
American College Test Results of Grade 12 Students, 2006–07

Introduction

This report summarizes the performance of 2006–07 Grade 12 students in the San Diego Unified School District who took the American College Test (ACT[®]). Similar to the SAT Reasoning Test[™] (SAT), the ACT is taken by high school students around the world to fulfill admission application requirements of many colleges and universities in the United States.¹ This is the second year the district has received student-level ACT data. In this report, ACT participation and performance data are disaggregated by gender, ethnicity, socioeconomic status, English language proficiency status, special education status, school type, and school; comparisons will be made to the previous year's results. Performance data primarily consist of the number and percent of students who met or exceeded ACT subject area benchmark scores.

Highlights for 2006–07

Roughly 15 percent or 1,118 of all district 12th graders took the ACT—an increase of more than 200 students or 2.5 percentage points from 2005–06 but still less than a third of 12th grade SAT test takers. Similar to last year, two-thirds (68.2 percent) of ACT test takers met the English benchmark score and were deemed ready for college-level English coursework; roughly half met the mathematics and reading benchmark scores (48.3 and 53.4 percent, respectively); and, one-fourth (25.0 percent) met the science benchmark score.

ACT test takers were more likely to be female, White, not socioeconomically disadvantaged, fluent English proficient, and not receiving special education services. Among the district's three largest ethnic groups, nearly 19 percent of White 12th graders took the ACT compared with roughly 10 percent of Hispanic students and 14 percent of African American students. Not surprisingly, large comprehensive high schools tended to have the highest numbers of test takers. Preuss School UCSD had the highest percentage of 12th grade students take the test (86 percent); a distant second was High Tech High with 36 percent.

Roughly 9 out of every 10 ACT test takers also took the SAT; in contrast, only 3 out of 10 SAT test takers took the ACT. As a group, ACT test takers outperformed non-test takers on the 11th grade California Standards Tests (CSTs) in English Language Arts and mathematics and the SAT. For the CST, larger percentages of ACT test takers scored at “proficient” or above than non-test takers. On the SAT, average scale scores of ACT test takers in all sections were slightly but consistently higher than those of non-test takers.

¹ Based on district summary data provided by ACT, Inc., San Diego State University (SDSU) and the University of California, San Diego (UCSD) received the highest number of “1st choice” selections from the 872 ACT test takers who supplied such information—21.8 percent selected SDSU as “1st choice” and 16.2 percent selected UCSD. The University of California in Los Angeles and University of San Diego followed with 7.5 and 4.6 percent, respectively.

High Tech, La Jolla, and Scripps Ranch high school students performed well across all four subject areas of the ACT. Students at High Tech International performed well in English, mathematics, and reading while students at San Diego School of International Studies did well in English and reading. Consistent with results of other district studies, White and Asian, non-socioeconomically disadvantaged, and fluent English proficient students outperformed their counterparts in all subject areas of the ACT. Male students outperformed females in mathematics and science, while English and reading results by gender were mixed. Wide performance gaps between White students and African American and Hispanic students persisted even among students in the same socioeconomic status group.

Overview of ACT²

The ACT is a measure of college readiness. It assesses student knowledge and skill in four required areas: English, mathematics, reading, and science. Testing in writing, the fifth subject area, is optional.³

ACT and the SAT. Nearly all colleges and universities in the country accept both the ACT and SAT as part of their college admission requirements. More than 1.3 million students in the class of 2007 nationwide took the ACT compared with nearly 1.5 million who took the SAT. There is a broad geographical difference between the two tests with students from the East and West coasts historically favoring the SAT and students from Midwestern and southern states favoring the ACT. State and district numbers support this notion. In 2006–07, only 1,118 (14.8 percent) of Grade 12 students⁴ in the district took the ACT compared with 3,767 (50.0 percent) who took the SAT. Similar to the previous year, an overwhelming number of ACT test takers (n=1,019, or 91 percent) also took the SAT.

ACT Benchmark Scores. Unlike SAT scores, which enable standardized comparisons among students, ACT scores indicate whether a student is ready for college-level coursework based on his/her meeting or exceeding benchmark scores. A benchmark score in each ACT subject area indicates a student's chance of success in college-level English Composition (English), Algebra (mathematics), Social Science (reading), and Biology (science). (See Table 1.)

Table 1. ACT College Readiness Benchmark Scores

College Course/Course Area	ACT Subject	Scale Score Range	Benchmark Scale Score
English Composition	English	1 to 36	18
Algebra	Mathematics		22
Social Science	Reading		21
Biology	Science		24

² Subject area test information obtained from the ACT website (www.actstudent.org/testprep/descriptions/).

³ Students take the writing test only if required by the college(s) to which the student is applying for admission.

⁴ Grade 12 student counts in this report are based on snapshot district enrollment data collected in fall 2006. Grade 12 counts at non-public schools and selected district sites (mostly special education programs) were excluded.

Specifically, an ACT benchmark score is the minimum score needed on a subject area test to indicate a 50 percent chance of getting a B or better (or roughly a 75 percent chance of getting a C or better) in the corresponding college-level course. For example, the ACT English benchmark score is 18. A student who gets a scale score of 18 or higher in this subject area is considered ready for college-level English Composition and has a good chance of earning a C or better in this course.

ACT periodically conducts a national curriculum survey to make sure its assessment tools are valid and up to date. Survey data provide information on the skills taught by high school teachers and the skills expected by instructors of entry-level college courses.

ACT Subject Areas. The entire test includes 215 multiple choice questions to be answered in approximately three hours. An additional half hour of testing is needed for students taking the writing test.

English. The English test includes 75 questions which cover standard written English (punctuation, grammar and usage, sentence structure) and rhetorical skills (strategy, organization, style). It consists of five passages, each followed by a set of questions.

Mathematics. The mathematics test includes 60 questions designed to measure skills students would typically have acquired by the end of 11th grade; it covers topics in Pre-Algebra, Elementary Algebra, Intermediate Algebra, Coordinate Geometry, Plane Geometry, and Trigonometry. The use of certain calculators is allowed.

Reading. The reading test includes 40 questions based on four passages. The passages are representative of the kind of reading required in college freshman courses. Questions are designed to elicit student understanding of what is directly stated and implied in each passage.

Science. The science test consists of 40 questions based on seven sets of scientific information provided in the section. Information can take the form of graphs, tables, or schematics; research summaries; or passages expressing conflicting points of view. The questions require the student to understand the information provided; to be critical of the information and any expressed conclusions or hypotheses; and to generalize, draw conclusions, gain new information, or make predictions based on the information.

Writing. The optional writing test was taken by 906 of the 1,118 (81 percent) ACT test takers from 2006–07. A single prompt defines and describes an issue and two related points of view. Students have 30 minutes to write an essay responding to the question posed in the prompt. The test is designed to assess writing skills emphasized in high school English classes and in entry-level college composition courses.

Data Processing

The test publisher provided the district with ACT scores of students who at the time of the test identified themselves as enrolled in the district and had an anticipated graduation year of 2007. These data records were matched to student demographic and enrollment records in the district database. As a result of the data verification process, 1,116 out of 1,140 records received from the publisher (98.0 percent) remained in the final dataset. Of 24 excluded records, 19 were not enrolled as 12th graders in 2006–07, 4 were still enrolled in 2007–08, and 1 was in a private program in 2006–07.⁵ Two records from the 2005–06 dataset previously excluded from reporting were added appropriately to the current dataset.

It should be noted that ACT provides the latest results per student. Roughly 60 percent of district test takers took their latest ACT test in 2006–07 during their senior year.

Demographics of District Grade 12 Students

In 2006–07, the district had a fall enrollment count of 7,540 Grade 12 students—Hispanic students comprised 34 percent of enrollment; White students, 30 percent; and African American students, 14 percent. Nearly half (47 percent) of Grade 12 students have a non-English primary language. After English, Spanish was the largest primary language group with 27 percent of students; Filipino was a distant second with only 6 percent of students. One-third of all district 12th graders were either English learners (10 percent) or former English learners (24 percent).⁶ Roughly 45 percent were eligible for free or reduced-price meals; 9 percent received special education services.

Participation Data

Demographic Composition. As mentioned earlier, of the 7,540 district 12th graders in 2006–07, 1,118 (14.8 percent) took the ACT, an increase of more than 200 students (or 2.5 percentage points) compared to the previous year. The general profile of test takers did not change—they were more likely to be female, White, not socioeconomically disadvantaged,⁷ fluent English proficient, and not receiving special education services. When compared with the general 12th grade population and students who took the more popular SAT, ACT test takers reflected a higher proportion of female students and smaller proportion of English learners than either group. They also had a higher proportion of students eligible for free or reduced-price meals than Grade 12 SAT test takers. (See Figure 1.)

⁵ The student's 12th grade enrollment in 2006–07 was through Parentally Placed Private School Services (PPPSS).

⁶ Former English learner or Reclassified Fluent English Proficient (RFEP) students are English learners who have met district criteria for classification as fluent English proficient.

⁷ Socioeconomically disadvantaged students are those eligible for free or reduced-price meals through the district's student meal program.

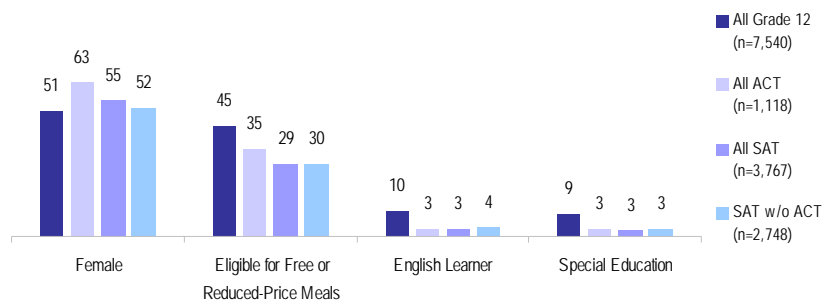


Figure 1. Percent of Selected Subgroups by Test Taker Status, 2006–07

Ethnic Breakdown. Most ethnic groups were represented among ACT test takers in roughly the same order of magnitude as the general 12th grade population; the two largest ethnic groups, Hispanic and White, were the exception. Enrollment-wise, Hispanic 12th grade students outnumbered their White counterparts by 3.4 percentage points but, similar to the district’s SAT test-taking patterns, a larger number and proportion of White students took the ACT than Hispanic students—18.8 percent of all 12th grade White students compared with 9.9 percent of their Hispanic counterparts. Despite increases in participation rates for Hispanic and African American students, the participation gap among the district’s three largest ethnic groups widened in 2006–07. (See Figures 2 and 3.)

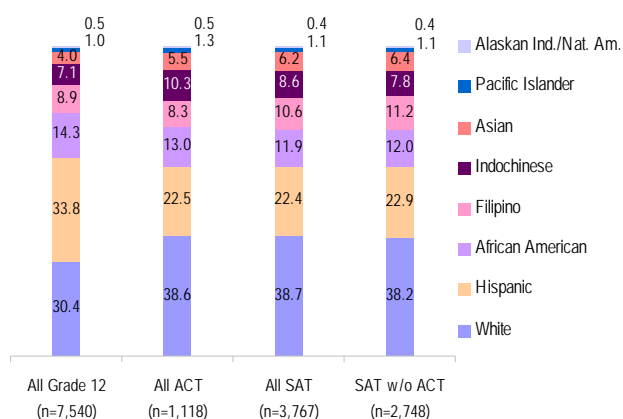


Figure 2. Percent Breakdown of Students by Ethnicity, 2006–07

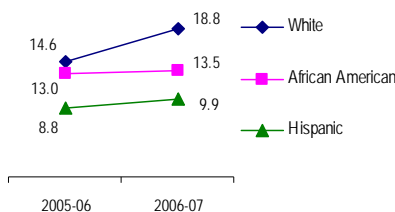


Figure 3. Percent of 12th Grade ACT Test Takers Among the District’s Largest Ethnic Groups, 2005–06 and 2006–07

Test Takers by School. Not surprisingly, schools with the highest numbers of ACT test takers tended to be the large comprehensive (“traditional”) high schools—Scripps Ranch, La Jolla, and Mira Mesa each had over 100 test takers. (See Figure 4.) Preuss School UCSD had the largest percentage of 12th graders who took the test with 86 percent. High Tech High, High Tech International, and Kearny School of International Business followed at a distance, each having a little more than a third of its 12th graders take the ACT. (See Tables 2 and 3.) Given Preuss’ mission to provide “a rigorous college prep education for motivated low-income students who will become the first in their families to graduate from college,”⁸ it is to be expected that a more concerted and vigorous effort to support students in the college admissions testing process will be in place at the school. Changes in participation rates between 2005–06 and 2006–07 among individual schools varied widely from SCPA’s loss of 11.9 percentage points to Kearny School of International Business’ gain of 29.4 percentage points.

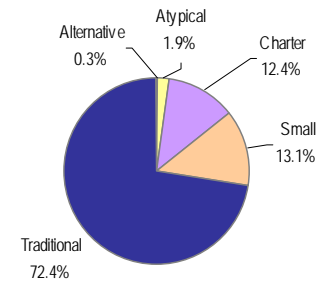


Figure 4. Test Takers by School Type (N=1,118)

Table 2. ACT Test Takers by School, 2006–07

School	2005-06			2006-07			Difference
	Total Grade 12 Students	Total Test Takers	Pct	Total Grade 12 Students	Total Test Takers	Pct	
331 A.L.B.A.	4	1	--	6	0	--	
008 AUDEO	65	1	1.5	40	0	0	-1.5
366 CHARTER SCHOOL OF SD	495	10	2	445	3	0.7	-1.3
332 CLAIREMONT	253	36	14.2	283	53	18.7	4.5
323 CORTEZ HILL	32	1	3.1	48	0	0	-3.1
704 CRAWFORD/CHAMPS	86	11	12.8	86	18	20.9	8.1
702 CRAWFORD/IDEA	83	1	1.2	59	1	1.7	0.5
705 CRAWFORD/LAW & BUSINESS	76	4	5.3	68	4	5.9	0.6
703 CRAWFORD/MULTIMEDIA	56	1	1.8	72	7	9.7	7.9
439 DEL SOL	6	0	--	2	0	--	
361 GARFIELD	114	0	0	178	2	1.1	1.1
335 GOMPERS	122	3	2.5	144	23	16	13.5
336 HENRY	497	63	12.7	502	63	12.5	-0.1
339 HIGH TECH HIGH	114	29	25.4	99	36	36.4	10.9
785 HIGH TECH INTERNATIONAL	0	0	--	89	31	34.8	
382 HOME AND HOSPITAL	4	0	--	2	0	--	
338 HOOVER	350	36	10.3	349	30	8.6	-1.7
736 KEARNY/CONSTR TECH	71	8	11.3	78	13	16.7	5.4
733 KEARNY/DIGITAL MEDIA	74	0	0	77	2	2.6	2.6
735 KEARNY/INTL BUSINESS	74	4	5.4	89	31	34.8	29.4
734 KEARNY/SCI CONN TECH	90	8	8.9	83	4	4.8	-4.1
342 LA JOLLA	380	69	18.2	363	107	29.5	11.3
791 LCI INSTRUCTION	15	0	0	12	0	0	0

⁸ Preuss School website (<http://preuss.ucsd.edu>).

Table 2. ACT Test Takers by School, 2006–07

School		2005-06			2006-07			Difference
		Total Grade 12 Students	Total Test Takers	Pct	Total Grade 12 Students	Total Test Takers	Pct	
018	LEARNING CHOICE ACADEMY	17	0	0	22	2	9.1	9.1
346	MADISON	281	20	7.1	289	32	11.1	4
349	MIRA MESA	519	46	8.9	555	105	18.9	10.1
350	MISSION BAY	270	30	11.1	279	24	8.6	-2.5
352	MORSE	611	55	9	506	52	10.3	1.3
395	MT. EVEREST	21	1	4.8	14	1	7.1	2.4
369	MUIR	20	1	5	17	1	5.9	0.9
438	NEW DAWN	3	0	--	12	0	0	
354	POINT LOMA	389	71	18.3	343	69	20.1	1.9
348	PREUSS SCHOOL UCSD	89	80	89.9	78	67	85.9	-4
368	S.C.P.A.	192	42	21.9	190	19	10	-11.9
359	SCRIPPS RANCH	515	101	19.6	532	119	22.4	2.8
749	SD/BUSINESS	64	8	12.5	78	6	7.7	-4.8
746	SD/CIMA	59	9	15.3	84	13	15.5	0.2
744	SD/INTL STUDIES	87	13	14.9	98	10	10.2	-4.7
745	SD/LEADS	98	9	9.2	73	10	13.7	4.5
750	SD/MEDIA VIS PRF ART	72	0	0	64	2	3.1	3.1
753	SD/SCIENCE TECHNOLOGY	80	7	8.8	83	25	30.1	21.4
357	SERRA	378	47	12.4	388	57	14.7	2.3
362	TWAIN	78	0	0	245	1	0.4	0.4
355	UNIVERSITY CITY	408	74	18.1	416	75	18	-0.1
District TOTAL		7,312	900	12.3	7,540	1,118	14.8	2.5

Note: In this report, percentages are not calculated when the denominator is less than 10.

Table 3. Participation Rates by School Type, 2006–07

Type	Schools	Grade 12 Enrt	ACT Test Takers	
			N	Pct
TRADITIONAL	Clairemont, Gompers, Henry, Hoover, La Jolla, Madison, Mira Mesa, Mission Bay, Morse, Point Loma, Scripps Ranch, Serra, University City	4,949	809	16.3
SMALL ⁹	Crawford—CHAMPS, IDEA, Law and Business, Multimedia Kearny—Construction Technology, Digital Media Design, International Business, Science, Connections, and Technology San Diego—Business, CIMA, International Studies, LEADS, Media Visual Performing Arts, Science and Technology	1,092	146	13.4
CHARTER	Audeo, Charter School of SD, Cortez Hill, High Tech High, High Tech International, Learning Choice Academy, Preuss School UCSD	821	139	16.9
ATYPICAL	Mt. Everest, Muir, SCPA	221	21	9.5
ALTERNATIVE	ALBA, Del Sol, Garfield, Home and Hospital, LCI Instruction, New Dawn, Twain	457	3	0.7
District Total		7,540	1,118	14.8

⁹ With support from the Gates Foundation, three large traditional district high schools, Crawford, Kearny and San Diego, were reconfigured in 2004–05 into three educational complexes with a total of 14 small high schools. For more information, please visit http://www.sandi.net/hsrenewal/sm_schools.html.

Performance of ACT Test Takers on Other Assessments.

California Standards Test (CST). Figure 5 shows that ACT test takers outperformed non-test takers on the Grade 11 CST English Language Arts (ELA). Specifically, 66.1 percent of Grade 12 students who took both the ACT and SAT performed at “proficient” or “advanced”—the two highest performance levels on this assessment. These students, representing 9 out of every 10 ACT test takers, registered the highest such percentage compared with students who took only the SAT (57.8 percent), took only the ACT (37.1 percent), and took neither ACT nor SAT (17.3 percent).

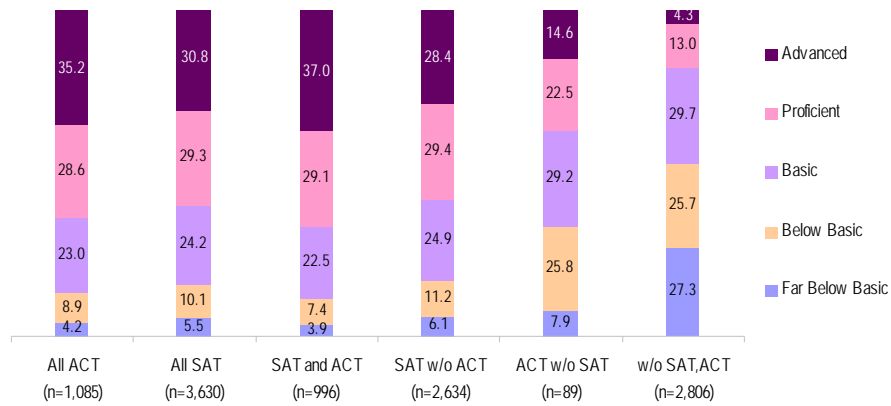


Figure 5. Grade 11 ELA CST Performance Breakdown by Test Taker Status

Similarly, for CST mathematics, Figure 6 shows that 21.3 percent of students who took both the ACT and the SAT performed at “proficient” or “advanced” on their Grade 11 mathematics CSTs—the highest such percentage of students compared with those who took only the SAT (17.3 percent), took only the ACT (4.8 percent), and took neither ACT nor SAT (2.7 percent).

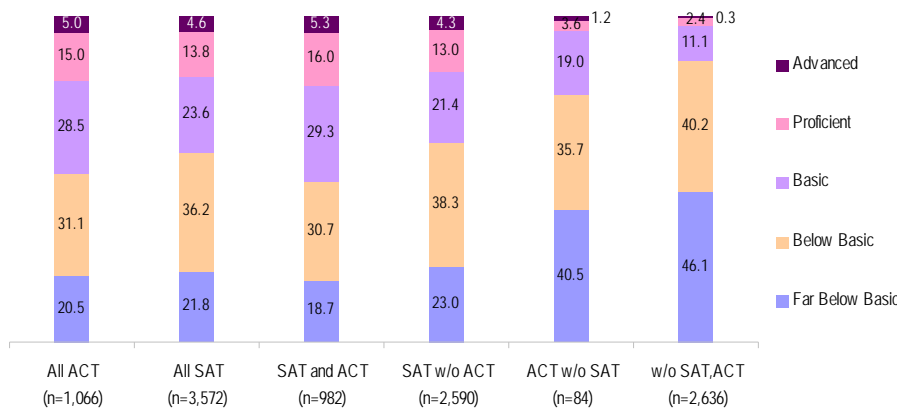


Figure 6. Grade 11 Mathematics CST Performance Breakdown by Test Taker Status

SAT. In each section of the SAT—critical reading, mathematics, and writing—the average scale scores of ACT test takers were slightly but consistently higher than those of non-ACT test takers (i.e., students who only took the SAT). The differences in average scale scores ranged from 22 to 27 points. (See Figure 7.)

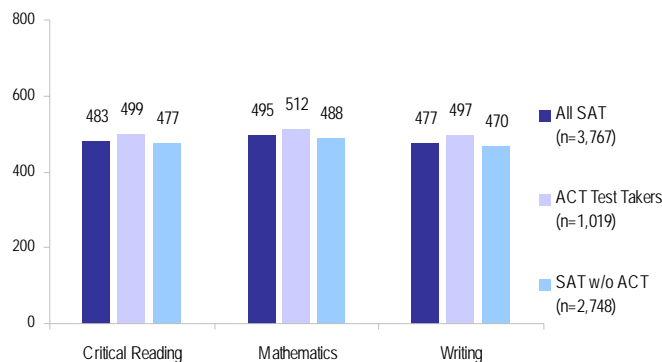


Figure 7. Average SAT Scale Scores of Test Takers, 2006–07

Discussion. ACT test takers solidly outperformed non-test takers on the CST and SAT. For both the ELA and mathematics CSTs, students who took both the ACT and the SAT outperformed those who took only one test and outperformed those who took neither test. Among those who took the SAT, students who took the ACT had higher scores on each section of the SAT than those who did not. These show that students who took both ACT and SAT, representing an overwhelming majority of ACT test takers, constitute a group of high performing students in the district. While it might be expected that students who take both tests will be high achieving and motivated, this confirmation allows us to consider these ACT results as an indicator of how well-prepared the district’s higher performing students are for college-level coursework.

Performance Data

Overall Performance. Two-thirds of test takers (68.2 percent) passed the ACT English benchmark score showing readiness for college-level English Composition; roughly half passed the mathematics and reading benchmark scores (48.3 and 53.4 percent, respectively) indicating readiness for College Algebra and Social Science; and, one-fourth of students (25.0 percent) passed the science benchmark indicating readiness for college-level Biology. (See Figure 8.)

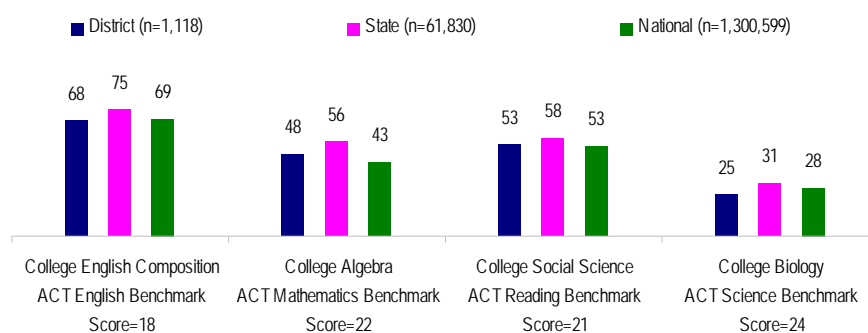


Figure 8. Percent Meeting ACT Benchmarks at the District, State, and National Levels, 2006–07

These results reflect modest 1-percentage point increases in the percentages of students meeting the benchmark scores in English, mathematics, and reading compared with the previous year; science remained the same. District results were generally comparable with those of the state and nation, although state results were higher than the district’s in all subject areas. In addition, statewide results showed larger gains—2 to 4 percentage points across all subject areas—while national results showed similarly modest increases as the district. (See Figure 9.) District results in all areas were 5 to 8 percentage points lower than the state, comparable to that of the nation in English and reading, 5 percentage points higher than the nation in mathematics, and 3 percentage points lower than the nation in science.

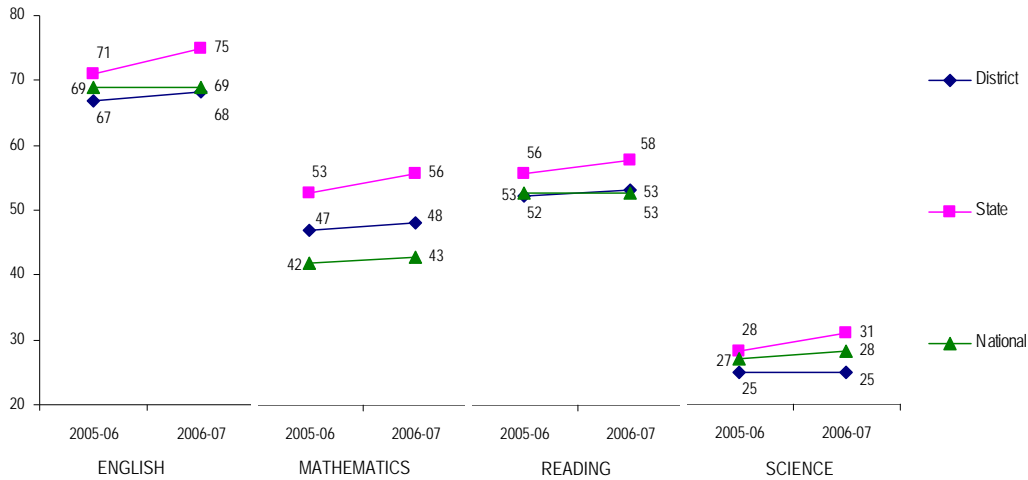


Figure 9. Two-Year Comparison of the Percent of Students Meeting ACT Benchmarks At the District, State, and National Levels, 2005–06 and 2006–07

Subgroup Performance. Figures 10–17 show ACT results by gender, socioeconomic status, ethnicity, English learner status, and special education status.

Performance by Gender. The percentages of male and female students who met the ACT benchmarks appear to support gender stereotypes, with male students outperforming female students in mathematics and science. In mathematics, male student performance was nearly 15 percentage points higher than female students. Results in English and reading were mixed. (See Figure 10.)

Performance by Socioeconomic Status. As shown by previous district studies, students who were not socioeconomically disadvantaged outperformed students who were in all subject areas of the ACT. The performance gaps ranged from 25 to 29 percentage points with the widest gap in reading. (See Figure 11.)

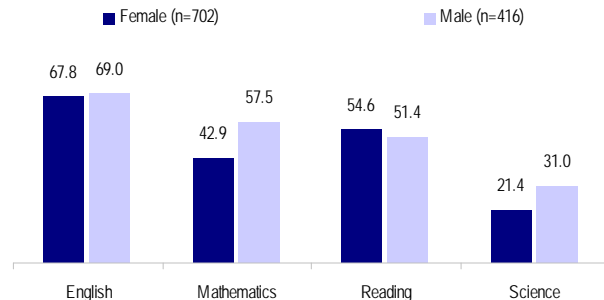


Figure 10. Percent Meeting Benchmarks by Gender, 2006–07

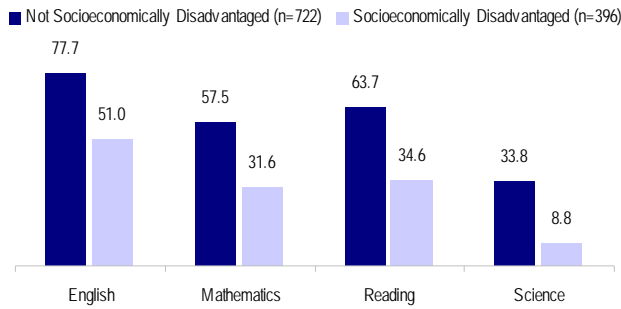


Figure 11. Percent Meeting Benchmarks by Socioeconomic Status, 2006–07

Performance by Ethnicity. White and Asian students had the highest percentages meeting benchmarks across all ACT subject areas; African American and Hispanic students had the lowest. Filipino, Indochinese, and Pacific Islander students performed somewhere in the middle with the exception of Pacific Islanders in science, where none of the 14 test takers met the benchmark score.¹⁰

In English, roughly 9 out of 10 White and Asian students met the benchmark score compared with 4 out of 10 for African American and Hispanic students. In mathematics, 7 out of 10 White and Asian students met the benchmark score compared with 2 of 10 for African American and Hispanic students. In each subject area, White and Asian students had at least double the percentage of students meeting the benchmarks of either Hispanic or African American students. Performance gaps among the district’s three largest ethnic groups have persisted and, in most cases, have widened slightly since 2005–06. (See Figures 12 and 13.)

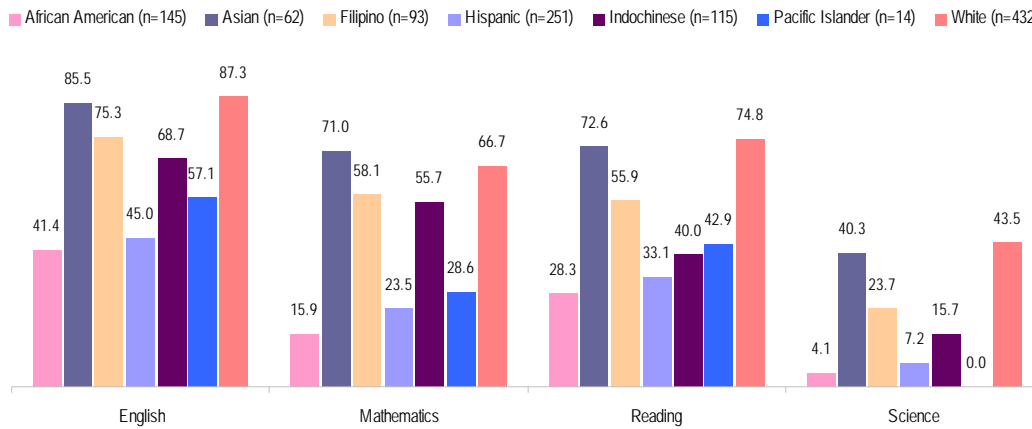


Figure 12. Percent Meeting Benchmarks by Ethnicity, 2006–07

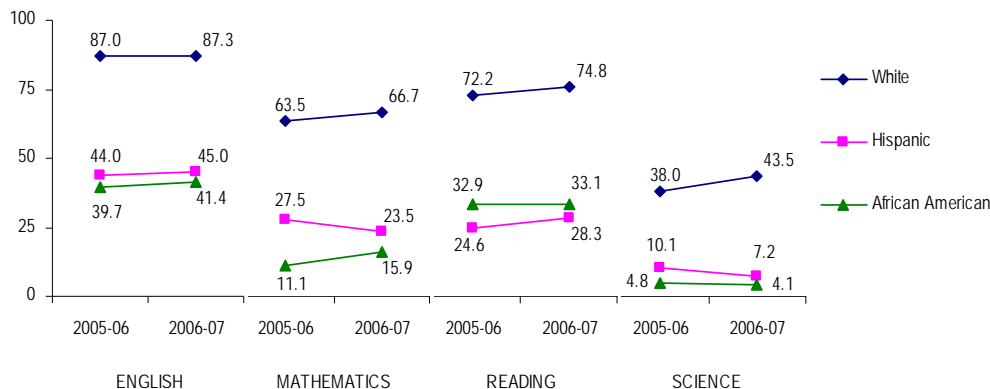


Figure 13. Percent Meeting Benchmarks by Ethnicity, 2005–06 and 2006–07

¹⁰ Data for Alaskan Indian/Native American students were suppressed because the group had only six students (n<10).

When data for the district’s three largest ethnic groups were disaggregated by socioeconomic status, performance gaps persisted among White, Hispanic, and African American students. Within each ethnic group, students who were not socioeconomically disadvantaged outperformed those who were in almost all areas; the notable exception was the performance of socioeconomically disadvantaged African American students in English, mathematics, and reading. In mathematics, for example, 25 percent of socioeconomically disadvantaged African American students met the benchmark score compared with only 8.6 percent of African American students who were not socioeconomically disadvantaged. (See Figure 14.)

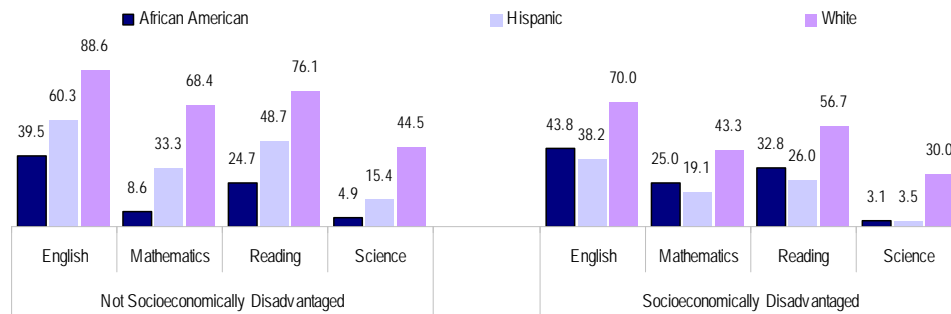


Figure 14. Percent Meeting Benchmarks by Ethnicity and Socioeconomic Status, 2006–07

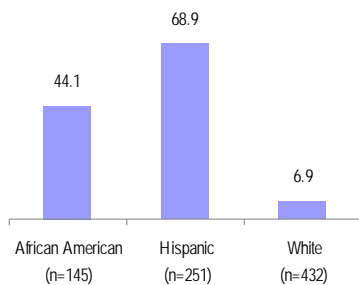


Figure 15. Percent Eligible for Free or Reduced-Price Meals

It is important to note that there are huge disparities in the percentages of test takers among White, Hispanic, and African American students who are socioeconomically disadvantaged. (See Figure 15.) Only 7 percent of White test takers are socioeconomically disadvantaged compared with 44 percent percent for African American test takers and nearly 69 percent for Hispanic test takers.

Performance by English Learner Status. ACT results showed that fluent English proficient students (FEP) outperformed (Reclassified ELs) across all subject areas. Perhaps not surprisingly, English and reading showed the largest differences.

ELs had the smallest percentages of students meeting the benchmarks—only 2 of 32 EL test takers passed the benchmarks in English and mathematics, and one in reading; none passed science. These findings need to be interpreted with caution, however, due to the relatively small number of English learners in the dataset. (See Figure 16.)

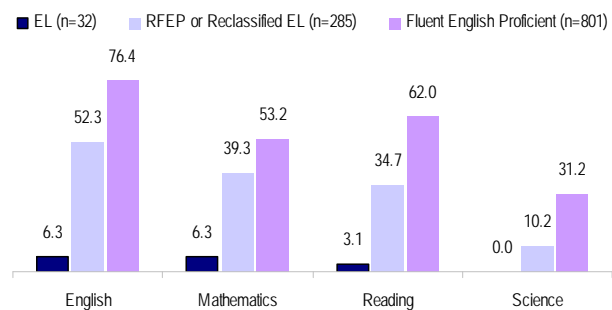


Figure 16. Percent Meeting Benchmarks by English Learner (EL) Status, 2006–07

Performance by Special Education Status. Only 34 test takers received special education services in 2006–07. ACT results showed that

these students were outperformed in all subject areas by those who did not receive special education services. Again, these findings need to be interpreted with caution due to the small number of special education students in the dataset. (See Figure 17.)

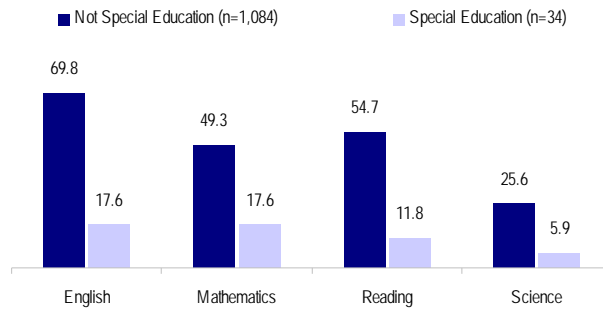


Figure 17. Percent Meeting Benchmarks by Special Education Status, 2006–07

ACT Performance by CST Performance Level. It was shown earlier that ACT test takers outperformed non-test takers on the Grade 11 CSTs in ELA and mathematics. Figures 18 and 19 show that among ACT test takers, those who performed at “proficient” or “advanced” on the CSTs were more likely to meet ACT benchmarks than those at “basic” or lower.

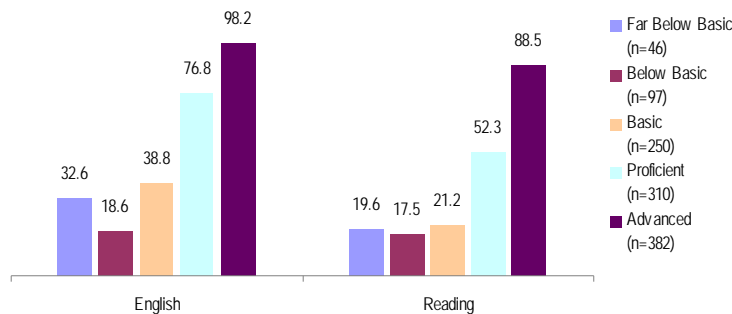


Figure 18. Percent Meeting Benchmarks by Grade 11 ELA CST Performance Level

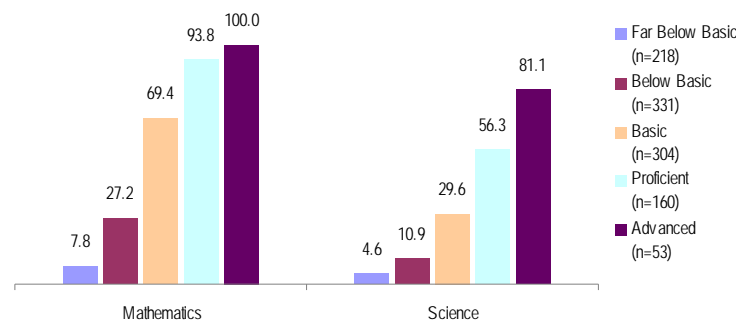


Figure 19. Percent Meeting Benchmarks by Grade 11 Mathematics CST Performance Level

Performance by School. High Tech, La Jolla, and Scripps Ranch high school students performed consistently well in all subject areas of the ACT. La Jolla had the highest percentages of students who met the benchmark scores in mathematics (74.8 percent), reading (81.3 percent), and science (54.2 percent); High Tech International had the highest such percentage in English (96.8 percent). San Diego School of International Studies students also performed very well in English (90.0 percent) and reading (70.0 percent), but the percentages of students meeting the benchmarks in mathematics and science were notably low. There were, however, only 10 test takers so the school's percentages need to be interpreted with caution. Scripps Ranch and University City high schools showed gains in the percentages of students meeting the benchmarks across all ACT subject areas between 2005–06 and 2006–07; Clairemont, Henry, and Serra declined across all areas. (See Table 4.)

Table 4. Percent of Students Who Met ACT Benchmarks by School, 2006–07

School	Year	Total Test Takers	English		Mathematics		Reading		Science	
			N	Pct	N	Pct	N	Pct	N	Pct
A.L.B.A.	2005–06	1	1	--	0	--	1	--	0	--
AUDEO	2005–06	1	1	--	1	--	1	--	0	--
CHARTER SCHOOL OF SD	2005–06	10	6	60.0	4	40.0	5	50.0	1	10.0
	2006–07	3	2	--	1	--	2	--	1	--
CLAIREMONT	2005–06	36	22	61.1	13	36.1	12	33.3	9	25.0
	2006–07	53	21	39.6	13	24.5	14	26.4	6	11.3
CORTEZ HILL	2005–06	1	1	--	1	--	1	--	1	--
CRAWFORD/CHAMPS	2005–06	11	1	9.1	0	0.0	0	0.0	0	0.0
	2006–07	18	10	55.6	5	27.8	4	22.2	0	0.0
CRAWFORD/IDEA	2005–06	1	1	--	1	--	0	--	0	--
	2006–07	1	0	--	0	--	0	--	0	--
CRAWFORD/LAW & BUSINESS	2005–06	4	0	--	0	--	0	--	0	--
	2006–07	4	1	--	0	--	1	--	0	--
CRAWFORD/MULTIMEDIA	2005–06	1	0	--	0	--	0	--	0	--
	2006–07	7	4	--	2	--	2	--	0	--
GARFIELD	2006–07	2	0	--	0	--	0	--	0	--
GOMPERS	2005–06	3	1	--	0	--	0	--	0	--
	2006–07	23	7	30.4	2	8.7	3	13.0	0	0.0
HENRY	2005–06	63	55	87.3	40	63.5	49	77.8	31	49.2
	2006–07	63	41	65.1	35	55.6	34	54.0	17	27.0
HIGH TECH HIGH	2005–06	29	27	93.1	11	37.9	22	75.9	8	27.6
	2006–07	36	33	91.7	22	61.1	28	77.8	16	44.4
HIGH TECH INTERNATL	2006–07	31	30	96.8	21	67.7	24	77.4	6	19.4
HOOVER	2005–06	36	11	30.6	8	22.2	8	22.2	3	8.3
	2006–07	30	9	30.0	7	23.3	5	16.7	2	6.7
KEARNY/CONSTR TECH	2005–06	8	2	--	4	--	3	--	3	--
	2006–07	13	4	30.8	4	30.8	4	30.8	1	7.7
KEARNY/DIGITAL MEDIA	2006–07	2	1	--	1	--	1	--	0	--
KEARNY/INTL BUSINESS	2005–06	4	1	--	1	--	1	--	1	--
	2006–07	31	15	48.4	8	25.8	12	38.7	2	6.5
KEARNY/SCI CONN TECH	2005–06	8	6	--	4	--	4	--	2	--

Table 4. Percent of Students Who Met ACT Benchmarks by School, 2006–07

School	Year	Total Test Takers	English		Mathematics		Reading		Science	
			N	Pct	N	Pct	N	Pct	N	Pct
	2006–07	4	3	--	3	--	2	--	2	--
LA JOLLA	2005–06	69	65	94.2	57	82.6	56	81.2	33	47.8
	2006–07	107	98	91.6	80	74.8	87	81.3	58	54.2
LEARNING CHOICE ACAD	2006–07	2	2	--	1	--	2	--	1	--
MADISON	2005–06	20	12	60.0	7	35.0	9	45.0	4	20.0
	2006–07	32	16	50.0	10	31.3	14	43.8	7	21.9
MIRA MESA	2005–06	46	32	69.6	29	63.0	26	56.5	9	19.6
	2006–07	105	80	76.2	65	61.9	59	56.2	28	26.7
MISSION BAY	2005–06	30	21	70.0	7	23.3	14	46.7	2	6.7
	2006–07	24	15	62.5	7	29.2	9	37.5	3	12.5
MORSE	2005–06	55	34	61.8	26	47.3	23	41.8	9	16.4
	2006–07	52	38	73.1	30	57.7	27	51.9	6	11.5
MT. EVEREST	2005–06	1	1	--	0	--	0	--	0	--
	2006–07	1	1	--	1	--	1	--	0	--
MUIR	2005–06	1	0	--	0	--	0	--	0	--
	2006–07	1	1	--	0	--	1	--	0	--
POINT LOMA	2005–06	71	55	77.5	38	53.5	45	63.4	18	25.4
	2006–07	69	53	76.8	40	58.0	39	56.5	17	24.6
PREUSS SCHOOL UCSD	2005–06	80	50	62.5	35	43.8	32	40.0	14	17.5
	2006–07	67	54	80.6	33	49.3	37	55.2	9	13.4
S.C.P.A.	2005–06	42	26	61.9	10	23.8	21	50.0	8	19.0
	2006–07	19	14	73.7	6	31.6	7	36.8	6	31.6
SCRIPPS RANCH	2005–06	101	80	79.2	66	65.3	65	64.4	43	42.6
	2006–07	119	103	86.6	83	69.7	90	75.6	54	45.4
SD/BUSINESS	2005–06	8	1	--	0	--	0	--	0	--
	2006–07	6	1	--	0	--	1	--	0	--
SD/CIMA	2005–06	9	0	--	0	--	0	--	0	--
	2006–07	13	1	7.7	0	0.0	0	0.0	0	0.0
SD/INTL STUDIES	2005–06	13	8	61.5	5	38.5	7	53.8	2	15.4
	2006–07	10	9	90.0	1	10.0	7	70.0	1	10.0
SD/LEADS	2005–06	9	3	--	0	--	0	--	0	--
	2006–07	10	2	20.0	1	10.0	4	40.0	0	0.0
SD/MEDIA VIS PRF ART	2006–07	2	1	--	1	--	0	--	0	--
SD/SCIENCE TECHNOL	2005–06	7	0	--	1	--	1	--	0	--
	2006–07	25	7	28.0	2	8.0	5	20.0	2	8.0
SERRA	2005–06	47	32	68.1	19	40.4	27	57.4	7	14.9
	2006–07	57	31	54.4	19	33.3	27	47.4	7	12.3
TWAIN	2006–07	1	0	--	0	--	0	--	0	--
UNIVERSITY CITY	2005–06	74	45	60.8	35	47.3	38	51.4	15	20.3
	2006–07	75	55	73.3	36	48.0	44	58.7	27	36.0
TOTAL	2005–06	900	601	66.8	423	47.0	471	52.3	223	24.8
	2006–07	1,118	763	68.2	540	48.3	597	53.4	279	25.0

Summary

Overall results showed that two-thirds of the 1,118 district students (68.2 percent) who took the ACT met the English benchmark score and were deemed ready for college-level English coursework; roughly half met the mathematics and reading benchmark scores (48.3 and 53.4 percent, respectively); and, one-fourth (25.0 percent) met the science benchmark score. Similar to last year, state results showed higher percentages than the district's across all subject areas as well as larger gains. Nationwide results in English and reading were comparable to the district; the district posted higher percentages in mathematics than the nation but lower percentages in science.

Analyses of subgroup participation rates and performance results showed the following:

1. ACT test takers were more likely to be female, White, not socioeconomically disadvantaged, fluent English proficient, and not receiving special education services.
2. When compared with the general 12th grade population and those who took the SAT, ACT test takers reflected a higher proportion of female students and smaller proportion of English learners than either group. They also had a notably higher proportion of students eligible for free or reduced-price meals than Grade 12 SAT test takers.
3. A larger number and proportion of White students (n=432, or 18.8 percent of all White 12th graders) took the ACT compared with Hispanic students (n=251, or 9.9 percent of all Hispanic 12th graders) and African American students (n=145, or 13.5 percent of all African American 12th graders). The participation gap between these groups appears to have widened between 2005–06 and 2006–07.
4. For both CST ELA and mathematics, students who took both the ACT and the SAT outperformed those who took only one of the tests and those who took neither test. Among those who took the SAT, students who also took the ACT had higher scores on each section of the SAT than those who only took the SAT. These findings show that students who took both ACT and SAT, representing 9 out of 10 ACT test takers, constitute a group of high performing Grade 12 students in the district.
5. In mathematics, male student performance was nearly 15 percentage points higher than female students. Results in English and reading were mixed.
6. Students who were not socioeconomically disadvantaged outperformed students who were in all subject areas of the ACT. Performance gaps in all areas ranged from 25 to 29 percentage points.
7. White and Asian students had the highest percentages meeting benchmarks across all ACT subject areas; African American and Hispanic students had the lowest. Filipino, Indochinese, and Pacific Islander students performed somewhere in the middle with the exception of Pacific Islanders in science, where none of the 14 test takers met benchmark score.

8. In each subject area, White and Asian students had at least double the percentage of students meeting the benchmarks of either Hispanic or African American students. Performance gaps among the district's three largest ethnic groups have persisted and, in most cases, have widened slightly since 2005–06.
9. Within each of the district's three largest ethnic groups (White, Hispanic, African American), students who were not socioeconomically disadvantaged outperformed those who were in almost all areas. The notable exception was the performance of socioeconomically disadvantaged African American students in English, mathematics, and reading. In mathematics, for example, 25 percent of socioeconomically disadvantaged African American students met the benchmark score compared with only 8.6 percent of African American students who were not socioeconomically disadvantaged.
10. Fluent English proficient (FEP) students outperformed ELs and reclassified ELs (RFEPs) across all subject areas. Not surprisingly, English and reading were the subject areas which showed the largest differences. ELs had the smallest percentages of students meeting the benchmarks—only 2 of 32 ELs met the benchmarks in English and mathematics, one in reading, and none in science. These findings need to be interpreted with caution, however, due to the small number of English learners in the dataset.
11. Students who received special education services were outperformed in all subject areas by those who did not receive these services. Again, these findings need to be interpreted with caution due to the small number of special education students in the dataset.
12. Among ACT test takers, those who performed at “proficient” or “advanced” on the Grade 11 ELA CST were more likely to meet ACT benchmarks in English and reading than those at “basic” or lower. Similar results were found with Grade 11 mathematics CSTs and ACT mathematics and science.
13. High Tech, La Jolla, and Scripps Ranch high school students performed consistently well in all subject areas of the ACT. La Jolla had the highest percentages of students who met the benchmark scores in mathematics (74.8 percent), reading (81.3 percent), and science (54.2 percent); High Tech International had the highest such percentage in English (96.8 percent).
14. Scripps Ranch and University City high schools showed gains in the percentages of students meeting the benchmarks across all ACT subject areas between 2005–06 and 2006–07; Clairemont, Henry, and Serra declined across all areas.

By design, ACT data offer a more defined picture of a student's readiness for college-level coursework than the SAT. The fact that ACT test takers appear to be among the district's higher performing students suggests that the results contained in this report indicate an upper bound for current districtwide performance. With the district outperformed by the state in each ACT subject area—particularly in mathematics, where less than half of the district's higher performing students were deemed ready for college-level Algebra—it is clear that there is room

for improvement. The district needs to do what it can to support students who wish to pursue a college education so that they will have the knowledge, skills, preparation, guidance, and encouragement to help them earn competitive scores on college admissions tests like the ACT, gain admission to the school and program of their choice, and be successful in their college-level coursework.

Report prepared by Leah Baylon

APPENDIX

Individual School ACT Results by Demographic Subgroup

Percent of Students Meeting ACT Benchmarks by Demographic Subgroup

School	Area	Year	Gender				Ethnicity												Socioeconomic Status				Non-English Learners	
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged		Disadvantaged			
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
CHARTER SCHOOL OF SD	ENG	2006	6		1		1		0		0		3		0		3		7		0		7	
		2007	2		1		0		0		0		1		0		1		2		1		3	
	MTH	2006	6		1		1		0		0		3		0		3		7		0		7	
		2007	2		1		0		0		0		1		0		1		2		1		3	
	RDG	2006	6		1		1		0		0		3		0		3		7		0		7	
		2007	2		1		0		0		0		1		0		1		2		1		3	
	SCI	2006	6		1		1		0		0		3		0		3		7		0		7	
		2007	2		1		0		0		0		1		0		1		2		1		3	
CLAIREMONT	ENG	2006	23	73.9	14	42.9	5		0		0		11	36.4	1		20	90.0	27	74.1	10	30.0	37	62.2
		2007	30	40.0	23	39.1	4		1		1		25	32.0	2		20	55.0	25	44.0	28	35.7	51	41.2
	MTH	2006	23	30.4	14	42.9	5		0		0		11	9.1	1		20	60.0	27	44.4	10	10.0	37	35.1
		2007	30	23.3	23	26.1	4		1		1		25	8.0	2		20	40.0	25	40.0	28	10.7	51	23.5
	RDG	2006	23	34.8	14	28.6	5		0		0		11	18.2	1		20	45.0	27	37.0	10	20.0	37	32.4
		2007	30	30.0	23	21.7	4		1		1		25	12.0	2		20	50.0	25	44.0	28	10.7	51	27.5
	SCI	2006	23	21.7	14	28.6	5		0		0		11	9.1	1		20	35.0	27	25.9	10	20.0	37	24.3
		2007	30	6.7	23	17.4	4		1		1		25	4.0	2		20	20.0	25	20.0	28	3.6	51	11.8
CORTEZ HILL	ENG	2006	0		1		0		0		0		0		0		1		1		0		1	
	MTH	2006	0		1		0		0		0		0		0		1		1		0		1	
	RDG	2006	0		1		0		0		0		0		0		1		1		0		1	
	SCI	2006	0		1		0		0		0		0		0		1		1		0		1	
CRAWFORD/CHAMPS	ENG	2006	7		4		7		0		0		3		1		0		5		6		10	10.0
		2007	14	57.1	4		9		0		0		3		4		1		7		11	45.5	16	62.5
	MTH	2006	7		4		7		0		0		3		1		0		5		6		10	0.0
		2007	14	21.4	4		9		0		0		3		4		1		7		11	27.3	16	31.3
	RDG	2006	7		4		7		0		0		3		1		0		5		6		10	0.0
		2007	14	14.3	4		9		0		0		3		4		1		7		11	9.1	16	25.0
	SCI	2006	7		4		7		0		0		3		1		0		5		6		10	0.0
		2007	14	0.0	4		9		0		0		3		4		1		7		11	0.0	16	0.0
CRAWFORD/IDEA	ENG	2006	0		1		0		0		0		0		1		0		0		1		1	

School	Area	Year	Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged		Disadvantaged		N	Pct
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct				
	MTH	2007	0		1		0		0		0		0		1		0		0		1		1	
		2006	0		1		0		0		0		0		1		0		0		1		1	
	RDG	2007	0		1		0		0		0		0		1		0		0		1		1	
		2006	0		1		0		0		0		0		1		0		0		1		1	
	SCI	2007	0		1		0		0		0		0		1		0		0		1		1	
		2006	0		1		0		0		0		0		1		0		0		1		1	
CRAWFORD/LAW & BUSINESS	ENG	2006	3		1		2		0		0		2		0		0		2		2		4	
		2007	2		2		3		0		0		1		0		0		1		3		4	
	MTH	2006	3		1		2		0		0		2		0		0		2		2		4	
		2007	2		2		3		0		0		1		0		0		1		3		4	
	RDG	2006	3		1		2		0		0		2		0		0		2		2		4	
		2007	2		2		3		0		0		1		0		0		1		3		4	
SCI	2006	3		1		2		0		0		2		0		0		2		2		4		
	2007	2		2		3		0		0		1		0		0		1		3		4		
CRAWFORD/MULTI MEDIA	ENG	2006	1		0		1		0		0		0		0		0		1		0		1	
		2007	3		4		3		1		0		0		2		1		2		5		7	
	MTH	2006	1		0		1		0		0		0		0		0		1		0		1	
		2007	3		4		3		1		0		0		2		1		2		5		7	
	RDG	2006	1		0		1		0		0		0		0		0		1		0		1	
		2007	3		4		3		1		0		0		2		1		2		5		7	
SCI	2006	1		0		1		0		0		0		0		0		1		0		1		
	2007	3		4		3		1		0		0		2		1		2		5		7		
GARFIELD	ENG	2007	1		1		2		0		0		0		0		0		1		1		2	
	MTH	2007	1		1		2		0		0		0		0		0		1		1		2	
	RDG	2007	1		1		2		0		0		0		0		0		1		1		2	
	SCI	2007	1		1		2		0		0		0		0		0		1		1		2	
GOMPERS	ENG	2006	1		2		1		0		0		2		0		0		2		1		3	
		2007	20	25.0	3		7		0		0		7		6		1		7		16	31.3	23	30.4
MTH	2006	1		2		1		0		0		2		0		0		2		1		3		

School	Area	Year	Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged				Disadvantaged	
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
	RDG	2007	20	5.0	3		7		0		0		7		6		1		7		16	6.3	23	8.7
		2006	1		2		1		0		0		2		0		0		2		1		3	
		2007	20	10.0	3		7		0		0		7		6		1		7		16	12.5	23	13.0
		2006	1		2		1		0		0		2		0		0		2		1		3	
		2007	20	0.0	3		7		0		0		7		6		1		7		16	0.0	23	0.0
HENRY	ENG	2006	45	86.7	18	88.9	6		4		1		6		10	100.0	34	88.2	41	87.8	22	86.4	63	87.3
		2007	40	65.0	23	65.2	11	45.5	4		1		13	61.5	9		23	73.9	38	68.4	25	60.0	61	67.2
	MTH	2006	45	60.0	18	66.7	6		4		1		6		10	70.0	34	70.6	41	61.0	22	63.6	63	61.9
		2007	40	52.5	23	60.9	11	18.2	4		1		13	61.5	9		23	69.6	38	65.8	25	40.0	61	57.4
	RDG	2006	45	80.0	18	72.2	6		4		1		6		10	90.0	34	82.4	41	80.5	22	72.7	63	77.8
		2007	40	52.5	23	56.5	11	27.3	4		1		13	61.5	9		23	60.9	38	57.9	25	48.0	61	55.7
	SCI	2006	45	44.4	18	55.6	6		4		1		6		10	70.0	34	47.1	41	51.2	22	40.9	63	47.6
		2007	40	25.0	23	30.4	11	9.1	4		1		13	30.8	9		23	43.5	38	36.8	25	12.0	61	27.9
HIGH TECH HIGH	ENG	2006	18	88.9	12	100.0	3		2		5		1		2		16	100.0	27	92.6	3		30	93.3
		2007	17	94.1	19	89.5	5		4		4		2		2		18	100.0	36	91.7	0		35	94.3
	MTH	2006	18	33.3	12	41.7	3		2		5		1		2		16	18.8	27	33.3	3		30	36.7
		2007	17	52.9	19	68.4	5		4		4		2		2		18	72.2	36	61.1	0		35	62.9
	RDG	2006	18	77.8	12	75.0	3		2		5		1		2		16	75.0	27	77.8	3		30	76.7
		2007	17	76.5	19	78.9	5		4		4		2		2		18	88.9	36	77.8	0		35	80.0
	SCI	2006	18	22.2	12	33.3	3		2		5		1		2		16	12.5	27	25.9	3		30	26.7
		2007	17	35.3	19	52.6	5		4		4		2		2		18	61.1	36	44.4	0		35	45.7
HIGH TECH INTERNATL	ENG	2007	15	100.0	16	93.8	5		2		2		4		0		16	100.0	31	96.8	0		31	96.8
	MTH	2007	15	66.7	16	68.8	5		2		2		4		0		16	68.8	31	67.7	0		31	67.7
	RDG	2007	15	86.7	16	68.8	5		2		2		4		0		16	87.5	31	77.4	0		31	77.4
	SCI	2007	15	13.3	16	25.0	5		2		2		4		0		16	31.3	31	19.4	0		31	19.4
HOOVER	ENG	2006	20	25.0	16	37.5	5		0		0		19	15.8	9		3		0		36	30.6	34	32.4
		2007	17	23.5	13	38.5	5		0		0		15	26.7	9		1		0		30	30.0	26	34.6
	MTH	2006	20	10.0	16	37.5	5		0		0		19	21.1	9		3		0		36	22.2	34	23.5
		2007	17	11.8	13	38.5	5		0		0		15	6.7	9		1		0		30	23.3	26	26.9
	RDG	2006	20	15.0	16	31.3	5		0		0		19	21.1	9		3		0		36	22.2	34	23.5

School	Area	Year	Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged		Disadvantaged		N	Pct
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct				
		2007	17	11.8	13	23.1	5		0		0		15	6.7	9		1		0		30	16.7	26	19.2
	SCI	2006	20	5.0	16	12.5	5		0		0		19	5.3	9		3		0		36	8.3	34	8.8
		2007	17	0.0	13	15.4	5		0		0		15	0.0	9		1		0		30	6.7	26	7.7
	ENG	2006	4		4		2		1		2		2		0		1		4		4		8	
		2007	6		7		3		1		1		6		1		1		6		7		13	30.8
	MTH	2006	4		4		2		1		2		2		0		1		4		4		8	
		2007	6		7		3		1		1		6		1		1		6		7		13	30.8
	RDG	2006	4		4		2		1		2		2		0		1		4		4		8	
		2007	6		7		3		1		1		6		1		1		6		7		13	30.8
	SCI	2006	4		4		2		1		2		2		0		1		4		4		8	
		2007	6		7		3		1		1		6		1		1		6		7		13	7.7
	ENG	2007	1		1		0		0		0		0		1		1		1		1		2	
	MTH	2007	1		1		0		0		0		0		1		1		1		1		2	
	RDG	2007	1		1		0		0		0		0		1		1		1		1		2	
	SCI	2007	1		1		0		0		0		0		1		1		1		1		2	
	ENG	2006	3		1		2		0		0		1		0		1		1		3		4	
	ENG	2007	23	43.5	8		1		1		3		7		12	58.3	6		11	45.5	20	50.0	30	50.0
		2006	3		1		2		0		0		1		0		1		1		3		4	
	MTH	2007	23	21.7	8		1		1		3		7		12	33.3	6		11	27.3	20	25.0	30	26.7
		2006	3		1		2		0		0		1		0		1		1		3		4	
	RDG	2007	23	39.1	8		1		1		3		7		12	25.0	6		11	36.4	20	40.0	30	40.0
		2006	3		1		2		0		0		1		0		1		1		3		4	
	SCI	2007	23	4.3	8		1		1		3		7		12	8.3	6		11	0.0	20	10.0	30	6.7
	ENG	2006	4		4		1		0		0		4		1		2		4		4		8	
		2007	2		2		1		0		0		0		1		2		3		1		4	
		2006	4		4		1		0		0		4		1		2		4		4		8	
	MTH	2007	2		2		1		0		0		0		1		2		3		1		4	
		2006	4		4		1		0		0		4		1		2		4		4		8	
	RDG	2007	2		2		1		0		0		0		1		2		3		1		4	
	SCI	2006	4		4		1		0		0		4		1		2		4		4		8	

School	Area	Year	Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged		Disadvantaged		N	Pct
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct				
		2007	2		2		1		0		0		0		1		2		3		1		4	
LA JOLLA	ENG	2006	44	97.7	25	88.0	2		5		2		2		1		56	94.6	68	94.1	1		69	94.2
		2007	63	90.5	44	93.2	1		7		0		10	50.0	2		87	96.6	102	93.1	5		105	92.4
	MTH	2006	44	86.4	25	76.0	2		5		2		2		1		56	83.9	68	83.8	1		69	82.6
		2007	63	68.3	44	84.1	1		7		0		10	50.0	2		87	78.2	102	76.5	5		105	75.2
	RDG	2006	44	81.8	25	80.0	2		5		2		2		1		56	80.4	68	82.4	1		69	81.2
		2007	63	82.5	44	79.5	1		7		0		10	50.0	2		87	85.1	102	83.3	5		105	81.9
	SCI	2006	44	52.3	25	40.0	2		5		2		2		1		56	48.2	68	48.5	1		69	47.8
		2007	63	47.6	44	63.6	1		7		0		10	20.0	2		87	59.8	102	55.9	5		105	55.2
LEARNING CHOICE ACAD	ENG	2007	1		1		0		0		0		0		0		2		2		0		2	
	MTH	2007	1		1		0		0		0		0		0		2		2		0		2	
	RDG	2007	1		1		0		0		0		0		0		2		2		0		2	
	SCI	2007	1		1		0		0		0		0		0		2		2		0		2	
MADISON	ENG	2006	11	54.5	10	60.0	5		0		1		5		3		7		10	60.0	11	54.5	20	60.0
		2007	25	52.0	7		2		2		0		15	26.7	1		12	75.0	17	52.9	15	46.7	31	51.6
	MTH	2006	11	27.3	10	40.0	5		0		1		5		3		7		10	50.0	11	18.2	20	35.0
		2007	25	32.0	7		2		2		0		15	6.7	1		12	58.3	17	41.2	15	20.0	31	32.3
	RDG	2006	11	54.5	10	30.0	5		0		1		5		3		7		10	40.0	11	45.5	20	45.0
		2007	25	44.0	7		2		2		0		15	13.3	1		12	75.0	17	52.9	15	33.3	31	45.2
	SCI	2006	11	0.0	10	40.0	5		0		1		5		3		7		10	40.0	11	0.0	20	20.0
		2007	25	24.0	7		2		2		0		15	6.7	1		12	50.0	17	35.3	15	6.7	31	22.6
MIRA MESA	ENG	2006	27	77.8	18	61.1	3		6		12	66.7	1		13	53.8	8		32	68.8	13	76.9	44	72.7
		2007	57	75.4	48	77.1	9		11	100.0	27	77.8	11	63.6	18	77.8	28	78.6	77	74.0	28	82.1	103	77.7
	MTH	2006	27	66.7	18	61.1	3		6		12	75.0	1		13	53.8	8		32	65.6	13	61.5	44	65.9
		2007	57	57.9	48	66.7	9		11	81.8	27	63.0	11	45.5	18	72.2	28	64.3	77	59.7	28	67.9	103	63.1
	RDG	2006	27	63.0	18	50.0	3		6		12	58.3	1		13	23.1	8		32	56.3	13	61.5	44	59.1
		2007	57	63.2	48	47.9	9		11	81.8	27	59.3	11	45.5	18	38.9	28	57.1	77	57.1	28	53.6	103	57.3
	SCI	2006	27	14.8	18	27.8	3		6		12	33.3	1		13	15.4	8		32	21.9	13	15.4	44	20.5
		2007	57	21.1	48	33.3	9		11	36.4	27	33.3	11	0.0	18	22.2	28	35.7	77	29.9	28	17.9	103	27.2
MISSION BAY	ENG	2006	21	66.7	9		7		1		2		9		2		8		21	76.2	9		30	70.0

School	Area	Year	Gender				Ethnicity										Socioeconomic Status				Non-English Learners				
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged				Disadvantaged		
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
		2007	15	66.7	9		14	50.0	0		0		3		0		7		17	70.6	7		23	65.2	
		2006	21	19.0	9		7		1		2		9		2		8		21	23.8	9		30	23.3	
		MTH	2007	15	33.3	9		14	14.3	0		0		3		0		7		17	29.4	7		23	30.4
		MTH	2006	21	47.6	9		7		1		2		9		2		8		21	47.6	9		30	46.7
		RDG	2007	15	40.0	9		14	14.3	0		0		3		0		7		17	41.2	7		23	39.1
		RDG	2006	21	0.0	9		7		1		2		9		2		8		21	9.5	9		30	6.7
		SCI	2007	15	13.3	9		14	0.0	0		0		3		0		7		17	17.6	7		23	13.0
MORSE		2006	34	70.6	21	47.6	10	50.0	2		29	75.9	11	27.3	3		0		31	74.2	24	45.8	53	64.2	
		2007	39	74.4	13	69.2	6		0		30	73.3	6		1		4		34	73.5	18	72.2	52	73.1	
		MTH	2006	34	41.2	21	57.1	10	40.0	2		29	58.6	11	27.3	3		0		31	61.3	24	29.2	53	49.1
		MTH	2007	39	56.4	13	61.5	6		0		30	70.0	6		1		4		34	58.8	18	55.6	52	57.7
		MTH	2006	34	50.0	21	28.6	10	30.0	2		29	51.7	11	27.3	3		0		31	51.6	24	29.2	53	43.4
		RDG	2007	39	59.0	13	30.8	6		0		30	63.3	6		1		4		34	55.9	18	44.4	52	51.9
		RDG	2006	34	20.6	21	9.5	10	0.0	2		29	24.1	11	9.1	3		0		31	19.4	24	12.5	53	17.0
SCI	2007	39	10.3	13	15.4	6		0		30	16.7	6		1		4		34	14.7	18	5.6	52	11.5		
MT. EVEREST		ENG	2007	1		0		0		0		0		0		0		1		1		0		1	
		MTH	2007	1		0		0		0		0		0		0		1		1		0		1	
		RDG	2007	1		0		0		0		0		0		0		1		1		0		1	
		SCI	2007	1		0		0		0		0		0		0		1		1		0		1	
MUIR		2006	1		0		0		0		0		1		0		0		0		1		1		
		ENG	2007	1		0		0		0		0		1		0		0		1		0		1	
		2006	1		0		0		0		0		1		0		0		0		1		1		
		MTH	2007	1		0		0		0		0		1		0		0		1		0		1	
		2006	1		0		0		0		0		1		0		0		0		0		1		
		RDG	2007	1		0		0		0		0		1		0		0		1		0		1	
		RDG	2006	1		0		0		0		0		1		0		0		0		1		1	
SCI	2007	1		0		0		0		0		1		0		0		1		0		1			
POINT LOMA		2006	42	83.3	31	71.0	4		4		1		12	50.0	1		49	81.6	65	80.0	8		73	78.1	
		ENG	2007	43	76.7	26	76.9	4		3		1		8		1		52	86.5	57	87.7	12	25.0	68	77.9
		MTH	2006	42	57.1	31	51.6	4		4		1		12	50.0	1		49	57.1	65	55.4	8		73	54.8

School	Area	Year	Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged		Disadvantaged		N	Pct
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct				
	RDG	2007	43	51.2	26	69.2	4		3		1		8		1		52	65.4	57	66.7	12	16.7	68	58.8
		2006	42	76.2	31	48.4	4		4		1		12	58.3	1		49	65.3	65	66.2	8		73	64.4
		2007	43	62.8	26	46.2	4		3		1		8		1		52	63.5	57	64.9	12	16.7	68	57.4
		2006	42	31.0	31	19.4	4		4		1		12	25.0	1		49	30.6	65	27.7	8		73	26.0
		2007	43	23.3	26	26.9	4		3		1		8		1		52	28.8	57	29.8	12	0.0	68	25.0
PREUSS SCHOOL UCSD	ENG	2006	54	64.8	26	57.7	9		3		3		45	57.8	17	70.6	3		0		80	62.5	79	62.0
		2007	38	86.8	29	72.4	10	80.0	6		1		35	77.1	15	86.7	0		0		67	80.6	67	80.6
	MTH	2006	54	37.0	26	57.7	9		3		3		45	40.0	17	70.6	3		0		80	43.8	79	44.3
		2007	38	42.1	29	58.6	10	20.0	6		1		35	51.4	15	66.7	0		0		67	49.3	67	49.3
	RDG	2006	54	44.4	26	30.8	9		3		3		45	35.6	17	47.1	3		0		80	40.0	79	39.2
		2007	38	63.2	29	44.8	10	60.0	6		1		35	48.6	15	60.0	0		0		67	55.2	67	55.2
	SCI	2006	54	16.7	26	19.2	9		3		3		45	15.6	17	23.5	3		0		80	17.5	79	17.7
		2007	38	15.8	29	10.3	10	0.0	6		1		35	11.4	15	20.0	0		0		67	13.4	67	13.4
S.C.P.A.	ENG	2006	32	53.1	10	90.0	17	29.4	1		4		4		1		15	93.3	26	73.1	16	43.8	42	61.9
		2007	16	75.0	3		4		1		2		5		0		7		18	77.8	1		19	73.7
	MTH	2006	32	15.6	10	50.0	17	0.0	1		4		4		1		15	53.3	26	34.6	16	6.3	42	23.8
		2007	16	31.3	3		4		1		2		5		0		7		18	33.3	1		19	31.6
	RDG	2006	32	46.9	10	60.0	17	17.6	1		4		4		1		15	73.3	26	53.8	16	43.8	42	50.0
		2007	16	37.5	3		4		1		2		5		0		7		18	38.9	1		19	36.8
	SCI	2006	32	9.4	10	50.0	17	0.0	1		4		4		1		15	40.0	26	23.1	16	12.5	42	19.0
		2007	16	31.3	3		4		1		2		5		0		7		18	33.3	1		19	31.6
SCRIPPS RANCH	ENG	2006	69	82.6	33	72.7	8		13	100.0	3		7		7		64	84.4	95	81.1	7		102	79.4
		2007	80	85.0	39	89.7	7		10	90.0	9		7		11	72.7	75	94.7	111	87.4	8		119	86.6
	MTH	2006	69	59.4	33	78.8	8		13	84.6	3		7		7		64	71.9	95	67.4	7		102	65.7
		2007	80	62.5	39	84.6	7		10	80.0	9		7		11	63.6	75	76.0	111	70.3	8		119	69.7
	RDG	2006	69	66.7	33	60.6	8		13	84.6	3		7		7		64	73.4	95	66.3	7		102	64.7
		2007	80	73.8	39	79.5	7		10	80.0	9		7		11	63.6	75	84.0	111	78.4	8		119	75.6
	SCI	2006	69	39.1	33	48.5	8		13	61.5	3		7		7		64	50.0	95	43.2	7		102	42.2
		2007	80	37.5	39	61.5	7		10	40.0	9		7		11	36.4	75	54.7	111	46.8	8		119	45.4
SD/BUSINESS	ENG	2006	6		1		2		0		0		4		0		1		2		5		6	

School	Area	Year	Gender				Ethnicity										Socioeconomic Status				Non-English Learners					
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged		Disadvantaged		N	Pct		
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct						
		2007	6		0		3		0		0		3		0		0		0		2		4		4	
		2006	6		1		2		0		0		4		0		1		1		2		5		6	
	MTH	2007	6		0		3		0		0		3		0		0		0		2		4		4	
		2006	6		1		2		0		0		4		0		1		1		2		5		6	
	RDG	2007	6		0		3		0		0		3		0		0		0		2		4		4	
		2006	6		1		2		0		0		4		0		1		1		2		5		6	
	SCI	2007	6		0		3		0		0		3		0		0		0		2		4		4	
		2006	4		6		1		0		0		9		0		0		0		2		8		5	
	ENG	2007	11	9.1	2		0		0		0		13	7.7	0		0		0		1		12	8.3	6	
		2006	4		6		1		0		0		9		0		0		0		2		8		5	
	MTH	2007	11	0.0	2		0		0		0		13	0.0	0		0		0		1		12	0.0	6	
		2006	4		6		1		0		0		9		0		0		0		2		8		5	
	RDG	2007	11	0.0	2		0		0		0		13	0.0	0		0		0		1		12	0.0	6	
		2006	4		6		1		0		0		9		0		0		0		2		8		5	
	SCI	2007	11	0.0	2		0		0		0		13	0.0	0		0		0		1		12	0.0	6	
		2006	9		4		2		1		0		9		0		1		1		3		10	60.0	12	66.7
	ENG	2007	8		2		4		0		0		3		0		3		3		3		7		9	
		2006	9		4		2		1		0		9		0		1		1		3		10	50.0	12	41.7
	MTH	2007	8		2		4		0		0		3		0		3		3		3		7		9	
		2006	9		4		2		1		0		9		0		1		1		3		10	60.0	12	58.3
	RDG	2007	8		2		4		0		0		3		0		3		3		3		7		9	
		2006	9		4		2		1		0		9		0		1		1		3		10	20.0	12	16.7
	SCI	2007	8		2		4		0		0		3		0		3		3		3		7		9	
		2006	7		2		1		0		0		8		0		0		0		2		7		9	
	ENG	2007	8		2		0		0		0		9		0		1		1		2		8		10	20.0
		2006	7		2		1		0		0		8		0		0		0		2		7		9	
	MTH	2007	8		2		0		0		0		9		0		1		1		2		8		10	10.0
		2006	7		2		1		0		0		8		0		0		0		2		7		9	
	RDG	2007	8		2		0		0		0		9		0		1		1		2		8		10	40.0
		2006	7		2		1		0		0		8		0		0		0		2		7		9	
	SCI	2006	7		2		1		0		0		8		0		0		0		2		7		9	

School	Area	Year	Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged		Disadvantaged		N	Pct
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct				
		2007	8		2		0		0		0		9		0		1		2		8		10	0.0
SD/MEDIA VIS PRF ART	ENG	2007	1		1		1		0		1		0		0		0		1		1		2	
	MTH	2007	1		1		1		0		1		0		0		0		1		1		2	
	RDG	2007	1		1		1		0		1		0		0		0		1		1		2	
	SCI	2007	1		1		1		0		1		0		0		0		1		1		2	
SD/SCIENCE TECHNOL		2006	2		5		3		0		0		4		0		0		5		2		7	
	ENG	2007	10	30.0	15	26.7	3		0		0		17	23.5	1		3		10	40.0	15	20.0	24	29.2
		2006	2		5		3		0		0		4		0		0		5		2		7	
	MTH	2007	10	0.0	15	13.3	3		0		0		17	11.8	1		3		10	10.0	15	6.7	24	8.3
		2006	2		5		3		0		0		4		0		0		5		2		7	
	RDG	2007	10	20.0	15	20.0	3		0		0		17	17.6	1		3		10	30.0	15	13.3	24	20.8
		2006	2		5		3		0		0		4		0		0		5		2		7	
	SCI	2007	10	10.0	15	6.7	3		0		0		17	5.9	1		3		10	10.0	15	6.7	24	8.3
SERRA		2006	32	71.9	15	60.0	5		2		2		10	50.0	4		24	87.5	30	76.7	17	52.9	47	68.1
	ENG	2007	34	52.9	23	56.5	8		3		4		9		12	75.0	20	65.0	39	61.5	18	38.9	57	54.4
		2006	32	40.6	15	40.0	5		2		2		10	30.0	4		24	58.3	30	53.3	17	17.6	47	40.4
	MTH	2007	34	32.4	23	34.8	8		3		4		9		12	75.0	20	35.0	39	33.3	18	33.3	57	33.3
		2006	32	59.4	15	53.3	5		2		2		10	30.0	4		24	75.0	30	63.3	17	47.1	47	57.4
	RDG	2007	34	47.1	23	47.8	8		3		4		9		12	50.0	20	55.0	39	51.3	18	38.9	57	47.4
		2006	32	12.5	15	20.0	5		2		2		10	10.0	4		24	25.0	30	23.3	17	0.0	47	14.9
	SCI	2007	34	8.8	23	17.4	8		3		4		9		12	16.7	20	20.0	39	17.9	18	0.0	57	12.3
TWIN	ENG	2007	1		0		0		0		0		1		0		0		0		1		0	
	MTH	2007	1		0		0		0		0		1		0		0		0		1		0	
	RDG	2007	1		0		0		0		0		1		0		0		0		1		0	
	SCI	2007	1		0		0		0		0		1		0		0		0		1		0	
UNIVERSITY CITY		2006	48	58.3	27	66.7	11	45.5	5		16	50.0	12	58.3	2		28	78.6	62	64.5	13	46.2	74	62.2
	ENG	2007	51	74.5	24	70.8	10	40.0	5		6		11	54.5	3		38	89.5	56	83.9	19	42.1	74	74.3
		2006	48	37.5	27	66.7	11	27.3	5		16	31.3	12	41.7	2		28	67.9	62	51.6	13	30.8	74	48.6
	MTH	2007	51	39.2	24	66.7	10	10.0	5		6		11	9.1	3		38	71.1	56	51.8	19	36.8	74	48.6
	RDG	2006	48	45.8	27	63.0	11	36.4	5		16	43.8	12	41.7	2		28	71.4	62	54.8	13	38.5	74	52.7

School	Area	Year	Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
			Female		Male		African American		Asian		Filipino		Hispanic		Indochinese		White		Not Disadvantaged		Disadvantaged		N	Pct
			N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct		
		2007	51	58.8	24	58.3	10	30.0	5		6		11	54.5	3		38	73.7	56	62.5	19	47.4	74	59.5
		2006	48	12.5	27	33.3	11	9.1	5		16	12.5	12	16.7	2		28	28.6	62	21.0	13	15.4	74	20.3
	SCI	2007	51	33.3	24	41.7	10	10.0	5		6		11	9.1	3		38	44.7	56	39.3	19	26.3	74	36.5