
ACT[®] Results of District Graduates, 2008–09 to 2013–14

Introduction

This report summarizes ACT data for graduates of 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. Analyses focus primarily on results for district-managed school graduates (excludes district charter and non-public schools). Data are disaggregated by gender, race/ethnicity, economic status (meal eligibility/income status), English language proficiency status, and special education status. Performance data are reported in terms of average scale scores and percentages of students meeting or exceeding pre-determined benchmark scores in different subject areas. Individual school data are included at the end of the report for district-managed, charter, and non-public schools.

Highlights

In the past few years, ACT participation rates for district-managed schools have steadily risen from 17 percent for 2009 graduates to 24 percent for 2013 graduates and now 26 percent for 2014 graduates. Compared with the previous year, participation rates for 2014 increased for nearly all gender, race/ethnicity, meal eligibility, and language proficiency groups. However, similar to the rest of California and many other states in the East and West Coasts, there continues to be a far larger proportion of district graduates who take the SAT than the ACT. In 2014, 62 percent of district-managed school graduates took the SAT, nearly two and half times the ACT rate of 26 percent for the same group.

There were modest changes in average ACT scale scores compared with the previous year. Scores for each subject area range from 1 to 36. For 2014 graduates, ACT score averages are 21.4 for English, 22.7 for mathematics, 22.2 for reading, and 21.7 for science. These scores reflect an increase of 0.1 point for English, a decrease of 0.1 scale score point for mathematics and reading, and an increase of 0.2 points for science. The percentages of students meeting the benchmarks declined by 1 to 2 percentage points for all subject areas between 2013 and 2014. Results for 2014 graduates showed that 71 percent met the benchmark score in ACT English, 56 percent met the benchmark score in mathematics, 50 percent in reading, and 41 percent in science. Students meeting the benchmark score in a subject area are deemed ready for freshman-level college coursework in a related area.

District results continue to be higher than national results and generally lower than state results in all subject areas for both average scale scores and percentages of students meeting benchmarks. 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. It should also be noted that a more select, higher-

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

performing group of graduates take the ACT in the district. This may hold true for other parts of the nation including California as a whole where, similar to the district, there are far fewer graduates taking the ACT than the SAT.

There continue to be relatively wide performance gaps among various student groups in the district—male graduates continue to outperform female graduates in mathematics and science, non-meal-eligible students outperform their meal-eligible counterparts in all subjects, and White and Asian students outperform Hispanic and African American students in all subjects. Despite the persistence of these gaps, noteworthy gains by African American students in mathematics have resulted in a doubling of the percent of students meeting the benchmark score from 14 percent for 2009 graduates to 28 percent for 2014 graduates, and a narrowing of the gap between African White students from 57 percentage points to 48 points for the same period.

Hoover, La Jolla, San Diego Metro, and Scripps Ranch had among the highest ACT participation rates of at least 40 percent. Henry, La Jolla, Point Loma, Scripps Ranch, San Diego International Studies, and University City performed consistently well in all ACT subject areas and had 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 in 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 graduates who took the SAT and ACT across the nation, California, and for district-managed schools.

Table 1. Graduates Who Took the SAT and ACT, 2009 to 2014

Year	National		California		District-Managed Schools*				
	SAT	ACT	SAT	ACT	Graduates	SAT	%	ACT	%
2009	1,530,128	1,480,469	207,301	81,494	6,358	3,376	53.1	1,083	17.0
2010	1,547,990	1,568,835	210,926	90,371	6,667	3,530	52.9	1,174	17.6
2011	1,647,123	1,623,112	222,658	99,002	6,772	3,864	57.1	1,272	18.8
2012	1,664,479	1,666,017	231,964	103,024	6,713	4,060	60.5	1,483	22.1
2013	1,660,047	1,799,243	234,767	107,243	6,576	4,101	62.4	1,551	23.6
2014	1,672,395	1,845,787	236,923	113,732	6,549	4,057	61.9	1,724	26.3

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.

In recent years, the ACT has been steadily gaining popularity nationally. In 2011–12, the number of graduates across the nation who have taken the ACT began to increasingly outnumber those who took the SAT. The ACT is gaining ground in California and the district as well but is far from overtaking the SAT as the number of students 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).

Table 2. ACT College Readiness Benchmark Scores

Subject	College Course Equivalent	Score Range	Benchmark Score	
			2012 and earlier	2013 and later
English	English Composition	1 to 36	18	18
Mathematics	College Algebra		22	22
Reading	Social Sciences		21	22
Science	Biology		24	23

Specifically, an ACT benchmark score is the minimum score needed on a subject area test to indicate a 50 percent chance of getting a B or better (or roughly a 75 percent chance of getting a C or better) in the corresponding college-level course. Thus, a student who meets or exceeds the ACT English benchmark score of 18 is considered ready for college-level English Composition and has a good chance of earning a C or better in the course. Similarly, a student who meets or exceeds the ACT mathematics benchmark score is considered ready for college-level Algebra and has a good chance of earning a C or better in the course.

ACT periodically conducts a national curriculum survey to make sure its assessment tools are valid and up to date. Survey data provide information on the skills taught by high school teachers and the skills expected by instructors of entry-level college courses. The benchmark scores, which were first established in 2005, were updated in 2013 by matching a student’s ACT results from high school to college course grade data provided by participating postsecondary institutions. Beginning with the 2013 graduates, ACT applied a Reading benchmark score that was 1 point higher than before and a Science benchmark score that was a point lower than before. Benchmark scores for English and Mathematics remain unchanged.

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. 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. 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. 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 under-

standing of what is directly stated and implied in each passage. 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.

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.

Demographics of 2014 Graduates

Race/ethnicity. In 2014, the district had 6,549 graduates at its district-managed schools (Table 3)⁴. Hispanic students constituted the largest racial/ethnic group with 40 percent of all graduates. They comprised a smaller proportion of SAT takers (32 percent) and of ACT takers (30 percent). White students were the second largest group with 25 percent of all graduates and comprised a larger proportion of SAT takers (29 percent) and an even larger proportion of ACT takers (35 percent). African American students comprised the third largest group of graduates (10 percent), comprised 9 percent of all SAT takers and 10 percent of all ACT takers.

Economic status (meal eligibility and income status). Roughly 5 of every 10 graduates at district-managed schools (53 percent) were considered low-income; 6 of every 10 (58.9 percent) were considered meal-eligible. Not surprisingly, meal-eligible/low-income students comprised smaller proportions of graduates who took the SAT or the ACT—46 to 52 percent of all test takers depending on the test and definition of economically disadvantaged used.

Prior to 2013–14, schools with Provision 2 status were reported as 100 percent meal-eligible since all students enrolled at those sites were eligible for free meals. Students at Provision 2 schools were not required to submit annual income verification forms to receive free meals for as long as their schools held Provision 2 status. In 2013–14, changes to state-mandated reporting due to the implementation of the Local Control Funding Formula (LCFF) required the district to collect income data for all its students, including those at Provision 2 schools. The availability of household income data for individual students at Provision 2 schools meant arguably more accurate data on student income status than the previous method of assuming 100 percent eligibility. In this report, student groups by “meal eligibility” are determined using both individual student data and the Provision 2 status of each student’s school of enrollment. Students at Provision 2 schools are automatically considered “meal-eligible.” In 2013–14, the “meal eligibility” subgroup transitioned to the “income status” subgroup. “Income status” groups are determined solely on the basis of individual student data. For graduates at district-managed schools in 2013–14, 59 percent were considered “meal-eligible” (meal eligibility) while 53 percent were considered “low-income” (income status).

⁴ Data exclude students from charter schools and non-public schools.

Table 3. Demographics of Graduates at District-Managed Schools, 2013–14

Group	Total Graduates		Took SAT		Took ACT	
	N	Pct	N	Pct	N	Pct
All Students	6,549	100.0	4,057	100.0	1,724	100.0
Gender						
Female	3,360	51.3	2,257	55.6	1,025	59.5
Male	3,189	48.7	1,800	44.4	699	40.5
Race/Ethnicity						
African American	649	9.9	377	9.3	178	10.3
Asian	220	3.4	189	4.7	88	5.1
Filipino	548	8.4	373	9.2	89	5.2
Hispanic	2,645	40.4	1,292	31.8	512	29.7
Indochinese	502	7.7	388	9.6	168	9.7
Native American	14	0.2	8	0.2	3	0.2
Pacific Islander	48	0.7	28	0.7	10	0.6
White	1,619	24.7	1,193	29.4	596	34.6
Two or more races	304	4.6	209	5.2	80	4.6
Meal Eligibility (based on individual student data and Provision 2 status of schools)						
Meal Eligible	3,860	58.9	2,102	51.8	867	50.3
Not Meal Eligible	2,689	41.1	1,955	48.2	857	49.7
Income Status (LCFF guidelines, based on individual student data only)						
Low Income	3,488	53.3	1,909	47.1	784	45.5
Not Low Income	3,061	46.7	2,148	52.9	940	54.5
Gifted and Talented Education (GATE)						
GATE-Identified	2,112	32.2	1,708	42.1	766	44.4
-- Cluster	1,568	23.9	1,236	30.5	560	32.5
-- Seminar	544	8.3	472	11.6	206	11.9
Not GATE-Identified	4,437	67.8	2,349	57.9	958	55.6
Military						
Military	334	5.1	213	5.3	66	3.8
Not Military	6,215	94.9	3,844	94.7	1,658	96.2
Homeless						
Homeless	317	4.8	133	3.3	49	2.8
Not Homeless	6,232	95.2	3,924	96.7	1,675	97.2
Foster						
Foster	15	0.2	4	0.1	1	0.1
Not Foster	6,534	99.8	4,053	99.9	1,723	99.9
Individualized Education Program (IEP)						
With IEP	501	7.7	129	3.2	56	3.2
Without IEP	6,048	92.3	3,928	96.8	1,668	96.8
English Language Proficiency Status						
Fluent, English Only (EO)	3,236	49.4	2,187	53.9	966	56.0
Fluent, Other Non-English (IFEP)	727	11.1	514	12.7	195	11.3
Fluent, Reclassified Former EL (RFEP)	2,253	34.4	1,279	31.5	534	31.0
English Learner (EL)	330	5.0	76	1.9	28	1.6
Not Assessed/Special Education	3	< 0.1	1	< 0.1	1	0.1

English language fluency. Nearly half (49 percent) of graduates were considered “English Only” (EO). Eleven percent were considered “Initially Fluent English Proficient” (IFEP)—students determined to have some exposure to a non-English language and were assessed and found fluent in English. Roughly 39 percent of graduates were either English learners (ELs) or former ELs (“Reclassified Fluent English Proficient” or RFEP). ELs are still working towards English fluency, while reclassified ELs have successfully achieved English language fluency.

Gifted and Talented Education (GATE), special education, homeless/foster status, and military affiliation. Thirty-two percent of 2014 graduates were GATE-identified. GATE students comprised 42 percent of SAT takers and 44 percent of ACT takers. Eight percent of graduates received special education services and 5 percent experienced homelessness at some point during the 2013–14 school year. Less than 1 percent were in foster care and 5 percent belonged to households affiliated with the military.

Participation Data

Overall Participation. As mentioned earlier, 1,724 of 6,549 (26 percent) of 2014 graduates 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 2014 (Figure 2 and Table 4).

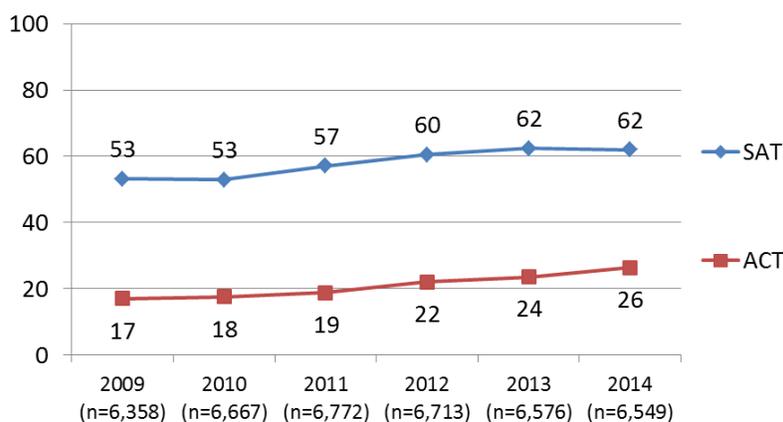


Figure 1. Percent of Graduates Who Took the ACT and SAT

Table 4. Graduates Who Took the ACT and the SAT (district-managed schools only)

Year	Total Graduates	Pct Took SAT or ACT	Took SAT	Took ACT	Took Both	Pct of SAT Takers Who Took the ACT	Pct of ACT Takers Who Took the SAT
2009	6,358	54.6	3,376	1,083	986	29.2	91.0
2010	6,667	54.9	3,530	1,174	1,043	29.5	88.8
2011	6,772	58.7	3,864	1,272	1,163	30.1	91.4
2012	6,713	62.4	4,060	1,483	1,352	33.3	91.2
2013	6,576	64.2	4,101	1,551	1,429	34.8	92.1
2014	6,549	64.1	4,057	1,724	1,582	39.0	91.8

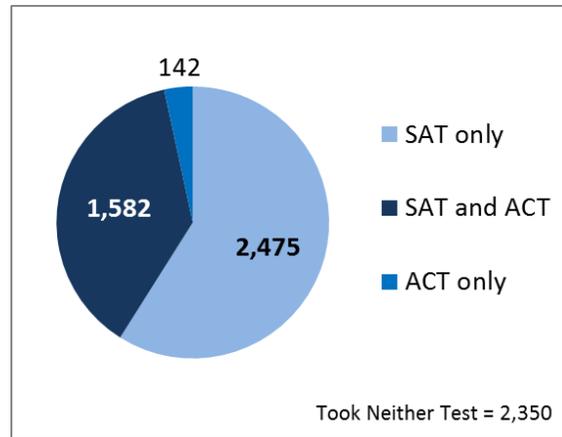


Figure 2. 2014 district-managed school graduates who took the ACT and SAT (n=6,549)



Figure 3. Percent of graduates by SAT and ACT test taker status (district-managed schools only).

Figure 3 shows the percentages of graduates by their SAT and ACT test taker status. Note the very small proportions of graduates over the years who take only the ACT and the generally increasing percentages of graduates who take at least one of the tests. As noted earlier, an overwhelming majority of ACT test takers are also took the Sat.

Performance of graduates on the 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 2013 CST English Language Arts (ELA). Roughly three-fourths (76 percent) of graduates who took the ACT performed at “proficient” or “advanced” on the 2013 CST ELA assessment. These students had higher proportions in “profi-

cient” and “advanced” than those who took only the SAT (69 percent), only the ACT (60 percent), or neither ACT nor SAT (30 percent). Note the relatively small number of ACT test-takers who did not take the SAT. Similarly for mathematics, Figure 5 shows that 40 percent who took the ACT performed at “proficient” or “advanced” on their 2013 CST mathematics assessment—again, a higher percentage than those who took only the SAT (32 percent), only the ACT (26 percent), or neither ACT nor SAT (8 percent).

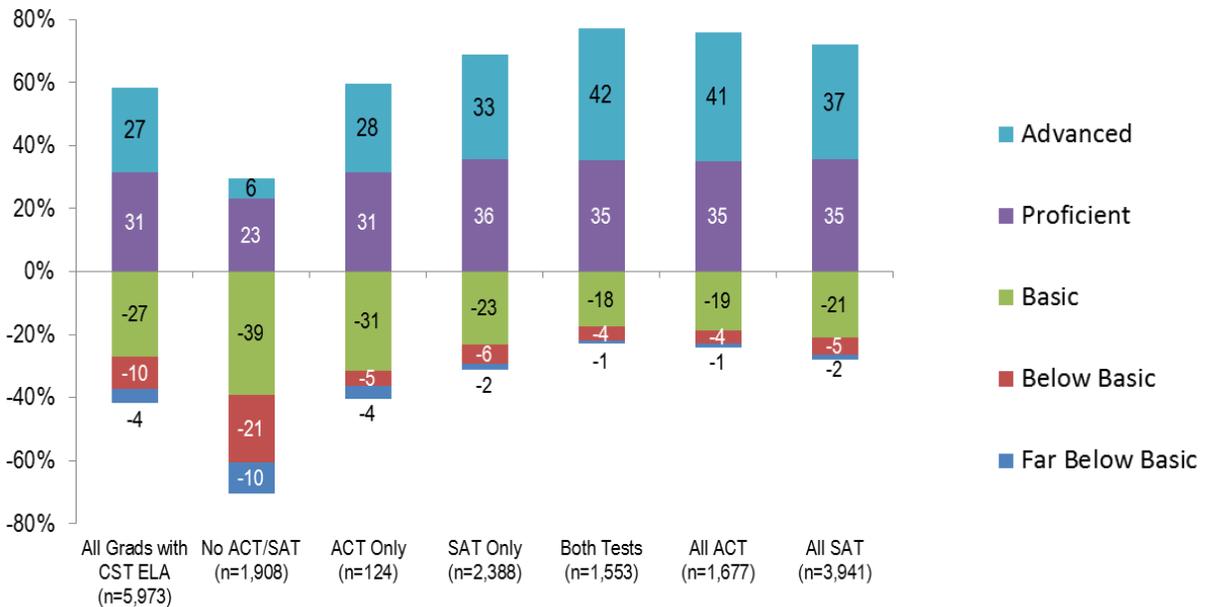


Figure 4. 2013 CST English Language Arts performance level of 2014 graduates.

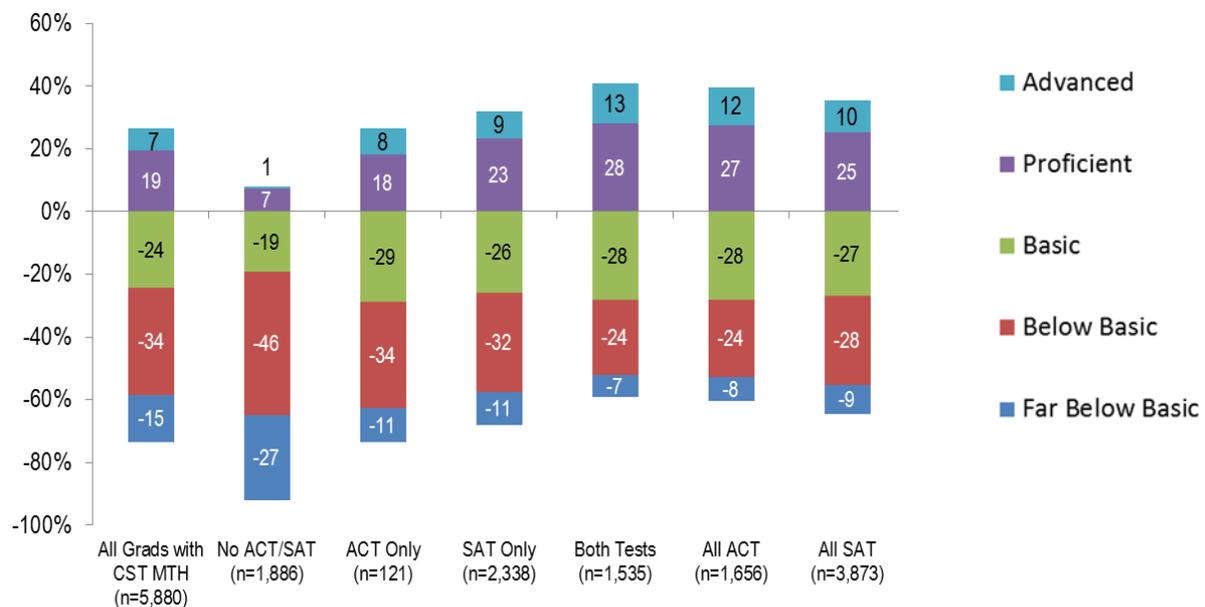


Figure 5. 2013 CST Mathematics performance level of 2014 graduates.

SAT performance. Since 2009, the average SAT scale scores of graduates who took the ACT (i.e., took both tests) were slightly but consistently higher than those of non-ACT test takers (i.e., students who took only the SAT). The score difference ranged from 68 to 115 points, with 2014 averages showing the smallest score difference during this 5-year period (Figure 6).

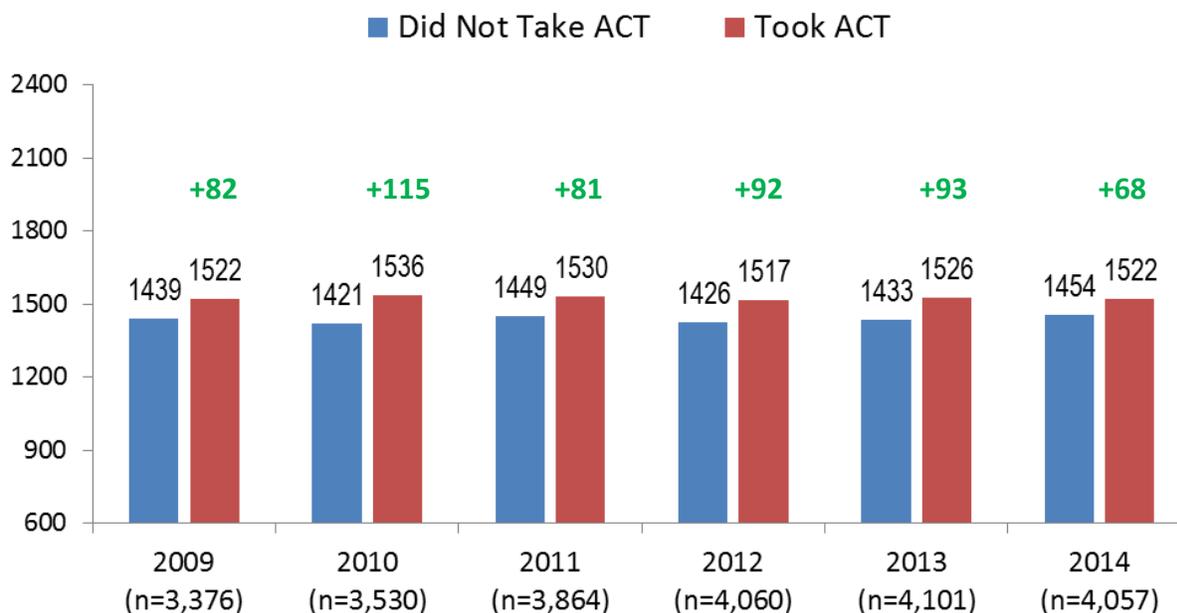


Figure 6. Average SAT Scale Scores by ACT Test Taker Status, 2009 to 2014

Performance Data

Overall Performance. Average scale scores for 2014 graduates are 21.4 for English, 22.7 for mathematics, 22.2 for reading, and 21.7 for science. These reflect modest changes in scores compared with the previous year—an increase of 0.1 point for English, a decrease of 0.1 scale score point for mathematics and reading, and an increase of 0.2 points for science. Over the long term, scores in all subjects have generally shown a gradual upward trend, with 5-year gains of 0.4 scale score points for English, mathematics, and reading, and 0.7 scale score points for science (Figure 7).

In terms of percent of students meeting the benchmark scores, results for 2014 showed that 71 percent met the benchmark score in ACT English, 56 percent met the benchmark score in mathematics, 50 percent in reading, and 41 percent in science. These percentages are all lower than for the previous year's graduates—by 1.1 percentage points in English, 2.1 percentage points in mathematics, 1.5 points in reading, and 0.8 points in science. During the past five years, the percent of graduates meeting the benchmark scores in English rose by 1.2 percentage points and in mathematics by 4.7 percentage points. Because of changes made to the reading and science benchmark cutpoints in 2013, we can only reasonably compute a 3-year change in scores—a 4.2 percentage point gain in reading and 2.3 percentage point gain in science (Figure 8).

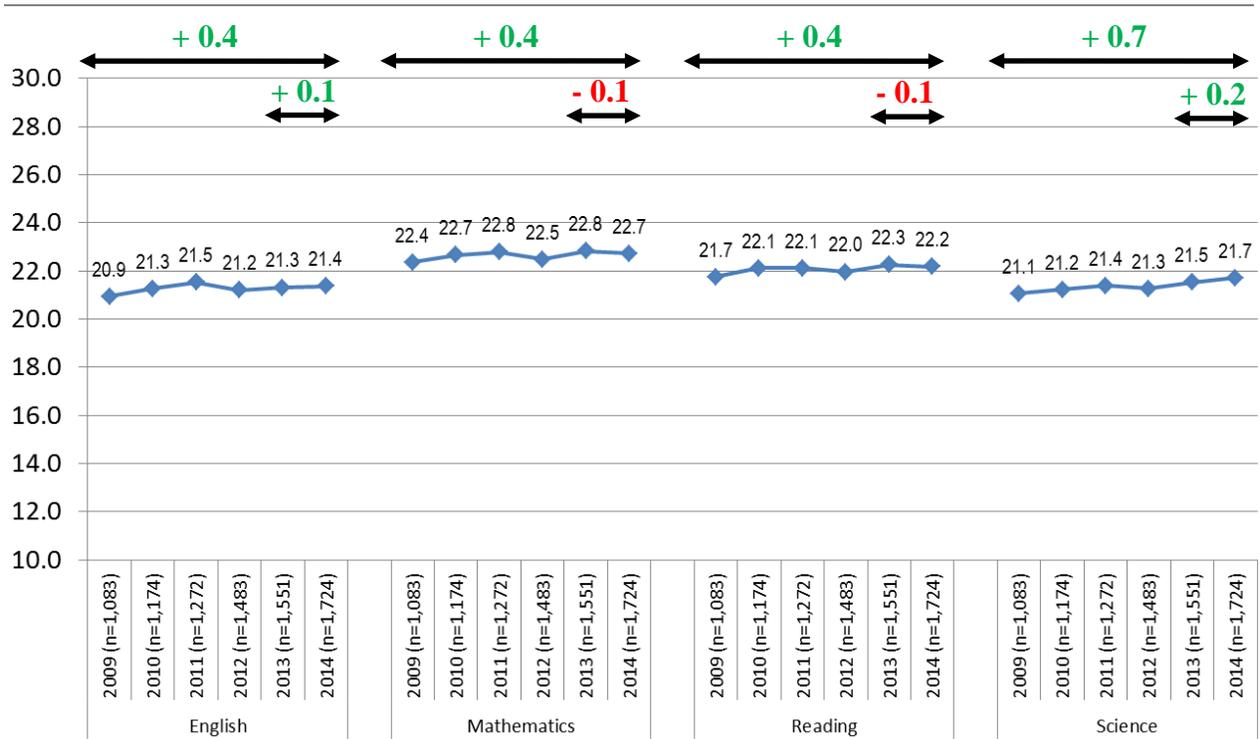


Figure 7. Average district ACT scale scores of graduates.

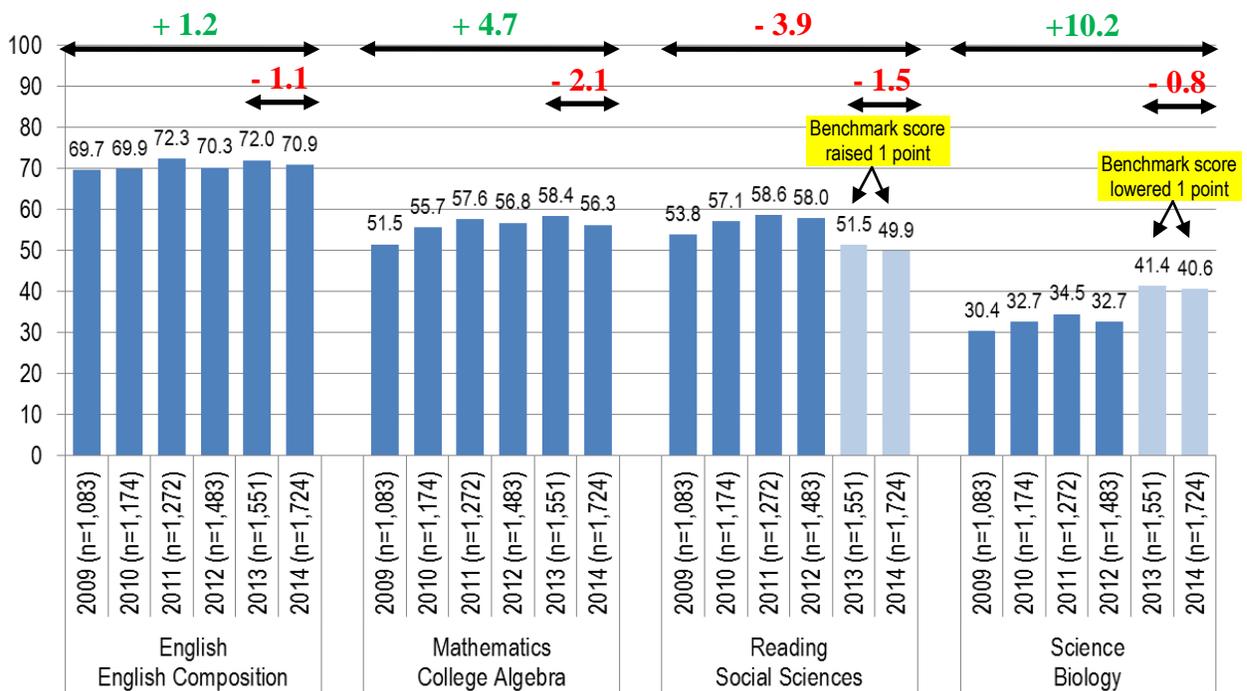


Figure 8. Percent of graduates meeting ACT benchmark scores.

Results for California and the Nation⁵

When looking at results from other jurisdictions, it is important to remember that—unlike California and the district—ACT and SAT test takers nationally are more evenly matched in counts, with more graduates taking the ACT than the SAT since 2012. For California and the district, the number of graduates who take the ACT is less than half the number who take the SAT. It is also important to remember the continuing geographical differences in participation for these two tests, with the East and West coasts favoring the SAT.

Figures 9 and 10 show that graduate test takers from California and district-managed schools have consistently higher average scale scores and higher percentages meeting the benchmark scores than the nation in general. This is true for every ACT subject area and differences appear widest with the nation in mathematics. The more select and higher performing group of graduates from district-managed schools taking the ACT may largely explain the performance differences. The relatively small numbers of California graduates who take the ACT each year appear to comprise a higher-performing group of students as well given their relative performance to the nation. ACT results for district-managed school graduates appear in line with California results.

Subgroup Results

Results by Gender. The percentages of male and female graduate test takers who met the ACT benchmarks continue long-standing trends, with comparable performance for both groups in English and reading, and higher percentages of males meeting the mathematics and science benchmarks than females. Female participation rates continue to be higher than male rates which may partially explain performance differences between the groups (Table 5 and Figure 11).

Table 5. ACT Results by Gender

Year	Graduates	Test Takers		Average Scale Score				Percent Meeting Benchmark			
		Count	Percent	English	Math	Reading	Science	English	Math	Reading	Science
Female											
2009	3,204	642	20.0	21.0	21.6	21.7	20.6	70.7	45.0	54.2	26.9
2010	3,410	673	19.7	21.6	22.2	22.4	20.9	70.1	52.0	58.7	28.5
2011	3,415	749	21.9	21.3	21.9	21.8	20.6	72.1	52.2	57.1	27.5
2012	3,410	842	24.7	21.2	21.7	21.9	20.7	70.2	51.5	57.2	27.7
2013	3,265	903	27.7	21.4	22.1	22.3	21.0	71.1	52.8	51.3	37.4
2014	3,360	1,025	30.5	21.3	21.9	22.0	21.1	70.8	50.8	48.7	35.6
Male											
2009	3,154	441	14.0	20.8	23.5	21.8	21.8	68.3	61.0	53.3	35.4
2010	3,257	501	15.4	20.9	23.3	21.8	21.6	69.7	60.7	54.9	38.3
2011	3,357	523	15.6	21.9	24.1	22.5	22.5	72.7	65.4	60.8	44.6
2012	3,303	641	19.4	21.2	23.5	22.0	22.1	70.4	63.7	59.0	39.3
2013	3,311	648	19.6	21.2	23.8	22.2	22.3	73.3	66.2	51.7	46.9
2014	3,189	699	21.9	21.5	23.9	22.5	22.6	71.0	64.2	51.8	47.9

⁵ Results for California and the nation include all test takers and are not limited to graduates of public schools.

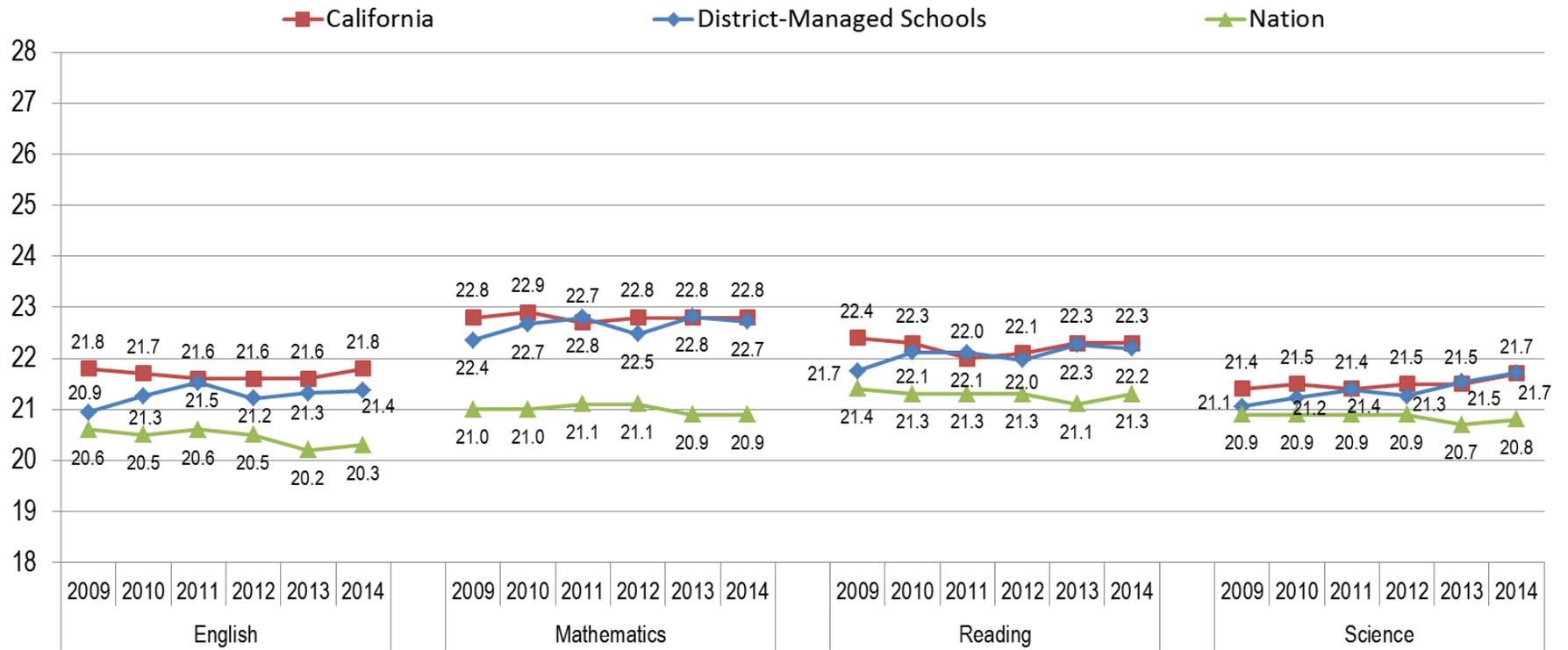


Figure 9. Average district ACT scale scores of graduates.

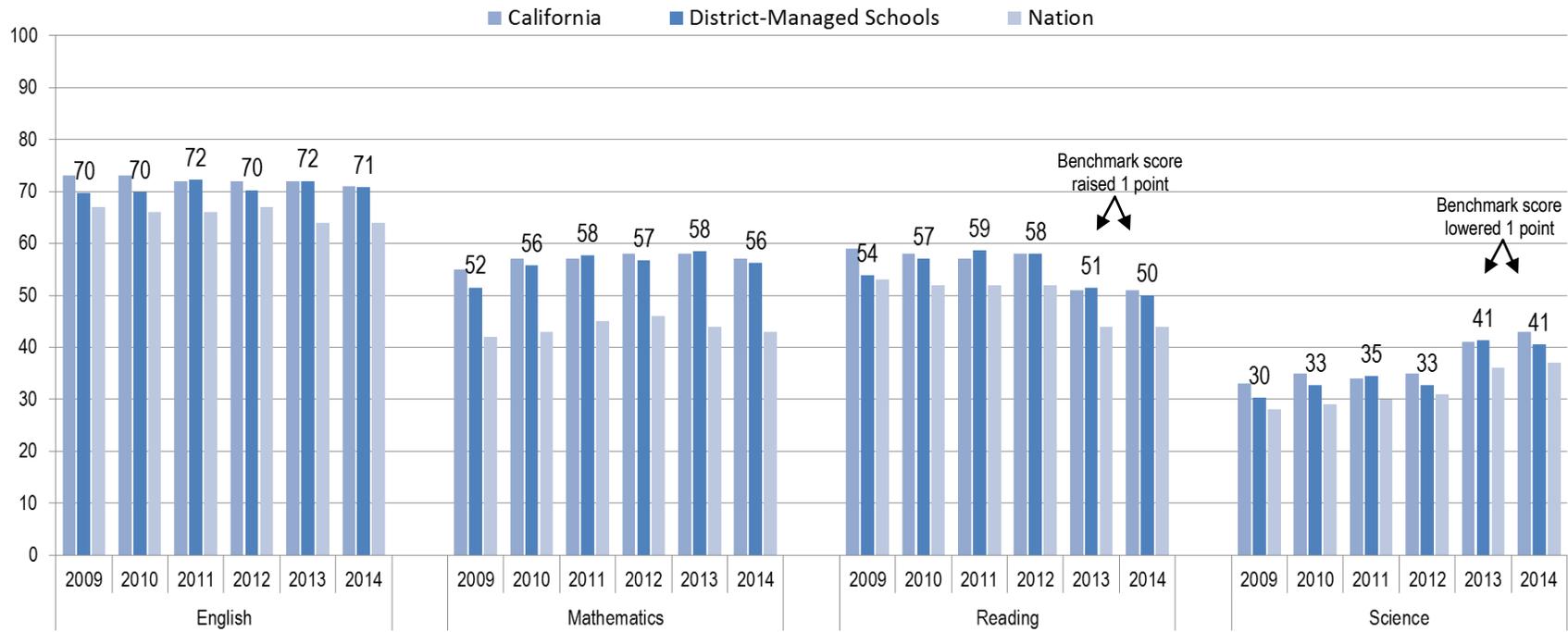


Figure 10. Percent of graduates meeting ACT benchmark scores.

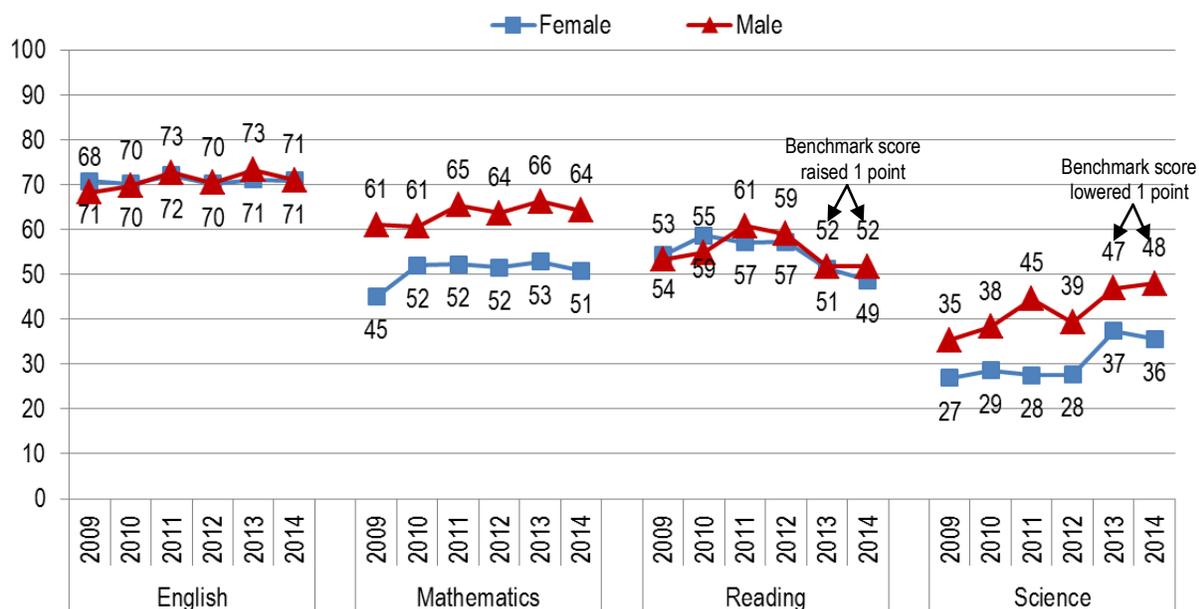


Figure 11. Percent of students meeting ACT benchmarks by gender.

Results by Meal Status. Similar to many other studies, there are large gaps in both participation and performance between graduates who are not economically disadvantaged and those who are. For 2013–14, performance gaps ranged from 32 to 34 percentage points, and between 30 and 32 points when using the new LCFF-based method for reporting meal status (Table 6 and Figure 12). With the exception of meal-eligible students in science, both subgroups experienced single-year declines in the percent of students meeting benchmarks in all subjects.

Table 6. ACT Results by Meal Eligibility/Income Status

Year	Graduates	Test Takers		Average Scale Score				Percent Meeting Benchmark			
		Count	Percent	English	Math	Reading	Science	English	Math	Reading	Science
Meal-Eligible (Low-Income)											
2009	3,106	442	14.2	17.4	19.6	18.5	18.5	48.2	29.4	33.3	12.9
2010	3,605	502	13.9	18.1	20.0	19.2	18.7	49.6	35.5	37.6	12.5
2011	3,786	550	14.5	18.0	19.9	19.3	18.8	51.8	35.8	39.5	16.0
2012	3,870	725	18.7	18.2	20.1	19.3	19.1	51.3	36.7	40.1	16.1
2013	3,787	779	20.6	18.3	20.7	19.8	19.4	54.9	41.2	34.1	22.5
2014	3,860	867	22.5	18.5	20.6	19.8	19.5	54.9	39.9	33.2	23.9
2014 ^{LCFF}	3,488	784	22.5	18.4	20.5	19.7	19.5	54.6	39.3	32.3	23.3
Not Meal-Eligible (Not Low-Income)											
2009	3,252	641	19.7	23.4	24.3	24.0	22.8	84.6	66.8	68.0	42.4
2010	3,062	672	21.9	23.7	24.7	24.3	23.1	85.1	70.8	71.6	47.8
2011	2,986	722	24.2	24.2	25.0	24.3	23.4	88.0	74.2	73.3	48.6
2012	2,843	758	26.7	24.1	24.7	24.6	23.4	88.4	76.0	75.1	48.5
2013	2,789	772	27.7	24.4	25.0	24.8	23.7	89.2	75.8	68.9	60.5
2014	2,689	857	31.9	24.3	24.9	24.6	23.9	87.0	72.8	66.9	57.5
2014 ^{LCFF}	3,061	940	30.7	23.9	24.6	24.3	23.5	84.5	70.4	64.7	55.0

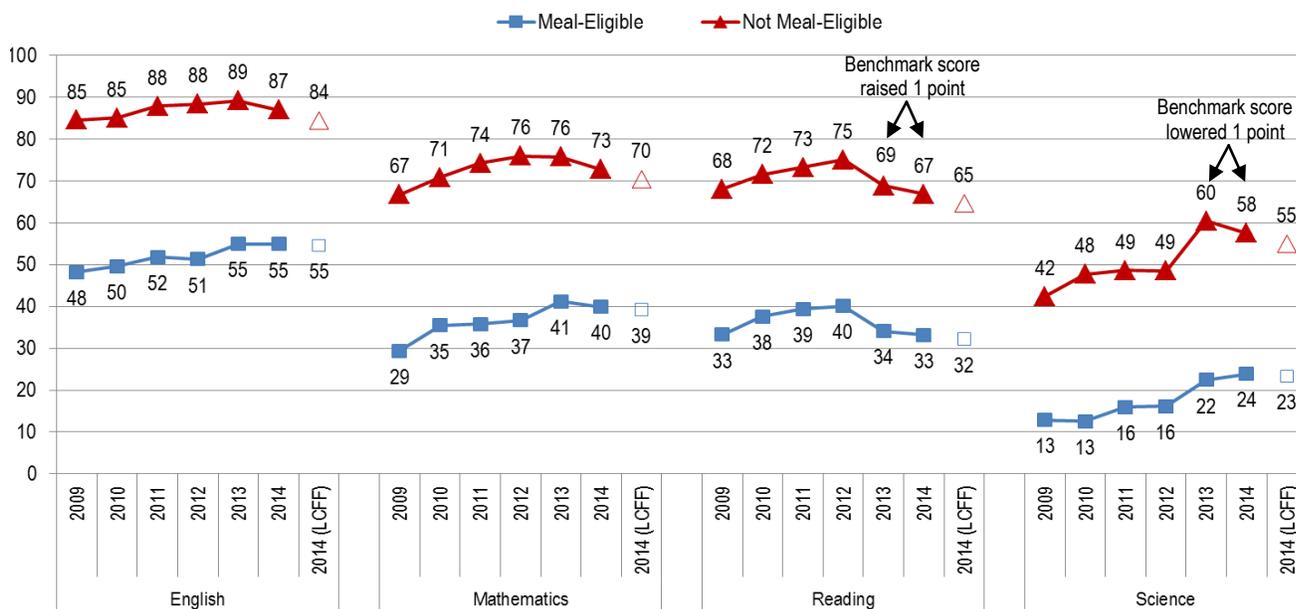


Figure 12. Percent of Students Meeting ACT Benchmarks by Meal Eligibility Status

Results by Race/Ethnicity. With the exception of Filipino and Native American graduates, participation rates increased for all racial/ethnic groups. Filipino students had improved results in all four subject areas compared with the previous year. Hispanic, White, African American, and non-Filipino, non-Indochinese Asian students showed single-year gains in one or two subject areas (Table 7 and Figure 13). Results for Pacific American and Native American students need to be interpreted with caution due to their relatively small group sizes.

Table 7. ACT Results by Race/Ethnicity (sorted by number of graduates)

Year	Graduates	Test Takers		Average Scale Score				Percent Meeting Benchmark			
		Count	Percent	English	Math	Reading	Science	English	Math	Reading	Science
Hispanic											
2009	2,366	281	11.9	17.9	19.7	19.2	18.7	53.0	32.0	37.4	14.2
2010	2,584	290	11.2	18.2	19.8	19.2	18.7	49.7	34.1	37.9	12.8
2011	2,680	333	12.4	18.1	19.8	19.3	18.9	53.8	35.7	40.5	14.4
2012	2,662	454	17.1	18.3	20.2	19.5	19.1	52.6	37.7	40.3	15.6
2013	2,531	415	16.4	18.1	20.4	19.8	18.9	53.3	37.8	34.0	19.8
2014	2,645	512	19.4	18.5	20.3	19.8	19.5	55.1	37.5	32.6	21.7
White											
2009	1,854	426	23.0	24.1	24.7	24.6	23.3	87.6	71.1	71.4	46.0
2010	1,693	437	25.8	24.6	25.1	25.3	23.6	90.4	75.1	77.6	51.7
2011	1,793	515	28.7	24.8	25.3	24.9	23.6	90.9	75.7	76.9	52.0
2012	1,766	547	31.0	24.5	24.9	24.9	23.7	89.4	77.0	78.1	51.4
2013	1,751	566	32.3	24.7	25.0	25.0	23.9	91.7	77.6	68.7	62.7
2014	1,619	596	36.8	25.1	25.2	25.4	24.4	91.6	75.8	72.7	62.6

(cont.)

Table 7. ACT Results by Race/Ethnicity (sorted by number of graduates)

Year	Graduates	Test Takers		Average Scale Score				Percent Meeting Benchmark			
		Count	Percent	English	Math	Reading	Science	English	Math	Reading	Science
African American											
2009	802	129	16.1	16.2	17.6	17.2	17.2	41.9	14.0	26.4	5.4
2010	811	128	15.8	16.4	18.0	18.1	17.3	38.3	18.0	27.3	4.7
2011	778	150	19.3	17.0	17.9	18.4	17.8	43.3	16.7	32.0	8.0
2012	776	169	21.8	17.2	18.6	18.1	18.0	43.8	24.3	31.4	10.7
2013	683	155	22.7	16.8	18.8	18.7	18.2	43.2	25.2	29.7	12.3
2014	649	178	27.4	16.8	18.9	18.9	18.0	42.1	27.5	27.0	12.4
Filipino											
2009	589	69	11.7	21.0	22.2	21.1	21.1	76.8	47.8	56.5	26.1
2010	668	99	14.8	21.6	22.6	22.3	21.2	77.8	56.6	61.6	28.3
2011	611	81	13.3	22.2	23.7	23.0	22.1	82.7	72.8	63.0	37.0
2012	579	77	13.3	21.2	22.3	21.6	21.1	80.5	57.1	61.0	28.6
2013	587	100	17.0	20.4	21.9	20.8	20.8	74.0	52.0	38.0	36.0
2014	548	89	16.2	21.4	23.6	22.0	22.3	75.3	70.8	50.6	46.1
Indochinese											
2009	449	102	22.7	20.4	22.9	21.0	21.2	66.7	57.8	49.0	29.4
2010	470	112	23.8	19.7	23.2	20.3	20.8	63.4	61.6	44.6	27.7
2011	453	93	20.5	20.1	23.9	20.5	20.9	62.4	69.9	50.5	30.1
2012	432	112	25.9	20.9	23.6	22.2	21.8	71.4	65.2	57.1	37.5
2013	493	154	31.2	19.7	23.1	20.9	20.9	64.3	64.3	42.9	33.1
2014	502	168	33.5	19.3	22.4	20.2	20.8	63.7	56.5	36.9	31.0
Multiracial (Two or more races)											
2010	107	23	21.5	20.2	21.7	21.2	21.2	60.9	43.5	47.8	34.8
2011	152	23	15.1	20.9	22.5	22.1	21.4	78.3	56.5	60.9	30.4
2012	188	42	22.3	22.3	23.0	23.2	22.0	76.2	73.8	73.8	38.1
2013	237	59	24.9	23.4	23.9	24.3	23.6	86.4	62.7	71.2	62.7
2014	304	80	26.3	22.6	23.2	22.8	22.3	72.5	60.0	55.0	47.5
Asian											
2009	227	63	27.8	24.4	27.3	24.8	24.6	79.4	79.4	69.8	57.1
2010	239	74	31.0	23.8	26.8	24.6	24.5	85.1	83.8	77.0	58.1
2011	231	68	29.4	24.4	26.7	24.0	24.4	83.8	83.8	70.6	60.3
2012	224	66	29.5	23.9	26.3	23.9	24.1	83.3	78.8	71.2	51.5
2013	228	89	39.0	24.2	26.5	25.1	24.4	83.1	82.0	74.2	60.7
2014	220	88	40.0	25.1	26.7	25.0	25.2	87.5	75.0	64.8	68.2

(cont.)

Table 7. ACT Results by Race/Ethnicity (sorted by number of graduates)

Year	Graduates	Test Takers		Average Scale Score				Percent Meeting Benchmark			
		Count	Percent	English	Math	Reading	Science	English	Math	Reading	Science
Pacific Islander											
2009	48	8	16.7	--	--	--	--	--	--	--	--
2010	64	7	10.9	--	--	--	--	--	--	--	--
2011	41	3	7.3	--	--	--	--	--	--	--	--
2012	56	11	19.6	--	--	--	--	--	--	--	--
2013	49	5	10.2	--	--	--	--	--	--	--	--
2014	48	10	20.8	--	--	--	--	--	--	--	--
Native American											
2009	23	5	21.7	--	--	--	--	--	--	--	--
2010	31	4	12.9	--	--	--	--	--	--	--	--
2011	33	6	18.2	--	--	--	--	--	--	--	--
2012	30	5	16.7	--	--	--	--	--	--	--	--
2013	17	8	47.1	--	--	--	--	--	--	--	--
2014	14	3	21.4	--	--	--	--	--	--	--	--

In Figure 13, Pacific Islander and Native American student groups are not shown due to their generally very small numbers of test takers (less than 10). Filipino and Indochinese groups are also reported separately from other Asian groups as these constitute fairly substantial subgroups among the district's Asian students. For Figures 14 and 15 below, results for Filipino and Indochinese groups were combined with the "other Asian" group to form a "combined Asian" category which aligns with federal government reports on racial/ethnic groups across the nation.

Among the district's largest racial/ethnic groups, White and combined Asian student groups 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. While these gaps persist, there have been steady gains made in mathematics by both Hispanic and African American groups. The mathematics gap between White and African American students went from 57 percentage points in 2009 to 48 percentage points in 2014 (Figure 14).

Within each racial/ethnic group, economically better off students outperformed their economically disadvantaged counterparts in all subject areas. Within each income group, performance gaps persist between White and Asian students and African American and Hispanic students (Figure 15).

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 16). Only 14 percent of White test takers are meal-eligible compared with 80 and 76 percent of African American and Hispanic test takers, respectively.

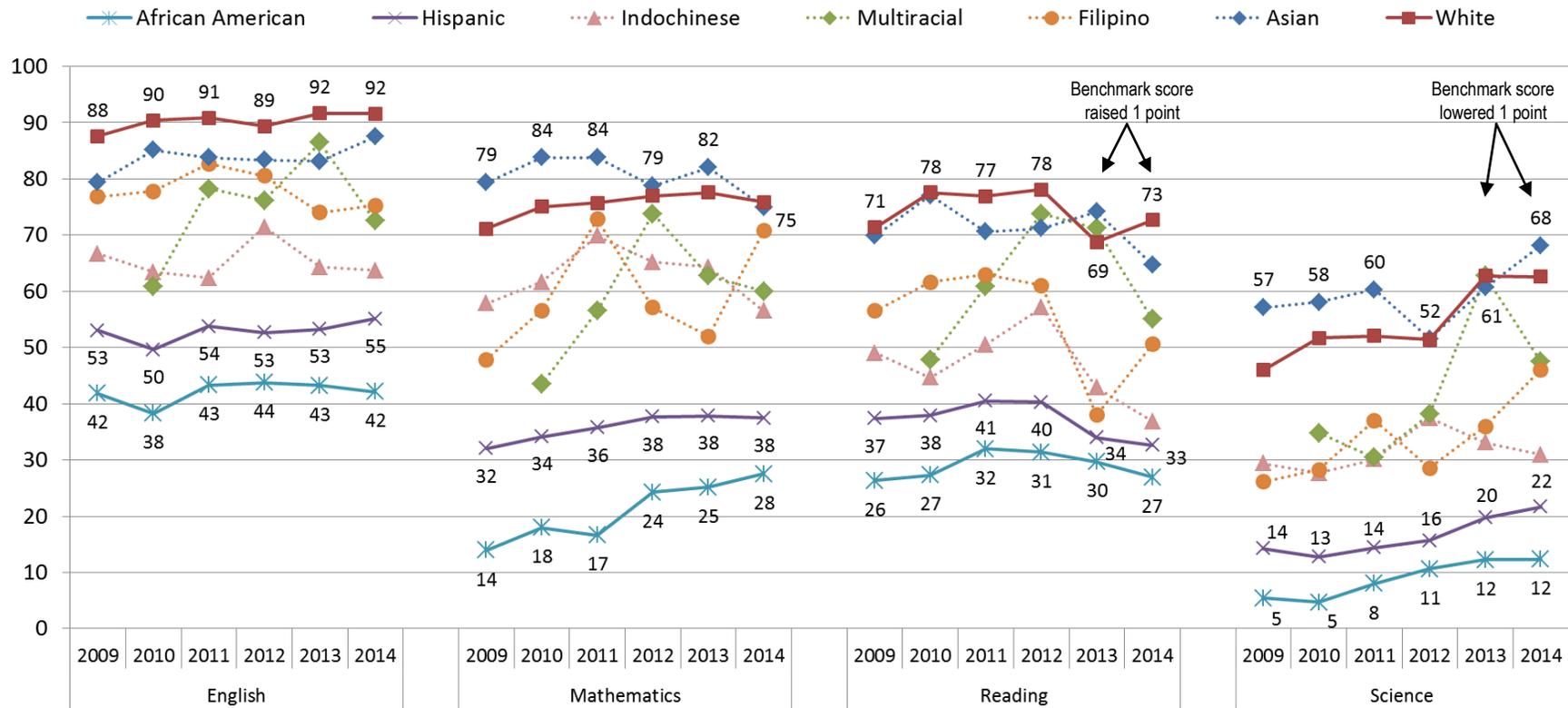


Figure 13. Percent Meeting ACT Benchmarks by Racial/Ethnic Group.

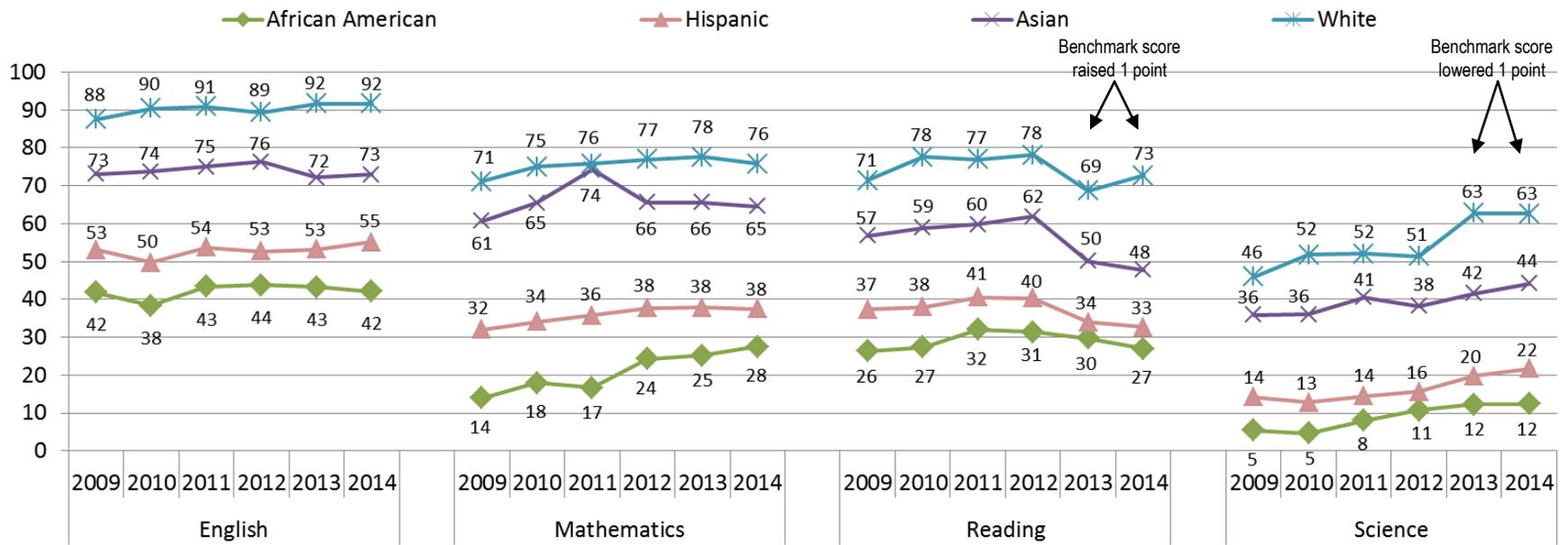


Figure 14. Percent Meeting ACT Benchmarks by Racial/Ethnic Group (combined “Asian” category).

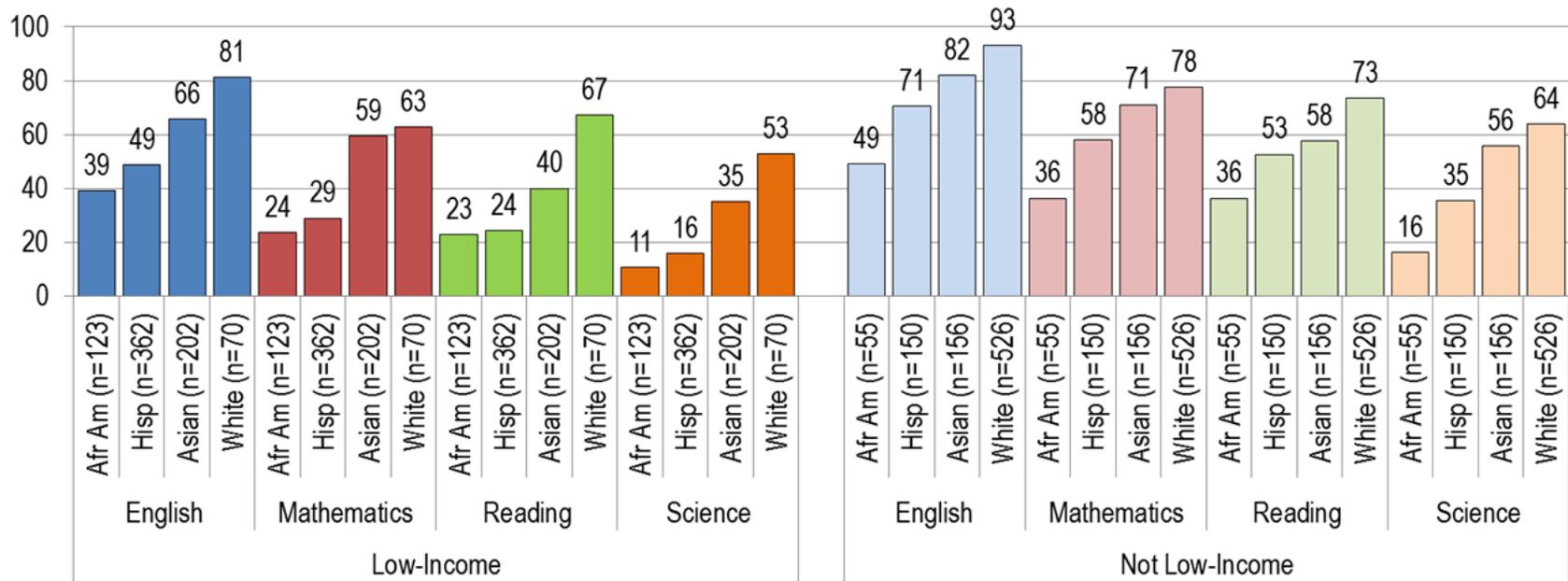


Figure 15. Percent Meeting ACT Benchmarks by Racial/Ethnic Group (combined “Asian” category) and Income Status, 2014.

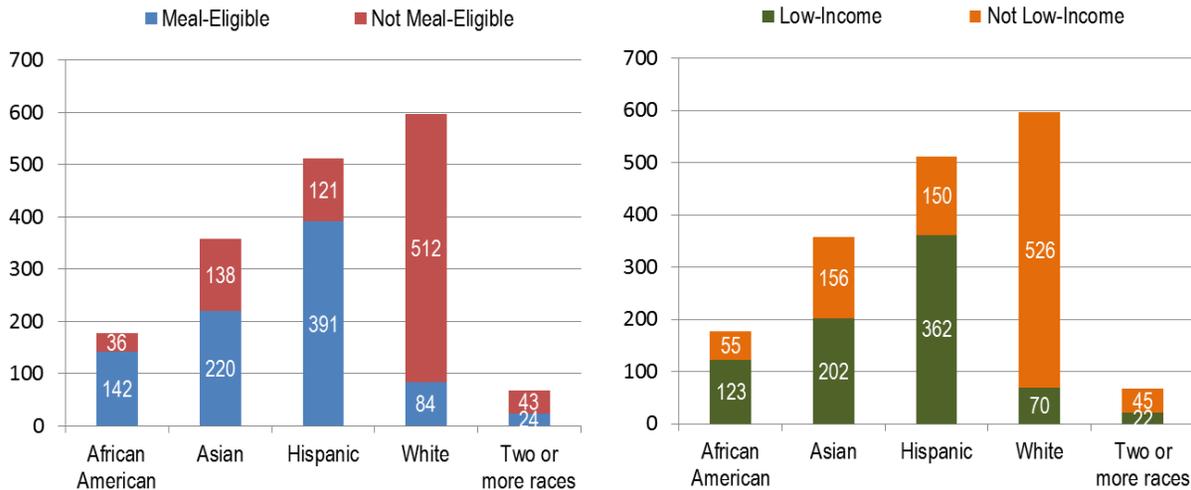


Figure 16. Economic Status of ACT Takers by Racial/Ethnic Group (combined “Asian” category), 2014.

As noted on page 6 of this report, meal eligibility is based on both individual student data and the Provision 2 status of a student’s school. All students at Provision 2 schools are counted meal-eligible. Income status is based solely on individual student data.

Table 8. ACT Results by English Language Fluency

Year	Graduates	Test Takers		Average Scale Score				Percent Meeting Benchmark			
		Count	Percent	English	Math	Reading	Science	English	Math	Reading	Science
English Learner (EL)											
2009	449	26	5.8	12.2	17.6	14.8	16.0	11.5	19.2	19.2	3.8
2010	500	23	4.6	14.0	18.9	14.9	16.4	17.4	34.8	13.0	4.3
2011	492	23	4.7	11.4	17.4	14.9	15.3	8.7	17.4	17.4	0.0
2012	385	23	6.0	12.1	16.7	13.9	15.0	8.7	8.7	4.3	8.7
2013	345	33	9.6	13.7	19.6	15.6	16.8	15.2	33.3	6.1	12.1
2014	330	28	8.5	11.4	17.0	13.9	16.1	3.6	10.7	3.6	3.6
Reclassified Fluent, Former EL											
2009	1,800	252	14.0	17.8	20.3	19.0	19.1	48.8	34.5	34.5	16.3
2010	1,926	264	13.7	17.7	20.4	18.7	18.8	46.2	34.5	33.3	13.6
2011	1,892	274	14.5	17.6	20.4	18.9	18.9	47.1	38.7	34.3	17.2
2012	1,890	348	18.4	17.9	20.8	19.1	19.5	48.6	40.5	38.8	17.0
2013	1,851	358	19.3	17.2	20.6	18.9	19.0	46.4	38.8	27.9	18.7
2014	2,253	534	23.7	18.2	20.7	19.3	19.4	52.8	38.6	28.1	21.0
Initially Fluent/Assessed, Other Non-English											
2009	907	166	18.3	22.4	23.6	22.9	22.1	82.5	59.0	61.4	37.3
2010	998	215	21.5	22.0	23.6	23.1	21.9	77.7	65.6	66.5	36.3
2011	1,020	182	17.8	21.8	23.2	22.3	21.5	75.3	61.5	62.1	34.6
2012	1,024	244	23.8	20.8	22.4	21.7	20.9	70.5	53.3	55.3	29.1
2013	1,030	268	26.0	21.9	23.4	22.9	21.5	79.5	66.0	56.3	42.2
2014	727	195	26.8	23.3	24.3	23.6	23.1	84.6	68.7	63.1	53.8
English Only											
2009	3,200	639	20.0	22.2	23.0	22.8	21.7	77.0	57.6	60.9	35.2
2010	3,242	672	20.7	22.7	23.4	23.4	22.2	78.6	61.6	64.9	40.0
2011	3,367	792	23.5	23.1	23.7	23.4	22.4	82.3	64.5	67.6	41.5
2012	3,412	866	25.4	22.9	23.3	23.4	22.3	80.6	65.7	68.0	40.8
2013	3,345	887	26.5	23.2	23.7	23.8	22.8	82.6	65.3	61.4	51.6
2014	3,236	966	29.9	23.0	23.7	23.8	22.8	80.1	64.9	60.8	49.9

Performance by English Language Proficiency Status. With the exception of English learners (EL), ACT participation rates increased for all English language fluency groups compared with the previous year. In terms of performance, Reclassified Fluent (RFEP) and Initially Fluent/Assessed (IFEP) students posted single-year gains in all subject areas. Not surprisingly, English learner students have the lowest performance rates in every subject areas among all student groups examined in this report (Table 8).

Similar to findings in other district reports, IFEP (non-English primary language) and English Only (primary language is English) students outperformed RFEP students (former ELs) across all subject areas, challenging the assumption that reclassified English learners are able to perform at parity with their initially fluent counterparts. Scores in English and reading had among the

largest differences. Performance differences among the different language fluency groups persisted within each income status group (Figures 17 and 18).

In 2014, there were unusually large shifts in the numbers of IFEP and RFEP graduates—the total IFEP count declined by around 300 students while the total RFEP count increased by 400 students. This is believed to be due to the fact that the current language assessment used by the state, California English Language Development Test (CELDT), was first administered in 2001–02, when the bulk of the 2013–14 graduates first entered kindergarten. That first year of CELDT administration resulted in increased identification of English learners and a corresponding decrease in the designation of IFEPs. This meant that students who, prior to the CELDT, would have been designated as IFEP were now designated as ELs, resulting in larger counts of former ELs (RFEPs) years down the road, while a smaller, arguably more high-performing IFEP group was left. This would largely explain the substantial gains in IFEP and RFEP performance as well as the change in counts between the two groups for the 2014 graduates.

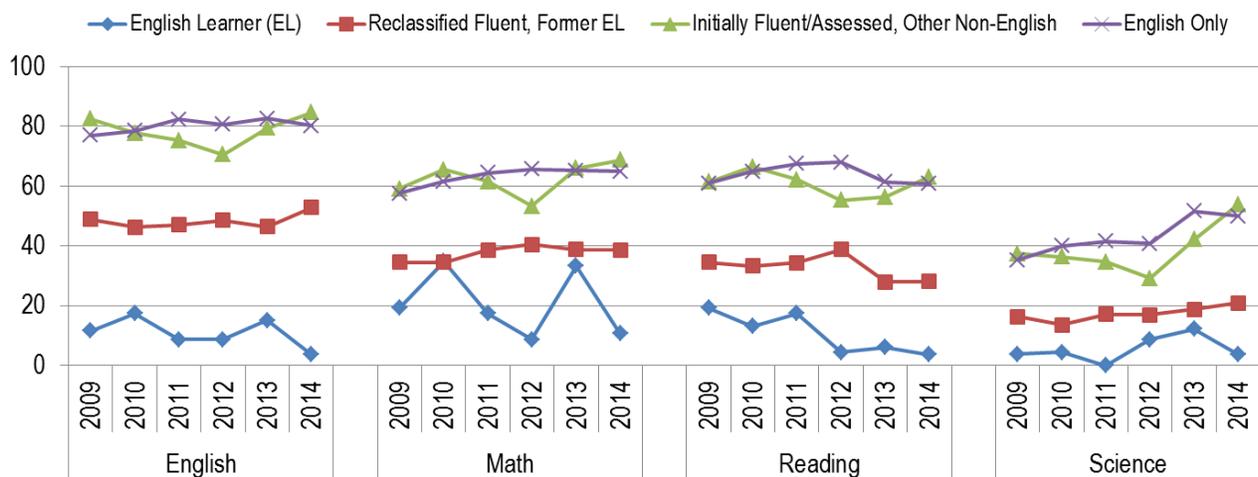


Figure 17. Percent Meeting Benchmarks by English Language Proficiency

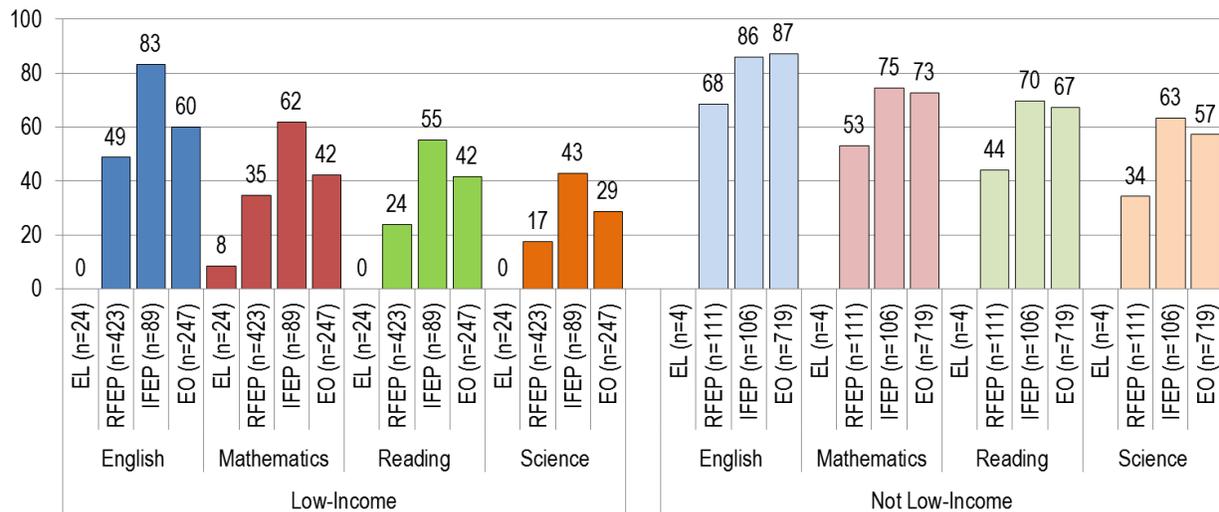


Figure 18. Percent Meeting Benchmarks by English Language Proficiency and Income Status.

Other Student Groups. Table 9 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—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. ACT Results for Selected Student Groups, 2014

Group	Graduates	Test Takers		Average Scale Score				Percent Meeting Benchmark			
		Count	Percent	English	Math	Reading	Science	English	Math	Reading	Science
Gifted and Talented Education (GATE)											
Not GATE	4,437	958	21.6	19.0	20.6	20.2	19.8	57.5	40.2	36.8	24.7
All GATE	2,112	766	36.3	24.3	25.4	24.7	24.1	87.6	76.4	66.3	60.4
Cluster	1,568	560	35.7	23.2	24.2	23.6	23.1	85.0	69.8	59.8	53.4
Seminar	544	206	37.9	27.4	28.5	27.8	27.0	94.7	94.2	84.0	79.6
Military Family											
Military	334	66	19.8	20.5	21.7	21.6	21.7	65.2	53.0	39.4	39.4
Not Military	6,215	1,658	26.7	21.4	22.8	22.2	21.7	71.1	56.4	50.4	40.7
Homeless											
Homeless	317	49	15.5	18.3	20.1	19.6	19.4	53.1	36.7	26.5	18.4
Not Homeless	6,232	1,675	26.9	21.5	22.8	22.3	21.8	71.4	56.8	50.6	41.3
Foster											
Foster	15	1	6.7	--	--	--	--	--	--	--	--
Not Foster	6,534	1723	26.4	21.4	22.7	22.2	21.7	70.9	56.3	50.0	40.6
Individualized Education Program (IEP)											
With IEP	501	56	11.2	15.7	18.8	17.2	17.9	30.4	26.8	23.2	19.6
Without IEP	6,048	1,668	27.6	21.6	22.9	22.4	21.8	72.2	57.3	50.8	41.3

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 19 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.

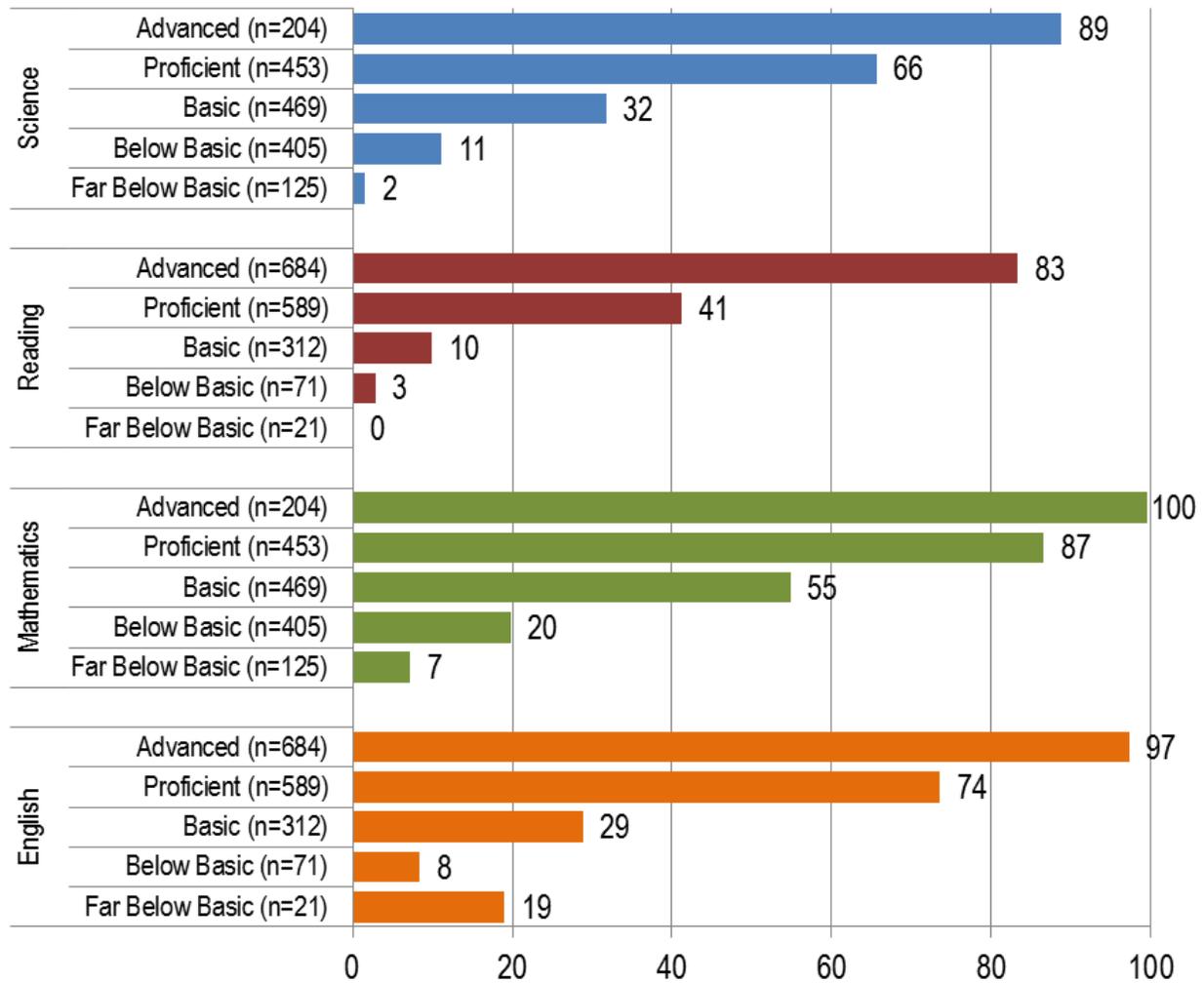


Figure 19. Percent Meeting Benchmarks by Grade 11 CST Performance Level⁶

⁶ Data show CST English Language Arts performance levels for ACT English and Reading results; CST Mathematics performance levels for ACT Mathematics and Science results.

Performance by School. Table 10 shows ACT results by school. Hoover, La Jolla, San Diego Metro, and Scripps Ranch had among the highest ACT participation rates—at least 40 percent. Henry, La Jolla, Point Loma, Scripps Ranch, San Diego International Studies, and University City performed consistently well in all ACT subject areas and had the highest percentages of students meeting benchmark scores.

Table 10. ACT Results for All Schools Including Charter Schools, 2014

School	Total Grads	Took ACT		Average Scale Score				Percent Meeting Benchmarks				
		N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI	
DISTRICT-MANAGED SCHOOLS												
Clairemont	256	47	18.4	20.9	21.8	21.1	20.4	68.1	51.1	48.9	29.8	
Crawford	232	61	26.3	16.7	19.6	17.8	17.7	37.7	34.4	16.4	8.2	
Henry	524	151	28.8	22.2	23.5	23.5	22.3	81.5	65.6	58.3	44.4	
Hoover	345	143	41.4	16.4	18.8	17.7	18.1	41.3	24.5	18.2	12.6	
iHigh Virtual Academy	24	2	8.3	--	--	--	--	--	--	--	--	
Kearny Const Tech	60	1	1.7	--	--	--	--	--	--	--	--	
Kearny DMD	86	8	9.3	--	--	--	--	--	--	--	--	
Kearny Intl Business	108	37	34.3	19.5	21.2	20.6	20.7	64.9	43.2	43.2	32.4	
Kearny SCT	68	15	22.1	19.2	21.1	21.5	20.7	60.0	40.0	40.0	26.7	
La Jolla High	338	140	41.4	26.8	26.8	26.3	25.3	95.7	87.1	80.7	70.7	
Lincoln	299	95	31.8	16.0	19.0	17.7	17.9	31.6	25.3	18.9	10.5	
Madison	216	80	37.0	18.7	20.2	19.6	19.9	57.5	36.3	27.5	23.8	
Mira Mesa	608	63	10.4	21.9	23.6	22.1	21.7	77.8	61.9	52.4	34.9	
Mission Bay	274	65	23.7	18.8	20.7	20.4	19.7	55.4	36.9	36.9	26.2	
Morse	375	57	15.2	19.2	21.8	20.5	20.5	56.1	59.6	36.8	36.8	
Mt. Everest	45	12	26.7	25.7	23.1	23.7	23.0	83.3	58.3	50.0	50.0	
Muir	11	1	9.1									
Point Loma	401	146	36.4	23.2	23.8	24.0	23.0	84.9	63.7	60.3	54.1	
SD Business/Leadership	107	12	11.2	16.9	18.5	17.3	18.4	50.0	8.3	16.7	8.3	
SD Int'l Studies	130	34	26.2	24.6	24.1	25.6	23.3	88.2	73.5	67.6	64.7	
SD Metro Career & Tech	46	33	71.7	19.1	19.5	20.5	19.8	66.7	33.3	42.4	21.2	
SD MVP Arts	74	4	5.4									
SD Sci Tech	82	19	23.2	18.9	20.2	21.1	20.5	63.2	36.8	42.1	21.1	
SCPA	144	31	21.5	19.5	20.6	19.8	20.1	67.7	41.9	32.3	32.3	
Scripps Ranch	509	215	42.2	24.9	25.9	25.4	25.1	89.8	78.1	73.5	66.5	
SD Early/Middle College	32	12	37.5	19.3	20.8	20.3	19.8	58.3	25.0	25.0	25.0	
Serra	408	101	24.8	21.3	23.2	22.3	21.6	72.3	62.4	54.5	37.6	
University City	409	138	33.7	23.7	24.6	23.7	23.2	85.5	71.7	61.6	52.2	
Regular /Dist Mngd	6,211	1723	27.7	21.4	22.7	22.2	21.7	70.9	56.3	49.9	40.6	
ALBA	2	0	0.0	--	--	--	--	--	--	--	--	
Garfield High	127	1	0.8	--	--	--	--	--	--	--	--	
Home & Hosp/Transition	1	0	0.0	--	--	--	--	--	--	--	--	
Riley/New Dawn	6	0	0.0	--	--	--	--	--	--	--	--	
TRACE	46	0	0.0	--	--	--	--	--	--	--	--	
Twain	156	0	0.0	--	--	--	--	--	--	--	--	
Alternative/Dist Mngd	338	1	0.3	--	--	--	--	--	--	--	--	
All District-Managed	6,549	1724	26.3	21.4	22.7	22.2	21.7	70.9	56.3	49.9	40.6	

(cont.)

Table 10. ACT Results for All Schools Including Charter Schools, 2014

School	Total Grads	Took ACT		Average Scale Score				Percent Meeting Benchmarks			
		N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI
CHARTER SCHOOLS											
Arroyo Paseo	30	1	3.3	15.0	16.0	19.0	15.0	0.0	0.0	0.0	0.0
Coleman Tech	40	4	10.0	21.5	21.0	21.5	23.0	75.0	50.0	50.0	75.0
Gompers Preparatory	89	56	62.9	12.6	15.7	15.0	14.7	14.3	5.4	1.8	1.8
Health Sciences	135	13	9.6	18.1	21.2	18.4	18.0	53.8	53.8	15.4	15.4
High Tech High (HTH)	126	31	24.6	21.9	21.4	22.5	21.6	67.7	45.2	45.2	35.5
HTH International	90	32	35.6	20.9	22.1	21.1	20.4	71.9	59.4	43.8	31.3
HTH Media Arts	96	47	49.0	20.1	21.0	21.3	20.0	66.0	34.0	48.9	31.9
King-Chavez High	95	11	11.6	14.1	17.8	15.6	18.0	9.1	9.1	9.1	0.0
Laurel Preparatory	26	0	0.0	--	--	--	--	--	--	--	--
Learning Choice	78	1	1.3	--	--	--	--	--	--	--	--
Preuss	88	83	94.3	20.3	21.5	21.2	20.3	72.3	50.6	42.2	32.5
Regular/Charter	893	279	31.2	18.6	20.1	19.8	19.1	55.2	37.3	33.0	24.7
Audeo	152	2	1.3	--	--	--	--	--	--	--	--
Charter School of SD	441	20	4.5	21.1	21.4	22.6	21.0	80.0	55.0	50.0	35.0
Alternative/Charter	593	22	3.7	21.4	21.3	22.6	21.2	81.8	54.5	50.0	36.4
All Charter	1,486	301	20.3	18.8	20.2	20.0	19.2	57.1	38.5	34.2	25.6
NON-PUBLIC SCHOOLS											
Non-Public Schools	13	0	0.0	--	--	--	--	--	--	--	--
All NPS	13	0	0.0	--	--	--	--	--	--	--	--
ALL SCHOOLS											
All Regular	7,104	2,002	28.2	21.0	22.4	21.8	21.3	68.7	53.6	47.6	38.4
All Alternative	944	23	2.4	21.9	21.2	23.0	21.2	82.6	52.2	52.2	34.8
All Schools	8,048	2,025	25.2	21.0	22.3	21.9	21.3	68.8	53.6	47.6	38.4

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

Summary

1. The ACT participation rate for district-managed schools rose from 17 percent for 2009 graduates to 24 percent for 2013 graduates and now 26 percent for 2014 graduates. Compared with the previous year, participation rates for 2014 increased for nearly all gender, race/ethnicity, meal eligibility, and language proficiency groups.
2. Similar to the rest of California and many other states in the East Coast and West Coast, there continues to be a far larger proportion of district graduates who take the SAT than the ACT. In 2014, 62 percent of graduates at district-managed schools took the SAT, nearly two and half times the ACT rate of 26 percent for the same group.
3. District ACT test takers represent a higher-performing subgroup of graduates as shown by their state test results from Grade 11 and SAT average scale scores.

4. For 2014 graduates, ACT score averages are 21.4 for English, 22.7 for mathematics, 22.2 for reading, and 21.7 for science. These scores reflect modest changes compared with averages for the previous year's graduates—an increase of 0.1 point for English, a decrease of 0.1 scale score point for mathematics and reading, and an increase of 0.2 points for science.
5. Results for 2014 graduates showed that 71 percent met the benchmark score in ACT English, 56 percent met the benchmark score in mathematics, 50 percent in reading, and 41 percent in science. These percentages are 1 to 2 percentage points lower for all subjects compared to the previous year.
6. District results continue to be higher than national results and generally lower than state results in all subject areas for both average scale scores and percentages of students meeting benchmarks.
7. Relatively wide performance gaps persist among various student groups in the district; male graduates continue to outperform female graduates in mathematics and science, non-meal-eligible students outperform their meal-eligible counterparts in all subjects, and White and Asian students outperform Hispanic and African American students in all subjects.
8. There continue to be noteworthy gains by African American students in mathematics. The percent of students meeting the mathematics benchmark score doubled from 14 percent for 2009 graduates to 28 percent for 2014 graduates. This resulted in the narrowing of the gap between African White students from 57 percentage points to 48 points for the same period.
9. Hoover, La Jolla, San Diego Metro, and Scripps Ranch had among the highest ACT participation rates of at least 40 percent.
10. Henry, La Jolla, Point Loma, Scripps Ranch, San Diego International Studies, and University City performed consistently well in all ACT subject areas and had the highest percentages of students meeting the benchmark scores.

APPENDIX**ACT Results by School, 2008–09 to 2013–14**

ACT Results for Graduates by School, 2009 to 2014

Note: Percentages are suppressed when the group size is less than 10.

School		Year	Graduates	Took ACT		Average Scale Score				Percent Meeting Benchmarks			
				N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI
331	ALBA	2009	1	0	--	--	--	--	--	--	--	--	--
		2010	2	0	--	--	--	--	--	--	--	--	--
		2012	1	0	--	--	--	--	--	--	--	--	--
		2013	5	0	--	--	--	--	--	--	--	--	--
		2014	2	0	--	--	--	--	--	--	--	--	--
222	Arroyo Paseo	2009	5	0	--	--	--	--	--	--	--	--	--
		2010	18	0	0.0	--	--	--	--	--	--	--	--
		2011	24	0	0.0	--	--	--	--	--	--	--	--
		2012	32	1	3.1	--	--	--	--	--	--	--	--
		2013	31	1	3.2	--	--	--	--	--	--	--	--
2014	30	1	3.3	--	--	--	--	--	--	--	--		
008	Audeo	2009	63	1	1.6	--	--	--	--	--	--	--	--
		2010	100	4	4.0	--	--	--	--	--	--	--	--
		2011	100	3	3.0	--	--	--	--	--	--	--	--
		2012	105	3	2.9	--	--	--	--	--	--	--	--
		2013	175	4	2.3	--	--	--	--	--	--	--	--
		2014	152	2	1.3	--	--	--	--	--	--	--	--
366	Charter School of San Diego	2009	368	14	3.8	21.0	20.2	21.9	21.6	71.4	35.7	64.3	21.4
		2010	456	8	1.8	--	--	--	--	--	--	--	--
		2011	479	12	2.5	18.9	17.8	19.4	18.8	75.0	25.0	41.7	8.3
		2012	559	11	2.0	20.5	21.2	20.5	20.6	72.7	63.6	45.5	36.4
		2013	526	9	1.7	--	--	--	--	--	--	--	--
		2014	441	20	4.5	21.1	21.4	22.6	21.0	80.0	55.0	50.0	35.0

ACT Results for Graduates by School, 2009 to 2014

Note: Percentages are suppressed when the group size is less than 10.

School	Year	Graduates	Took ACT		Average Scale Score				Percent Meeting Benchmarks				
			N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI	
	2010	63	4	6.3	--	--	--	--	--	--	--	--	
	2011	61	1	1.6	--	--	--	--	--	--	--	--	
	2012	46	4	8.7	--	--	--	--	--	--	--	--	
361	Garfield High	2009	190	1	0.5	--	--	--	--	--	--	--	
		2010	160	2	1.3	--	--	--	--	--	--	--	
		2011	144	1	0.7	--	--	--	--	--	--	--	
		2012	149	0	0.0	--	--	--	--	--	--	--	
		2013	140	0	0.0	--	--	--	--	--	--	--	
		2014	127	1	0.8	--	--	--	--	--	--	--	
347	Gompers Preparatory	2012	71	55	77.5	12.7	15.9	14.6	15.1	10.9	7.3	9.1	0.0
		2013	81	61	75.3	11.2	15.9	14.2	14.2	11.5	8.2	1.6	3.3
		2014	89	56	62.9	12.6	15.7	15.0	14.7	14.3	5.4	1.8	1.8
221	Health Sciences	2009	26	1	3.8	--	--	--	--	--	--	--	
		2010	84	4	4.8	--	--	--	--	--	--	--	
		2011	127	11	8.7	22.5	22.0	23.0	20.9	72.7	45.5	72.7	27.3
		2012	128	9	7.0	--	--	--	--	--	--	--	--
		2013	138	12	8.7	15.8	17.3	17.7	17.7	33.3	8.3	8.3	16.7
		2014	135	13	9.6	18.1	21.2	18.4	18.0	53.8	53.8	15.4	15.4
336	Henry	2009	448	76	17.0	23.5	25.0	24.1	23.1	84.2	67.1	63.2	46.1
		2010	473	73	15.4	23.7	25.6	24.7	23.4	93.2	80.8	76.7	52.1
		2011	503	88	17.5	21.7	23.0	22.3	21.2	78.4	61.4	59.1	29.5
		2012	484	83	17.1	22.1	23.5	21.5	21.7	75.9	68.7	54.2	33.7
		2013	517	113	21.9	23.1	24.8	24.9	23.0	83.2	74.3	65.5	52.2
		2014	524	151	28.8	22.2	23.5	23.5	22.3	81.5	65.6	58.3	44.4
339	High Tech High	2009	120	64	53.3	22.8	22.2	22.7	22.1	81.3	51.6	60.9	40.6

ACT Results for Graduates by School, 2009 to 2014

Note: Percentages are suppressed when the group size is less than 10.

School	Year	Graduates	Took ACT		Average Scale Score				Percent Meeting Benchmarks				
			N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI	
	2010	127	65	51.2	24.5	24.4	24.3	23.0	89.2	70.8	70.8	43.1	
	2011	115	40	34.8	24.7	24.2	25.5	23.6	90.0	70.0	72.5	52.5	
	2012	126	42	33.3	22.8	22.7	22.6	21.9	83.3	59.5	69.0	35.7	
	2013	129	20	15.5	23.6	24.5	24.1	22.4	80.0	75.0	55.0	40.0	
	2014	126	31	24.6	21.9	21.4	22.5	21.6	67.7	45.2	45.2	35.5	
785	High Tech High International	2009	82	46	56.1	21.9	21.9	22.7	20.9	80.4	47.8	65.2	26.1
		2010	93	37	39.8	22.4	22.8	22.4	22.1	70.3	59.5	56.8	35.1
		2011	84	53	63.1	23.0	22.3	22.7	21.5	77.4	58.5	60.4	35.8
		2012	79	22	27.8	22.0	23.3	21.2	21.2	81.8	77.3	54.5	18.2
		2013	93	31	33.3	23.7	23.5	24.1	21.9	87.1	67.7	64.5	41.9
		2014	90	32	35.6	20.9	22.1	21.1	20.4	71.9	59.4	43.8	31.3
783	High Tech High Media Arts	2009	91	38	41.8	20.1	20.0	21.1	19.2	76.3	34.2	57.9	13.2
		2010	88	50	56.8	20.3	20.2	20.3	19.8	70.0	42.0	44.0	16.0
		2011	95	57	60.0	21.9	21.7	21.8	20.7	73.7	56.1	49.1	33.3
		2012	90	55	61.1	20.9	21.2	20.9	20.2	72.7	49.1	49.1	21.8
		2013	95	63	66.3	20.5	20.7	20.6	20.1	69.8	42.9	41.3	27.0
		2014	96	47	49.0	20.1	21.0	21.3	20.0	66.0	34.0	48.9	31.9
382	Home & Hosp/Transition Support	2013	4	0	--	--	--	--	--	--	--	--	--
		2014	1	0	--	--	--	--	--	--	--	--	--
382	Home and Hospital	2010	2	0	--	--	--	--	--	--	--	--	--
		2012	3	0	--	--	--	--	--	--	--	--	--
338	Hoover	2009	343	70	20.4	15.2	18.5	16.5	17.5	34.3	18.6	15.7	7.1
		2010	322	67	20.8	16.5	19.4	18.4	18.1	37.3	31.3	31.3	7.5
		2011	312	69	22.1	15.8	18.7	17.0	17.4	39.1	30.4	23.2	5.8
		2012	295	95	32.2	16.1	18.3	17.6	17.1	38.9	18.9	31.6	3.2

ACT Results for Graduates by School, 2009 to 2014

Note: Percentages are suppressed when the group size is less than 10.

School	Year	Graduates	Took ACT		Average Scale Score				Percent Meeting Benchmarks				
			N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI	
	2013	324	147	45.4	15.8	19.2	17.0	17.5	35.4	27.9	15.6	10.2	
	2014	345	143	41.4	16.4	18.8	17.7	18.1	41.3	24.5	18.2	12.6	
504	iHigh Virtual Academy	2010	5	1	--	--	--	--	--	--	--	--	--
		2011	23	0	0.0	--	--	--	--	--	--	--	--
		2012	19	1	5.3	--	--	--	--	--	--	--	--
		2013	20	0	0.0	--	--	--	--	--	--	--	--
		2014	24	2	8.3	--	--	--	--	--	--	--	--
736	Kearny Construction Tech	2009	60	6	10.0	--	--	--	--	--	--	--	--
		2010	84	5	6.0	--	--	--	--	--	--	--	--
		2011	86	1	1.2	--	--	--	--	--	--	--	--
		2012	88	3	3.4	--	--	--	--	--	--	--	--
		2013	62	4	6.5	--	--	--	--	--	--	--	--
		2014	60	1	1.7	--	--	--	--	--	--	--	--
733	Kearny Digital Media & Design	2009	82	2	2.4	--	--	--	--	--	--	--	--
		2010	87	1	1.1	--	--	--	--	--	--	--	--
		2011	81	2	2.5	--	--	--	--	--	--	--	--
		2012	87	19	21.8	20.2	19.8	21.4	19.2	68.4	42.1	42.1	15.8
		2013	73	6	8.2	--	--	--	--	--	--	--	--
		2014	86	8	9.3	--	--	--	--	--	--	--	--
735	Kearny International Business	2009	76	29	38.2	18.8	20.3	19.0	20.2	51.7	37.9	27.6	17.2
		2010	81	32	39.5	17.5	20.5	18.9	19.2	43.8	50.0	28.1	12.5
		2011	84	24	28.6	18.6	21.4	20.7	19.9	54.2	50.0	58.3	16.7
		2012	110	40	36.4	20.0	21.2	21.3	20.9	72.5	52.5	55.0	27.5
		2013	79	39	49.4	19.6	22.3	21.2	21.7	74.4	56.4	46.2	35.9
		2014	108	37	34.3	19.5	21.2	20.6	20.7	64.9	43.2	43.2	32.4

ACT Results for Graduates by School, 2009 to 2014

Note: Percentages are suppressed when the group size is less than 10.

School		Year	Graduates	Took ACT		Average Scale Score				Percent Meeting Benchmarks			
				N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI
637	Lincoln	2009	251	31	12.4	15.2	16.9	16.6	16.0	22.6	6.5	16.1	0.0
		2010	354	35	9.9	15.3	17.3	17.1	16.8	34.3	14.3	28.6	0.0
		2011	390	50	12.8	16.3	17.0	17.6	17.1	40.0	8.0	32.0	4.0
		2012	316	93	29.4	15.1	17.8	16.9	16.2	30.1	16.1	21.5	4.3
		2013	290	77	26.6	15.4	18.5	17.4	16.9	36.4	20.8	18.2	7.8
		2014	299	95	31.8	16.0	19.0	17.7	17.9	31.6	25.3	18.9	10.5
346	Madison	2009	199	45	22.6	18.6	19.6	18.6	18.8	51.1	31.1	31.1	22.2
		2010	225	27	12.0	20.1	20.9	20.6	20.3	66.7	37.0	51.9	11.1
		2011	247	41	16.6	17.9	20.4	18.4	18.6	48.8	31.7	26.8	12.2
		2012	224	57	25.4	18.5	20.4	20.2	19.9	56.1	43.9	50.9	22.8
		2013	230	55	23.9	18.6	20.7	20.8	19.7	58.2	47.3	43.6	25.5
		2014	216	80	37.0	18.7	20.2	19.6	19.9	57.5	36.3	27.5	23.8
349	Mira Mesa	2009	506	77	15.2	21.1	23.3	22.4	21.2	77.9	62.3	63.6	28.6
		2010	599	83	13.9	23.0	25.7	23.0	23.2	77.1	78.3	63.9	45.8
		2011	593	61	10.3	20.9	23.1	20.9	20.5	78.7	63.9	52.5	24.6
		2012	553	84	15.2	22.7	24.2	23.8	22.9	82.1	67.9	70.2	44.0
		2013	550	62	11.3	22.0	23.1	22.8	21.2	77.4	61.3	56.5	45.2
		2014	608	63	10.4	21.9	23.6	22.1	21.7	77.8	61.9	52.4	34.9
350	Mission Bay	2009	310	42	13.5	18.9	21.3	20.4	19.9	54.8	47.6	52.4	23.8
		2010	267	49	18.4	18.0	20.5	19.0	18.7	46.9	36.7	36.7	10.2
		2011	277	51	18.4	18.5	20.6	18.4	19.2	52.9	41.2	25.5	13.7
		2012	311	76	24.4	19.2	20.6	20.9	20.3	59.2	40.8	51.3	22.4
		2013	273	64	23.4	18.2	20.8	19.5	19.1	50.0	39.1	32.8	26.6
		2014	274	65	23.7	18.8	20.7	20.4	19.7	55.4	36.9	36.9	26.2
352	Morse	2009	448	41	9.2	18.1	19.7	19.2	18.4	51.2	29.3	43.9	14.6

ACT Results for Graduates by School, 2009 to 2014

Note: Percentages are suppressed when the group size is less than 10.

School	Year	Graduates	Took ACT		Average Scale Score				Percent Meeting Benchmarks				
			N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI	
	2012	49	0	0.0	--	--	--	--	--	--	--	--	--
744 San Diego Int'l Studies	2009	97	23	23.7	22.8	22.3	23.1	21.9	91.3	47.8	69.6	21.7	
	2010	109	23	21.1	25.7	22.7	26.3	21.9	87.0	60.9	87.0	30.4	
	2011	118	40	33.9	21.5	20.9	21.9	20.2	72.5	45.0	67.5	20.0	
	2012	119	41	34.5	23.1	22.6	23.7	21.7	82.9	56.1	65.9	36.6	
	2013	151	43	28.5	22.7	23.1	23.9	21.9	81.4	60.5	62.8	41.9	
	2014	130	34	26.2	24.6	24.1	25.6	23.3	88.2	73.5	67.6	64.7	
745 San Diego LEADS	2009	91	9	9.9	--	--	--	--	--	--	--	--	--
	2010	84	13	15.5	15.5	17.8	16.4	16.5	30.8	23.1	7.7	0.0	
	2011	99	28	28.3	17.2	17.8	19.0	18.0	53.6	14.3	39.3	10.7	
	2012	65	13	20.0	15.5	18.5	16.5	16.5	23.1	15.4	7.7	0.0	
	2013	66	11	16.7	17.8	18.5	19.4	18.5	45.5	18.2	36.4	9.1	
500 San Diego Metro Career & Tech	2009	33	12	36.4	15.6	16.8	17.3	16.2	33.3	0.0	25.0	0.0	
	2010	46	40	87.0	16.5	18.2	17.8	17.3	32.5	22.5	22.5	10.0	
	2011	45	34	75.6	19.4	18.0	20.3	17.9	58.8	23.5	47.1	11.8	
	2012	48	33	68.8	21.1	20.2	21.6	19.8	72.7	45.5	60.6	18.2	
	2013	33	9	27.3	--	--	--	--	--	--	--	--	--
	2014	46	33	71.7	19.1	19.5	20.5	19.8	66.7	33.3	42.4	21.2	
750 San Diego MVP Arts	2009	57	1	1.8	--	--	--	--	--	--	--	--	--
	2010	65	2	3.1	--	--	--	--	--	--	--	--	--
	2011	66	1	1.5	--	--	--	--	--	--	--	--	--
	2012	57	2	3.5	--	--	--	--	--	--	--	--	--
	2013	46	1	2.2	--	--	--	--	--	--	--	--	--
750 San Diego MVP Arts	2014	74	4	5.4	--	--	--	--	--	--	--	--	--
753 San Diego Sci Tech	2009	66	20	30.3	16.4	19.4	18.6	18.6	40.0	30.0	30.0	15.0	

ACT Results for Graduates by School, 2009 to 2014

Note: Percentages are suppressed when the group size is less than 10.

School		Year	Graduates	Took ACT		Average Scale Score				Percent Meeting Benchmarks			
				N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI
		2010	74	26	35.1	15.8	17.7	18.0	17.3	42.3	11.5	30.8	0.0
		2011	67	22	32.8	19.1	20.2	21.0	20.9	54.5	31.8	54.5	22.7
		2012	65	13	20.0	16.5	19.5	16.5	18.0	38.5	38.5	23.1	7.7
		2013	82	12	14.6	17.1	21.3	17.8	18.3	33.3	41.7	33.3	8.3
		2014	82	19	23.2	18.9	20.2	21.1	20.5	63.2	36.8	42.1	21.1
368	SCPA	2009	180	28	15.6	21.4	20.9	22.2	20.6	78.6	42.9	53.6	14.3
		2010	172	17	9.9	21.5	20.1	22.2	20.9	70.6	41.2	64.7	23.5
		2011	181	14	7.7	20.0	19.3	21.2	19.9	71.4	42.9	57.1	21.4
		2012	168	10	6.0	17.9	17.2	18.2	19.6	60.0	0.0	40.0	30.0
		2013	178	14	7.9	21.4	21.4	21.8	21.1	71.4	50.0	57.1	42.9
		2014	144	31	21.5	19.5	20.6	19.8	20.1	67.7	41.9	32.3	32.3
359	Scripps Ranch	2009	477	113	23.7	24.5	25.8	24.9	24.2	92.9	77.0	75.2	53.1
		2010	494	129	26.1	24.3	25.7	25.0	24.2	88.4	76.0	78.3	57.4
		2011	531	169	31.8	24.9	26.3	25.1	24.3	89.9	85.2	79.9	60.4
		2012	579	167	28.8	24.7	25.8	24.9	24.2	91.6	86.2	76.6	58.1
		2013	558	224	40.1	24.7	25.5	24.9	24.0	92.4	79.9	71.0	61.2
		2014	509	215	42.2	24.9	25.9	25.4	25.1	89.8	78.1	73.5	66.5
503	SD Early/Middle College High	2010	7	1	--	--	--	--	--	--	--	--	--
		2011	12	0	0.0	--	--	--	--	--	--	--	--
		2012	36	2	5.6	--	--	--	--	--	--	--	--
		2013	33	14	42.4	17.5	18.6	19.7	17.1	42.9	21.4	42.9	7.1
		2014	32	12	37.5	19.3	20.8	20.3	19.8	58.3	25.0	25.0	25.0
357	Serra	2009	419	43	10.3	21.8	22.5	22.3	20.8	74.4	60.5	58.1	30.2
		2010	399	73	18.3	21.0	21.9	21.9	20.9	74.0	53.4	57.5	32.9
		2011	365	54	14.8	23.2	24.8	23.5	22.7	79.6	77.8	72.2	46.3

ACT Results for Graduates by School, 2009 to 2014

Note: Percentages are suppressed when the group size is less than 10.

School		Year	Graduates	Took ACT		Average Scale Score				Percent Meeting Benchmarks			
				N	Pct	ENG	MTH	RDG	SCI	ENG	MTH	RDG	SCI
		2012	406	97	23.9	22.5	24.1	22.9	22.3	77.3	73.2	67.0	35.1
		2013	381	81	21.3	22.3	23.5	23.4	22.2	79.0	63.0	58.0	54.3
		2014	408	101	24.8	21.3	23.2	22.3	21.6	72.3	62.4	54.5	37.6
479	TRACE	2009	8	0	--	--	--	--	--	--	--	--	--
		2010	38	1	2.6	--	--	--	--	--	--	--	--
		2011	57	0	0.0	--	--	--	--	--	--	--	--
		2012	60	0	0.0	--	--	--	--	--	--	--	--
		2013	45	0	0.0	--	--	--	--	--	--	--	--
		2014	46	0	0.0	--	--	--	--	--	--	--	--
362	Twain	2009	216	0	0.0	--	--	--	--	--	--	--	--
		2010	210	0	0.0	--	--	--	--	--	--	--	--
		2011	188	2	1.1	--	--	--	--	--	--	--	--
		2012	229	2	0.9	--	--	--	--	--	--	--	--
		2013	184	1	0.5	--	--	--	--	--	--	--	--
		2014	156	0	0.0	--	--	--	--	--	--	--	--
355	University City	2009	380	90	23.7	22.0	22.9	22.2	22.1	78.9	53.3	57.8	36.7
		2010	401	117	29.2	23.9	24.7	24.1	23.3	82.1	68.4	65.8	52.1
		2011	416	103	24.8	23.0	24.2	22.9	22.1	83.5	67.0	65.0	39.8
		2012	387	127	32.8	21.7	23.1	22.6	22.0	70.9	62.2	63.0	38.6
		2013	427	101	23.7	22.4	24.1	22.9	22.6	82.2	69.3	51.5	49.5
		2014	409	138	33.7	23.7	24.6	23.7	23.2	85.5	71.7	61.6	52.2