

American College Test Results of Grade 12 Students, 2005–06

Introduction

This report summarizes the performance of district Grade 12 students from 2005–06 who took the American College Test (ACT[®]). Similar to the SAT Reasoning Test[™] (SAT I), the ACT is taken by high school students around the world to fulfill admission application requirements of many colleges and universities in the United States.¹ This is the first year the district received student-level ACT data. In this report, ACT participation and performance data of Grade 12 students in 2005–06 are disaggregated by gender, ethnicity, socioeconomic status, English language proficiency status, special education status, year of testing, and school. Performance data primarily consist of the number and percent of students who met or exceeded ACT subject area benchmark scores. Future reports will include multiyear data.

Highlights for 2005–06

Out of 900 district 12th graders in 2005–06 who took the ACT, two-thirds (66.8 percent) met the English benchmark score and were deemed ready for college-level English coursework; roughly half met the mathematics and reading benchmark scores (47.0 and 52.3 percent, respectively); and, one-fourth (24.8 percent) met the science benchmark score. District results generally were comparable to those of the state and the nation, although state results were higher than the district's across all subject areas.

ACT test takers were more likely to be female, White, not socioeconomically disadvantaged, fluent English proficient, and not receiving special education services. Despite there being roughly equal numbers of White and Hispanic students among district 12th graders, 14.6 percent of White students took the ACT compared with only 8.8 percent of Hispanic students. Scripps Ranch High School had the highest number of test takers (N=101) and Preuss School UCSD had the highest percentage of 12th grade students take the test (90 percent). As a group, ACT test takers outperformed non-test takers on the 11th grade California Standards Tests (CSTs) in English Language Arts and mathematics and the SAT I. For the CST, larger percentages of ACT test takers scored at “proficient” or above than non-test takers. On the SAT I, average scale scores of ACT test takers in all sections were slightly but consistently higher than those of non-test takers.

La Jolla and Henry high school students performed well across all subject areas of ACT. Students at High Tech High, one of the district's charter schools, also performed well in English and reading. Consistent with results of other district studies, Asian and White, non-

¹ Based on district summary data provided by ACT, Inc., San Diego State University (SDSU) and the University of California, San Diego (UCSD) received the highest number of “1st choice” selections from the 710 students who supplied such information—21.4 percent selected SDSU as “1st choice” and 13.5 percent selected UCSD. The University of California in Los Angeles and Berkeley followed with 5.3 and 4.6 percent, respectively.

socioeconomically disadvantaged, and fluent English proficient students outperformed their counterparts on all subject areas of the ACT. Female students outperformed male students in English and reading while the reverse was true in mathematics and science. Wide performance gaps between White students and African American and Hispanic students persisted even among students in the same socioeconomic status group.

Overview of ACT²

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

ACT and the SAT I. Nearly all colleges and universities in the country accept both the ACT and SAT I as part of their college admission requirements. More than 1.2 million students in the class of 2006 nationwide took the ACT compared with nearly 1.5 million who took the SAT I. There is a widely accepted geographical difference between the two tests. Students from the East and West coasts have historically favored the SAT I while those from Midwestern and southern states have favored the ACT; state and district numbers support this. In 2005–06, only 900 out of 7,334 Grade 12 students⁴ (12.3 percent) in the district took the ACT compared with 3,463 (47.2 percent) who took the SAT I; 782 students took both the ACT and the SAT I.

ACT Benchmark Scores. Unlike SAT I 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 the benchmark scores. A benchmark score in each ACT subject area indicates a student's chance of success in college-level English Composition (English), Algebra (mathematics), Social Science (reading), and Biology (science). (See Table 1.)

Table 1. ACT College Readiness Benchmark Scores

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

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

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

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

⁴ Grade 12 student counts in this report are based on official district enrollment data for 2005–06 collected in fall 2005.

ready for college-level English Composition and has a good chance of earning a C or better in this course.

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

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

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

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

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

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

Writing. The optional writing test was taken by 675 of the 900 (75 percent) ACT test takers from 2005–06. A single prompt defines and describes an issue and two related points of view. Students have 30 minutes to write an essay responding to the question posed in the prompt. The test is designed to assess writing skills emphasized in high school English classes and in entry-level college composition courses.

Data Processing

The district was provided the scores of students who, at the time of the test, identified themselves as enrolled in the district and had an anticipated graduation year of 2006. These data records were matched to student demographic and enrollment records in the district database. As a result of the data verification process, 900 out of 927 ACT records received from the publisher (97.1 percent) remained in the final dataset. Of the 27 records that were excluded, 3 could not be identified as district students, 18 were not enrolled as 12th graders in 2005–06, and 6 were still enrolled in 2006–07.

It is important to note that unlike SAT I scores, where only the best subject area scores from potentially multiple test administrations per student are reported by the College Board, ACT provides the latest results per student. Roughly two-thirds (N=605) of district test takers took their latest test in 2005–06; the remaining one-third (N=295) took it in 2004–05, presumably in their junior year.

Demographics of District Grade 12 Students

Gender. In 2005–06, the district had an official fall enrollment count of 7,334 Grade 12 students. Slightly more than half were female (51.5 percent), with the last three years showing small but steady increases in the percentage of female students.

Ethnicity. Districtwide, Hispanic students constitute the largest ethnic group with 44 percent, followed by White and African American students with 26 and 14 percent, respectively. However, among Grade 12 students, White and Hispanic students have roughly the same numbers of students at 32 percent each; African American students constitute the third largest group with 13 percent.

Other Demographic Characteristics. Nearly half (46 percent) of Grade 12 students have a non-English primary language. After English, Spanish was the largest primary language group with 27 percent of students; Filipino was a distant second with only 6 percent of students. One-third of all district 12th graders were either English learners (10 percent) or former English learners (24 percent).⁵ Thirty-seven percent were eligible for free or reduced-price meals, while 8 percent received special education services in 2005–06.

Participation Data

Demographic Composition. Out of the 7,334 district 12th graders in 2005–06, 900 (12.3 percent) took the ACT. Test takers were more likely to be female, White, not socioeconomically disadvantaged,⁶ fluent English proficient, and not receiving special education services. When compared with the general 12th grade population and students who took the more popular SAT I, ACT test takers reflected a higher proportion of female students and smaller proportion of English learners than either group. They also had a higher proportion of students eligible for free- or reduced-price meals than Grade 12 SAT I test takers. (See Figure 1.) The difference in meal eligibility numbers is partially explained by the disparity in the overall numbers of test takers and the fact that nearly all of Preuss' 12th grade students take both tests and are eligible for free- or reduced-price meals.

⁵ Former English learner or Reclassified Fluent English Proficient (RFEP) students are English learners who have met district criteria for classification as fluent English proficient.

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

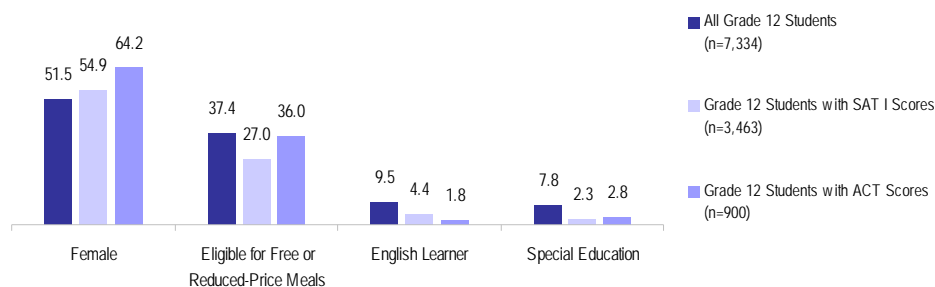


Figure 1. Relative Subgroup Representation Among All Grade 12 Students, Those Who Took the SAT I, and Those Who Took the ACT, 2005–06

Ethnic Breakdown. Most ethnic groups were represented among ACT test takers in roughly the same order of magnitude as the general 12th grade population; the two largest ethnic groups, Hispanic and White, were the exception. Despite roughly equal numbers of White and Hispanic students among district 12th graders, 14.6 percent of White students (n=345) took the ACT compared with 8.8 percent of Hispanic students (n=207). ACT test takers appeared to reflect a more diverse group of students than those who took the SAT I, with slightly higher percentages of Hispanic and African American test takers. There were slightly smaller percentages of White and Asian students among ACT test takers (43.9 percent) than SAT I test takers (45.5 percent). (See Figure 2.) The reader is reminded that there is a large overlap between ACT and SAT I test takers with 782 of 900 (87 percent) ACT test takers taking both college entrance tests.

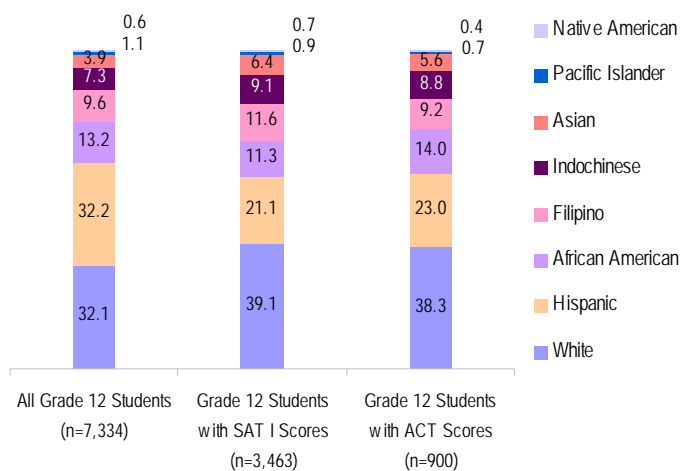


Figure 2. Ethnic Breakdown of All Grade 12 Students, Those Who Took the SAT I, and Those Who Took the ACT, 2005–06

Test Takers by School. Scripps Ranch had the highest number of test takers with 101 students, or roughly 20 percent of its 12th grade enrollment. Preuss School UCSD had the highest percentage of 12th graders taking the ACT at 90 percent. (See Table 2.) This is not surprising given Preuss’ mission to provide “a rigorous college prep education for motivated low-income students who will become the first in their families to graduate from college.”⁷ As stated earlier, most students’ latest ACT was in 2005–06. This is true for almost all schools; the notable exception is Preuss, where most students’ scores were from 2004–05.

⁷ Preuss School website (<http://preuss.ucsd.edu>).

Table 2. ACT Test Takers by School and Test Year, 2005–06

School	Total Grade 12 Students	Test Takers by Test Year			
		Total Test Takers	Pct of Grade 12 Students	2004-05	2005-06
331 A.L.B.A.	4	1			1
008 AUDEO	65	1	1.5	1	
366 CHARTER SCHOOL OF SD	495	10	2.0	4	6
332 CLAIREMONT	253	36	14.2	7	29
333 CONNECTIONS	17	0	0.0		
323 CORTEZ HILL	32	1	3.1		1
704 CRAWFORD/CHAMPS	86	11	12.8	1	10
702 CRAWFORD/IDEA	83	1	1.2		1
705 CRAWFORD/LAW & BUSINESS	76	4	5.3	1	3
703 CRAWFORD/MULTIMEDIA	56	1	1.8		1
439 DEL SOL	6	0			
361 GARFIELD	114	0	0.0		
335 GOMPERS	122	3	2.5		3
336 HENRY	497	63	12.7	16	47
339 HIGH TECH HIGH	114	29	25.4	4	25
382 HOME AND HOSPITAL IN	4	0			
338 HOOVER	350	36	10.3	2	34
736 KEARNY/CONSTR TECH	71	8	11.3		8
733 KEARNY/DIGITAL MEDIA	74	0	0.0		
735 KEARNY/INTL BUSINESS	74	4	5.4	1	3
734 KEARNY/SCI CONN TECH	90	8	8.9	1	7
342 LA JOLLA	380	69	18.2	18	51
791 LCI INSTRUCTION	15	0	0.0		
018 LEARNING CHOICE ACADEMY	17	0	0.0		
346 MADISON	281	20	7.1	10	10
349 MIRA MESA	519	46	8.9	14	32
350 MISSION BAY	270	30	11.1	2	28
352 MORSE	611	55	9.0	9	46
395 MT. EVEREST	21	1	4.8	1	
369 MUIR	20	1	5.0		1
438 NEW DAWN	3	0			
354 POINT LOMA	389	71	18.3	31	40
348 PREUSS SCHOOL UCSD	89	80	89.9	73	7
708 RANDOLPH	5	0			
368 S.C.P.A.	192	42	21.9	7	35
359 SCRIPPS RANCH	515	101	19.6	36	65
749 SD/BUSINESS	64	8	12.5	6	2
746 SD/CIMA	59	9	15.3	7	2
744 SD/INTL STUDIES	87	13	14.9	5	8
745 SD/LEADS	98	9	9.2	1	8
750 SD/MEDIA VIS PRF ART	72	0	0.0		
753 SD/SCIENCE TECHNOL	80	7	8.8	1	6
357 SERRA	378	47	12.4	16	31
362 TWAIN	78	0	0.0		
355 UNIVERSITY CITY	408	74	18.1	20	54
District Total	7,334	900	12.3	295	605

Performance of ACT Test Takers on Other Assessments.

California Standards Test (CST). Figure 3 shows that ACT test takers outperformed non-test takers on the Grade 11 English Language Arts (ELA) CST. Specifically, 69.6 percent of Grade 12 students who took both the ACT and the SAT I performed at “proficient” or “advanced”—the two highest performance levels on this assessment. These students, representing an overwhelming majority of all ACT test takers, registered the highest such percentage compared with students who took only the SAT I (62.7 percent), students who took only the ACT (36.7 percent), and those who took neither ACT nor SAT I (20.5 percent).

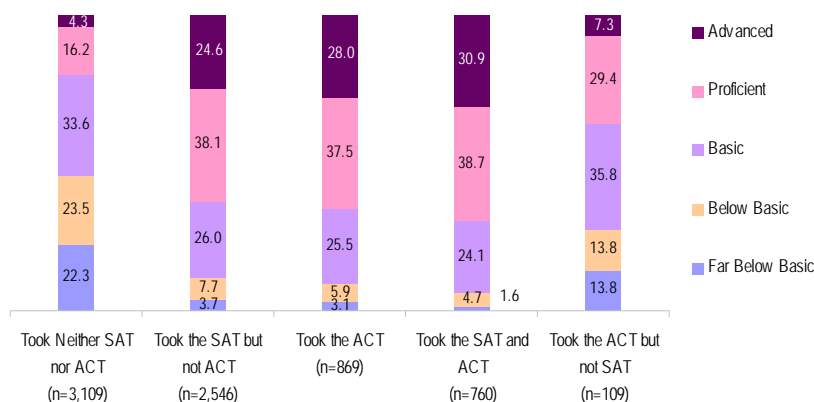


Figure 3. Grade 11 ELA CST Performance of 2005–06 Grade 12 Students by Test Taker Status

Grade 11 mathematics CST results showed similar findings. Figure 4 shows that 22.7 percent of Grade 12 students who took both the ACT and the SAT I performed at “proficient” or “advanced” on the mathematics CST—the highest such percentage of students compared with students who took only the SAT I (19.8 percent), students who took only the ACT (6.7 percent), and those who took neither ACT nor SAT I (2.7 percent).

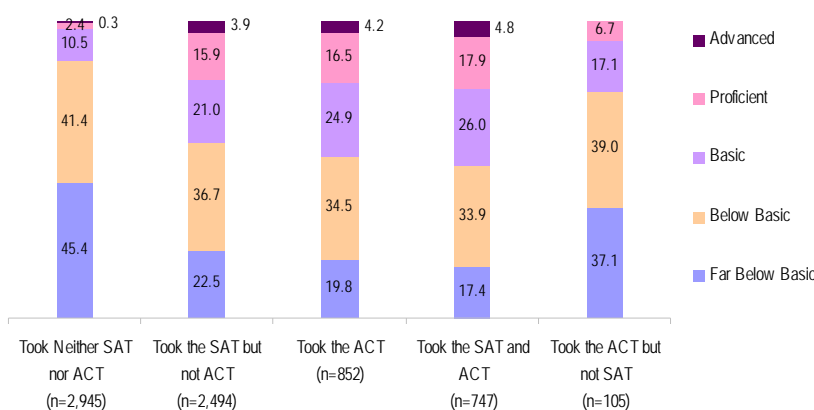


Figure 4. Grade 11 Mathematics CST Performance of 2005–06 Grade 12 Students By Test Taker Status

SAT I. In each section of the SAT I—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 I). The difference in average scores was at least 20 points for each section. (See Figure 5.)

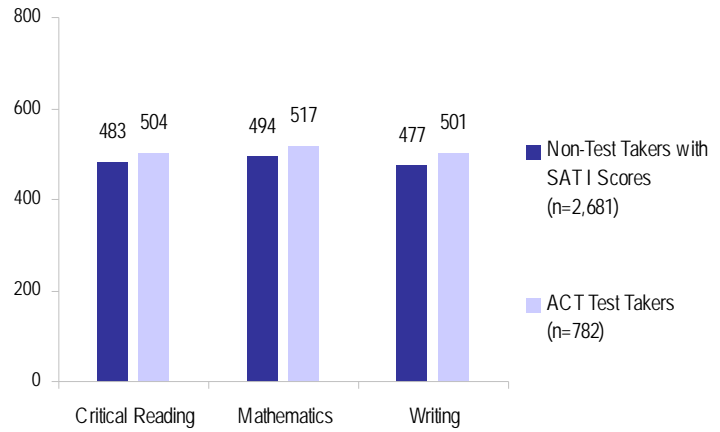


Figure 5. Average SAT I Scores of 2005–06 Grade 12 Students by ACT Test Taker Status

Discussion. ACT test takers solidly outperformed non-test takers on the CST and SAT I. For both the ELA and mathematics CST, students who took both the ACT and the SAT I outperformed those who took only one of the tests and outperformed those who took neither test. Among those who took the SAT I, students who took the ACT had higher scores on each section of the SAT I than those who did not. These findings show that students who took both ACT and SAT I, representing 9 out of 10 ACT test takers, constitute a group of high performing Grade 12 students in the district. This might not be surprising to some as one may very well expect high achieving, highly motivated students to take both tests. However, knowing this allows us to consider these students’ ACT results as an indicator of how well-prepared the district’s higher performing students are for college-level coursework.

ACT Performance Data

Overall Performance. District results show that two-thirds of test takers (66.8 percent) met or exceeded the English benchmark score which indicated readiness for college-level English Composition; roughly half met or exceeded the mathematics and reading benchmark scores (47.0 and 52.3 percent, respectively) indicating readiness for College Algebra and Social Science; and, one-fourth of students (24.8 percent) met or exceeded the science benchmark which indicated readiness for college-level Biology. (See Figure 6.)

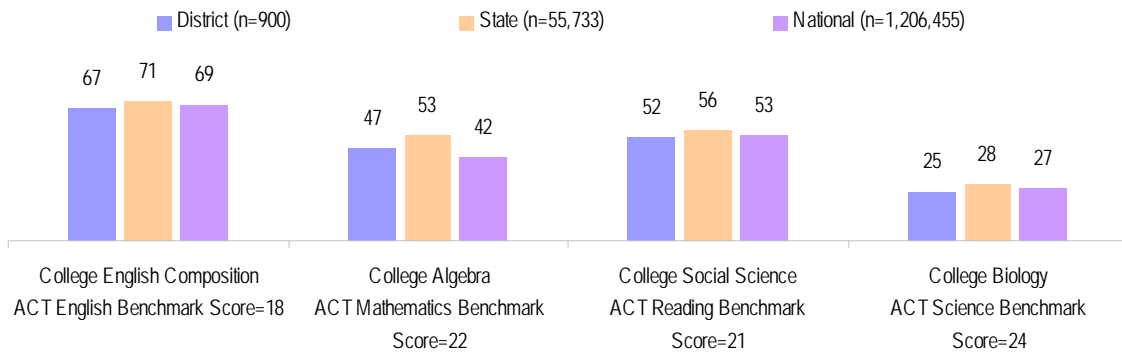


Figure 6. Percent of Students Meeting ACT Benchmarks At the District, State, and National Levels, 2005–06

District results are generally comparable with those of the state and nation, although state results were higher than the district's in all subject areas. The widest gap among the groups is only 6 percentage points, found in the mathematics results between the state (53 percent) and the district (47 percent). This finding echoes SAT I results, where state averages have been higher across all subject areas than the district's over the years, with the widest gaps in mathematics. The reader is reminded of regional differences in ACT test-taking patterns that result in much higher proportions of students taking the test nationally compared to the district or the state.⁸ Many research studies have noted that scores tend to decline with increasing percentages of test takers.

Performance by Test Year. Overall numbers appear to indicate a slight advantage to students taking the ACT in 2004–05 (presumably in their junior year) than in 2005–06 (senior year). Indeed, across most subject areas, the overall percentages of students meeting the benchmarks were higher for those who took it in 2004–05 than in 2005–06. In mathematics, for example, 51 percent met the benchmark score for 2004–05 compared with 45 percent in 2005–06. Additional analyses reveal, however, that these higher percentages do not hold when results are disaggregated by student ability as determined by CST performance.⁹ (See Figure 7.)

In fact, higher proportions of “high ability” (“proficient” or “advanced” on their Grade 11 CSTs) students took the ACT in their junior year than in their senior year—71 versus 63 percent for English and reading; 24 versus 19 percent in mathematics and science—which might account for the higher percentages of students meeting ACT benchmarks among junior test takers than seniors. It is also quite evident, though not surprising, that “high ability” students are much more likely to meet ACT benchmarks than those who are not (“basic” or lower or “FBB/BB/B”).¹⁰

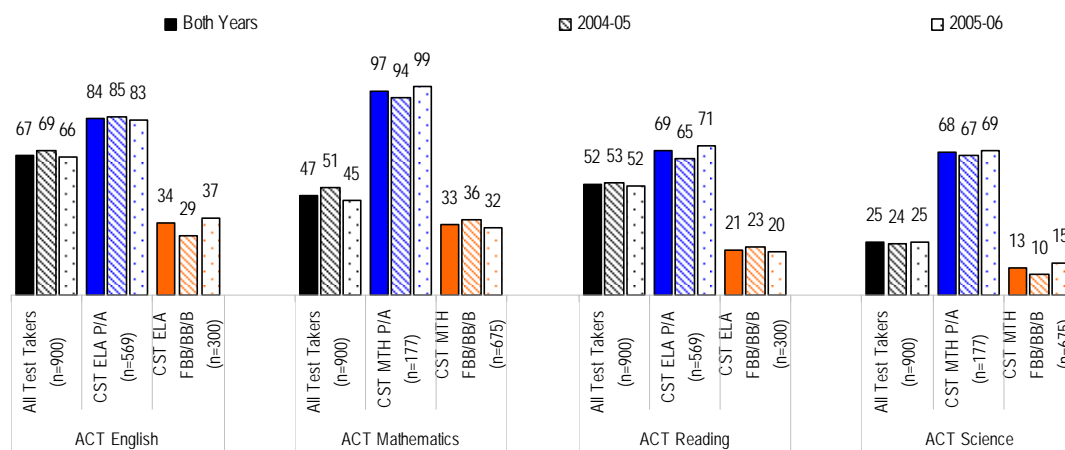


Figure 7. Percent of Students Meeting ACT Benchmarks By Test Year and CST Grade 11 Performance¹¹

⁸ Nationally, 40 percent of *graduates* took the ACT in 2006; in California, it was 14 percent (<http://www.act.org/news/data/06/states.html>). A comparable district rate would be 13.6 percent of all graduates.

⁹ ACT conducted an analysis of the impact of course-taking patterns of district students on ACT scores. While findings in most subject areas failed to highlight any particular course sequence, in mathematics it found generally higher scores for students taking Calculus or four or more years of mathematics and generally lower scores for students taking just the “minimum core” of Algebra 1, Algebra 2, and Geometry.

¹⁰ “FBB/BB/B” corresponds to CST performance levels—far below basic, below basic, and basic.

¹¹ CST scores in Grade 11 are not available for all 2005–06 Grade 12 students.

Performance by School. La Jolla and Henry high school students performed consistently high on the ACT. La Jolla had the highest percentages of students who met the benchmark scores in English (94.2 percent), mathematics (82.6 percent), and reading (81.2 percent); Henry had the highest percentage in science (49.2 percent). High Tech High students also performed very well in English and reading, but the percentages of students meeting the benchmarks in mathematics and science were noticeably low at 37.9 and 27.6 percent, respectively, and were far from the top percentages in these areas. (See Table 3.)

Subgroup Performance. Figures 8–13 show ACT results by gender, socioeconomic status, ethnicity, English learner status, and special education status.

Performance by Gender. The percentages of male and female students who met the benchmarks in each ACT subject area appear to support old gender stereotypes. Female students outperformed male students in English and reading, while male students outperformed female students in mathematics and science. The widest gap was in mathematics where male student performance was 12 percentage points higher than female students.

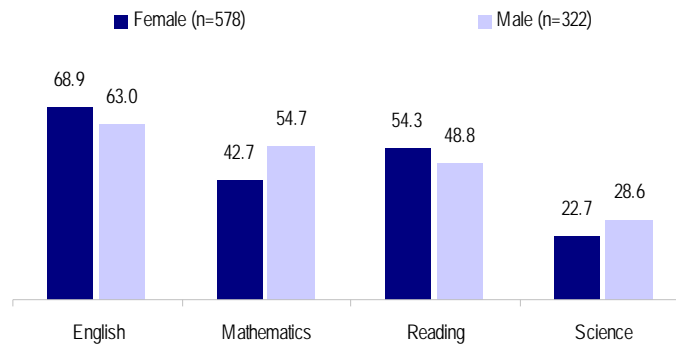


Figure 8. Percent of Students Meeting ACT Benchmarks by Gender

Performance by Socioeconomic Status. As might be expected, students who were not socioeconomically disadvantaged outperformed students who were in all subject areas of the ACT. Performance gaps in English and reading were widest at roughly 25 percentage points each, followed by mathematics with 23 percentage points. The gap in science was the least at 17 percentage points.

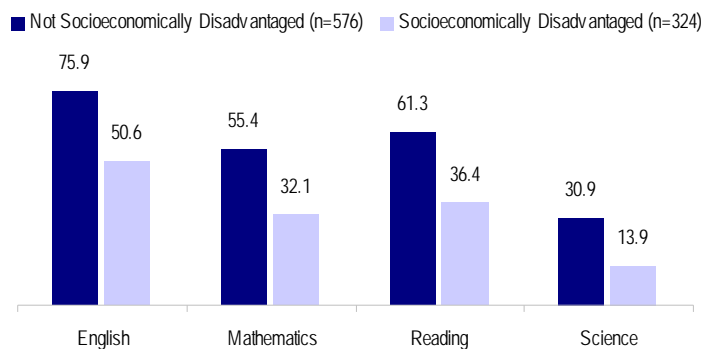


Figure 9. Percent of Students Meeting ACT Benchmarks by Socioeconomic Status

Table 3. Percent of Students Who Met ACT Benchmarks by School, 2005–06

School	Total Test Takers	English		Mathematics		Reading		Science	
		N	Pct	N	Pct	N	Pct	N	Pct
331 A.L.B.A.	1	1				1			
008 AUDEO	1	1		1		1			
366 CHARTER SCHOOL OF SD	10	6		4		5		1	
332 CLAIREMONT	36	22	61.1	13	36.1	12	33.3	9	25.0
323 CORTEZ HILL	1	1		1		1		1	
704 CRAWFORD/CHAMPS	11	1	9.1		0.0		0.0		0.0
702 CRAWFORD/IDEA	1	1		1					
705 CRAWFORD/LAW & BUSINESS	4								
703 CRAWFORD/MULTIMEDIA	1								
335 GOMPERS	3	1							
336 HENRY	63	55	87.3	40	63.5	49	77.8	31	49.2
339 HIGH TECH HIGH	29	27	93.1	11	37.9	22	75.9	8	27.6
338 HOOVER	36	11	30.6	8	22.2	8	22.2	3	8.3
736 KEARNY/CONSTR TECH	8	2		4		3		3	
735 KEARNY/INTL BUSINESS	4	1		1		1		1	
734 KEARNY/SCI CONN TECH	8	6		4		4		2	
342 LA JOLLA	69	65	94.2	57	82.6	56	81.2	33	47.8
346 MADISON	20	12	60.0	7	35.0	9	45.0	4	20.0
349 MIRA MESA	46	32	69.6	29	63.0	26	56.5	9	19.6
350 MISSION BAY	30	21	70.0	7	23.3	14	46.7	2	6.7
352 MORSE	55	34	61.8	26	47.3	23	41.8	9	16.4
395 MT. EVEREST	1	1							
369 MUIR	1								
354 POINT LOMA	71	55	77.5	38	53.5	45	63.4	18	25.4
348 PREUSS SCHOOL UCSD	80	50	62.5	35	43.8	32	40.0	14	17.5
368 S.C.P.A.	42	26	61.9	10	23.8	21	50.0	8	19.0
359 SCRIPPS RANCH	101	80	79.2	66	65.3	65	64.4	43	42.6
749 SD/BUSINESS	8	1							
746 SD/CIMA	9								
744 SD/INTL STUDIES	13	8	61.5	5	38.5	7	53.8	2	15.4
745 SD/LEADS	9	3							
753 SD/SCIENCE TECHNOL	7			1		1			
357 SERRA	47	32	68.1	19	40.4	27	57.4	7	14.9
355 UNIVERSITY CITY	74	45	60.8	35	47.3	38	51.4	15	20.3
District Total	900	601	66.8	423	47.0	471	52.3	223	24.8

Performance by Ethnicity. Asian students had the highest percentages of test takers meeting college readiness benchmarks across all subject areas followed by White students. On the other end of the scale, African American students registered the lowest percentages of students meeting the benchmarks across all subject areas, followed by Hispanic students. In English, 90 percent of Asian students and 87 percent of White students met the benchmarks compared with 39.7 and 44.0 percent for African American and Hispanic students, respectively. The performance gap in mathematics was worse with 78.0 percent of Asian students and 63.5 percent of White students meeting the benchmarks compared with 11.1 and 27.5 percent for African American and Hispanic students, respectively. In each subject area, Asian and White students had at least double the percentage of students meeting the benchmarks than either Hispanic or African American students.

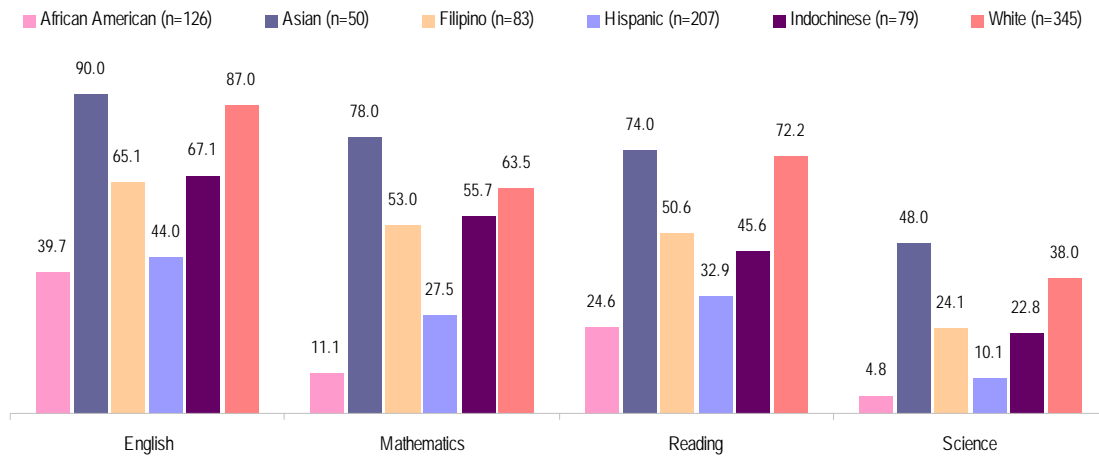


Figure 10. Percent of Students Meeting ACT Benchmarks by Ethnicity, 2005–06

When data for the district’s three largest ethnic groups were disaggregated by socioeconomic status, performance gaps persisted among White, Hispanic, and African American students. Within each ethnic group, students who were not socioeconomically disadvantaged outperformed those who were in almost all subject areas. The exception was in English and reading for African American students, where those who were socioeconomically disadvantaged outperformed those who were not by roughly 5 and 3 percentage points, respectively.

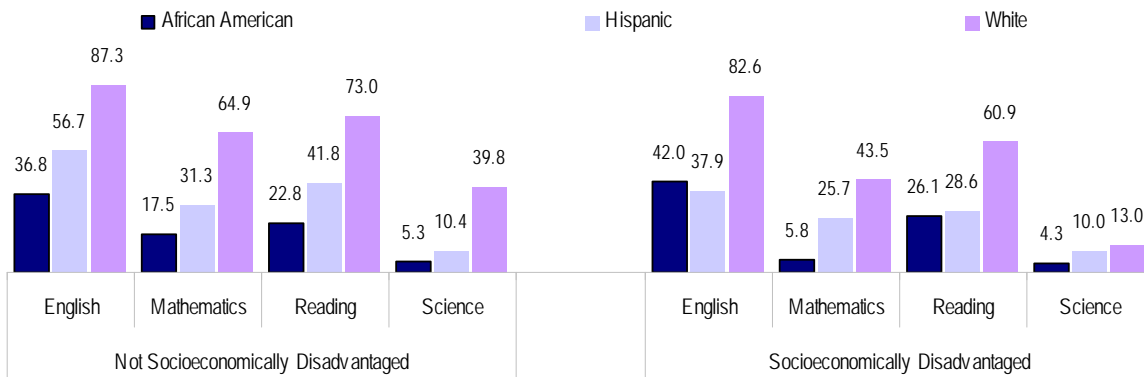


Figure 11. Percent of Students Meeting ACT Benchmarks By Ethnicity and Socioeconomic Status, 2005–06

It is important to note that there are huge disparities in the percentages of test takers among White, Hispanic, and African students who are socioeconomically disadvantaged. Only 6.7 percent of White test takers are socioeconomically disadvantaged (N=345) compared with more than half for African American test takers (54.8 percent, N=126) and more than two-thirds for Hispanic test takers (67.6 percent, N=207).

Performance by English Learner Status. ACT results showed that fluent English proficient students (FEP) outperformed English learners (ELs) and Reclassified ELs (RFEPs or Reclassified ELs) across all subject areas. Not surprisingly, English and reading showed the largest differences. ELs had the smallest percentages of students meeting the benchmarks—only one out of 16 EL test takers met the benchmarks in English and reading; none met the benchmarks in mathematics and science. These findings need to be interpreted with caution, however, due to the small number of English learners in the dataset.

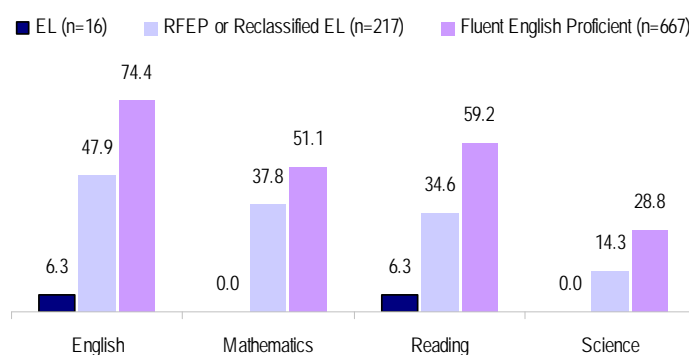


Figure 12. Percent of Students Meeting ACT Benchmarks by English Learner (EL) Status

Performance by Special Education Status. Only 25 test takers received special education services in 2005–06. ACT results showed that these students were outperformed in all subject areas by those who did not receive special education services. Again, these findings need to be interpreted with caution due to the small number of special education students in the dataset.

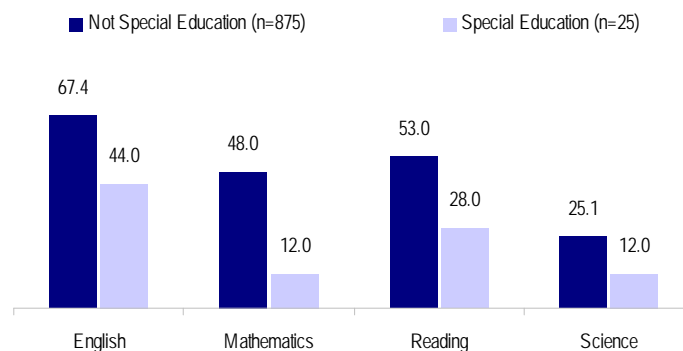


Figure 13. Percent of Students Meeting ACT Benchmarks by Special Education Status

Summary

Overall results showed that two-thirds of the 900 district students who took the ACT (66.8 percent) met the English benchmark score and were deemed ready for college-level English coursework; roughly half met the mathematics and reading benchmark scores (47.0 and 52.3 percent, respectively); and, one-fourth (24.8 percent) met the science benchmark score. District results were generally comparable to that of the state and the nation, although state results were higher than the district's across all subject areas.

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

1. ACT test takers were more likely to be female, White, not socioeconomically disadvantaged, fluent English proficient, and not receiving special education services.
2. When compared with the general 12th grade population and those who took the SAT I, ACT test takers reflected a higher proportion of female students and smaller proportion of English learners than either group. They also had a notably higher proportion of students eligible for free or reduced price meals than Grade 12 SAT I test takers.
3. Despite the roughly equal numbers of White and Hispanic students among district 12th graders, 14.6 percent of White students (n=345) took the ACT compared with only 8.8 percent of Hispanic students (n=207).
4. For both CST ELA and mathematics, students who took both the ACT and the SAT I outperformed those who took only one of the tests and outperformed those who took neither test. Among those who took the SAT I, students who took the ACT had higher scores on each section of the SAT I than those who only took the SAT I. These findings show that students who took both ACT and SAT I, representing 9 out of 10 ACT test takers, constitute a group of high performing Grade 12 students in the district.
5. La Jolla had the highest percentages of students who met the benchmark scores in English (94.2 percent), mathematics (82.6 percent), and reading (81.2 percent); Henry had the highest percentage in science (49.2 percent).
6. Female students outperformed male students in English and reading while male students outperformed female students in mathematics and science. The widest gap is in mathematics where results for male students were 12 percentage points higher than those of female students.
7. Students who were not socioeconomically disadvantaged outperformed students who were in all subject areas of the ACT. Performance gaps in English and reading were widest at roughly 25 percentage points each, followed by mathematics with 23 percentage points. The gap in science was the least at 17 percentage points.
8. Asian students had the highest percentages of test takers meeting college readiness benchmarks across all ACT subject areas; White students followed. On the other end of the scale, African American students registered the lowest percentages of students meeting the benchmarks across all subject areas, followed by Hispanic students.

9. Asian and White students had more than twice the percentage of Hispanic or African American students who met the benchmarks in all ACT subject areas. Performance gaps among these ethnic groups persisted even within the same socioeconomic status group. Within each ethnic group, students who were not socioeconomically disadvantaged were more likely to meet ACT benchmarks in each subject area. The exception was in English and reading for African American students, where those who were socioeconomically disadvantaged slightly outperformed those who were not.
10. Fluent English proficient (FEP) students outperformed ELs and reclassified ELs (RFEPs) across all subject areas. Not surprisingly, English and reading were the subject areas which showed the largest differences. ELs had the smallest percentages of students meeting the benchmarks—only one of 16 students met the benchmarks in English and reading; none met the benchmarks in mathematics and science. These findings need to be interpreted with caution, due to the small number of English learners in the dataset.
11. Students who received special education services were outperformed in all subject areas by those who did not receive these services. Again, these findings need to be interpreted with caution due to the small number of special education students in the dataset.

ACT data offer a more defined picture of a student's readiness for college-level coursework than the SAT I. The fact that ACT test takers appear to be among the district's higher performing students suggests that the results contained in this report indicate an upper bound for current districtwide performance. With the district outperformed by the state in each ACT subject area—particularly in mathematics, where less than half of the district's higher performing students were deemed ready for college-level Algebra—it is clear that there is room for growth. The district needs to make sure that all its students who wish to pursue a college education have the knowledge, skills, preparation, guidance, and encouragement to help them earn competitive scores on college admissions tests like the ACT, gain admission to the school and program of their choice, and be successful in their college-level coursework.

Report prepared by Leah Baylon

APPENDIX

Individual School ACT Results by Demographic Subgroup, 2005–06

Percent of Students Meeting ACT Benchmarks by Demographic Subgroup

Schoolname	Gender				Ethnicity												Socioeconomic Status				Non-English Learners		
	Female		Male		African American		Asian		Filipino		Hispanic		Indo-Chinese		White		Not Disadvantaged		Disadvantaged		N	Pct	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	
ACT English: College English Composition																							
366	CHARTER SCHOOL OF SD	6		1		1		0		0		3		0		3		7		0		7	
332	CLAIREMONT	23	73.9	14	42.9	5		0		0		11	36.4	1		20	90.0	27	74.1	10	30.0	37	62.2
323	CORTEZ HILL	0		1		0		0		0		0		0		1		1		0		1	
704	CRAWFORD/CHAMPS	7		4		7		0		0		3		1		0		5		6		10	10.0
702	CRAWFORD/IDEA	0		1		0		0		0		0		1		0		0		1		1	
705	CRAWFORD/LAW & BUSINESS	3		1		2		0		0		2		0		0		2		2		4	
703	CRAWFORD/MULTIMEDIA	1		0		1		0		0		0		0		0		1		0		1	
335	GOMPERS	1		2		1		0		0		2		0		0		2		1		3	
336	HENRY	45	86.7	18	88.9	6		4		1		6		10	100.0	34	88.2	41	87.8	22	86.4	63	87.3
339	HIGH TECH HIGH	18	88.9	12	100.0	3		2		5		1		2		16	100.0	27	92.6	3		30	93.3
338	HOOVER	20	25.0	16	37.5	5		0		0		19	15.8	9		3		0		36	30.6	34	32.4
736	KEARNY/CONSTR TECH	4		4		2		1		2		2		0		1		4		4		8	
735	KEARNY/INTL BUSINESS	3		1		2		0		0		1		0		1		1		3		4	
734	KEARNY/SCI CONN TECH	4		4		1		0		0		4		1		2		4		4		8	
342	LA JOLLA	44	97.7	25	88.0	2		5		2		2		1		56	94.6	68	94.1	1		69	94.2
346	MADISON	11	54.5	10	60.0	5		0		1		5		3		7		10	60.0	11	54.5	20	60.0
349	MIRA MESA	27	77.8	18	61.1	3		6		12	66.7	1		13	53.8	8		32	68.8	13	76.9	44	72.7
350	MISSION BAY	21	66.7	9		7		1		2		9		2		8		21	76.2	9		30	70.0
352	MORSE	34	70.6	21	47.6	10	50.0	2		29	75.9	11	27.3	3		0		31	74.2	24	45.8	53	64.2
369	MUIR	1		0		0		0		0		1		0		0		0		1		1	
354	POINT LOMA	42	83.3	31	71.0	4		4		1		12	50.0	1		49	81.6	65	80.0	8		73	78.1
348	PREUSS SCHOOL UCSD	54	64.8	26	57.7	9		3		3		45	57.8	17	70.6	3		0		80	62.5	79	62.0
368	S.C.P.A.	32	53.1	10	90.0	17	29.4	1		4		4		1		15	93.3	26	73.1	16	43.8	42	61.9
359	SCRIPPS RANCH	69	82.6	33	72.7	8		13	100.0	3		7		7		64	84.4	95	81.1	7		102	79.4

Schoolname	Gender				Ethnicity										Socioeconomic Status				Non-English Learners				
	Female		Male		African American		Asian		Filipino		Hispanic		Indo-Chinese		White		Not Disadvantaged		Disadvantaged		N	Pct	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	
749	SD/BUSINESS	6		1		2		0		0		4		0		1		2		5		6	
746	SD/CIMA	4		6		1		0		0		9		0		0		2		8		5	
744	SD/INTL STUDIES	9		4		2		1		0		9		0		1		3		10	60.0	12	66.7
745	SD/LEADS	7		2		1		0		0		8		0		0		2		7		9	
753	SD/SCIENCE TECHNOL	2		5		3		0		0		4		0		0		5		2		7	
357	SERRA	32	71.9	15	60.0	5		2		2		10	50.0	4		24	87.5	30	76.7	17	52.9	47	68.1
355	UNIVERSITY CITY	48	58.3	27	66.7	11	45.5	5		16	50.0	12	58.3	2		28	78.6	62	64.5	13	46.2	74	62.2
	District TOTAL	578	68.9	322	63.0	126	39.7	50	90.0	83	65.1	207	44.0	79	67.1	345	87.0	576	75.9	324	50.6	884	67.9
ACT Mathematics: College Algebra																							
366	CHARTER SCHOOL OF SD	6		1		1		0		0		3		0		3		7		0		7	
332	CLAIREMONT	23	30.4	14	42.9	5		0		0		11	9.1	1		20	60.0	27	44.4	10	10.0	37	35.1
323	CORTEZ HILL	0		1		0		0		0		0		0		1		1		0		1	
704	CRAWFORD/CHAMPS	7		4		7		0		0		3		1		0		5		6		10	0.0
702	CRAWFORD/IDEA	0		1		0		0		0		0		1		0		0		1		1	
705	CRAWFORD/LAW & BUSINESS	3		1		2		0		0		2		0		0		2		2		4	
703	CRAWFORD/MULTIMEDIA	1		0		1		0		0		0		0		0		1		0		1	
335	GOMPERS	1		2		1		0		0		2		0		0		2		1		3	
336	HENRY	45	60.0	18	66.7	6		4		1		6		10	70.0	34	70.6	41	61.0	22	63.6	63	61.9
339	HIGH TECH HIGH	18	33.3	12	41.7	3		2		5		1		2		16	18.8	27	33.3	3		30	36.7
338	HOOVER	20	10.0	16	37.5	5		0		0		19	21.1	9		3		0		36	22.2	34	23.5
736	KEARNY/CONSTR TECH	4		4		2		1		2		2		0		1		4		4		8	
735	KEARNY/INTL BUSINESS	3		1		2		0		0		1		0		1		1		3		4	
734	KEARNY/SCI CONN TECH	4		4		1		0		0		4		1		2		4		4		8	
342	LA JOLLA	44	86.4	25	76.0	2		5		2		2		1		56	83.9	68	83.8	1		69	82.6
346	MADISON	11	27.3	10	40.0	5		0		1		5		3		7		10	50.0	11	18.2	20	35.0
349	MIRA MESA	27	66.7	18	61.1	3		6		12	75.0	1		13	53.8	8		32	65.6	13	61.5	44	65.9

Schoolname		Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
		Female		Male		African American		Asian		Filipino		Hispanic		Indo-Chinese		White		Not Disadvantaged				Disadvantaged	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
350	MISSION BAY	21	19.0	9		7		1		2		9		2		8		21	23.8	9		30	23.3
352	MORSE	34	41.2	21	57.1	10	40.0	2		29	58.6	11	27.3	3		0		31	61.3	24	29.2	53	49.1
369	MUIR	1		0		0		0		0		1		0		0		0		1		1	
354	POINT LOMA	42	57.1	31	51.6	4		4		1		12	50.0	1		49	57.1	65	55.4	8		73	54.8
348	PREUSS SCHOOL UCSD	54	37.0	26	57.7	9		3		3		45	40.0	17	70.6	3		0		80	43.8	79	44.3
368	S.C.P.A.	32	15.6	10	50.0	17	0.0	1		4		4		1		15	53.3	26	34.6	16	6.3	42	23.8
359	SCRIPPS RANCH	69	59.4	33	78.8	8		13	84.6	3		7		7		64	71.9	95	67.4	7		102	65.7
749	SD/BUSINESS	6		1		2		0		0		4		0		1		2		5		6	
746	SD/CIMA	4		6		1		0		0		9		0		0		2		8		5	
744	SD/INTL STUDIES	9		4		2		1		0		9		0		1		3		10	50.0	12	41.7
745	SD/LEADS	7		2		1		0		0		8		0		0		2		7		9	
753	SD/SCIENCE TECHNOL	2		5		3		0		0		4		0		0		5		2		7	
357	SERRA	32	40.6	15	40.0	5		2		2		10	30.0	4		24	58.3	30	53.3	17	17.6	47	40.4
355	UNIVERSITY CITY	48	37.5	27	66.7	11	27.3	5		16	31.3	12	41.7	2		28	67.9	62	51.6	13	30.8	74	48.6
District TOTAL		578	42.7	322	54.7	126	11.1	50	78	83	53	207	27.5	79	55.7	345	63.5	576	55.4	324	32.1	884	47.9
ACT Reading: College Social Science																							
366	CHARTER SCHOOL OF SD	6		1		1		0		0		3		0		3		7		0		7	
332	CLAIREMONT	23	34.8	14	28.6	5		0		0		11	18.2	1		20	45.0	27	37.0	10	20.0	37	32.4
323	CORTEZ HILL	0		1		0		0		0		0		0		1		1		0		1	
704	CRAWFORD/CHAMPS	7		4		7		0		0		3		1		0		5		6		10	0.0
702	CRAWFORD/IDEA	0		1		0		0		0		0		1		0		0		1		1	
705	CRAWFORD/LAW & BUSINESS	3		1		2		0		0		2		0		0		2		2		4	
703	CRAWFORD/MULTIMEDIA	1		0		1		0		0		0		0		0		1		0		1	
335	GOMPERS	1		2		1		0		0		2		0		0		2		1		3	
336	HENRY	45	80.0	18	72.2	6		4		1		6		10	90.0	34	82.4	41	80.5	22	72.7	63	77.8
339	HIGH TECH HIGH	18	77.8	12	75.0	3		2		5		1		2		16	75.0	27	77.8	3		30	76.7

Schoolname	Gender				Ethnicity												Socioeconomic Status				Non-English Learners		
	Female		Male		African American		Asian		Filipino		Hispanic		Indo-Chinese		White		Not Disadvantaged		Disadvantaged				
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
338	HOOVER	20	15.0	16	31.3	5		0		0		19	21.1	9		3		0		36	22.2	34	23.5
736	KEARNY/CONSTR TECH	4		4		2		1		2		2		0		1		4		4		8	
735	KEARNY/INTL BUSINESS	3		1		2		0		0		1		0		1		1		3		4	
734	KEARNY/SCI CONN TECH	4		4		1		0		0		4		1		2		4		4		8	
342	LA JOLLA	44	81.8	25	80.0	2		5		2		2		1		56	80.4	68	82.4	1		69	81.2
346	MADISON	11	54.5	10	30.0	5		0		1		5		3		7		10	40.0	11	45.5	20	45.0
349	MIRA MESA	27	63.0	18	50.0	3		6		12	58.3	1		13	23.1	8		32	56.3	13	61.5	44	59.1
350	MISSION BAY	21	47.6	9		7		1		2		9		2		8		21	47.6	9		30	46.7
352	MORSE	34	50.0	21	28.6	10	30.0	2		29	51.7	11	27.3	3		0		31	51.6	24	29.2	53	43.4
369	MUIR	1		0		0		0		0		1		0		0		0		1		1	
354	POINT LOMA	42	76.2	31	48.4	4		4		1		12	58.3	1		49	65.3	65	66.2	8		73	64.4
348	PREUSS SCHOOL UCSD	54	44.4	26	30.8	9		3		3		45	35.6	17	47.1	3		0		80	40.0	79	39.2
368	S.C.P.A.	32	46.9	10	60.0	17	17.6	1		4		4		1		15	73.3	26	53.8	16	43.8	42	50.0
359	SCRIPPS RANCH	69	66.7	33	60.6	8		13	84.6	3		7		7		64	73.4	95	66.3	7		102	64.7
749	SD/BUSINESS	6		1		2		0		0		4		0		1		2		5		6	
746	SD/CIMA	4		6		1		0		0		9		0		0		2		8		5	
744	SD/INTL STUDIES	9		4		2		1		0		9		0		1		3		10	60.0	12	58.3
745	SD/LEADS	7		2		1		0		0		8		0		0		2		7		9	
753	SD/SCIENCE TECHNOL	2		5		3		0		0		4		0		0		5		2		7	
357	SERRA	32	59.4	15	53.3	5		2		2		10	30.0	4		24	75	30	63.3	17	47.1	47	57.4
355	UNIVERSITY CITY	48	45.8	27	63.0	11	36.4	5		16	43.8	12	41.7	2		28	71.4	62	54.8	13	38.5	74	52.7
District TOTAL		578	54.3	322	48.8	126	24.6	50	74.0	83	50.6	207	32.9	79	45.6	345	72.2	576	61.3	324	36.4	884	53.2
ACT Science: College Biology																							
366	CHARTER SCHOOL OF SD	6		1		1		0		0		3		0		3		7		0		7	
332	CLAIREMONT	23	21.7	14	28.6	5		0		0		11	9.1	1		20	35	27	25.9	10	20.0	37	24.3
323	CORTEZ HILL	0		1		0		0		0		0		0		1		1		0		1	
704	CRAWFORD/CHAMPS	7		4		7		0		0		3		1		0		5		6		10	0.0

Schoolname		Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
		Female		Male		African American		Asian		Filipino		Hispanic		Indo-Chinese		White		Not Disadvantaged				Disadvantaged	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
702	CRAWFORD/IDEA	0		1		0		0		0		1		0		0		1		1			
705	CRAWFORD/LAW & BUSINESS	3		1		2		0		0		2		0		2		2		4			
703	CRAWFORD/MULTIMEDIA	1		0		1		0		0		0		0		1		0		1			
335	GOMPERS	1		2		1		0		0		2		0		2		1		3			
336	HENRY	45	44.4	18	55.6	6		4		1		6	70.0	10	34	47.1	41	51.2	22	40.9	63	47.6	
339	HIGH TECH HIGH	18	22.2	12	33.3	3		2		5		1		2	16	12.5	27	25.9	3		30	26.7	
338	HOOVER	20	5.0	16	12.5	5		0		0		19	5.3	9	3		0		36	8.3	34	8.8	
736	KEARNY/CONSTR TECH	4		4		2		1		2		2		0	1		4		4		8		
735	KEARNY/INTL BUSINESS	3		1		2		0		0		1		0	1		1		3		4		
734	KEARNY/SCI CONN TECH	4		4		1		0		0		4		1	2		4		4		8		
342	LA JOLLA	44	52.3	25	40.0	2		5		2		2		1	56	48.2	68	48.5	1		69	47.8	
346	MADISON	11	0.0	10	40.0	5		0		1		5		3	7		10	40.0	11	0.0	20	20.0	
349	MIRA MESA	27	14.8	18	27.8	3		6		12	33.3	1		13	15.4	8		32	21.9	13	15.4	44	20.5
350	MISSION BAY	21	0.0	9		7		1		2		9		2	8		21	9.5	9		30	6.7	
352	MORSE	34	20.6	21	9.5	10	0.0	2		29	24.1	11	9.1	3	0		31	19.4	24	12.5	53	17.0	
369	MUIR	1		0		0		0		0		1		0	0		0		1		1		
354	POINT LOMA	42	31.0	31	19.4	4		4		1		12	25.0	1	49	30.6	65	27.7	8		73	26.0	
348	PREUSS SCHOOL UCSD	54	16.7	26	19.2	9		3		3		45	15.6	17	23.5	3		0		80	17.5	79	17.7
368	S.C.P.A.	32	9.4	10	50.0	17	0.0	1		4		4		1	15	40.0	26	23.1	16	12.5	42	19.0	
359	SCRIPPS RANCH	69	39.1	33	48.5	8		13	61.5	3		7		7	64	50.0	95	43.2	7		102	42.2	
749	SD/BUSINESS	6		1		2		0		0		4		0	1		2		5		6		
746	SD/CIMA	4		6		1		0		0		9		0	0		2		8		5		
744	SD/INTL STUDIES	9		4		2		1		0		9		0	1		3		10	20.0	12	16.7	
745	SD/LEADS	7		2		1		0		0		8		0	0		2		7		9		
753	SD/SCIENCE TECHNOL	2		5		3		0		0		4		0	0		5		2		7		
357	SERRA	32	12.5	15	20.0	5		2		2		10	10.0	4	24	25.0	30	23.3	17	0.0	47	14.9	

Schoolname		Gender				Ethnicity										Socioeconomic Status				Non-English Learners			
		Female		Male		African American		Asian		Filipino		Hispanic		Indo-Chinese		White		Not Disadvantaged				Disadvantaged	
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
355	UNIVERSITY CITY	48	12.5	27	33.3	11	9.1	5		16	12.5	12	16.7	2		28	28.6	62	21.0	13	15.4	74	20.3
District TOTAL		578	22.7	322	28.6	126	4.8	50	48.0	83	24.1	207	10.1	79	22.8	345	38.0	576	30.9	324	13.9	884	25.2