
ACT[®] Results of Grade 12 Students, 2009–10 to 2011–12

Introduction

This report summarizes ACT data for Grade 12 students in the San Diego Unified School District (SD Unified). Like the SAT, the ACT¹ is a college entrance examination taken by high school students around the world to fulfill admission requirements of postsecondary institutions in the United States. This report disaggregates ACT participation and performance data by gender, ethnicity, eligibility for free or reduced-price meals (meal eligibility status), English language proficiency status, and special education status. Performance data are primarily reported in terms of percentages of students meeting or exceeding pre-determined benchmark scores in the different subject areas. Trends in overall average scale scores are also included.

Highlights

In the past few years, district ACT participation rates have steadily increased, from 12 percent in 2005–06 to 22 percent in 2011–12. However, similar to the rest of California and many other states in the East Coast and West Coast, far more SD Unified Grade 12 students take the SAT than the ACT to meet college admission requirements. In 2011–12, 57 percent of district Grade 12 students took the SAT compared with 22 percent for the ACT. Participation rates increased for nearly all gender, race/ethnicity, meal eligibility, and language proficiency groups compared with the previous year. District ACT test takers are likely to be female, White or Hispanic, fluent English proficient, not receiving special education services, and non-meal-eligible.

After two years of modest score gains, average scale scores declined in all ACT subject areas compared with the previous year. This corresponded to lower percentages of students meeting the benchmarks. Percentages of students meeting the benchmarks declined by about three to five percentage points depending on the subject area. Performance results for the 2011–12 Grade 12 students showed that 69 percent met the benchmark score in ACT English and were deemed ready for college-level English coursework; 55 percent met the benchmark score in mathematics, 56 percent in reading, and 31 percent in science.

Despite the performance decline, district results were still higher than national results in all subject areas, but continued to be lower than state results. These comparisons should take into consideration the fact that available national and state comparison data used in this report include test takers from private schools who generally perform higher than those from public schools.

As with overall results, most subgroups showed decreased percentages of students meeting the benchmarks in nearly all subject areas. Notable exceptions were gains made by African American students in all subjects except English—causing performance gaps with White students in these areas to narrow—as well as gains made by Indochinese and Multiracial students in three of the four ACT subject areas. Performance gaps persist—males continued to outperform females

¹ From 1959 to 1996, ACT was the acronym for American College Testing.

in mathematics and science; non-economically disadvantaged students continued to outperform their counterparts in all subject areas; and White students continued to outperform African American and Hispanic students.

Preuss, Gompers Preparatory Academy, San Diego Metro Career, High Tech High Media Arts, and La Jolla High had among the highest ACT participation rates. Students from La Jolla, Mira Mesa, 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.

Overview of the ACT

The ACT² measures college readiness and assesses knowledge and skill in four required areas: English, mathematics, reading, and science. Testing in writing, the fifth subject area, is optional.³

ACT and the SAT. Nearly all colleges and universities in the country accept both the ACT and SAT as part of their college admission requirements. There continue to be broad geographical differences regarding participation in the two tests, with those from the East and West Coasts historically favoring the SAT, and those from midwestern and southern states favoring the ACT. Table 1 shows the number of SAT and ACT Grade 12 test takers across the nation, the state, and district.

Table 1. College-Bound Seniors Who Took the SAT and ACT, 2008 to 2012

Year	National		California		SD Unified				
	SAT Test Takers	ACT Test Takers	SAT Test Takers	ACT Test Takers	Total Grade 12	SAT Test Takers	% Who Took SAT	ACT Test Takers	% Who Took ACT
2008	1,518,859	1,421,941	205,145	72,326	8,182	3,819	46.7	1,189	14.5
2009	1,530,128	1,480,469	207,301	81,494	8,373	3,610	43.1	1,351	16.1
2010	1,547,990	1,568,835	210,926	90,371	8,694	4,082	47.0	1,444	16.6
2011	1,647,123	1,623,112	222,658	99,002	8,503	4,414	51.9	1,542	18.1
2012	1,664,479	1,666,017	231,964	103,024	8,261	4,712	57.0	1,786	21.6
5-yr diff	▲ 145,620	▲ 244,076	▲ 26,819	▲ 30,698	▲ 79	▲ 893	▲ 10.4	▲ 597	▲ 7.1

In recent years, the ACT has been steadily gaining popularity nationally. In 2011–12, the number of seniors across the nation who have taken the ACT outnumbered those who took the SAT. In California and the district, the ACT is gaining ground as well but is far from overtaking the SAT; the number of seniors taking the ACT continues to be less than half of those taking the SAT in these jurisdictions.

Benchmark Scores. ACT scale scores range from 1 to 36 and indicate readiness for college-level coursework based on pre-determined benchmark scores for each assessed area. Each subject area benchmark score indicates a student's chance of success in a corresponding college-level course (Table 2).

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

³ Students decide whether they would like to take the ACT writing test for an additional fee. Some colleges require the test while others do not.

Table 2. 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

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.⁴ 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 covering 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 con-

⁴ In 2011, the College Board began using benchmark scores as a means for interpreting SAT scores. A student with a combined SAT score of at least 1550 is deemed college-ready and has a 65 percent chance of getting a B-average or better during his or her first year of study in a four-year college. Thus far, only national results have been made available by the College Board using this process and, for both 2011 and 2012, 43 percent of college-bound seniors met or exceeded the SAT benchmark score and are considered ready for college.

clusions or hypotheses; and to generalize, draw conclusions, gain new information, or make predictions based on the information.

Writing. For the writing section, 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.

Background Demographics

In fall 2011, the district had 8,261 Grade 12 students (Table 3),⁵ with roughly 15 percent at SD Unified-authorized charter schools. Hispanic students represented the largest racial/ethnic group with 42 percent of all Grade 12 students, although they comprised only 33 percent of Grade 12 ACT and SAT test takers. White students were the second largest group with 26 percent of all Grade 12 students and comprised 35 percent of Grade 12 ACT test takers and 31 percent for the SAT. African American students formed the third largest group with 12 percent of all Grade 12 students and also 12 percent of Grade 12 ACT and SAT test takers.

Six of every 10 Grade 12 students at district-managed schools were eligible for free or reduced-price meals,⁶ 1 of every 10 received special education services, and 3 of every 10 were either English learners (ELs) or former ELs (Reclassified Fluent English Proficient or RFEP). Three percent of Grade 12 students experienced homelessness at some point during the 2011–12 school year, 1 percent of students were in foster care, and 4 percent belonged to households that were affiliated with the military (district-managed schools only).

Table 4 shows how the 2011–12 senior class evolved from 2008–09 as the group matriculated from Grade 9 through 12. Nearly all racial/ethnic groups exhibited steadily declining enrollment numbers. There are many reasons for this, including the pace with which students earn credits each year in turn directly affecting grade level placements.⁷ However, data support numerous research findings that male, Hispanic, and African American students are at highest risk for dropping out of school. African American and Hispanic students experienced the most drastic changes—African American enrollment decreased by 41 percent between Grades 9 and 12 (from 1,628 down to 957 students), and Hispanic enrollment counts decreased by 38 percent (from 5,500 down to 3,436 students). In contrast, White student enrollment counts declined by just 18 percent, resulting in an increase in the proportion of White students in the overall group from 23 percent in Grade 9 to 26 percent in Grade 12. Similarly, male enrollment declined from Grade 9 to Grade 12, resulting in a gradual increase in the proportion of female students.

⁵ For purposes of this report, data exclude students from Non-Public Schools, whose data are not received by the district, and TRACE/TRACE Seniors, where most students are non-diploma bound and have already been in high school for four or more years.

⁶ Complete meal eligibility data for charter school students are currently not available.

⁷ Since 2007–08, student grade levels have been based on credits earned towards graduation.

Table 3. Grade 12 Student Demographics, 2011–12

Group	ACT Test Takers						All Grade 12, October 2011						SAT Test Takers					
	All Schools		District-Managed		Charter		All Schools		District-Managed		Charter		All Schools		District-Managed		Charter	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Total Students (pct based on total)	1,786	100	1,495	84	291	16	8,261	100	7,002	85	1,259	15	4,712	100	4,135	88	577	12
Female	1,009	56	848	57	161	55	4,171	50	3,530	50	641	51	2,558	54	2,240	54	318	55
Male	777	44	647	43	130	45	4,090	50	3,472	50	618	49	2,154	46	1,895	46	259	45
African American	208	12	173	12	35	12	957	12	812	12	145	12	550	12	480	12	70	12
Asian	81	5	66	4	15	5	270	3	236	3	34	3	213	5	189	5	24	4
Filipino	85	5	77	5	8	3	633	8	596	9	37	3	420	9	395	10	25	4
Hispanic	594	33	460	31	134	46	3,436	42	2,822	40	614	49	1,541	33	1,298	31	243	42
Indochinese	131	7	113	8	18	6	491	6	453	6	38	3	348	7	328	8	20	3
Native American	5	0	5	0		0	33	0	26	0	7	1	19	0	18	0	1	0
Pacific Islander	13	1	11	1	2	1	56	1	49	1	7	1	31	1	30	1	1	0
White	623	35	548	37	75	26	2,165	26	1,810	26	355	28	1,450	31	1,264	31	186	32
Multiracial	46	3	42	3	4	1	220	3	198	3	22	2	140	3	133	3	7	1
Meal-Eligible			624	42		0			4,090	58					1,825	44		
With an Individualized Education Plan or IEP (Special Education or SPED program)	61	3	45	3	16	5	694	8	661	9	33	3	174	4	144	3	30	5
English Learner (EL)	41	2	26	2	15	5	862	10	714	10	148	12	150	3	114	3	36	6
Reclassified or Former EL (RFEP)	444	25	352	24	92	32	1,965	24	1,716	25	249	20	1,199	25	1,056	26	143	25
Fluent English Proficient (FEP)	1,301	73	1,117	75	184	63	5,434	66	4,572	65	862	68	3,363	71	2,965	72	398	69
• FEP, English primary language	1,014	57	873	58	141	48	4,260	52	3,535	50	725	58	2,549	54	2,231	54	318	55
▪ FEP, non-English primary language (Initially FEP)	287	16	244	16	43	15	1,174	14	1,037	15	137	11	814	17	734	18	80	14
Foster	4	0	4	0		0	42	1	39	1	3	0	11	0	11	0		
Homeless	15	1	14	1	1	0	269	3	254	4	15	1	88	2	86	2	2	0
Military Family			50	3					290	4					152	4		

Note: The larger than expected proportions of EL and IEP students for charter school ACT test takers are primarily due to Gompers' relatively large count of test takers and its student demographics.

Table 4. Multiyear Demographic Changes for the Senior Class of 2011–12.

Year	Grade	Total	Female	Male	Afr Am	Nat Am	Asian	Filipino	Hispanic	Indoch	Pac Isl	White	Multiracial
Student Counts													
2009	9	11,610	5,590	6,020	1,628	62	352	722	5,500	591	108	2,647	
2010	10	10,446	5,123	5,323	1,361	53	322	690	4,784	553	88	2,458	137
2011	11	9,344	4,679	4,665	1,165	44	295	656	4,014	527	81	2,342	220
2012	12	8,261	4,171	4,090	957	33	270	633	3,436	491	56	2,165	220
3-year Difference			(3,349)	(1,419)	(1,930)	(671)	(29)	(82)	(89)	(2,064)	(100)	(52)	(482)
Percent of Total													
2009	9	100	48	52	14	1	3	6	47	5	1	23	0
2010	10	100	49	51	13	1	3	7	46	5	1	24	1
2011	11	100	50	50	12	0	3	7	43	6	1	25	2
2012	12	100	50	50	12	0	3	8	42	6	1	26	3
3-year Difference			2.3	(2.3)	(2.4)	(0.1)	0.2	1.4	(5.8)	0.9	(0.3)	3.4	2.7

Participation Data

Overall Participation. As mentioned earlier, 1,786 of 8,261 (22 percent) 2011–12 Grade 12 students took the ACT at some point during high school. Counts and percentages of ACT test takers have steadily increased over the years and are currently at their highest levels (Figure 1).

An overwhelming majority of ACT test takers also take the SAT. Each year, roughly 9 of 10 ACT test takers are also SAT test takers; 92 percent for 2011–12. However, a far smaller proportion of SAT test takers also take the ACT; 35 percent for 2011–12 (Table 5).

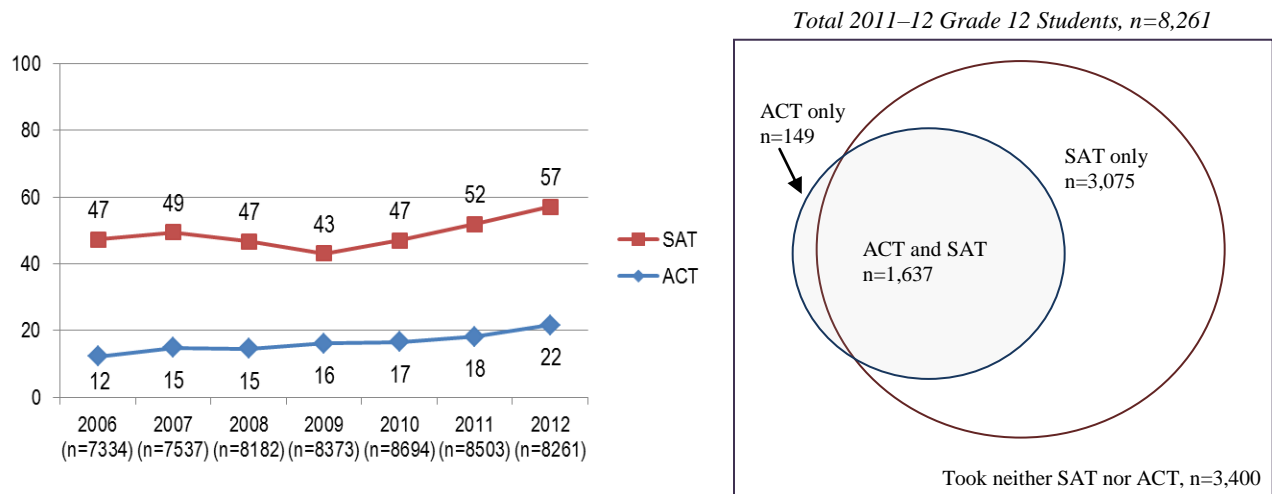


Figure 1. Percentages and Counts of Grade 12 students taking the ACT and SAT

Table 5. Grade 12 students who took the ACT and the SAT

Year	ACT Test Takers	SAT Test Takers	Took Both ACT and SAT	Percent of ACT Test Takers Who Also Took the SAT	Percent of SAT Test Takers Who Also Took the ACT
2006	900	3,463	782	86.9	22.6
2007	1,118	3,722	1,016	90.9	27.3
2008	1,189	3,819	1,069	89.9	28.0
2009	1,351	3,610	1,187	87.9	32.9
2010	1,444	4,082	1,300	90.0	31.8
2011	1,542	4,414	1,422	92.2	32.2
2012	1,786	4,712	1,637	91.7	34.7

Selected Student Group. Participation rates have also been steadily increasing for nearly all student groups. Figure 2 shows steady growth in participation when data are disaggregated by school type (charter or district-managed), gender, meal eligibility status, and language proficiency group. Participation rates for the district’s largest racial/ethnic groups—Hispanic, White, African American—have also steadily increased over the years. White students have had a larger cumulative gain for the past six years compared with African American and Hispanic students, but had a much smaller gain from last year compared to these two groups (Table 6 and Figure 3).

Despite these gains, participation gaps remain with female, non-meal eligible, non-English learner, and White and Asian students having considerably higher participation rates than their counterpart groups.

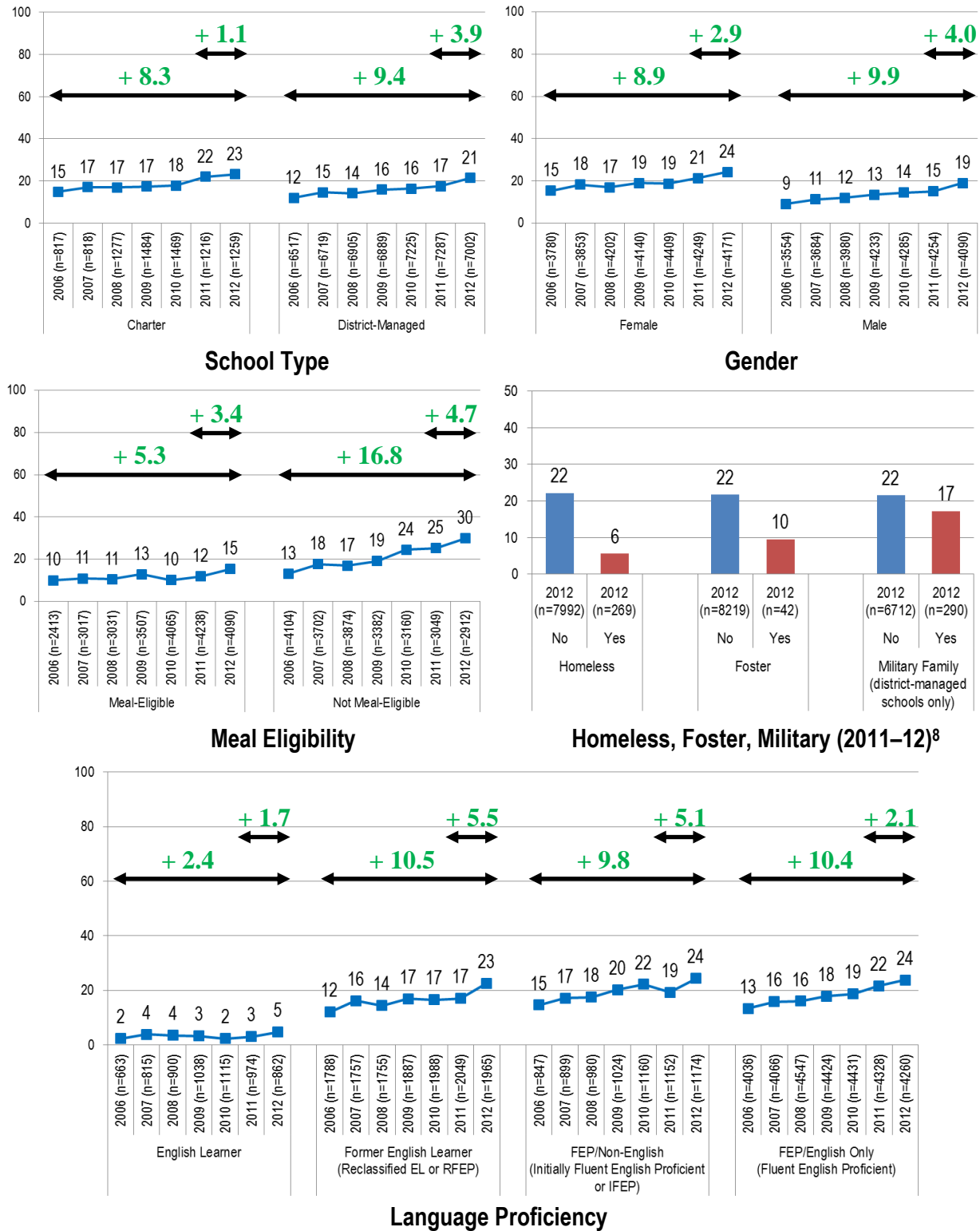


Figure 2. ACT Participation Rates by Selected Student Group

⁸ Multiyear data for these student groups are not available.

Table 6. Grade 12 students who took the ACT by Race/Ethnicity

Group	Year	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White	Multiracial
Test Takers	2006	126	50	83	207	79	4	6	345	
	2007	145	62	93	251	115	6	14	432	
	2008	114	87	106	264	113	6	7	492	
	2009	155	80	80	370	122	7	8	529	
	2010	167	84	109	386	128	6	7	533	24
	2011	176	81	95	445	105	6	5	603	26
	2012	208	81	85	594	131	5	13	623	46
Total Students	2006	970	284	706	2,364	533	41	79	2,357	
	2007	1,076	304	673	2,545	533	35	78	2,293	
	2008	1,064	315	721	2,876	465	55	69	2,617	
	2009	1,091	280	675	3,225	527	37	73	2,465	
	2010	1,112	279	736	3,535	519	53	76	2,269	115
	2011	980	266	661	3,585	512	39	60	2,225	175
	2012	957	270	633	3,436	491	33	56	2,165	220
Participation Rates	2006	13.0	17.6	11.8	8.8	14.8	9.8	7.6	14.6	
	2007	13.5	20.4	13.8	9.9	21.6	17.1	17.9	18.8	
	2008	10.7	27.6	14.7	9.2	24.3	10.9	10.1	18.8	
	2009	14.2	28.6	11.9	11.5	23.1	18.9	11.0	21.5	
	2010	15.0	30.1	14.8	10.9	24.7	11.3	9.2	23.5	20.9
	2011	18.0	30.5	14.4	12.4	20.5	15.4	8.3	27.1	14.9
	2012	21.7	30.0	13.4	17.3	26.7	15.2	23.2	28.8	20.9

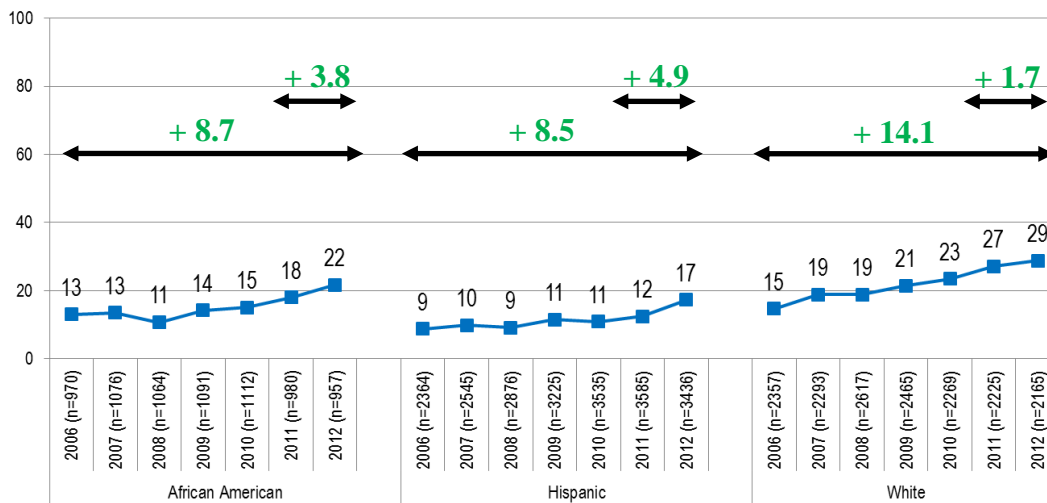


Figure 3. ACT Participation Rates by Large Racial/Ethnic Group

Performance on the California Standards Test (CST) and SAT by ACT Test Taker Status

ACT test takers in the district tend to be among the district’s higher performing students. Figure 4 shows that ACT test takers outperformed non-test takers on the Grade 11 CST English Language Arts (ELA). Roughly three-fourths (74 percent) of Grade 12 students who took the ACT, or took both the SAT and ACT, performed at “proficient” or “advanced” on the CST ELA Grade 11 assessment. These students had higher proportions in “proficient” and “advanced” than those who took only the SAT (68 percent), only the ACT (63 percent), or neither ACT nor SAT (29 percent). Note the relatively small number of ACT test-takers who did not take the SAT.

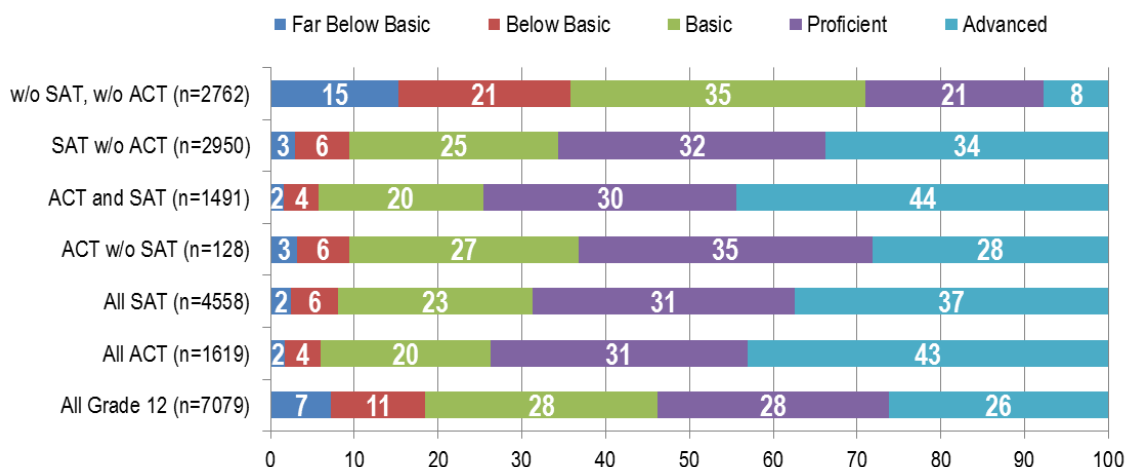


Figure 4. Grade 11 ELA CST Performance Breakdown by Test Taker Status

Similarly for mathematics, Figure 5 shows that 37 percent who took the ACT, or took both the SAT and ACT, performed at “proficient” or “advanced” on their CST mathematics Grade 11 assessment—again, higher percentages than those who took only the SAT (27 percent), only the ACT (29 percent), or neither ACT nor SAT (7 percent).

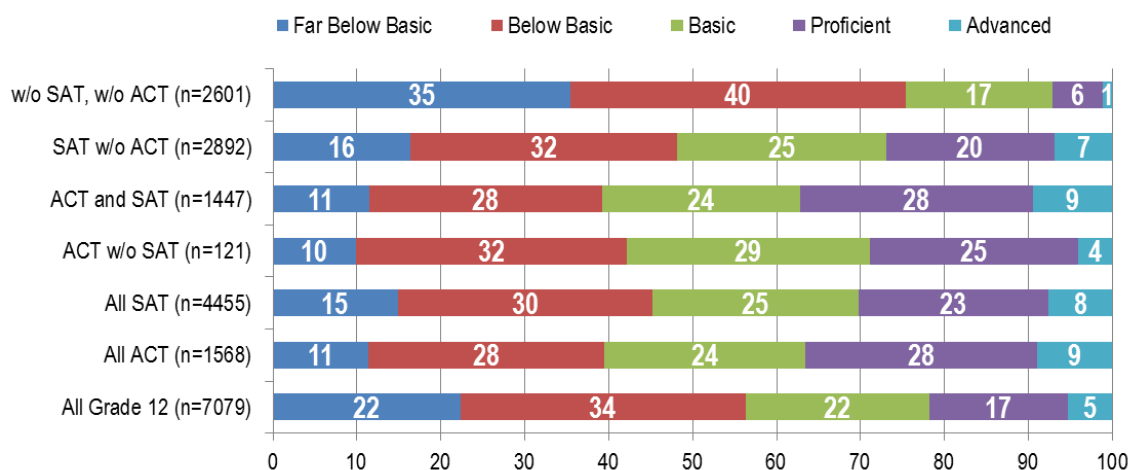


Figure 5. Grade 11 Mathematics CST Performance Breakdown by Test Taker Status

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 took only the SAT). The differences in average scale score were 24 points in critical reading, 30 points in mathematics, and 32 points in writing (see Figure 6).

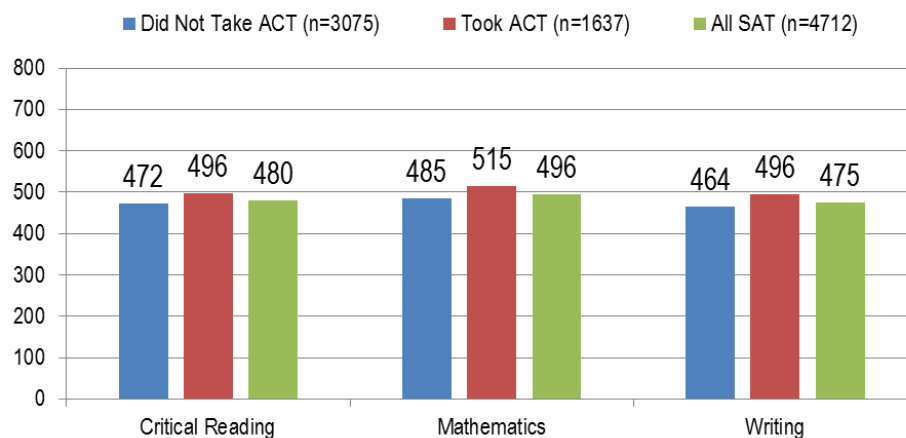


Figure 6. Average SAT Scale Scores by ACT Test Taker Status, 2011–12

Discussion. ACT test takers solidly outperformed non-test takers on the CST and SAT. For both the ELA and mathematics CSTs, students who took the ACT or took both the ACT and SAT outperformed those who took only the SAT 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, highly motivated students.

Performance Data

Overall Performance. After two years of modest score gains, average ACT scale scores for 2011–12 Grade 12 students declined in all subject areas—English declined by 0.9 points to an average of 20.9 points, mathematics by 0.6 to 22.2 points, reading by 0.6 to 21.6, and science by 0.4 to 21.0 (Figure 7). These declines in average scale scores went hand-in-hand with lower percentages of students meeting the benchmark scores.

The percentage of students meeting the benchmark score declined by more than 5 percentage points in English to 69 percent; declined by nearly 4 percentage points in mathematics to 55 percent; declined by nearly 4 percentage points in science to 31 percent; and, declined by more than 3 percentage points in reading to 56 percent. Except for science, district test takers continue to outperform test takers from across the nation. On the other hand, district test takers continue to be outperformed by test takers from the state⁹ (Figure 8). Similar to the district, a relatively small percentage of California Grade 12 students (18 percent) take the ACT. Similar to state and national outcomes, science continues to be the area where district students have the smallest percentages of students meeting the ACT performance benchmark.

⁹ State and national numbers provided by the ACT include students from both public and private schools.

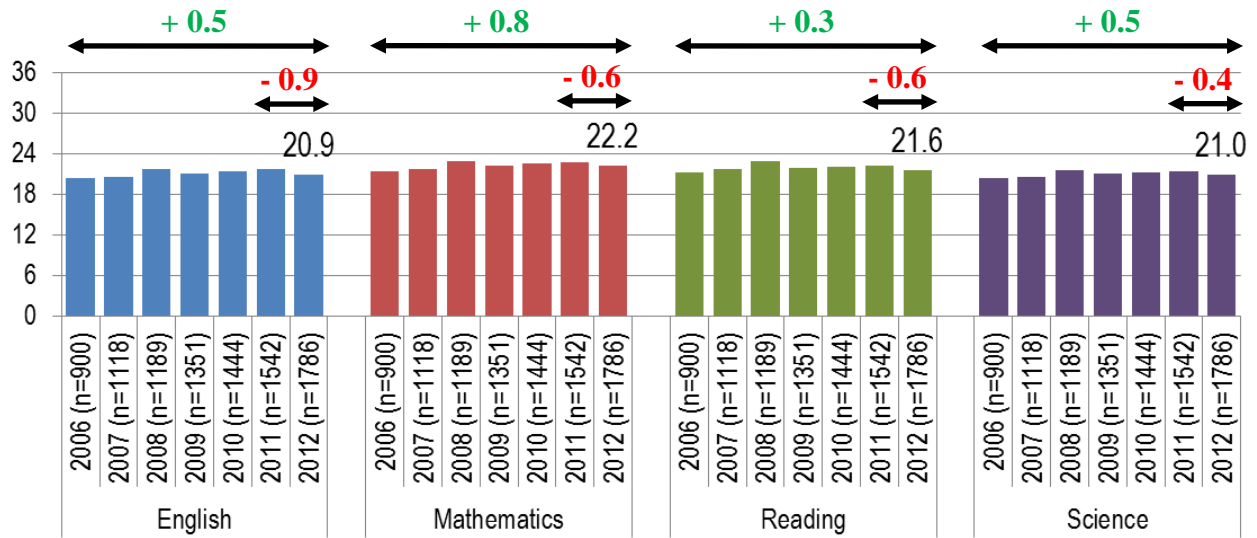


Figure 7. Average District ACT Scale Scores

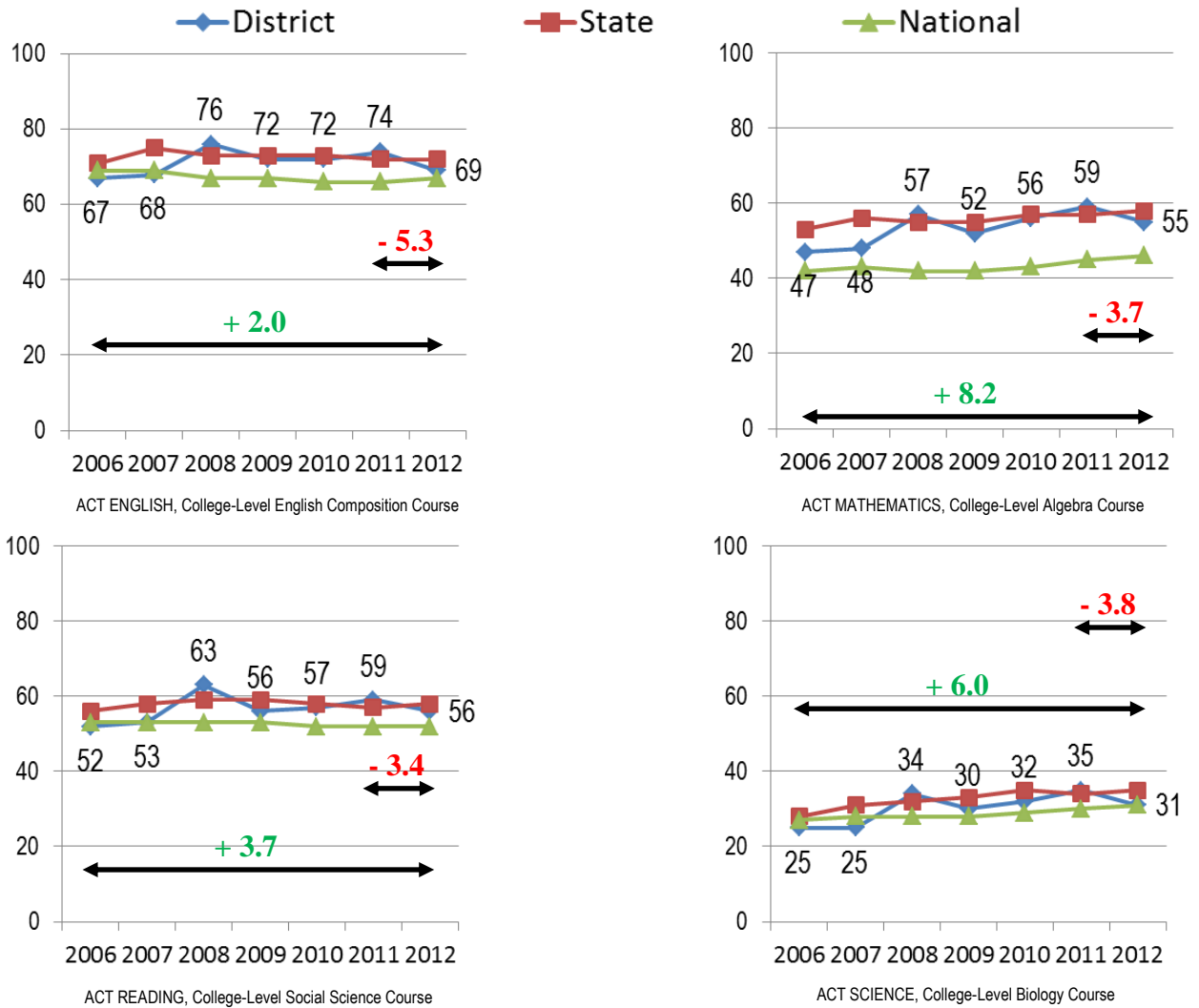


Figure 8. Percent of Students Meeting ACT Benchmarks

Subgroup Performance

Performance by Gender. The percentages of male and female students who met the ACT benchmarks continue long-standing trends, with comparable performance in English and reading, and male students outperforming female students in mathematics and science. Male performance was 12 points higher than female students in mathematics and 11 points higher in science. The overall decline in the percentage of students meeting the benchmarks was evident in both gender subgroups, with one-year declines ranging from 2 to 7 percentage points (Figure 9).

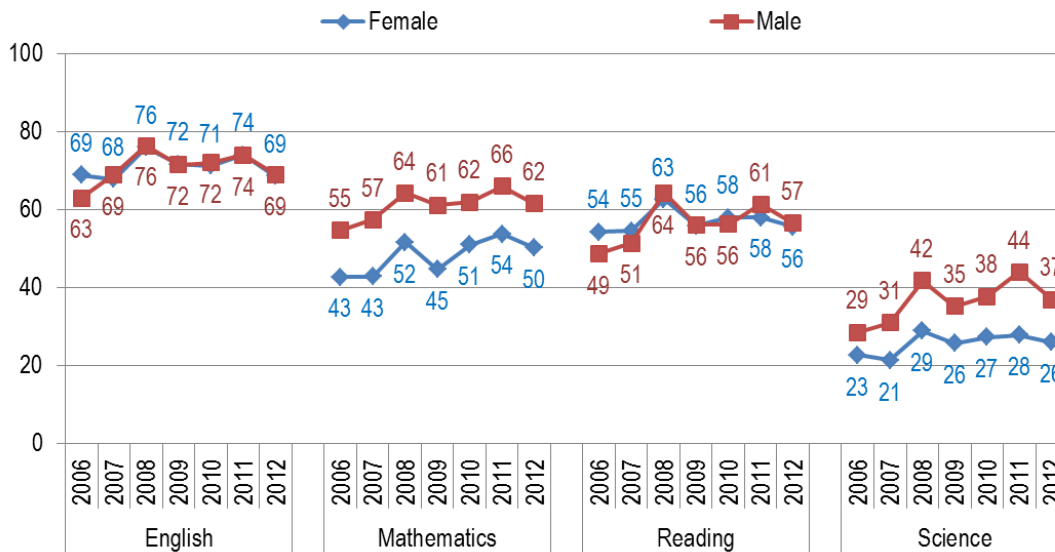


Figure 9. Percent of Students Meeting ACT Benchmarks by Gender

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 31 percentage points in science to 36 percentage points in English (Figure 10). Both subgroups experienced single-year declines in all areas.

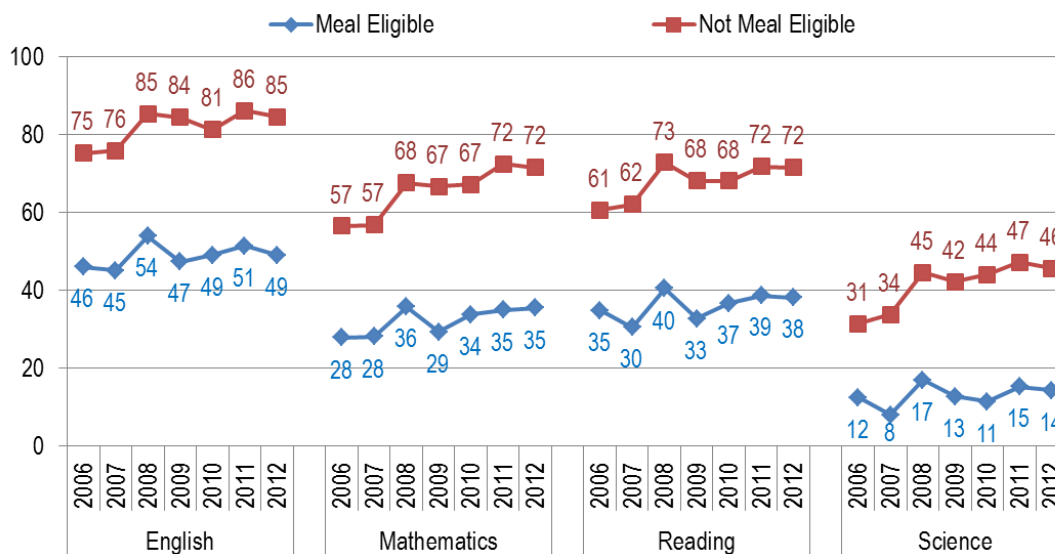


Figure 10. Percent of Students Meeting ACT Benchmarks by Meal Eligibility Status

Performance by Race/Ethnicity. Although performance declined for most groups and most subject areas in the past year, there were notable gains for African American, Indochinese, Multiracial, and Asian students (Table 7). Among the district’s three largest racial/ethnic groups, White and Hispanic student performance declined in all subject areas compared with the previous year, but African American students showed gains in all subject areas except English (Figure 11).

Larger declines for Hispanic students compared to White students led to widened performance gaps between these two groups. On the other hand, performance gaps between African American and White students narrowed. White and Asian students continue to have the highest percentages of students meeting benchmark scores in all areas, while African American and Hispanic students continue to have the lowest.

Table 7. Percent of Students Meeting ACT Benchmarks by Race/Ethnicity

Year	Afr American		Asian		Filipino		Hispanic		Indochinese		Nat American		Pacific Islander		White		Multiracial	
	TTakers	Pct	TTakers	Pct	TTakers	Pct	TTakers	Pct	TTakers	Pct	TTakers	Pct	TTakers	Pct	TTakers	Pct	TTakers	Pct
English																		
2006	126	39.7	50	90.0	83	65.1	207	44.0	79	67.1	4	--	6	--	345	87.0		
2007	145	41.4	62	85.5	93	75.3	251	45.0	115	68.7	6	--	14	57.1	432	87.3		
2008	114	52.6	87	90.8	106	83.0	264	57.2	113	61.1	6	--	7	--	492	91.7		
2009	155	45.2	80	80.0	80	77.5	370	58.1	122	69.7	7	--	8	--	529	87.3		
2010	167	44.9	84	85.7	109	78.9	386	54.4	128	67.2	6	--	7	--	533	90.2	24	62.5
2011	176	46.6	81	85.2	95	84.2	445	58.4	105	65.7	6	--	5	--	603	91.5	26	76.9
2012	208	45.2	81	85.2	85	78.8	594	50.3	131	72.5	5	--	13	61.5	623	89.4	46	76.1
Mathematics																		
2006	126	11.1	50	78.0	83	53.0	207	27.5	79	55.7	4	--	6	--	345	63.5		
2007	145	15.9	62	71.0	93	58.1	251	23.5	115	55.7	6	--	14	28.6	432	66.7		
2008	114	23.7	87	79.3	106	58.5	264	32.6	113	60.2	6	--	7	--	492	73.2		
2009	155	18.7	80	76.3	80	48.8	370	35.4	122	63.1	7	--	8	--	529	67.1		
2010	167	22.2	84	84.5	109	57.8	386	37.1	128	63.3	6	--	7	--	533	73.4	24	41.7
2011	176	18.8	81	82.7	95	74.7	445	40.2	105	73.3	6	--	5	--	603	76.3	26	57.7
2012	208	26.9	81	77.8	85	57.7	594	36.0	131	67.9	5	--	13	53.9	623	75.6	46	71.7
Reading																		
2006	126	24.6	50	74.0	83	50.6	207	32.9	79	45.6	4	--	6	--	345	72.2		
2007	145	28.3	62	72.6	93	55.9	251	33.1	115	40.0	6	--	14	42.9	432	74.8		
2008	114	35.1	87	77.0	106	62.3	264	47.4	113	48.7	6	--	7	--	492	80.3		
2009	155	29.0	80	70.0	80	57.5	370	41.4	122	54.1	7	--	8	--	529	72.4		
2010	167	31.1	84	75.0	109	59.6	386	40.2	128	49.2	6	--	7	--	533	76.9	24	50.0
2011	176	31.8	81	70.4	95	63.2	445	44.3	105	53.3	6	--	5	--	603	77.1	26	61.5
2012	208	32.2	81	74.1	85	61.2	594	38.1	131	58.8	5	--	13	53.9	623	76.4	46	71.7
Science																		
2006	126	4.8	50	48.0	83	24.1	207	10.1	79	22.8	4	--	6	--	345	38.0		
2007	145	4.1	62	40.3	93	23.7	251	7.2	115	15.7	6	--	14	0.0	432	43.5		
2008	114	1.8	87	51.7	106	30.2	264	14.0	113	31.0	6	--	7	--	492	51.2		
2009	155	7.7	80	52.5	80	31.3	370	13.8	122	32.0	7	--	8	--	529	43.5		
2010	167	7.2	84	57.1	109	28.4	386	12.4	128	30.5	6	--	7	--	533	49.9	24	37.5
2011	176	8.0	81	58.0	95	34.7	445	16.0	105	34.3	6	--	5	--	603	52.6	26	34.6
2012	208	11.1	81	50.6	85	28.2	594	14.5	131	37.4	5	--	13	15.4	623	49.3	46	37.0

Note: Percentages not calculated for groups with less than 10 test takers. 2011–12 percentages higher than those from the previous year are in green; lower are in red.

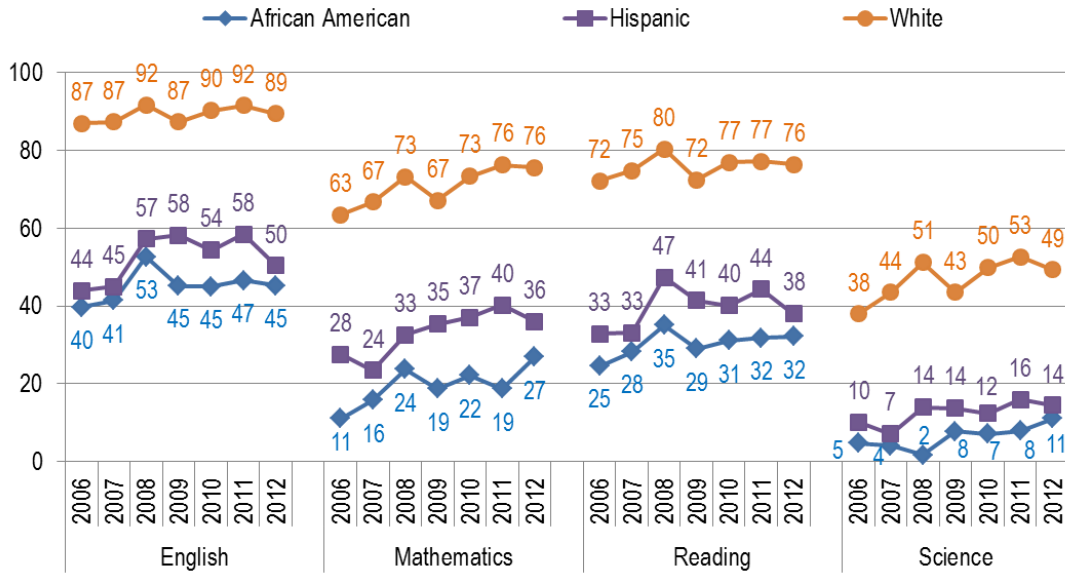


Figure 11. Percent Meeting ACT Benchmarks for the District’s Largest Racial/Ethnic Groups

The performance gains of African American students appear largely due to improved performance of non-economically disadvantaged students within the group (Figure 12). Mathematics was the only subject area where African American students in both meal eligibility groups posted performance gains. Interestingly, meal-eligible Hispanic students saw improvement in mathematics and science, but there were declines in all areas for non-meal-eligible Hispanic students.

Within each racial/ethnic group, economically better off students outperformed their economically disadvantaged counterparts in all subject areas. Within each meal eligibility status group, performance gaps persist between White students and African American and Hispanic students.

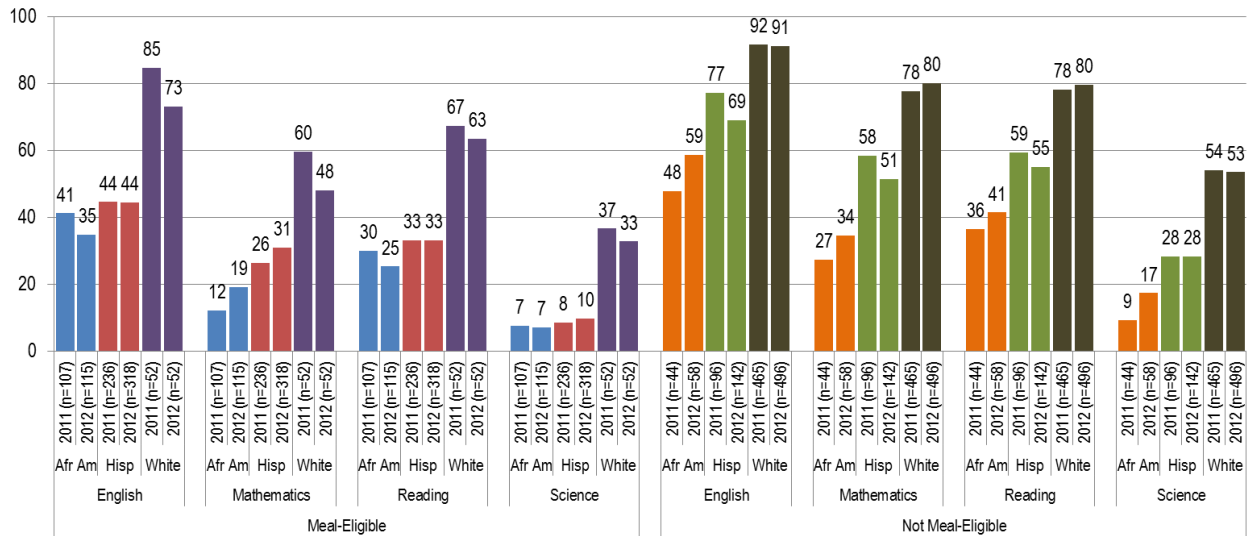


Figure 12. Percent Meeting Benchmarks by Racial/Ethnic Group and Meal Eligibility Status (District-Managed Schools), 2010–11 and 2011–12

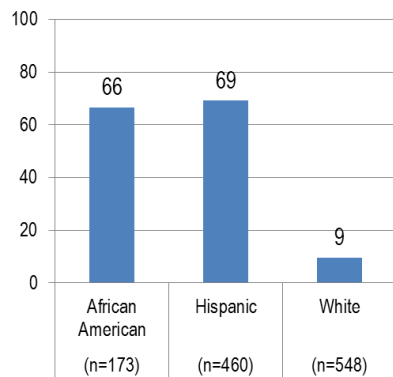


Figure 13. Percent of Test Takers Eligible for Free or Reduced-Price Meals, 2011–12

It is important to note that there are huge disparities in the percentages of White, Hispanic, and African American test takers who are economically disadvantaged (Figure 13). Only 9 percent of White test takers are economically disadvantaged compared with 66 and 69 percent of African American and Hispanic test takers, respectively.

Performance by English Language Proficiency Status. Similar to overall and other subgroup results, data for language fluency subgroups generally showed decreased percentages of students meeting benchmarks in 2011–12 compared with the previous year. English learners (ELs) continue to have the lowest performance rates of the groups, although the relatively small number of EL test takers should be considered when interpreting these results (Table 8).

Table 8. Percent Meeting Benchmarks by English Language Proficiency

Year	Total Test Takers	English	Mathematics	Reading	Science
English Learner (EL)					
2006	16	6.3	0.0	6.3	0.0
2007	32	6.3	6.3	3.1	0.0
2008	32	18.8	21.9	6.3	6.3
2009	35	25.7	20.0	28.6	2.9
2010	27	14.8	33.3	11.1	3.7
2011	30	6.7	13.3	13.3	0.0
2012	41	4.9	7.3	4.9	4.9
Former EL or Reclassified Fluent English Proficient (Reclassified FEP)					
2006	217	47.9	37.8	34.6	14.3
2007	285	52.3	39.3	34.7	10.2
2008	254	57.9	41.7	46.9	17.3
2009	319	54.2	40.1	39.5	16.9
2010	330	52.1	39.7	36.7	13.6
2011	350	52.6	42.9	38.0	18.0
2012	444	48.2	40.1	37.8	16.7
Initially FEP (IFEP), Non-English Primary Language					
2006	124	71.0	58.1	54.8	26.6
2007	155	78.7	57.4	61.3	29.7
2008	172	81.4	61.1	65.7	38.4
2009	207	81.6	59.4	63.3	36.7
2010	258	77.5	62.8	66.3	35.3
2011	223	78.0	63.7	64.1	36.3
2012	287	70.7	53.3	55.8	28.2
English Only, English Primary Language					
2006	543	75.1	49.5	60.2	29.3
2007	646	75.9	52.2	62.2	31.6
2008	731	83.9	62.4	71.0	40.1
2009	790	78.1	55.6	61.9	34.3
2010	829	79.4	60.6	64.2	38.8
2011	939	83.3	65.2	67.7	41.3
2012	1,014	79.8	64.2	66.1	38.7

Note: 2011–12 percentages higher than those from the previous year are in green; lower are in red.

Similar to findings in other district reports, students fluent in English—Initially Fluent (non-English primary language) and English Only (primary language is English)—outperformed Reclassified or former English learners (ELs) across all subject areas, challenging the assumption that Reclassified English learners are able to perform at parity with their initially fluent counterparts regardless of primary language. Not surprisingly, scores in English and reading had among the largest differences (Figure 14).

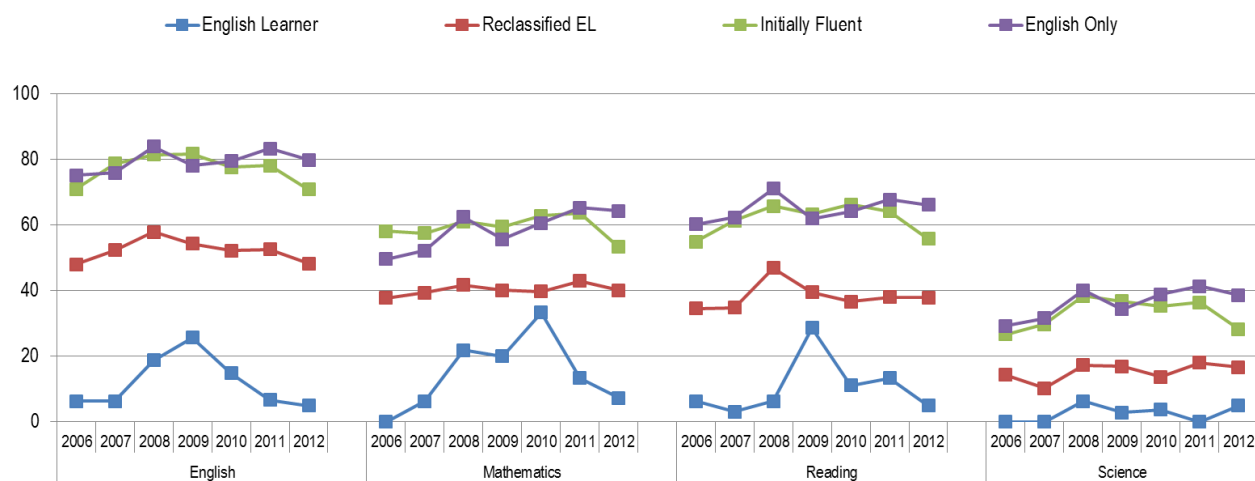


Figure 14. Percent Meeting Benchmarks by English Language Proficiency

Other Student Groups. The table below shows performance results of various student groups. As one might expect, students who are gifted-identified (GATE) had higher rates of students meeting performance benchmarks across all subjects than those who are not. Within the GATE group, students designated for the more selective GATE Seminar program had expectedly higher performance results in all subject areas than those designated for the GATE Cluster program. Students with special circumstances (i.e., have experienced homelessness, affiliated with a military family, have an Individualized Education Plan) had lower percentages meeting benchmarks in all areas than their counterparts. Again, these results should be interpreted with caution given the relatively small number of students represented by some of these groups.

Table 9. Percent Meeting Benchmarks by Selected Student Group, 2011–12

Group	Test Takers	English	Mathematics	Reading	Science
Not Gifted-Identified (non-GATE)	1,067	56.5	38.5	43.2	18.3
Gifted-Identified (GATE)	719	86.9	79.8	75.0	49.2
-Seminar	169	93.5	89.9	87.6	66.3
-Cluster	550	84.9	76.7	71.1	44.0
Not Homeless	1,771	68.9	55.4	56.2	30.9
Homeless	15	53.3	26.7	33.3	6.7
Not Military Family	1,445	70.2	56.8	57.7	32.7
Military Family	50	56.0	46.0	54.0	26.0
Without an Individualized Education Plan or IEP (Not Special Education)	1,725	70.1	56.5	57.0	31.6
With an Individualized Education Plan or IEP (Special Education)	61	29.5	16.4	27.9	6.6

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 17 supports a positive relationship between CSTs and the ACTs. Students at “proficient” or “advanced” are more likely to meet ACT benchmarks than those at “basic” or lower. The relationship appears to be strongest in mathematics.

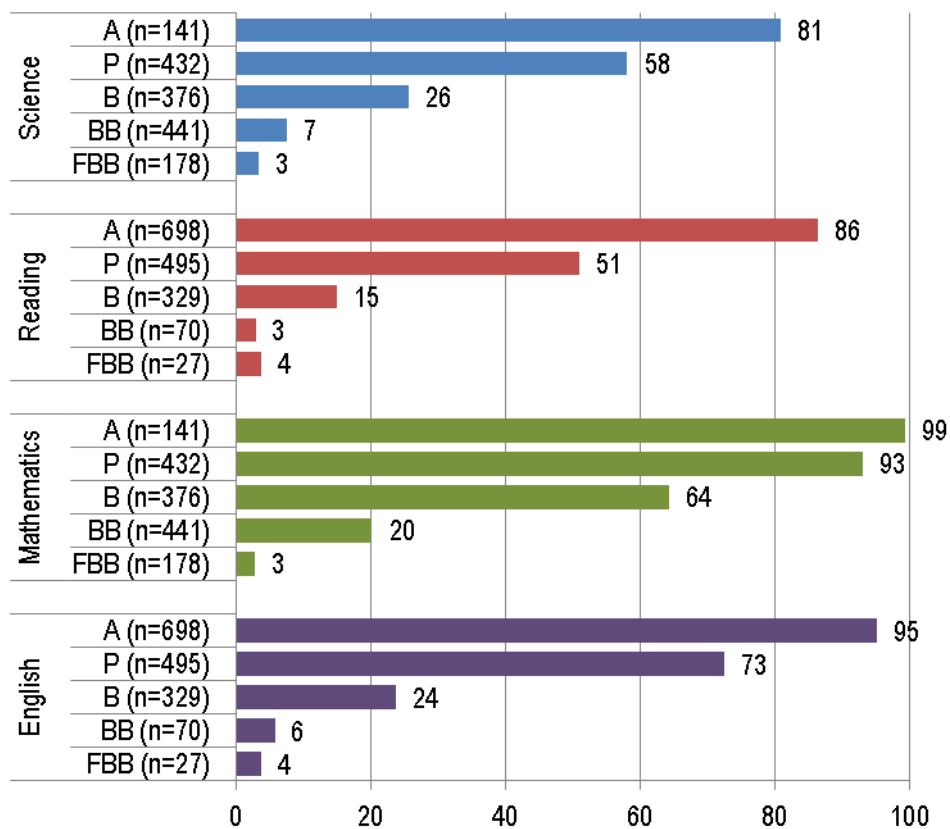


Figure 17. Percent Meeting Benchmarks by Grade 11 CST Performance Level¹⁰

Performance by School. Table 10 shows ACT results by school. Test takers at La Jolla, Mira Mesa, and Scripps Ranch performed consistently well in all ACT subject areas and had among the highest percentages meeting the benchmark scores. Point Loma, San Diego International Studies, Serra, and High Tech High also has relatively good results. Preuss, Gompers Preparatory Academy, San Diego Metro Career, High Tech High Media Arts, and La Jolla High had the highest participation rates. The performance results for La Jolla High and Preuss are particularly noteworthy given their relatively high participation rates.

¹⁰ Data show CST English Language Arts performance levels for ACT English and Reading results; CST Mathematics performance levels for ACT Mathematics and Science results (A=Advanced, P=Proficient, B=Basic, BB=Below Basic, FBB=Far Below Basic).

Table 10. Percent Meeting Benchmarks by School, 2011–12

School	Fall 2011	Grade 12	Participation	English		Mathematics		Reading		Science	
	Grade 12	ACT Test		Avg	Pct Met	Avg	Pct Met	Avg	Pct Met	Avg	Pct Met
	Students	Takers	Rate	Score	Bmark	Score	Bmark	Score	Bmark	Score	Bmark
District-Managed (Non-Charter) Schools											
Comprehensive and Atypical (Non-Alternative)											
Clairemont	255	23	9.0	20.3	73.9	21.7	52.2	21.3	52.2	20.2	21.7
Crawford CHAMPS	80	9	11.3	--	--	--	--	--	--	--	--
Crawford IDEA	58	3	5.2	--	--	--	--	--	--	--	--
Crawford Law & Business	51	5	9.8	--	--	--	--	--	--	--	--
Crawford Multimedia & Vis Arts	49	4	8.2	--	--	--	--	--	--	--	--
Henry	486	83	17.1	22.1	75.9	23.5	68.7	21.5	54.2	21.7	33.7
Hoover	348	97	27.9	15.9	38.1	18.3	19.6	17.5	30.9	17.1	3.1
iHigh Virtual Academy	10	1	10.0	--	--	--	--	--	--	--	--
Kearny Construction Tech	99	3	3.0	--	--	--	--	--	--	--	--
Kearny Digital Media & Design	92	20	21.7	19.7	65.0	19.6	40.0	20.8	40.0	19.0	15.0
Kearny International Business	114	40	35.1	20.0	72.5	21.2	52.5	21.3	55.0	20.9	27.5
Kearny SCT	106	13	12.3	18.0	53.8	18.9	23.1	19.3	30.8	20.9	15.4
La Jolla High	371	165	44.5	25.5	87.9	25.9	78.8	25.7	77.0	24.2	56.4
Lincoln	357	96	26.9	15.0	29.2	17.7	15.6	16.8	20.8	16.1	4.2
Madison	261	57	21.8	18.5	56.1	20.4	43.9	20.2	50.9	19.9	22.8
Mira Mesa	580	85	14.7	22.7	82.4	24.3	68.2	23.7	69.4	23.0	44.7
Mission Bay	345	77	22.3	19.1	58.4	20.5	40.3	20.8	50.6	20.2	22.1
Morse	437	39	8.9	19.3	61.5	21.6	46.2	19.6	48.7	19.4	17.9
Mt. Everest	18	7	38.9	--	--	--	--	--	--	--	--
Muir	20	1	5.0	--	--	--	--	--	--	--	--
Point Loma	413	135	32.7	22.2	80.7	22.9	62.2	22.8	68.1	21.9	34.8
San Diego Business	93	22	23.7	16.2	40.9	18.0	22.7	17.0	27.3	18.3	4.5
San Diego Communication	52	0	0.0	--	--	--	--	--	--	--	--
San Diego Int'l Studies	120	41	34.2	23.1	82.9	22.6	56.1	23.7	65.9	21.7	36.6
San Diego LEADS	73	13	17.8	15.5	23.1	18.5	15.4	16.5	7.7	16.5	0.0
San Diego Metro Career & Tech	52	34	65.4	20.8	70.6	20.1	44.1	21.4	58.8	19.6	17.6
San Diego MVP Arts	79	2	2.5	--	--	--	--	--	--	--	--
San Diego Sci Tech	92	14	15.2	16.3	35.7	19.3	35.7	16.7	21.4	17.6	7.1
SCPA	169	10	5.9	17.9	60.0	17.2	0.0	18.2	40.0	19.6	30.0
Scripps Ranch	592	167	28.2	24.7	91.6	25.8	86.2	24.9	76.6	24.2	58.1
SD Early/Middle College High	36	2	5.6	--	--	--	--	--	--	--	--
Serra	406	98	24.1	22.4	76.5	24.0	72.4	22.9	66.3	22.2	34.7
University City	398	126	31.7	21.7	70.6	23.0	61.9	22.6	63.5	22.0	38.9
Non-Alternative Total	6,712	1,492	22.2	20.4	69.8	21.6	56.6	21.3	57.6	20.6	32.6
Alternative											
Garfield High	158	0	0.0	--	--	--	--	--	--	--	--
Home & Hosp/Transition Support	4	0	--	--	--	--	--	--	--	--	--
LCI	9	1	--	--	--	--	--	--	--	--	--
Riley/New Dawn	9	0	--	--	--	--	--	--	--	--	--
Twain	105	2	1.9	--	--	--	--	--	--	--	--
Whittier	5	0	--	--	--	--	--	--	--	--	--
Alternative TOTAL	290	3	1.0	--	--	--	--	--	--	--	--
District-Managed TOTAL	7,002	1,495	21.4	20.1	69.8	21.3	56.5	21.0	57.6	20.4	32.5
Charter Schools											
Comprehensive and Atypical (Non-Alternative)											
Arroyo Paseo	38	1	2.6	--	--	--	--	--	--	--	--
Coleman Tech	3	0	--	--	--	--	--	--	--	--	--
Gompers Preparatory	74	55	74.3	12.7	10.9	15.9	7.3	14.6	9.1	15.1	0.0
Health Sciences	104	9	8.7	--	--	--	--	--	--	--	--
High Tech High	126	42	33.3	22.8	83.3	22.7	59.5	22.6	69.0	21.9	35.7
High Tech High International	94	23	24.5	21.6	78.3	23.4	78.3	21.0	52.2	21.2	17.4
High Tech High Media Arts	98	56	57.1	20.9	73.2	21.2	48.2	20.9	50.0	20.1	21.4
Learning Choice	40	1	2.5	--	--	--	--	--	--	--	--
Preuss	90	91	101.1	21.4	76.9	22.4	61.5	21.7	60.4	21.1	27.5
Non-Alternative TOTAL	667	278	41.7	18.5	63.3	20.1	48.2	20.2	48.2	18.4	20.9
Alternative											
Audeo	241	3	1.2	--	--	--	--	--	--	--	--
Charter School of San Diego	351	10	2.8	20.4	70.0	20.9	60.0	19.9	40.0	20.7	40.0
Alternative TOTAL	592	13	2.2	20.9	69.2	20.5	53.8	20.1	38.5	20.9	38.5
Charter Schools TOTAL	1,259	291	23.1	19.0	63.6	20.2	48.5	20.2	47.8	18.9	21.6
All Schools TOTAL	8,261	1,786	21.6	19.8	68.8	21.0	55.2	20.8	56.0	20.0	30.7

"--" means the calculation was suppressed because the group size (or denominator) is less than 10.

Summary

ACT participation rates among district Grade 12 students continue to increase overall and reached an all-time high of 22 percent in 2011–12. Nearly all gender, race/ethnicity, meal eligibility, and language proficiency groups posted gains in participation compared with the previous year.

After two years of performance gains, 2011–12 Grade 12 students posted average scale score declines in all ACT subject areas compared with the previous year, which corresponded to smaller percentages of students meeting the benchmarks. Percentages of students meeting the benchmarks declined by three to five percentage points depending on the subject area; 69 percent met the benchmark score in ACT English, 55 percent in mathematics, 56 percent in reading, and 31 percent in science.

Despite the performance decline, district results were still higher than national results in all subject areas, but continued to fall behind state results. The reader should be aware that national and state comparison data include results for all test takers in these jurisdictions, including those from private schools who generally perform higher than students from public schools.

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 or Hispanic, 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 more similar.
5. Students in both meal eligibility groups had lower percentages of students meeting the benchmarks compared to the previous year. Students who were not economically disadvantaged continued to outperform their economically disadvantaged counterparts in all subject areas of the ACT.
6. For the district's three largest racial/ethnic groups, White and Hispanic student performance declined in all subject areas compared with the previous year. African American students, on the other hand, showed gains in all subject areas except English.

7. White and Asian students continue to have the highest percentages meeting benchmarks across all ACT subject areas; African American and Hispanic students had the lowest.
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. The performance gains of African American students appear largely due to improved performance of non-economically disadvantaged students within the group
10. Meal-eligible Hispanic students saw improvement in mathematics and science, but there were declines in all areas for non-meal-eligible Hispanic students.
11. There continue to be relatively large performance gaps between initially fluent English students (regardless of primary language) and English learners who have been reclassified to fluent English status. ELs continue to have the smallest percentages of students meeting the benchmarks of all language proficiency groups, although these findings need to be interpreted with caution due to the relatively small number of English learners in the dataset.
12. 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.
13. 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.
14. Test takers at La Jolla, Mira Mesa, and Scripps Ranch performed consistently well in all ACT subject areas and had among the highest percentages meeting the benchmark scores. Point Loma, San Diego International Studies, Serra, and High Tech High also has relatively good results.
15. Preuss, Gompers Preparatory Academy, San Diego Metro Career, High Tech High Media Arts, and La Jolla High had the highest participation rates. The performance results for La Jolla High and Preuss are particularly noteworthy given their relatively high participation rates.

APPENDIX

ACT Results by School, 2005–06 to 2011–12

Percent of Grade 12 Students Meeting ACT Benchmarks by School

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
ALBA							
English	2006	4	1	--	--	--	--
	2007	6	0	--	--	--	--
	2008	2	1	--	--	--	--
	2009	1	0	--	--	--	--
	2010	1	0	--	--	--	--
	2011	1	0	--	--	--	--
Mathematics	2006	4	1	--	--	--	--
	2007	6	0	--	--	--	--
	2008	2	1	--	--	--	--
	2009	1	0	--	--	--	--
	2010	1	0	--	--	--	--
	2011	1	0	--	--	--	--
Reading	2006	4	1	--	--	--	--
	2007	6	0	--	--	--	--
	2008	2	1	--	--	--	--
	2009	1	0	--	--	--	--
	2010	1	0	--	--	--	--
	2011	1	0	--	--	--	--
Science	2006	4	1	--	--	--	--
	2007	6	0	--	--	--	--
	2008	2	1	--	--	--	--
	2009	1	0	--	--	--	--
	2010	1	0	--	--	--	--
	2011	1	0	--	--	--	--
Arroyo Paseo							
English	2009	9	0	--	--	--	--
	2010	31	0	0.0	--	--	--
	2011	41	0	0.0	--	--	--
	2012	38	1	2.6	--	--	--
Mathematics	2009	9	0	--	--	--	--
	2010	31	0	0.0	--	--	--
	2011	41	0	0.0	--	--	--
	2012	38	1	2.6	--	--	--
Reading	2009	9	0	--	--	--	--
	2010	31	0	0.0	--	--	--
	2011	41	0	0.0	--	--	--
	2012	38	1	2.6	--	--	--
Science	2009	9	0	--	--	--	--
	2010	31	0	0.0	--	--	--
	2011	41	0	0.0	--	--	--
	2012	38	1	2.6	--	--	--
Audeo							
English	2006	65	1	1.5	--	--	--
	2007	40	0	0.0	--	--	--
	2008	128	2	1.6	--	--	--
	2009	143	1	0.7	--	--	--
	2010	156	2	1.3	--	--	--
	2011	176	4	2.3	--	--	--
	2012	241	3	1.2	--	--	--
	Mathematics	2006	65	1	1.5	--	--
2007		40	0	0.0	--	--	--
2008		128	2	1.6	--	--	--
2009		143	1	0.7	--	--	--
2010		156	2	1.3	--	--	--
2011		176	4	2.3	--	--	--
2012		241	3	1.2	--	--	--
Reading		2006	65	1	1.5	--	--
	2007	40	0	0.0	--	--	--
	2008	128	2	1.6	--	--	--
	2009	143	1	0.7	--	--	--
	2010	156	2	1.3	--	--	--
	2011	176	4	2.3	--	--	--
	2012	241	3	1.2	--	--	--

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark	
Science	2006	65	1	1.5	--	--	--	
	2007	40	0	0.0	--	--	--	
	2008	128	2	1.6	--	--	--	
	2009	143	1	0.7	--	--	--	
	2010	156	2	1.3	--	--	--	
	2011	176	4	2.3	--	--	--	
2012	241	3	1.2	--	--	--		
Charter School of San Diego								
English	2006	495	10	2.0	20.3	6	60.0	
	2007	442	3	0.7	--	--	--	
	2008	677	14	2.1	21.9	13	92.9	
	2009	825	15	1.8	21.3	11	73.3	
	2010	755	8	1.1	--	--	--	
	2011	377	5	1.3	--	--	--	
Mathematics	2006	351	10	2.8	20.4	7	70.0	
	2007	495	10	2.0	20.2	4	40.0	
	2008	442	3	0.7	--	--	--	
	2009	677	14	2.1	19.9	5	35.7	
	2010	825	15	1.8	19.8	4	26.7	
	2011	755	8	1.1	--	--	--	
Reading	2012	377	5	1.3	--	--	--	
	2012	351	10	2.8	20.9	6	60.0	
	2006	495	10	2.0	21.0	5	50.0	
	2007	442	3	0.7	--	--	--	
	2008	677	14	2.1	23.0	9	64.3	
	2009	825	15	1.8	22.7	10	66.7	
Science	2010	755	8	1.1	--	--	--	
	2011	377	5	1.3	--	--	--	
	2012	351	10	2.8	19.9	4	40.0	
	2006	495	10	2.0	21.1	1	10.0	
	2007	442	3	0.7	--	--	--	
	2008	677	14	2.1	20.7	2	14.3	
Mathematics	2009	825	15	1.8	21.3	3	20.0	
	2010	755	8	1.1	--	--	--	
	2011	377	5	1.3	--	--	--	
	2012	351	10	2.8	20.7	4	40.0	
	Clairemont							
	English	2006	253	36	14.2	19.6	22	61.1
2007		283	53	18.7	17.4	21	39.6	
2008		271	43	15.9	19.9	28	65.1	
2009		286	27	9.4	19.6	19	70.4	
2010		296	14	4.7	20.8	13	92.9	
2011		302	21	7.0	21.6	18	85.7	
Mathematics	2012	255	23	9.0	20.3	17	73.9	
	2006	253	36	14.2	19.8	13	36.1	
	2007	283	53	18.7	18.8	13	24.5	
	2008	271	43	15.9	20.6	16	37.2	
	2009	286	27	9.4	21.4	16	59.3	
	2010	296	14	4.7	23.3	10	71.4	
Reading	2011	302	21	7.0	22.8	14	66.7	
	2012	255	23	9.0	21.7	12	52.2	
	2006	253	36	14.2	19.7	12	33.3	
	2007	283	53	18.7	18.3	14	26.4	
	2008	271	43	15.9	21.5	26	60.5	
	2009	286	27	9.4	21.9	17	63.0	
Science	2010	296	14	4.7	21.6	6	42.9	
	2011	302	21	7.0	22.6	13	61.9	
	2012	255	23	9.0	21.3	12	52.2	
	2006	253	36	14.2	19.8	9	25.0	
	2007	283	53	18.7	17.5	6	11.3	
	2008	271	43	15.9	19.1	6	14.0	
Mathematics	2009	286	27	9.4	19.8	7	25.9	
	2010	296	14	4.7	21.6	6	42.9	
	2011	302	21	7.0	21.2	8	38.1	
	2012	255	23	9.0	20.2	5	21.7	
	Cortez Hill							
	English	2006	32	1	3.1	--	--	--

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
	2007	48	0	0.0	--	--	--
	2008	53	0	0.0	--	--	--
	2009	43	0	0.0	--	--	--
Mathematics	2006	32	1	3.1	--	--	--
	2007	48	0	0.0	--	--	--
	2008	53	0	0.0	--	--	--
	2009	43	0	0.0	--	--	--
Reading	2006	32	1	3.1	--	--	--
	2007	48	0	0.0	--	--	--
	2008	53	0	0.0	--	--	--
	2009	43	0	0.0	--	--	--
Science	2006	32	1	3.1	--	--	--
	2007	48	0	0.0	--	--	--
	2008	53	0	0.0	--	--	--
	2009	43	0	0.0	--	--	--
Crawford CHAMPS							
English	2006	86	11	12.8	13.5	1	9.1
	2007	86	18	20.9	17.7	10	55.6
	2008	84	27	32.1	15.5	9	33.3
	2009	63	19	30.2	15.6	7	36.8
	2010	85	3	3.5	--	--	--
	2011	65	9	13.8	--	--	--
	2012	80	9	11.3	--	--	--
Mathematics	2006	86	11	12.8	15.6	0	0.0
	2007	86	18	20.9	17.9	5	27.8
	2008	84	27	32.1	17.4	4	14.8
	2009	63	19	30.2	16.8	1	5.3
	2010	85	3	3.5	--	--	--
	2011	65	9	13.8	--	--	--
	2012	80	9	11.3	--	--	--
Reading	2006	86	11	12.8	13.9	0	0.0
	2007	86	18	20.9	17.9	4	22.2
	2008	84	27	32.1	17.4	7	25.9
	2009	63	19	30.2	15.7	3	15.8
	2010	85	3	3.5	--	--	--
	2011	65	9	13.8	--	--	--
	2012	80	9	11.3	--	--	--
Science	2006	86	11	12.8	15.3	0	0.0
	2007	86	18	20.9	16.3	0	0.0
	2008	84	27	32.1	17.8	3	11.1
	2009	63	19	30.2	16.9	0	0.0
	2010	85	3	3.5	--	--	--
	2011	65	9	13.8	--	--	--
	2012	80	9	11.3	--	--	--
Crawford IDEA							
English	2006	83	1	1.2	--	--	--
	2007	59	1	1.7	--	--	--
	2008	70	1	1.4	--	--	--
	2009	61	2	3.3	--	--	--
	2010	74	11	14.9	16.1	4	36.4
	2011	48	1	2.1	--	--	--
	2012	58	3	5.2	--	--	--
Mathematics	2006	83	1	1.2	--	--	--
	2007	59	1	1.7	--	--	--
	2008	70	1	1.4	--	--	--
	2009	61	2	3.3	--	--	--
	2010	74	11	14.9	18.4	1	9.1
	2011	48	1	2.1	--	--	--
	2012	58	3	5.2	--	--	--
Reading	2006	83	1	1.2	--	--	--
	2007	59	1	1.7	--	--	--
	2008	70	1	1.4	--	--	--
	2009	61	2	3.3	--	--	--
	2010	74	11	14.9	17.3	2	18.2
	2011	48	1	2.1	--	--	--
	2012	58	3	5.2	--	--	--
Science	2006	83	1	1.2	--	--	--

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
	2007	59	1	1.7	--	--	--
	2008	70	1	1.4	--	--	--
	2009	61	2	3.3	--	--	--
	2010	74	11	14.9	16.4	0	0.0
	2011	48	1	2.1	--	--	--
	2012	58	3	5.2	--	--	--
Crawford Law & Business							
English	2006	76	4	5.3	--	--	--
	2007	68	4	5.9	--	--	--
	2008	63	3	4.8	--	--	--
	2009	65	1	1.5	--	--	--
	2010	62	12	19.4	18.3	6	50.0
	2011	47	0	0.0	--	--	--
	2012	51	5	9.8	--	--	--
Mathematics	2006	76	4	5.3	--	--	--
	2007	68	4	5.9	--	--	--
	2008	63	3	4.8	--	--	--
	2009	65	1	1.5	--	--	--
	2010	62	12	19.4	18.3	2	16.7
	2011	47	0	0.0	--	--	--
	2012	51	5	9.8	--	--	--
Reading	2006	76	4	5.3	--	--	--
	2007	68	4	5.9	--	--	--
	2008	63	3	4.8	--	--	--
	2009	65	1	1.5	--	--	--
	2010	62	12	19.4	20.3	7	58.3
	2011	47	0	0.0	--	--	--
	2012	51	5	9.8	--	--	--
Science	2006	76	4	5.3	--	--	--
	2007	68	4	5.9	--	--	--
	2008	63	3	4.8	--	--	--
	2009	65	1	1.5	--	--	--
	2010	62	12	19.4	16.3	0	0.0
	2011	47	0	0.0	--	--	--
	2012	51	5	9.8	--	--	--
Crawford Multimedia & Vis Arts							
English	2006	56	1	1.8	--	--	--
	2007	72	7	9.7	--	--	--
	2008	69	3	4.3	--	--	--
	2009	89	6	6.7	--	--	--
	2010	92	4	4.3	--	--	--
	2011	77	2	2.6	--	--	--
	2012	49	4	8.2	--	--	--
Mathematics	2006	56	1	1.8	--	--	--
	2007	72	7	9.7	--	--	--
	2008	69	3	4.3	--	--	--
	2009	89	6	6.7	--	--	--
	2010	92	4	4.3	--	--	--
	2011	77	2	2.6	--	--	--
	2012	49	4	8.2	--	--	--
Reading	2006	56	1	1.8	--	--	--
	2007	72	7	9.7	--	--	--
	2008	69	3	4.3	--	--	--
	2009	89	6	6.7	--	--	--
	2010	92	4	4.3	--	--	--
	2011	77	2	2.6	--	--	--
	2012	49	4	8.2	--	--	--
Science	2006	56	1	1.8	--	--	--
	2007	72	7	9.7	--	--	--
	2008	69	3	4.3	--	--	--
	2009	89	6	6.7	--	--	--
	2010	92	4	4.3	--	--	--
	2011	77	2	2.6	--	--	--
	2012	49	4	8.2	--	--	--
Garfield High							
English	2006	114	0	0.0	--	--	--
	2007	177	2	1.1	--	--	--

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Mathematics	2008	113	1	0.9	--	--	--
	2009	97	1	1.0	--	--	--
	2010	171	1	0.6	--	--	--
	2011	179	1	0.6	--	--	--
	2012	158	0	0.0	--	--	--
	2006	114	0	0.0	--	--	--
	2007	177	2	1.1	--	--	--
	2008	113	1	0.9	--	--	--
	2009	97	1	1.0	--	--	--
	2010	171	1	0.6	--	--	--
	2011	179	1	0.6	--	--	--
	2012	158	0	0.0	--	--	--
Reading	2006	114	0	0.0	--	--	--
	2007	177	2	1.1	--	--	--
	2008	113	1	0.9	--	--	--
	2009	97	1	1.0	--	--	--
	2010	171	1	0.6	--	--	--
	2011	179	1	0.6	--	--	--
	2012	158	0	0.0	--	--	--
Science	2006	114	0	0.0	--	--	--
	2007	177	2	1.1	--	--	--
	2008	113	1	0.9	--	--	--
	2009	97	1	1.0	--	--	--
	2010	171	1	0.6	--	--	--
	2011	179	1	0.6	--	--	--
	2012	158	0	0.0	--	--	--
Gompers High							
English	2006	122	3	2.5	--	--	--
	2007	144	23	16.0	14.5	7	30.4
Mathematics	2006	122	3	2.5	--	--	--
	2007	144	23	16.0	16.4	2	8.7
Reading	2006	122	3	2.5	--	--	--
	2007	144	23	16.0	16.5	3	13.0
Science	2006	122	3	2.5	--	--	--
	2007	144	23	16.0	16.2	0	0.0
Gompers Preparatory							
English	2012	74	55	74.3	12.7	6	10.9
Mathematics	2012	74	55	74.3	15.9	4	7.3
Reading	2012	74	55	74.3	14.6	5	9.1
Science	2012	74	55	74.3	15.1	0	0.0
Health Sciences							
English	2008	1	0	--	--	--	--
	2009	24	1	4.2	--	--	--
	2010	65	3	4.6	--	--	--
	2011	107	11	10.3	22.5	8	72.7
	2012	104	9	8.7	--	--	--
Mathematics	2008	1	0	--	--	--	--
	2009	24	1	4.2	--	--	--
	2010	65	3	4.6	--	--	--
	2011	107	11	10.3	22.0	5	45.5
	2012	104	9	8.7	--	--	--
Reading	2008	1	0	--	--	--	--
	2009	24	1	4.2	--	--	--
	2010	65	3	4.6	--	--	--
	2011	107	11	10.3	23.0	8	72.7
	2012	104	9	8.7	--	--	--
Science	2008	1	0	--	--	--	--
	2009	24	1	4.2	--	--	--
	2010	65	3	4.6	--	--	--
	2011	107	11	10.3	20.9	3	27.3
	2012	104	9	8.7	--	--	--
Henry							
English	2006	497	63	12.7	23.1	55	87.3
	2007	502	63	12.5	20.1	41	65.1
	2008	500	77	15.4	21.9	63	81.8
	2009	486	77	15.8	23.5	65	84.4
	2010	487	73	15.0	23.7	68	93.2

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Mathematics	2011	529	88	16.6	21.7	69	78.4
	2012	486	83	17.1	22.1	63	75.9
	2006	497	63	12.7	23.5	40	63.5
	2007	502	63	12.5	22.2	35	55.6
	2008	500	77	15.4	23.5	45	58.4
	2009	486	77	15.8	25.0	52	67.5
	2010	487	73	15.0	25.6	59	80.8
	2011	529	88	16.6	23.0	54	61.4
Reading	2012	486	83	17.1	23.5	57	68.7
	2006	497	63	12.7	24.8	49	77.8
	2007	502	63	12.5	21.4	34	54.0
	2008	500	77	15.4	23.9	53	68.8
	2009	486	77	15.8	24.2	49	63.6
	2010	487	73	15.0	24.7	56	76.7
	2011	529	88	16.6	22.3	52	59.1
	2012	486	83	17.1	21.5	45	54.2
Science	2006	497	63	12.7	22.6	31	49.2
	2007	502	63	12.5	21.1	17	27.0
	2008	500	77	15.4	22.2	33	42.9
	2009	486	77	15.8	23.1	35	45.5
	2010	487	73	15.0	23.4	38	52.1
	2011	529	88	16.6	21.2	26	29.5
	2012	486	83	17.1	21.7	28	33.7
	High Tech High						
English	2006	114	29	25.4	23.8	27	93.1
	2007	99	36	36.4	24.0	33	91.7
	2008	123	38	30.9	24.4	36	94.7
	2009	124	64	51.6	22.8	52	81.3
	2010	130	65	50.0	24.5	58	89.2
	2011	119	40	33.6	24.7	36	90.0
	2012	126	42	33.3	22.8	35	83.3
Mathematics	2006	114	29	25.4	21.3	11	37.9
	2007	99	36	36.4	22.2	22	61.1
	2008	123	38	30.9	22.6	24	63.2
	2009	124	64	51.6	22.2	33	51.6
	2010	130	65	50.0	24.4	46	70.8
	2011	119	40	33.6	24.2	28	70.0
	2012	126	42	33.3	22.7	25	59.5
Reading	2006	114	29	25.4	23.9	22	75.9
	2007	99	36	36.4	25.9	28	77.8
	2008	123	38	30.9	25.7	29	76.3
	2009	124	64	51.6	22.7	39	60.9
	2010	130	65	50.0	24.3	46	70.8
	2011	119	40	33.6	25.5	29	72.5
	2012	126	42	33.3	22.6	29	69.0
Science	2006	114	29	25.4	22.2	8	27.6
	2007	99	36	36.4	23.3	16	44.4
	2008	123	38	30.9	22.2	16	42.1
	2009	124	64	51.6	22.1	26	40.6
	2010	130	65	50.0	23.0	28	43.1
	2011	119	40	33.6	23.6	21	52.5
	2012	126	42	33.3	21.9	15	35.7
High Tech High International							
English	2007	89	31	34.8	23.6	30	96.8
	2008	96	42	43.8	22.2	32	76.2
	2009	89	47	52.8	22.1	38	80.9
	2010	98	37	37.8	22.4	26	70.3
	2011	92	56	60.9	23.0	44	78.6
	2012	94	23	24.5	21.6	18	78.3
Mathematics	2007	89	31	34.8	22.5	21	67.7
	2008	96	42	43.8	22.4	21	50.0
	2009	89	47	52.8	22.0	23	48.9
	2010	98	37	37.8	22.8	22	59.5
	2011	92	56	60.9	22.5	33	58.9
	2012	94	23	24.5	23.4	18	78.3
Reading	2007	89	31	34.8	23.7	24	77.4
	2008	96	42	43.8	23.1	28	66.7

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Science	2009	89	47	52.8	22.7	31	66.0
	2010	98	37	37.8	22.4	21	56.8
	2011	92	56	60.9	22.5	33	58.9
	2012	94	23	24.5	21.0	12	52.2
	2007	89	31	34.8	20.9	6	19.4
	2008	96	42	43.8	20.6	11	26.2
	2009	89	47	52.8	20.9	12	25.5
	2010	98	37	37.8	22.1	13	35.1
	2011	92	56	60.9	21.5	19	33.9
2012	94	23	24.5	21.2	4	17.4	
High Tech High Media Arts							
English	2008	64	26	40.6	22.7	21	80.8
	2009	94	40	42.6	20.1	30	75.0
	2010	90	50	55.6	20.1	34	68.0
	2011	99	58	58.6	21.9	43	74.1
	2012	98	56	57.1	20.9	41	73.2
Mathematics	2008	64	26	40.6	21.3	10	38.5
	2009	94	40	42.6	19.9	13	32.5
	2010	90	50	55.6	20.2	21	42.0
	2011	99	58	58.6	21.6	32	55.2
	2012	98	56	57.1	21.2	27	48.2
Reading	2008	64	26	40.6	22.8	18	69.2
	2009	94	40	42.6	20.9	22	55.0
	2010	90	50	55.6	20.1	21	42.0
	2011	99	58	58.6	21.9	29	50.0
	2012	98	56	57.1	20.9	28	50.0
Science	2008	64	26	40.6	21.3	9	34.6
	2009	94	40	42.6	19.2	5	12.5
	2010	90	50	55.6	19.9	8	16.0
	2011	99	58	58.6	20.6	19	32.8
	2012	98	56	57.1	20.1	12	21.4
Hoover							
English	2006	350	36	10.3	16.7	11	30.6
	2007	348	30	8.6	15.5	9	30.0
	2008	343	38	11.1	16.7	14	36.8
	2009	401	74	18.5	15.1	24	32.4
	2010	372	68	18.3	16.6	26	38.2
	2011	368	69	18.8	15.8	27	39.1
	2012	348	97	27.9	15.9	37	38.1
	Mathematics	2006	350	36	10.3	19.2	8
2007		348	30	8.6	18.6	7	23.3
2008		343	38	11.1	19.1	10	26.3
2009		401	74	18.5	18.4	14	18.9
2010		372	68	18.3	19.4	21	30.9
2011		368	69	18.8	18.7	21	30.4
2012		348	97	27.9	18.3	19	19.6
Reading		2006	350	36	10.3	17.4	8
	2007	348	30	8.6	16.9	5	16.7
	2008	343	38	11.1	18.4	9	23.7
	2009	401	74	18.5	16.5	11	14.9
	2010	372	68	18.3	18.5	22	32.4
	2011	368	69	18.8	17.0	16	23.2
	2012	348	97	27.9	17.5	30	30.9
	Science	2006	350	36	10.3	18.0	3
2007		348	30	8.6	17.6	2	6.7
2008		343	38	11.1	17.2	5	13.2
2009		401	74	18.5	17.4	5	6.8
2010		372	68	18.3	18.1	5	7.4
2011		368	69	18.8	17.4	4	5.8
2012		348	97	27.9	17.1	3	3.1
iHigh Virtual Academy							
English	2010	5	1	--	--	--	--
	2011	14	0	0.0	--	--	--
	2012	10	1	10.0	--	--	--
Mathematics	2010	5	1	--	--	--	--
	2011	14	0	0.0	--	--	--
	2012	10	1	10.0	--	--	--

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Reading	2010	5	1	--	--	--	--
	2011	14	0	0.0	--	--	--
	2012	10	1	10.0	--	--	--
Science	2010	5	1	--	--	--	--
	2011	14	0	0.0	--	--	--
	2012	10	1	10.0	--	--	--
Kearny Construction Tech							
English	2006	71	8	11.3	--	--	--
	2007	78	13	16.7	16.0	4	30.8
	2008	84	1	1.2	--	--	--
	2009	74	6	8.1	--	--	--
	2010	100	5	5.0	--	--	--
	2011	97	1	1.0	--	--	--
	2012	99	3	3.0	--	--	--
Mathematics	2006	71	8	11.3	--	--	--
	2007	78	13	16.7	18.0	4	30.8
	2008	84	1	1.2	--	--	--
	2009	74	6	8.1	--	--	--
	2010	100	5	5.0	--	--	--
	2011	97	1	1.0	--	--	--
	2012	99	3	3.0	--	--	--
Reading	2006	71	8	11.3	--	--	--
	2007	78	13	16.7	18.2	4	30.8
	2008	84	1	1.2	--	--	--
	2009	74	6	8.1	--	--	--
	2010	100	5	5.0	--	--	--
	2011	97	1	1.0	--	--	--
	2012	99	3	3.0	--	--	--
Science	2006	71	8	11.3	--	--	--
	2007	78	13	16.7	17.8	1	7.7
	2008	84	1	1.2	--	--	--
	2009	74	6	8.1	--	--	--
	2010	100	5	5.0	--	--	--
	2011	97	1	1.0	--	--	--
	2012	99	3	3.0	--	--	--
Kearny Digital Media & Design							
English	2006	74	0	0.0	--	--	--
	2007	77	2	2.6	--	--	--
	2008	84	11	13.1	17.2	6	54.5
	2009	88	2	2.3	--	--	--
	2010	101	1	1.0	--	--	--
	2011	91	2	2.2	--	--	--
	2012	92	20	21.7	19.7	13	65.0
Mathematics	2006	74	0	0.0	--	--	--
	2007	77	2	2.6	--	--	--
	2008	84	11	13.1	19.8	4	36.4
	2009	88	2	2.3	--	--	--
	2010	101	1	1.0	--	--	--
	2011	91	2	2.2	--	--	--
	2012	92	20	21.7	19.6	8	40.0
Reading	2006	74	0	0.0	--	--	--
	2007	77	2	2.6	--	--	--
	2008	84	11	13.1	19.5	2	18.2
	2009	88	2	2.3	--	--	--
	2010	101	1	1.0	--	--	--
	2011	91	2	2.2	--	--	--
	2012	92	20	21.7	20.8	8	40.0
Science	2006	74	0	0.0	--	--	--
	2007	77	2	2.6	--	--	--
	2008	84	11	13.1	18.0	1	9.1
	2009	88	2	2.3	--	--	--
	2010	101	1	1.0	--	--	--
	2011	91	2	2.2	--	--	--
	2012	92	20	21.7	19.0	3	15.0
Kearny International Business							
English	2006	74	4	5.4	--	--	--
	2007	89	31	34.8	18.4	15	48.4

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Mathematics	2008	97	35	36.1	17.7	17	48.6
	2009	85	29	34.1	18.8	15	51.7
	2010	85	32	37.6	17.5	14	43.8
	2011	94	24	25.5	18.6	13	54.2
	2012	114	40	35.1	20.0	29	72.5
	2006	74	4	5.4	--	--	--
	2007	89	31	34.8	19.6	8	25.8
	2008	97	35	36.1	20.5	13	37.1
	2009	85	29	34.1	20.3	11	37.9
	2010	85	32	37.6	20.5	16	50.0
	2011	94	24	25.5	21.4	12	50.0
	2012	114	40	35.1	21.2	21	52.5
Reading	2006	74	4	5.4	--	--	--
	2007	89	31	34.8	19.5	12	38.7
	2008	97	35	36.1	18.9	11	31.4
	2009	85	29	34.1	19.0	8	27.6
	2010	85	32	37.6	18.9	9	28.1
	2011	94	24	25.5	20.7	14	58.3
	2012	114	40	35.1	21.3	22	55.0
Science	2006	74	4	5.4	--	--	--
	2007	89	31	34.8	16.8	2	6.5
	2008	97	35	36.1	19.0	3	8.6
	2009	85	29	34.1	20.2	5	17.2
	2010	85	32	37.6	19.2	4	12.5
	2011	94	24	25.5	19.9	4	16.7
	2012	114	40	35.1	20.9	11	27.5
Kearny SCT							
English	2006	90	8	8.9	--	--	--
	2007	83	4	4.8	--	--	--
	2008	86	11	12.8	17.5	5	45.5
	2009	89	7	7.9	--	--	--
	2010	105	18	17.1	17.5	9	50.0
	2011	85	9	10.6	--	--	--
	2012	106	13	12.3	18.0	7	53.8
Mathematics	2006	90	8	8.9	--	--	--
	2007	83	4	4.8	--	--	--
	2008	86	11	12.8	20.3	4	36.4
	2009	89	7	7.9	--	--	--
	2010	105	18	17.1	19.1	7	38.9
	2011	85	9	10.6	--	--	--
	2012	106	13	12.3	18.9	3	23.1
Reading	2006	90	8	8.9	--	--	--
	2007	83	4	4.8	--	--	--
	2008	86	11	12.8	20.6	5	45.5
	2009	89	7	7.9	--	--	--
	2010	105	18	17.1	17.7	4	22.2
	2011	85	9	10.6	--	--	--
	2012	106	13	12.3	19.3	4	30.8
Science	2006	90	8	8.9	--	--	--
	2007	83	4	4.8	--	--	--
	2008	86	11	12.8	18.3	2	18.2
	2009	89	7	7.9	--	--	--
	2010	105	18	17.1	19.3	3	16.7
	2011	85	9	10.6	--	--	--
	2012	106	13	12.3	20.9	2	15.4
La Jolla High							
English	2006	380	69	18.2	25.2	65	94.2
	2007	363	107	29.5	25.3	98	91.6
	2008	363	140	38.6	26.6	134	95.7
	2009	375	147	39.2	25.3	133	90.5
	2010	350	140	40.0	25.0	129	92.1
	2011	360	164	45.6	26.4	151	92.1
	2012	371	165	44.5	25.5	145	87.9
Mathematics	2006	380	69	18.2	25.4	57	82.6
	2007	363	107	29.5	25.9	80	74.8
	2008	363	140	38.6	27.5	123	87.9
	2009	375	147	39.2	26.3	113	76.9

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
	2010	350	140	40.0	25.7	111	79.3
	2011	360	164	45.6	26.6	133	81.1
	2012	371	165	44.5	25.9	130	78.8
Reading	2006	380	69	18.2	25.8	56	81.2
	2007	363	107	29.5	26.1	87	81.3
	2008	363	140	38.6	27.1	124	88.6
	2009	375	147	39.2	26.0	116	78.9
	2010	350	140	40.0	25.7	115	82.1
	2011	360	164	45.6	26.2	136	82.9
	2012	371	165	44.5	25.7	127	77.0
Science	2006	380	69	18.2	23.5	33	47.8
	2007	363	107	29.5	24.1	58	54.2
	2008	363	140	38.6	25.8	101	72.1
	2009	375	147	39.2	24.5	87	59.2
	2010	350	140	40.0	23.5	70	50.0
	2011	360	164	45.6	25.1	107	65.2
	2012	371	165	44.5	24.2	93	56.4
LCI							
English	2006	15	0	0.0	--	--	--
	2007	12	0	0.0	--	--	--
	2008	22	0	0.0	--	--	--
	2009	29	0	0.0	--	--	--
	2010	14	1	7.1	--	--	--
	2011	10	0	0.0	--	--	--
	2012	9	1	--	--	--	--
Mathematics	2006	15	0	0.0	--	--	--
	2007	12	0	0.0	--	--	--
	2008	22	0	0.0	--	--	--
	2009	29	0	0.0	--	--	--
	2010	14	1	7.1	--	--	--
	2011	10	0	0.0	--	--	--
	2012	9	1	--	--	--	--
Reading	2006	15	0	0.0	--	--	--
	2007	12	0	0.0	--	--	--
	2008	22	0	0.0	--	--	--
	2009	29	0	0.0	--	--	--
	2010	14	1	7.1	--	--	--
	2011	10	0	0.0	--	--	--
	2012	9	1	--	--	--	--
Science	2006	15	0	0.0	--	--	--
	2007	12	0	0.0	--	--	--
	2008	22	0	0.0	--	--	--
	2009	29	0	0.0	--	--	--
	2010	14	1	7.1	--	--	--
	2011	10	0	0.0	--	--	--
	2012	9	1	--	--	--	--
Learning Choice							
English	2006	17	0	0.0	--	--	--
	2007	22	2	9.1	--	--	--
	2008	37	0	0.0	--	--	--
	2009	37	0	0.0	--	--	--
	2010	44	0	0.0	--	--	--
	2011	106	1	0.9	--	--	--
	2012	40	1	2.5	--	--	--
Mathematics	2006	17	0	0.0	--	--	--
	2007	22	2	9.1	--	--	--
	2008	37	0	0.0	--	--	--
	2009	37	0	0.0	--	--	--
	2010	44	0	0.0	--	--	--
	2011	106	1	0.9	--	--	--
	2012	40	1	2.5	--	--	--
Reading	2006	17	0	0.0	--	--	--
	2007	22	2	9.1	--	--	--
	2008	37	0	0.0	--	--	--
	2009	37	0	0.0	--	--	--
	2010	44	0	0.0	--	--	--
	2011	106	1	0.9	--	--	--

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Science	2012	40	1	2.5	--	--	--
	2006	17	0	0.0	--	--	--
	2007	22	2	9.1	--	--	--
	2008	37	0	0.0	--	--	--
	2009	37	0	0.0	--	--	--
	2010	44	0	0.0	--	--	--
	2011	106	1	0.9	--	--	--
2012	40	1	2.5	--	--	--	
Lincoln							
English	2008	296	11	3.7	14.3	3	27.3
	2009	340	32	9.4	15.2	7	21.9
	2010	442	35	7.9	15.3	12	34.3
	2011	436	50	11.5	16.3	20	40.0
	2012	357	96	26.9	15.0	28	29.2
Mathematics	2008	296	11	3.7	16.7	2	18.2
	2009	340	32	9.4	16.9	2	6.3
	2010	442	35	7.9	17.3	5	14.3
	2011	436	50	11.5	17.0	4	8.0
Reading	2008	296	11	3.7	16.9	2	18.2
	2009	340	32	9.4	16.5	5	15.6
	2010	442	35	7.9	17.1	10	28.6
	2011	436	50	11.5	17.6	16	32.0
Science	2008	296	11	3.7	17.5	0	0.0
	2009	340	32	9.4	15.8	0	0.0
	2010	442	35	7.9	16.8	0	0.0
	2011	436	50	11.5	17.1	2	4.0
2012	357	96	26.9	16.1	4	4.2	
Madison							
English	2006	281	20	7.1	18.5	12	60.0
	2007	289	32	11.1	18.4	16	50.0
	2008	261	34	13.0	21.6	27	79.4
	2009	237	45	19.0	18.6	23	51.1
	2010	252	27	10.7	20.1	18	66.7
	2011	292	42	14.4	17.7	20	47.6
	2012	261	57	21.8	18.5	32	56.1
Mathematics	2006	281	20	7.1	20.4	7	35.0
	2007	289	32	11.1	19.1	10	31.3
	2008	261	34	13.0	22.7	20	58.8
	2009	237	45	19.0	19.6	14	31.1
	2010	252	27	10.7	20.9	10	37.0
	2011	292	42	14.4	20.3	13	31.0
Reading	2006	281	20	7.1	20.4	25	43.9
	2007	289	32	11.1	18.9	9	45.0
	2008	261	34	13.0	23.0	24	70.6
	2009	237	45	19.0	18.6	14	31.1
	2010	252	27	10.7	20.6	14	51.9
	2011	292	42	14.4	18.2	11	26.2
Science	2006	261	57	21.8	20.2	29	50.9
	2006	281	20	7.1	19.9	4	20.0
	2007	289	32	11.1	19.2	7	21.9
	2008	261	34	13.0	21.6	10	29.4
	2009	237	45	19.0	18.8	10	22.2
	2010	252	27	10.7	20.3	3	11.1
2011	292	42	14.4	18.5	5	11.9	
2012	261	57	21.8	19.9	13	22.8	
Mira Mesa							
English	2006	519	46	8.9	20.6	32	69.6
	2007	555	105	18.9	20.6	80	76.2
	2008	520	51	9.8	22.5	42	82.4
	2009	524	78	14.9	21.1	61	78.2
	2010	613	84	13.7	22.9	64	76.2
	2011	593	61	10.3	20.9	48	78.7
Mathematics	2012	580	85	14.7	22.7	70	82.4
	2006	519	46	8.9	22.9	29	63.0

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark	
	2007	555	105	18.9	22.7	65	61.9	
	2008	520	51	9.8	24.5	37	72.5	
	2009	524	78	14.9	23.2	48	61.5	
	2010	613	84	13.7	25.6	65	77.4	
	2011	593	61	10.3	23.1	39	63.9	
	2012	580	85	14.7	24.3	58	68.2	
Reading	2006	519	46	8.9	21.6	26	56.5	
	2007	555	105	18.9	22.0	59	56.2	
	2008	520	51	9.8	24.0	36	70.6	
	2009	524	78	14.9	22.4	50	64.1	
	2010	613	84	13.7	22.9	53	63.1	
	2011	593	61	10.3	20.9	32	52.5	
Science	2012	580	85	14.7	23.7	59	69.4	
	2006	519	46	8.9	20.6	9	19.6	
	2007	555	105	18.9	21.1	28	26.7	
	2008	520	51	9.8	22.1	15	29.4	
	2009	524	78	14.9	21.1	22	28.2	
	2010	613	84	13.7	23.1	38	45.2	
	2011	593	61	10.3	20.5	15	24.6	
	2012	580	85	14.7	23.0	38	44.7	
Mission Bay								
English	2006	270	30	11.1	19.4	21	70.0	
	2007	279	24	8.6	19.7	15	62.5	
	2008	303	32	10.6	19.7	22	68.8	
	2009	348	43	12.4	18.7	23	53.5	
	2010	312	49	15.7	18.0	23	46.9	
	2011	317	51	16.1	18.5	27	52.9	
Mathematics	2012	345	77	22.3	19.1	45	58.4	
	2006	270	30	11.1	18.9	7	23.3	
	2007	279	24	8.6	19.8	7	29.2	
	2008	303	32	10.6	21.6	14	43.8	
	2009	348	43	12.4	21.2	20	46.5	
	2010	312	49	15.7	20.5	18	36.7	
Reading	2011	317	51	16.1	20.6	21	41.2	
	2012	345	77	22.3	20.5	31	40.3	
	2006	270	30	11.1	20.0	14	46.7	
	2007	279	24	8.6	19.3	9	37.5	
	2008	303	32	10.6	20.4	15	46.9	
	2009	348	43	12.4	20.2	22	51.2	
Science	2010	312	49	15.7	19.0	18	36.7	
	2011	317	51	16.1	18.4	13	25.5	
	2012	345	77	22.3	20.8	39	50.6	
	2006	270	30	11.1	18.2	2	6.7	
	2007	279	24	8.6	19.5	3	12.5	
	2008	303	32	10.6	21.0	8	25.0	
	2009	348	43	12.4	19.8	10	23.3	
	2010	312	49	15.7	18.7	5	10.2	
	2011	317	51	16.1	19.2	7	13.7	
	2012	345	77	22.3	20.2	17	22.1	
	Morse							
	English	2006	611	55	9.0	18.5	34	61.8
2007		506	52	10.3	20.2	38	73.1	
2008		531	60	11.3	20.3	45	75.0	
2009		486	41	8.4	18.1	21	51.2	
2010		495	45	9.1	18.8	27	60.0	
2011		416	35	8.4	19.1	20	57.1	
Mathematics	2012	437	39	8.9	19.3	24	61.5	
	2006	611	55	9.0	21.3	26	47.3	
	2007	506	52	10.3	21.6	30	57.7	
	2008	531	60	11.3	20.9	27	45.0	
	2009	486	41	8.4	19.7	12	29.3	
	2010	495	45	9.1	20.0	14	31.1	
Reading	2011	416	35	8.4	21.1	18	51.4	
	2012	437	39	8.9	21.6	18	46.2	
	2006	611	55	9.0	20.0	23	41.8	
	2007	506	52	10.3	21.7	27	51.9	
	2008	531	60	11.3	20.8	28	46.7	

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Science	2009	486	41	8.4	19.2	18	43.9
	2010	495	45	9.1	20.0	18	40.0
	2011	416	35	8.4	20.7	17	48.6
	2012	437	39	8.9	19.6	19	48.7
	2006	611	55	9.0	20.1	9	16.4
	2007	506	52	10.3	20.2	6	11.5
	2008	531	60	11.3	20.1	10	16.7
	2009	486	41	8.4	18.4	6	14.6
	2010	495	45	9.1	18.9	3	6.7
	2011	416	35	8.4	19.5	7	20.0
	2012	437	39	8.9	19.4	7	17.9
	Mt. Everest						
English	2006	21	1	4.8	--	--	--
	2007	14	1	7.1	--	--	--
	2008	15	3	20.0	--	--	--
	2009	16	5	31.3	--	--	--
	2010	19	3	15.8	--	--	--
	2011	20	5	25.0	--	--	--
	2012	18	7	38.9	--	--	--
Mathematics	2006	21	1	4.8	--	--	--
	2007	14	1	7.1	--	--	--
	2008	15	3	20.0	--	--	--
	2009	16	5	31.3	--	--	--
	2010	19	3	15.8	--	--	--
	2011	20	5	25.0	--	--	--
	2012	18	7	38.9	--	--	--
Reading	2006	21	1	4.8	--	--	--
	2007	14	1	7.1	--	--	--
	2008	15	3	20.0	--	--	--
	2009	16	5	31.3	--	--	--
	2010	19	3	15.8	--	--	--
	2011	20	5	25.0	--	--	--
	2012	18	7	38.9	--	--	--
Science	2006	21	1	4.8	--	--	--
	2007	14	1	7.1	--	--	--
	2008	15	3	20.0	--	--	--
	2009	16	5	31.3	--	--	--
	2010	19	3	15.8	--	--	--
	2011	20	5	25.0	--	--	--
	2012	18	7	38.9	--	--	--
Muir							
English	2006	20	1	5.0	--	--	--
	2007	17	1	5.9	--	--	--
	2008	13	2	15.4	--	--	--
	2009	19	9	47.4	--	--	--
	2010	12	8	66.7	--	--	--
	2011	24	9	37.5	--	--	--
	2012	20	1	5.0	--	--	--
Mathematics	2006	20	1	5.0	--	--	--
	2007	17	1	5.9	--	--	--
	2008	13	2	15.4	--	--	--
	2009	19	9	47.4	--	--	--
	2010	12	8	66.7	--	--	--
	2011	24	9	37.5	--	--	--
	2012	20	1	5.0	--	--	--
Reading	2006	20	1	5.0	--	--	--
	2007	17	1	5.9	--	--	--
	2008	13	2	15.4	--	--	--
	2009	19	9	47.4	--	--	--
	2010	12	8	66.7	--	--	--
	2011	24	9	37.5	--	--	--
	2012	20	1	5.0	--	--	--
Science	2006	20	1	5.0	--	--	--
	2007	17	1	5.9	--	--	--
	2008	13	2	15.4	--	--	--
	2009	19	9	47.4	--	--	--
	2010	12	8	66.7	--	--	--

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
	2011	24	9	37.5	--	--	--
	2012	20	1	5.0	--	--	--
Point Loma							
English	2006	389	71	18.3	21.6	55	77.5
	2007	343	69	20.1	21.2	53	76.8
	2008	416	76	18.3	22.0	62	81.6
	2009	424	102	24.1	20.6	74	72.5
	2010	413	100	24.2	21.9	76	76.0
	2011	442	146	33.0	22.1	115	78.8
Mathematics	2006	389	71	18.3	22.5	38	53.5
	2007	343	69	20.1	23.0	40	58.0
	2008	416	76	18.3	23.2	45	59.2
	2009	424	102	24.1	21.9	56	54.9
	2010	413	100	24.2	22.7	58	58.0
	2011	442	146	33.0	23.3	89	61.0
Reading	2006	389	71	18.3	22.3	45	63.4
	2007	343	69	20.1	21.7	39	56.5
	2008	416	76	18.3	23.4	52	68.4
	2009	424	102	24.1	21.6	56	54.9
	2010	413	100	24.2	22.6	62	62.0
	2011	442	146	33.0	22.9	96	65.8
Science	2006	389	71	18.3	21.2	18	25.4
	2007	343	69	20.1	21.0	17	24.6
	2008	416	76	18.3	22.0	26	34.2
	2009	424	102	24.1	20.9	20	19.6
	2010	413	100	24.2	21.6	33	33.0
	2011	442	146	33.0	22.3	57	39.0
	2012	413	135	32.7	21.9	47	34.8
Preuss							
English	2006	89	80	89.9	19.8	50	62.5
	2007	78	67	85.9	20.9	54	80.6
	2008	98	93	94.9	20.5	72	77.4
	2009	96	89	92.7	23.2	78	87.6
	2010	100	96	96.0	21.3	78	81.3
	2011	99	93	93.9	23.1	82	88.2
Mathematics	2006	89	80	89.9	21.4	70	76.9
	2007	78	67	85.9	20.8	35	43.8
	2008	98	93	94.9	21.4	33	49.3
	2009	96	89	92.7	22.0	57	61.3
	2010	96	89	92.7	23.4	62	69.7
	2011	100	96	96.0	22.2	55	57.3
Reading	2006	89	80	89.9	23.9	71	76.3
	2007	78	67	85.9	22.4	56	61.5
	2008	98	93	94.9	21.7	55	60.4
	2009	96	89	92.7	22.4	61	65.6
	2010	96	89	92.7	21.3	37	55.2
	2011	99	93	93.9	22.4	56	61.5
Science	2006	89	80	89.9	19.8	32	40.0
	2007	78	67	85.9	19.8	32	40.0
	2008	98	93	94.9	21.3	37	55.2
	2009	96	89	92.7	22.4	61	65.6
	2010	96	89	92.7	22.4	61	65.6
	2011	99	93	93.9	23.7	67	75.3
San Diego Business	2006	89	80	89.9	23.7	67	75.3
	2007	78	67	85.9	23.7	67	75.3
	2008	98	93	94.9	21.8	57	59.4
	2009	96	89	92.7	21.8	57	59.4
	2010	100	96	96.0	23.3	64	68.8
	2011	99	93	93.9	21.7	55	60.4
	2012	90	91	101.1	21.1	25	27.5
San Diego Business							
English	2006	64	8	12.5	--	--	--
	2007	78	6	7.7	--	--	--
	2008	72	2	2.8	--	--	--
	2009	70	1	1.4	--	--	--
	2010	88	2	2.3	--	--	--
	2011	113	16	14.2	14.6	4	25.0

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Mathematics	2012	93	22	23.7	16.2	9	40.9
	2006	64	8	12.5	--	--	--
	2007	78	6	7.7	--	--	--
	2008	72	2	2.8	--	--	--
	2009	70	1	1.4	--	--	--
	2010	88	2	2.3	--	--	--
	2011	113	16	14.2	17.4	2	12.5
Reading	2012	93	22	23.7	18.0	5	22.7
	2006	64	8	12.5	--	--	--
	2007	78	6	7.7	--	--	--
	2008	72	2	2.8	--	--	--
	2009	70	1	1.4	--	--	--
	2010	88	2	2.3	--	--	--
	2011	113	16	14.2	16.1	2	12.5
Science	2012	93	22	23.7	17.0	6	27.3
	2006	64	8	12.5	--	--	--
	2007	78	6	7.7	--	--	--
	2008	72	2	2.8	--	--	--
	2009	70	1	1.4	--	--	--
	2010	88	2	2.3	--	--	--
	2011	113	16	14.2	16.8	0	0.0
San Diego Communication							
English	2006	59	9	15.3	--	--	--
	2007	84	13	15.5	11.8	1	7.7
	2008	77	5	6.5	--	--	--
	2009	58	0	0.0	--	--	--
	2010	72	2	2.8	--	--	--
	2011	72	3	4.2	--	--	--
	2012	52	0	0.0	--	--	--
Mathematics	2006	59	9	15.3	--	--	--
	2007	84	13	15.5	15.2	0	0.0
	2008	77	5	6.5	--	--	--
	2009	58	0	0.0	--	--	--
	2010	72	2	2.8	--	--	--
	2011	72	3	4.2	--	--	--
	2012	52	0	0.0	--	--	--
Reading	2006	59	9	15.3	--	--	--
	2007	84	13	15.5	14.5	0	0.0
	2008	77	5	6.5	--	--	--
	2009	58	0	0.0	--	--	--
	2010	72	2	2.8	--	--	--
	2011	72	3	4.2	--	--	--
	2012	52	0	0.0	--	--	--
Science	2006	59	9	15.3	--	--	--
	2007	84	13	15.5	16.7	0	0.0
	2008	77	5	6.5	--	--	--
	2009	58	0	0.0	--	--	--
	2010	72	2	2.8	--	--	--
	2011	72	3	4.2	--	--	--
	2012	52	0	0.0	--	--	--
San Diego Int'l Studies							
English	2006	87	13	14.9	19.7	8	61.5
	2007	98	10	10.2	20.9	9	90.0
	2008	108	17	15.7	24.1	15	88.2
	2009	103	23	22.3	22.8	21	91.3
	2010	114	23	20.2	25.7	20	87.0
	2011	119	40	33.6	21.5	29	72.5
	2012	120	41	34.2	23.1	34	82.9
Mathematics	2006	87	13	14.9	20.5	5	38.5
	2007	98	10	10.2	18.9	1	10.0
	2008	108	17	15.7	23.1	10	58.8
	2009	103	23	22.3	22.3	11	47.8
	2010	114	23	20.2	22.7	14	60.9
	2011	119	40	33.6	20.9	18	45.0
	2012	120	41	34.2	22.6	23	56.1
Reading	2006	87	13	14.9	21.4	7	53.8

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Science	2007	98	10	10.2	21.3	7	70.0
	2008	108	17	15.7	23.0	11	64.7
	2009	103	23	22.3	23.1	16	69.6
	2010	114	23	20.2	26.3	20	87.0
	2011	119	40	33.6	21.9	27	67.5
	2012	120	41	34.2	23.7	27	65.9
	2006	87	13	14.9	19.4	2	15.4
	2007	98	10	10.2	20.1	1	10.0
	2008	108	17	15.7	21.7	6	35.3
	2009	103	23	22.3	21.9	5	21.7
	2010	114	23	20.2	21.9	7	30.4
	2011	119	40	33.6	20.2	8	20.0
2012	120	41	34.2	21.7	15	36.6	
San Diego LEADS							
English	2006	98	9	9.2	--	--	--
	2007	73	10	13.7	15.7	2	20.0
	2008	80	3	3.8	--	--	--
	2009	102	9	8.8	--	--	--
	2010	94	13	13.8	15.5	4	30.8
	2011	108	27	25.0	16.8	14	51.9
Mathematics	2006	98	9	9.2	--	--	--
	2007	73	10	13.7	17.1	1	10.0
	2008	80	3	3.8	--	--	--
	2009	102	9	8.8	--	--	--
	2010	94	13	13.8	17.8	3	23.1
	2011	108	27	25.0	17.4	3	11.1
Reading	2006	98	9	9.2	--	--	--
	2007	73	10	13.7	19.9	4	40.0
	2008	80	3	3.8	--	--	--
	2009	102	9	8.8	--	--	--
	2010	94	13	13.8	16.4	1	7.7
	2011	108	27	25.0	18.5	10	37.0
Science	2006	98	9	9.2	--	--	--
	2007	73	10	13.7	17.1	0	0.0
	2008	80	3	3.8	--	--	--
	2009	102	9	8.8	--	--	--
	2010	94	13	13.8	16.5	0	0.0
	2011	108	27	25.0	17.7	2	7.4
2012	73	13	17.8	16.5	0	0.0	
San Diego Metro Career & Tech							
English	2008	54	16	29.6	15.5	5	31.3
	2009	35	12	34.3	15.6	4	33.3
	2010	46	42	91.3	17.1	15	35.7
	2011	47	35	74.5	19.4	21	60.0
	2012	52	34	65.4	20.8	24	70.6
Mathematics	2008	54	16	29.6	16.7	1	6.3
	2009	35	12	34.3	16.8	0	0.0
	2010	46	42	91.3	18.2	10	23.8
	2011	47	35	74.5	18.1	8	22.9
	2012	52	34	65.4	20.1	15	44.1
Reading	2008	54	16	29.6	16.2	1	6.3
	2009	35	12	34.3	17.3	3	25.0
	2010	46	42	91.3	18.2	10	23.8
	2011	47	35	74.5	20.3	17	48.6
	2012	52	34	65.4	21.4	20	58.8
Science	2008	54	16	29.6	16.5	0	0.0
	2009	35	12	34.3	16.2	0	0.0
	2010	46	42	91.3	17.4	4	9.5
	2011	47	35	74.5	18.0	4	11.4
	2012	52	34	65.4	19.6	6	17.6
San Diego MVP Arts							
English	2006	72	0	0.0	--	--	--
	2007	64	2	3.1	--	--	--
	2008	85	2	2.4	--	--	--

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Mathematics	2009	80	1	1.3	--	--	--
	2010	82	3	3.7	--	--	--
	2011	105	0	0.0	--	--	--
	2012	79	2	2.5	--	--	--
	2006	72	0	0.0	--	--	--
	2007	64	2	3.1	--	--	--
	2008	85	2	2.4	--	--	--
	2009	80	1	1.3	--	--	--
	2010	82	3	3.7	--	--	--
	2011	105	0	0.0	--	--	--
	2012	79	2	2.5	--	--	--
	Reading	2006	72	0	0.0	--	--
2007		64	2	3.1	--	--	--
2008		85	2	2.4	--	--	--
2009		80	1	1.3	--	--	--
2010		82	3	3.7	--	--	--
2011		105	0	0.0	--	--	--
2012		79	2	2.5	--	--	--
Science	2006	72	0	0.0	--	--	--
	2007	64	2	3.1	--	--	--
	2008	85	2	2.4	--	--	--
	2009	80	1	1.3	--	--	--
	2010	82	3	3.7	--	--	--
	2011	105	0	0.0	--	--	--
	2012	79	2	2.5	--	--	--
San Diego Sci Tech							
English	2006	80	7	8.8	--	--	--
	2007	82	25	30.5	14.5	7	28.0
	2008	96	12	12.5	17.8	5	41.7
	2009	89	20	22.5	16.4	8	40.0
	2010	92	25	27.2	16.0	11	44.0
	2011	88	22	25.0	19.1	12	54.5
	2012	92	14	15.2	16.3	5	35.7
Mathematics	2006	80	7	8.8	--	--	--
	2007	82	25	30.5	17.4	2	8.0
	2008	96	12	12.5	18.8	1	8.3
	2009	89	20	22.5	19.4	6	30.0
	2010	92	25	27.2	17.7	3	12.0
	2011	88	22	25.0	20.2	7	31.8
	2012	92	14	15.2	19.3	5	35.7
Reading	2006	80	7	8.8	--	--	--
	2007	82	25	30.5	16.4	5	20.0
	2008	96	12	12.5	17.7	2	16.7
	2009	89	20	22.5	18.6	6	30.0
	2010	92	25	27.2	18.2	8	32.0
	2011	88	22	25.0	21.0	12	54.5
	2012	92	14	15.2	16.7	3	21.4
Science	2006	80	7	8.8	--	--	--
	2007	82	25	30.5	17.4	2	8.0
	2008	96	12	12.5	18.5	1	8.3
	2009	89	20	22.5	18.6	3	15.0
	2010	92	25	27.2	17.2	0	0.0
	2011	88	22	25.0	20.9	5	22.7
	2012	92	14	15.2	17.6	1	7.1
SCPA							
English	2006	192	42	21.9	20.4	26	61.9
	2007	190	19	10.0	20.2	14	73.7
	2008	176	17	9.7	23.3	13	76.5
	2009	190	28	14.7	21.4	22	78.6
	2010	175	17	9.7	21.5	12	70.6
	2011	192	14	7.3	20.0	10	71.4
	2012	169	10	5.9	17.9	6	60.0
Mathematics	2006	192	42	21.9	18.9	10	23.8
	2007	190	19	10.0	19.5	6	31.6
	2008	176	17	9.7	21.7	9	52.9
	2009	190	28	14.7	20.9	12	42.9
	2010	175	17	9.7	20.1	7	41.2

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Reading	2011	192	14	7.3	19.3	6	42.9
	2012	169	10	5.9	17.2	0	0.0
	2006	192	42	21.9	21.0	21	50.0
	2007	190	19	10.0	20.8	7	36.8
	2008	176	17	9.7	23.5	13	76.5
	2009	190	28	14.7	22.2	15	53.6
	2010	175	17	9.7	22.2	11	64.7
	2011	192	14	7.3	21.2	8	57.1
Science	2012	169	10	5.9	18.2	4	40.0
	2006	192	42	21.9	19.6	8	19.0
	2007	190	19	10.0	20.2	6	31.6
	2008	176	17	9.7	20.2	3	17.6
	2009	190	28	14.7	20.6	4	14.3
	2010	175	17	9.7	20.9	4	23.5
	2011	192	14	7.3	19.9	3	21.4
	2012	169	10	5.9	19.6	3	30.0
Scripps Ranch							
English	2006	515	101	19.6	22.3	80	79.2
	2007	531	119	22.4	23.6	103	86.6
	2008	493	107	21.7	24.7	100	93.5
	2009	482	113	23.4	24.5	105	92.9
	2010	494	130	26.3	24.3	115	88.5
	2011	552	169	30.6	24.9	152	89.9
	2012	592	167	28.2	24.7	153	91.6
Mathematics	2006	515	101	19.6	24.0	66	65.3
	2007	531	119	22.4	25.0	83	69.7
	2008	493	107	21.7	26.9	89	83.2
	2009	482	113	23.4	25.8	87	77.0
	2010	494	130	26.3	25.7	98	75.4
	2011	552	169	30.6	26.3	144	85.2
	2012	592	167	28.2	25.8	144	86.2
Reading	2006	515	101	19.6	23.3	65	64.4
	2007	531	119	22.4	25.0	90	75.6
	2008	493	107	21.7	25.8	91	85.0
	2009	482	113	23.4	24.9	85	75.2
	2010	494	130	26.3	25.0	102	78.5
	2011	552	169	30.6	25.1	135	79.9
	2012	592	167	28.2	24.9	128	76.6
Science	2006	515	101	19.6	22.4	43	42.6
	2007	531	119	22.4	23.5	54	45.4
	2008	493	107	21.7	24.2	61	57.0
	2009	482	113	23.4	24.2	60	53.1
	2010	494	130	26.3	24.2	74	56.9
	2011	552	169	30.6	24.3	102	60.4
	2012	592	167	28.2	24.2	97	58.1
SD Early/Middle College High							
English	2010	8	1	--	--	--	--
	2011	13	0	0.0	--	--	--
	2012	36	2	5.6	--	--	--
Mathematics	2010	8	1	--	--	--	--
	2011	13	0	0.0	--	--	--
	2012	36	2	5.6	--	--	--
Reading	2010	8	1	--	--	--	--
	2011	13	0	0.0	--	--	--
	2012	36	2	5.6	--	--	--
Science	2010	8	1	--	--	--	--
	2011	13	0	0.0	--	--	--
	2012	36	2	5.6	--	--	--
Serra							
English	2006	378	47	12.4	20.3	32	68.1
	2007	388	57	14.7	19.2	31	54.4
	2008	433	62	14.3	21.0	43	69.4
	2009	437	43	9.8	21.8	32	74.4
	2010	417	73	17.5	20.9	53	72.6
	2011	380	54	14.2	23.2	43	79.6
	2012	406	98	24.1	22.4	75	76.5
Mathematics	2006	378	47	12.4	20.5	19	40.4

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Reading	2007	388	57	14.7	20.3	19	33.3
	2008	433	62	14.3	22.2	33	53.2
	2009	437	43	9.8	22.5	26	60.5
	2010	417	73	17.5	21.7	38	52.1
	2011	380	54	14.2	24.8	42	77.8
	2012	406	98	24.1	24.0	71	72.4
	2006	378	47	12.4	21.7	27	57.4
	2007	388	57	14.7	21.1	27	47.4
	2008	433	62	14.3	22.2	37	59.7
	2009	437	43	9.8	22.3	25	58.1
	2010	417	73	17.5	21.8	41	56.2
	2011	380	54	14.2	23.5	39	72.2
2012	406	98	24.1	22.9	65	66.3	
Science	2006	378	47	12.4	18.8	7	14.9
	2007	388	57	14.7	19.5	7	12.3
	2008	433	62	14.3	21.2	19	30.6
	2009	437	43	9.8	20.8	13	30.2
	2010	417	73	17.5	20.9	24	32.9
	2011	380	54	14.2	22.7	25	46.3
	2012	406	98	24.1	22.2	34	34.7
Twain							
English	2006	78	0	0.0	--	--	--
	2007	245	1	0.4	--	--	--
	2008	163	1	0.6	--	--	--
	2009	138	0	0.0	--	--	--
	2010	136	0	0.0	--	--	--
	2011	133	1	0.8	--	--	--
	2012	105	2	1.9	--	--	--
Mathematics	2006	78	0	0.0	--	--	--
	2007	245	1	0.4	--	--	--
	2008	163	1	0.6	--	--	--
	2009	138	0	0.0	--	--	--
	2010	136	0	0.0	--	--	--
	2011	133	1	0.8	--	--	--
	2012	105	2	1.9	--	--	--
Reading	2006	78	0	0.0	--	--	--
	2007	245	1	0.4	--	--	--
	2008	163	1	0.6	--	--	--
	2009	138	0	0.0	--	--	--
	2010	136	0	0.0	--	--	--
	2011	133	1	0.8	--	--	--
	2012	105	2	1.9	--	--	--
Science	2006	78	0	0.0	--	--	--
	2007	245	1	0.4	--	--	--
	2008	163	1	0.6	--	--	--
	2009	138	0	0.0	--	--	--
	2010	136	0	0.0	--	--	--
	2011	133	1	0.8	--	--	--
	2012	105	2	1.9	--	--	--
University City							
English	2006	408	74	18.1	19.9	45	60.8
	2007	416	75	18.0	21.6	55	73.3
	2008	449	69	15.4	23.0	60	87.0
	2009	406	91	22.4	22.0	72	79.1
	2010	417	117	28.1	23.9	96	82.1
	2011	438	103	23.5	23.0	86	83.5
	2012	398	126	31.7	21.7	89	70.6
Mathematics	2006	408	74	18.1	21.4	35	47.3
	2007	416	75	18.0	22.4	36	48.0
	2008	449	69	15.4	24.3	45	65.2
	2009	406	91	22.4	22.9	49	53.8
	2010	417	117	28.1	24.7	80	68.4
	2011	438	103	23.5	24.2	69	67.0
	2012	398	126	31.7	23.0	78	61.9
Reading	2006	408	74	18.1	20.6	38	51.4
	2007	416	75	18.0	22.5	44	58.7
	2008	449	69	15.4	23.7	47	68.1

Area	Year	Total Students	Test Takers	Pct Participation	Average Score	Met Benchmark	Pct Met Benchmark
Science	2009	406	91	22.4	22.2	53	58.2
	2010	417	117	28.1	24.1	77	65.8
	2011	438	103	23.5	22.9	67	65.0
	2012	398	126	31.7	22.6	80	63.5
	2006	408	74	18.1	19.7	15	20.3
	2007	416	75	18.0	21.2	27	36.0
	2008	449	69	15.4	22.3	29	42.0
	2009	406	91	22.4	22.1	34	37.4
	2010	417	117	28.1	23.3	61	52.1
	2011	438	103	23.5	22.1	41	39.8
	2012	398	126	31.7	22.0	49	38.9