

## American College Test Results of Grade 12 Students, 2007–08

### Introduction

This report summarizes the performance of 2007–08 Grade 12 students in the San Diego Unified School District who took the American College Test (ACT<sup>®</sup>). Similar to the SAT Reasoning Test<sup>™</sup> (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. 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. Performance data primarily consist of the number and percent of students who met or exceeded ACT subject area benchmark scores.

### Highlights for 2007–08

Roughly 1 of every 7 district 12<sup>th</sup> graders in 2007–08 (1,189 of 8,182 students or roughly 15 percent) took the ACT, reflecting minimal change from the previous year. The number and percent of ACT test takers, however, continue to be less than one-third of SAT test takers. For this same group of 12<sup>th</sup> graders, 47 percent took the SAT.

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, gaps in participation rates between Whites and African American/Hispanic students continued to widen in 2007–08. Nineteen percent of White 12<sup>th</sup> grade students took the ACT compared with roughly 9 percent of Hispanic and 11 percent of African American students.

In terms of performance, there were substantial increases in the percentage of 2007–08 12<sup>th</sup> graders meeting the benchmark scores in each ACT subject area compared with the previous year; this goes hand in hand with substantial gains seen with the district's SAT results for 2007–08. The percentage of students who met the ACT English benchmark score and were deemed ready for college-level English coursework rose by 8 percentage points to 76 percent; the mathematics percentage increased by 9 percentage points to 57 percent; reading went up by 10 percentage points to 63 percent; and science increased by 9 percentage points to 34 percent. With these score gains, the district outperformed the state of California in all subject areas—a remarkable achievement given that, for the past several years, the state had outperformed the district in every single ACT subject area.

Consistent with district overall results, every gender, socioeconomic, major ethnic, English language proficiency status, and special education status group showed increased percentages of students meeting the benchmarks in nearly all subject areas in 2007–08. However, male, White and Asian, non-socioeconomically disadvantaged, and fluent English proficient students continued to outperform their counterparts in nearly all subject areas of the ACT. Wide performance gaps between White students and African American and Hispanic students persisted

and are evident among students within the same socioeconomic status group. However, since Hispanic and African American students posted larger gains than their White counterparts in English, mathematics, and reading, performance gaps in these areas narrowed slightly in 2007–08.

La Jolla High School performed consistently well in all subject areas of the ACT and had the highest percentages of students meeting the benchmark scores in all areas—a notable achievement especially given its relatively large number and percentage of test takers. The school performed exceptionally well in science with 72 percent of students meeting the benchmark score compared with 34 percent districtwide. Scripps Ranch High School, High Tech High, and Mira Mesa High School performed well in 3 out of 4 ACT areas, but not in science; Charter School of San Diego and San Diego International Studies performed well in English.

## Overview of ACT<sup>1</sup>

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.<sup>2</sup>

**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 1.4 million students in the class of 2008 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 2007–08, only 1,189 (15 percent) of Grade 12 students<sup>3</sup> in the district took the ACT compared with 3,819 (47 percent) who took the SAT. Similar to the previous year, an overwhelming number of 2007–08 12<sup>th</sup> grade ACT test takers (1,069 students or 90 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

<sup>1</sup> Subject area test information obtained from the ACT website ([www.actstudent.org/testprep/descriptions/](http://www.actstudent.org/testprep/descriptions/)).

<sup>2</sup> Students take the writing test only if required by the college(s) to which the student is applying for admission.

<sup>3</sup> Grade 12 student counts in this report are based on snapshot district enrollment data collected in fall 2007. 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 11<sup>th</sup> 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 1,044 (88 percent) of the 1,189 ACT test takers from 2007–08. 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

As mentioned earlier, there are 1,189 ACT student records reflected in this report. 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 2008. These data

records were matched to student demographic and enrollment records in the district database. As a result of the data verification process, 1,185 (or 98 percent) of 1,206 records received from the publisher remained in the final dataset. Of the 21 excluded records, 10 were not enrolled in the district as 12<sup>th</sup> graders in 2007–08, 8 were still enrolled in 2008–09, and 3 were already included in previous reports. Four records from the 2006–07 dataset previously excluded from reporting were added appropriately to the current dataset.

It should be noted that the test publisher only provides the district with the latest results for each student. Thus, this report includes the last scores available for each district 12<sup>th</sup> grader in 2007–08 regardless of the year the test was taken. In 2007–08, 47 percent of scores came from test administrations that took place in 2006–07, presumably during the students' junior year, while 52 percent of scores came from 2007–08 test administrations. Over the past three years, the overall percentage of students who took their latest ACT test in their junior year has steadily increased from 33 percent in 2005–06 to 41 percent in 2006–07 and 47 percent in 2007–08.

## Demographics of District Grade 12 Students

In 2007–08, the district had an official fall enrollment count of 8,811 Grade 12 students. In terms of key demographic characteristics, very little has changed from the previous year. Hispanic and White students still comprised roughly a third of enrollment each (35 and 32 percent, respectively) while African Americans comprised 14 percent. Nearly half of Grade 12 students (45 percent) have a non-English primary language. Next to English, Spanish was the largest primary language group with 28 percent of students; Filipino was a distant second with only 6 percent of students. Three out of every 10 district 12<sup>th</sup> graders were either English learners (11 percent) or former English learners (20 percent).<sup>4</sup> Forty-three percent were eligible for free or reduced-price meals; 11 percent received special education services.

## Participation Data

**Demographic Composition.** As mentioned earlier, roughly 1 of every 7 12<sup>th</sup> graders in 2007–08 (1,189 of 8,182 students or 15 percent) took the ACT,<sup>5</sup> reflecting minimal change in count and percent from the previous year. The general profile of test takers did not change—they were more likely to be female, White, not socioeconomically disadvantaged,<sup>6</sup> fluent English proficient, and not receiving special education services. Roughly 9 of every 10 ACT test takers also took the SAT.

When compared with the general 12<sup>th</sup> grade population, ACT test takers reflected a higher proportion of female students and smaller proportions of English learners, special education students, and students eligible for free or reduced-price meals. When compared with students

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<sup>4</sup> Former English learner or Reclassified Fluent English Proficient (RFEP) students are English learners who have met district criteria for classification as fluent English proficient.

<sup>5</sup> The official 12<sup>th</sup> grade fall enrollment count was 8,811, but for purposes of calculating participation rates, students enrolled in Non-Public Schools, whose ACT data are not received by the district, and TRACE/TRACE Seniors, where nearly all students are non-diploma bound, were excluded from the denominator.

<sup>6</sup> Socioeconomically disadvantaged students are those eligible for free or reduced-price meals through the district's student meal program.

who took only the SAT, ACT test takers reflected a higher proportion of female students, a slightly higher proportion of students eligible for free or reduced-price meals, and comparable proportions of English learners and special education students. (See Figure 1.)

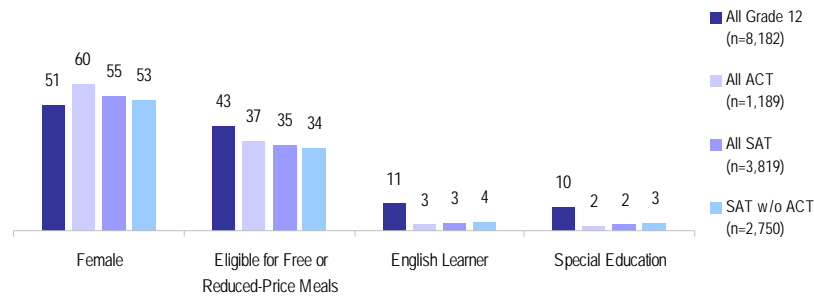


Figure 1. Percent of Selected Subgroups by Test Taker Status, 2007–08

*Ethnic Breakdown.* Among ACT test takers, most ethnic groups were represented in roughly the same order of magnitude as SAT test takers. Compared with the general 12<sup>th</sup> grade population, however, the data show that ACT test takers have a higher than expected proportion of White students and smaller than expected proportions of African American and Hispanic students. While Hispanic students outnumber White students in the general 12<sup>th</sup> grade population by 3 percentage points, among ACT test takers, White students outnumber Hispanic students by almost 2 to 1, with 41 percent versus 22 percent. (See Figure 2.)

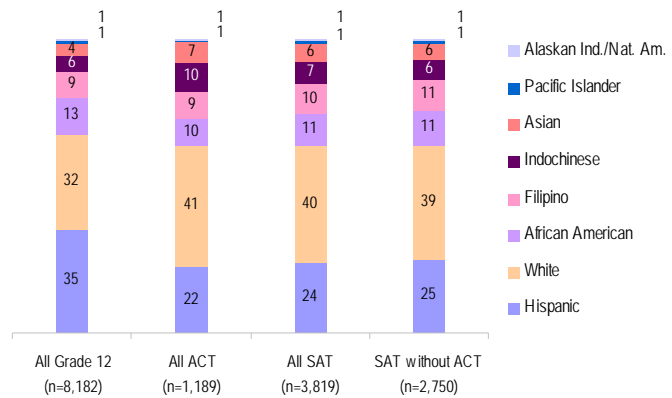


Figure 2. Percent Breakdown of Students by Ethnicity, 2007–08

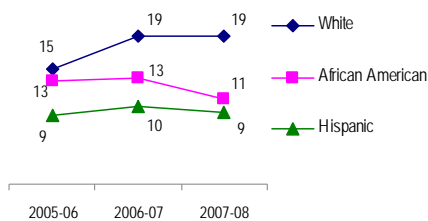


Figure 3. Percent of 12<sup>th</sup> Grade ACT Test Takers Among the District’s Largest Ethnic Groups, 2005–06 to 2007–08

The participation gap among the district’s three largest ethnic groups widened in 2007–08. Rates for Hispanic and African American 12<sup>th</sup> grade students went down slightly in 2007–08, while that for White students stayed the same. In 2007–08, nearly 19 percent of White 12<sup>th</sup> graders took the ACT compared with roughly 9 percent of Hispanic students and 11 percent of African American students. (See Figure 3.)

**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, 79.5 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 a higher percentage at “proficient” or above than students who took only the SAT (59.4 percent), took only the ACT (44.5 percent), or took neither ACT nor SAT (19.4 percent).

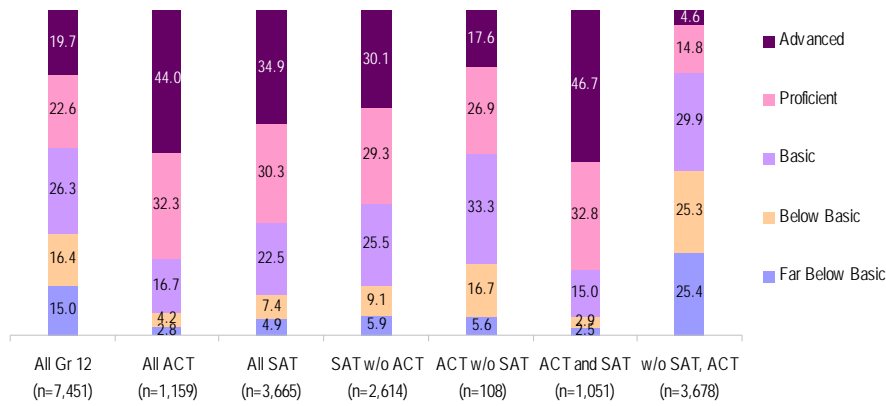


Figure 5. Grade 11 ELA CST Performance Breakdown by Test Taker Status

Similarly, for CST mathematics, Figure 6 shows that 31.9 percent of students who took both the ACT and the SAT performed at “proficient” or “advanced” on their Grade 11 mathematics CSTs—again, a higher percentage of students than those who took only the SAT (19.3 percent), took only the ACT (7.0 percent), or took neither ACT nor SAT (2.9 percent).

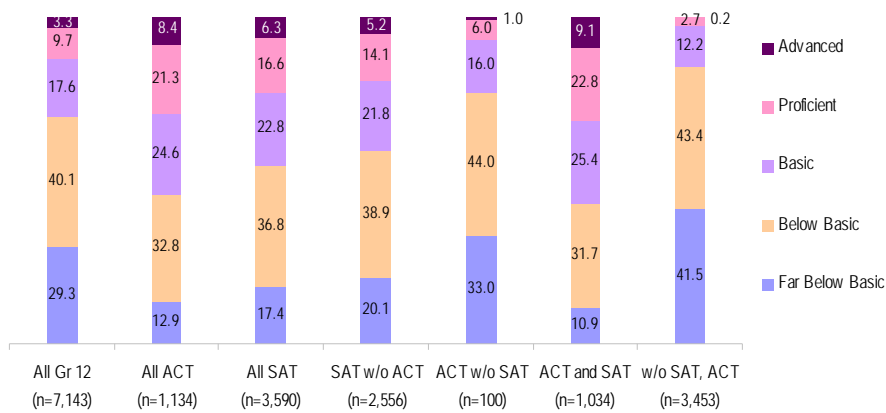


Figure 6. Grade 11 Mathematics CST Performance Breakdown by Test Taker Status

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 were 37 points in critical reading, 48 points in mathematics, and 41 points in writing. (See Figure 7.)

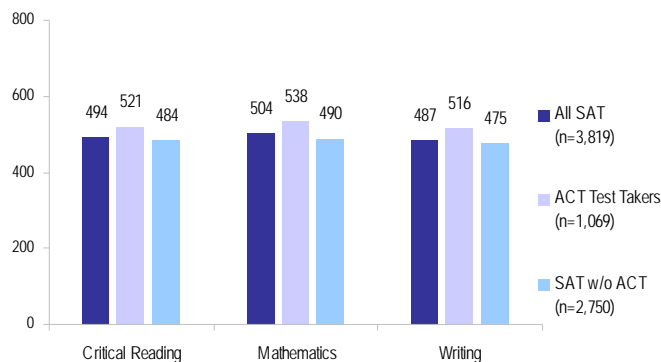


Figure 7. Average SAT Scale Scores of Test Takers, 2007–08

*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 also 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 intensely 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.** In 2007–08, there were substantial increases in the percentage of 12<sup>th</sup> graders meeting the benchmark scores in each ACT subject area compared with the previous year. (See Figure 8.) More than three-fourths (76 percent) met the English benchmark score and

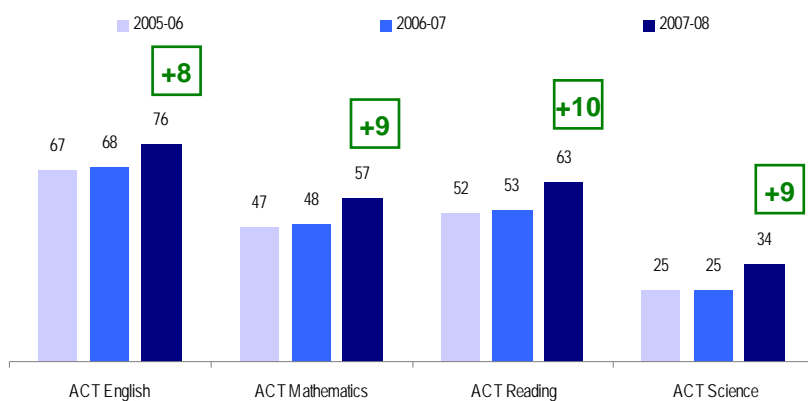


Figure 8. Percent of District 12<sup>th</sup> Graders Meeting ACT Benchmarks, 2005–06 to 2007–08

were deemed ready for college-level English coursework; roughly 6 out of 10 students met the mathematics and reading benchmarks (57 and 63 percent, respectively), and one-third (34 percent) met the science benchmark.

With these gains, the district has outperformed 12<sup>th</sup> graders across the nation and from the state of California in all ACT subject areas—a remarkable

achievement given that the state has outperformed the district in every ACT area for several years prior to 2007–08 and—unlike national figures but similar to the district—only a select percentage of California 12<sup>th</sup> graders take the ACT. (See Figure 9.)



Figure 9. Multiyear Comparison of the Percent of Students Meeting ACT Benchmarks At the District, State, and National Levels, 2005–06 to 2007–08

**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. Male student performance was 12 percentage points higher than female students in mathematics and 13 percentage points higher in science. Results in English and reading were about even. (See Figure 10.) Multiyear data show that the overall substantial gains in the percentage of students meeting the benchmarks in all areas are evident in both gender subgroups with one-year gains ranging from 7 to 13 percentage points. (See Table 4.)

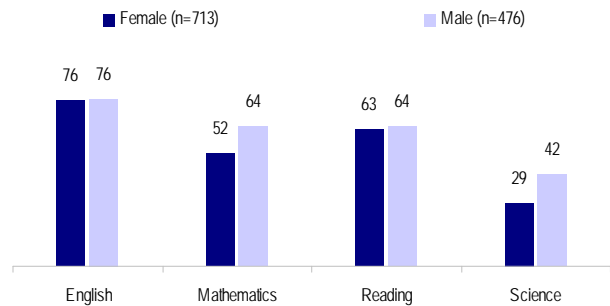


Figure 10. Percent Meeting Benchmarks by Gender, 2007–08

Table 2. Percent Meeting ACT Benchmarks by Gender

Area	Gender	2005-06	2006-07	2007-08	1-Yr Diff	2-Yr Diff
English	Female	68.9	67.8	76.0	8.2	7.2
	Male	63.0	69.0	76.5	7.5	13.4
Mathematics	Female	42.7	42.9	51.6	8.7	8.9
	Male	54.7	57.5	64.3	6.8	9.6
Reading	Female	54.3	54.6	62.7	8.1	8.4
	Male	48.8	51.4	64.3	12.8	15.5
Science	Female	22.7	21.4	28.9	7.5	6.2
	Male	28.6	31.0	41.8	10.8	13.2



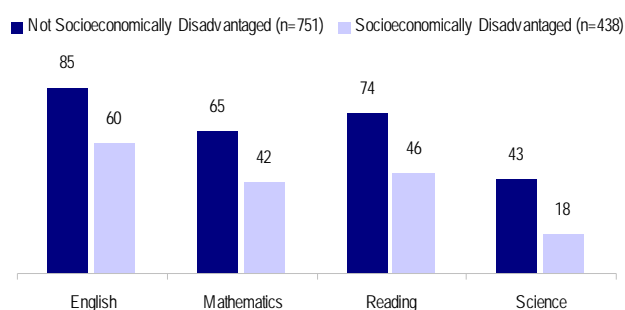


Figure 11. Percent Meeting Benchmarks by Socioeconomic Status, 2007–08

*Performance by Socioeconomic Status.* Similar to results of previous and other district studies, students who were not socioeconomically disadvantaged outperformed students who were in all subject areas of the ACT. The performance gaps ranged from 23 percentage points in mathematics to 28 percentage points in reading. (See Figure 11.) Multiyear data show both groups exhibiting gains in all subject areas with one-year gains ranging from 8 to 11 percentage points. (See Table 3.)

Table 3. Percent Meeting ACT Benchmarks by Eligibility for Free or Reduced-Price Meals

Area	Meal Eligibility	2005-06	2006-07	2007-08	1-Yr Diff	2-Yr Diff
English	Not Eligible	75.9	77.7	85.5	7.8	9.6
	Eligible	50.6	51.0	60.3	9.3	9.7
Mathematics	Not Eligible	55.4	57.5	65.2	7.8	9.9
	Eligible	32.1	31.6	42.0	10.4	9.9
Reading	Not Eligible	61.3	63.7	73.5	9.8	12.2
	Eligible	36.4	34.6	45.9	11.3	9.5
Science	Not Eligible	30.9	33.8	43.4	9.6	12.5
	Eligible	13.9	8.8	18.0	9.2	4.1

*Performance by Ethnicity.* Similar to previous years, White and Asian students had the highest percentage of students meeting benchmarks in all subject areas; African American and Hispanic students had the lowest; and Filipino and Indochinese students performed somewhere in the middle.<sup>7</sup> With the exception of African American students in science, the three largest ethnic groups showed increased percentages of students meeting the benchmarks in all subject areas. In fact, Hispanic and African American posted larger gains than White students, causing considerable performance gaps in these areas to narrow slightly. (See Figures 12 and 13.)

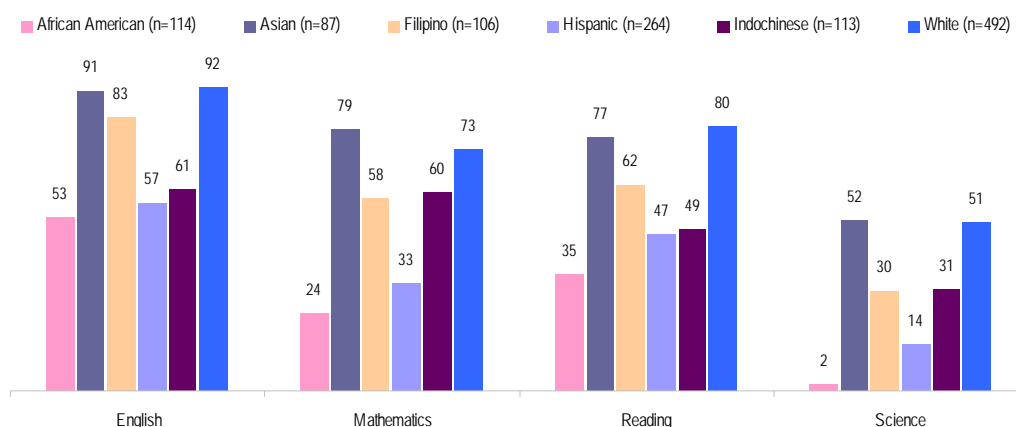


Figure 12. Percent Meeting Benchmarks by Ethnicity, 2007–08

<sup>7</sup> Data for Alaskan Indian/Native American and Pacific Islander 12<sup>th</sup> grade students were suppressed because each of these groups had fewer than 10 students.

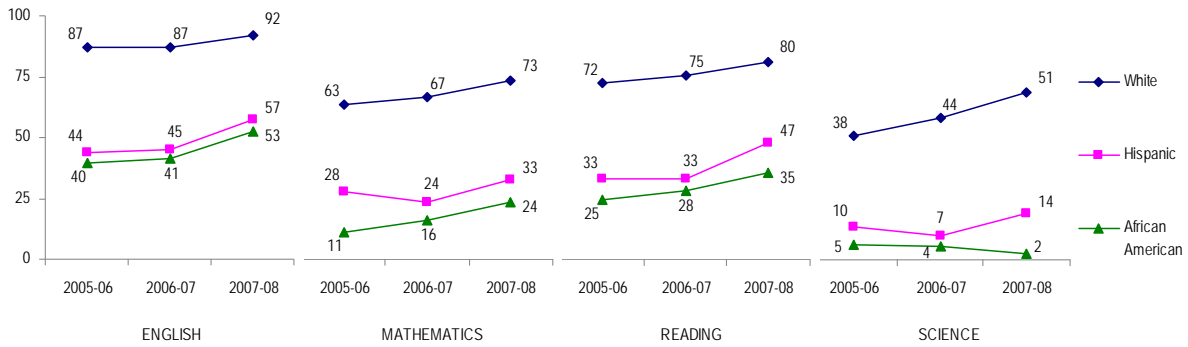


Figure 13. Percent Meeting Benchmarks by Large Ethnic Group, 2005–06 to 2007–08

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 economically better off outperformed socioeconomically disadvantaged students in almost all areas; the exception was with African American students where, in mathematics and science, socioeconomically disadvantaged students outperformed those who were not socioeconomically disadvantaged. (See Figure 14.)

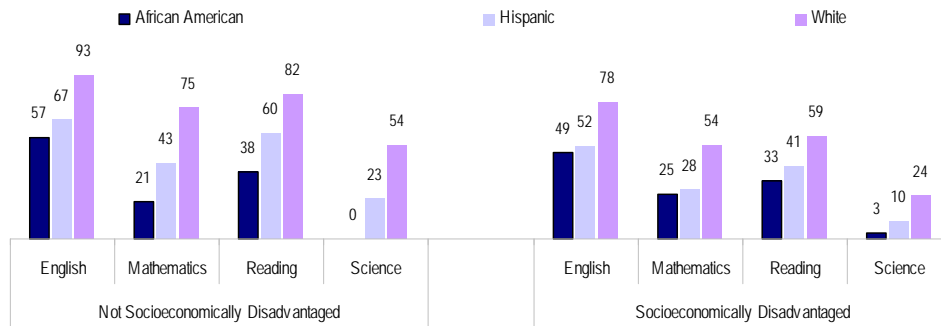


Figure 14. Percent Meeting Benchmarks by Ethnicity and Socioeconomic Status, 2007–08

It is important to note that there are huge disparities in the percentages of test takers among White, Hispanic, and African students who are socioeconomically disadvantaged. (See Figure 15.) Only 8 percent of White test takers are socioeconomically disadvantaged compared with 59 percent of African American test takers and 69 percent of Hispanic test takers.

*Performance by English Learner Status.* Results for 2007–08 showed that all English learner (EL) status groups had increased percentages of students meeting the ACT benchmarks in all sections compared with the previous year. As shown in other district reports, fluent English proficient students (FEP) outperformed former ELs (reclassified English learners) across all subject areas; not surprisingly, English and reading had among the largest differences. ELs had the smallest percentages of students meeting the benchmarks compared with former ELs (RFEP) and fluent English students. These findings need to be interpreted with caution, however, due to the relatively small number of English learners in the dataset. (See Figure 16 and Table 4.)

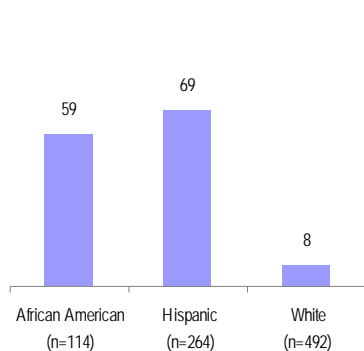


Figure 15. Percent of ACT Test Takers Eligible for Free or Reduced-Price Meals, 2007-08

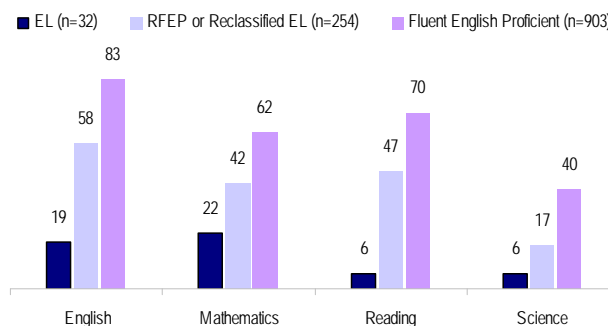


Figure 16. Percent Meeting Benchmarks by English Learner (EL) Status, 2007-08

Table 4. Percent Meeting ACT Benchmarks by English Learner (EL) Status

Area	Meal Eligibility	2005-06	2006-07	2007-08	1-Yr Diff	2-Yr Diff
English	EL	6.3	6.3	18.8	12.5	12.5
	Reclassified EL	47.9	52.3	57.9	5.6	10.0
	Fluent English	74.4	76.4	83.4	7.0	9.0
Mathematics	EL	0.0	6.3	21.9	15.6	21.9
	Reclassified EL	37.8	39.3	41.7	2.4	3.9
	Fluent English	51.1	53.2	62.1	8.9	11.0
Reading	EL	6.3	3.1	6.3	3.2	0.0
	Reclassified EL	34.6	34.7	46.9	12.2	12.3
	Fluent English	59.2	62.0	70.0	8.0	10.8
Science	EL	0.0	0.0	6.3	6.3	6.3
	Reclassified EL	14.3	10.2	17.3	7.1	3.0
	Fluent English	28.8	31.2	39.8	8.6	11.0

*Performance by Special Education Status.* Both special education (SPED) and non-special education (non-SPED) students posted gains in the percentages of students meeting the ACT benchmarks. There were only 19 SPED test takers in 2007-08, and these students were outperformed in all subject areas by non-SPED test takers. Again, these findings need to be interpreted with caution due to the small number of special education students in the dataset. (See Figure 17 and Table 5.)

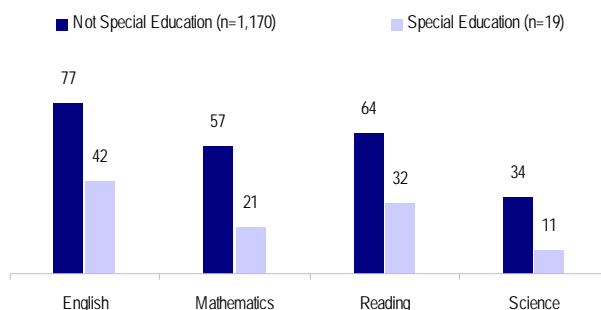


Figure 17. Percent Meeting Benchmarks by Special Education Status, 2007-08

Table 5. Percent Meeting ACT Benchmarks by Special Education Status

Area	Meal Eligibility	2005-06	2006-07	2007-08	1-Yr Diff	2-Yr Diff
English	SPED	44.0	17.6	42.1	24.5	(1.9)
	Not SPED	67.4	69.8	76.8	7.0	9.4
Mathematics	SPED	12.0	17.6	21.1	3.5	9.1
	Not SPED	48.0	49.3	57.3	8.0	9.3
Reading	SPED	28.0	11.8	31.6	19.8	3.6
	Not SPED	53.0	54.7	63.8	9.1	10.8
Science	SPED	12.0	5.9	10.5	4.6	(1.5)
	Not SPED	25.1	25.6	34.4	8.8	9.3

**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. Figure 18 shows 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.

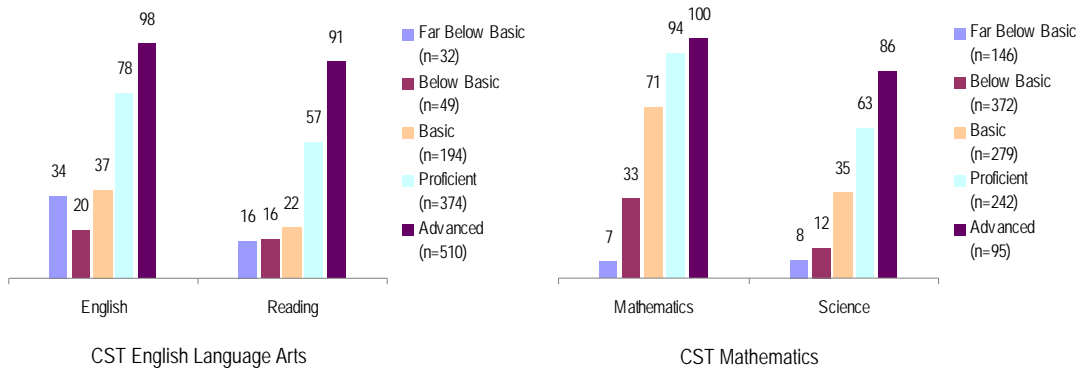


Figure 18. Percent Meeting ACT Benchmarks by Grade 11 CST Performance Level

**Performance by School.** In 2007–08, charter schools had 3 of the 4 highest ACT participation rates—Preuss School UCSD (95 percent), High Tech High International (44 percent), High Tech High Media Arts (41 percent), and La Jolla High School (39 percent). La Jolla High School performed consistently well in all subject areas of the ACT and had the highest percentages of students meeting the benchmark scores in all areas—a notable achievement, especially given the relatively large number and percentage of test takers from the school. It performed exceptionally well in science, with 72 percent of students meeting the benchmark score compared with 34 percent districtwide. Scripps Ranch High School, High Tech High, and Mira Mesa High School performed well in 3 out of 4 ACT areas, but not in science; Charter School of San Diego, albeit with very few test takers, and San Diego International Studies performed well in English. (See Table 4.)

Table 6. ACT Participation and Performance by School, 2007–08

School	Total Grade 12	ACT Test Takers		Percent Meeting Benchmarks				
		Count	Pct	English	Mathematics	Reading	Science	
331	A.L.B.A.	2	1	—	—	—	—	
332	CLAIREMONT	271	43	15.9	65.1	37.2	60.5	14.0
704	CRAWFORD/CHAMPS	84	27	32.1	33.3	14.8	25.9	11.1
702	CRAWFORD/IDEA	70	1	1.4	—	—	—	—
705	CRAWFORD/LAW & BUSINESS	63	3	4.8	—	—	—	—
703	CRAWFORD/MULTIMEDIA	69	3	4.3	—	—	—	—
439	DEL SOL	1	0	—	—	—	—	—
361	GARFIELD	113	1	0.9	—	—	—	—
336	HENRY	500	77	15.4	81.8	58.4	68.8	42.9
382	HOME AND HOSPITAL	4	0	—	—	—	—	—
338	HOOVER	343	38	11.1	36.8	26.3	23.7	13.2
386	INTEGRAT LIFE SKILLS	1	0	—	—	—	—	—
736	KEARNY/CONSTR TECH	84	1	1.2	—	—	—	—
733	KEARNY/DIGITAL MEDIA	84	11	13.1	54.5	36.4	18.2	9.1
735	KEARNY/INTL BUSINESS	97	35	36.1	48.6	37.1	31.4	8.6
734	KEARNY/SCI CONN TECH	86	11	12.8	45.5	36.4	45.5	18.2
342	LA JOLLA	363	140	38.6	95.7	87.9	88.6	72.1
791	LCI INSTRUCTION	22	0	0.0	—	—	—	—
637	LINCOLN	296	11	3.7	27.3	18.2	18.2	0.0
346	MADISON	261	34	13.0	79.4	58.8	70.6	29.4
349	MIRA MESA	520	51	9.8	82.4	72.5	70.6	29.4
350	MISSION BAY	303	32	10.6	68.8	43.8	46.9	25.0
352	MORSE	531	60	11.3	75.0	45.0	46.7	16.7
395	MT. EVEREST	15	3	20.0	—	—	—	—
369	MUIR	13	2	15.4	—	—	—	—
438	NEW DAWN	6	0	—	—	—	—	—
354	POINT LOMA	416	76	18.3	81.6	59.2	68.4	34.2
368	S.C.P.A.	176	17	9.7	76.5	52.9	76.5	17.6
359	SCRIPPS RANCH	493	107	21.7	93.5	83.2	85.0	57.0
500	SD METRO CAREER TECH	54	16	29.6	31.3	6.3	6.3	0.0
749	SD/BUSINESS	72	2	2.8	—	—	—	—
746	SD/CIMA	77	5	6.5	—	—	—	—
744	SD/INTL STUDIES	108	17	15.7	88.2	58.8	64.7	35.3
745	SD/LEADS	80	3	3.8	—	—	—	—
750	SD/MEDIA VIS PRF ART	85	2	2.4	—	—	—	—
753	SD/SCIENCE TECHNOL	96	12	12.5	41.7	8.3	16.7	8.3
357	SERRA	433	62	14.3	69.4	53.2	59.7	30.6
362	TWAIN	163	1	0.6	—	—	—	—
355	UNIVERSITY CITY	449	69	15.4	87.0	65.2	68.1	42.0
297	WHITTIER	1	0	—	—	—	—	—
	<b>Non-Charter Total</b>	<b>6,905</b>	<b>974</b>	<b>14.1</b>	<b>75.1</b>	<b>57.2</b>	<b>62.2</b>	<b>35.5</b>
008	AUDEO	128	2	1.6	—	—	—	—
366	CHARTER SCHOOL OF SD	677	14	2.1	92.9	35.7	64.3	14.3

Table 6. ACT Participation and Performance by School, 2007–08

School	Total Grade 12	ACT Test Takers		Percent Meeting Benchmarks				
		Count	Pct	English	Mathematics	Reading	Science	
323	CORTEZ HILL	53	0	0.0	—	—	—	—
221	HEALTH SCIENCES	1	0	—	—	—	—	—
339	HIGH TECH HIGH	123	38	30.9	94.7	63.2	76.3	42.1
783	HIGH TECH HIGH MEDIA	64	26	40.6	80.8	38.5	69.2	34.6
785	HIGH TECH INTERNATL	96	42	43.8	76.2	50.0	66.7	26.2
018	LEARNING CHOICE ACAD	37	0	0.0	—	—	—	—
348	PREUSS SCHOOL UCSD	98	93	94.9	77.4	61.3	65.6	22.6
Charter Total		1,277	215	16.8	81.4	54.4	68.4	27.4
District Total		8,182	1,189	14.5	76.2	56.7	63.3	34.1

\*Note: Results suppressed when the group size (or denominator) is less than 10.

## Summary

Overall results showed that three-fourths of the 1,189 district students (76 percent) who took the ACT met the English benchmark score and were deemed ready for college-level English coursework; roughly 6 out of 10 met the mathematics and reading benchmark scores (57 and 63 percent, respectively); and, one-third (34 percent) met the science benchmark score. For the first time in several years, district results showed higher percentages of students meeting the benchmark scores than either the state or the nation across all subject areas.

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. ACT test takers had a higher proportion of female students and smaller proportion of English learners than the general 12<sup>th</sup> grade population and students who took the SAT.
3. A larger number and proportion of White students took the ACT compared with Hispanic students and African American students. The participation gap between these groups continued to widen slightly in 2007–08.
4. For both ELA and mathematics CSTs, 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 and science, male student performance was 12 and 13 percentage points higher than female students, respectively; results in English and reading were about even.

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 23 to 28 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 and Indochinese students performed somewhere in the middle.
8. With the exception of African American students in science, the three largest ethnic groups showed increased percentages of students meeting the benchmarks in nearly all subject areas. In fact, Hispanic and African American posted larger gains than White students, causing the considerable performance gaps in these areas to narrow slightly.
9. Within each of the district's three largest ethnic groups (White, Hispanic, African American), students who were economically better off outperformed socioeconomically disadvantaged students in almost all areas. The notable exception was the performance of socioeconomically disadvantaged African American students in mathematics and science. In mathematics, 25 percent of socioeconomically disadvantaged African American students met the benchmark score compared with 21 percent of African American students who were not socioeconomically disadvantaged.
10. Results for 2007–08 showed that all English learner (EL) status groups had increased percentages of students meeting the ACT benchmarks in all sections compared with the previous year. ELs had the smallest percentages of students meeting the benchmarks compared with former ELs (RFEP) and fluent English students. These findings need to be interpreted with caution, however, due to the relatively 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. In 2007–08, charter schools had 3 of the 4 highest ACT participation rates—Preuss School UCSD (95 percent), High Tech High International (44 percent), High Tech High Media Arts (41 percent), and La Jolla (39 percent). La Jolla performed consistently well in all subject areas of the ACT and had the highest percentages of students meeting the benchmark scores in all areas—a notable achievement given the relatively large number and percentage of test takers from the school.

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. The much improved performance on the ACT in 2007–08 is most welcome. Still, only 6 of every 10 of the district’s higher performing students are deemed ready for college-level Algebra, and only one-third for college-level Biology. The wide participation and performance gaps among various subgroups remain unchanged and, in some cases, have worsened. There is room for improvement. The district needs to continue to find ways to better 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 at Individual Schools

School	Area	Year	Gender				Selected Ethnic Group												Meal Eligibility				Non-English Learner (Non-EL)			
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A.L.B.A.	ENG	2006	0	--	1	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
		2008	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--
	MTH	2006	0	--	1	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
		2008	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--
	RDG	2006	0	--	1	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
		2008	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--
	SCI	2006	0	--	1	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
		2008	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--
AUDEO	ENG	2006	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
		2008	1	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	2	--	0	--	1	--	0	--
	MTH	2006	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
		2008	1	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	2	--	0	--	2	--	0	--
	RDG	2006	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
		2008	1	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	2	--	0	--	2	--	0	--
	SCI	2006	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
		2008	1	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	2	--	0	--	2	--	0	--
CHARTER SCHOOL OF SD	ENG	2006	9	--	1	--	1	--	0	--	3	--	6	--	0	--	0	--	10	60.0	0	--	6	--	0	--
		2007	2	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	2	--	1	--	2	--	0	--
		2008	10	100.0	4	--	1	--	0	--	4	--	9	--	0	--	0	--	10	90.0	4	--	13	92.9	0	--
	MTH	2006	9	--	1	--	1	--	0	--	3	--	6	--	0	--	0	--	10	40.0	0	--	4	--	0	--
		2007	2	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	2	--	1	--	1	--	0	--
		2008	10	20.0	4	--	1	--	0	--	4	--	9	--	0	--	0	--	10	50.0	4	--	5	--	0	--
	RDG	2006	9	--	1	--	1	--	0	--	3	--	6	--	0	--	0	--	10	50.0	0	--	5	--	0	--
		2007	2	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	2	--	1	--	2	--	0	--
		2008	10	60.0	4	--	1	--	0	--	4	--	9	--	0	--	0	--	10	90.0	4	--	9	--	0	--
	SCI	2006	9	--	1	--	1	--	0	--	3	--	6	--	0	--	0	--	10	10.0	0	--	1	--	0	--
2007		2	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	2	--	1	--	1	--	0	--	
2008		10	0.0	4	--	1	--	0	--	4	--	9	--	0	--	0	--	10	20.0	4	--	2	--	0	--	
CLAIREMONT	ENG	2006	22	72.7	14	42.9	5	--	0	--	11	36.4	19	89.5	1	--	0	--	27	74.1	9	--	22	71.0	0	--

School	Area	Year	Gender				Selected Ethnic Group												Meal Eligibility				Non-English Learner (Non-EL)				
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
		2007	30	40.0	23	39.1	4	--	1	--	25	32.0	20	55.0	2	--	1	--	25	44.0	28	35.7	15	48.4	6	--	
		2008	29	65.5	14	64.3	2	--	2	--	12	16.7	24	87.5	1	--	1	--	26	76.9	17	47.1	27	77.1	1	--	
	MTH	2006	22	31.8	14	42.9	5	--	0	--	11	9.1	19	63.2	1	--	0	--	27	44.4	9	--	13	41.9	0	--	
		2007	30	23.3	23	26.1	4	--	1	--	25	8.0	20	40.0	2	--	1	--	25	40.0	28	10.7	10	32.3	2	--	
		2008	29	41.4	14	28.6	2	--	2	--	12	8.3	24	54.2	1	--	1	--	26	50.0	17	17.6	16	45.7	0	--	
		RDG	2006	22	36.4	14	28.6	5	--	0	--	11	18.2	19	47.4	1	--	0	--	27	37.0	9	--	12	38.7	0	--
			2007	30	30.0	23	21.7	4	--	1	--	25	12.0	20	50.0	2	--	1	--	25	44.0	28	10.7	13	41.9	1	--
			2008	29	69.0	14	42.9	2	--	2	--	12	41.7	24	70.8	1	--	1	--	26	73.1	17	41.2	23	65.7	3	--
	SCI	2006	22	22.7	14	28.6	5	--	0	--	11	9.1	19	36.8	1	--	0	--	27	25.9	9	--	9	--	0	--	
		2007	30	6.7	23	17.4	4	--	1	--	25	4.0	20	20.0	2	--	1	--	25	20.0	28	3.6	6	--	0	--	
		2008	29	13.8	14	14.3	2	--	2	--	12	0.0	24	25.0	1	--	1	--	26	19.2	17	5.9	6	--	0	--	
	CORTEZ HILL	ENG	2006	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--
MTH		2006	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	
RDG		2006	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	
SCI		2006	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	
CRAWFORD CHAMPS	ENG	2006	7	--	4	--	7	--	0	--	3	--	0	--	1	--	0	--	5	--	6	--	1	--	0	--	
		2007	14	57.1	4	--	9	--	0	--	3	--	1	--	4	--	0	--	7	--	11	45.5	6	--	4	--	
		2008	25	36.0	2	--	6	--	0	--	9	--	0	--	10	50.0	1	--	7	--	20	25.0	5	--	4	--	
	MTH	2006	7	--	4	--	7	--	0	--	3	--	0	--	1	--	0	--	5	--	6	--	4	--	6	--	
		2007	14	21.4	4	--	9	--	0	--	3	--	1	--	4	--	0	--	7	--	11	27.3	2	--	3	--	
		2008	25	16.0	2	--	6	--	0	--	9	--	0	--	10	40.0	1	--	7	--	20	15.0	2	--	2	--	
	RDG	2006	7	--	4	--	7	--	0	--	3	--	0	--	1	--	0	--	5	--	6	--	4	--	6	--	
		2007	14	14.3	4	--	9	--	0	--	3	--	1	--	4	--	0	--	7	--	11	9.1	2	--	2	--	
		2008	25	28.0	2	--	6	--	0	--	9	--	0	--	10	30.0	1	--	7	--	20	30.0	4	--	3	--	
	SCI	2006	7	--	4	--	7	--	0	--	3	--	0	--	1	--	0	--	5	--	6	--	4	--	6	--	
		2007	14	0.0	4	--	9	--	0	--	3	--	1	--	4	--	0	--	7	--	11	0.0	9	--	7	--	
		2008	25	12.0	2	--	6	--	0	--	9	--	0	--	10	20.0	1	--	7	--	20	10.0	2	--	1	--	
CRAWFORD IDEA	ENG	2006	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	
		2007	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	
	2008	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
	MTH	2006	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	

School	Area	Year	Gender				Selected Ethnic Group												Meal Eligibility				Non-English Learner (Non-EL)				
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
		2007	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	
		2008	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	
		RDG	2006	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--
			2007	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--
	SCI	2008	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	
		CRAWFORD LAW & BUSINESS	2006	3	--	1	--	2	--	0	--	2	--	0	--	0	--	0	--	2	--	2	--	0	--	4	--
			2007	2	--	2	--	3	--	0	--	1	--	0	--	0	--	0	--	1	--	3	--	1	--	0	--
		ENG	2008	1	--	2	--	0	--	0	--	1	--	1	--	1	--	0	--	2	--	1	--	1	--	0	--
MTH	2006		3	--	1	--	2	--	0	--	2	--	0	--	0	--	0	--	2	--	2	--	0	--	4	--	
	2007	2	--	2	--	3	--	0	--	1	--	0	--	0	--	0	--	1	--	3	--	4	--	0	--		
	2008	1	--	2	--	0	--	0	--	1	--	1	--	1	--	0	--	2	--	1	--	1	--	0	--		
RDG	2006	3	--	1	--	2	--	0	--	2	--	0	--	0	--	0	--	2	--	2	--	0	--	4	--		
	2007	2	--	2	--	3	--	0	--	1	--	0	--	0	--	0	--	1	--	3	--	4	--	0	--		
	2008	1	--	2	--	0	--	0	--	1	--	1	--	1	--	0	--	2	--	1	--	1	--	0	--		
SCI	2006	3	--	1	--	2	--	0	--	1	--	1	--	1	--	0	--	2	--	1	--	1	--	0	--		
	2007	2	--	2	--	3	--	0	--	1	--	0	--	0	--	0	--	1	--	3	--	4	--	0	--		
CRAWFORD MULTIMEDIA	ENG	2008	1	--	2	--	0	--	0	--	1	--	1	--	1	--	0	--	2	--	1	--	1	--	0	--	
		2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--	
	MTH	2007	3	--	4	--	3	--	1	--	0	--	1	--	2	--	0	--	2	--	5	--	1	--	3	--	
		2008	2	--	1	--	0	--	0	--	2	--	0	--	1	--	0	--	0	--	3	--	0	--	3	--	
		2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--	
	RDG	2007	3	--	4	--	3	--	1	--	0	--	1	--	2	--	0	--	2	--	5	--	1	--	1	--	
		2008	2	--	1	--	0	--	0	--	2	--	0	--	1	--	0	--	0	--	3	--	0	--	1	--	
		2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--	
	SCI	2007	3	--	4	--	3	--	1	--	0	--	1	--	2	--	0	--	2	--	5	--	1	--	1	--	
		2008	2	--	1	--	0	--	0	--	2	--	0	--	1	--	0	--	0	--	3	--	0	--	1	--	
			2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
			2007	3	--	4	--	3	--	1	--	0	--	1	--	2	--	0	--	2	--	5	--	4	--	3	--

School	Area	Year	Gender				Selected Ethnic Group										Meal Eligibility				Non-English Learner (Non-EL)					
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
GARFIELD	ENG	2008	2	--	1	--	0	--	0	--	2	--	0	--	1	--	0	--	0	--	3	--	0	--	3	--
		2007	1	--	1	--	2	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	2	--	0	--
		2008	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	MTH	2007	1	--	1	--	2	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	2	--	0	--
		2008	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	RDG	2007	1	--	1	--	2	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	2	--	0	--
		2008	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	SCI	2007	1	--	1	--	2	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	2	--	0	--
2008		1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	
GOMPERS	ENG	2006	1	--	2	--	1	--	0	--	2	--	0	--	0	--	0	--	2	--	1	--	1	--	0	--
		2007	20	25.0	3	--	7	--	0	--	7	--	1	--	6	--	0	--	7	--	16	31.3	2	--	5	--
		2008	1	--	2	--	1	--	0	--	2	--	0	--	0	--	0	--	2	--	1	--	1	--	2	--
	MTH	2007	20	5.0	3	--	7	--	0	--	7	--	1	--	6	--	0	--	7	--	16	6.3	0	--	2	--
		2006	1	--	2	--	1	--	0	--	2	--	0	--	0	--	0	--	2	--	1	--	1	--	2	--
	RDG	2007	20	10.0	3	--	7	--	0	--	7	--	1	--	6	--	0	--	7	--	16	12.5	1	--	2	--
		2006	1	--	2	--	1	--	0	--	2	--	0	--	0	--	0	--	2	--	1	--	1	--	2	--
	SCI	2007	20	0.0	3	--	7	--	0	--	7	--	1	--	6	--	0	--	7	--	16	0.0	11	0.0	12	0.0
2008		45	86.7	18	88.9	6	--	4	--	5	--	35	88.6	10	100.0	1	--	41	87.8	22	86.4	43	86.0	12	92.3	
HENRY	ENG	2007	40	65.0	23	65.2	11	45.5	4	--	13	61.5	23	73.9	9	--	1	--	38	68.4	25	60.0	32	69.6	9	--
		2008	41	82.9	36	80.6	7	--	3	--	11	63.6	44	95.5	8	--	3	--	65	86.2	12	58.3	58	89.2	5	--
		2006	45	60.0	18	72.2	6	--	4	--	5	--	35	71.4	10	70.0	1	--	41	63.4	22	63.6	32	64.0	8	--
	MTH	2007	40	52.5	23	60.9	11	18.2	4	--	13	61.5	23	69.6	9	--	1	--	38	65.8	25	40.0	27	58.7	8	--
		2008	41	48.8	36	69.4	7	--	3	--	11	45.5	44	75.0	8	--	3	--	65	61.5	12	41.7	40	61.5	5	--
	RDG	2006	45	80.0	18	72.2	6	--	4	--	5	--	35	82.9	10	90.0	1	--	41	80.5	22	72.7	39	78.0	10	76.9
		2007	40	52.5	23	56.5	11	27.3	4	--	13	61.5	23	60.9	9	--	1	--	38	57.9	25	48.0	26	56.5	8	--
		2008	41	73.2	36	63.9	7	--	3	--	11	72.7	44	81.8	8	--	3	--	65	69.2	12	66.7	47	72.3	6	--
	SCI	2006	45	44.4	18	61.1	6	--	4	--	5	--	35	48.6	10	70.0	1	--	41	53.7	22	40.9	23	46.0	8	--
		2007	40	25.0	23	30.4	11	9.1	4	--	13	30.8	23	43.5	9	--	1	--	38	36.8	25	12.0	15	32.6	2	--
		2008	41	34.1	36	52.8	7	--	3	--	11	18.2	44	59.1	8	--	3	--	65	46.2	12	25.0	31	47.7	2	--
	HIGH TECH HIGH	ENG	2006	17	88.2	12	100.0	3	--	2	--	1	--	15	100.0	2	--	5	--	26	92.3	3	--	25	92.6	2
2007	17		94.1	19	89.5	5	--	4	--	2	--	18	100.0	2	--	4	--	36	91.7	0	--	29	93.5	4	--	

School	Area	Year	Gender				Selected Ethnic Group										Meal Eligibility				Non-English Learner (Non-EL)						
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
		2008	19	89.5	19	100.0	2	--	1	--	8	--	25	96.0	0	--	2	--	33	97.0	5	--	33	94.3	1	--	
		2006	17	35.3	12	41.7	3	--	2	--	1	--	15	20.0	2	--	5	--	26	34.6	3	--	9	--	2	--	
		2007	17	52.9	19	68.4	5	--	4	--	2	--	18	72.2	2	--	4	--	36	61.1	0	--	19	61.3	3	--	
		MTH	2008	19	52.6	19	73.7	2	--	1	--	8	--	25	80.0	0	--	2	--	33	63.6	5	--	23	65.7	0	--
		RDG	2006	17	76.5	12	75.0	3	--	2	--	1	--	15	73.3	2	--	5	--	26	76.9	3	--	21	77.8	1	--
			2007	17	76.5	19	78.9	5	--	4	--	2	--	18	88.9	2	--	4	--	36	77.8	0	--	25	80.6	3	--
			2008	19	73.7	19	78.9	2	--	1	--	8	--	25	88.0	0	--	2	--	33	81.8	5	--	29	82.9	0	--
		SCI	2006	17	23.5	12	33.3	3	--	2	--	1	--	15	13.3	2	--	5	--	26	26.9	3	--	7	--	1	--
			2007	17	35.3	19	52.6	5	--	4	--	2	--	18	61.1	2	--	4	--	36	44.4	0	--	15	48.4	1	--
			2008	19	31.6	19	52.6	2	--	1	--	8	--	25	56.0	0	--	2	--	33	45.5	5	--	16	45.7	0	--
HIGH TECH HIGH MEDIA	ENG	2008	15	73.3	11	90.9	1	--	1	--	8	--	14	100.0	0	--	2	--	19	84.2	7	--	20	80.0	0	--	
	MTH	2008	15	26.7	11	54.5	1	--	1	--	8	--	14	57.1	0	--	2	--	19	36.8	7	--	10	40.0	0	--	
	RDG	2008	15	66.7	11	72.7	1	--	1	--	8	--	14	78.6	0	--	2	--	19	63.2	7	--	18	72.0	0	--	
	SCI	2008	15	20.0	11	54.5	1	--	1	--	8	--	14	42.9	0	--	2	--	19	36.8	7	--	9	--	0	--	
HIGH TECH INTERNATL	ENG	2007	15	100.0	16	93.8	5	--	2	--	4	--	16	100.0	0	--	2	--	31	96.8	0	--	29	96.7	1	--	
		2008	26	73.1	16	81.3	2	--	2	--	6	--	26	88.5	2	--	4	--	32	78.1	10	70.0	30	78.9	2	--	
	MTH	2007	15	66.7	16	68.8	5	--	2	--	4	--	16	68.8	0	--	2	--	31	67.7	0	--	20	66.7	1	--	
		2008	26	42.3	16	62.5	2	--	2	--	6	--	26	57.7	2	--	4	--	32	43.8	10	70.0	19	50.0	2	--	
	RDG	2007	15	86.7	16	68.8	5	--	2	--	4	--	16	87.5	0	--	2	--	31	77.4	0	--	23	76.7	1	--	
		2008	26	69.2	16	62.5	2	--	2	--	6	--	26	76.9	2	--	4	--	32	78.1	10	30.0	27	71.1	1	--	
	SCI	2007	15	13.3	16	25.0	5	--	2	--	4	--	16	31.3	0	--	2	--	31	19.4	0	--	6	--	0	--	
		2008	26	19.2	16	37.5	2	--	2	--	6	--	26	38.5	2	--	4	--	32	31.3	10	10.0	10	26.3	1	--	
HOOVER	ENG	2006	20	25.0	16	37.5	5	--	0	--	19	15.8	3	--	9	--	0	--	0	--	36	30.6	5	--	6	--	
		2007	17	23.5	13	38.5	5	--	0	--	15	26.7	1	--	9	--	0	--	0	--	30	30.0	2	--	7	--	
		2008	24	41.7	14	28.6	4	--	2	--	24	29.2	1	--	6	--	0	--	0	--	38	36.8	5	--	9	--	
	MTH	2006	20	10.0	16	37.5	5	--	0	--	19	21.1	3	--	9	--	0	--	0	--	36	22.2	1	--	7	--	
		2007	17	11.8	13	38.5	5	--	0	--	15	6.7	1	--	9	--	0	--	0	--	30	23.3	0	--	7	--	
		2008	24	20.8	14	35.7	4	--	2	--	24	16.7	1	--	6	--	0	--	0	--	38	26.3	2	--	7	--	
	RDG	2006	20	15.0	16	31.3	5	--	0	--	19	21.1	3	--	9	--	0	--	0	--	36	22.2	2	--	6	--	
		2007	17	11.8	13	23.1	5	--	0	--	15	6.7	1	--	9	--	0	--	0	--	30	16.7	2	--	3	--	
2008	24	25.0	14	21.4	4	--	2	--	24	12.5	1	--	6	--	0	--	0	--	38	23.7	5	--	4	--			

School	Area	Year	Gender				Selected Ethnic Group												Meal Eligibility				Non-English Learner (Non-EL)			
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	SCI	2006	20	5.0	16	12.5	5	--	0	--	19	5.3	3	--	9	--	0	--	0	--	36	8.3	0	--	3	--
		2007	17	0.0	13	15.4	5	--	0	--	15	0.0	1	--	9	--	0	--	0	--	30	6.7	0	--	2	--
		2008	24	16.7	14	7.1	4	--	2	--	24	8.3	1	--	6	--	0	--	0	--	38	13.2	1	--	4	--
KEARNY CONSTR TECH	ENG	2006	4	--	4	--	2	--	1	--	2	--	1	--	0	--	2	--	4	--	4	--	2	--	0	--
		2007	6	--	7	--	3	--	1	--	6	--	1	--	1	--	1	--	6	--	7	--	4	--	0	--
		2008	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
	MTH	2006	4	--	4	--	2	--	1	--	2	--	1	--	0	--	2	--	4	--	4	--	3	--	1	--
		2007	6	--	7	--	3	--	1	--	6	--	1	--	1	--	1	--	6	--	7	--	4	--	0	--
		2008	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
	RDG	2006	4	--	4	--	2	--	1	--	2	--	1	--	0	--	2	--	4	--	4	--	3	--	0	--
		2007	6	--	7	--	3	--	1	--	6	--	1	--	1	--	1	--	6	--	7	--	4	--	0	--
		2008	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
	SCI	2006	4	--	4	--	2	--	1	--	2	--	1	--	0	--	2	--	4	--	4	--	2	--	1	--
		2007	6	--	7	--	3	--	1	--	6	--	1	--	1	--	1	--	6	--	7	--	1	--	0	--
		2008	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
KEARNY DIGITAL MEDIA	ENG	2007	1	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	1	--	1	--	0	--
		2008	8	--	3	--	2	--	2	--	2	--	0	--	5	--	0	--	1	--	10	60.0	2	--	4	--
	MTH	2007	1	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	1	--	1	--	0	--
		2008	8	--	3	--	2	--	2	--	2	--	0	--	5	--	0	--	1	--	10	40.0	2	--	2	--
	RDG	2007	1	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	1	--	1	--	0	--
		2008	8	--	3	--	2	--	2	--	2	--	0	--	5	--	0	--	1	--	10	20.0	1	--	1	--
SCI	2007	1	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	1	--	1	--	1	--	
	2008	8	--	3	--	2	--	2	--	2	--	0	--	5	--	0	--	1	--	10	10.0	0	--	1	--	
KEARNY INTL BUSINESS	ENG	2006	3	--	1	--	2	--	0	--	1	--	1	--	0	--	0	--	1	--	3	--	1	--	0	--
		2007	23	43.5	8	--	1	--	1	--	7	--	6	--	12	58.3	3	--	11	45.5	20	50.0	9	--	6	--
	2008	29	55.2	6	--	3	--	4	--	12	16.7	3	--	10	50.0	3	--	7	--	28	46.4	9	--	7	--	
	MTH	2006	3	--	1	--	2	--	0	--	1	--	1	--	0	--	0	--	1	--	3	--	1	--	0	--
		2007	23	21.7	8	--	1	--	1	--	7	--	6	--	12	33.3	3	--	11	27.3	20	25.0	5	--	3	--
		2008	29	37.9	6	--	3	--	4	--	12	0.0	3	--	10	50.0	3	--	7	--	28	35.7	6	--	4	--
	RDG	2006	3	--	1	--	2	--	0	--	1	--	1	--	0	--	0	--	1	--	3	--	1	--	0	--
2007		23	39.1	8	--	1	--	1	--	7	--	6	--	12	25.0	3	--	11	36.4	20	40.0	7	--	5	--	



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			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	SCI	2008	29	34.5	6	--	3	--	4	--	12	25.0	3	--	10	20.0	3	--	7	--	28	25.0	7	--	4	--
		2006	3	--	1	--	2	--	0	--	1	--	1	--	0	--	0	--	1	--	3	--	1	--	0	--
		2007	23	4.3	8	--	1	--	1	--	7	--	6	--	12	8.3	3	--	11	0.0	20	10.0	2	--	0	--
		2008	29	6.9	6	--	3	--	4	--	12	0.0	3	--	10	10.0	3	--	7	--	28	7.1	2	--	1	--
KEARNY SCI CONN TECH	ENG	2006	4	--	4	--	1	--	0	--	4	--	2	--	1	--	0	--	4	--	4	--	5	--	1	--
		2007	2	--	2	--	1	--	0	--	0	--	2	--	1	--	0	--	3	--	1	--	2	--	1	--
		2008	10	50.0	1	--	3	--	0	--	1	--	1	--	5	--	1	--	2	--	9	--	4	--	1	--
	MTH	2006	4	--	4	--	1	--	0	--	4	--	2	--	1	--	0	--	4	--	4	--	2	--	2	--
		2007	2	--	2	--	1	--	0	--	0	--	2	--	1	--	0	--	3	--	1	--	2	--	1	--
		2008	10	30.0	1	--	3	--	0	--	1	--	1	--	5	--	1	--	2	--	9	--	2	--	2	--
	RDG	2006	4	--	4	--	1	--	0	--	4	--	2	--	1	--	0	--	4	--	4	--	4	--	0	--
		2007	2	--	2	--	1	--	0	--	0	--	2	--	1	--	0	--	3	--	1	--	2	--	0	--
		2008	10	50.0	1	--	3	--	0	--	1	--	1	--	5	--	1	--	2	--	9	--	3	--	2	--
	SCI	2006	4	--	4	--	1	--	0	--	4	--	2	--	1	--	0	--	4	--	4	--	2	--	0	--
		2007	2	--	2	--	1	--	0	--	0	--	2	--	1	--	0	--	3	--	1	--	2	--	0	--
		2008	10	20.0	1	--	3	--	0	--	1	--	1	--	5	--	1	--	2	--	9	--	1	--	1	--
LA JOLLA	ENG	2006	44	97.7	25	88.0	2	--	5	--	2	--	56	94.6	1	--	2	--	68	94.1	1	--	64	94.1	1	--
		2007	63	90.5	44	93.2	1	--	7	--	10	50.0	87	96.6	2	--	0	--	102	93.1	5	--	94	94.9	3	--
		2008	71	95.8	69	95.7	1	--	23	100.0	11	90.9	104	96.2	0	--	1	--	134	95.5	6	--	125	95.4	8	--
	MTH	2006	44	86.4	25	76.0	2	--	5	--	2	--	56	83.9	1	--	2	--	68	83.8	1	--	56	82.4	1	--
		2007	63	68.3	44	84.1	1	--	7	--	10	50.0	87	78.2	2	--	0	--	102	76.5	5	--	76	76.8	3	--
		2008	71	85.9	69	89.9	1	--	23	95.7	11	81.8	104	87.5	0	--	1	--	134	87.3	6	--	115	87.8	7	--
	RDG	2006	44	81.8	25	80.0	2	--	5	--	2	--	56	80.4	1	--	2	--	68	82.4	1	--	55	80.9	1	--
		2007	63	82.5	44	79.5	1	--	7	--	10	50.0	87	85.1	2	--	0	--	102	83.3	5	--	84	84.8	2	--
		2008	71	91.5	69	85.5	1	--	23	95.7	11	90.9	104	88.5	0	--	1	--	134	88.1	6	--	115	87.8	8	--
	SCI	2006	44	52.3	25	40.0	2	--	5	--	2	--	56	48.2	1	--	2	--	68	48.5	1	--	32	47.1	1	--
		2007	63	47.6	44	63.6	1	--	7	--	10	20.0	87	59.8	2	--	0	--	102	55.9	5	--	57	57.6	1	--
		2008	71	71.8	69	72.5	1	--	23	82.6	11	45.5	104	74.0	0	--	1	--	134	73.1	6	--	96	73.3	4	--
LEARNING CHOICE ACAD	ENG	2007	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	2	--	0	--	2	--	0	--
	MTH	2007	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	2	--	0	--	1	--	0	--
	RDG	2007	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	2	--	0	--	2	--	0	--

School	Area	Year	Gender				Selected Ethnic Group										Meal Eligibility				Non-English Learner (Non-EL)					
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
LINCOLN	SCI	2007	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	2	--	0	--	1	--	0	--
	ENG	2008	3	--	8	--	8	--	0	--	2	--	0	--	1	--	0	--	4	--	7	--	3	--	0	--
	MTH	2008	3	--	8	--	8	--	0	--	2	--	0	--	1	--	0	--	4	--	7	--	2	--	0	--
	RDG	2008	3	--	8	--	8	--	0	--	2	--	0	--	1	--	0	--	4	--	7	--	2	--	0	--
	SCI	2008	3	--	8	--	8	--	0	--	2	--	0	--	1	--	0	--	4	--	7	--	10	0.0	1	--
MADISON		2006	10	60.0	10	60.0	5	--	0	--	5	--	7	--	3	--	0	--	9	--	11	54.5	9	--	3	--
		2007	25	52.0	7	--	2	--	2	--	15	26.7	12	75.0	1	--	0	--	17	52.9	15	46.7	15	55.6	1	--
	ENG	2008	23	82.6	11	72.7	4	--	1	--	9	--	12	91.7	3	--	4	--	20	80.0	14	78.6	22	78.6	5	--
		2006	10	30.0	10	40.0	5	--	0	--	5	--	7	--	3	--	0	--	9	--	11	18.2	4	--	3	--
		2007	25	32.0	7	--	2	--	2	--	15	6.7	12	58.3	1	--	0	--	17	41.2	15	20.0	10	37.0	0	--
	MTH	2008	23	60.9	11	54.5	4	--	1	--	9	--	12	66.7	3	--	4	--	20	55.0	14	64.3	16	57.1	4	--
		2006	10	60.0	10	30.0	5	--	0	--	5	--	7	--	3	--	0	--	9	--	11	45.5	7	--	2	--
		2007	25	44.0	7	--	2	--	2	--	15	13.3	12	75.0	1	--	0	--	17	52.9	15	33.3	14	51.9	0	--
	RDG	2008	23	73.9	11	63.6	4	--	1	--	9	--	12	66.7	3	--	4	--	20	80.0	14	57.1	21	75.0	3	--
		2006	10	0.0	10	40.0	5	--	0	--	5	--	7	--	3	--	0	--	9	--	11	0.0	3	--	1	--
		2007	25	24.0	7	--	2	--	2	--	15	6.7	12	50.0	1	--	0	--	17	35.3	15	6.7	7	--	0	--
	SCI	2008	23	30.4	11	27.3	4	--	1	--	9	--	12	41.7	3	--	4	--	20	25.0	14	35.7	9	--	1	--
MIRA MESA		2006	28	75.0	18	61.1	3	--	6	--	1	--	8	--	13	53.8	13	61.5	33	66.7	13	76.9	21	72.4	11	68.8
		2007	57	75.4	48	77.1	9	--	11	100.0	11	63.6	28	78.6	18	77.8	27	77.8	77	74.0	28	82.1	58	77.3	22	78.6
	ENG	2008	32	84.4	19	78.9	2	--	7	--	7	--	12	100.0	8	--	15	73.3	31	87.1	20	75.0	31	88.6	11	68.8
		2006	28	64.3	18	61.1	3	--	6	--	1	--	8	--	13	53.8	13	69.2	33	63.6	13	61.5	19	65.5	10	62.5
		2007	57	57.9	48	66.7	9	--	11	81.8	11	45.5	28	64.3	18	72.2	27	63.0	77	59.7	28	67.9	47	62.7	18	64.3
	MTH	2008	32	65.6	19	84.2	2	--	7	--	7	--	12	91.7	8	--	15	80.0	31	74.2	20	70.0	27	77.1	10	62.5
		2006	28	60.7	18	50.0	3	--	6	--	1	--	8	--	13	23.1	13	53.8	33	54.5	13	61.5	19	65.5	7	--
		2007	57	63.2	48	47.9	9	--	11	81.8	11	45.5	28	57.1	18	38.9	27	59.3	77	57.1	28	53.6	48	64.0	11	39.3
	RDG	2008	32	68.8	19	73.7	2	--	7	--	7	--	12	91.7	8	--	15	60.0	31	77.4	20	60.0	26	74.3	10	62.5
		2006	28	14.3	18	27.8	3	--	6	--	1	--	8	--	13	15.4	13	30.8	33	21.2	13	15.4	7	--	2	--
		2007	57	21.1	48	33.3	9	--	11	36.4	11	0.0	28	35.7	18	22.2	27	33.3	77	29.9	28	17.9	20	26.7	8	--
	SCI	2008	32	21.9	19	42.1	2	--	7	--	7	--	12	50.0	8	--	15	26.7	31	29.0	20	30.0	11	31.4	4	--
MISSION BAY	ENG	2006	21	66.7	9	--	7	--	1	--	9	--	8	--	2	--	2	--	21	76.2	9	--	16	69.6	5	--
		2007	15	66.7	9	--	14	50.0	0	--	3	--	7	--	0	--	0	--	17	70.6	7	--	15	68.2	0	--

School	Area	Year	Gender				Selected Ethnic Group										Meal Eligibility				Non-English Learner (Non-EL)					
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	MTH	2008	25	68.0	7	--	4	--	1	--	7	--	8	--	12	58.3	0	--	16	62.5	16	75.0	12	70.6	10	71.4
		2006	21	19.0	9	--	7	--	1	--	9	--	8	--	2	--	2	--	21	23.8	9	--	4	--	3	--
		2007	15	33.3	9	--	14	14.3	0	--	3	--	7	--	0	--	0	--	17	29.4	7	--	7	--	0	--
	RDG	2008	25	40.0	7	--	4	--	1	--	7	--	8	--	12	50.0	0	--	16	37.5	16	50.0	8	--	6	--
		2006	21	47.6	9	--	7	--	1	--	9	--	8	--	2	--	2	--	21	47.6	9	--	12	52.2	2	--
		2007	15	40.0	9	--	14	14.3	0	--	3	--	7	--	0	--	0	--	17	41.2	7	--	9	--	0	--
	SCI	2008	25	44.0	7	--	4	--	1	--	7	--	8	--	12	50.0	0	--	16	31.3	16	62.5	7	--	8	--
		2006	21	0.0	9	--	7	--	1	--	9	--	8	--	2	--	2	--	21	9.5	9	--	2	--	0	--
		2007	15	13.3	9	--	14	0.0	0	--	3	--	7	--	0	--	0	--	17	17.6	7	--	3	--	0	--
MORSE	ENG	2008	25	28.0	7	--	4	--	1	--	7	--	8	--	12	33.3	0	--	16	18.8	16	31.3	5	--	3	--
		2006	34	70.6	21	47.6	10	50.0	2	--	11	27.3	0	--	3	--	29	75.9	31	74.2	24	45.8	25	73.5	9	--
		2007	39	74.4	13	69.2	6	--	0	--	6	--	4	--	1	--	30	73.3	34	73.5	18	72.2	27	79.4	11	61.1
	MTH	2008	39	74.4	21	76.2	9	--	0	--	7	--	1	--	3	--	38	84.2	37	78.4	23	69.6	35	79.5	10	66.7
		2006	34	41.2	21	57.1	10	40.0	2	--	11	27.3	0	--	3	--	29	58.6	31	61.3	24	29.2	21	61.8	5	--
		2007	39	56.4	13	61.5	6	--	0	--	6	--	4	--	1	--	30	70.0	34	58.8	18	55.6	18	52.9	12	66.7
	RDG	2008	39	38.5	21	57.1	9	--	0	--	7	--	1	--	3	--	38	52.6	37	45.9	23	43.5	20	45.5	7	--
		2006	34	50.0	21	28.6	10	30.0	2	--	11	27.3	0	--	3	--	29	51.7	31	51.6	24	29.2	17	50.0	6	--
		2007	39	59.0	13	30.8	6	--	0	--	6	--	4	--	1	--	30	63.3	34	55.9	18	44.4	18	52.9	9	--
	SCI	2008	39	41.0	21	57.1	9	--	0	--	7	--	1	--	3	--	38	55.3	37	48.6	23	43.5	22	50.0	6	--
		2006	34	20.6	21	9.5	10	0.0	2	--	11	9.1	0	--	3	--	29	24.1	31	19.4	24	12.5	8	--	1	--
		2007	39	10.3	13	15.4	6	--	0	--	6	--	4	--	1	--	30	16.7	34	14.7	18	5.6	4	--	2	--
MT. EVEREST	ENG	2008	39	15.4	21	19.0	9	--	0	--	7	--	1	--	3	--	38	23.7	37	16.2	23	17.4	9	--	1	--
		2006	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--
		2007	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--
	MTH	2008	1	--	2	--	0	--	0	--	0	--	0	--	0	--	1	--	3	--	0	--	2	--	0	--
		2006	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--
		2007	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--
	RDG	2008	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
		2006	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--
		2007	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--
	RDG	2008	1	--	2	--	0	--	0	--	0	--	2	--	0	--	1	--	3	--	0	--	3	--	0	--

School	Area	Year	Gender				Selected Ethnic Group										Meal Eligibility				Non-English Learner (Non-EL)					
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	SCI	2006	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--
		2007	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--
		2008	1	--	2	--	0	--	0	--	0	--	2	--	0	--	1	--	3	--	0	--	1	--	0	--
MUIR	ENG	2006	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
		2007	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--
		2008	2	--	0	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	1	--	0	--
	MTH	2006	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
		2007	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--
		2008	2	--	0	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	1	--	1	--
	RDG	2006	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
		2007	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--
		2008	2	--	0	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	1	--	0	--
	SCI	2006	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
		2007	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--
		2008	2	--	0	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	1	--	1	--
POINT LOMA	ENG	2006	42	83.3	29	69.0	4	--	4	--	12	50.0	48	81.3	1	--	0	--	63	79.4	8	--	53	80.3	2	--
		2007	43	76.7	26	76.9	4	--	3	--	8	--	52	86.5	1	--	1	--	57	87.7	12	25.0	52	85.2	1	--
		2008	39	84.6	37	78.4	1	--	4	--	14	57.1	56	85.7	0	--	0	--	68	83.8	8	--	56	83.6	6	--
	MTH	2006	42	57.1	29	48.3	4	--	4	--	12	50.0	48	56.3	1	--	0	--	63	54.0	8	--	37	56.1	1	--
		2007	43	51.2	26	69.2	4	--	3	--	8	--	52	65.4	1	--	1	--	57	66.7	12	16.7	39	63.9	1	--
		2008	39	56.4	37	62.2	1	--	4	--	14	21.4	56	67.9	0	--	0	--	68	63.2	8	--	42	62.7	3	--
	RDG	2006	42	76.2	29	44.8	4	--	4	--	12	58.3	48	64.6	1	--	0	--	63	65.1	8	--	42	63.6	3	--
		2007	43	62.8	26	46.2	4	--	3	--	8	--	52	63.5	1	--	1	--	57	64.9	12	16.7	38	62.3	1	--
		2008	39	66.7	37	70.3	1	--	4	--	14	42.9	56	75.0	0	--	0	--	68	70.6	8	--	48	71.6	4	--
	SCI	2006	42	31.0	29	17.2	4	--	4	--	12	25.0	48	29.2	1	--	0	--	63	27.0	8	--	18	27.3	0	--
		2007	43	23.3	26	26.9	4	--	3	--	8	--	52	28.8	1	--	1	--	57	29.8	12	0.0	17	27.9	0	--
		2008	39	30.8	37	37.8	1	--	4	--	14	14.3	56	41.1	0	--	0	--	68	36.8	8	--	25	37.3	1	--
PREUSS SCHOOL UCSD	ENG	2006	54	64.8	26	57.7	9	--	3	--	45	57.8	3	--	17	70.6	3	--	0	--	80	62.5	28	73.7	21	51.2
		2007	38	86.8	29	72.4	10	80.0	6	--	35	77.1	0	--	15	86.7	1	--	0	--	67	80.6	22	81.5	32	80.0
	MTH	2006	53	84.9	40	67.5	12	83.3	5	--	47	80.9	4	--	20	65.0	5	--	0	--	93	77.4	36	85.7	36	70.6
		2006	54	37.0	26	57.7	9	--	3	--	45	40.0	3	--	17	70.6	3	--	0	--	80	43.8	18	47.4	17	41.5

School	Area	Year	Gender				Selected Ethnic Group												Meal Eligibility				Non-English Learner (Non-EL)				
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
		2007	38	42.1	29	58.6	10	20.0	6	--	35	51.4	0	--	15	66.7	1	--	0	--	67	49.3	10	37.0	23	57.5	
		2008	53	60.4	40	62.5	12	41.7	5	--	47	55.3	4	--	20	75.0	5	--	0	--	93	61.3	27	64.3	30	58.8	
	RDG	2006	54	44.4	26	30.8	9	--	3	--	45	35.6	3	--	17	47.1	3	--	0	--	80	40.0	18	47.4	13	31.7	
		2007	38	63.2	29	44.8	10	60.0	6	--	35	48.6	0	--	15	60.0	1	--	0	--	67	55.2	15	55.6	22	55.0	
		2008	53	69.8	40	60.0	12	58.3	5	--	47	74.5	4	--	20	55.0	5	--	0	--	93	65.6	26	61.9	35	68.6	
		SCI	2006	54	16.7	26	19.2	9	--	3	--	45	15.6	3	--	17	23.5	3	--	0	--	80	17.5	9	--	5	--
	2007		38	15.8	29	10.3	10	0.0	6	--	35	11.4	0	--	15	20.0	1	--	0	--	67	13.4	4	--	5	--	
	S.C.P.A.	ENG	2006	32	53.1	10	90.0	17	29.4	1	--	4	--	15	93.3	1	--	4	--	26	73.1	16	43.8	24	60.0	2	--
2007			16	75.0	3	--	4	--	1	--	5	--	7	--	0	--	2	--	18	77.8	1	--	13	72.2	1	--	
2008			16	75.0	1	--	3	--	0	--	1	--	5	--	0	--	8	--	12	75.0	5	--	11	78.6	2	--	
MTH		2006	32	15.6	10	50.0	17	0.0	1	--	4	--	15	53.3	1	--	4	--	26	34.6	16	6.3	10	25.0	0	--	
		2007	16	31.3	3	--	4	--	1	--	5	--	7	--	0	--	2	--	18	33.3	1	--	6	--	0	--	
		2008	16	50.0	1	--	3	--	0	--	1	--	5	--	0	--	8	--	12	66.7	5	--	8	--	1	--	
RDG		2006	32	46.9	10	60.0	17	17.6	1	--	4	--	15	73.3	1	--	4	--	26	53.8	16	43.8	19	47.5	2	--	
		2007	16	37.5	3	--	4	--	1	--	5	--	7	--	0	--	2	--	18	38.9	1	--	7	--	0	--	
SCI		2008	16	75.0	1	--	3	--	0	--	1	--	5	--	0	--	8	--	12	83.3	5	--	11	78.6	2	--	
		2006	32	9.4	10	50.0	17	0.0	1	--	4	--	15	40.0	1	--	4	--	26	23.1	16	12.5	7	--	1	--	
		2007	16	31.3	3	--	4	--	1	--	5	--	7	--	0	--	2	--	18	33.3	1	--	6	--	0	--	
SCRIPPS RANCH		ENG	2008	16	18.8	1	--	3	--	0	--	1	--	5	--	0	--	8	--	12	25.0	5	--	2	--	1	--
			2006	68	82.4	33	72.7	8	--	13	100.0	7	--	63	84.1	7	--	3	--	94	80.9	7	--	75	82.4	5	--
			2007	80	85.0	39	89.7	7	--	10	90.0	7	--	75	94.7	11	72.7	9	--	111	87.4	8	--	93	90.3	10	62.5
		MTH	2008	61	95.1	46	91.3	3	--	15	100.0	4	--	69	94.2	9	--	6	--	102	94.1	5	--	96	94.1	4	--
			2006	68	58.8	33	78.8	8	--	13	84.6	7	--	63	71.4	7	--	3	--	94	67.0	7	--	61	67.0	5	--
	2007		80	62.5	39	84.6	7	--	10	80.0	7	--	75	76.0	11	63.6	9	--	111	70.3	8	--	73	70.9	10	62.5	
	RDG	2008	61	80.3	46	87.0	3	--	15	93.3	4	--	69	81.2	9	--	6	--	102	84.3	5	--	85	83.3	4	--	
		2006	68	66.2	33	60.6	8	--	13	84.6	7	--	63	73.0	7	--	3	--	94	66.0	7	--	59	64.8	6	--	
		2007	80	73.8	39	79.5	7	--	10	80.0	7	--	75	84.0	11	63.6	9	--	111	78.4	8	--	82	79.6	8	--	
	SCI	2008	61	88.5	46	80.4	3	--	15	86.7	4	--	69	84.1	9	--	6	--	102	84.3	5	--	87	85.3	4	--	
		2006	68	39.7	33	48.5	8	--	13	61.5	7	--	63	50.8	7	--	3	--	94	43.6	7	--	40	44.0	3	--	
			2007	80	37.5	39	61.5	7	--	10	40.0	7	--	75	54.7	11	36.4	9	--	111	46.8	8	--	51	49.5	3	--

School	Area	Year	Gender				Selected Ethnic Group										Meal Eligibility				Non-English Learner (Non-EL)					
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
		2008	61	50.8	46	65.2	3	--	15	80.0	4	--	69	52.2	9	--	6	--	102	57.8	5	--	59	57.8	2	--
SD METRO CAREER TECH	ENG	2008	13	30.8	3	--	8	--	0	--	6	--	0	--	0	--	0	--	8	--	8	--	4	--	1	--
	MTH	2008	13	7.7	3	--	8	--	0	--	6	--	0	--	0	--	0	--	8	--	8	--	1	--	0	--
	RDG	2008	13	7.7	3	--	8	--	0	--	6	--	0	--	0	--	0	--	8	--	8	--	1	--	0	--
	SCI	2008	13	0.0	3	--	8	--	0	--	6	--	0	--	0	--	0	--	8	--	8	--	14	0.0	2	--
			2008	13	0.0	3	--	8	--	0	--	6	--	0	--	0	--	0	--	8	--	8	--	14	0.0	2
SD/BUSINESS	ENG	2006	7	--	1	--	2	--	0	--	5	--	1	--	0	--	0	--	2	--	6	--	1	--	0	--
		2007	6	--	0	--	3	--	0	--	3	--	0	--	0	--	0	--	2	--	4	--	1	--	0	--
		2008	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	1	--	0	--
	MTH	2006	7	--	1	--	2	--	0	--	5	--	1	--	0	--	0	--	2	--	6	--	5	--	2	--
		2007	6	--	0	--	3	--	0	--	3	--	0	--	0	--	0	--	2	--	4	--	3	--	1	--
		2008	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	1	--	0	--
	RDG	2006	7	--	1	--	2	--	0	--	5	--	1	--	0	--	0	--	2	--	6	--	5	--	2	--
		2007	6	--	0	--	3	--	0	--	3	--	0	--	0	--	0	--	2	--	4	--	1	--	0	--
		2008	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	2	--	0	--
	SCI	2006	7	--	1	--	2	--	0	--	5	--	1	--	0	--	0	--	2	--	6	--	5	--	2	--
		2007	6	--	0	--	3	--	0	--	3	--	0	--	0	--	0	--	2	--	4	--	3	--	1	--
		2008	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	2	--	0	--
SD/CIMA	ENG	2006	3	--	6	--	1	--	0	--	8	--	0	--	0	--	0	--	2	--	7	--	0	--	4	--
		2007	11	9.1	2	--	0	--	0	--	13	7.7	0	--	0	--	0	--	1	--	12	8.3	0	--	1	--
		2008	2	--	3	--	1	--	0	--	4	--	0	--	0	--	0	--	0	--	5	--	1	--	0	--
	MTH	2006	3	--	6	--	1	--	0	--	8	--	0	--	0	--	0	--	2	--	7	--	0	--	4	--
		2007	11	0.0	2	--	0	--	0	--	13	0.0	0	--	0	--	0	--	1	--	12	0.0	0	--	6	--
		2008	2	--	3	--	1	--	0	--	4	--	0	--	0	--	0	--	0	--	5	--	2	--	0	--
	RDG	2006	3	--	6	--	1	--	0	--	8	--	0	--	0	--	0	--	2	--	7	--	0	--	4	--
		2007	11	0.0	2	--	0	--	0	--	13	0.0	0	--	0	--	0	--	1	--	12	0.0	0	--	6	--
		2008	2	--	3	--	1	--	0	--	4	--	0	--	0	--	0	--	0	--	5	--	2	--	0	--
	SCI	2006	3	--	6	--	1	--	0	--	8	--	0	--	0	--	0	--	2	--	7	--	0	--	4	--
		2007	11	0.0	2	--	0	--	0	--	13	0.0	0	--	0	--	0	--	1	--	12	0.0	0	--	6	--
		2008	2	--	3	--	1	--	0	--	4	--	0	--	0	--	0	--	0	--	5	--	2	--	0	--
SD/INTL STUDIES	ENG	2006	9	--	4	--	2	--	1	--	9	--	1	--	0	--	0	--	3	--	10	60.0	1	--	7	--
		2007	8	--	2	--	4	--	0	--	3	--	3	--	0	--	0	--	3	--	7	--	8	--	0	--

School	Area	Year	Gender				Selected Ethnic Group												Meal Eligibility				Non-English Learner (Non-EL)				
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
		2008	12	91.7	5	--	5	--	0	--	2	--	10	100.0	0	--	0	--	10	100.0	7	--	13	86.7	2	--	
		MTH	2006	9	--	4	--	2	--	1	--	9	--	1	--	0	--	0	--	3	--	10	50.0	1	--	4	--
			2007	8	--	2	--	4	--	0	--	3	--	3	--	0	--	0	--	3	--	7	--	1	--	0	--
	RDG	2008	12	50.0	5	--	5	--	0	--	2	--	10	60.0	0	--	0	--	10	60.0	7	--	8	--	2	--	
		2006	9	--	4	--	2	--	1	--	9	--	1	--	0	--	0	--	3	--	10	60.0	3	--	4	--	
		2007	8	--	2	--	4	--	0	--	3	--	3	--	0	--	0	--	3	--	7	--	7	--	0	--	
	SCI	2008	12	66.7	5	--	5	--	0	--	2	--	10	80.0	0	--	0	--	10	70.0	7	--	10	66.7	1	--	
		2006	9	--	4	--	2	--	1	--	9	--	1	--	0	--	0	--	3	--	10	20.0	0	--	2	--	
		2007	8	--	2	--	4	--	0	--	3	--	3	--	0	--	0	--	3	--	7	--	1	--	0	--	
	SD/LEADS	ENG	2008	12	33.3	5	--	5	--	0	--	2	--	10	50.0	0	--	0	--	10	40.0	7	--	5	--	1	--
			2006	7	--	2	--	1	--	0	--	8	--	0	--	0	--	0	--	2	--	7	--	0	--	3	--
			2007	8	--	2	--	0	--	0	--	9	--	1	--	0	--	0	--	2	--	8	--	2	--	0	--
MTH		2008	2	--	1	--	1	--	0	--	0	--	2	--	0	--	0	--	1	--	2	--	1	--	0	--	
		2006	7	--	2	--	1	--	0	--	8	--	0	--	0	--	0	--	2	--	7	--	2	--	7	--	
		2007	8	--	2	--	0	--	0	--	9	--	1	--	0	--	0	--	2	--	8	--	1	--	0	--	
RDG		2008	2	--	1	--	1	--	0	--	0	--	2	--	0	--	0	--	1	--	2	--	1	--	0	--	
		2006	7	--	2	--	1	--	0	--	8	--	0	--	0	--	0	--	2	--	7	--	2	--	7	--	
		2007	8	--	2	--	0	--	0	--	9	--	1	--	0	--	0	--	2	--	8	--	2	--	2	--	
SCI		2008	2	--	1	--	1	--	0	--	0	--	2	--	0	--	0	--	1	--	2	--	3	--	0	--	
		2006	7	--	2	--	1	--	0	--	8	--	0	--	0	--	0	--	2	--	7	--	2	--	7	--	
		2007	8	--	2	--	0	--	0	--	9	--	1	--	0	--	0	--	2	--	8	--	3	--	7	--	
SD/MEDIA VIS PRF ART	ENG	2007	1	--	1	--	1	--	0	--	0	--	0	--	0	--	1	--	1	--	1	--	1	--	0	--	
		2008	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	0	--	2	--	2	--	0	--	
	MTH	2007	1	--	1	--	1	--	0	--	0	--	0	--	0	--	1	--	1	--	1	--	1	--	0	--	
		2008	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	0	--	2	--	2	--	0	--	
	RDG	2007	1	--	1	--	1	--	0	--	0	--	0	--	0	--	1	--	1	--	1	--	2	--	0	--	
		2008	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	0	--	2	--	2	--	0	--	
	SCI	2007	1	--	1	--	1	--	0	--	0	--	0	--	0	--	1	--	1	--	1	--	2	--	0	--	
		2008	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	0	--	2	--	1	--	0	--	

School	Area	Year	Gender				Selected Ethnic Group										Meal Eligibility				Non-English Learner (Non-EL)							
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL			
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
SD/SCIENCE TECHNOL	ENG	2006	2	--	5	--	3	--	0	--	4	--	0	--	0	--	0	--	0	--	5	--	2	--	2	--	5	--
		2007	10	30.0	15	26.7	3	--	0	--	17	23.5	3	--	1	--	0	--	10	40.0	15	20.0	4	--	3	--		
		2008	6	--	6	--	1	--	0	--	9	--	1	--	1	--	0	--	0	--	12	41.7	3	--	2	--		
	MTH	2006	2	--	5	--	3	--	0	--	4	--	0	--	0	--	0	--	5	--	2	--	0	--	1	--		
		2007	10	0.0	15	13.3	3	--	0	--	17	11.8	3	--	1	--	0	--	10	10.0	15	6.7	0	--	2	--		
		2008	6	--	6	--	1	--	0	--	9	--	1	--	1	--	0	--	0	--	12	8.3	1	--	0	--		
	RDG	2006	2	--	5	--	3	--	0	--	4	--	0	--	0	--	0	--	5	--	2	--	1	--	0	--		
		2007	10	20.0	15	20.0	3	--	0	--	17	17.6	3	--	1	--	0	--	10	30.0	15	13.3	2	--	3	--		
		2008	6	--	6	--	1	--	0	--	9	--	1	--	1	--	0	--	0	--	12	16.7	2	--	0	--		
	SCI	2006	2	--	5	--	3	--	0	--	4	--	0	--	0	--	0	--	5	--	2	--	2	--	5	--		
		2007	10	10.0	15	6.7	3	--	0	--	17	5.9	3	--	1	--	0	--	10	10.0	15	6.7	1	--	1	--		
		2008	6	--	6	--	1	--	0	--	9	--	1	--	1	--	0	--	0	--	12	8.3	1	--	0	--		
SERRA	ENG	2006	32	71.9	15	60.0	5	--	2	--	10	50.0	24	87.5	4	--	2	--	30	76.7	17	52.9	25	69.4	7	--		
		2007	34	52.9	23	56.5	8	--	3	--	9	--	20	65.0	12	75.0	4	--	39	61.5	18	38.9	24	55.8	7	--		
		2008	30	76.7	32	62.5	12	41.7	5	--	14	42.9	22	90.9	7	--	2	--	40	80.0	22	50.0	37	77.1	6	--		
	MTH	2006	32	40.6	15	40.0	5	--	2	--	10	30.0	24	58.3	4	--	2	--	30	53.3	17	17.6	16	44.4	3	--		
		2007	34	32.4	23	34.8	8	--	3	--	9	--	20	35.0	12	75.0	4	--	39	33.3	18	33.3	11	25.6	8	--		
		2008	30	46.7	32	59.4	12	16.7	5	--	14	28.6	22	72.7	7	--	2	--	40	62.5	22	36.4	29	60.4	4	--		
	RDG	2006	32	59.4	15	53.3	5	--	2	--	10	30.0	24	75.0	4	--	2	--	30	63.3	17	47.1	21	58.3	6	--		
		2007	34	47.1	23	47.8	8	--	3	--	9	--	20	55.0	12	50.0	4	--	39	51.3	18	38.9	21	48.8	6	--		
		2008	30	56.7	32	62.5	12	25.0	5	--	14	42.9	22	81.8	7	--	2	--	40	72.5	22	36.4	31	64.6	6	--		
	SCI	2006	32	12.5	15	20.0	5	--	2	--	10	10.0	24	25.0	4	--	2	--	30	23.3	17	0.0	7	--	0	--		
		2007	34	8.8	23	17.4	8	--	3	--	9	--	20	20.0	12	16.7	4	--	39	17.9	18	0.0	7	--	0	--		
		2008	30	23.3	32	37.5	12	0.0	5	--	14	7.1	22	54.5	7	--	2	--	40	35.0	22	22.7	16	33.3	3	--		
TWIN	ENG	2007	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--		
		2008	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
	MTH	2007	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--		
		2008	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
	RDG	2007	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--		
		2008	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
SCI	2007	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--			



School	Area	Year	Gender				Selected Ethnic Group												Meal Eligibility				Non-English Learner (Non-EL)			
			Female		Male		African Am		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent English		Reclassified EL	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
		2008	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
UNIVERSITY CITY	ENG	2006	47	57.4	27	66.7	11	45.5	5	--	12	58.3	27	77.8	2	--	16	50.0	61	63.9	13	46.2	39	66.1	6	--
		2007	51	74.5	24	70.8	10	40.0	5	--	11	54.5	38	89.5	3	--	6	--	56	83.9	19	42.1	45	76.3	10	66.7
		2008	37	83.8	32	90.6	5	--	8	--	16	87.5	32	87.5	0	--	7	--	56	87.5	13	84.6	50	87.7	9	--
	MTH	2006	47	36.2	27	66.7	11	27.3	5	--	12	41.7	27	66.7	2	--	16	31.3	61	50.8	13	30.8	27	45.8	8	--
		2007	51	39.2	24	66.7	10	10.0	5	--	11	9.1	38	71.1	3	--	6	--	56	51.8	19	36.8	32	54.2	4	--
		2008	37	64.9	32	65.6	5	--	8	--	16	56.3	32	71.9	0	--	7	--	56	69.6	13	46.2	40	70.2	4	--
	RDG	2006	47	44.7	27	63.0	11	36.4	5	--	12	41.7	27	70.4	2	--	16	43.8	61	54.1	13	38.5	32	54.2	6	--
		2007	51	58.8	24	58.3	10	30.0	5	--	11	54.5	38	73.7	3	--	6	--	56	62.5	19	47.4	36	61.0	8	--
		2008	37	64.9	32	71.9	5	--	8	--	16	62.5	32	71.9	0	--	7	--	56	69.6	13	61.5	39	68.4	7	--
	SCI	2006	47	12.8	27	33.3	11	9.1	5	--	12	16.7	27	29.6	2	--	16	12.5	61	21.3	13	15.4	13	22.0	2	--
		2007	51	33.3	24	41.7	10	10.0	5	--	11	9.1	38	44.7	3	--	6	--	56	39.3	19	26.3	23	39.0	4	--
			2008	37	40.5	32	43.8	5	--	8	--	16	37.5	32	53.1	0	--	7	--	56	46.4	13	23.1	25.0	43.9	3