
American College Test Results of Grade 12 Students, 2008–09

Introduction

This report summarizes the American College Test (ACT[®]) performance of 2008–09 Grade 12 students in the San Diego Unified School District. Similar to the SAT Reasoning Test[™] (SAT), the ACT is taken by high school students around the world to fulfill admission requirements of many colleges and universities in the United States. In this report, ACT participation and performance data are disaggregated by gender, ethnicity, economic status based on eligibility for free or reduced-price meals, English language proficiency status, special education status, school type, and school. Performance data are reported in terms of the percentage of students who meet or exceed the benchmark score in the ACT subject areas of English, mathematics, reading, and science.

Highlights for 2008–09

Roughly one of every six Grade 12 students in 2008–09 (1,351 of 8,373 students or 16 percent) took the ACT, a slight increase from last year's 15 percent. The number and percentage of test takers, however, continue to be much lower than for the SAT; forty-three percent took the SAT compared with 16 percent for the ACT.

ACT test takers are more likely to be female, White, fluent English proficient, not receiving special education services, and non-economically disadvantaged than the general Grade 12 population. Participation rates among White, Hispanic, and African American students—the district's three largest racial/ethnic groups—all increased by 2 to 3 percentage points. Participation gaps persist, with 21 percent of White students taking the test compared with 11 percent of Hispanic and 14 percent of African American students.

In terms of performance, 2008–09 Grade 12 students were unable to match the stellar results of the previous cohort. Performance was lower in all subject areas compared with 2007–08, although still higher than for 2005–06 and 2006–07. Percentages of students meeting the benchmarks declined by four to seven percentage points depending on the subject area; 72 percent met the benchmark score in ACT English and were deemed ready for college-level English coursework, 52 percent in mathematics, 56 percent in reading, and 30 percent in science. Despite the decline in scores, district test takers outperformed test takers from across the nation in all subject areas for a second year in a row but have fallen back behind test takers throughout the state.

Consistent with overall results, most subgroups—gender, economic status, race/ethnicity, English language proficiency status, special education status—showed decreased percentages of students meeting the benchmarks in nearly all subject areas. Exceptions included modest performance gains for Hispanic students in English and mathematics, African American students in science, English learner students in English and reading, and special education students in mathematics.

Males continue to outperform females in mathematics and science. Non-economically disadvantaged students continue to outperform their counterparts in all subject areas. Wide performance gaps persist between White students and African American and Hispanic students and are evident among students within the same economic status group.

Students from La Jolla and Scripps Ranch high schools performed consistently well in all ACT subject areas and had among the highest percentages of students meeting the benchmark scores. As with overall results, most schools experienced a decline in performance compared with the previous year. The exceptions included Preuss and Clairemont, which posted gains across all subject areas, and Henry, San Diego Science and Technology, and Kearny International Business, which had improved percentages in three of the four areas.

Overview of ACT¹

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.²

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. Nationwide, the numbers of ACT and SAT test takers are comparable—in 2008–09, 1.48 million seniors took the ACT compared with 1.53 million who took the SAT. There is, however, a broad geographical difference between the two tests, with students from the East and West Coasts historically favoring the SAT, and those from midwestern and southern states favoring the ACT; state and district numbers support this. In 2008–09, roughly 81,000 seniors in California took the ACT compared with 207,000 who took the SAT. Districtwide, only 1,351 (16 percent) of seniors³ took the ACT, compared with 3,610 (43 percent) who took the SAT. As in 2007–08, an overwhelming number of district ACT test takers (1,189 students or 88 percent) also took the SAT.

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 subject area indicates a student's chance of success in college-level English Composition (ACT English), Algebra (ACT mathematics), Social Science (ACT reading), and Biology (ACT 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

¹ Subject area test information obtained from the ACT website (www.actstudent.org/testprep/descriptions/).

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

³ Grade 12 student counts in this report are based on snapshot district enrollment data collected in fall 2008.

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. Thus, a student who meets or exceeds the ACT English benchmark score of 18 is considered ready for college-level English Composition and has a good chance of earning a C or better in the course. Similarly, a student who meets or exceeds the ACT mathematics benchmark score is considered ready for college-level Algebra and has a good chance of earning a C or better in the 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 1,208 of the 1,351 (89 percent) ACT test takers from 2008–09. 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

There are 1,351 ACT test takers reflected in this report. The test publisher provided the district with scores of students who at the time of test-taking identified themselves as enrolled in the

district and had an anticipated graduation year of 2009. These data records were validated against demographic and enrollment records in the district database. As a result, 1,348 of 1,376 records (98 percent) received from the publisher remained in the final dataset. Of the 28 excluded records, 11 were not enrolled in the district as Grade 12 students in 2008–09, 10 were still enrolled in 2009–10, and 7 were already included in previous reports. Three prior year records previously suppressed 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 Grade 12 student in 2008–09 regardless of the year the test was taken. Thirty-eight percent of scores came from test administrations that took place in 2007–08, presumably during students' junior year; the rest came from 2008–09.

Demographics of District Grade 12 Students

Gender and Race/Ethnicity. In 2008–09, the district had a fall count of 8,373 Grade 12 students.⁴ Gender composition has been fairly even between males and females for the past six years. Districtwide, Hispanic students constituted the largest racial/ethnic group with 45 percent, White students were a distant second with 25 percent, and African American students were third with 13 percent. Among Grade 12 students, Hispanic and White student groups were closer in size with 39 and 29 percent, respectively; African American students still constituted the third largest group among Grade 12 students with 13 percent. (See Table 2.)

Table 2. Gender and Racial/Ethnic Breakdown, 2008–09

Student Group	District	Grade 12
Total Enrollment	131,266	8,373
Male	51.3	50.6
Female	48.7	49.4
Hispanic	44.5	38.5
White	25.2	29.4
African American	13.1	13.0
Filipino	6.6	8.1
Indochinese	5.2	6.3
Asian	3.7	3.3
Pacific Islander	1.0	0.9
Native American	0.5	0.4

Table 3 shows how the gender and ethnic composition of the 2008–09 Grade 12 class changed during its high school years as the group moved through high school. Though there are several factors contributing to students leaving and entering district schools, data show that male, Hispanic, and African American students to be at highest risk for dropping out of school. Nearly all racial/ethnic groups exhibited steadily declining enrollment numbers through Grade 11 with some stability and even slight increases at Grade 12. Hispanic and African American students experienced the most severe changes—Hispanic enrollment counts decreased by 36 percent

⁴ For purposes of this report, data exclude students from Non-Public Schools, whose test data are not received by the district, and TRACE/TRACE Seniors, where most students are non-diploma bound.

between Grade 9 and Grade 12 (from 5,031 to 3,225 students) and African American enrollment by 29 percent. In contrast, White student enrollment counts declined by only 8 percent, resulting in an increase of the overall proportion of White students from 24 percent in Grade 9 to 29 percent in Grade 12. There were similar disproportionate enrollment declines between male and female students from Grade 9 to Grade 12, producing a gradual increase in the proportion of female students.

Table 3. Changes in Gender and Racial/Ethnic Breakdown of the 2008–09 Grade 12 Class

Year	Gr	Total Enrt		Female	Male	Native American	Asian	Indo-chinese	Pacific Islander	Filipino	Hispanic	African American	White
2005-06	9	11,005	%	47.6	52.4	0.5	2.6	5.5	0.8	6.7	45.7	14.0	24.3
			count	5237	5768	54	285	606	83	732	5031	1543	2671
2006-07	10	10,149	%	48.1	51.9	0.5	2.9	5.8	0.8	7.2	43.0	13.7	26.2
			count	4878	5271	52	291	586	83	731	4362	1386	2658
2007-08	11	8,734	%	49.0	51.0	0.4	3.1	6.2	0.8	7.8	39.6	13.9	28.2
			count	4277	4457	39	275	538	69	677	3460	1215	2461
2008-09	12	8,373	%	49.4	50.6	0.4	3.3	6.3	0.9	8.1	38.5	13.0	29.4
			count	4140	4233	37	280	527	73	675	3225	1091	2465

Other Demographic Characteristics. More than half (52 percent) of Grade 12 students spoke English as a primary language. Spanish was the next largest primary language group, with 31 percent of students, while Filipino and Vietnamese trailed at 5 and 4 percent, respectively. More than a third of Grade 12 students were either English learners (11 percent) or former English learners (25 percent). Forty-seven percent were economically disadvantaged based on their eligibility for free or reduced-price meals, and 9 percent received special education services.

Participation Data

As mentioned earlier, roughly one of every six Grade 12 students in 2008–09 (1,351 of 8,373 students or 16 percent) took the ACT, reflecting an increase in count and percentage from the previous year. In contrast, SAT experienced a second year of decline in participation rates. (See Figure 1.) It should be noted that roughly 9 of every 10 ACT test takers also took the SAT.

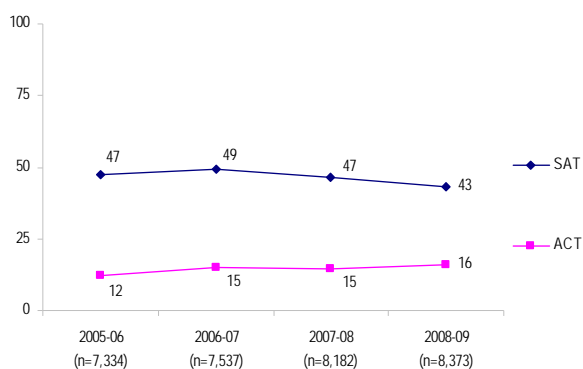


Figure 1. Participation Rates of Grade 12 Students in the ACT and SAT

Demographic Composition. The general profile of ACT test takers did not change. They were more likely to be female, White, non-economically disadvantaged,⁵ fluent in English, and not receiving special education services than the general Grade 12 population. ACT test takers had a higher proportion of

⁵ Economically disadvantaged students are those eligible for free or reduced-price meals through the district's student meal program.

female students and smaller proportions of English learners, special education students, and economically disadvantaged students. When compared with students who took only the SAT (SAT w/o ACT), ACT test takers reflected a slightly higher proportion of female students. (See Figure 2.)

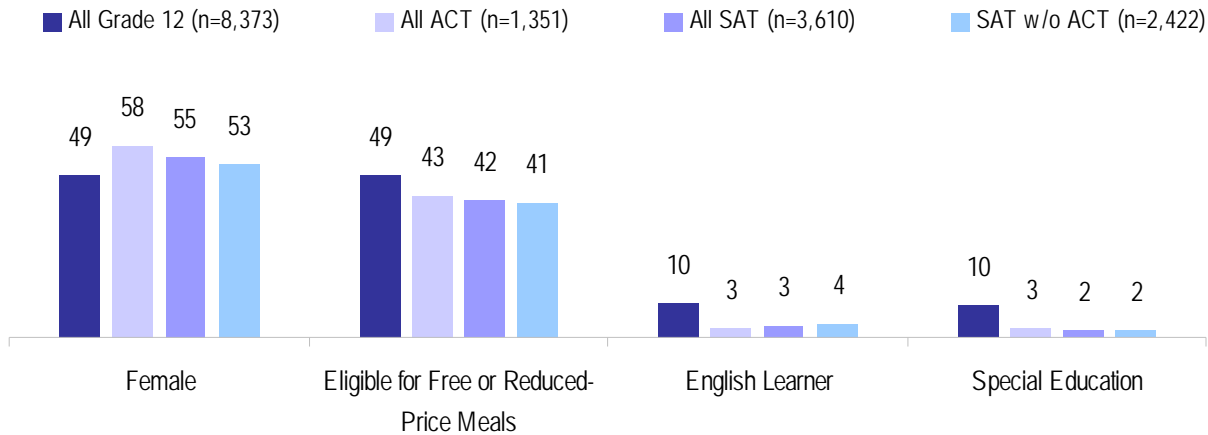


Figure 2. Percent of Selected Subgroups by Test Taker Status, 2008–09

Racial/Ethnic Breakdown. Compared with the general Grade 12 population, ACT test takers had a higher proportion of White students and smaller proportions of African American and Hispanic students. They had a higher proportion of White students and lower proportion of Filipino students than all SAT and SAT-only (non-ACT) test takers. (See Figure 3.)

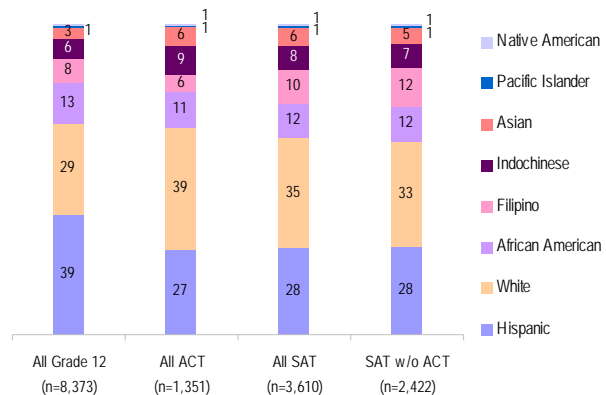


Figure 3. Percent Breakdown of Students by Racial/Ethnic Group, 2008–09

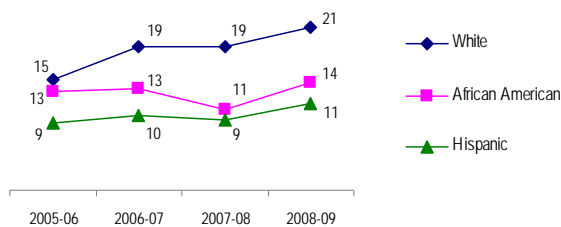


Figure 4. Participation Rates by Large Racial/Ethnic Group

Participation rates for the district’s largest racial/ethnic groups improved in 2008–09. A 3-point gain from 2007–08 for African American students caused a slight narrowing of the participation gap with White students. However, over a three-year period since 2005–06, White students have shown higher rate gains than either African American or Hispanic students, resulting in widened gaps. (See Figure 4.)

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). Seventy-one percent of Grade 12 students who took both the ACT and SAT, as well as 69 percent of all ACT test takers, performed at “proficient” or “advanced”—the two highest performance levels on this assessment. Students who took both the ACT and the SAT, representing 9 out of every 10 ACT test takers, were more likely to score “proficient” or “advanced” than those who took only the SAT (61 percent), only the ACT (53 percent), or neither ACT nor SAT (22 percent).

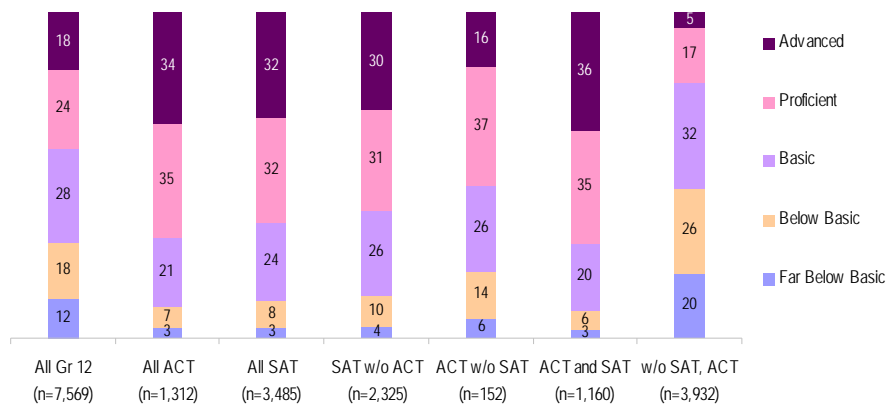


Figure 5. Grade 11 ELA CST Performance Breakdown by Test Taker Status

Similarly for mathematics, Figure 6 shows that 29 percent of those who took both the ACT and the SAT and 27 percent of all ACT test takers performed at “proficient” or “advanced” on their Grade 11 mathematics CSTs—again, higher percentages of students than those who took only the SAT (21 percent), only the ACT (15 percent), or neither ACT nor SAT (5 percent).

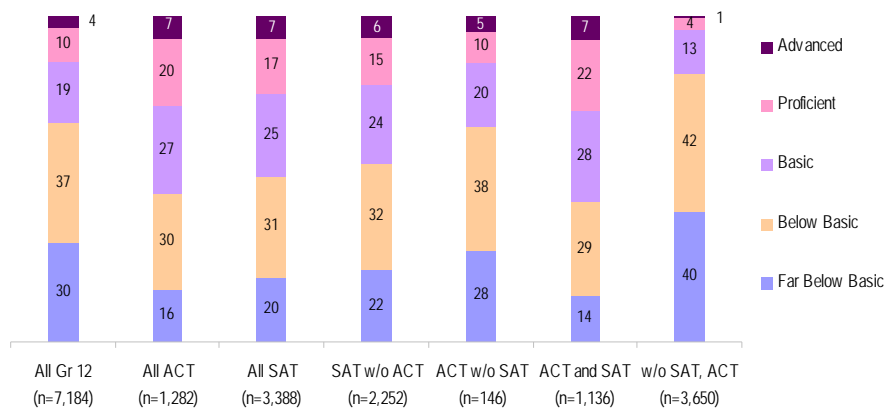


Figure 6. Grade 11 Mathematics CST Performance Breakdown by Test Taker Status

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 score were 24 points in critical reading, 35 points in mathematics, and 33 points in writing. (See Figure 7.)

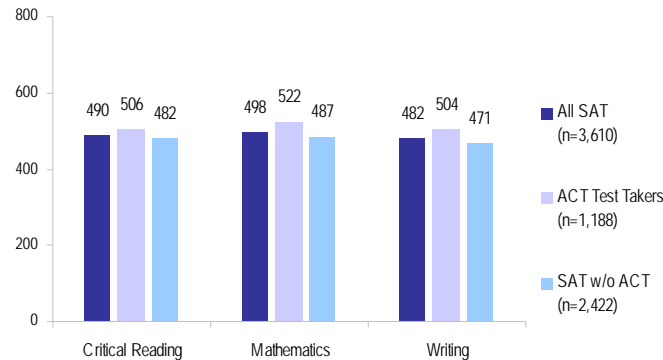


Figure 7. Average SAT Scale Scores of Test Takers, 2008–09

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 SAT outperformed those who took only one test and those who took neither test. Among SAT test takers, students who also took the ACT had higher scores on each section of the SAT than those who did not. These results show that those who take both the ACT and SAT, an overwhelming majority of ACT test takers, constitute a group of high-performing students in the district.

It is clear that high-performing students are likely to take both ACT and SAT. Due to a combination of reasons including academic ability, motivation, and economic means, high-performing students tend to apply to a larger, more geographically diverse pool of colleges and universities and need both tests. This phenomenon allows us to consider ACT results as a college-readiness indicator for the district's high-performing students.

Performance Data

Overall Performance. In 2008–09, performance on the ACT declined from 2007–08 in all four subject areas, although scores still exceed those of 2005–06 and 2006–07. (See Figure 8.)

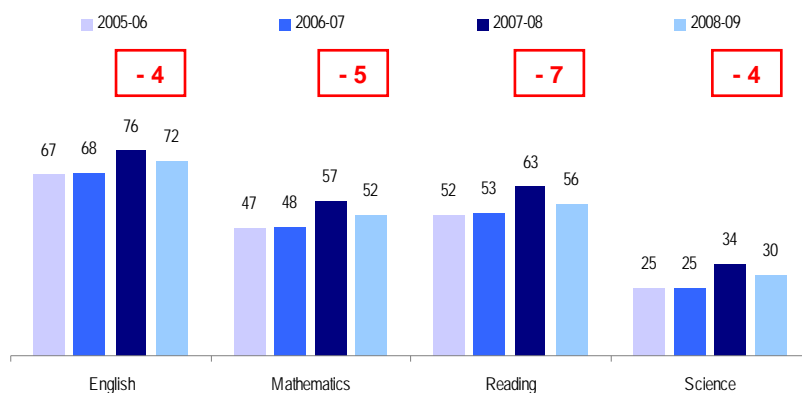


Figure 8. Percent of Grade 12 Students Meeting ACT Benchmarks, 2005–06 to 2008–09

of every 10 students (72 percent) met the ACT English benchmark score and were deemed ready for college-level English coursework, 52 percent for mathematics, 56 percent for reading, and 30 percent for science.

Despite the decline in scores, district test takers outperformed test takers from across the nation in all subject areas for a second year in a row. They

have, however, fallen behind test takers throughout the state. (See Figure 9.) Unlike national figures but similar to the district, only a small percentage of California Grade 12 students (14 percent) take the ACT.

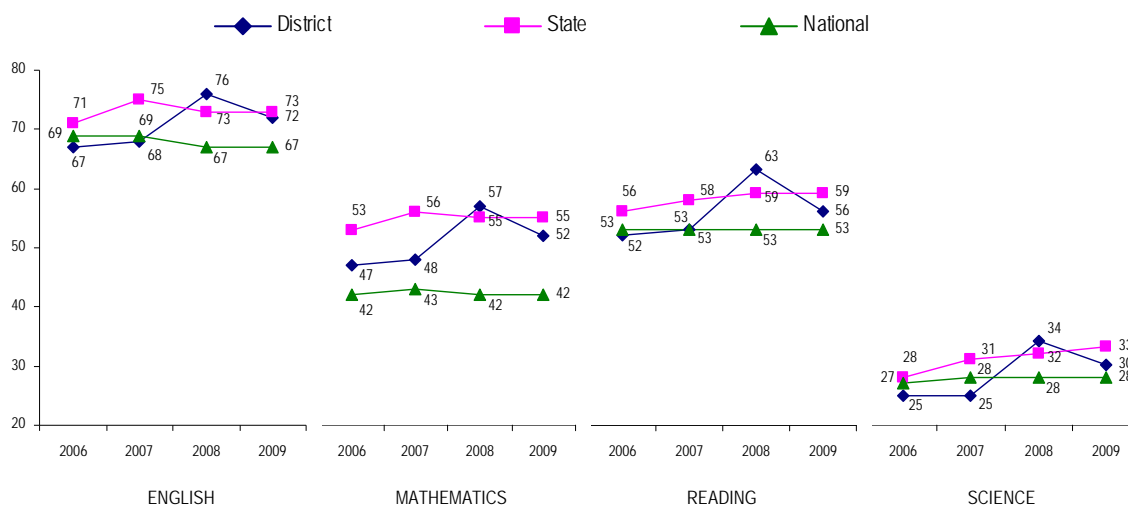


Figure 9. Multiyear Comparison of the Percent of Students Meeting ACT Benchmarks At the District, State, and National Levels, 2005–06 to 2008–09

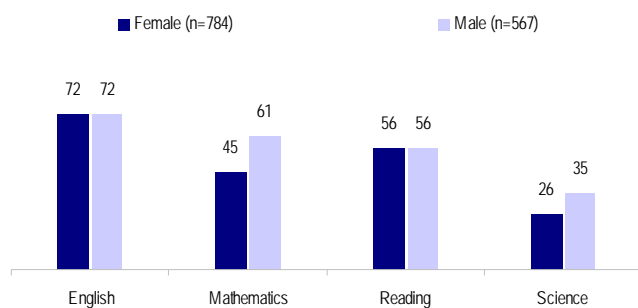


Figure 10. Percent Meeting Benchmarks by Gender, 2008–09

Subgroup Performance. Figures 10–17 show ACT results by gender, meal eligibility, racial/ethnic, English language proficiency, and special education status.

Performance by Gender. The percentages of male and female students who met the ACT benchmarks continue to support gender stereotypes, with male students outperforming female students in mathematics and science. Male student performance was 16 percentage points

higher than female students in mathematics and 9 percentage points higher in science. Results in English and reading were even. The overall decline in the percentage of students meeting the benchmarks was evident in both gender subgroups, with one-year declines ranging from 3 to 8 percentage points. (See Figure 10 and Table 4.)

Table 4. Percent Meeting ACT Benchmarks by Gender

Area	Gender	2005–06	2006–07	2007–08	2008–09	1-Yr Diff	3-Yr Diff
English	Female	68.9	67.8	76.0	71.7	(4.3)	2.8
	Male	63.0	69.0	76.5	71.6	(4.9)	8.6
Mathematics	Female	42.7	42.9	51.6	44.6	(7.0)	1.9
	Male	54.7	57.5	64.3	61.2	(3.1)	6.5
Reading	Female	54.3	54.6	62.7	55.9	(6.8)	1.5
	Male	48.8	51.4	64.3	56.1	(8.2)	7.3
Science	Female	22.7	21.4	28.9	25.8	(3.1)	3.1
	Male	28.6	31.0	41.8	35.3	(6.5)	6.7

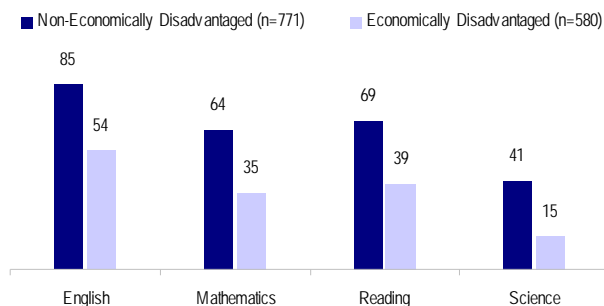


Figure 11. Percent Meeting Benchmarks by Free or Reduced-Price Meal Status, 2008–09

Performance by Free or Reduced-Price Meal Status. Similar to results of previous and other district studies, students who are non-economically disadvantaged outperformed their counterparts in all subject areas. Performance gaps ranged from 26 percentage points in science to 31 percentage points in English. (See Figure 11.) Both subgroups experienced one-year declines in all areas, with economically disadvantaged students posting larger score declines. (See Table 5.)

Table 5. Percent Meeting ACT Benchmarks by Meal Eligibility

Area	Meal Eligibility	2005–06	2006–07	2007–08	2008–09	1-Yr Diff	3-Yr Diff
English	Not Eligible	75.9	77.7	85.5	84.6	(0.9)	9.6
	Eligible	50.6	51.0	60.3	54.5	(5.8)	9.7
Mathematics	Not Eligible	55.4	57.5	65.2	63.8	(1.4)	9.9
	Eligible	32.1	31.6	42.0	35.3	(6.7)	9.9
Reading	Not Eligible	61.3	63.7	73.5	68.6	(4.9)	12.2
	Eligible	36.4	34.6	45.9	39.1	(6.8)	9.5
Science	Not Eligible	30.9	33.8	43.4	40.7	(2.7)	12.5
	Eligible	13.9	8.8	18.0	15.2	(2.9)	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.⁶ (See Figure 12.)

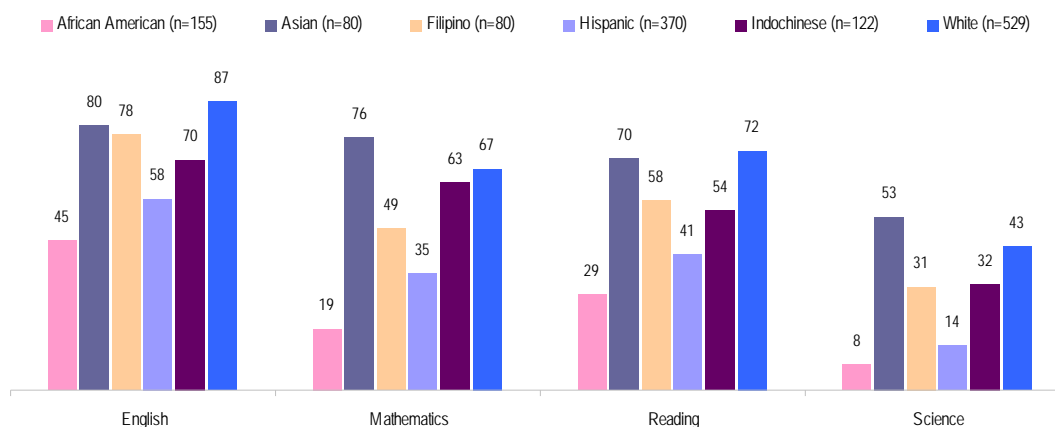


Figure 12. Percent Meeting Benchmarks by Racial/Ethnic Group, 2008–09

White student performance declined in all subject areas compared with the previous year; African American student performance also declined with the exception of a 6-percentage point increase in science. Hispanic students experienced modest gains in English and mathematics, a

⁶ Data for Native American and Pacific Islander students were suppressed because each of these groups had fewer than 10 test takers.

decline in reading, and an unchanged science percentage. Narrowing of performance gaps among these three racial/ethnic groups resulted mostly from improved performance percentages from Hispanic students and smaller percentage-point declines for African American students compared with White students. (See Figure 13.)

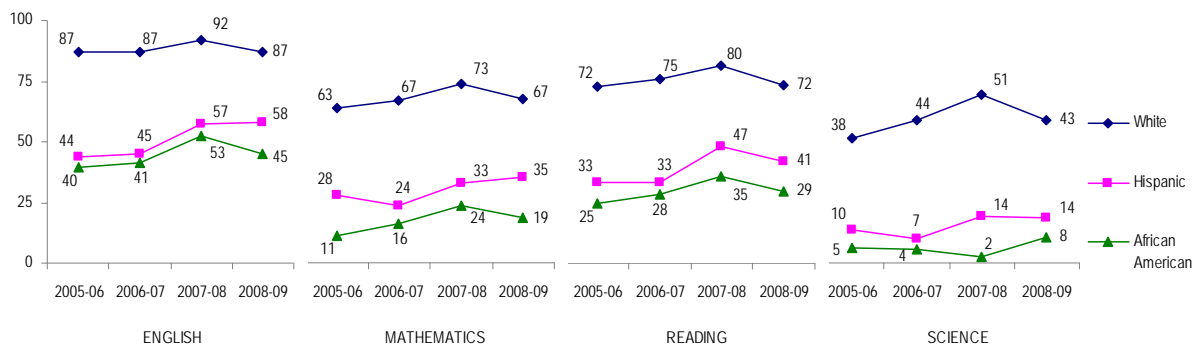


Figure 13. Percent Meeting Benchmarks by Large Racial/Ethnic Group, 2005–06 to 2008–09

When racial/ethnic data were disaggregated by economic status, performance gaps persisted. Within each racial/ethnic group, students who were economically better off outperformed their counterparts in all areas. (See Figure 14.)

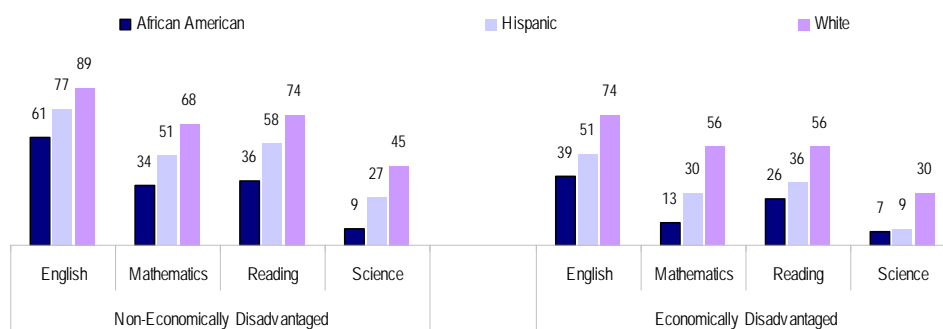


Figure 14. Percent Meeting Benchmarks by Racial/Ethnic Group and Free or Reduced-Price Meal Status, 2008–09

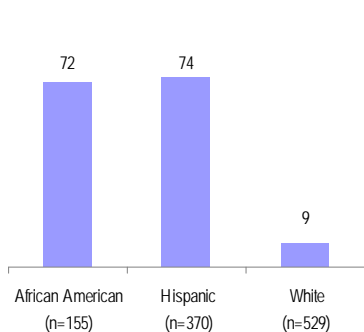


Figure 15. Percent of Test Takers Eligible for Free or Reduced-Price Meals, 2008–09

It is important to note that there are huge disparities in the percentages of test takers among White, Hispanic, and African students who are economically disadvantaged. (See Figure 15.) Only 9 percent of White test takers are economically disadvantaged compared with 72 and 74 percent of African American and Hispanic test takers, respectively.

Performance by English Language Proficiency Status. As shown in other district reports, students fluent in English outperformed reclassified English learners (ELs) across all subject areas. Not surprisingly, scores in English and reading had among the largest differences. ELs had the

smallest percentages of students meeting the benchmarks compared with former ELs and fluent English students. These findings need to be interpreted with caution, however, due to the small number of English learners in the dataset. (See Figure 16.)

Similar to overall and other subgroup results, data for language fluency subgroups generally showed decreased percentages of students meeting benchmarks in 2008–09 compared with the previous year. ELs, however, managed to show single-year gains in English and reading. As noted above, the small number of EL test takers should be considered when interpreting these results. (See Table 6.)

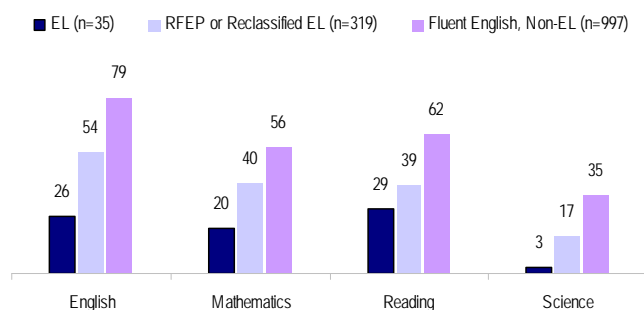


Figure 16. Percent Meeting Benchmarks by English Learner (EL) Status, 2008–09

Table 6. Percent Meeting Benchmarks by English Learner Status

Area	Meal Eligibility	2005-06	2006-07	2007-08	2008-09	1-Yr Diff	3-Yr Diff
English	EL	6.3	6.3	18.8	25.7	6.9	19.4
	Reclassified EL	47.9	52.3	57.9	54.2	(3.7)	6.3
	Fluent English	74.4	76.4	83.4	78.8	(4.6)	4.4
Mathematics	EL	0.0	6.3	21.9	20.0	(1.9)	20.0
	Reclassified EL	37.8	39.3	41.7	40.1	(1.6)	2.3
	Fluent English	51.1	53.2	62.1	56.4	(5.7)	5.3
Reading	EL	6.3	3.1	6.3	28.6	22.3	22.3
	Reclassified EL	34.6	34.7	46.9	39.5	(7.4)	4.9
	Fluent English	59.2	62.0	70.0	62.2	(7.8)	3.0
Science	EL	0.0	0.0	6.3	2.9	(3.4)	2.9
	Reclassified EL	14.3	10.2	17.3	16.9	(0.4)	2.6
	Fluent English	28.8	31.2	39.8	34.8	(5.0)	6.0

Performance by Special Education Status. Both special education (SPED) and non-special education (non-SPED) students generally experienced a decline in ACT performance. The exception is the steady increase of the percentage of SPED students meeting mathematics benchmarks over the past three years. As with previous years, SPED students were outperformed in all subject areas by non-SPED test takers. Here, too, the findings need to be interpreted with caution due to the small number of SPED students in the dataset. (See Figure 17 and Table 7.)

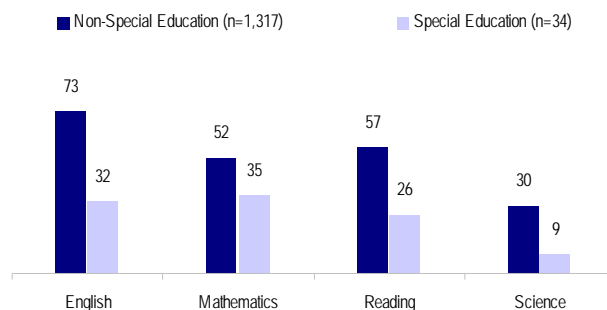


Figure 17. Percent Meeting Benchmarks by Special Education Status, 2008–09

Table 7. Percent Meeting ACT Benchmarks
by Special Education Status

Area	Meal Eligibility	2005-06	2006-07	2007-08	2008-09	1-Yr Diff	3-Yr Diff
English	SPED	44.0	17.6	42.1	32.4	(9.7)	(11.6)
	Not SPED	67.4	69.8	76.8	72.7	(4.1)	5.3
Mathematics	SPED	12.0	17.6	21.1	35.3	14.2	23.3
	Not SPED	48.0	49.3	57.3	52.0	(5.3)	4.0
Reading	SPED	28.0	11.8	31.6	26.5	(5.1)	(1.5)
	Not SPED	53.0	54.7	63.8	56.7	(7.1)	3.7
Science	SPED	12.0	5.9	10.5	8.8	(1.7)	(3.2)
	Not SPED	25.1	25.6	34.4	30.3	(4.1)	5.2

ACT Results 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 supports a positive correlation between CSTs and the ACTs. Students at “proficient” or “advanced” were more likely to meet ACT benchmarks than those at “basic” or lower. The relationship appears to be stronger in mathematics and science than in English and reading. A low ACT test-taker count at the “far below basic” level in English Language Arts may contribute to this result, but there could be assessment-related reasons as well.

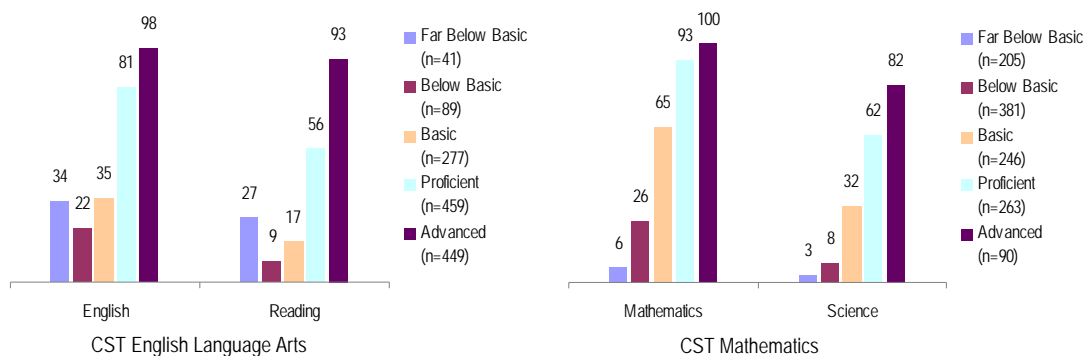


Figure 18. Percent Meeting Benchmarks by Grade 11 CST Performance Level

CST Performance in Earlier Grades. The strong relationship between Grade 11 CST results and ACT outcomes is echoed by CST performance at grades 5 and 8. Correlation coefficients computed using scale scores in ACT English, reading, and mathematics and CST English and mathematics range between 0.7 and 0.8; correlation coefficients using ACT science and CST mathematics scale scores range between 0.6 and 0.7.

Figures 19 to 22 show that the likelihood of seniors meeting ACT benchmarks in English, reading, mathematics, and science is strongly correlated with their performance on the CSTs at grades 5 and 8.

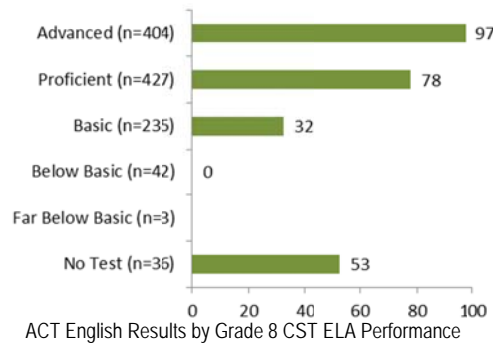
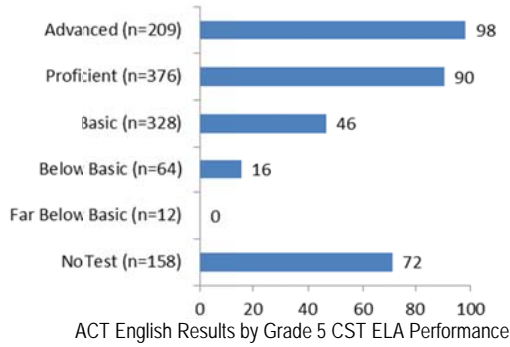


Figure 19. Percent Meeting the ACT English Benchmark by CST ELA Performance

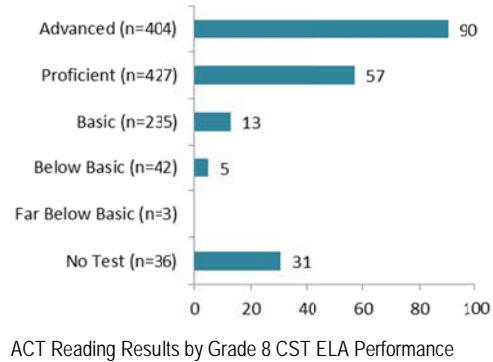
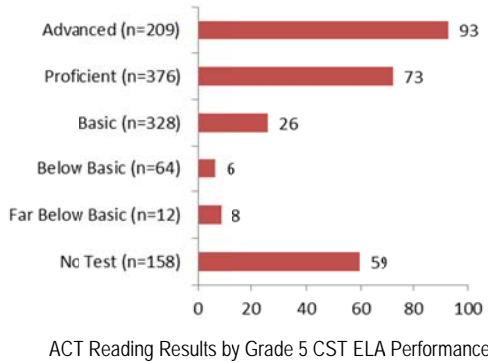


Figure 20. Percent Meeting the ACT Reading Benchmark by CST ELA Performance

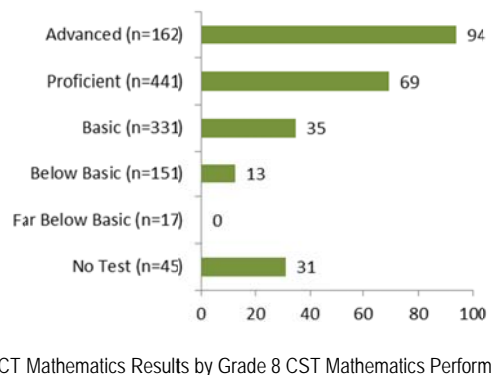
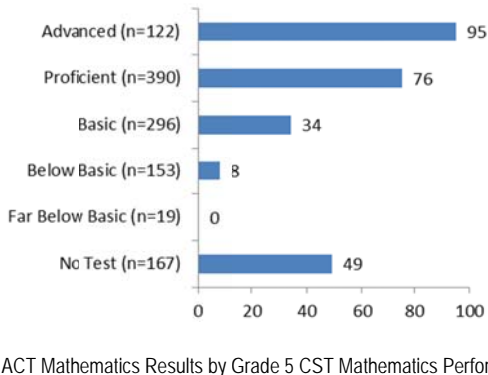


Figure 21. Percent Meeting the ACT Mathematics Benchmark by CST Mathematics Performance

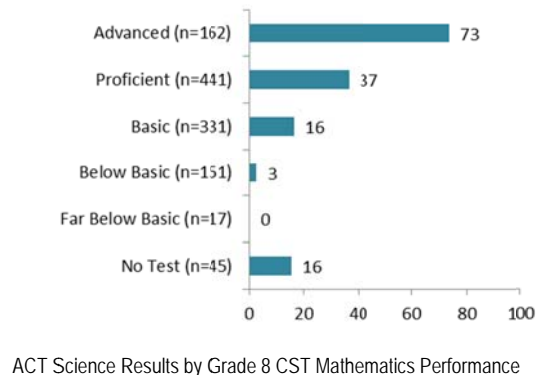
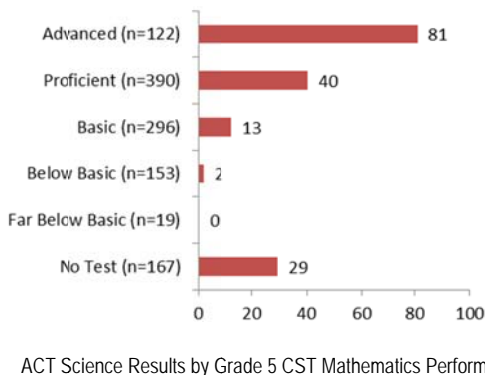


Figure 22. Percent Meeting the ACT Science Benchmark by CST Mathematics Performance

Performance by School. Charter schools had 4 of the 5 highest ACT participation rates. Preuss School UCSD had the highest rate (93 percent); a distant second was High Tech High International (53 percent) followed by High Tech High (52 percent), Muir (47 percent), and High Tech High Media Arts (43 percent). La Jolla and Scripps Ranch test takers performed consistently well in all ACT subject areas and had among the highest percentages meeting the benchmark scores; Preuss and Henry followed. This is particularly remarkable for Preuss given its large number and percentage of test takers. San Diego International Studies also performed relatively well in English and reading. Although most schools saw decreased percentages of students meeting the benchmarks compared with the previous year, there were exceptions. Preuss and Clairemont were able to post performance gains across all subject areas while Henry, San Diego Science and Technology, and Kearny International Business had improved percentages for three of the four areas (See Table 8.)

Table 8. ACT Participation and Performance by School, 2008–09

School	Total Grade 12	ACT Test Takers		Percent Meeting Benchmarks				
		Count	Pct	English	Mathematics	Reading	Science	
District-Managed (Non-Charter) Schools								
331	A.L.B.A.	1	0	—	—	—	—	—
332	Clairemont	286	27	9.4	70.4	59.3	63.0	25.9
704	Crawford CHAMPS	63	19	30.2	36.8	5.3	15.8	0.0
702	Crawford IDEA	61	2	3.3	—	—	—	—
705	Crawford Law & Business	65	1	1.5	—	—	—	—
703	Crawford Multimedia & Vis Arts	89	6	6.7	—	—	—	—
439	Del Sol	2	0	—	—	—	—	—
361	Garfield High	97	1	1.0	—	—	—	—
336	Henry	486	77	15.8	84.4	67.5	63.6	45.5
382	Home and Hospital	6	0	—	—	—	—	—
338	Hoover	401	74	18.5	32.4	18.9	14.9	6.8
736	Kearny Construction Tech	74	6	8.1	—	—	—	—
733	Kearny Digital Media & Design	88	2	2.3	—	—	—	—
735	Kearny International Business	85	29	34.1	51.7	37.9	27.6	17.2
734	Kearny SCT	89	7	7.9	—	—	—	—
342	La Jolla High	375	147	39.2	90.5	76.9	78.9	59.2
791	LCI	29	0	0.0	—	—	—	—
637	Lincoln	340	32	9.4	21.9	6.3	15.6	0.0
346	Madison	237	45	19.0	51.1	31.1	31.1	22.2
349	Mira Mesa	524	78	14.9	78.2	61.5	64.1	28.2
350	Mission Bay	348	43	12.4	53.5	46.5	51.2	23.3
352	Morse	486	41	8.4	51.2	29.3	43.9	14.6
395	Mt. Everest	16	5	31.3	—	—	—	—
369	Muir	19	9	47.4	—	—	—	—
438	New Dawn	8	0	—	—	—	—	—
354	Point Loma	424	102	24.1	72.5	54.9	54.9	19.6
749	San Diego Business	70	1	1.4	—	—	—	—
746	San Diego CIMA	58	0	0.0	—	—	—	—

(cont.)

Table 8. ACT Participation and Performance by School, 2008–09

School		Total Grade 12	ACT Test Takers		Percent Meeting Benchmarks			
			Count	Pct	English	Mathematics	Reading	Science
744	San Diego Int'l Studies	103	23	22.3	91.3	47.8	69.6	21.7
745	San Diego LEADS	102	9	8.8	—	—	—	—
500	San Diego Metro Career & Tech	35	12	34.3	33.3	0.0	25.0	0.0
750	San Diego MVP Arts	80	1	1.3	—	—	—	—
753	San Diego Sci Tech	89	20	22.5	40.0	30.0	30.0	15.0
368	SCPA	190	28	14.7	78.6	42.9	53.6	14.3
359	Scripps Ranch	482	113	23.4	92.9	77.0	75.2	53.1
357	Serra	437	43	9.8	74.4	60.5	58.1	30.2
362	Twain	138	0	0.0	—	—	—	—
355	University City	406	91	22.4	79.1	53.8	58.2	37.4
District-Managed (Non-Charter) Total		6,889	1,094	15.9	69.2	51.3	53.6	30.1
Charter Schools								
222	Arroyo Paseo	9	0	—	—	—	—	—
008	Audeo	143	1	0.7	—	—	—	—
366	Charter School of San Diego	825	15	1.8	73.3	26.7	66.7	20.0
323	Cortez Hill	43	0	0.0	—	—	—	—
221	Health Sciences	24	1	4.2	—	—	—	—
339	High Tech High	124	64	51.6	81.3	51.6	60.9	40.6
785	High Tech High International	89	47	52.8	80.9	48.9	66.0	25.5
783	High Tech High Media Arts	94	40	42.6	75.0	32.5	55.0	12.5
018	Learning Choice	37	0	0.0	—	—	—	—
348	Preuss	96	89	92.7	87.6	69.7	75.3	30.3
Charter Total		1,484	257	17.3	82.1	52.9	66.1	28.4
District Total		8,373	1,351	16.1	71.7	51.6	56.0	29.8

“—” means the calculation was suppressed because the group size (or denominator) is less than 10.

Summary

In 2008–09, the percentages of Grade 12 students meeting the benchmark scores declined in all four subject areas from prior year levels, although scores still exceed those of 2005–06 and 2006–07. Seven of every 10 students (72 percent) met the English benchmark score and were deemed ready for college-level English coursework; roughly half met the mathematics and reading benchmarks (52 and 56 percent, respectively), and 30 percent met the science benchmark. District test takers outperformed Grade 12 students across the nation in all subject areas for a second year in a row but have now fallen behind ACT test takers throughout the state.

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

1. The general profile of ACT test takers has not changed. They were more likely to be female, White, not economically disadvantaged, fluent in English, and not receiving special education services.

2. A larger number and proportion of White students continue to take the ACT than of Hispanic students and African American students.
3. 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. Similarly, students who took both the SAT and 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.
4. Both genders experienced declines in percentages of students meeting the benchmarks compared with the previous year but are still higher compared to earlier years. In mathematics and science, male performance was higher than that of female students; results in English and reading were about even.
5. Students at both higher and lower economic status groups had lower percentages of students meeting the benchmarks compared to the previous year. Students who were not economically disadvantaged outperformed their economically disadvantaged counterparts in all subject areas of the ACT. Economically disadvantaged students posted larger declines across all subject areas, causing performance gaps between both groups to widen; gaps ranged from 26 to 31 percentage points.
6. 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.
7. White student performance declined in all subject areas from prior levels; African American student performance also declined, with the exception of a 6-percentage point increase in science. Hispanic students experienced a performance decline in reading, posted modest gains in English and mathematics, and had an unchanged science percentage.
8. Within each of the district's three largest ethnic groups (White, Hispanic, African American), students who were economically better off outperformed their less well-to-do counterparts in almost all areas.
9. With the exception of English learner students in English and reading, most language proficiency groups had decreased percentages of students meeting the benchmarks in all subjects compared with the previous year. There continue to be relatively large performance gaps between fluent English non-ELs and former ELs who have been reclassified to fluent English status. Despite performance gains, ELs continue to have 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 small number of English learners in the dataset.
10. 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.

11. Test takers 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.
12. Charter schools had 4 of the 5 highest ACT participation rates. Preuss School UCSD had the highest rate (93 percent); a distant second was High Tech High International (53 percent) followed by High Tech High (52 percent), Muir (47 percent), and High Tech High Media Arts (43 percent).
13. La Jolla and Scripps Ranch test takers performed consistently well in all ACT subject areas and had among the highest percentages meeting the benchmark scores; Preuss and Henry followed. This is particularly remarkable for Preuss given its large number and percentage of test takers.

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

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners									
				Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified					
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct				
A.L.B.A.																															
English	2006	1	--	0	--	1	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
Mathematics	2006	1	--	0	--	1	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
Reading	2006	1	--	0	--	1	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
Science	2006	1	--	0	--	1	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
AUDEO																															
English	2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--	0	--
	2008	2	--	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	2	--	0	--	2	--	0	--	0	--
	2009	1	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--
Mathematics	2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--	0	--
	2008	2	--	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	2	--	0	--	2	--	0	--	0	--
	2009	1	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--
Reading	2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--	0	--
	2008	2	--	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	2	--	0	--	2	--	0	--	0	--
	2009	1	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--
Science	2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--	0	--
	2008	2	--	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	2	--	0	--	2	--	0	--	0	--
	2009	1	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--
CHARTER SCHOOL OF SD																															
English	2006	10	60.0	9	--	1	--	1	--	0	--	3	--	6	--	0	--	0	--	0	--	0	--	10	60.0	0	--	10	60.0	0	--
	2007	3	--	2	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	0	--	2	--	1	--	3	--	0	--	0	--
	2008	14	92.9	10	100.0	4	--	1	--	0	--	4	--	9	--	0	--	0	--	0	--	10	90.0	4	--	14	92.9	0	--	0	--
	2009	15	73.3	12	66.7	3	--	1	--	1	--	3	--	9	--	0	--	1	--	1	--	10	80.0	5	--	13	76.9	0	--	0	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Mathematics	2006	10	40.0	9	--	1	--	1	--	0	--	3	--	6	--	0	--	0	--	10	40.0	0	--	10	40.0	0	--
	2007	3	--	2	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	2	--	1	--	3	--	0	--
	2008	14	35.7	10	20.0	4	--	1	--	0	--	4	--	9	--	0	--	0	--	10	50.0	4	--	14	35.7	0	--
	2009	15	26.7	12	25.0	3	--	1	--	1	--	3	--	9	--	0	--	1	--	10	20.0	5	--	13	30.8	0	--
Reading	2006	10	50.0	9	--	1	--	1	--	0	--	3	--	6	--	0	--	0	--	10	50.0	0	--	10	50.0	0	--
	2007	3	--	2	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	2	--	1	--	3	--	0	--
	2008	14	64.3	10	60.0	4	--	1	--	0	--	4	--	9	--	0	--	0	--	10	90.0	4	--	14	64.3	0	--
	2009	15	66.7	12	58.3	3	--	1	--	1	--	3	--	9	--	0	--	1	--	10	80.0	5	--	13	69.2	0	--
Science	2006	10	10.0	9	--	1	--	1	--	0	--	3	--	6	--	0	--	0	--	10	10.0	0	--	10	10.0	0	--
	2007	3	--	2	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	2	--	1	--	3	--	0	--
	2008	14	14.3	10	0.0	4	--	1	--	0	--	4	--	9	--	0	--	0	--	10	20.0	4	--	14	14.3	0	--
	2009	15	20.0	12	8.3	3	--	1	--	1	--	3	--	9	--	0	--	1	--	10	20.0	5	--	13	23.1	0	--
CLAIREMONT																											
English	2006	36	61.1	22	72.7	14	42.9	5	--	0	--	11	36.4	19	89.5	1	--	0	--	27	74.1	9	--	31	71.0	5	--
	2007	53	39.6	30	40.0	23	39.1	4	--	1	--	25	32.0	20	55.0	2	--	1	--	25	44.0	28	35.7	31	48.4	20	30.0
	2008	43	65.1	29	65.5	14	64.3	2	--	2	--	12	16.7	24	87.5	1	--	1	--	26	76.9	17	47.1	35	77.1	8	--
	2009	27	70.4	15	73.3	12	66.7	0	--	1	--	9	--	14	78.6	2	--	0	--	17	76.5	10	60.0	19	84.2	6	--
Mathematics	2006	36	36.1	22	31.8	14	42.9	5	--	0	--	11	9.1	19	63.2	1	--	0	--	27	44.4	9	--	31	41.9	5	--
	2007	53	24.5	30	23.3	23	26.1	4	--	1	--	25	8.0	20	40.0	2	--	1	--	25	40.0	28	10.7	31	32.3	20	10.0
	2008	43	37.2	29	41.4	14	28.6	2	--	2	--	12	8.3	24	54.2	1	--	1	--	26	50.0	17	17.6	35	45.7	8	--
	2009	27	59.3	15	46.7	12	75.0	0	--	1	--	9	--	14	71.4	2	--	0	--	17	64.7	10	50.0	19	73.7	6	--
Reading	2006	36	33.3	22	36.4	14	28.6	5	--	0	--	11	18.2	19	47.4	1	--	0	--	27	37.0	9	--	31	38.7	5	--
	2007	53	26.4	30	30.0	23	21.7	4	--	1	--	25	12.0	20	50.0	2	--	1	--	25	44.0	28	10.7	31	41.9	20	5.0
	2008	43	60.5	29	69.0	14	42.9	2	--	2	--	12	41.7	24	70.8	1	--	1	--	26	73.1	17	41.2	35	65.7	8	--
	2009	27	63.0	15	60.0	12	66.7	0	--	1	--	9	--	14	78.6	2	--	0	--	17	70.6	10	50.0	19	73.7	6	--
Science	2006	36	25.0	22	22.7	14	28.6	5	--	0	--	11	9.1	19	36.8	1	--	0	--	27	25.9	9	--	31	29.0	5	--
	2007	53	11.3	30	6.7	23	17.4	4	--	1	--	25	4.0	20	20.0	2	--	1	--	25	20.0	28	3.6	31	19.4	20	0.0
	2008	43	14.0	29	13.8	14	14.3	2	--	2	--	12	0.0	24	25.0	1	--	1	--	26	19.2	17	5.9	35	17.1	8	--
	2009	27	25.9	15	33.3	12	16.7	0	--	1	--	9	--	14	35.7	2	--	0	--	17	29.4	10	20.0	19	36.8	6	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners									
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified					
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct				
CORTEZ HILL																															
English	2006	1	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	1	--	0	--
Mathematics	2006	1	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	1	--	0	--
Reading	2006	1	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	1	--	0	--
Science	2006	1	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	1	--	0	--
CRAWFORD CHAMPS																															
English	2006	11	9.1	7	--	4	--	7	--	0	--	3	--	0	--	1	--	0	--	5	--	6	--	4	--	6	--	4	--	6	--
	2007	18	55.6	14	57.1	4	--	9	--	0	--	3	--	1	--	4	--	0	--	7	--	11	45.5	9	--	7	--	9	--	7	--
	2008	27	33.3	25	36.0	2	--	6	--	0	--	9	--	0	--	10	50.0	1	--	7	--	20	25.0	11	45.5	10	40.0	11	45.5	10	40.0
	2009	19	36.8	13	30.8	6	--	7	--	1	--	6	--	0	--	5	--	0	--	0	--	19	36.8	9	--	9	--	9	--	9	--
Mathematics	2006	11	0.0	7	--	4	--	7	--	0	--	3	--	0	--	1	--	0	--	5	--	6	--	4	--	6	--	4	--	6	--
	2007	18	27.8	14	21.4	4	--	9	--	0	--	3	--	1	--	4	--	0	--	7	--	11	27.3	9	--	7	--	9	--	7	--
	2008	27	14.8	25	16.0	2	--	6	--	0	--	9	--	0	--	10	40.0	1	--	7	--	20	15.0	11	18.2	10	20.0	11	18.2	10	20.0
	2009	19	5.3	13	0.0	6	--	7	--	1	--	6	--	0	--	5	--	0	--	0	--	19	5.3	9	--	9	--	9	--	9	--
Reading	2006	11	0.0	7	--	4	--	7	--	0	--	3	--	0	--	1	--	0	--	5	--	6	--	4	--	6	--	4	--	6	--
	2007	18	22.2	14	14.3	4	--	9	--	0	--	3	--	1	--	4	--	0	--	7	--	11	9.1	9	--	7	--	9	--	7	--
	2008	27	25.9	25	28.0	2	--	6	--	0	--	9	--	0	--	10	30.0	1	--	7	--	20	30.0	11	36.4	10	30.0	11	36.4	10	30.0
	2009	19	15.8	13	15.4	6	--	7	--	1	--	6	--	0	--	5	--	0	--	0	--	19	15.8	9	--	9	--	9	--	9	--
Science	2006	11	0.0	7	--	4	--	7	--	0	--	3	--	0	--	1	--	0	--	5	--	6	--	4	--	6	--	4	--	6	--
	2007	18	0.0	14	0.0	4	--	9	--	0	--	3	--	1	--	4	--	0	--	7	--	11	0.0	9	--	7	--	9	--	7	--
	2008	27	11.1	25	12.0	2	--	6	--	0	--	9	--	0	--	10	20.0	1	--	7	--	20	10.0	11	18.2	10	10.0	11	18.2	10	10.0
	2009	19	0.0	13	0.0	6	--	7	--	1	--	6	--	0	--	5	--	0	--	0	--	19	0.0	9	--	9	--	9	--	9	--
CRAWFORD IDEA																															
English	2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	1	--
	2007	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	1	--
	2008	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--	1	--
	2009	2	--	1	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--	2	--	1	--	1	--	1	--	1	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners							
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified			
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct		
Mathematics	2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--		
	2007	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--		
	2008	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
	2009	2	--	1	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--	2	--	1	--	1	--		
Reading	2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--		
	2007	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--		
	2008	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
	2009	2	--	1	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--	2	--	1	--	1	--		
Science	2006	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--		
	2007	1	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--		
	2008	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
	2009	2	--	1	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--	2	--	1	--	1	--		
CRAWFORD LAW & BUSINESS																													
English	2006	4	--	3	--	1	--	2	--	0	--	2	--	0	--	0	--	0	--	0	--	2	--	2	--	0	--	4	--
	2007	4	--	2	--	2	--	3	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	3	--	4	--	0	--
	2008	3	--	1	--	2	--	0	--	0	--	1	--	1	--	1	--	0	--	0	--	2	--	1	--	1	--	1	--
	2009	1	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--
Mathematics	2006	4	--	3	--	1	--	2	--	0	--	2	--	0	--	0	--	0	--	0	--	2	--	2	--	0	--	4	--
	2007	4	--	2	--	2	--	3	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	3	--	4	--	0	--
	2008	3	--	1	--	2	--	0	--	0	--	1	--	1	--	1	--	0	--	0	--	2	--	1	--	1	--	1	--
	2009	1	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--
Reading	2006	4	--	3	--	1	--	2	--	0	--	2	--	0	--	0	--	0	--	0	--	2	--	2	--	0	--	4	--
	2007	4	--	2	--	2	--	3	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	3	--	4	--	0	--
	2008	3	--	1	--	2	--	0	--	0	--	1	--	1	--	1	--	0	--	0	--	2	--	1	--	1	--	1	--
	2009	1	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--
Science	2006	4	--	3	--	1	--	2	--	0	--	2	--	0	--	0	--	0	--	0	--	2	--	2	--	0	--	4	--
	2007	4	--	2	--	2	--	3	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	3	--	4	--	0	--
	2008	3	--	1	--	2	--	0	--	0	--	1	--	1	--	1	--	0	--	0	--	2	--	1	--	1	--	1	--
	2009	1	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners							
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified			
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct		
CRAWFORD MULTIMEDIA																													
English	2006	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
	2007	7	--	3	--	4	--	3	--	1	--	0	--	1	--	2	--	0	--	2	--	2	--	5	--	4	--	3	--
	2008	3	--	2	--	1	--	0	--	0	--	2	--	0	--	1	--	0	--	0	--	0	--	3	--	0	--	3	--
	2009	6	--	6	--	0	--	1	--	0	--	1	--	2	--	2	--	0	--	0	--	0	--	6	--	2	--	3	--
Mathematics	2006	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
	2007	7	--	3	--	4	--	3	--	1	--	0	--	1	--	2	--	0	--	2	--	2	--	5	--	4	--	3	--
	2008	3	--	2	--	1	--	0	--	0	--	2	--	0	--	1	--	0	--	0	--	0	--	3	--	0	--	3	--
	2009	6	--	6	--	0	--	1	--	0	--	1	--	2	--	2	--	0	--	0	--	0	--	6	--	2	--	3	--
Reading	2006	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
	2007	7	--	3	--	4	--	3	--	1	--	0	--	1	--	2	--	0	--	2	--	2	--	5	--	4	--	3	--
	2008	3	--	2	--	1	--	0	--	0	--	2	--	0	--	1	--	0	--	0	--	0	--	3	--	0	--	3	--
	2009	6	--	6	--	0	--	1	--	0	--	1	--	2	--	2	--	0	--	0	--	0	--	6	--	2	--	3	--
Science	2006	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
	2007	7	--	3	--	4	--	3	--	1	--	0	--	1	--	2	--	0	--	2	--	2	--	5	--	4	--	3	--
	2008	3	--	2	--	1	--	0	--	0	--	2	--	0	--	1	--	0	--	0	--	0	--	3	--	0	--	3	--
	2009	6	--	6	--	0	--	1	--	0	--	1	--	2	--	2	--	0	--	0	--	0	--	6	--	2	--	3	--
GARFIELD/ORACLE																													
English	2007	2	--	1	--	1	--	2	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	2	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	2009	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
Mathematics	2007	2	--	1	--	1	--	2	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	2	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	2009	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
Reading	2007	2	--	1	--	1	--	2	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	2	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	2009	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
Science	2007	2	--	1	--	1	--	2	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	2	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	2009	1	--	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners							
				Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified			
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct		
GOMPERS																													
English	2006	3	--	1	--	2	--	1	--	0	--	2	--	0	--	0	--	0	--	0	--	2	--	1	--	1	--	2	--
	2007	23	30.4	20	25.0	3	--	7	--	0	--	7	--	1	--	6	--	0	--	7	--	16	31.3	11	18.2	12	41.7		
Mathematics	2006	3	--	1	--	2	--	1	--	0	--	2	--	0	--	0	--	0	--	2	--	1	--	1	--	2	--		
	2007	23	8.7	20	5.0	3	--	7	--	0	--	7	--	1	--	6	--	0	--	7	--	16	6.3	11	0.0	12	16.7		
Reading	2006	3	--	1	--	2	--	1	--	0	--	2	--	0	--	0	--	0	--	2	--	1	--	1	--	2	--		
	2007	23	13.0	20	10.0	3	--	7	--	0	--	7	--	1	--	6	--	0	--	7	--	16	12.5	11	9.1	12	16.7		
Science	2006	3	--	1	--	2	--	1	--	0	--	2	--	0	--	0	--	0	--	2	--	1	--	1	--	2	--		
	2007	23	0.0	20	0.0	3	--	7	--	0	--	7	--	1	--	6	--	0	--	7	--	16	0.0	11	0.0	12	0.0		
HEALTH SCIENCES																													
English	2009	1	--	0	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
Mathematics	2009	1	--	0	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
Reading	2009	1	--	0	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
Science	2009	1	--	0	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--		
HENRY																													
English	2006	63	87.3	45	86.7	18	88.9	6	--	4	--	5	--	35	88.6	10	100.0	1	--	41	87.8	22	86.4	50	86.0	13	92.3		
	2007	63	65.1	40	65.0	23	65.2	11	45.5	4	--	13	61.5	23	73.9	9	--	1	--	38	68.4	25	60.0	46	69.6	15	60.0		
	2008	77	81.8	41	82.9	36	80.6	7	--	3	--	11	63.6	44	95.5	8	--	3	--	65	86.2	12	58.3	65	89.2	11	45.5		
	2009	77	84.4	41	85.4	36	83.3	4	--	0	--	17	82.4	49	85.7	6	--	0	--	68	86.8	9	--	70	87.1	5	--		
Mathematics	2006	63	63.5	45	60.0	18	72.2	6	--	4	--	5	--	35	71.4	10	70.0	1	--	41	63.4	22	63.6	50	64.0	13	61.5		
	2007	63	55.6	40	52.5	23	60.9	11	18.2	4	--	13	61.5	23	69.6	9	--	1	--	38	65.8	25	40.0	46	58.7	15	53.3		
	2008	77	58.4	41	48.8	36	69.4	7	--	3	--	11	45.5	44	75.0	8	--	3	--	65	61.5	12	41.7	65	61.5	11	45.5		
	2009	77	67.5	41	56.1	36	80.6	4	--	0	--	17	52.9	49	73.5	6	--	0	--	68	69.1	9	--	70	68.6	5	--		
Reading	2006	63	77.8	45	80.0	18	72.2	6	--	4	--	5	--	35	82.9	10	90.0	1	--	41	80.5	22	72.7	50	78.0	13	76.9		
	2007	63	54.0	40	52.5	23	56.5	11	27.3	4	--	13	61.5	23	60.9	9	--	1	--	38	57.9	25	48.0	46	56.5	15	53.3		
	2008	77	68.8	41	73.2	36	63.9	7	--	3	--	11	72.7	44	81.8	8	--	3	--	65	69.2	12	66.7	65	72.3	11	54.5		
	2009	77	63.6	41	68.3	36	58.3	4	--	0	--	17	41.2	49	69.4	6	--	0	--	68	64.7	9	--	70	65.7	5	--		

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
				Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Science	2006	63	49.2	45	44.4	18	61.1	6	--	4	--	5	--	35	48.6	10	70.0	1	--	41	53.7	22	40.9	50	46.0	13	61.5
	2007	63	27.0	40	25.0	23	30.4	11	9.1	4	--	13	30.8	23	43.5	9	--	1	--	38	36.8	25	12.0	46	32.6	15	13.3
	2008	77	42.9	41	34.1	36	52.8	7	--	3	--	11	18.2	44	59.1	8	--	3	--	65	46.2	12	25.0	65	47.7	11	18.2
	2009	77	45.5	41	39.0	36	52.8	4	--	0	--	17	29.4	49	51.0	6	--	0	--	68	47.1	9	--	70	47.1	5	--
HIGH TECH																											
English	2006	29	93.1	17	88.2	12	100.0	3	--	2	--	1	--	15	100.0	2	--	5	--	26	92.3	3	--	27	92.6	2	--
	2007	36	91.7	17	94.1	19	89.5	5	--	4	--	2	--	18	100.0	2	--	4	--	36	91.7	0	--	31	93.5	4	--
	2008	38	94.7	19	89.5	19	100.0	2	--	1	--	8	--	25	96.0	0	--	2	--	33	97.0	5	--	35	94.3	1	--
	2009	64	81.3	28	82.1	36	80.6	4	--	2	--	13	69.2	38	89.5	3	--	4	--	51	86.3	13	61.5	59	79.7	5	--
Mathematics	2006	29	37.9	17	35.3	12	41.7	3	--	2	--	1	--	15	20.0	2	--	5	--	26	34.6	3	--	27	33.3	2	--
	2007	36	61.1	17	52.9	19	68.4	5	--	4	--	2	--	18	72.2	2	--	4	--	36	61.1	0	--	31	61.3	4	--
	2008	38	63.2	19	52.6	19	73.7	2	--	1	--	8	--	25	80.0	0	--	2	--	33	63.6	5	--	35	65.7	1	--
	2009	64	51.6	28	46.4	36	55.6	4	--	2	--	13	46.2	38	57.9	3	--	4	--	51	58.8	13	23.1	59	49.2	5	--
Reading	2006	29	75.9	17	76.5	12	75.0	3	--	2	--	1	--	15	73.3	2	--	5	--	26	76.9	3	--	27	77.8	2	--
	2007	36	77.8	17	76.5	19	78.9	5	--	4	--	2	--	18	88.9	2	--	4	--	36	77.8	0	--	31	80.6	4	--
	2008	38	76.3	19	73.7	19	78.9	2	--	1	--	8	--	25	88.0	0	--	2	--	33	81.8	5	--	35	82.9	1	--
	2009	64	60.9	28	67.9	36	55.6	4	--	2	--	13	46.2	38	71.1	3	--	4	--	51	68.6	13	30.8	59	61.0	5	--
Science	2006	29	27.6	17	23.5	12	33.3	3	--	2	--	1	--	15	13.3	2	--	5	--	26	26.9	3	--	27	25.9	2	--
	2007	36	44.4	17	35.3	19	52.6	5	--	4	--	2	--	18	61.1	2	--	4	--	36	44.4	0	--	31	48.4	4	--
	2008	38	42.1	19	31.6	19	52.6	2	--	1	--	8	--	25	56.0	0	--	2	--	33	45.5	5	--	35	45.7	1	--
	2009	64	40.6	28	46.4	36	36.1	4	--	2	--	13	15.4	38	47.4	3	--	4	--	51	45.1	13	23.1	59	39.0	5	--
HIGH TECH INTERNATIONAL																											
English	2007	31	96.8	15	100.0	16	93.8	5	--	2	--	4	--	16	100.0	0	--	2	--	31	96.8	0	--	30	96.7	1	--
	2008	42	76.2	26	73.1	16	81.3	2	--	2	--	6	--	26	88.5	2	--	4	--	32	78.1	10	70.0	38	78.9	3	--
	2009	47	80.9	27	74.1	20	90.0	5	--	1	--	13	53.8	24	95.8	1	--	2	--	34	91.2	13	53.8	36	86.1	8	--
Mathematics	2007	31	67.7	15	66.7	16	68.8	5	--	2	--	4	--	16	68.8	0	--	2	--	31	67.7	0	--	30	66.7	1	--
	2008	42	50.0	26	42.3	16	62.5	2	--	2	--	6	--	26	57.7	2	--	4	--	32	43.8	10	70.0	38	50.0	3	--
2009	47	48.9	27	37.0	20	65.0	5	--	1	--	13	23.1	24	58.3	1	--	2	--	34	55.9	13	30.8	36	50.0	8	--	

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
				Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Reading	2007	31	77.4	15	86.7	16	68.8	5	--	2	--	4	--	16	87.5	0	--	2	--	31	77.4	0	--	30	76.7	1	--
	2008	42	66.7	26	69.2	16	62.5	2	--	2	--	6	--	26	76.9	2	--	4	--	32	78.1	10	30.0	38	71.1	3	--
	2009	47	66.0	27	63.0	20	70.0	5	--	1	--	13	38.5	24	87.5	1	--	2	--	34	76.5	13	38.5	36	69.4	8	--
Science	2007	31	19.4	15	13.3	16	25.0	5	--	2	--	4	--	16	31.3	0	--	2	--	31	19.4	0	--	30	20.0	1	--
	2008	42	26.2	26	19.2	16	37.5	2	--	2	--	6	--	26	38.5	2	--	4	--	32	31.3	10	10.0	38	26.3	3	--
	2009	47	25.5	27	14.8	20	40.0	5	--	1	--	13	7.7	24	33.3	1	--	2	--	34	35.3	13	0.0	36	30.6	8	--
HIGH TECH MEDIA ARTS																											
English	2008	26	80.8	15	73.3	11	90.9	1	--	1	--	8	--	14	100.0	0	--	2	--	19	84.2	7	--	25	80.0	0	--
	2009	40	75.0	21	66.7	19	84.2	2	--	3	--	8	--	25	76.0	0	--	1	--	31	77.4	9	--	35	77.1	3	--
Mathematics	2008	26	38.5	15	26.7	11	54.5	1	--	1	--	8	--	14	57.1	0	--	2	--	19	36.8	7	--	25	40.0	0	--
	2009	40	32.5	21	23.8	19	42.1	2	--	3	--	8	--	25	36.0	0	--	1	--	31	35.5	9	--	35	34.3	3	--
Reading	2008	26	69.2	15	66.7	11	72.7	1	--	1	--	8	--	14	78.6	0	--	2	--	19	63.2	7	--	25	72.0	0	--
	2009	40	55.0	21	47.6	19	63.2	2	--	3	--	8	--	25	64.0	0	--	1	--	31	64.5	9	--	35	57.1	3	--
Science	2008	26	34.6	15	20.0	11	54.5	1	--	1	--	8	--	14	42.9	0	--	2	--	19	36.8	7	--	25	36.0	0	--
	2009	40	12.5	21	4.8	19	21.1	2	--	3	--	8	--	25	16.0	0	--	1	--	31	16.1	9	--	35	14.3	3	--
HOOVER																											
English	2006	36	30.6	20	25.0	16	37.5	5	--	0	--	19	15.8	3	--	9	--	0	--	0	--	36	30.6	14	35.7	20	30.0
	2007	30	30.0	17	23.5	13	38.5	5	--	0	--	15	26.7	1	--	9	--	0	--	0	--	30	30.0	4	--	22	31.8
	2008	38	36.8	24	41.7	14	28.6	4	--	2	--	24	29.2	1	--	6	--	0	--	0	--	38	36.8	11	45.5	23	39.1
	2009	74	32.4	46	30.4	28	35.7	15	20.0	0	--	38	42.1	2	--	18	27.8	1	--	0	--	74	32.4	25	36.0	45	33.3
Mathematics	2006	36	22.2	20	10.0	16	37.5	5	--	0	--	19	21.1	3	--	9	--	0	--	0	--	36	22.2	14	7.1	20	35.0
	2007	30	23.3	17	11.8	13	38.5	5	--	0	--	15	6.7	1	--	9	--	0	--	0	--	30	23.3	4	--	22	31.8
	2008	38	26.3	24	20.8	14	35.7	4	--	2	--	24	16.7	1	--	6	--	0	--	0	--	38	26.3	11	18.2	23	30.4
	2009	74	18.9	46	19.6	28	17.9	15	0.0	0	--	38	15.8	2	--	18	44.4	1	--	0	--	74	18.9	25	8.0	45	26.7
Reading	2006	36	22.2	20	15.0	16	31.3	5	--	0	--	19	21.1	3	--	9	--	0	--	0	--	36	22.2	14	14.3	20	30.0
	2007	30	16.7	17	11.8	13	23.1	5	--	0	--	15	6.7	1	--	9	--	0	--	0	--	30	16.7	4	--	22	13.6
	2008	38	23.7	24	25.0	14	21.4	4	--	2	--	24	12.5	1	--	6	--	0	--	0	--	38	23.7	11	45.5	23	17.4
	2009	74	14.9	46	10.9	28	21.4	15	6.7	0	--	38	21.1	2	--	18	11.1	1	--	0	--	74	14.9	25	12.0	45	17.8

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Science	2006	36	8.3	20	5.0	16	12.5	5	--	0	--	19	5.3	3	--	9	--	0	--	0	--	36	8.3	14	0.0	20	15.0
	2007	30	6.7	17	0.0	13	15.4	5	--	0	--	15	0.0	1	--	9	--	0	--	0	--	30	6.7	4	--	22	9.1
	2008	38	13.2	24	16.7	14	7.1	4	--	2	--	24	8.3	1	--	6	--	0	--	0	--	38	13.2	11	9.1	23	17.4
	2009	74	6.8	46	4.3	28	10.7	15	6.7	0	--	38	7.9	2	--	18	5.6	1	--	0	--	74	6.8	25	8.0	45	6.7
KEARNY CONSTRUCTION TECH																											
English	2006	8	--	4	--	4	--	2	--	1	--	2	--	1	--	0	--	2	--	4	--	4	--	6	--	2	--
	2007	13	30.8	6	--	7	--	3	--	1	--	6	--	1	--	1	--	1	--	6	--	7	--	10	40.0	3	--
	2008	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
	2009	6	--	3	--	3	--	0	--	0	--	4	--	1	--	1	--	0	--	2	--	4	--	3	--	3	--
Mathematics	2006	8	--	4	--	4	--	2	--	1	--	2	--	1	--	0	--	2	--	4	--	4	--	6	--	2	--
	2007	13	30.8	6	--	7	--	3	--	1	--	6	--	1	--	1	--	1	--	6	--	7	--	10	40.0	3	--
	2008	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
	2009	6	--	3	--	3	--	0	--	0	--	4	--	1	--	1	--	0	--	2	--	4	--	3	--	3	--
Reading	2006	8	--	4	--	4	--	2	--	1	--	2	--	1	--	0	--	2	--	4	--	4	--	6	--	2	--
	2007	13	7.7	6	--	7	--	3	--	1	--	6	--	1	--	1	--	1	--	6	--	7	--	10	10.0	3	--
	2008	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
	2009	6	--	3	--	3	--	0	--	0	--	4	--	1	--	1	--	0	--	2	--	4	--	3	--	3	--
Science	2006	8	--	4	--	4	--	2	--	1	--	2	--	1	--	0	--	2	--	4	--	4	--	6	--	2	--
	2007	13	7.7	6	--	7	--	3	--	1	--	6	--	1	--	1	--	1	--	6	--	7	--	10	10.0	3	--
	2008	1	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	0	--
	2009	6	--	3	--	3	--	0	--	0	--	4	--	1	--	1	--	0	--	2	--	4	--	3	--	3	--
KEARNY DIGITAL MEDIA																											
English	2007	2	--	1	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	1	--	1	--	1	--
	2008	11	54.5	8	--	3	--	2	--	2	--	2	--	0	--	5	--	0	--	1	--	10	60.0	3	--	8	--
	2009	2	--	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	1	--	1	--
Mathematics	2007	2	--	1	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	1	--	1	--	1	--
	2008	11	36.4	8	--	3	--	2	--	2	--	2	--	0	--	5	--	0	--	1	--	10	40.0	3	--	8	--
	2009	2	--	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	1	--	1	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
				Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Reading	2007	2	--	1	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	1	--	1	--	1	--
	2008	11	18.2	8	--	3	--	2	--	2	--	2	--	0	--	5	--	0	--	1	--	10	20.0	3	--	8	--
	2009	2	--	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	1	--	1	--
Science	2007	2	--	1	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--	1	--	1	--	1	--	1	--
	2008	11	9.1	8	--	3	--	2	--	2	--	2	--	0	--	5	--	0	--	1	--	10	10.0	3	--	8	--
	2009	2	--	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	1	--	1	--
KEARNY INTERNATIONAL BUSINESS																											
English	2006	4	--	3	--	1	--	2	--	0	--	1	--	1	--	0	--	0	--	1	--	3	--	2	--	2	--
	2007	31	48.4	23	43.5	8	--	1	--	1	--	7	--	6	--	12	58.3	3	--	11	45.5	20	50.0	15	60.0	15	40.0
	2008	35	48.6	29	55.2	6	--	3	--	4	--	12	16.7	3	--	10	50.0	3	--	7	--	28	46.4	14	64.3	15	46.7
	2009	29	51.7	20	50.0	9	--	4	--	1	--	7	--	6	--	9	--	1	--	5	--	24	58.3	15	66.7	12	33.3
Mathematics	2006	4	--	3	--	1	--	2	--	0	--	1	--	1	--	0	--	0	--	1	--	3	--	2	--	2	--
	2007	31	25.8	23	21.7	8	--	1	--	1	--	7	--	6	--	12	33.3	3	--	11	27.3	20	25.0	15	33.3	15	20.0
	2008	35	37.1	29	37.9	6	--	3	--	4	--	12	0.0	3	--	10	50.0	3	--	7	--	28	35.7	14	42.9	15	26.7
	2009	29	37.9	20	30.0	9	--	4	--	1	--	7	--	6	--	9	--	1	--	5	--	24	37.5	15	33.3	12	33.3
Reading	2006	4	--	3	--	1	--	2	--	0	--	1	--	1	--	0	--	0	--	1	--	3	--	2	--	2	--
	2007	31	38.7	23	39.1	8	--	1	--	1	--	7	--	6	--	12	25.0	3	--	11	36.4	20	40.0	15	46.7	15	33.3
	2008	35	31.4	29	34.5	6	--	3	--	4	--	12	25.0	3	--	10	20.0	3	--	7	--	28	25.0	14	50.0	15	26.7
	2009	29	27.6	20	30.0	9	--	4	--	1	--	7	--	6	--	9	--	1	--	5	--	24	29.2	15	26.7	12	25.0
Science	2006	4	--	3	--	1	--	2	--	0	--	1	--	1	--	0	--	0	--	1	--	3	--	2	--	2	--
	2007	31	6.5	23	4.3	8	--	1	--	1	--	7	--	6	--	12	8.3	3	--	11	0.0	20	10.0	15	13.3	15	0.0
	2008	35	8.6	29	6.9	6	--	3	--	4	--	12	0.0	3	--	10	10.0	3	--	7	--	28	7.1	14	14.3	15	6.7
	2009	29	17.2	20	15.0	9	--	4	--	1	--	7	--	6	--	9	--	1	--	5	--	24	16.7	15	26.7	12	8.3
KEARNY SCIENCE TECHNOLOGY																											
English	2006	8	--	4	--	4	--	1	--	0	--	4	--	2	--	1	--	0	--	4	--	4	--	5	--	3	--
	2007	4	--	2	--	2	--	1	--	0	--	0	--	2	--	1	--	0	--	3	--	1	--	3	--	1	--
	2008	11	45.5	10	50.0	1	--	3	--	0	--	1	--	1	--	5	--	1	--	2	--	9	--	6	--	3	--
	2009	7	--	6	--	1	--	4	--	1	--	1	--	1	--	0	--	0	--	4	--	3	--	4	--	2	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Mathematics	2006	8	--	4	--	4	--	1	--	0	--	4	--	2	--	1	--	0	--	4	--	4	--	5	--	3	--
	2007	4	--	2	--	2	--	1	--	0	--	0	--	2	--	1	--	0	--	3	--	1	--	3	--	1	--
	2008	11	36.4	10	30.0	1	--	3	--	0	--	1	--	1	--	5	--	1	--	2	--	9	--	6	--	3	--
	2009	7	--	6	--	1	--	4	--	1	--	1	--	1	--	0	--	0	--	4	--	3	--	4	--	2	--
Reading	2006	8	--	4	--	4	--	1	--	0	--	4	--	2	--	1	--	0	--	4	--	4	--	5	--	3	--
	2007	4	--	2	--	2	--	1	--	0	--	0	--	2	--	1	--	0	--	3	--	1	--	3	--	1	--
	2008	11	45.5	10	50.0	1	--	3	--	0	--	1	--	1	--	5	--	1	--	2	--	9	--	6	--	3	--
	2009	7	--	6	--	1	--	4	--	1	--	1	--	1	--	0	--	0	--	4	--	3	--	4	--	2	--
Science	2006	8	--	4	--	4	--	1	--	0	--	4	--	2	--	1	--	0	--	4	--	4	--	5	--	3	--
	2007	4	--	2	--	2	--	1	--	0	--	0	--	2	--	1	--	0	--	3	--	1	--	3	--	1	--
	2008	11	18.2	10	20.0	1	--	3	--	0	--	1	--	1	--	5	--	1	--	2	--	9	--	6	--	3	--
	2009	7	--	6	--	1	--	4	--	1	--	1	--	1	--	0	--	0	--	4	--	3	--	4	--	2	--
LA JOLLA																											
English	2006	69	94.2	44	97.7	25	88.0	2	--	5	--	2	--	56	94.6	1	--	2	--	68	94.1	1	--	68	94.1	1	--
	2007	107	91.6	63	90.5	44	93.2	1	--	7	--	10	50.0	87	96.6	2	--	0	--	102	93.1	5	--	99	94.9	6	--
	2008	140	95.7	71	95.8	69	95.7	1	--	23	100.0	11	90.9	104	96.2	0	--	1	--	134	95.5	6	--	131	95.4	8	--
	2009	147	90.5	67	94.0	80	87.5	1	--	16	87.5	19	78.9	106	93.4	2	--	2	--	136	94.1	11	45.5	134	93.3	10	60.0
Mathematics	2006	69	82.6	44	86.4	25	76.0	2	--	5	--	2	--	56	83.9	1	--	2	--	68	83.8	1	--	68	82.4	1	--
	2007	107	74.8	63	68.3	44	84.1	1	--	7	--	10	50.0	87	78.2	2	--	0	--	102	76.5	5	--	99	76.8	6	--
	2008	140	87.9	71	85.9	69	89.9	1	--	23	95.7	11	81.8	104	87.5	0	--	1	--	134	87.3	6	--	131	87.8	8	--
	2009	147	76.9	67	79.1	80	75.0	1	--	16	93.8	19	63.2	106	75.5	2	--	2	--	136	79.4	11	45.5	134	79.9	10	40.0
Reading	2006	69	81.2	44	81.8	25	80.0	2	--	5	--	2	--	56	80.4	1	--	2	--	68	82.4	1	--	68	80.9	1	--
	2007	107	81.3	63	82.5	44	79.5	1	--	7	--	10	50.0	87	85.1	2	--	0	--	102	83.3	5	--	99	84.8	6	--
	2008	140	88.6	71	91.5	69	85.5	1	--	23	95.7	11	90.9	104	88.5	0	--	1	--	134	88.1	6	--	131	87.8	8	--
	2009	147	78.9	67	86.6	80	72.5	1	--	16	87.5	19	57.9	106	81.1	2	--	2	--	136	83.8	11	18.2	134	82.1	10	40.0
Science	2006	69	47.8	44	52.3	25	40.0	2	--	5	--	2	--	56	48.2	1	--	2	--	68	48.5	1	--	68	47.1	1	--
	2007	107	54.2	63	47.6	44	63.6	1	--	7	--	10	20.0	87	59.8	2	--	0	--	102	55.9	5	--	99	57.6	6	--
	2008	140	72.1	71	71.8	69	72.5	1	--	23	82.6	11	45.5	104	74.0	0	--	1	--	134	73.1	6	--	131	73.3	8	--
	2009	147	59.2	67	58.2	80	60.0	1	--	16	81.3	19	36.8	106	60.4	2	--	2	--	136	64.0	11	0.0	134	64.2	10	0.0

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners									
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified					
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct				
LEARNING CHOICE ACADEMY																															
English	2007	2	--	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	2	--	0	--	2	--	0	--	2	--	0	--
Mathematics	2007	2	--	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	2	--	0	--	2	--	0	--	2	--	0	--
Reading	2007	2	--	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	2	--	0	--	2	--	0	--	2	--	0	--
Science	2007	2	--	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	2	--	0	--	2	--	0	--	2	--	0	--
LINCOLN																															
English	2008	11	27.3	3	--	8	--	8	--	0	--	2	--	0	--	1	--	0	--	4	--	7	--	10	30.0	1	--				
	2009	32	21.9	23	26.1	9	--	25	24.0	0	--	4	--	1	--	2	--	0	--	0	--	32	21.9	28	25.0	3	--				
Mathematics	2008	11	18.2	3	--	8	--	8	--	0	--	2	--	0	--	1	--	0	--	4	--	7	--	10	20.0	1	--				
	2009	32	6.3	23	0.0	9	--	25	8.0	0	--	4	--	1	--	2	--	0	--	0	--	32	6.3	28	7.1	3	--				
Reading	2008	11	18.2	3	--	8	--	8	--	0	--	2	--	0	--	1	--	0	--	4	--	7	--	10	20.0	1	--				
	2009	32	15.6	23	17.4	9	--	25	16.0	0	--	4	--	1	--	2	--	0	--	0	--	32	15.6	28	17.9	3	--				
Science	2008	11	0.0	3	--	8	--	8	--	0	--	2	--	0	--	1	--	0	--	4	--	7	--	10	0.0	1	--				
	2009	32	0.0	23	0.0	9	--	25	0.0	0	--	4	--	1	--	2	--	0	--	0	--	32	0.0	28	0.0	3	--				
MADISON																															
English	2006	20	60.0	10	60.0	10	60.0	5	--	0	--	5	--	7	--	3	--	0	--	9	--	11	54.5	14	64.3	5	--				
	2007	32	50.0	25	52.0	7	--	2	--	2	--	15	26.7	12	75.0	1	--	0	--	17	52.9	15	46.7	27	55.6	4	--				
	2008	34	79.4	23	82.6	11	72.7	4	--	1	--	9	--	12	91.7	3	--	4	--	20	80.0	14	78.6	28	78.6	6	--				
	2009	45	51.1	30	53.3	15	46.7	4	--	0	--	22	31.8	14	71.4	4	--	0	--	15	80.0	30	36.7	29	58.6	16	37.5				
Mathematics	2006	20	35.0	10	30.0	10	40.0	5	--	0	--	5	--	7	--	3	--	0	--	9	--	11	18.2	14	28.6	5	--				
	2007	32	31.3	25	32.0	7	--	2	--	2	--	15	6.7	12	58.3	1	--	0	--	17	41.2	15	20.0	27	37.0	4	--				
	2008	34	58.8	23	60.9	11	54.5	4	--	1	--	9	--	12	66.7	3	--	4	--	20	55.0	14	64.3	28	57.1	6	--				
	2009	45	31.1	30	23.3	15	46.7	4	--	0	--	22	18.2	14	57.1	4	--	0	--	15	53.3	30	20.0	29	34.5	16	25.0				
Reading	2006	20	45.0	10	60.0	10	30.0	5	--	0	--	5	--	7	--	3	--	0	--	9	--	11	45.5	14	50.0	5	--				
	2007	32	43.8	25	44.0	7	--	2	--	2	--	15	13.3	12	75.0	1	--	0	--	17	52.9	15	33.3	27	51.9	4	--				
	2008	34	70.6	23	73.9	11	63.6	4	--	1	--	9	--	12	66.7	3	--	4	--	20	80.0	14	57.1	28	75.0	6	--				
	2009	45	31.1	30	26.7	15	40.0	4	--	0	--	22	18.2	14	57.1	4	--	0	--	15	53.3	30	20.0	29	34.5	16	25.0				

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
				Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Science	2006	20	20.0	10	0.0	10	40.0	5	--	0	--	5	--	7	--	3	--	0	--	9	--	11	0.0	14	21.4	5	--
	2007	32	21.9	25	24.0	7	--	2	--	2	--	15	6.7	12	50.0	1	--	0	--	17	35.3	15	6.7	27	25.9	4	--
	2008	34	29.4	23	30.4	11	27.3	4	--	1	--	9	--	12	41.7	3	--	4	--	20	25.0	14	35.7	28	32.1	6	--
	2009	45	22.2	30	13.3	15	40.0	4	--	0	--	22	18.2	14	42.9	4	--	0	--	15	40.0	30	13.3	29	27.6	16	12.5
MIRA MESA																											
English	2006	46	69.6	28	75.0	18	61.1	3	--	6	--	1	--	8	--	13	53.8	13	61.5	33	66.7	13	76.9	29	72.4	16	68.8
	2007	105	76.2	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	75	77.3	28	78.6
	2008	51	82.4	32	84.4	19	78.9	2	--	7	--	7	--	12	100.0	8	--	15	73.3	31	87.1	20	75.0	35	88.6	16	68.8
	2009	78	78.2	48	81.3	30	73.3	9	--	4	--	6	--	16	87.5	22	68.2	19	78.9	51	82.4	27	70.4	59	79.7	19	73.7
Mathematics	2006	46	63.0	28	64.3	18	61.1	3	--	6	--	1	--	8	--	13	53.8	13	69.2	33	63.6	13	61.5	29	65.5	16	62.5
	2007	105	61.9	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	75	62.7	28	64.3
	2008	51	72.5	32	65.6	19	84.2	2	--	7	--	7	--	12	91.7	8	--	15	80.0	31	74.2	20	70.0	35	77.1	16	62.5
	2009	78	61.5	48	60.4	30	63.3	9	--	4	--	6	--	16	75.0	22	63.6	19	52.6	51	58.8	27	66.7	59	59.3	19	68.4
Reading	2006	46	56.5	28	60.7	18	50.0	3	--	6	--	1	--	8	--	13	23.1	13	53.8	33	54.5	13	61.5	29	65.5	16	43.8
	2007	105	56.2	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	75	64.0	28	39.3
	2008	51	70.6	32	68.8	19	73.7	2	--	7	--	7	--	12	91.7	8	--	15	60.0	31	77.4	20	60.0	35	74.3	16	62.5
	2009	78	64.1	48	66.7	30	60.0	9	--	4	--	6	--	16	75.0	22	59.1	19	47.4	51	62.7	27	66.7	59	66.1	19	57.9
Science	2006	46	19.6	28	14.3	18	27.8	3	--	6	--	1	--	8	--	13	15.4	13	30.8	33	21.2	13	15.4	29	24.1	16	12.5
	2007	105	26.7	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	75	26.7	28	28.6
	2008	51	29.4	32	21.9	19	42.1	2	--	7	--	7	--	12	50.0	8	--	15	26.7	31	29.0	20	30.0	35	31.4	16	25.0
	2009	78	28.2	48	29.2	30	26.7	9	--	4	--	6	--	16	31.3	22	31.8	19	26.3	51	27.5	27	29.6	59	27.1	19	31.6
MISSION BAY																											
English	2006	30	70.0	21	66.7	9	--	7	--	1	--	9	--	8	--	2	--	2	--	21	76.2	9	--	23	69.6	7	--
	2007	24	62.5	15	66.7	9	--	14	50.0	0	--	3	--	7	--	0	--	0	--	17	70.6	7	--	22	68.2	1	--
	2008	32	68.8	25	68.0	7	--	4	--	1	--	7	--	8	--	12	58.3	0	--	16	62.5	16	75.0	17	70.6	14	71.4
	2009	43	53.5	25	52.0	18	55.6	4	--	0	--	20	25.0	9	--	7	--	2	--	14	78.6	29	41.4	22	77.3	21	28.6
Mathematics	2006	30	23.3	21	19.0	9	--	7	--	1	--	9	--	8	--	2	--	2	--	21	23.8	9	--	23	17.4	7	--
	2007	24	29.2	15	33.3	9	--	14	14.3	0	--	3	--	7	--	0	--	0	--	17	29.4	7	--	22	31.8	1	--
	2008	32	43.8	25	40.0	7	--	4	--	1	--	7	--	8	--	12	50.0	0	--	16	37.5	16	50.0	17	47.1	14	42.9
	2009	43	46.5	25	40.0	18	55.6	4	--	0	--	20	20.0	9	--	7	--	2	--	14	78.6	29	31.0	22	63.6	21	28.6

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Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Reading	2006	30	46.7	21	47.6	9	--	7	--	1	--	9	--	8	--	2	--	2	--	21	47.6	9	--	23	52.2	7	--
	2007	24	37.5	15	40.0	9	--	14	14.3	0	--	3	--	7	--	0	--	0	--	17	41.2	7	--	22	40.9	1	--
	2008	32	46.9	25	44.0	7	--	4	--	1	--	7	--	8	--	12	50.0	0	--	16	31.3	16	62.5	17	41.2	14	57.1
	2009	43	51.2	25	48.0	18	55.6	4	--	0	--	20	35.0	9	--	7	--	2	--	14	57.1	29	48.3	22	59.1	21	42.9
Science	2006	30	6.7	21	0.0	9	--	7	--	1	--	9	--	8	--	2	--	2	--	21	9.5	9	--	23	8.7	7	--
	2007	24	12.5	15	13.3	9	--	14	0.0	0	--	3	--	7	--	0	--	0	--	17	17.6	7	--	22	13.6	1	--
	2008	32	25.0	25	28.0	7	--	4	--	1	--	7	--	8	--	12	33.3	0	--	16	18.8	16	31.3	17	29.4	14	21.4
	2009	43	23.3	25	24.0	18	22.2	4	--	0	--	20	10.0	9	--	7	--	2	--	14	35.7	29	17.2	22	27.3	21	19.0
MORSE																											
English	2006	55	61.8	34	70.6	21	47.6	10	50.0	2	--	11	27.3	0	--	3	--	29	75.9	31	74.2	24	45.8	34	73.5	19	47.4
	2007	52	73.1	39	74.4	13	69.2	6	--	0	--	6	--	4	--	1	--	30	73.3	34	73.5	18	72.2	34	79.4	18	61.1
	2008	60	75.0	39	74.4	21	76.2	9	--	0	--	7	--	1	--	3	--	38	84.2	37	78.4	23	69.6	44	79.5	15	66.7
	2009	41	51.2	23	73.9	18	22.2	8	--	0	--	8	--	2	--	0	--	21	61.9	22	63.6	19	36.8	30	50.0	11	54.5
Mathematics	2006	55	47.3	34	41.2	21	57.1	10	40.0	2	--	11	27.3	0	--	3	--	29	58.6	31	61.3	24	29.2	34	61.8	19	26.3
	2007	52	57.7	39	56.4	13	61.5	6	--	0	--	6	--	4	--	1	--	30	70.0	34	58.8	18	55.6	34	52.9	18	66.7
	2008	60	45.0	39	38.5	21	57.1	9	--	0	--	7	--	1	--	3	--	38	52.6	37	45.9	23	43.5	44	45.5	15	46.7
	2009	41	29.3	23	34.8	18	22.2	8	--	0	--	8	--	2	--	0	--	21	33.3	22	31.8	19	26.3	30	30.0	11	27.3
Reading	2006	55	41.8	34	50.0	21	28.6	10	30.0	2	--	11	27.3	0	--	3	--	29	51.7	31	51.6	24	29.2	34	50.0	19	31.6
	2007	52	51.9	39	59.0	13	30.8	6	--	0	--	6	--	4	--	1	--	30	63.3	34	55.9	18	44.4	34	52.9	18	50.0
	2008	60	46.7	39	41.0	21	57.1	9	--	0	--	7	--	1	--	3	--	38	55.3	37	48.6	23	43.5	44	50.0	15	40.0
	2009	41	43.9	23	56.5	18	27.8	8	--	0	--	8	--	2	--	0	--	21	61.9	22	59.1	19	26.3	30	43.3	11	45.5
Science	2006	55	16.4	34	20.6	21	9.5	10	0.0	2	--	11	9.1	0	--	3	--	29	24.1	31	19.4	24	12.5	34	23.5	19	5.3
	2007	52	11.5	39	10.3	13	15.4	6	--	0	--	6	--	4	--	1	--	30	16.7	34	14.7	18	5.6	34	11.8	18	11.1
	2008	60	16.7	39	15.4	21	19.0	9	--	0	--	7	--	1	--	3	--	38	23.7	37	16.2	23	17.4	44	20.5	15	6.7
	2009	41	14.6	23	21.7	18	5.6	8	--	0	--	8	--	2	--	0	--	21	19.0	22	18.2	19	10.5	30	13.3	11	18.2
MT. EVEREST																											
English	2006	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	0	--
	2007	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--
	2008	3	--	1	--	2	--	0	--	0	--	0	--	2	--	0	--	1	--	3	--	0	--	3	--	0	--
	2009	5	--	3	--	2	--	0	--	0	--	0	--	5	--	0	--	0	--	5	--	0	--	5	--	0	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners							
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified			
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct		
Mathematics	2006	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	2007	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
	2008	3	--	1	--	2	--	0	--	0	--	0	--	2	--	0	--	1	--	3	--	0	--	3	--	0	--	0	--
	2009	5	--	3	--	2	--	0	--	0	--	0	--	5	--	0	--	0	--	5	--	0	--	5	--	0	--	0	--
Reading	2006	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	2007	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--
	2008	3	--	1	--	2	--	0	--	0	--	0	--	2	--	0	--	1	--	3	--	0	--	3	--	0	--	0	--
	2009	5	--	3	--	2	--	0	--	0	--	0	--	5	--	0	--	0	--	5	--	0	--	5	--	0	--	0	--
Science	2006	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	1	--	0	--
	2007	1	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--	0	--	1	--	0	--	0	--
	2008	3	--	1	--	2	--	0	--	0	--	0	--	2	--	0	--	1	--	3	--	0	--	3	--	0	--	0	--
	2009	5	--	3	--	2	--	0	--	0	--	0	--	5	--	0	--	0	--	5	--	0	--	5	--	0	--	0	--
MUIR																													
English	2006	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
	2007	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--
	2008	2	--	2	--	0	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	1	--	1	--	1	--
	2009	9	--	9	--	0	--	1	--	0	--	6	--	1	--	0	--	1	--	0	--	9	--	3	--	3	--	3	--
Mathematics	2006	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
	2007	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--
	2008	2	--	2	--	0	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	1	--	1	--	1	--
	2009	9	--	9	--	0	--	1	--	0	--	6	--	1	--	0	--	1	--	0	--	9	--	3	--	3	--	3	--
Reading	2006	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
	2007	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--
	2008	2	--	2	--	0	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	1	--	1	--	1	--
	2009	9	--	9	--	0	--	1	--	0	--	6	--	1	--	0	--	1	--	0	--	9	--	3	--	3	--	3	--
Science	2006	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
	2007	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--
	2008	2	--	2	--	0	--	1	--	0	--	1	--	0	--	0	--	0	--	1	--	1	--	1	--	1	--	1	--
	2009	9	--	9	--	0	--	1	--	0	--	6	--	1	--	0	--	1	--	0	--	9	--	3	--	3	--	3	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
				Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
POINT LOMA																											
English	2006	71	77.5	42	83.3	29	69.0	4	--	4	--	12	50.0	48	81.3	1	--	0	--	63	79.4	8	--	66	80.3	5	--
	2007	69	76.8	43	76.7	26	76.9	4	--	3	--	8	--	52	86.5	1	--	1	--	57	87.7	12	25.0	61	85.2	7	--
	2008	76	81.6	39	84.6	37	78.4	1	--	4	--	14	57.1	56	85.7	0	--	0	--	68	83.8	8	--	67	83.6	9	--
	2009	102	72.5	61	73.8	41	70.7	7	--	9	--	37	59.5	47	89.4	1	--	0	--	69	78.3	33	60.6	83	75.9	19	57.9
Mathematics	2006	71	53.5	42	57.1	29	48.3	4	--	4	--	12	50.0	48	56.3	1	--	0	--	63	54.0	8	--	66	56.1	5	--
	2007	69	58.0	43	51.2	26	69.2	4	--	3	--	8	--	52	65.4	1	--	1	--	57	66.7	12	16.7	61	63.9	7	--
	2008	76	59.2	39	56.4	37	62.2	1	--	4	--	14	21.4	56	67.9	0	--	0	--	68	63.2	8	--	67	62.7	9	--
	2009	102	54.9	61	49.2	41	63.4	7	--	9	--	37	37.8	47	68.1	1	--	0	--	69	65.2	33	33.3	83	60.2	19	31.6
Reading	2006	71	63.4	42	76.2	29	44.8	4	--	4	--	12	58.3	48	64.6	1	--	0	--	63	65.1	8	--	66	63.6	5	--
	2007	69	56.5	43	62.8	26	46.2	4	--	3	--	8	--	52	63.5	1	--	1	--	57	64.9	12	16.7	61	62.3	7	--
	2008	76	68.4	39	66.7	37	70.3	1	--	4	--	14	42.9	56	75.0	0	--	0	--	68	70.6	8	--	67	71.6	9	--
	2009	102	54.9	61	57.4	41	51.2	7	--	9	--	37	40.5	47	72.3	1	--	0	--	69	62.3	33	39.4	83	59.0	19	36.8
Science	2006	71	25.4	42	31.0	29	17.2	4	--	4	--	12	25.0	48	29.2	1	--	0	--	63	27.0	8	--	66	27.3	5	--
	2007	69	24.6	43	23.3	26	26.9	4	--	3	--	8	--	52	28.8	1	--	1	--	57	29.8	12	0.0	61	27.9	7	--
	2008	76	34.2	39	30.8	37	37.8	1	--	4	--	14	14.3	56	41.1	0	--	0	--	68	36.8	8	--	67	37.3	9	--
	2009	102	19.6	61	16.4	41	24.4	7	--	9	--	37	10.8	47	29.8	1	--	0	--	69	24.6	33	9.1	83	20.5	19	15.8
PREUSS SCHOOL UCSD																											
English	2006	80	62.5	54	64.8	26	57.7	9	--	3	--	45	57.8	3	--	17	70.6	3	--	0	--	80	62.5	38	73.7	41	51.2
	2007	67	80.6	38	86.8	29	72.4	10	80.0	6	--	35	77.1	0	--	15	86.7	1	--	0	--	67	80.6	27	81.5	40	80.0
	2008	93	77.4	53	84.9	40	67.5	12	83.3	5	--	47	80.9	4	--	20	65.0	5	--	0	--	93	77.4	42	85.7	51	70.6
	2009	89	87.6	49	91.8	40	82.5	9	--	8	--	49	85.7	6	--	15	93.3	2	--	0	--	89	87.6	41	95.1	48	81.3
Mathematics	2006	80	43.8	54	37.0	26	57.7	9	--	3	--	45	40.0	3	--	17	70.6	3	--	0	--	80	43.8	38	47.4	41	41.5
	2007	67	49.3	38	42.1	29	58.6	10	20.0	6	--	35	51.4	0	--	15	66.7	1	--	0	--	67	49.3	27	37.0	40	57.5
	2008	93	61.3	53	60.4	40	62.5	12	41.7	5	--	47	55.3	4	--	20	75.0	5	--	0	--	93	61.3	42	64.3	51	58.8
	2009	89	69.7	49	61.2	40	80.0	9	--	8	--	49	59.2	6	--	15	100.0	2	--	0	--	89	69.7	41	73.2	48	66.7
Reading	2006	80	40.0	54	44.4	26	30.8	9	--	3	--	45	35.6	3	--	17	47.1	3	--	0	--	80	40.0	38	47.4	41	31.7
	2007	67	55.2	38	63.2	29	44.8	10	60.0	6	--	35	48.6	0	--	15	60.0	1	--	0	--	67	55.2	27	55.6	40	55.0
	2008	93	65.6	53	69.8	40	60.0	12	58.3	5	--	47	74.5	4	--	20	55.0	5	--	0	--	93	65.6	42	61.9	51	68.6
	2009	89	75.3	49	77.6	40	72.5	9	--	8	--	49	69.4	6	--	15	86.7	2	--	0	--	89	75.3	41	85.4	48	66.7

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified			
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct		
Science	2006	80	17.5	54	16.7	26	19.2	9	--	3	--	45	15.6	3	--	17	23.5	3	--	0	--	80	17.5	38	23.7	41	12.2
	2007	67	13.4	38	15.8	29	10.3	10	0.0	6	--	35	11.4	0	--	15	20.0	1	--	0	--	67	13.4	27	14.8	40	12.5
	2008	93	22.6	53	22.6	40	22.5	12	16.7	5	--	47	17.0	4	--	20	35.0	5	--	0	--	93	22.6	42	28.6	51	17.6
	2009	89	30.3	49	22.4	40	40.0	9	--	8	--	49	14.3	6	--	15	53.3	2	--	0	--	89	30.3	41	43.9	48	18.8
S.C.P.A.																											
English	2006	42	61.9	32	53.1	10	90.0	17	29.4	1	--	4	--	15	93.3	1	--	4	--	26	73.1	16	43.8	40	60.0	2	--
	2007	19	73.7	16	75.0	3	--	4	--	1	--	5	--	7	--	0	--	2	--	18	77.8	1	--	18	72.2	1	--
	2008	17	76.5	16	75.0	1	--	3	--	0	--	1	--	5	--	0	--	8	--	12	75.0	5	--	14	78.6	3	--
	2009	28	78.6	25	76.0	3	--	8	--	3	--	2	--	10	80.0	1	--	4	--	14	85.7	14	71.4	26	76.9	2	--
Mathematics	2006	42	23.8	32	15.6	10	50.0	17	0.0	1	--	4	--	15	53.3	1	--	4	--	26	34.6	16	6.3	40	25.0	2	--
	2007	19	31.6	16	31.3	3	--	4	--	1	--	5	--	7	--	0	--	2	--	18	33.3	1	--	18	33.3	1	--
	2008	17	52.9	16	50.0	1	--	3	--	0	--	1	--	5	--	0	--	8	--	12	66.7	5	--	14	57.1	3	--
	2009	28	42.9	25	36.0	3	--	8	--	3	--	2	--	10	50.0	1	--	4	--	14	50.0	14	35.7	26	42.3	2	--
Reading	2006	42	50.0	32	46.9	10	60.0	17	17.6	1	--	4	--	15	73.3	1	--	4	--	26	53.8	16	43.8	40	47.5	2	--
	2007	19	36.8	16	37.5	3	--	4	--	1	--	5	--	7	--	0	--	2	--	18	38.9	1	--	18	38.9	1	--
	2008	17	76.5	16	75.0	1	--	3	--	0	--	1	--	5	--	0	--	8	--	12	83.3	5	--	14	78.6	3	--
	2009	28	53.6	25	56.0	3	--	8	--	3	--	2	--	10	60.0	1	--	4	--	14	71.4	14	35.7	26	53.8	2	--
Science	2006	42	19.0	32	9.4	10	50.0	17	0.0	1	--	4	--	15	40.0	1	--	4	--	26	23.1	16	12.5	40	17.5	2	--
	2007	19	31.6	16	31.3	3	--	4	--	1	--	5	--	7	--	0	--	2	--	18	33.3	1	--	18	33.3	1	--
	2008	17	17.6	16	18.8	1	--	3	--	0	--	1	--	5	--	0	--	8	--	12	25.0	5	--	14	14.3	3	--
	2009	28	14.3	25	12.0	3	--	8	--	3	--	2	--	10	20.0	1	--	4	--	14	21.4	14	7.1	26	15.4	2	--
SCRIPPS RANCH																											
English	2006	101	79.2	68	82.4	33	72.7	8	--	13	100.0	7	--	63	84.1	7	--	3	--	94	80.9	7	--	91	82.4	10	50.0
	2007	119	86.6	80	85.0	39	89.7	7	--	10	90.0	7	--	75	94.7	11	72.7	9	--	111	87.4	8	--	103	90.3	16	62.5
	2008	107	93.5	61	95.1	46	91.3	3	--	15	100.0	4	--	69	94.2	9	--	6	--	102	94.1	5	--	102	94.1	5	--
	2009	113	92.9	61	96.7	52	88.5	8	--	16	81.3	7	--	72	94.4	5	--	5	--	108	92.6	5	--	101	95.0	12	75.0
Mathematics	2006	101	65.3	68	58.8	33	78.8	8	--	13	84.6	7	--	63	71.4	7	--	3	--	94	67.0	7	--	91	67.0	10	50.0
	2007	119	69.7	80	62.5	39	84.6	7	--	10	80.0	7	--	75	76.0	11	63.6	9	--	111	70.3	8	--	103	70.9	16	62.5
	2008	107	83.2	61	80.3	46	87.0	3	--	15	93.3	4	--	69	81.2	9	--	6	--	102	84.3	5	--	102	83.3	5	--
	2009	113	77.0	61	68.9	52	86.5	8	--	16	75.0	7	--	72	83.3	5	--	5	--	108	76.9	5	--	101	77.2	12	75.0

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Reading	2006	101	64.4	68	66.2	33	60.6	8	--	13	84.6	7	--	63	73.0	7	--	3	--	94	66.0	7	--	91	64.8	10	60.0
	2007	119	75.6	80	73.8	39	79.5	7	--	10	80.0	7	--	75	84.0	11	63.6	9	--	111	78.4	8	--	103	79.6	16	50.0
	2008	107	85.0	61	88.5	46	80.4	3	--	15	86.7	4	--	69	84.1	9	--	6	--	102	84.3	5	--	102	85.3	5	--
	2009	113	75.2	61	75.4	52	75.0	8	--	16	75.0	7	--	72	76.4	5	--	5	--	108	75.0	5	--	101	76.2	12	66.7
Science	2006	101	42.6	68	39.7	33	48.5	8	--	13	61.5	7	--	63	50.8	7	--	3	--	94	43.6	7	--	91	44.0	10	30.0
	2007	119	45.4	80	37.5	39	61.5	7	--	10	40.0	7	--	75	54.7	11	36.4	9	--	111	46.8	8	--	103	49.5	16	18.8
	2008	107	57.0	61	50.8	46	65.2	3	--	15	80.0	4	--	69	52.2	9	--	6	--	102	57.8	5	--	102	57.8	5	--
	2009	113	53.1	61	52.5	52	53.8	8	--	16	68.8	7	--	72	55.6	5	--	5	--	108	51.9	5	--	101	52.5	12	58.3
SD BUSINESS																											
English	2006	8	--	7	--	1	--	2	--	0	--	5	--	1	--	0	--	0	--	2	--	6	--	5	--	2	--
	2007	6	--	6	--	0	--	3	--	0	--	3	--	0	--	0	--	0	--	2	--	4	--	3	--	1	--
	2008	2	--	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	2	--	0	--
	2009	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--
Mathematics	2006	8	--	7	--	1	--	2	--	0	--	5	--	1	--	0	--	0	--	2	--	6	--	5	--	2	--
	2007	6	--	6	--	0	--	3	--	0	--	3	--	0	--	0	--	0	--	2	--	4	--	3	--	1	--
	2008	2	--	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	2	--	0	--
	2009	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--
Reading	2006	8	--	7	--	1	--	2	--	0	--	5	--	1	--	0	--	0	--	2	--	6	--	5	--	2	--
	2007	6	--	6	--	0	--	3	--	0	--	3	--	0	--	0	--	0	--	2	--	4	--	3	--	1	--
	2008	2	--	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	2	--	0	--
	2009	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--
Science	2006	8	--	7	--	1	--	2	--	0	--	5	--	1	--	0	--	0	--	2	--	6	--	5	--	2	--
	2007	6	--	6	--	0	--	3	--	0	--	3	--	0	--	0	--	0	--	2	--	4	--	3	--	1	--
	2008	2	--	1	--	1	--	0	--	0	--	1	--	1	--	0	--	0	--	1	--	1	--	2	--	0	--
	2009	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	1	--
SD CIMA																											
English	2006	9	--	3	--	6	--	1	--	0	--	8	--	0	--	0	--	0	--	2	--	7	--	0	--	4	--
	2007	13	7.7	11	9.1	2	--	0	--	0	--	13	7.7	0	--	0	--	0	--	1	--	12	8.3	0	--	6	--
	2008	5	--	2	--	3	--	1	--	0	--	4	--	0	--	0	--	0	--	0	--	5	--	2	--	0	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners							
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified			
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct		
Mathematics	2006	9	--	3	--	6	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	2	--	7	--	0	--	4	--
	2007	13	0.0	11	0.0	2	--	0	--	0	--	13	0.0	0	--	0	--	0	--	0	--	1	--	12	0.0	0	--	6	--
	2008	5	--	2	--	3	--	1	--	0	--	4	--	0	--	0	--	0	--	0	--	0	--	5	--	2	--	0	--
Reading	2006	9	--	3	--	6	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	2	--	7	--	0	--	4	--
	2007	13	0.0	11	0.0	2	--	0	--	0	--	13	0.0	0	--	0	--	0	--	0	--	1	--	12	0.0	0	--	6	--
	2008	5	--	2	--	3	--	1	--	0	--	4	--	0	--	0	--	0	--	0	--	0	--	5	--	2	--	0	--
Science	2006	9	--	3	--	6	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	2	--	7	--	0	--	4	--
	2007	13	0.0	11	0.0	2	--	0	--	0	--	13	0.0	0	--	0	--	0	--	0	--	1	--	12	0.0	0	--	6	--
	2008	5	--	2	--	3	--	1	--	0	--	4	--	0	--	0	--	0	--	0	--	0	--	5	--	2	--	0	--
SD INTERNATIONAL STUDIES																													
English	2006	13	61.5	9	--	4	--	2	--	1	--	9	--	1	--	0	--	0	--	0	--	3	--	10	60.0	5	--	7	--
	2007	10	90.0	8	--	2	--	4	--	0	--	3	--	3	--	0	--	0	--	0	--	3	--	7	--	9	--	0	--
	2008	17	88.2	12	91.7	5	--	5	--	0	--	2	--	10	100.0	0	--	0	--	0	--	10	100.0	7	--	15	86.7	2	--
	2009	23	91.3	16	100.0	7	--	0	--	1	--	11	81.8	7	--	0	--	3	--	3	--	12	91.7	11	90.9	14	100.0	9	--
Mathematics	2006	13	38.5	9	--	4	--	2	--	1	--	9	--	1	--	0	--	0	--	0	--	3	--	10	50.0	5	--	7	--
	2007	10	10.0	8	--	2	--	4	--	0	--	3	--	3	--	0	--	0	--	0	--	3	--	7	--	9	--	0	--
	2008	17	58.8	12	50.0	5	--	5	--	0	--	2	--	10	60.0	0	--	0	--	0	--	10	60.0	7	--	15	53.3	2	--
Reading	2009	23	47.8	16	43.8	7	--	0	--	1	--	11	45.5	7	--	0	--	3	--	3	--	12	58.3	11	36.4	14	50.0	9	--
	2006	13	53.8	9	--	4	--	2	--	1	--	9	--	1	--	0	--	0	--	0	--	3	--	10	60.0	5	--	7	--
	2007	10	70.0	8	--	2	--	4	--	0	--	3	--	3	--	0	--	0	--	0	--	3	--	7	--	9	--	0	--
	2008	17	64.7	12	66.7	5	--	5	--	0	--	2	--	10	80.0	0	--	0	--	0	--	10	70.0	7	--	15	66.7	2	--
Science	2009	23	69.6	16	68.8	7	--	0	--	1	--	11	63.6	7	--	0	--	3	--	3	--	12	75.0	11	63.6	14	78.6	9	--
	2006	13	15.4	9	--	4	--	2	--	1	--	9	--	1	--	0	--	0	--	0	--	3	--	10	20.0	5	--	7	--
	2007	10	10.0	8	--	2	--	4	--	0	--	3	--	3	--	0	--	0	--	0	--	3	--	7	--	9	--	0	--
	2008	17	35.3	12	33.3	5	--	5	--	0	--	2	--	10	50.0	0	--	0	--	0	--	10	40.0	7	--	15	33.3	2	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners							
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified			
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct		
SD LEADS																													
English	2006	9	--	7	--	2	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	2	--	7	--	2	--	7	--
	2007	10	20.0	8	--	2	--	0	--	0	--	9	--	1	--	0	--	0	--	0	--	2	--	8	--	3	--	7	--
	2008	3	--	2	--	1	--	1	--	0	--	0	--	2	--	0	--	0	--	0	--	1	--	2	--	3	--	0	--
	2009	9	--	5	--	4	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	3	--	6	--	3	--	5	--
Mathematics	2006	9	--	7	--	2	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	2	--	7	--	2	--	7	--
	2007	10	10.0	8	--	2	--	0	--	0	--	9	--	1	--	0	--	0	--	0	--	2	--	8	--	3	--	7	--
	2008	3	--	2	--	1	--	1	--	0	--	0	--	2	--	0	--	0	--	0	--	1	--	2	--	3	--	0	--
	2009	9	--	5	--	4	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	3	--	6	--	3	--	5	--
Reading	2006	9	--	7	--	2	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	2	--	7	--	2	--	7	--
	2007	10	40.0	8	--	2	--	0	--	0	--	9	--	1	--	0	--	0	--	0	--	2	--	8	--	3	--	7	--
	2008	3	--	2	--	1	--	1	--	0	--	0	--	2	--	0	--	0	--	0	--	1	--	2	--	3	--	0	--
	2009	9	--	5	--	4	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	3	--	6	--	3	--	5	--
Science	2006	9	--	7	--	2	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	2	--	7	--	2	--	7	--
	2007	10	0.0	8	--	2	--	0	--	0	--	9	--	1	--	0	--	0	--	0	--	2	--	8	--	3	--	7	--
	2008	3	--	2	--	1	--	1	--	0	--	0	--	2	--	0	--	0	--	0	--	1	--	2	--	3	--	0	--
	2009	9	--	5	--	4	--	1	--	0	--	8	--	0	--	0	--	0	--	0	--	3	--	6	--	3	--	5	--
SD MEDIA VISUAL PERFORMING ARTS																													
English	2007	2	--	1	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	1	--	2	--	0	--
	2008	2	--	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	0	--	0	--	2	--	2	--	0	--
	2009	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
Mathematics	2007	2	--	1	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	1	--	2	--	0	--
	2008	2	--	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	0	--	0	--	2	--	2	--	0	--
	2009	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
Reading	2007	2	--	1	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	1	--	2	--	0	--
	2008	2	--	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	0	--	0	--	2	--	2	--	0	--
	2009	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--
Science	2007	2	--	1	--	1	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	1	--	1	--	2	--	0	--
	2008	2	--	1	--	1	--	0	--	0	--	0	--	2	--	0	--	0	--	0	--	0	--	2	--	2	--	0	--
	2009	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
SD METRO CAREER TECH																											
English	2008	16	31.3	13	30.8	3	--	8	--	0	--	6	--	0	--	0	--	0	--	8	--	8	--	14	28.6	2	--
	2009	12	33.3	7	--	5	--	2	--	0	--	7	--	1	--	1	--	0	--	6	--	6	--	9	--	3	--
Mathematics	2008	16	6.3	13	7.7	3	--	8	--	0	--	6	--	0	--	0	--	0	--	8	--	8	--	14	7.1	2	--
	2009	12	0.0	7	--	5	--	2	--	0	--	7	--	1	--	1	--	0	--	6	--	6	--	9	--	3	--
Reading	2008	16	6.3	13	7.7	3	--	8	--	0	--	6	--	0	--	0	--	0	--	8	--	8	--	14	7.1	2	--
	2009	12	25.0	7	--	5	--	2	--	0	--	7	--	1	--	1	--	0	--	6	--	6	--	9	--	3	--
Science	2008	16	0.0	13	0.0	3	--	8	--	0	--	6	--	0	--	0	--	0	--	8	--	8	--	14	0.0	2	--
	2009	12	0.0	7	--	5	--	2	--	0	--	7	--	1	--	1	--	0	--	6	--	6	--	9	--	3	--
SD SCIENCE TECHNOLOGY																											
English	2006	7	--	2	--	5	--	3	--	0	--	4	--	0	--	0	--	0	--	5	--	2	--	2	--	5	--
	2007	25	28.0	10	30.0	15	26.7	3	--	0	--	17	23.5	3	--	1	--	0	--	10	40.0	15	20.0	9	--	15	20.0
	2008	12	41.7	6	--	6	--	1	--	0	--	9	--	1	--	1	--	0	--	0	--	12	41.7	3	--	9	--
	2009	20	40.0	10	30.0	10	50.0	6	--	0	--	10	30.0	4	--	0	--	0	--	5	--	15	33.3	11	54.5	6	--
Mathematics	2006	7	--	2	--	5	--	3	--	0	--	4	--	0	--	0	--	0	--	5	--	2	--	2	--	5	--
	2007	25	8.0	10	0.0	15	13.3	3	--	0	--	17	11.8	3	--	1	--	0	--	10	10.0	15	6.7	9	--	15	13.3
	2008	12	8.3	6	--	6	--	1	--	0	--	9	--	1	--	1	--	0	--	0	--	12	8.3	3	--	9	--
	2009	20	30.0	10	10.0	10	50.0	6	--	0	--	10	10.0	4	--	0	--	0	--	5	--	15	20.0	11	45.5	6	--
Reading	2006	7	--	2	--	5	--	3	--	0	--	4	--	0	--	0	--	0	--	5	--	2	--	2	--	5	--
	2007	25	20.0	10	20.0	15	20.0	3	--	0	--	17	17.6	3	--	1	--	0	--	10	30.0	15	13.3	9	--	15	20.0
	2008	12	16.7	6	--	6	--	1	--	0	--	9	--	1	--	1	--	0	--	0	--	12	16.7	3	--	9	--
	2009	20	30.0	10	20.0	10	40.0	6	--	0	--	10	20.0	4	--	0	--	0	--	5	--	15	20.0	11	36.4	6	--
Science	2006	7	--	2	--	5	--	3	--	0	--	4	--	0	--	0	--	0	--	5	--	2	--	2	--	5	--
	2007	25	8.0	10	10.0	15	6.7	3	--	0	--	17	5.9	3	--	1	--	0	--	10	10.0	15	6.7	9	--	15	6.7
	2008	12	8.3	6	--	6	--	1	--	0	--	9	--	1	--	1	--	0	--	0	--	12	8.3	3	--	9	--
	2009	20	15.0	10	10.0	10	20.0	6	--	0	--	10	0.0	4	--	0	--	0	--	5	--	15	6.7	11	27.3	6	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners							
		TOTAL		Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified			
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct		
SERRA																													
English	2006	47	68.1	32	71.9	15	60.0	5	--	2	--	10	50.0	24	87.5	4	--	2	--	30	76.7	17	52.9	36	69.4	11	63.6		
	2007	57	54.4	34	52.9	23	56.5	8	--	3	--	9	--	20	65.0	12	75.0	4	--	39	61.5	18	38.9	43	55.8	14	50.0		
	2008	62	69.4	30	76.7	32	62.5	12	41.7	5	--	14	42.9	22	90.9	7	--	2	--	40	80.0	22	50.0	48	77.1	13	46.2		
	2009	43	74.4	30	70.0	13	84.6	4	--	3	--	9	--	18	88.9	6	--	3	--	28	82.1	15	60.0	32	84.4	11	45.5		
Mathematics	2006	47	40.4	32	40.6	15	40.0	5	--	2	--	10	30.0	24	58.3	4	--	2	--	30	53.3	17	17.6	36	44.4	11	27.3		
	2007	57	33.3	34	32.4	23	34.8	8	--	3	--	9	--	20	35.0	12	75.0	4	--	39	33.3	18	33.3	43	25.6	14	57.1		
	2008	62	53.2	30	46.7	32	59.4	12	16.7	5	--	14	28.6	22	72.7	7	--	2	--	40	62.5	22	36.4	48	60.4	13	30.8		
	2009	43	60.5	30	50.0	13	84.6	4	--	3	--	9	--	18	61.1	6	--	3	--	28	71.4	15	40.0	32	65.6	11	45.5		
Reading	2006	47	57.4	32	59.4	15	53.3	5	--	2	--	10	30.0	24	75.0	4	--	2	--	30	63.3	17	47.1	36	58.3	11	54.5		
	2007	57	47.4	34	47.1	23	47.8	8	--	3	--	9	--	20	55.0	12	50.0	4	--	39	51.3	18	38.9	43	48.8	14	42.9		
	2008	62	59.7	30	56.7	32	62.5	12	25.0	5	--	14	42.9	22	81.8	7	--	2	--	40	72.5	22	36.4	48	64.6	13	46.2		
	2009	43	58.1	30	60.0	13	53.8	4	--	3	--	9	--	18	61.1	6	--	3	--	28	64.3	15	46.7	32	62.5	11	45.5		
Science	2006	47	14.9	32	12.5	15	20.0	5	--	2	--	10	10.0	24	25.0	4	--	2	--	30	23.3	17	0.0	36	19.4	11	0.0		
	2007	57	12.3	34	8.8	23	17.4	8	--	3	--	9	--	20	20.0	12	16.7	4	--	39	17.9	18	0.0	43	16.3	14	0.0		
	2008	62	30.6	30	23.3	32	37.5	12	0.0	5	--	14	7.1	22	54.5	7	--	2	--	40	35.0	22	22.7	48	33.3	13	23.1		
	2009	43	30.2	30	33.3	13	23.1	4	--	3	--	9	--	18	38.9	6	--	3	--	28	32.1	15	26.7	32	34.4	11	18.2		
TWAIN																													
English	2007	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
Mathematics	2007	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
Reading	2007	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--
Science	2007	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--
	2008	1	--	1	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	0	--	1	--	0	--	1	--	0	--

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

Subject Area	Year	TOTAL		Gender				Selected Race/Ethnicity Group										Meal Eligibility				Non-English Learners					
				Female		Male		African American		Asian		Hispanic		White		Indochinese		Filipino		Not Eligible		Eligible		Fluent Non-EL		Reclassified	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
UNIVERSITY CITY																											
English	2006	74	60.8	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	59	66.1	14	42.9
	2007	75	73.3	51	74.5	24	70.8	10	40.0	5	--	11	54.5	38	89.5	3	--	6	--	56	83.9	19	42.1	59	76.3	15	66.7
	2008	69	87.0	37	83.8	32	90.6	5	--	8	--	16	87.5	32	87.5	0	--	7	--	56	87.5	13	84.6	57	87.7	11	81.8
	2009	91	79.1	48	87.5	43	69.8	9	--	9	--	21	71.4	37	81.1	7	--	8	--	58	84.5	33	69.7	73	84.9	14	71.4
Mathematics	2006	74	47.3	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	59	45.8	14	57.1
	2007	75	48.0	51	39.2	24	66.7	10	10.0	5	--	11	9.1	38	71.1	3	--	6	--	56	51.8	19	36.8	59	54.2	15	26.7
	2008	69	65.2	37	64.9	32	65.6	5	--	8	--	16	56.3	32	71.9	0	--	7	--	56	69.6	13	46.2	57	70.2	11	36.4
	2009	91	53.8	48	54.2	43	53.5	9	--	9	--	21	47.6	37	56.8	7	--	8	--	58	58.6	33	45.5	73	58.9	14	35.7
Reading	2006	74	51.4	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	59	54.2	14	42.9
	2007	75	58.7	51	58.8	24	58.3	10	30.0	5	--	11	54.5	38	73.7	3	--	6	--	56	62.5	19	47.4	59	61.0	15	53.3
	2008	69	68.1	37	64.9	32	71.9	5	--	8	--	16	62.5	32	71.9	0	--	7	--	56	69.6	13	61.5	57	68.4	11	63.6
	2009	91	58.2	48	64.6	43	51.2	9	--	9	--	21	71.4	37	56.8	7	--	8	--	58	60.3	33	54.5	73	65.8	14	35.7
Science	2006	74	20.3	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	59	22.0	14	14.3
	2007	75	36.0	51	33.3	24	41.7	10	10.0	5	--	11	9.1	38	44.7	3	--	6	--	56	39.3	19	26.3	59	39.0	15	26.7
	2008	69	42.0	37	40.5	32	43.8	5	--	8	--	16	37.5	32	53.1	0	--	7	--	56	46.4	13	23.1	57	43.9	11	27.3
	2009	91	37.4	48	31.3	43	44.2	9	--	9	--	21	28.6	37	37.8	7	--	8	--	58	43.1	33	27.3	73	39.7	14	35.7