.9	72.5	71	2	67.4	64.3	70.8	70.2	3	1	--	--	--	--
Grade 10	56	65.5	65.2	70.4	70.0	1697	57	64.7	63.9	70.2	67.7	208	55	60.5	61.4	70.3	63.2
Grade 11	16	58.3	57.8	65.5	62.7	883	30	56.0	56.3	65.1	58.7	127	34	49.6	49.8	64.8	53.0
Grade 12	4	54.9	54.5	63.5	59.3	121	4	50.2	51.6	64.0	54.2	16	4	42.9	36.7	56.3	39.8
Did not pass	2	42.2	41.7	55.8	48.0	37	1	43.0	44.5	58.8	49.9	7	2	--	--	--	--
Did not take	2	58.2	58.2	65.9	63.3	17	1	50.8	46.6	57.4	49.2	2	1	--	--	--	--
Writing																	
Grade 9	14	68.8	68.8	72.9	73.6	58	2	68.9	66.9	75.4	73.2	2	1	--	--	--	--
Grade 10	52	66.3	66.1	71.2	70.9	1481	50	65.6	65.3	71.0	68.6	175	46	61.5	61.8	69.1	63.6
Grade 11	19	59.3	58.7	65.7	63.6	913	31	57.1	56.8	65.7	60.3	141	37	52.1	51.8	66.3	54.7
Grade 12	4	56.0	55.4	63.5	60.9	132	4	53.9	56.6	61.0	57.6	17	4	39.4	46.7	55.9	48.1
Did not pass	3	47.3	45.8	56.8	52.0	93	3	48.2	44.5	61.8	46.9	12	3	47.3	42.1	68.8	40.2
Did not take	2	58.1	57.9	64.8	63.4	22	1	42.7	40.4	54.5	47.5	4	1	--	--	--	--
Mathematics																	
Grade 9	15	68.6	68.5	72.4	74.8	78	3	67.5	64.7	71.8	72.1	5	1	--	--	--	--
Grade 10	49	66.7	66.4	71.2	72.0	1388	47	65.9	65.4	70.5	70.4	165	44	62.0	62.6	70.9	66.2
Grade 11	20	59.5	58.8	66.3	62.5	975	33	57.5	57.1	66.1	58.8	134	35	53.1	52.8	65.3	52.8
Grade 12	5	56.2	55.7	64.3	58.8	164	6	50.9	53.4	64.3	52.7	30	8	39.5	46.2	60.8	47.9
Did not pass	4	49.6	48.6	60.1	48.9	67	2	48.3	48.0	63.1	48.3	10	3	43.0	40.5	60.0	42.7
Did not take	2	58.1	57.7	65.4	62.0	26	1	51.5	44.8	60.6	49.3	7	2	--	--	--	--