

**EVALUATION OF THE EQUITY OF AND OUTCOMES
ASSOCIATED WITH MILITARY SCIENCE PARTICIPATION**

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This evaluation report concerns the military science program in LAUSD. The military science program consists of the Junior Reserve Officer Training Corps (JROTC) for the Army, Navy, Air Force, and Marines in senior high and the California Cadet Program in middle schools. A March 31, 2004 correspondence to Superintendent Romer from the Human Rights Committee of the United Teachers of Los Angeles (UTLA) requested an investigation of LAUSD's Military Science program. This paper addresses two issues raised in the correspondence. The first concerns the concentration of programs in low income/working class neighborhood schools. Additionally, it was claimed that several classrooms and large areas had been provided for these programs, despite these school's severe space limitations. The second concern involved the involuntary placement of students, many of them English language learners, into JROTC courses as an alternative to overcrowded physical education courses. This evaluation seeks to answer the following four questions to shed light on the Human Rights Committee's concerns as well as identify positive outcomes that may be associated with military science program participation:

1. What is the extent of military science course taking in LAUSD?
2. Are there differences in the student populations of schools offering military science courses and those that do not?
3. Are there differences between students who take military science courses as an alternative to physical education and students who take physical education courses?
4. Do students who participate in the military science program experience positive outcomes that are associated with military science program participation?

The analyses for this evaluation drew upon data from LAUSD's Decision Support System (DSS) from fall of 1998 to fall 2003 and the Secondary Student Information System (SIS) from fall 2000 and fall 2003.

What is the Extent of Military Science Course Taking in LAUSD?

Since the fall of 1998, the majority of senior high school military science students were enrolled in JROTC-Army courses while the majority of middle school military science students were enrolled in the California Cadet Program whereas the majority of. The proportion of students in military science courses decreased in middle schools from 1998 (1.2%) through 2003 (1.0%) and increased in senior high schools from 1998 (4.0%) through 2003 (5.2%). In senior high schools, the number of military science students increased by 41.7%, over four times the increase in the number of students in physical education courses and over three times the increase of all subjects (see Table 1). These proportional differences indicate that the increases in military science participation are not due to enrollment increases. Furthermore, since additional analyses indicate that the greatest increases in military science enrollment were in grades 9 and 10, these increases may reflect the increased practice of using military science as an alternative to physical education.

Table 1. Comparison of LAUSD Military Science with All Physical Education and All Subject Course Taking

Level	Subjects	Course Codes	End Fall 1998	End Fall 1999	End Fall 2000	End Fall 2001	End Fall 2002	End Fall 2003	% Change 1998 – 2003
Senior	JROTC Army 1A-4A	440101-440107	2,753	2,736	2,849	3,152	3,651	4,026	46.2%
	JROTC Air Force 1A-4A	440201-440207	431	416	461	390	578	577	33.9%
	JROTC Marine Corps 1A-4A	440301-440307	291	336	447	506	502	499	71.5%
	JROTC Navy 1A-4A	440401-440407	791	741	760	764	867	936	18.3%
	CA. Cadet 1A-3A	440501-440505	30	40	33	31	69	50	66.7%
	All Military Science	440101-440505	4,296	4,269	4,550	4,843	5,667	6,088	41.7%
	All Physical Education	330001-335517	106,326	111,390	112,583	114,890	117,555	117,239	10.3%
All Subjects	-	1,007,305	1,045,198	1,061,239	1,101,291	1,140,234	1,134,450	12.6%	
Middle	CA. Cadet 1A	440501	1,701	1,377	1,177	1,100	1,488	1,526	-10.3%
	CA. Cadet 2A	440503	0	0	0	0	50	112	-
	CA. Cadet 3A	440505	0	0	0	0	18	12	-
	All Military Science	440101-440505	1,701	1,377	1,177	1,100	1,556	1,650	-3.0%
	All Physical Education	330001-335517	141,169	148,388	153,551	161,594	169,395	158,717	12.4%
	All Subjects	-	1,026,665	1,069,467	1,100,311	1,153,828	1,201,648	1,130,534	10.1%

Are there differences in the student populations of schools offering military science courses and those that do not?

Table 2 presents a comparison of student characteristics in schools that offer military science courses with schools that do not offer military science courses. The analysis suggests that middle and senior high schools with military science programs had larger enrollment, slightly lower attendance rates, fewer Gifted and Talented Education (GATE) and white students, more meal program participation and higher proportions of English learner and Hispanic students. Middle schools with military science programs had proportionally more African American students. Proportionally, senior high school schools with military science programs had fewer African American and white students and less A-G and AP course taking than those with no military science programs. These results suggest that schools with military science programs are, on average, different from those without military science programs.

Are there differences between students who take military science courses as an alternative to physical education and students who take physical education courses?

To determine whether students with certain characteristics were differentially enrolled in military science courses as an alternative to physical education, four types of secondary students were identified in schools that offer military science courses: students who were enrolled in military science but not physical education (5.3%), students who were enrolled in physical education but not military science (66.9%), students enrolled in both military science and physical education (0.2%), and finally students who were enrolled in neither military science nor physical education courses (27.6%) (see Table 3). For these analyses, students enrolled only in military science courses are considered to be using military science courses as an alternative to physical education, while those taking physical education but not military science are considered as fulfilling the physical education requirement in the traditional fashion. The two remaining groups were not considered in these comparative analyses.

Table 2. Characteristics of Schools and Students in Schools with and without Military Science Courses

Level	School / Student Characteristics	No Military Science		Military Science		Difference MS-no MS
		N	%	N	%	
Senior	Enrollment ^a	20	3175.75	29	3619.03	443.28
	School Characteristic Index ^a	17	146.16	26	140.78	-5.38
	Attendance	73,541	91.51	105,648	89.39	-2.12
	GPA	71,255	2.19	103,799	2.05	-0.14
	A-G Courses	44,289	60.22	61,299	58.02	-2.20
	AP Courses	2,835	3.86	3,154	2.99	-0.87
	GATE	9,973	13.56	10,263	9.71	-3.85
	Meal Program	47,261	64.26	73,155	69.24	4.98
	English Learner	17,026	23.15	33,032	31.26	8.11
	Male	36,871	50.13	54,233	51.33	1.20
	Hispanic	46,017	62.57	77,959	73.78	11.21
	African American	11,167	15.18	12,745	12.06	-3.12
	White	10,519	14.30	7,175	6.79	-7.51
	Asian, Filipino, Pac. Islander	5,585	7.59	7,518	7.12	-0.47
Middle	Enrollment ^a	61	2079.84	10	2465.40	385.56
	School Characteristic Index ^a	62	147.36	10	141.21	-6.15
	Attendance	134,274	93.99	27,322	92.78	-1.21
	GPA	129,782	2.32	27,050	2.25	-0.07
	A-G Courses	6,883	5.09	1,279	4.68	-0.41
	AP Courses	0	0.00	0	0.00	0.00
	GATE	16,414	12.14	1,862	6.82	-5.32
	Meal Program	99,761	73.81	21,696	79.41	5.60
	English Learner	47,554	35.18	11,586	42.41	7.23
	Male	68,385	50.59	13,914	50.93	0.34
	Hispanic	96,024	71.04	20,750	75.95	4.91
	African American	15,249	11.28	4,514	16.52	5.24
	White	13,886	10.27	1,434	5.25	-5.02
	Asian, Filipino, Pac. Islander	9,599	7.10	567	2.08	-5.02

Note: ^a School Level of Analysis

Table 3. Percent of Students in Military Science and Physical Education Courses: Fall 2003 Military Science Schools

Course Taking	Middle		Senior		Total	
	N	%	N	%	N	%
Military Science, No Physical Education	1,327	4.9	5,671	5.4	6,998	5.3
Physical Education, No Military Science	25,379	92.9	63,620	60.2	88,999	66.9
Both Military Science and Physical Education	33	0.1	226	0.2	259	0.2
No Military Science, No Physical Education	583	2.1	36,140	34.2	36,723	27.6
Total	27,322	100.0	105,657	100.0	132,979	100.0

Table 4 presents a comparison of student characteristics of military science only students to physical education only students in schools offering military science courses. In senior high schools, differences indicate proportionally fewer GATE, African American, White, and Asian/Filipino/Pacific Islander students, and more meal program, English Learners, and Hispanic students using military science as an alternative to physical education. In middle schools results differ, with fewer Hispanic and English Learners, more GATE, African American, and male students, and roughly equivalent proportions of Asian and white students. The only similarity between middle and senior high schools is the overrepresentation of meal program students in military science. These results indicate that proportional enrollment differences do exist in military science enrollment compared to students enrolled in physical education only.

Table 4. Characteristics of Military Science and Physical Education Students in Military Science Schools

Level	Student Characteristics	Military Science (MS)		Physical Education (PE)		Difference MS-PE
		N	%	N	%	
Senior	GATE	296	5.22	5,737	9.02	-3.80
	Meal Program	4,418	77.91	44,552	70.03	7.88
	English Learners	2,343	41.32	20,568	32.33	8.99
	Male	3,019	53.24	33,243	52.25	0.99
	Hispanic	4,478	78.96	46,967	73.82	5.14
	African American	581	10.25	8,169	12.84	-2.59
	White	295	5.20	4,229	6.65	-1.45
	Asian, Filipino, Pac. Islander	292	5.15	4,102	6.45	-1.30
Middle	GATE	112	8.44	1,683	6.63	1.81
	Meal Program	1,083	81.61	20,166	79.46	2.15
	English Learners	491	37.00	10,924	43.04	-6.04
	Male	743	55.99	12,871	50.72	5.27
	Hispanic	973	73.32	19,349	76.24	-2.92
	African American	240	18.09	4,139	16.31	1.78
	White	81	6.10	1,313	5.17	0.93
	Asian, Filipino, Pac. Islander	32	2.41	524	2.06	0.35

While there may be differences in the proportions of students in all military science schools combined, differential enrollment may only occur in specific schools and grade levels. For each school with a military science program, the differences in the proportions of Hispanic, African American, and male students enrolled in military science as an alternative to physical education were compared to those

students enrolled in physical education courses. For each school and grade level, a z-test of differences in proportions was conducted. Table 5 presents the number and percentage of schools with significantly higher proportions of Hispanic, African American, and male students in military science courses. As can be seen in Table 5, many grade levels within schools had significantly higher Hispanic military science enrollment. The over representation of Hispanic military science students was most pronounced in ninth grade, where 11 of 31 schools (36.7%) had significantly higher Hispanic enrollment in military science than in physical education. In middle schools, seventh grade Hispanic students were more often over represented in military science courses, with 3 of 11 schools (27.3%) identified. Very few grade levels within schools had more African American students in military science, with 12.9 percent of middle and only 2.5 percent of senior high schools having significantly higher African American military science enrollment across grade levels. Male students in middle schools were more often over represented in military science courses, with 19.4 percent of grade levels within schools significantly different, compared to 11.6 percent in senior high. These results indicate that not all schools offering military science programs had significantly higher Hispanic, African American, and male students in military science as an alternative to physical education.

Table 5. Number and Percent of Schools by Grade Level with Significant Differences in Hispanic, African American, and Male Military Science Enrollment

Grade	Hispanic		African American		Male		Total
	N	%	N	%	N	%	N
9	11	36.7%	2	6.7%	6	20.0%	30
10	7	22.6%	0	0.0%	2	6.5%	31
11	6	19.4%	1	3.2%	4	12.9%	31
12	7	24.1%	0	0.0%	2	6.9%	29
Senior	31	25.6%	3	2.5%	14	11.6%	121
6	0	0.0%	1	11.1%	4	44.4%	9
7	3	27.3%	2	18.2%	2	18.2%	11
8	1	9.1%	1	9.1%	3	27.3%	11
Middle	4	12.9%	4	12.9	9	19.4%	31

Tables 6 through 8 present the actual differences and results of the z-tests. A z-value higher than 1.645 indicates that the proportion of military science only students of the identified group is significantly higher than the proportion of students of that same type of students in physical education

with a 95% certainty that the differences are not due to chance. A complete listing of all schools and grade levels with military science courses is included in Appendix A.

Table 6. List of Schools with Significant Differences in Hispanic Military Science Enrollment by Grade

School	Local District	Grade	Student Enrollment			Hispanic Enrollment					
			Total	Phy. Ed. (PE)	Mil. Sci. (MS)	Total	Phy. Ed. (PE)	Mil. Sci. (MS)	% MS-PE	z-value	p<.05
Clay MS	G	7	692	635	45	46%	44%	67%	22%	2.90	Y
Drew MS	I	7	943	902	26	80%	79%	96%	17%	2.09	Y
Foshay LC	G	7	953	727	131	75%	74%	81%	7%	1.68	Y
Mann MS	G	8	510	472	27	38%	37%	59%	22%	2.33	Y
Cleveland SH	C	9	1,426	1,140	181	62%	59%	73%	14%	3.47	Y
Fairfax SH	D	9	875	725	86	57%	54%	70%	16%	2.84	Y
Fremont SH	I	9	2,260	1,960	139	86%	86%	94%	8%	2.54	Y
Hollywood SH	E	9	1,216	1,043	106	73%	72%	81%	9%	2.05	Y
Jefferson SH	H	9	1,252	978	204	91%	92%	96%	4%	1.98	Y
Lincoln SH	F	9	1,111	922	47	85%	85%	96%	10%	1.99	Y
Locke SH	I	9	1,250	981	148	60%	59%	70%	11%	2.45	Y
Los Angeles SH	E	9	1,798	1,537	149	80%	79%	89%	9%	2.71	Y
San Pedro SH	K	9	1,282	1,114	110	64%	63%	76%	14%	2.87	Y
Van Nuys SH	C	9	1,356	1,083	138	71%	68%	83%	15%	3.62	Y
Washington Prep SH	G	9	1,062	762	197	45%	44%	54%	9%	2.37	Y
Cleveland SH	C	10	942	700	44	57%	56%	77%	21%	2.78	Y
El Camino Real SH	A	10	976	728	36	25%	21%	39%	17%	2.46	Y
Fairfax SH	D	10	829	656	68	54%	54%	66%	12%	1.86	Y
Jefferson SH	H	10	1,301	927	160	91%	90%	98%	8%	3.27	Y
Locke SH	I	10	971	742	46	63%	62%	89%	27%	3.71	Y
Narbonne SH	K	10	702	582	25	52%	53%	76%	23%	2.27	Y
Washington Prep SH	G	10	812	568	77	38%	35%	62%	27%	4.62	Y
El Camino Real SH	A	11	882	181	20	20%	19%	45%	26%	2.63	Y
Fairfax SH	D	11	747	181	33	56%	51%	70%	19%	2.00	Y
Locke SH	I	11	592	221	14	64%	55%	79%	24%	1.74	Y
Monroe SH	A	11	880	224	43	77%	73%	88%	15%	2.12	Y
Van Nuys SH	C	11	744	178	19	57%	54%	74%	20%	1.65	Y
Washington Prep SH	G	11	614	175	10	41%	32%	80%	48%	3.10	Y
Crenshaw SH	G	12	435	107	2	20%	28%	100%	72%	2.21	Y
El Camino Real SH	A	12	693	119	11	23%	18%	45%	28%	2.21	Y
Foshay LC	G	12	128	22	19	76%	64%	100%	36%	2.93	Y
Fremont SH	I	12	572	91	10	88%	76%	100%	24%	1.76	Y
Hollywood SH	E	12	500	147	17	64%	59%	94%	35%	2.82	Y
Locke SH	I	12	268	64	6	64%	55%	100%	45%	2.15	Y
Polytechnic SH	B	12	644	127	15	85%	84%	100%	16%	1.66	Y

Table 7. List of Schools with Significant Differences in African American Military Science Enrollment by Grade

School	Local District	Grade	Student Enrollment			African American Enrollment					
			Total	Phy. Ed. (PE)	Mil. Sci. (MS)	Total	Phy. Ed. (PE)	Mil. Sci. (MS)	% MS-PE	z-value	p<.05
Clay MS	G	6	684	590	87	57%	56%	67%	9%	1.86	Y
Fulton MS	C	7	830	778	48	3%	3%	10%	7%	3.08	Y
Mann MS	G	7	557	533	13	56%	55%	85%	28%	2.10	Y
Bethune MS	I	8	893	885	3	20%	19%	67%	47%	2.08	Y
Banning SH	K	9	1,460	1,330	78	7%	6%	13%	6%	2.43	Y
Belmont SH	F	9	1,761	1,474	158	2%	2%	4%	2%	1.93	Y
Canoga Park SH	A	11	355	116	7	9%	14%	43%	34%	2.07	Y

Table 8. List of Schools with Significant Differences in Male Military Science Enrollment by Grade

School	Local District	Grade	Student Enrollment			Male Student Enrollment					
			Total	Phy. Ed. (PE)	Mil. Sci. (MS)	Total	Phy. Ed. (PE)	Mil. Sci. (MS)	% MS-PE	z-value	p<.05
Bethune MS	I	6	853	845	4	53%	53%	100%	47%	1.89	Y
Clay MS	G	6	684	590	87	49%	46%	68%	18%	3.72	Y
Frost MS	A	6	543	525	3	52%	52%	100%	48%	1.67	Y
Mann MS	G	6	480	439	30	56%	54%	90%	34%	3.83	Y
Bethune MS	I	7	922	898	13	51%	51%	85%	34%	2.44	Y
Madison MS	C	7	782	663	115	47%	45%	59%	12%	2.75	Y
Frost MS	A	8	611	558	14	54%	53%	86%	32%	2.41	Y
Madison MS	C	8	841	729	109	52%	51%	60%	8%	1.70	Y
Mann MS	G	8	510	472	27	51%	49%	81%	30%	3.25	Y
Crenshaw SH	G	9	1,027	849	99	50%	49%	59%	8%	1.74	Y
El Camino Real SH	A	9	1,182	1,056	83	53%	53%	63%	9%	1.66	Y
Jefferson SH	H	9	1,252	978	204	52%	50%	57%	5%	1.83	Y
Jordan SH	I	9	1,024	822	65	50%	48%	66%	16%	2.81	Y
Narbonne SH	K	9	1,241	1,063	71	52%	51%	63%	12%	2.04	Y
Van Nuys SH	C	9	1,356	1,083	138	53%	52%	72%	19%	4.49	Y
Fairfax SH	D	10	829	656	68	52%	50%	63%	11%	2.05	Y
San Pedro SH	K	10	893	702	25	53%	51%	76%	23%	2.43	Y
Fremont SH	I	11	914	253	23	49%	56%	83%	34%	2.47	Y
Garfield SH	H	11	853	273	22	49%	50%	86%	37%	3.27	Y
South Gate SH	J	11	1,085	324	16	48%	46%	69%	21%	1.76	Y
Washington Prep SH	G	11	614	175	10	50%	43%	80%	30%	2.30	Y
Cleveland SH	C	12	503	135	7	48%	40%	86%	38%	2.39	Y
Reseda SH	C	12	390	141	4	56%	49%	100%	44%	2.01	Y

Do students who participate in the military science program experience positive outcomes that are associated with military science program participation?

Thus far, this evaluation has indicated that senior high school military science participation has been increasing, but that students and schools participating in the military science program are characteristically different than those who do not participate. In this final research question, an attempt is made to determine whether there are positive student outcomes that are associated with military science participation within schools that offer military science courses. Possible outcomes identified for fall 2003 were average attendance rates, grade point averages, AP course enrollment and A-G course enrollment. For students enrolled in military science courses in sixth and ninth grades in the fall of 2000 student retention and expected credit accumulation rates were calculated. The student retention rate was defined as the percentage of sixth and ninth grade students enrolled in LAUSD in fall of 2000 who were still enrolled in the fall of 2003. The expected credit accumulation rate was defined as the percentage of sixth and ninth grade students who progressed one grade level per year until the fall of 2003. In senior high schools, no meaningful differences among attendance, grade point averages, or AP course enrollment were observed; however, military science students had lower A-G enrollment, retention, and credit accumulation rates. In middle schools, military science students had equivalent grade point averages, AP and A-G course enrollment, higher attendance and retention rates, and lower credit accumulation rates.

Table 9. Student Outcomes of Military Science and Physical Education Students in Military Science Schools

Level	Student Characteristics	Military Science (MS)		Physical Education (PE)		Difference MS-PE
		N	%	N	%	
Senior	Attendance	5,671	89.37	63,616	89.56	-0.19
	GPA	5,654	1.87	63,384	1.99	-0.12
	AP Courses	66	1.16	936	1.47	-0.31
	A-G Courses	2,883	50.84	34,251	53.84	-3.00
	2000 to 2003 Retention (Grade 9-12)	1,207	48.28	15,884	53.79	-5.51
	2000 to 2003 Credit Accumulation (Grade 9-12)	833	69.01	11,391	71.71	-2.70
Middle	Attendance	1,327	94.03	25,379	92.80	1.23
	GPA	1,326	2.35	25,302	2.24	0.11
	AP Courses	0	0.00	0	0.00	0.00
	A-G Courses	62	4.65	1,186	4.67	-0.02
	2000 to 2003 Retention (Grade 6-9)	261	75.00	6811	74.02	0.98
	2000 to 2003 Credit Accumulation (Grade 6-9)	833	69.01	11,391	71.71	-2.70

Conclusions

This report indicates that senior high school military science participation has increased while middle school participation has decreased. Students and schools participating in the military science program appear to be characteristically different from those that do not. These differences, however, are not consistent among middle and senior high schools. Additionally, not all schools report statistically significant differences in Hispanic, African American, and male students groups enrolled in military science courses. Finally, no positive student outcomes were associated with military science participation when compared with students in physical education except for higher fall 2003 attendance rates and higher student retention rates from fall 2000 to fall 2003 in middle schools.

It is important to note, this analysis considered only data available from LAUSD's Decision Support System and the Secondary Student Information System. No on-site observations or student/staff interviews were conducted. Although it is apparent that differences between the schools and students that participate in military science programs exist, no analysis was undertaken of the source of or reasons for these differences. While it is possible that certain types of students are disproportionately selected for military science participation by school staff, it is equally possible that students or their parents self-select participation. Answers to these questions would require a more in depth audit of school procedures or the development and implementation of a case study design at selected sites.

Appendix A:
Los Angeles Unified School District
Comparison of Students in Physical Education and Military Science Courses

School	Local District	Grade	Student Enrollment			Hispanic Enrollment						African American Enrollment						Male Student Enrollment					
			Total	Phy. Ed. (PE)	Mil. Sci (MS)	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	%	z-value	p<.05	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	%	z-value	p<.05	Total	Phy. Ed. (PE)	Sci (MS)	% MS-PE
Banning SH	K	9	1,460	1,330	78	88%	88%	79%	-9%	-2.23	.	7%	6%	13%	6%	2.43	Y	54%	53%	53%	-1%	-0.13	.
Belmont SH	F	9	1,761	1,474	158	92%	92%	93%	1%	0.35	.	2%	2%	4%	2%	1.93	Y	53%	54%	46%	-8%	-1.97	.
Canoga Park SH	A	9	988	877	51	81%	81%	86%	6%	1.02	.	7%	8%	4%	-4%	-1.05	.	56%	55%	57%	1%	0.30	.
Carson SH	K	9	1,291	1,145	60	45%	44%	47%	2%	0.35	.	23%	23%	13%	-9%	-1.80	.	52%	52%	53%	1%	0.19	.
Cleveland SH	C	9	1,426	1,140	181	62%	59%	73%	14%	3.47	Y	9%	9%	5%	-4%	-1.98	.	51%	52%	46%	-5%	-1.38	.
Crenshaw SH	G	9	1,027	849	99	31%	29%	33%	5%	0.95	.	68%	71%	67%	-1%	-0.80	.	50%	49%	59%	8%	1.74	Y
El Camino Real SH	A	9	1,182	1,056	83	30%	30%	37%	7%	1.42	.	9%	10%	5%	-5%	-1.44	.	53%	53%	63%	9%	1.66	Y
Fairfax SH	D	9	875	725	86	57%	54%	70%	16%	2.84	Y	18%	20%	14%	-4%	-1.29	.	53%	53%	57%	4%	0.66	.
Foshay LC	G	9	177	166	10	76%	77%	60%	-17%	-1.18	.	21%	20%	40%	19%	1.46	.	49%	50%	40%	-9%	-0.61	.
Franklin SH	E	9	1,333	1,124	165	90%	90%	91%	1%	0.21	.	2%	2%	2%	0%	-0.40	.	57%	57%	53%	-4%	-0.89	.
Fremont SH	I	9	2,260	1,960	139	86%	86%	94%	8%	2.54	Y	14%	14%	6%	-7%	-2.52	.	53%	53%	55%	2%	0.56	.
Garfield SH	H	9	2,086	1,800	172	99%	99%	99%	1%	0.70	.	0%	1%	1%	0%	0.14	.	54%	53%	53%	0%	0.07	.
Hollywood SH	E	9	1,216	1,043	106	73%	72%	81%	9%	2.05	Y	8%	8%	3%	-5%	-1.96	.	55%	55%	53%	-2%	-0.47	.
Jefferson SH	H	9	1,252	978	204	91%	92%	96%	4%	1.98	Y	8%	8%	4%	-4%	-2.07	.	52%	50%	57%	5%	1.83	Y
Jordan SH	I	9	1,024	822	65	78%	81%	75%	-5%	-1.03	.	21%	19%	23%	2%	0.78	.	50%	48%	66%	16%	2.81	Y
Kennedy SH	A	9	1,069	914	80	71%	71%	68%	-3%	-0.64	.	9%	9%	8%	-1%	-0.44	.	52%	52%	45%	-7%	-1.25	.
Lincoln SH	F	9	1,111	922	47	85%	85%	96%	10%	1.99	Y	1%	1%	0%	-1%	-0.79	.	55%	54%	64%	9%	1.26	.
Locke SH	I	9	1,250	981	148	60%	59%	70%	11%	2.45	Y	40%	41%	30%	-9%	-2.41	.	55%	55%	51%	-5%	-0.95	.
Los Angeles SH	E	9	1,798	1,537	149	80%	79%	89%	9%	2.71	Y	11%	11%	9%	-2%	-0.81	.	56%	55%	60%	4%	1.11	.
Manual Arts SH	G	9	1,550	1,369	131	79%	79%	82%	3%	0.75	.	21%	21%	18%	-3%	-0.69	.	52%	53%	40%	-12%	-2.78	.
Monroe SH	A	9	1,922	1,591	225	85%	84%	87%	2%	0.95	.	4%	4%	2%	-2%	-1.89	.	55%	57%	50%	-5%	-2.06	.
Narbonne SH	K	9	1,241	1,063	71	58%	58%	66%	8%	1.29	.	21%	21%	11%	-10%	-2.01	.	52%	51%	63%	12%	2.04	Y
Polytechnic SH	B	9	1,501	1,323	87	91%	91%	92%	1%	0.37	.	2%	2%	2%	0%	0.22	.	53%	53%	47%	-6%	-0.98	.
Reseda SH	C	9	1,200	1,044	85	74%	75%	79%	4%	0.86	.	7%	7%	4%	-4%	-1.35	.	56%	56%	59%	3%	0.57	.
Roosevelt SH	H	9	1,776	995	124	99%	99%	98%	-1%	-0.75	.	0%	0%	1%	1%	1.23	.	54%	57%	48%	-7%	-1.95	.
San Pedro SH	K	9	1,282	1,114	110	64%	63%	76%	14%	2.87	Y	10%	11%	4%	-7%	-2.34	.	55%	54%	61%	6%	1.38	.
South Gate SH	J	9	1,941	1,789	93	99%	99%	98%	-1%	-1.30	.	0%	0%	0%	0%	-0.46	.	53%	53%	61%	8%	1.56	.
Van Nuys SH	C	9	1,356	1,083	138	71%	68%	83%	15%	3.62	Y	5%	5%	4%	-1%	-0.66	.	53%	52%	72%	19%	4.49	Y
Washington Prep SH	G	9	1,062	762	197	45%	44%	54%	9%	2.37	Y	54%	55%	45%	-8%	-2.39	.	52%	51%	54%	3%	0.88	.
Wilson SH	F	9	1,170	979	88	93%	93%	91%	-2%	-0.83	.	2%	2%	3%	1%	0.93	.	54%	54%	53%	-1%	-0.15	.

Appendix A:
Los Angeles Unified School District
Comparison of Students in Physical Education and Military Science Courses

School	Local District	Grade	Student Enrollment			Hispanic Enrollment						African American Enrollment						Male Student Enrollment					
			Total	Phy. Ed. (PE)	Mil. Sci (MS)	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	z-value	p<.05	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	z-value	p<.05	Total	Phy. Ed. (PE)	Sci (MS)	% MS-PE	z-value	p<.05
Banning SH	K	10	596	478	18	88%	88%	89%	0%	0.05	.	7%	6%	11%	5%	0.82	.	55%	57%	44%	-10%	-1.03	.
Belmont SH	F	10	1,255	846	90	91%	90%	94%	5%	1.40	.	2%	2%	1%	0%	-0.32	.	54%	54%	41%	-13%	-2.31	.
Canoga Park SH	A	10	595	384	20	80%	81%	65%	-16%	-1.79	.	5%	6%	5%	0%	-0.14	.	52%	48%	45%	-7%	-0.28	.
Carson SH	K	10	903	628	42	44%	42%	45%	3%	0.43	.	21%	23%	17%	-4%	-0.96	.	50%	52%	43%	-7%	-1.18	.
Cleveland SH	C	10	942	700	44	57%	56%	77%	21%	2.78	Y	9%	9%	2%	-7%	-1.52	.	45%	44%	43%	-2%	-0.07	.
Crenshaw SH	G	10	808	546	55	28%	27%	29%	2%	0.29	.	71%	72%	69%	-2%	-0.39	.	48%	48%	33%	-15%	-2.14	.
El Camino Real SH	A	10	976	728	36	25%	21%	39%	17%	2.46	Y	9%	7%	8%	0%	0.20	.	51%	52%	50%	-1%	-0.23	.
Fairfax SH	D	10	829	656	68	54%	54%	66%	12%	1.86	Y	20%	21%	13%	-7%	-1.47	.	52%	50%	63%	11%	2.05	Y
Foshay LC	G	10	154	108	8	77%	73%	50%	-23%	-1.40	.	21%	26%	50%	29%	1.47	.	29%	27%	25%	-4%	-0.11	.
Franklin SH	E	10	847	552	45	88%	88%	73%	-14%	-2.67	.	2%	2%	4%	3%	1.08	.	52%	51%	47%	-5%	-0.57	.
Fremont SH	I	10	1,401	1,033	22	88%	88%	82%	-6%	-0.81	.	12%	12%	18%	6%	0.86	.	53%	49%	64%	11%	1.32	.
Garfield SH	H	10	1,196	799	53	99%	99%	98%	-1%	-0.50	.	0%	0%	0%	0%	-0.26	.	55%	54%	53%	-2%	-0.18	.
Hollywood SH	E	10	813	632	47	68%	68%	79%	11%	1.55	.	8%	8%	2%	-6%	-1.50	.	53%	52%	38%	-15%	-1.86	.
Jefferson SH	H	10	1,301	927	160	91%	90%	98%	8%	3.27	Y	9%	9%	2%	-7%	-3.15	.	52%	50%	48%	-4%	-0.50	.
Jordan SH	I	10	763	556	47	77%	76%	81%	4%	0.69	.	22%	23%	17%	-5%	-0.97	.	51%	50%	62%	10%	1.52	.
Kennedy SH	A	10	839	659	47	66%	66%	70%	5%	0.63	.	8%	9%	2%	-6%	-1.57	.	50%	50%	57%	7%	1.04	.
Lincoln SH	F	10	783	519	26	80%	84%	92%	8%	1.16	.	1%	2%	4%	3%	0.90	.	47%	46%	31%	-16%	-1.51	.
Locke SH	I	10	971	742	46	63%	62%	89%	27%	3.71	Y	37%	38%	11%	-26%	-3.71	.	52%	54%	54%	2%	0.08	.
Los Angeles SH	E	10	1,340	1,092	68	76%	77%	76%	0%	-0.07	.	12%	12%	12%	0%	0.01	.	54%	55%	43%	-11%	-1.92	.
Manual Arts SH	G	10	795	683	39	81%	81%	87%	7%	1.03	.	19%	19%	13%	-6%	-0.97	.	49%	49%	49%	0%	-0.02	.
Monroe SH	A	10	1,132	764	66	82%	80%	82%	2%	0.41	.	3%	4%	2%	-2%	-0.87	.	51%	51%	47%	-4%	-0.68	.
Narbonne SH	K	10	702	582	25	52%	53%	76%	23%	2.27	Y	23%	23%	8%	-15%	-1.73	.	46%	46%	44%	-2%	-0.22	.
Polytechnic SH	B	10	1,001	636	37	88%	87%	86%	-1%	-0.17	.	2%	2%	3%	1%	0.43	.	52%	51%	32%	-20%	-2.23	.
Reseda SH	C	10	677	456	22	67%	66%	68%	2%	0.23	.	6%	5%	0%	-6%	-1.13	.	58%	59%	73%	15%	1.32	.
Roosevelt SH	H	10	1,576	703	48	99%	99%	100%	1%	0.74	.	0%	0%	0%	0%	-0.37	.	52%	53%	63%	10%	1.29	.
San Pedro SH	K	10	893	702	25	58%	56%	44%	-12%	-1.18	.	11%	12%	0%	-11%	-1.85	.	53%	51%	76%	23%	2.43	Y
South Gate SH	J	10	1,324	1,095	45	99%	99%	96%	-3%	-1.77	.	0%	0%	0%	0%	-0.35	.	51%	48%	51%	0%	0.34	.
Stoney Point HS	A	10	19	5	1	37%	60%	0%	-60%	-1.10	.	26%	0%	0%	-26%	.	.	32%	60%	0%	-32%	-1	.
Van Nuys SH	C	10	921	607	68	62%	64%	65%	1%	0.10	.	4%	4%	6%	2%	0.68	.	46%	43%	49%	3%	0.87	.
Washington Prep SH	G	10	812	568	77	38%	35%	62%	27%	4.62	Y	61%	65%	36%	-25%	-4.77	.	50%	47%	48%	-2%	0.14	.
Wilson SH	F	10	749	542	39	90%	88%	92%	5%	0.87	.	3%	3%	3%	0%	-0.26	.	52%	51%	49%	-3%	-0.24	.

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Los Angeles Unified School District
Comparison of Students in Physical Education and Military Science Courses

School	Local District	Grade	Student Enrollment			Hispanic Enrollment						African American Enrollment						Male Student Enrollment					
			Total	Phy. Ed. (PE)	Mil. Sci (MS)	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	z-value	p<.05	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	z-value	p<.05	Total	Phy. Ed. (PE)	Sci (MS)	% MS-PE	z-value	p<.05
Banning SH	K	11	661	212	11	87%	83%	100%	17%	1.49	.	7%	8%	0%	-7%	-1.01	.	52%	50%	36%	-16%	-0.88	.
Belmont SH	F	11	1,025	270	32	89%	89%	88%	-2%	-0.30	.	1%	2%	3%	2%	0.32	.	55%	50%	41%	-14%	-1.00	.
Canoga Park SH	A	11	355	116	7	66%	66%	43%	-24%	-1.27	.	9%	14%	43%	34%	2.07	Y	53%	57%	57%	4%	0.01	.
Carson SH	K	11	787	206	13	37%	31%	38%	7%	0.56	.	24%	34%	31%	7%	-0.27	.	52%	53%	31%	-21%	-1.55	.
Cleveland SH	C	11	660	207	13	50%	48%	46%	-2%	-0.12	.	7%	12%	0%	-7%	-1.30	.	49%	56%	54%	5%	-0.15	.
Crenshaw SH	G	11	609	171	11	25%	21%	27%	6%	0.49	.	74%	77%	73%	-1%	-0.29	.	46%	51%	45%	-1%	-0.39	.
El Camino Real SH	A	11	882	181	20	20%	19%	45%	26%	2.63	Y	8%	10%	0%	-8%	-1.48	.	51%	55%	65%	14%	0.83	.
Fairfax SH	D	11	747	181	33	56%	51%	70%	19%	2.00	Y	16%	28%	12%	-4%	-1.89	.	47%	36%	52%	4%	1.63	.
Foshay LC	G	11	201	3	6	82%	33%	83%	50%	1.50	.	17%	67%	17%	-1%	-1.50	.	35%	0%	50%	15%	1.50	.
Franklin SH	E	11	648	223	12	86%	86%	83%	-3%	-0.27	.	2%	4%	0%	-2%	-0.71	.	50%	60%	67%	17%	0.48	.
Fremont SH	I	11	914	253	23	87%	75%	87%	11%	1.24	.	13%	25%	13%	0%	-1.24	.	49%	56%	83%	34%	2.47	Y
Garfield SH	H	11	853	273	22	99%	99%	100%	1%	0.49	.	0%	1%	0%	0%	-0.40	.	49%	50%	86%	37%	3.27	Y
Hollywood SH	E	11	527	206	29	70%	70%	83%	13%	1.44	.	5%	8%	0%	-5%	-1.55	.	51%	48%	59%	7%	1.11	.
Jefferson SH	H	11	660	122	32	92%	84%	91%	7%	0.99	.	8%	16%	9%	2%	-0.99	.	49%	49%	50%	1%	0.08	.
Jordan SH	I	11	469	138	19	76%	64%	79%	15%	1.31	.	24%	36%	21%	-3%	-1.31	.	48%	61%	47%	-1%	-1.12	.
Kennedy SH	A	11	661	216	23	67%	65%	61%	-4%	-0.38	.	8%	11%	4%	-4%	-1.01	.	50%	57%	74%	24%	1.53	.
Lincoln SH	F	11	575	210	7	77%	81%	100%	19%	1.26	.	1%	1%	0%	-1%	-0.26	.	49%	52%	71%	23%	0.99	.
Locke SH	I	11	592	221	14	64%	55%	79%	24%	1.74	Y	36%	45%	21%	-14%	-1.71	.	49%	53%	50%	1%	-0.25	.
Los Angeles SH	E	11	870	285	18	73%	68%	67%	-1%	-0.12	.	13%	19%	28%	15%	0.96	.	57%	60%	61%	5%	0.12	.
Manual Arts SH	G	11	848	204	26	80%	75%	81%	6%	0.65	.	20%	25%	19%	0%	-0.59	.	55%	63%	65%	10%	0.26	.
Monroe SH	A	11	880	224	43	77%	73%	88%	15%	2.12	Y	3%	6%	0%	-3%	-1.62	.	47%	50%	56%	9%	0.64	.
Narbonne SH	K	11	945	277	31	52%	50%	58%	8%	0.87	.	21%	23%	19%	-2%	-0.43	.	49%	53%	65%	16%	1.18	.
Polytechnic SH	B	11	797	174	12	89%	84%	92%	7%	0.67	.	2%	5%	0%	-2%	-0.76	.	54%	58%	42%	-13%	-1.11	.
Reseda SH	C	11	555	218	11	62%	62%	64%	2%	0.11	.	8%	9%	0%	-8%	-1.05	.	49%	49%	36%	-13%	-0.79	.
Roosevelt SH	H	11	783	159	9	99%	98%	100%	2%	0.42	.	0%	1%	0%	0%	-0.24	.	49%	50%	56%	6%	0.31	.
San Pedro SH	K	11	690	290	11	55%	50%	64%	14%	0.91	.	11%	14%	0%	-11%	-1.32	.	48%	49%	55%	6%	0.34	.
South Gate SH	J	11	1,085	324	16	99%	98%	94%	-4%	-1.21	.	1%	1%	0%	-1%	-0.39	.	48%	46%	69%	21%	1.76	Y
Stoney Point HS	A	11	11	2	1	27%	50%	0%	-50%	-0.87	.	9%	0%	0%	-9%	.	.	64%	50%	0%	-64%	-1	.
Van Nuys SH	C	11	744	178	19	57%	54%	74%	20%	1.65	Y	5%	7%	0%	-5%	-1.22	.	48%	52%	58%	10%	0.52	.
Washington Prep SH	G	11	614	175	10	41%	32%	80%	48%	3.10	Y	58%	67%	20%	-38%	-3.01	.	50%	43%	80%	30%	2.30	Y
Wilson SH	F	11	625	195	20	90%	88%	90%	2%	0.30	.	2%	3%	5%	3%	0.46	.	52%	48%	65%	13%	1.43	.

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School	Local District	Grade	Student Enrollment			Hispanic Enrollment						African American Enrollment						Male Student Enrollment					
			Total	Phy. Ed. (PE)	Mil. Sci (MS)	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	z-value	p<.05	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	z-value	p<.05	Total	Phy. Ed. (PE)	Sci (MS)	% MS-PE	z-value	p<.05
Banning SH	K	12	526	153	9	83%	73%	78%	5%	0.34	.	8%	12%	11%	3%	-0.12	.	49%	52%	67%	17%	0.84	.
Belmont SH	F	12	723	168	13	87%	86%	92%	6%	0.61	.	2%	2%	0%	-2%	-0.49	.	46%	46%	31%	-16%	-1.05	.
Canoga Park SH	A	12	278	71	2	63%	55%	0%	-55%	-1.54	.	5%	6%	0%	-5%	-0.35	.	46%	56%	100%	54%	1.23	.
Carson SH	K	12	559	113	12	38%	36%	58%	22%	1.49	.	23%	35%	0%	-23%	-2.45	.	50%	50%	58%	8%	0.58	.
Cleveland SH	C	12	503	135	7	44%	36%	57%	21%	1.11	.	9%	10%	14%	5%	0.40	.	48%	40%	86%	38%	2.39	Y
Crenshaw SH	G	12	435	107	2	20%	28%	100%	72%	2.21	Y	78%	72%	0%	-78%	-2.21	.	39%	42%	50%	11%	0.23	.
El Camino Real SH	A	12	693	119	11	23%	18%	45%	28%	2.21	Y	6%	7%	9%	3%	0.30	.	50%	66%	36%	-14%	-1.98	.
Fairfax SH	D	12	438	80	11	49%	50%	36%	-14%	-0.85	.	19%	36%	9%	-10%	-1.80	.	50%	43%	55%	5%	0.75	.
Foshay LC	G	12	128	22	19	76%	64%	100%	36%	2.93	Y	22%	27%	0%	-22%	-2.46	.	39%	50%	53%	14%	0.17	.
Franklin SH	E	12	424	116	3	83%	83%	67%	-16%	-0.72	.	0%	0%	0%	0%	0	.	43%	48%	33%	-10%	-0.51	.
Fremont SH	I	12	572	91	10	88%	76%	100%	24%	1.76	Y	12%	24%	0%	-12%	-1.76	.	47%	64%	80%	33%	1.03	.
Garfield SH	H	12	603	190	6	99%	99%	83%	-16%	-3.07	.	0%	1%	0%	0%	-0.18	.	47%	44%	50%	3%	0.31	.
Hollywood SH	E	12	500	147	17	64%	59%	94%	35%	2.82	Y	9%	20%	6%	-3%	-1.40	.	43%	40%	29%	-13%	-0.86	.
Jefferson SH	H	12	638	59	4	92%	75%	100%	25%	1.16	.	8%	24%	0%	-8%	-1.10	.	48%	41%	50%	2%	0.37	.
Jordan SH	I	12	343	69	7	82%	75%	86%	10%	0.61	.	17%	25%	14%	-3%	-0.61	.	48%	59%	86%	38%	1.36	.
Kennedy SH	A	12	492	135	9	68%	64%	67%	2%	0.13	.	5%	10%	0%	-5%	-0.98	.	53%	70%	44%	-9%	-1.62	.
Locke SH	I	12	268	64	6	64%	55%	100%	45%	2.15	Y	36%	45%	0%	-36%	-2.15	.	46%	66%	67%	21%	0.05	.
Los Angeles SH	E	12	689	134	2	73%	69%	100%	31%	0.95	.	12%	18%	0%	-12%	-0.66	.	49%	60%	100%	51%	1.14	.
Manual Arts SH	G	12	749	145	12	79%	69%	83%	14%	1.04	.	21%	30%	17%	-4%	-1.00	.	51%	58%	58%	7%	0.03	.
Monroe SH	A	12	677	145	22	75%	75%	68%	-7%	-0.70	.	5%	8%	5%	0%	-0.61	.	48%	48%	55%	7%	0.55	.
Narbonne SH	K	12	510	121	7	47%	42%	57%	15%	0.78	.	23%	27%	14%	-8%	-0.76	.	43%	53%	43%	0%	-0.52	.
Polytechnic SH	B	12	644	127	15	85%	84%	100%	16%	1.66	Y	2%	2%	0%	-2%	-0.60	.	42%	46%	40%	-2%	-0.42	.
Reseda SH	C	12	390	141	4	57%	51%	25%	-26%	-1.03	.	8%	12%	25%	17%	0.77	.	56%	49%	100%	44%	2.01	Y
Roosevelt SH	H	12	737	138	8	98%	97%	100%	3%	0.49	.	1%	2%	0%	-1%	-0.42	.	48%	48%	50%	2%	0.12	.
San Pedro SH	K	12	537	216	5	52%	50%	20%	-30%	-1.33	.	8%	9%	0%	-8%	-0.71	.	50%	61%	60%	10%	-0.05	.
South Gate SH	J	12	730	140	9	99%	98%	89%	-9%	-1.61	.	0%	1%	0%	0%	-0.25	.	46%	48%	44%	-1%	-0.20	.
Van Nuys SH	C	12	695	133	6	58%	62%	33%	-28%	-1.39	.	4%	6%	17%	13%	1.04	.	44%	51%	50%	6%	-0.05	.
Washington Prep SH	G	12	534	105	9	43%	40%	22%	-18%	-1.05	.	57%	60%	78%	21%	1.05	.	45%	52%	78%	32%	1.47	.
Wilson SH	F	12	434	110	6	87%	90%	83%	-7%	-0.52	.	1%	5%	0%	-1%	-0.53	.	50%	48%	67%	17%	0.88	.

Appendix A:
Los Angeles Unified School District
Comparison of Students in Physical Education and Military Science Courses

School	Local District	Grade	Student Enrollment			Hispanic Enrollment						African American Enrollment						Male Student Enrollment					
			Total	Phy. Ed. (PE)	Mil. Sci (MS)	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	z-value	p<.05	Total	Phy. Ed. (PE)	Mil. Sci (MS)	% MS-PE	z-value	p<.05	Total	Phy. Ed. (PE)	Sci (MS)	% MS-PE	z-value	p<.05
Bethune MS	I	6	853	845	4	82%	82%	100%	18%	0.94	.	18%	18%	0%	-18%	-0.93	.	53%	53%	100%	47%	1.89	Y
Clay MS	G	6	684	590	87	42%	43%	33%	-10%	-1.72	.	57%	56%	67%	9%	1.86	Y	49%	46%	68%	18%	3.72	Y
Foshay LC	G	6	842	621	173	76%	77%	73%	-4%	-1.22	.	24%	22%	27%	3%	1.36	.	51%	52%	49%	-3%	-0.92	.
Frost MS	A	6	543	525	3	45%	45%	67%	22%	0.75	.	9%	9%	0%	-9%	-0.56	.	52%	52%	100%	48%	1.67	Y
Fulton MS	C	6	756	707	45	87%	87%	87%	0%	-0.01	.	3%	3%	4%	1%	0.37	.	50%	50%	40%	-10%	-1.33	.
Los Angeles Acad MS	H	6	944	903	26	88%	88%	96%	8%	1.27	.	11%	12%	4%	-7%	-1.24	.	51%	50%	65%	14%	1.52	.
Mann MS	G	6	480	439	30	41%	41%	40%	-1%	-0.11	.	58%	58%	60%	2%	0.23	.	56%	54%	90%	34%	3.83	Y
Nimitz MS	J	6	1,246	1,213	30	98%	99%	97%	-2%	-0.82	.	0%	0%	0%	0%	.	.	53%	53%	57%	3%	0.36	.
Pacoima MS	B	6	688	629	29	89%	89%	83%	-6%	-1.08	.	2%	2%	3%	1%	0.58	.	49%	49%	62%	13%	1.41	.
Bethune MS	I	7	922	898	13	79%	79%	92%	14%	1.21	.	21%	21%	8%	-13%	-1.21	.	51%	51%	85%	34%	2.44	Y
Clay MS	G	7	692	635	45	46%	44%	67%	22%	2.90	Y	54%	55%	33%	-21%	-2.87	.	50%	50%	58%	7%	1.04	.
Drew MS	I	7	943	902	26	80%	79%	96%	17%	2.09	Y	20%	20%	4%	-16%	-2.07	.	54%	55%	35%	-19%	-2.04	.
Foshay LC	G	7	953	727	131	75%	74%	81%	7%	1.68	Y	25%	26%	19%	-6%	-1.68	.	50%	51%	48%	-2%	-0.68	.
Frost MS	A	7	584	543	14	46%	47%	43%	-4%	-0.29	.	9%	9%	0%	-9%	-1.15	.	52%	50%	64%	13%	1.06	.
Fulton MS	C	7	830	778	48	90%	90%	77%	-13%	-2.88	.	3%	3%	10%	7%	3.08	Y	51%	51%	63%	11%	1.60	.
Los Angeles Acad MS	H	7	1,040	998	24	87%	87%	96%	9%	1.28	.	13%	13%	4%	-8%	-1.27	.	51%	50%	63%	12%	1.20	.
Madison MS	C	7	782	663	115	67%	66%	70%	5%	0.95	.	3%	3%	3%	0%	0.00	.	47%	45%	59%	12%	2.75	Y
Mann MS	G	7	557	533	13	43%	44%	15%	-29%	-2.05	.	56%	55%	85%	28%	2.10	Y	55%	54%	77%	22%	1.64	.
Nimitz MS	J	7	1,319	1,249	55	99%	99%	100%	1%	0.73	.	0%	0%	0%	0%	-0.42	.	49%	48%	56%	8%	1.20	.
Pacoima MS	B	7	793	736	36	90%	91%	75%	-16%	-3.22	.	2%	2%	6%	3%	1.61	.	50%	49%	61%	11%	1.38	.
Bethune MS	I	8	893	885	3	80%	80%	33%	-47%	-2.01	.	20%	19%	67%	47%	2.08	Y	53%	53%	67%	14%	0.49	.
Clay MS	G	8	688	650	30	43%	42%	57%	14%	1.55	.	57%	57%	43%	-13%	-1.52	.	48%	48%	40%	-8%	-0.87	.
Drew MS	I	8	851	836	1	77%	78%	100%	22%	0.54	.	22%	22%	0%	-22%	-0.53	.	53%	53%	0%	-53%	0	.
Foshay LC	G	8	873	722	66	77%	77%	76%	-2%	-0.31	.	22%	22%	24%	2%	0.36	.	49%	49%	55%	5%	0.79	.
Frost MS	A	8	611	558	14	42%	42%	29%	-14%	-1.01	.	11%	11%	7%	-4%	-0.49	.	54%	53%	86%	32%	2.41	Y
Fulton MS	C	8	833	798	28	86%	86%	79%	-8%	-1.12	.	4%	4%	4%	0%	-0.02	.	54%	53%	57%	3%	0.39	.
Los Angeles Acad MS	H	8	1,038	1,014	7	87%	87%	86%	-2%	-0.13	.	13%	12%	14%	2%	0.16	.	49%	48%	71%	23%	1.22	.
Madison MS	C	8	841	729	109	66%	66%	71%	5%	1.04	.	4%	4%	3%	-1%	-0.50	.	52%	51%	60%	8%	1.70	Y
Mann MS	G	8	510	472	27	38%	37%	59%	22%	2.33	Y	62%	63%	41%	-21%	-2.26	.	51%	49%	81%	30%	3.25	Y
Nimitz MS	J	8	1,241	1,203	27	99%	99%	93%	-6%	-2.83	.	0%	0%	0%	0%	-0.34	.	49%	49%	37%	-12%	-1.28	.
Pacoima MS	B	8	807	704	68	89%	88%	88%	0%	0.04	.	1%	1%	0%	-1%	-0.83	.	52%	55%	32%	-19%	-3.55	.