

2004–05 Grade 12 Student SAT I: Reasoning Test Results

Introduction

The SAT I: Reasoning Test (SAT I) examination, consisting of verbal and mathematics tests, is administered by the College Board, and is used by colleges and universities in making admission decisions. (Beginning in 2005, a writing test was also included. However, results for the graduating class of 2005 reported here include only tests given in 2004, as tests taken after that would be too late to be submitted with applications to colleges for the 2005–06 school year.) This report discusses district SAT I performance for the past 14 years and provides analyses of student performance by gender, race/ethnicity, economic disadvantage, and English language proficiency for students in the 12th grade class of 2004–05 who took the SAT I test at any point during high school.

Changes in Data Cleaning Procedures Beginning With 2002–2003

Prior to the 2002–03 school year, the district did not receive individual student SAT data and, therefore, relied solely on the College Board for aggregated statistics. Beginning with the 2002–03 school year, individual student data were received and analyzed by the district; this has led to some discrepancies between the numbers reported by the College Board and the actual numbers reported by the district after data cleanup. In 2002–03, the College Board reported data to the district for 3,431 students. After identification and deletion of 15 duplicate records, data were reported for all of the remaining 3,416 students, regardless of whether they were found in the San Diego City Schools' Student Information System.

Beginning with the 2003–04 school year's data, more extensive data cleaning methods have been employed. Because the College Board relies on student report for all student data, including district, grade level, and expected year of graduation, the decision was made to further clean the data to correct any discrepancies between the College Board data and the data stored in the San Diego City Schools' Student Information System.

Of the 3,567 student records included in the 2004–05 cohort data file received from the College Board, 15 records were determined to be duplicates and 37 were determined to be for students who have never attended San Diego City Schools. An additional 163 students were dropped from the 2004–05 cohort for the following reasons: 148 students were seniors in 2004 and were already reported with that cohort, and 15 students are still enrolled in 2005–06 and will be included with their graduating class. In addition, 21 students from the 2003–04 dataset who were actually seniors in 2004–05 were added to the 2004–05 cohort. Data for the resulting cohort of 3,373 students are reported here.

Because these cleaning methods resulted in a smaller, though more accurate, set of student SAT data, comparisons with previous years' data in terms of number and percentage of students taking the SAT are reported here but should be read with extreme caution.

District Results

In 2004–05, 3,373 district seniors (46.0 percent) had taken the SAT I examination during high school. Due to the new data cleaning and reporting practices, the participation rate appears to be lower than in any of the 12 years prior to 2003–04. However, the College Board reports a participation rate of 49.5 percent based on the uncleaned total of 3,631 students, which is above the previous 13-year average of 49.2 percent.

Figure 1 shows the SAT I participation rate for the eight largest California school districts and the state as a whole for the past six years. (Only six years of data are available from the California Department of Education.) Even with the data cleaning adjustments, the district's 2004–05 participation rate of 47.8 percent was much higher than the 35.3 percent rate for the state and higher than all but one of the seven other large California public school districts (see Figure 1). San Diego Unified's participation rate was lower than only that of San Francisco Unified (62.7 percent) and higher than rates for Los Angeles (45.7 percent), San Bernardino (31.0 percent), Santa Ana (26.4 percent), and Fresno (26.4 percent) unified school districts. San Diego's relatively high participation rate should be considered when making comparisons with other school district and state totals.

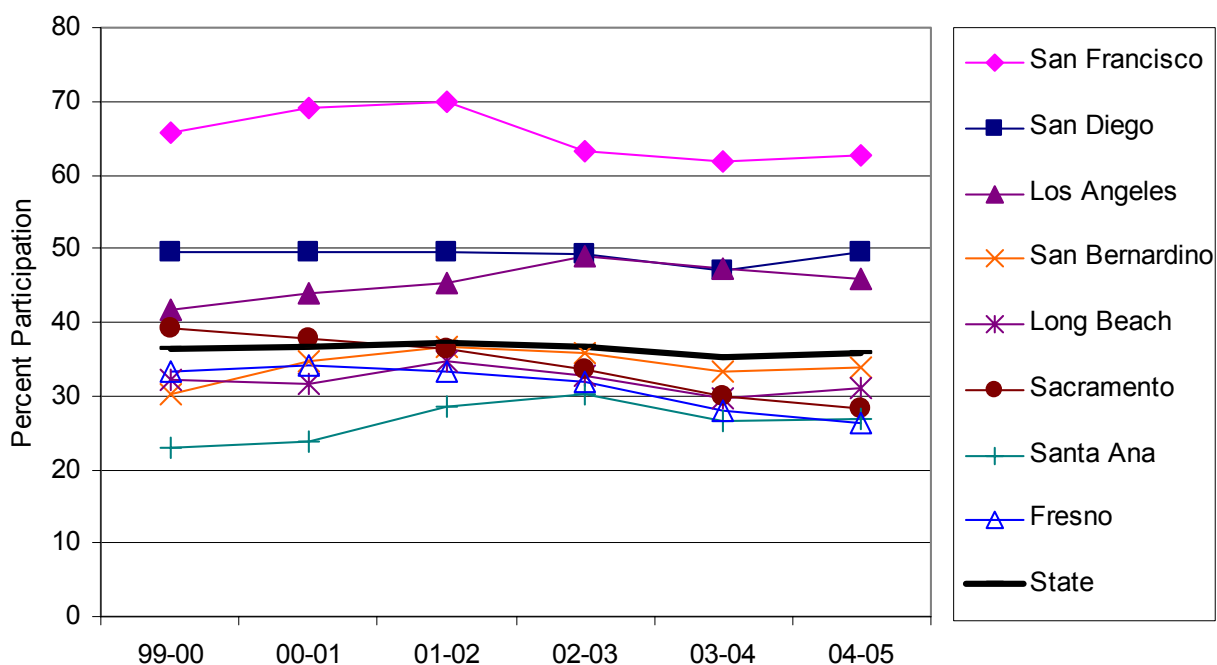


Figure 1. SAT participation rates for the eight largest California school districts.

Figure 2 shows the total mean SAT I scores for the eight largest California school districts and the state for the past six years. In 1999–2000 and 2000–01, San Diego had the highest mean total (combined mean verbal and mean mathematics scores) of these large districts. In 2001–02, San Diego slipped below San Francisco to rank second and then almost caught up in 2002–03 (1003 vs. 1004). In 2003–04, San Diego again dipped below San Francisco but again narrowed the gap in

2004-05 (1000 vs. 1004). The other large districts continue to trail behind San Diego. All eight large districts consistently score lower than the state average.

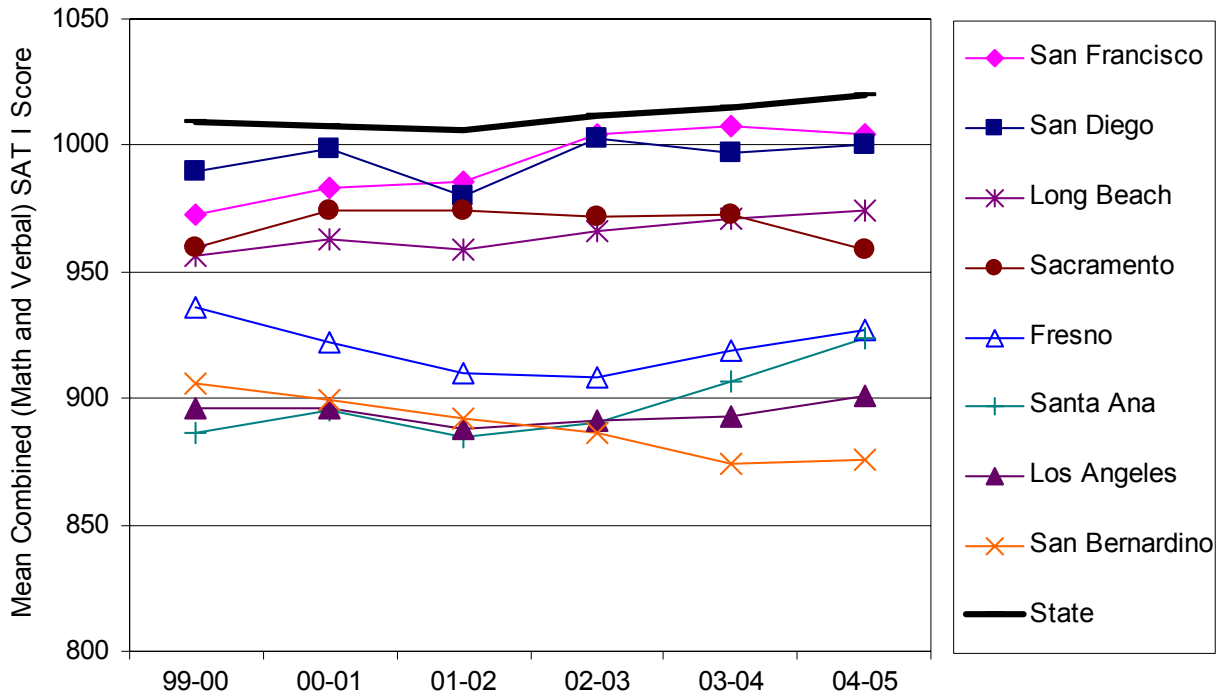


Figure 2. Mean SAT scores for the eight largest California school districts.

Figure 3 shows the average verbal and mathematics SAT scores for San Diego City Schools over the past 17 years. In every year of recorded data, district mathematics scores have been higher than verbal scores, which is not surprising given the number of students in San Diego schools for whom English is a second language.

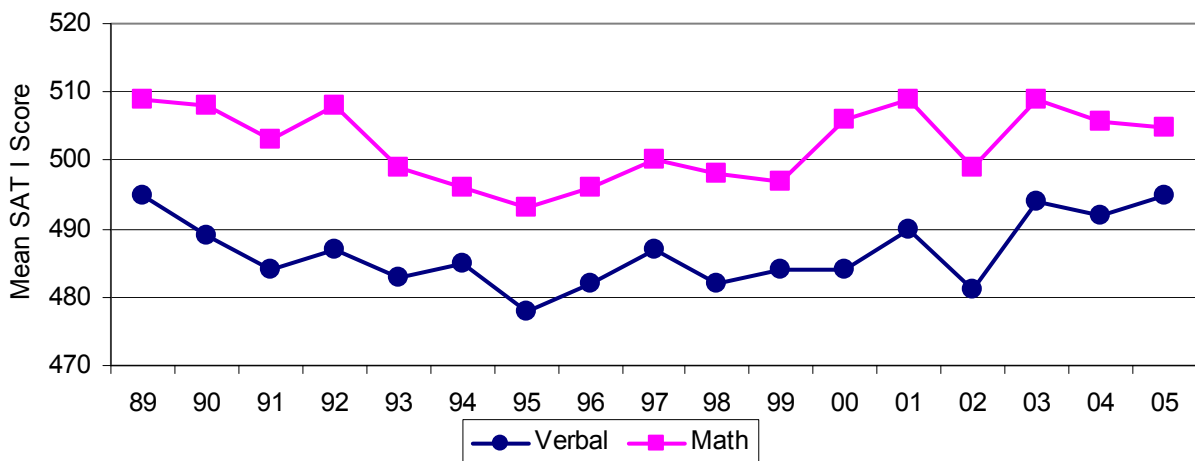


Figure 3. Mean district verbal and math SAT scores, 1989-2005.

In 2004–05, the mean mathematics score for the district was 505, one point lower than the previous year, but still above the 17-year average of 502. In the past six years, only once, in 2001–02, was the average mathematics score below the cumulative average for the previous recorded years. The mean verbal score for the district in 2004–05 was 495, tying the record high achieved in 1988–89. Similar to the mathematics scores, 2001–02 was the only year in the past five years where the verbal score was below the cumulative average for previous recorded years (481).

Figures 4 and 5 display district, state, and national mean verbal and mathematics scores for public high schools for the past ten years.¹ Although, district scores have tended to improve over the last 10 years, they remain lower than state and national levels. The district's 2004–05 verbal score (494) matched the 2002–03 average, the highest mean verbal score in 13 years, but was still five points below the state average (499), and 11 points below the national average verbal score (505), both of which have risen over the past few years.

The 2004–05 district mean mathematics score (506) was 15 points lower than the state score (521) and nine points lower than the national score (515). As with the verbal scores, the general pattern of performance for district students relative to the state and nation remained similar to 2003–04.

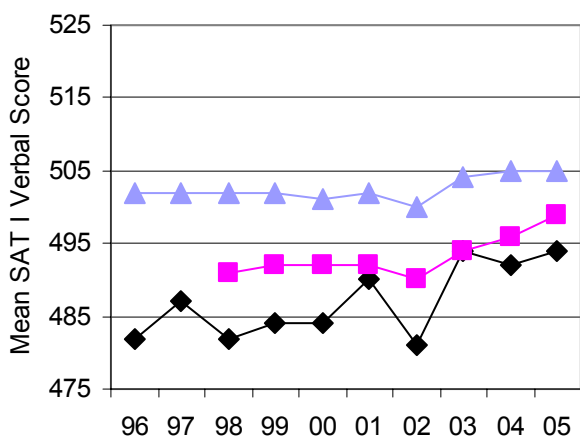


Figure 4. Mean district, state and national verbal SAT scores, 1996-2005.

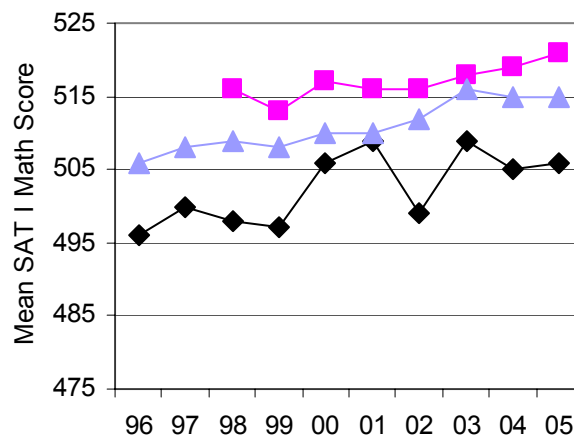
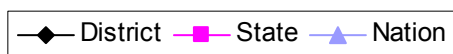
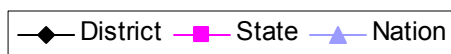


Figure 5. Mean district, state and national math SAT scores, 1996-2005.



¹For comparability, Tables 2 and 3 show public high school SAT I scores for the state and nation rather than the usual SAT I scores reported by The College Board, which include private school data. Only eight years of California public high school SAT I scores were available from the College Board.

2004–05 Student Analysis – Participation Rates

SAT I participation rates varied widely by gender and race/ethnicity.

Gender. The participation rate for female students was higher than that for male students. In 2004–05, 53.05 percent of female Grade 12 students and 43.86 percent of male Grade 12 students had taken the examination during high school (see Figure 6).

Race/Ethnicity. Figure 7 shows the wide variation in SAT participation rates by race/ethnicity. As in previous years, Asian students had the highest participation rate (67.4 percent), followed closely by White students (64.8 percent). Pacific Islander and Hispanic students had the lowest participation rates (27.7 percent and 28.2 percent, respectively).

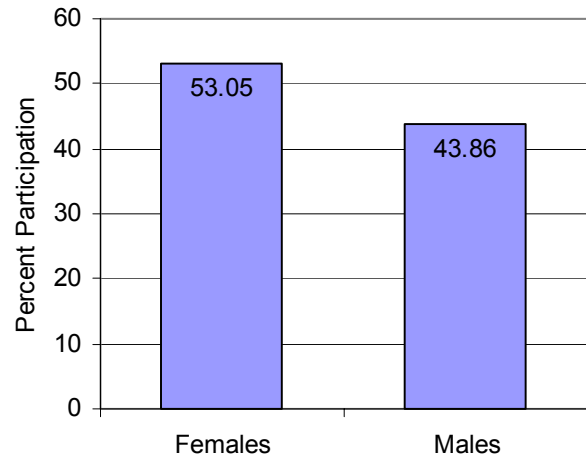


Figure 6. District SAT participation rates by gender

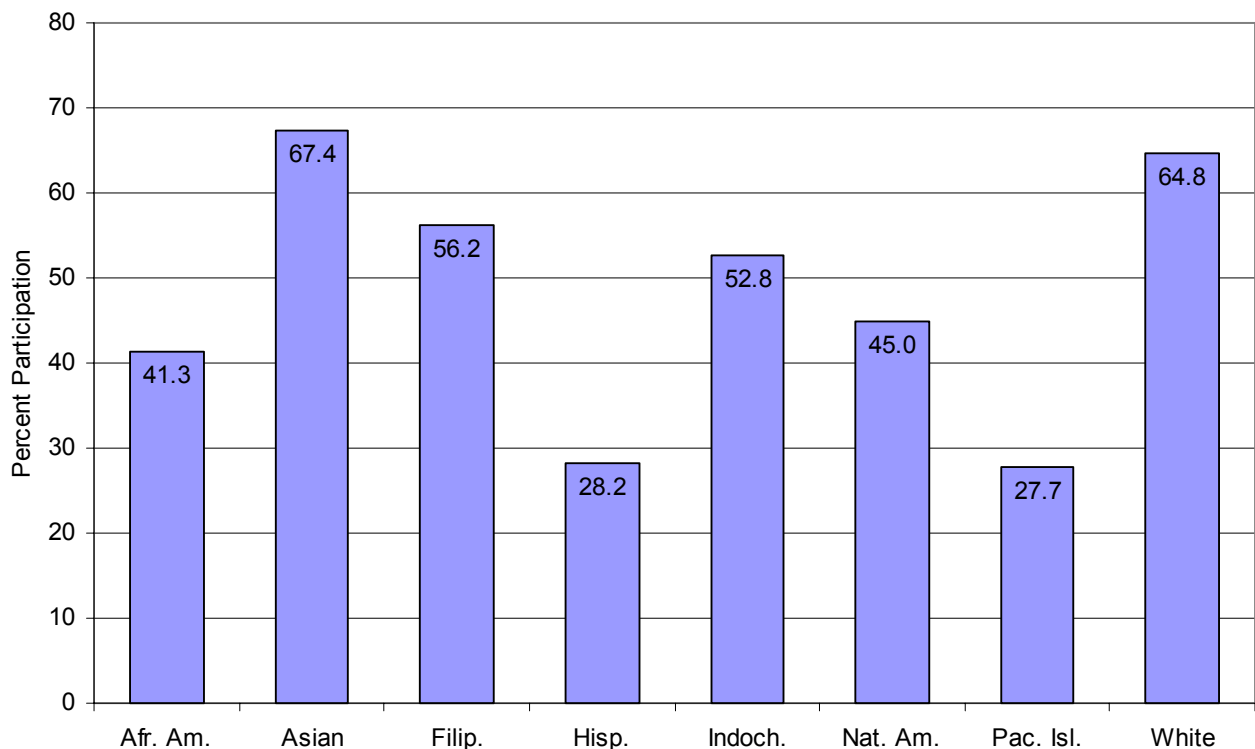


Figure 7. District SAT participation rates by race/ethnicity in 2004-05

2004-05 Student Analysis – Mean Scores

Gender. Mean verbal, mathematics, and combined scores for male students were higher than those for female students (see Figure 8). The mean verbal score for males was 500 compared with 490 for females, a difference of 10 points. The mean mathematics score for males was 42 points higher than that for females, 528 versus 486. The mean total score for males was 1028 and for females was 977, a difference of 51 points, mostly accounted for by the differential in mathematics scores. This pattern is similar to that seen in previous years. However, it is important to remember that the participation rate for female students was much higher than for male students (see figure 6).

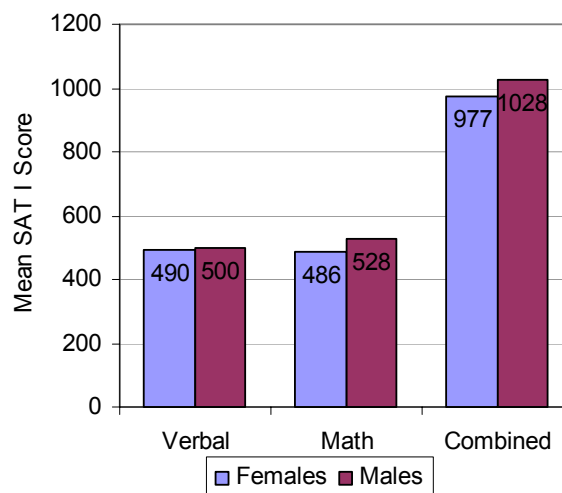


Figure 8. Mean verbal, math, and combined SAT scores by gender, 2004-05.

Table 1 shows that 1,513 males and 1,862 females took the SAT I examination. Higher percentages of males than females had total scores in each of the ranges from 1200-1600, and higher percentages of females than males scored in each of the ranges below 700. The fact that more male

Table 1

District SAT Score Distribution by Gender, 2004-05

than female students drop out may be a factor in the uneven distribution of male and female results in the lower total score ranges.

Total Score	Counts			Percentages		
	Male	Female	Total	Male	Female	Total
1500-1600	24	14	38	1.6	0.8	1.1
1400-1499	55	33	88	3.6	2.2	2.6
1300-1399	105	103	208	6.9	6.0	6.2
1200-1299	168	149	317	11.1	10.7	9.4
1100-1199	204	229	431	13.5	17.0	12.8
1000-1099	271	306	577	17.9	18.6	17.1
900-999	267	346	613	17.6	16.5	18.2
800-899	207	316	523	13.7	12.2	15.5
700-799	126	199	325	8.3	8.0	9.6
600-699	62	112	174	4.1	5.5	5.2
500-599	18	41	59	1.2	1.8	1.7
400-499	6	14	20	0.4	0.8	0.6
Total	1,513	1,862	3,373	100.0	100.0	100.0

Race/Ethnicity. White students had the highest SAT I total (1094) and African American students had the lowest (849), a difference of 245 points (see Table 2). White students had the highest mean verbal score (546), followed by Native American students, who had an average score of 521. Asian students had the highest mean mathematics score (574), while African American students had both the lowest verbal and the lowest mathematics score (427 and 422, respectively).

Race/Ethnicity	Count	Participation Percentage	Mean		
			Verbal	Math	Total
African American	383	41.27	427	422	849
Asian	176	67.43	513	574	1087
Filipino	441	56.18	465	481	946
Hispanic	577	28.16	445	449	894
Indochinese	285	52.78	460	500	960
Native American	18	45.00	521	527	1047
Pacific Islander	23	27.71	460	470	931
White	1470	64.76	546	549	1094
District	3373	48.5	495	505	1000

Economic Disadvantage. There was a large discrepancy in performance by economic status. The mean total score of economically disadvantaged students (those eligible for free or reduced-price meals) was 902, an increase of nine points over the 2003–04 average of 893. This score was 128

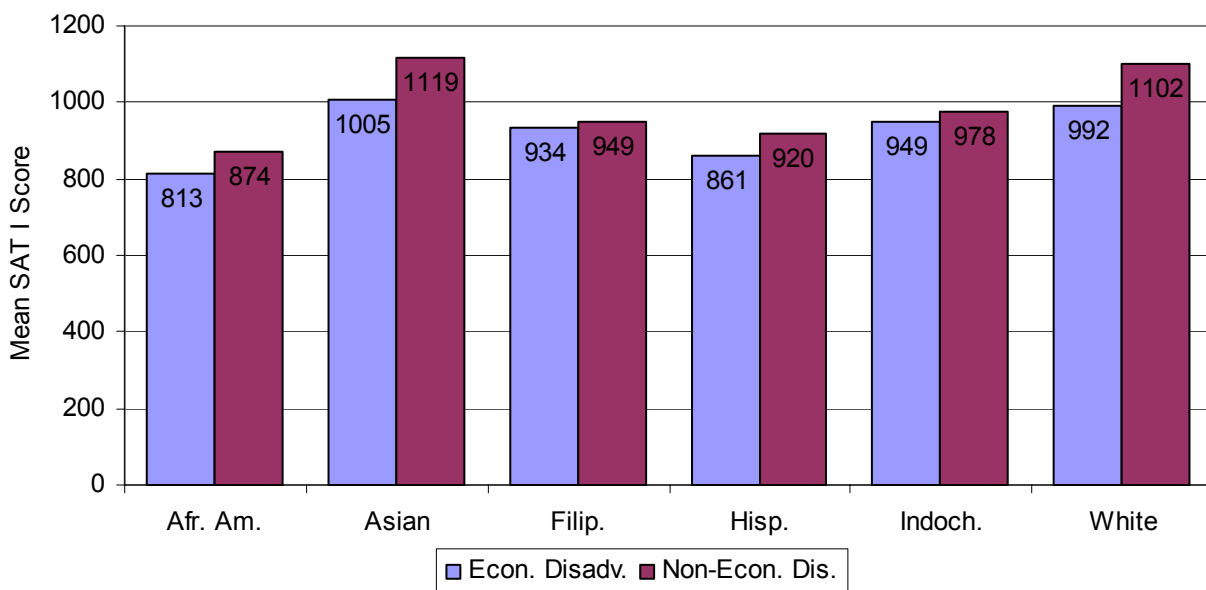


Figure 9. Mean total SAT scores by race/ethnicity and economic status

points lower than the average total score for non-disadvantaged students (1030, up from 1023 the previous year). However, this 128-point gap, which is 2 points smaller than that in 2003–04, is 37

points smaller than the 165-point differential between these groups' mean scores in 2002–03. Figure 9 shows that economically disadvantaged students of all major racial/ethnic groups had lower SAT I totals than their racial/ethnic counterparts who were not economically disadvantaged. However, while economic disadvantage is a handicap, economic advantage alone does not ensure high SAT I performance. Note that total scores for Asian and White economically disadvantaged students were higher than total scores for both disadvantaged and non-disadvantaged students in all other groups.

Race/Ethnicity and Gender. Table 3 displays the average scores of racial/ethnic and gender subgroups. Males of every racial/ethnic group had higher mean total scores than females of the same group. The highest male and female totals were those of White students; the lowest male and female scores were those of African American students. Overall, White males had the highest mean SAT I total (1115) and African-American females had the lowest mean total (840), a 275-point difference. This difference between the extreme groups is smaller, however, than the 286-point spread in 2003–04, and is much smaller than the 375-point spread that separated the highest and lowest gender/race groups in 2002–03.

Table 3

Mean SAT Scores by Race/Ethnicity and Gender. Ranked High to Low by Total Score, 2004-05

Race/Ethnicity	Gender	Mean SAT Scores		
		Verbal	Math	Combined
White	Male	548	567	1115
Asian	Male	514	594	1108
Nat. Am.	Male	543	565	1108
White	Female	543	532	1075
Asian	Female	513	557	1070
Nat. Am.	Female	503	496	999
Indoch.	Male	460	521	981
Filip.	Male	472	503	975
Pac. Isl.	Male	456	495	951
Indoch.	Female	460	484	945
Hisp.	Male	454	479	932
Filip.	Female	459	464	923
Pac. Isl.	Female	466	439	905
Hisp.	Female	439	427	866
Afr. Am.	Male	423	439	862
Afr. Am.	Female	430	410	840

White males had the highest mean verbal score (548), followed closely by White females and Native American Males (543). In the two previous years the top verbal score average was held by White females. The highest mean mathematics scores were attained by male Asian students (594), followed by White males (567) and Native American male students (565). Female mean verbal scores ranged

from 430 (African-American) to 543 (White), and mean mathematics scores for females ranged from 410 (African American) to 557 (Asian). Among males, mean verbal scores ranged from 423 (African American) to 548 (White), and mean mathematics scores ranged from 439 (African American) to 594 (Asian).

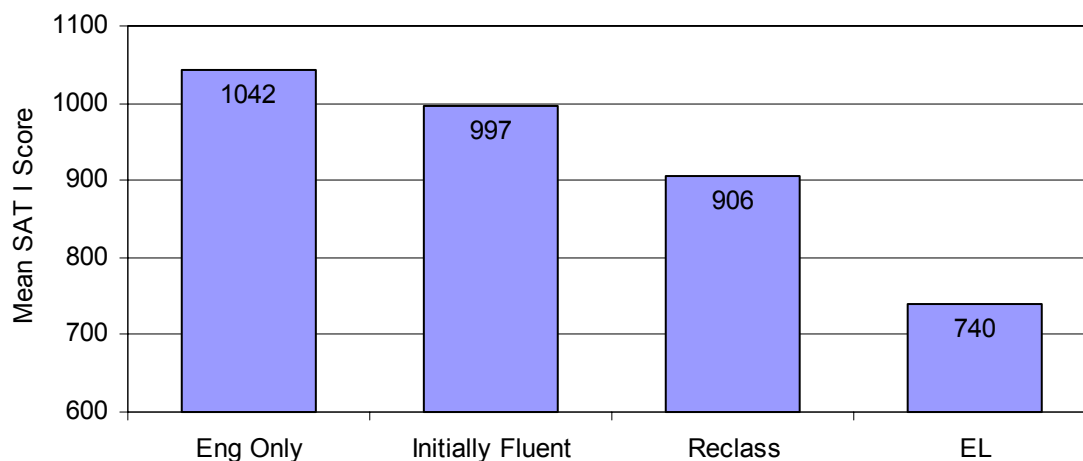


Figure 10. Mean SAT scores by English fluency, 2004-05

English Language Proficiency. Not unexpectedly, performance on SAT I varied greatly by English language proficiency (see Figure 10). The gap between total scores for English only and English learner (EL) students was 302 points. (Again, however, it should be noted that the gap is smaller than the 341-point gap seen in 2002–03 or the gap of 319 points in 2003–04). The average score for initially fluent student (students with a home language other than English who were English-fluent when they entered the district) was just 45 points lower than that for English-only students (1042 vs. 997). However, the total for reclassified students (EL students who have been “reclassified” as English-proficient) was more than 90 points lower than that of fluent English speaking students (906 vs. 997), and the English learner total was 166 points lower than the reclassified student total (740 vs. 906).

Figure 11 shows the SAT I performance of fluent and reclassified students whose home languages are Spanish, Tagalog, or Vietnamese, (the most common first languages of ESL students,) and the combined performance of students with other home languages.² Performance varied by home language and English proficiency. Not surprisingly, regardless of home language, initially fluent students had higher total scores than their reclassified counterparts. Total scores for fluent students range from a low of 947 (Spanish home language) to a high of 1056 (other home languages), while the performance of reclassified students ranged from 853 (Spanish home language) to 975 (Vietnamese home language). English learner performance is not included in this analysis because the relatively small numbers of such students produces results that are not meaningful or reliable.

²Other home languages include Arabic, Bulgarian, Cambodian, Cantonese, Mandarin, other Chinese, Dutch, French, German, Hebrew, Hmong, Gujarati, Hindi, other Indian, Italian, Japanese, Korean, Lao, Farsi, Bikol, Ilocano, Pangasinan, Viasayan, other Pilipino, Polish, Portuguese, Russian, Samoan, Somali, Swahili, other African, Thai, Ukranian, Urdu, and other non-English.

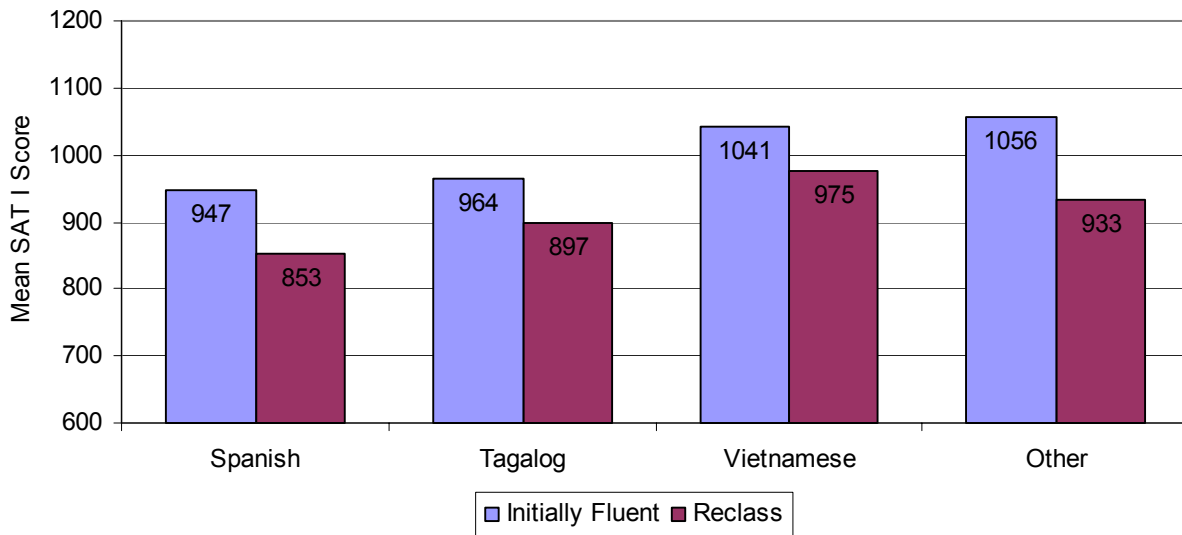


Figure 11. Mean SAT scores by primary language and English fluency

Figure 12 compares Hispanic, Indochinese, and Filipino SAT I totals by English language proficiency. For all three groups, students who were reclassified as English proficient after entering the district scored lower than those who were fluent in English upon entering the district or those for whom English is their primary language. Among Hispanic students, native English speakers outscored fluent English speakers for whom English is a second language. However, among both Indochinese and Filipino students, fluent ESL students outscored native English speakers, although the differences in mean scores were relatively small.

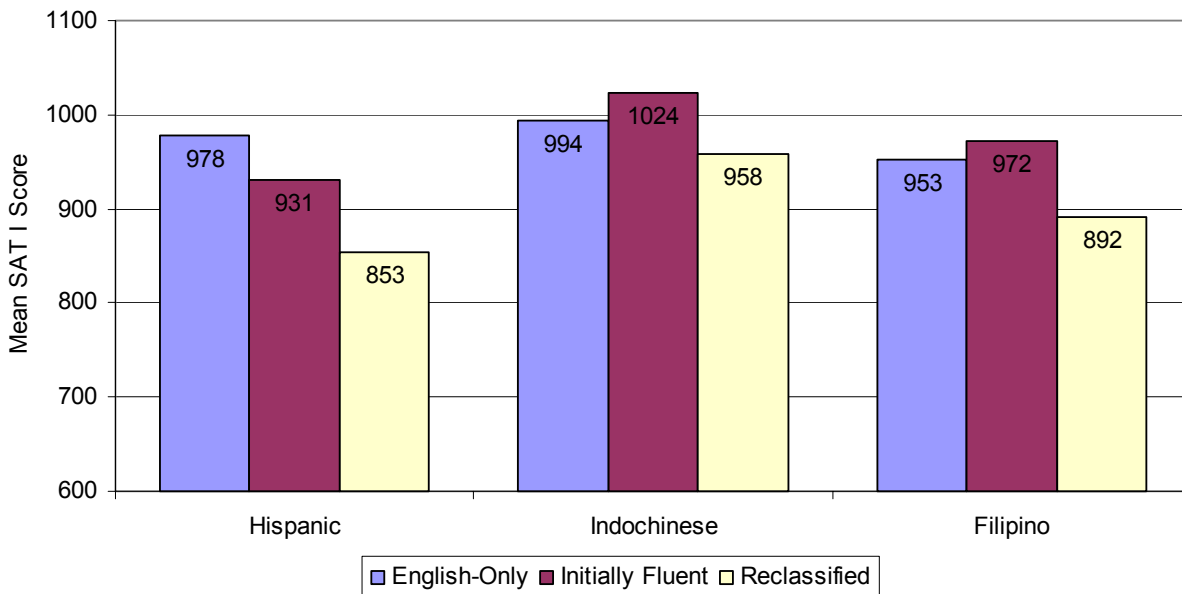


Figure 12. Mean SAT score by primary language and English fluency, 2004-05

English Language Proficiency and Economic Disadvantage. Students of all English language proficiencies who were economically advantaged performed better than their economically

disadvantaged counterparts (see Figure 13). In a pattern similar to that seen with Indochinese and Filipino students, economically disadvantaged ESL students outscored their English-only counterparts. However, English-only students who were economically advantaged outscored all other groups.

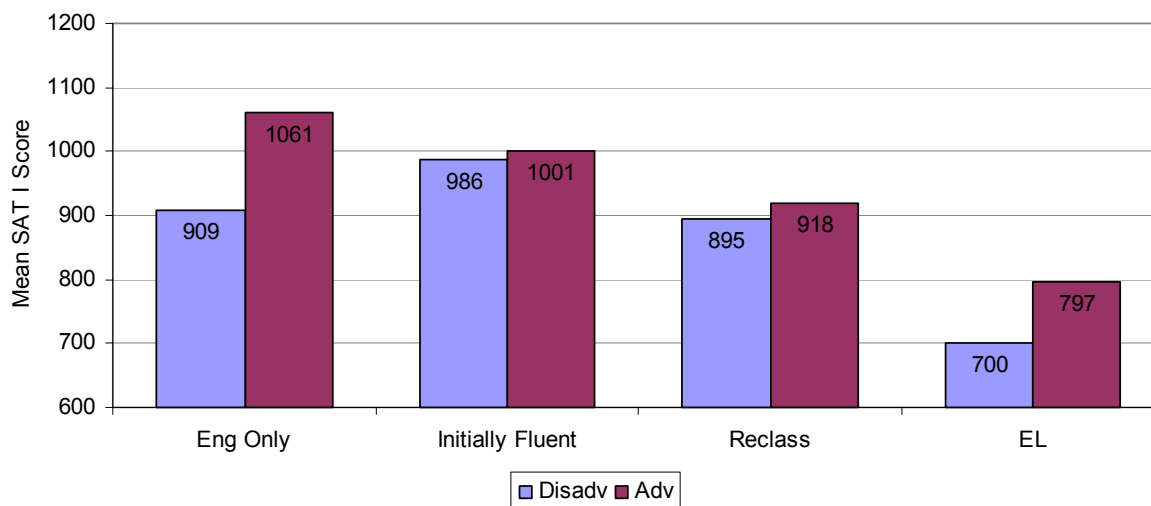


Figure 13. Mean SAT score by English fluency and economic status, 2004-05

When looking at the relatively large difference in total scores of economically advantaged and disadvantaged English-only students (1061 vs. 909) it is important to note that there are significant differences in the racial/ethnic composition of the two groups. As noted earlier, White students had the highest mean scores of all ethnic groups. Among the English-only students, the economically advantaged group was comprised of 70.3 percent White students and only 29.7 percent non-White students. In contrast, the economically disadvantaged English-only group was 30.5 percent White and 69.5 percent non-White.

Summary

The district's 2004–05 SAT I average combined score rose slightly from 2003–04 (1000, up from 997). The average verbal score was the highest in the past 14 years (tied with 1989 at 495) and the average mathematics score of 505, while down one point from 2003–04, remained above the 14-year average of 502. However, both the verbal and the mathematics scores for the district remained below national and state averages. Within the state, the district's mean total SAT score was second among the scores of eight large California districts, almost equal to that of top-scoring San Francisco.

Grade 12 student participation varied widely by gender and race/ethnicity. More female than male students took the SAT I, but females generally did not perform as well as males. While the participation rate of Asian students was very high, relatively few Hispanic students took the examination. White students had the highest average combined and verbal scores and Asians the highest mathematics scores. As in previous years, African American students had the lowest scores overall. Economically disadvantaged students did not perform as well as their racial/ethnic

counterparts, but economically disadvantaged White and Asian students performed better than students of other groups who were not economically disadvantaged.

Non-native English speakers did not score as well on the SAT I as English-only students. Not unexpectedly, the scores of initially fluent students were better than those of reclassified students, who, in turn, scored much better than English learners. Students of all English language proficiencies who were not economically disadvantaged performed better than students who were economically disadvantaged. Economically disadvantaged initially fluent students performed better than economically disadvantaged English-only students.

APPENDICES

Appendix 1

SAT I Results 1992-2005: Number of Grade 12 Students Who Took the SAT I During High School

Site / Year	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004*	2005*
District	2,900	2,927	2,893	2,920	2,989	3,010	3,138	3,251	3,361	3,481	3,430	3,416	3,325	3,373
Clairemont	59	73	51	52	67	58	84	89	101	97	119	130	113	136
Crawford	116	107	113	94	110	99	109	131	107	99	98	89	95	
Crawford IDEA														20
Crawford Multimedia & VA														15
Crawford CHAMPS														31
Crawford Law & Business														29
Henry	233	241	228	215	246	209	212	238	263	234	267	273	240	268
High Tech High												42	91	80
Hoover	130	116	88	118	125	122	135	120	117	103	92	87	84	109
Kearny	100	117	111	112	91	95	106	121	138	129	132	125	119	
Kearny Construction Tech														0
Kearny Digital Media														26
Kearny Intl Business														47
Kearny Sci Connect Tech														43
La Jolla	240	281	283	233	281	276	287	349	327	353	319	332	305	294
Lincoln	77	51	75	75	68	56	62	58	75	71	67	82		
Madison	114	132	105	112	103	103	116	115	138	117	120	114	99	113
Mira Mesa	410	407	334	260	254	291	260	270	263	286	294	329	292	288
Mission Bay	127	132	192	182	158	149	145	138	143	150	169	141	135	117
Morse	282	239	276	260	244	248	318	325	298	358	370	292	297	256
Point Loma	170	215	220	211	210	228	213	205	209	226	204	201	189	228
San Diego	153	167	163	171	150	163	166	139	179	152	177	184	170	
SD Business														24
SD CIMA														5
SD International Studies														77
SD LEADS														22
SD Media Vis Prf Arts														9
SD Science & Technology														18
Scripps Ranch			44	197	232	271	315	335	344	347	334	351	346	367
Serra	234	216	213	221	202	215	199	217	221	256	203	209	186	186
University City	282	248	224	229	232	248	215	214	245	274	260	217	267	265
Audeo													1	6
Charter School of S.D.					4	3	8	9	20	29	21	27	38	31
Cortez Hill												6	2	10
Garfield				4	6	4	7	2	1	6	7	7	1	2
Gompers	84	68	86	73	89	57	61	69	56	51	49	39	28	20
Mt. Everest												5	6	11
Muir				6	2	1	5	2	6	9	7	6	7	10
Preuss UCSD													55	76
SCPA	81	101	75	92	108	112	114	100	105	133	120	126	116	97
Twain				1	0	0	0	2	5	1	1	1	8	8

*New data cleaning methods, employed since 2003-04, have reduced the number of students reported as taking the SAT.

Appendix 2

SAT I Results 1992-2005: Percent (%) of Grade 12 Students Who Took the SAT I During High School

Site / Year	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004*	2005*
District	48.4	48.2	48.8	49.2	50.1	48.3	49.8	49.7	49.4	49.3	49.3	49.2	47.8	46.0
Clairemont	28.5	36.3	30.4	35.1	39.9	38.2	36.5	39.4	39.1	42.5	48.8	50.6	44.0	45.0
Crawford	40.3	34.2	39.8	35.7	42.3	39.3	36.5	42.4	35.1	37.6	33.0	29.5	31.7	
Crawford IDEA														26.3
Crawford Multimedia & VA														22.4
Crawford CHAMPS														31.6
Crawford Law & Business														35.4
Henry	51.2	53.6	54.4	49.0	55.3	50.5	55.8	56.3	57.0	53.3	54.4	58.7	53.0	53.0
High Tech High												95.5	80.5	97.6
Hoover	37.1	30.9	28.7	37.8	40.6	38.9	39.7	37.5	36.8	29.3	27.2	25.7	25.6	30.6
Kearny	30.3	33.9	32.7	39.0	36.3	37.1	38.4	37.6	47.1	41.6	39.2	39.3	36.7	
Kearny Construction Tech														0.0
Kearny Digital Media														23.4
Kearny Intl Business														44.8
Kearny Sci Connect Tech														39.8
La Jolla	78.7	78.9	81.6	76.6	80.7	80.5	83.9	88.4	85.8	83.1	86.2	91.2	82.9	80.3
Lincoln	37.6	37.8	45.2	37.9	38.4	40.0	34.1	40.3	41.7	38.4	39.9	54.7		
Madison	41.6	40.7	39.0	40.3	39.2	33.4	45.1	40.9	43.3	40.5	45.8	40.7	37.4	36.2
Mira Mesa	51.9	51.9	49.2	51.1	55.3	59.6	57.5	58.3	56.6	57.9	62.3	57.9	55.8	53.8
Mission Bay	41.6	42.6	61.7	58.0	57.5	50.7	50.9	47.9	46.0	48.7	49.1	45.6	41.9	35.1
Morse	52.3	42.1	47.4	48.4	45.6	46.3	52.4	53.6	47.6	53.2	54.8	45.4	46.3	36.9
Point Loma	40.9	52.4	55.8	47.8	53.6	52.4	52.5	47.9	49.6	52.6	53.8	50.9	48.7	51.7
San Diego	43.6	46.8	43.6	50.4	43.2	40.3	41.4	34.5	43.1	38.9	40.6	40.4	41.0	
SD Business														35.8
SD CIMA														10.0
SD International Studies														81.1
SD LEADS														26.5
SD Media Vis Prf Arts														16.1
SD Science & Technology														28.6
Scripps Ranch			47.8	62.3	68.4	67.4	70.8	72.0	71.7	70.8	68.6	77.5	71.8	72.1
Serra	63.4	58.9	61.9	62.8	62.9	60.7	59.9	56.8	56.8	61.5	54.9	56.3	48.8	53.0
University City	73.4	67.0	68.7	67.2	61.7	63.3	64.0	62.0	63.6	69.5	72.2	64.6	63.0	61.1
Audeo													6.7	12.2
Charter School of S.D.					7.7	3.8	10.8	12.7	16.7	15.5	8.5	9.9	10.9	9.0
Cortez Hill												50.0	15.4	32.3
Garfield				3.5	4.6	2.5	5.9	2.0	1.2	4.4	4.3	5.2	1.1	2.0
Gompers	73.0	58.6	67.2	58.9	56.3	46.3	45.5	53.5	38.9	38.9	50.5	39.8	21.1	18.3
Mt. Everest												62.5	54.5	73.3
Muir				35.3	33.3	11.1	62.5	22.2	50.0	81.8	53.8	60.0	63.6	50.0
Preuss UCSD													98.2	100.0
SCPA	58.3	66.9	57.3	64.3	67.5	66.7	70.8	61.3	60.0	70.0	67.0	70.8	65.5	53.9
Twain				2.2	0.0	0.0	0.0	2.0	5.2	1.2	1.3	1.7	16.0	11.4

*New data cleaning methods, employed since 2003-04, have reduced the number of students reported as taking the SAT.

Appendix 3

Verbal SAT I Results 1992-2005: Mean Scores of Grade 12 Students Who Took the SAT I During High School

Site / Year	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
District	487	483	485	478	482	487	482	484	484	490	481	494	492	495
Clairemont	474	486	454	486	509	454	474	492	497	475	467	496	482	482
Crawford	442	448	452	455	450	448	408	408	442	422	429	411	426	
Crawford IDEA														440
Crawford Multimedia & VA														399
Crawford CHAMPS														404
Crawford Law & Business														374
Henry	530	519	520	508	507	523	529	510	517	524	524	525	509	515
High Tech High												579	536	555
Hoover	392	379	414	369	366	379	365	364	354	381	368	387	391	399
Kearny	454	420	443	424	440	466	424	420	408	417	427	416	399	
Kearny Construction Tech														
Kearny Digital Media														401
Kearny Intl Business														424
Kearny Sci Connect Tech														437
La Jolla	542	556	560	559	564	555	549	568	561	579	568	588	578	569
Lincoln	348	369	395	376	399	406	401	421	375	404	400	383		
Madison	490	472	503	472	487	481	457	463	448	459	443	440	441	446
Mira Mesa	488	480	476	482	485	474	479	466	477	483	479	473	487	484
Mission Bay	508	478	491	459	470	468	463	473	468	462	445	465	463	463
Morse	467	463	460	465	445	466	460	459	456	453	439	455	462	455
Point Loma	500	493	503	496	498	510	500	518	524	512	508	538	512	525
San Diego	462	453	449	463	486	505	484	489	475	475	441	469	451	
SD Business														404
SD CIMA														330
SD International Studies														561
SD LEADS														384
SD Media Vis Prf Arts														448
SD Science & Technology														412
Scripps Ranch			522	491	494	501	509	499	511	534	519	522	531	536
Serra	511	495	476	458	480	483	499	496	482	494	486	511	496	493
University City	509	521	506	508	479	503	506	488	508	492	512	534	515	510
Audeo														*
Charter School of S.D.					*	*	*	*	508	514	487	483	486	524
Cortez Hill												*	*	*
Garfield				*	*	*	*	*	*	*	*	*	*	*
Gompers	515	497	441	487	466	429	431	457	430	397	409	412	428	366
Mt. Everest												*	*	630
Muir				*	*	*	*	*	*	*	*	*	*	403
Preuss UCSD													488	518
SCPA	467	462	499	495	501	507	485	512	506	510	482	483	467	475
Twain				*	*	*	*	*	*	*	*	*	*	*

*To protect students' confidentiality, results are not given for schools with 10 or fewer test-takers.

Appendix 4

Mathematics SAT I Results 1992-2005: Mean Scores of Grade 12 Students Who Took the SAT I During High School

Site / Year	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
District	508	499	496	493	496	500	498	497	506	509	499	509	505	505
Clairemont	507	507	477	478	502	464	459	489	486	475	471	497	482	475
Crawford	489	485	487	494	493	482	478	448	478	462	475	435	440	
Crawford IDEA														457
Crawford Multimedia & VA														409
Crawford CHAMPS														423
Crawford Law & Business														408
Henry	543	524	514	512	515	532	540	514	525	534	530	532	519	521
High Tech High												565	532	558
Hoover	450	447	456	414	405	409	398	411	410	421	400	414	435	418
Kearny	473	462	462	456	470	472	450	432	443	441	440	437	434	
Kearny Construction Tech														
Kearny Digital Media														431
Kearny Intl Business														441
Kearny Sci Connect Tech														461
La Jolla	557	556	554	570	567	567	557	574	581	596	591	612	596	592
Lincoln	378	377	405	385	391	400	417	423	391	385	398	371		
Madison	530	484	518	472	496	488	475	468	464	484	467	466	455	456
Mira Mesa	505	507	501	516	512	522	513	507	514	517	515	509	509	506
Mission Bay	504	480	486	465	475	476	467	483	476	483	468	476	466	448
Morse	495	485	475	480	472	483	475	472	480	481	463	481	479	470
Point Loma	512	495	504	500	505	504	519	531	555	539	521	542	526	531
San Diego	485	473	461	489	506	501	491	484	481	469	458	475	454	
SD Business														432
SD CIMA														350
SD International Studies														537
SD LEADS														373
SD Media Vis Prf Arts														424
SD Science & Technology														428
Scripps Ranch			533	512	505	519	523	516	538	559	540	547	551	557
Serra	530	506	489	477	485	482	508	488	507	509	490	514	506	495
University City	523	533	527	525	503	524	534	515	537	517	531	551	526	528
Audeo												*	*	*
Charter School of S.D.					*	*	*	*	488	479	493	451	485	492
Cortez Hill												*	*	440
Garfield				*	*	*	*	*	*	*	*	*	*	*
Gompers	548	500	478	505	490	454	456	493	477	443	443	433	452	390
Muir				*	*	*	*	*	*	*	*	*	*	431
Mt. Everest													637	575
Preuss UCSD													488	515
SCPA	466	448	463	469	469	479	464	476	474	472	457	458	451	453
Twain				*	*	*	*	*	*	*	*	*	*	*

*To protect students' confidentiality, results are not given for schools with 10 or fewer test-takers.