

SAT Reasoning Test™ Results of Grade 12 Students, 2005–06

Introduction

The College Board's SAT Reasoning Test™ (SAT I) is taken by high school students around the world to fulfill undergraduate admission application requirements of many colleges and universities in the United States. This report summarizes overall San Diego Unified School District (SDUSD) SAT I performance for the past nine years and analyzes performance by gender, ethnicity, socioeconomic status, and English language proficiency status for students in the 12th grade class from 2003–04 through 2005–06. Individual school data are included in the Appendix.

Highlights for 2005–06

Districtwide, the average SAT I scores of 2005–06 12th graders in critical reading (average score=488) and mathematics (average score=500) decreased by 7 and 5 points, respectively, compared with the previous year. SAT I writing results are reported for the first time this year with district students posting an average score of 483, lower than state and national averages. Among large unified school districts in California, the district posted the highest average scores in critical reading and writing. However, San Francisco Unified School District's composite SAT I score¹ exceeded the district's composite score by 9 points due to a 31-point gap in mathematics scores; the district's average SAT I mathematics score has declined for the last three years.

Participation rates increased overall and for most ethnic groups except White. English learners and former English learners² posted gains in average critical reading and mathematics scores for the second year in a row. Consistent with previous years' results, male, Asian and White, non-economically disadvantaged, and fluent English proficient students outperformed their respective counterparts. The gap in composite critical reading and mathematics scores between White and African American students narrowed by 11 points this year but is still considerable at 233 points. Performance gaps among the district's largest ethnic groups (i.e., between White students and African American and Hispanic students) persist even among students with the same socioeconomic status.

¹ Unless otherwise noted, the SAT I composite score refers to the sum of the average critical reading, mathematics, and writing scores.

² Former English learner or Reclassified Fluent English Proficient (RFEP) students are English learners who have met district criteria for classification as fluent English proficient.

Overview of the SAT Reasoning Test (SAT I)

The SAT I consists of the critical reading, mathematics, and writing sections. The writing section was introduced in 2005 and is reported for the first time this year. Each section is scored on a scale of 200–800. Students take these sections and corresponding subsections in varying sequences (dependent on the booklet version they are given at the time of the test) but the writing essay is always taken first and the multiple choice writing section is always last.

Critical Reading. The critical reading section (formerly known as the “verbal” section) includes sentence completion questions and passage-based reading questions. Analogies, included in the old “verbal” section, have been eliminated. Sentence completion questions measure a student’s vocabulary knowledge and ability to comprehend the different parts of a relatively complex sentence and how these parts fit together. Passage-based reading questions measure a student’s ability to determine meanings of words from context, to understand what is directly stated in the passage, and to summarize, analyze, and evaluate what is expressed in the passage. Most questions in this section ask students to “identify cause and effect, make inferences, recognize a main idea or an author’s tone, and follow the logic of an analogy or an argument.”

Mathematics. The mathematics section includes both multiple choice and open response questions. Answers to open response questions are entered (or “bubbled”) in a special number grid that permits the entry of whole numbers, fractions, or decimals. Topics include number and operations; algebra and functions; geometry; statistics and probability; and data analysis. Estimation and number sense skills are also addressed. The College Board recommends the use of a scientific calculator for this section.

Writing. The writing section includes both multiple choice questions and a prompt for a short essay. The short essay seeks to measure a student’s ability to organize and express ideas clearly using appropriate words and sentence construction. Each essay is scored on a scale from 1 to 6 (6 is the highest) based on “overall quality of the essay” and “demonstration of writing competence.” The multiple choice questions measure student ability to “improve sentences and paragraphs and identify errors (such as diction, grammar, sentence construction, subject-verb agreement, proper word usage, and wordiness).”

Data Processing

Lacking access to student-level results, the district has relied on College Board reports for aggregated SAT I statistics through 2001–02. Beginning with the 2002–03, individual student data were received and analyzed by the district, leading to slight discrepancies between numbers reported by the College Board and numbers reported by the district after data cleanup. In 2002–03, the College Board reported data for 3,431 district students. After relatively minor data processing which consisted mainly of the identification and deletion of 15 duplicate records, the district reported data for 3,416 students. Through the ensuing years, however, more extensive data verification processes have been implemented. With the 2003–04 dataset, the district began matching SAT I student data records from the College Board to its own database records, verifying enrollment and demographics prior to reporting. Data processing criteria have been refined to ensure that each score is reported

only once and not included in multiple Grade 12 cohorts. The result of these data processing changes is cleaner and more accurate—albeit slightly smaller—datasets since 2003–04.³

2005–06 Dataset. Of the 3,715 student records included in the 2005–06 cohort data file received from the College Board, 3,463 records (93.2 percent) remained in the final dataset. Of the 252 excluded records, 108 were previously reported, 94 were not actively enrolled Grade 12 students in 2005–06, and the remaining students were either still enrolled in the district in Grade 12 as of 2006–07 or could not be identified as district students. Thirteen student records from the 2004–05 dataset previously excluded in reporting were added appropriately to the current dataset.

It is important to note that the College Board releases only the highest (best) scores of a student in each section. Each dataset thus contains results from tests administered during different years. Section scores of an individual student could also result from several test administrations, as students are allowed to take the SAT I multiple times. In the current dataset, 37 out of 3,463 students (1.1 percent) do not have writing scores. These students' last SAT I test presumably took place before the section was added.

Demographic Composition of District Grade 12 Students

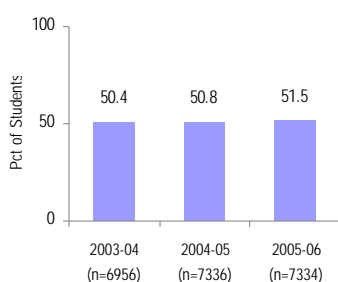


Figure 1. Percentage of Female Grade 12 Students

Gender. In 2005–06, the district had an official fall count of 7,334 Grade 12 students; 47.2 percent took the SAT I. Slightly more than half of district Grade 12 students were female (51.5 percent), with the last three years showing small but steady increases in the percentage of female versus male students. (See Figure 1.)

Ethnicity. Districtwide, Hispanic students constitute the largest ethnic group with 44 percent, followed by White and African American students with 26 and 14 percent, respectively. However, among Grade 12 students, White and Hispanic students have roughly the same percentage of students at 32 percent each; African American students constitute the third largest group with 13 percent. (See Table 1.)

Table 2 shows changes in the gender and ethnic composition of students over the years as they moved from Grade 9 through Grade 12. Although there are numerous reasons for the overall enrollment decline, the data support multiyear district studies that found male, Hispanic, and African American students to be at highest risk for dropping out of school. Almost all ethnic groups

Table 2 shows changes in the gender and ethnic composition of students over the years as they moved from Grade 9 through Grade 12. Although there are numerous reasons for the overall enrollment decline, the data support multiyear district studies that found male, Hispanic, and African American students to be at highest risk for dropping out of school. Almost all ethnic groups

³ Datasets from 2003–04 and 2004–05 were reprocessed using current data processing methods and criteria to ensure comparability with the 2005–06 dataset. In addition to changes in data processing methods, the reprocessed numbers reflect corrections made to district database records since the data were originally processed. Consequently, slight discrepancies exist between the 2003–04 and 2004–05 numbers contained in this report and those in previous district SAT I reports. There are minute changes in average section scores (one scale score point difference for districtwide averages on a few sections and no change in the rest) and similarly small changes to the number of test takers resulting in less than a one percentage point change for districtwide participation rates.

exhibited steadily declining enrollment numbers through high school, but male, Hispanic, and African American students experienced the most severe changes. Hispanic enrollment declined by 44 percent from 9th through 12th grade; African American enrollment by 42 percent. In contrast, White student enrollment declined by 18 percent. Similarly, male enrollment declined by 37 percent; female enrollment by 27 percent.

Table 1. Gender and Ethnic Breakdown by Grade Level, 2005–06

Gr	Total Enrt		Female	Male	Native American	Asian	Indo-chinese	Pacific Islander	Filipino	Hispanic	African American	White
K	10,532	%	47.8	52.2	0.7	3.9	5.1	0.8	5.8	45.0	12.9	25.9
1	10,313	%	48.7	51.3	0.6	3.5	5.0	1.0	6.5	44.9	13.5	25.0
2	10,373	%	48.4	51.6	0.6	3.3	4.8	1.2	6.3	44.8	13.3	25.6
3	10,187	%	49.6	50.4	0.5	3.6	5.4	0.9	6.5	44.6	13.8	24.8
4	10,446	%	49.5	50.5	0.4	3.2	5.3	1.0	6.4	45.7	13.4	24.6
5	10,504	%	49.1	50.9	0.4	3.2	5.6	1.0	6.6	44.7	13.8	24.8
6	10,524	%	49.3	50.7	0.6	3.0	5.2	1.0	6.6	44.4	14.8	24.5
7	10,245	%	48.7	51.3	0.5	3.0	5.3	0.8	6.9	44.8	14.2	24.6
8	10,054	%	48.6	51.4	0.7	2.8	5.6	1.0	7.3	45.5	13.5	23.6
9	11,005	%	47.6	52.4	0.5	2.6	5.5	0.8	6.7	45.7	14.0	24.3
10	10,429	%	49.4	50.6	0.5	3.0	5.3	0.9	7.4	41.3	14.0	27.5
11	9,172	%	49.6	50.4	0.5	3.4	6.5	1.0	8.2	37.3	15.0	28.0
12	7,334	%	51.5	48.5	0.6	3.9	7.3	1.1	9.6	32.2	13.2	32.1
District	131,118	%	49.0	51.0	0.5	3.2	5.5	1.0	6.9	43.5	13.8	25.6

Table 2. Multiyear Changes in Gender and Ethnic Breakdown of the 2005–06 Grade 12 Class

Year	Gr	Total Enrt		Female	Male	Native American	Asian	Indo-chinese	Pacific Islander	Filipino	Hispanic	African American	White
2002-03	9	10,804	%	48.0	52.0	0.6	2.8	6.3	1.2	8.0	39.0	15.4	26.7
			count	5,186	5,618	61	302	683	125	869	4,213	1,662	2,889
2003-04	10	10,020	%	49.3	50.7	0.6	3.1	6.4	1.1	8.4	38.8	14.2	27.4
			count	4,937	5,083	57	310	645	109	845	3,885	1,419	2,750
2004-05	11	9,056	%	49.8	50.2	0.6	3.4	6.8	1.1	9.0	36.6	13.9	28.7
			count	4,514	4,542	52	305	618	98	816	3,312	1,260	2,595
2005-06	12	7,334	%	51.5	48.5	0.6	3.9	7.3	1.1	9.6	32.2	13.2	32.1
			count	3,780	3,554	41	284	533	79	706	2,364	970	2,357

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

SAT I Results

Overall District Performance. The average critical reading score of 2005–06 district 12th graders was 488 (n=3,463); the mathematics score was 500 (n=3,463); and the writing score was 483 (n=3,426). These scores reflect a slight decrease in critical reading and mathematics scores from the previous year by 7 and 5 points, respectively. This is the third year in a row that district mathematics scores have declined. (See Figures 2–4.)

Similar declines in SAT I section averages were noted for national and statewide results, although national results in mathematics changed minimally in the last three years. District results continue to remain below state and national averages in critical reading and mathematics. With the new writing section, the district average is also lower than state and national averages by 12 and 9 points, respectively.

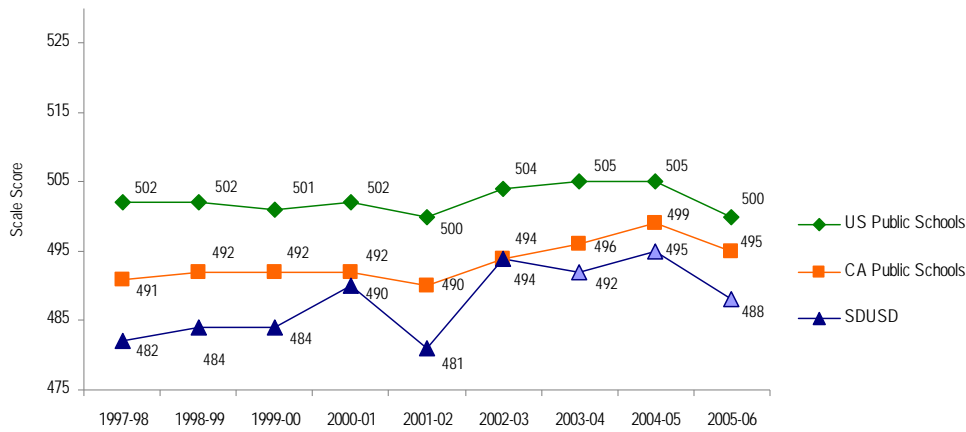


Figure 2. Average SAT I Critical Reading (formerly “Verbal”) Scores⁴

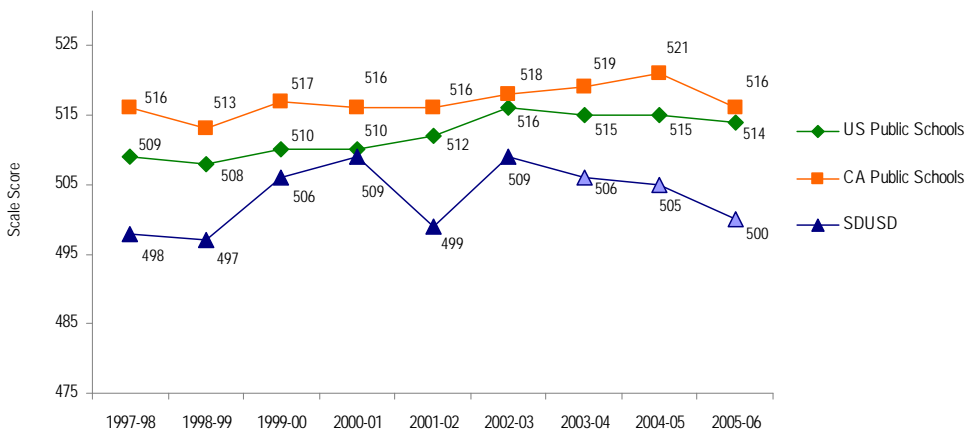


Figure 3. Average SAT I Mathematics Scores

⁴ District data points in light blue indicate averages based on datasets that have been processed and verified against district student-level enrollment and demographic records (i.e., 2003–04, 2004–05, 2005–06).

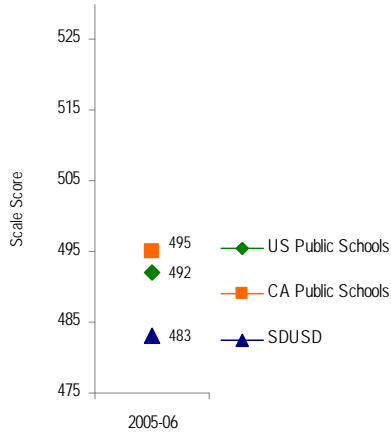


Figure 4. Average SAT I Writing Scores

Comparison with Large California School Districts.

Figure 5 shows the SAT I participation rates among large unified school districts in the state. All of these large districts experienced increases in participation rates for 2005–06. The district participation rate went up slightly from 45.4 to 47.2 percent. San Francisco Unified School District (USD) continues to register the highest percentage of Grade 12 students attempting the SAT I (65.3 percent),⁵ followed by Los Angeles USD (50.0 percent) and San Diego USD (47.2 percent). The rest of the large districts (San Bernardino, Long Beach, Sacramento, Santa Ana, and Fresno) have participation rates ranging from 28 to 39 percent, lower than the statewide rate of 40 percent.

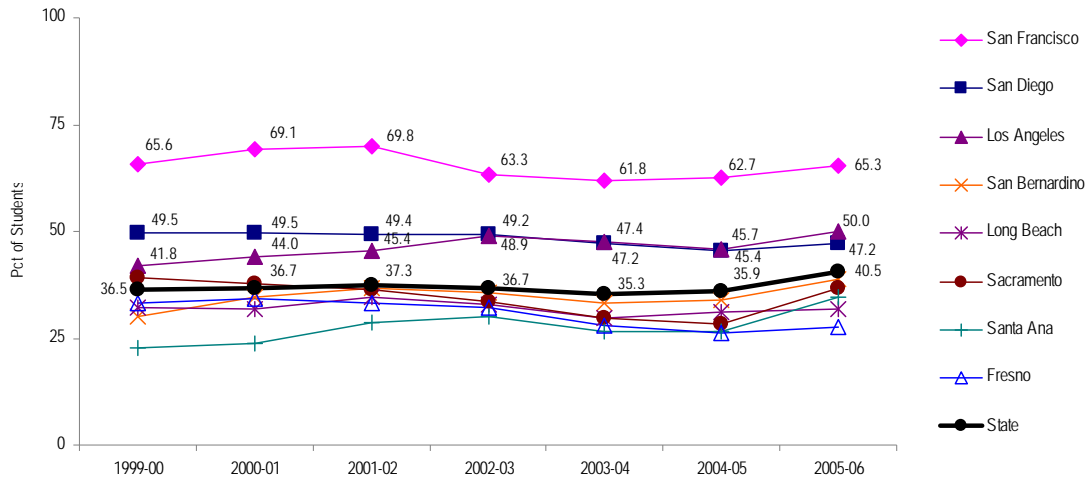


Figure 5. SAT I Participation Rates Among 12th Graders In Large California Unified School Districts

⁵ The California Department of Education (CDE) website reports San Francisco USD’s SAT I participation rate to be officially 82 percent for 2005–2006—a near 20-point increase compared with its previous participation rate and the highest among large unified districts—which may not be completely accurate. According to San Francisco USD’s Research Planning and Accountability Department, the district began evaluating transcripts in 2005–06 to ensure that students are assigned the correct grade level. When its official district enrollment was submitted to the state in fall 2005, 12th grade counts were understated because of the ongoing transcript evaluation—grade demotions were reflected in the 3,512 12th grade count but not promotions. After completion of the transcript evaluation, the spring 2006 12th grade count for San Francisco USD rose to 4,404. If this spring count were used to calculate the 2005–06 SAT participation rate, the result is 65.3 percent— still the highest participation rate among large California unified school districts but more in line with previous rates than the official participation rate.

In its *SAT Reasoning Test™ Trends* report for the class of 2006, the College Board notes that “scores tend to decline with a rise in percentage of test-takers.” While conventional wisdom supports this idea when talking about increased percentages of test-takers from the same student population, it does not apply when we compare scores of test-takers from different student populations or, in this case, scores of students from individual school districts. San Francisco USD and San Diego USD had among the highest participation rates among large California districts and also had the highest average SAT I composite scores in 2005–06. (See Figure 6.) San Diego posted the highest average scores in critical reading and writing among all large California districts. However, San Francisco’s composite score still exceeded San Diego’s by 9 points because of the 31-point gap in mathematics scores. Long Beach USD had the third highest composite score; Santa Ana USD had the lowest and trailed San Francisco USD by a total of 160 scale score points.

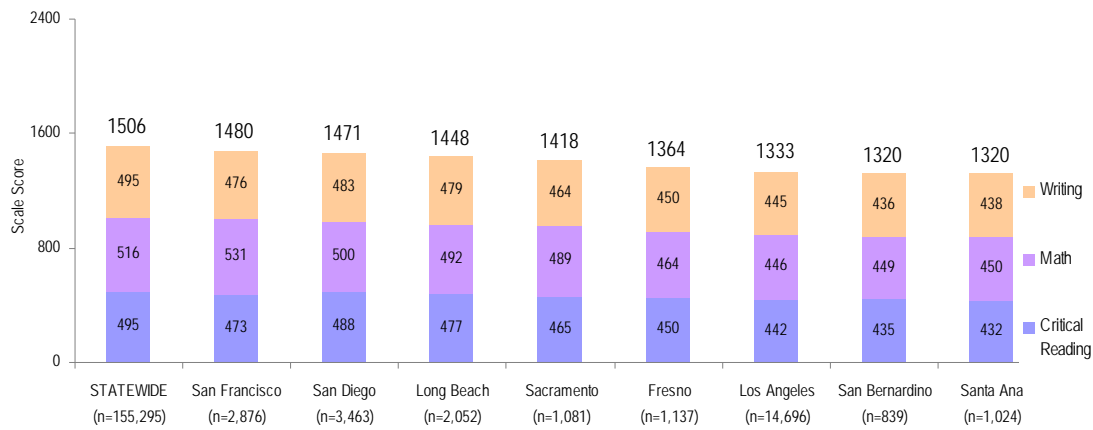


Figure 6. Average SAT I Performance in Large California Unified School Districts, 2005–06

Long-term trends in composite critical reading and mathematics scores show all large districts in California scoring lower than the state average for the past seven years. (See Figure 7.) With the exception of San Bernardino and San Francisco, all districts’ composite critical reading and mathematics scores fell in 2005–06.

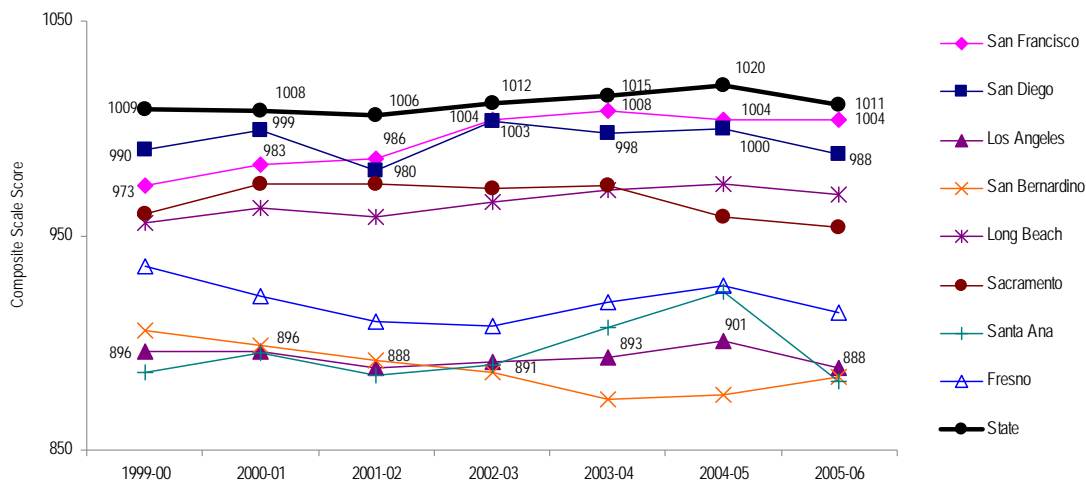


Figure 7. Average SAT I Composite Scores (Critical Reading and Mathematics Sections Only)

District rankings have remained relatively steady in the past few years, with San Francisco and San Diego continuing to have the highest scores. However, unlike San Diego, San Francisco has demonstrated overall growth in its critical reading and mathematics scores over the past seven years.

Subgroup Results.

Participation Rates. In 2005–06, 50.3 percent of female Grade 12 students took the SAT I compared with only 43.9 percent of male students. Both male and female student groups had higher participation rates in 2005–06 than in the previous year, with female students posting higher rates than male students over the past three years. (See Figure 8.)

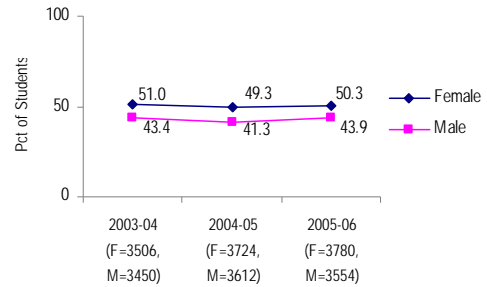
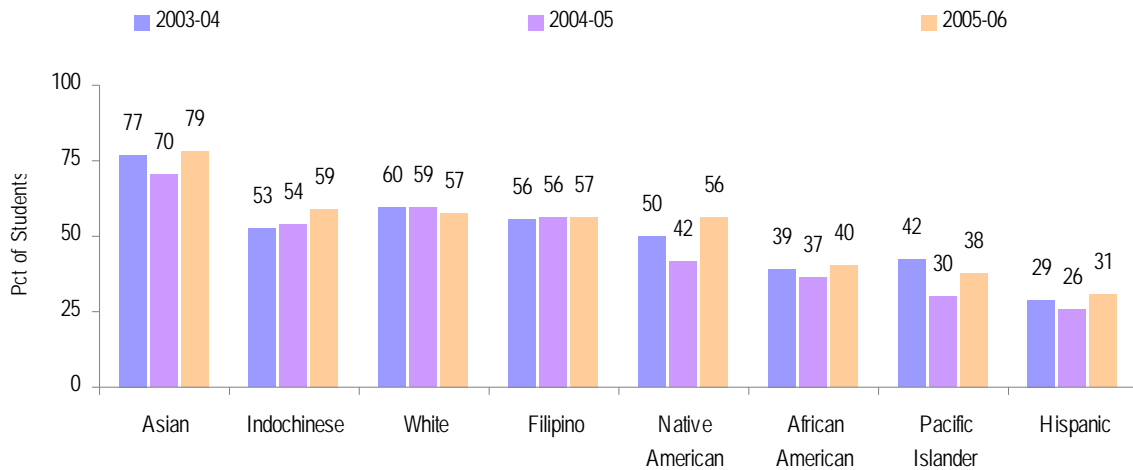


Figure 8. Participation Rates by Gender

Rates for almost all ethnic groups increased in 2005–06 with the exception of White students, whose rate decreased slightly from 59 to 57 percent. There was a dramatic increase in the number and percentage of Hispanic students taking the SAT I. Despite this, however, Hispanic students continue to have the lowest participation rates among ethnic groups while Asian students continue to have the highest rates. (See Figure 9.)



Test Taker Counts by Ethnic Group

Year	Total Test Takers	Asian	Indo-Chinese	White	Filipino	Native American	African American	Pacific Islander	Hispanic
2003-04	3285	201	284	1359	439	20	361	35	586
2004-05	3328	175	285	1447	437	18	375	22	569
2005-06	3463	223	314	1354	400	23	390	30	729

Figure 9. SAT I Participation Rates Among Grade 12 Students by Ethnic Group

The gaps in participation rates among the three largest ethnic groups in the district persist, although rate increases for African American and Hispanic students caused the gap with White students to narrow slightly in 2005–06. (See Figure 10.)

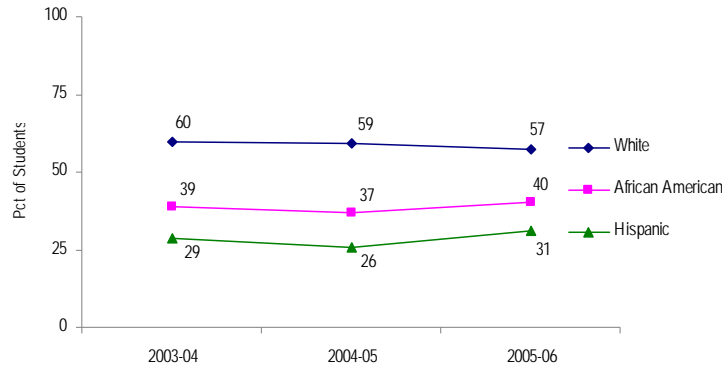


Figure 10. Gap Closure in Participation Rates for the Largest Ethnic Groups in the District

SAT I Performance by Gender. In 2005–06, both male and female groups experienced declines in average scale scores in critical reading and mathematics. (See Figure 11.) This is consistent with our earlier finding of declines at the district, state, and national levels. With the exception of the writing section, male students outperformed female students in each SAT I section for the past three years. Differences are especially marked in mathematics, where average scale scores of male students have consistently exceeded that of female students by at least 40 points since 2003–04. The gap in critical reading between the two groups appears to be narrowing slightly from 14 points in 2003–04 to 8 points in 2005–06. These performance gaps between male and female students could be partially attributed to the relatively higher participation rate of female students which, as the College Board has noted, would tend to lower performance results.

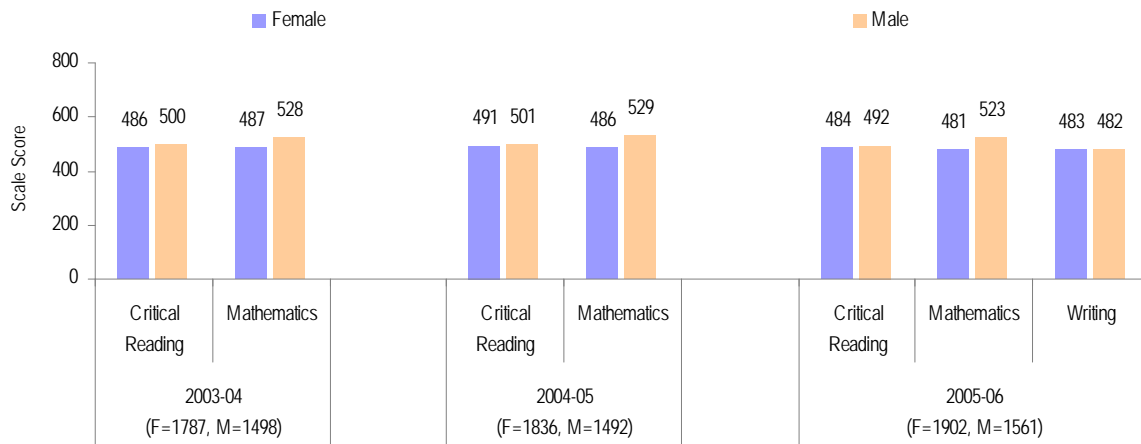


Figure 11. Average SAT I Performance by Gender

SAT I Performance by Ethnicity. With the exception of Asian, Filipino, and Indochinese students, most ethnic groups experienced declines in their critical reading and mathematics scores in 2005–06. (See Figure 12.) Even with the addition of writing scores, Asian and White students continue to have the highest composite SAT I scores while African American and Hispanic students continue to have the lowest. Asian and White students have had average scores of at least 500 in each section of the SAT I for the past three years; their average 2005–06 composite scores were 1632 and 1609, respectively, out of a maximum possible score of 2400. African American and Hispanic students, on the other hand, scored 1272 and 1312, respectively. The gaps in composite scores between highest and lowest performing groups exceed 350 points, with the largest differences occurring in the mathematics section.

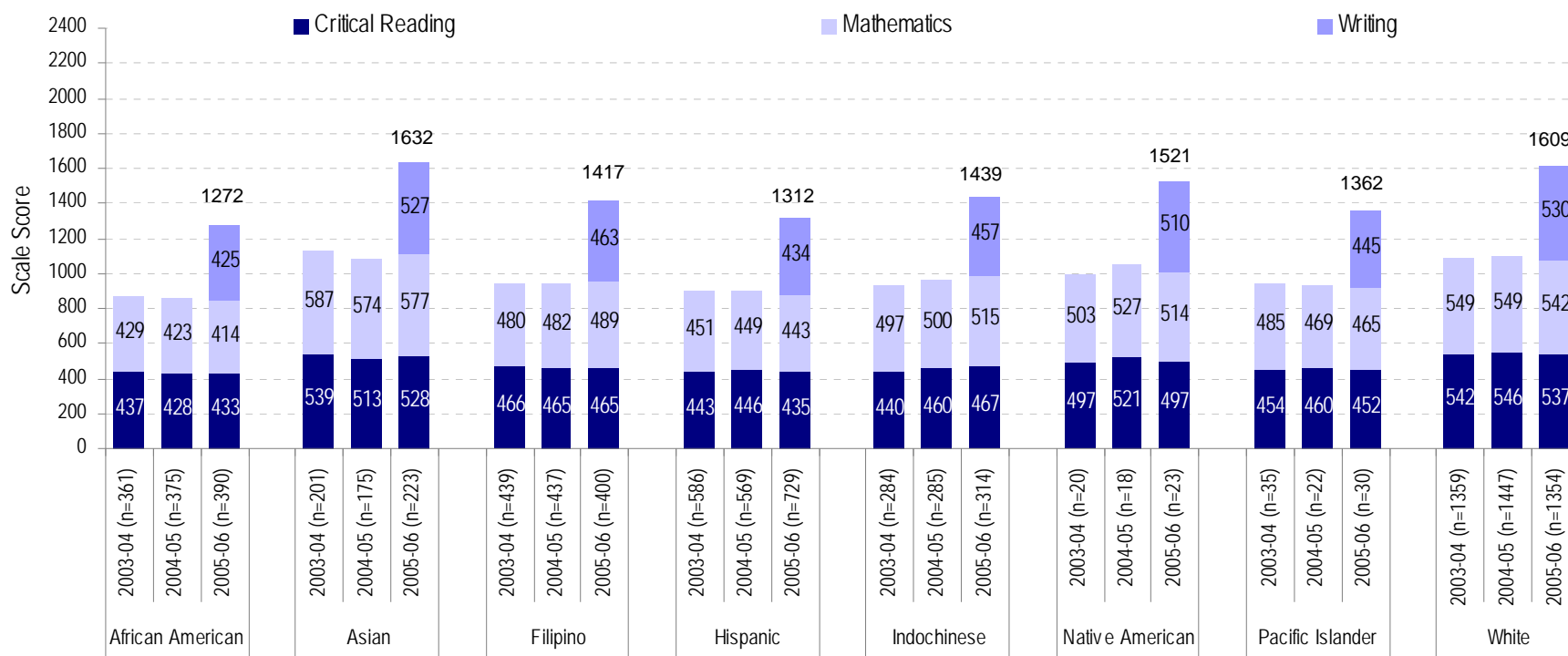


Figure 12. Average SAT I Performance by Ethnic Group

Composite scores for the critical reading and mathematics sections over the past three years show a persistent gap among the largest ethnic groups in the district, i.e., between White students and African American and Hispanic students. There was, however, a slight narrowing of the gap between African American and White students by 11 points this year, but the performance gap is still considerable at 233 points. (See Figure 13.)

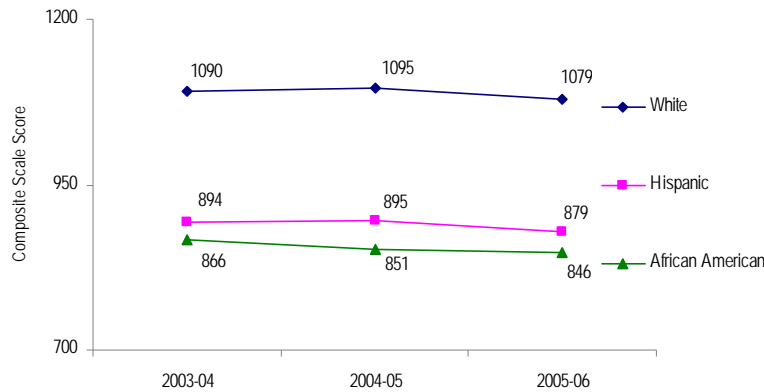


Figure 13. Gap Closure in Average SAT I Composite Scores for the Largest Ethnic Groups in the District (Critical Reading and Mathematics Sections Only)

SAT I Performance by Socioeconomic Status. For the past three years, students who are not economically disadvantaged (i.e., students not eligible for free or reduced-price meals) outperformed those who are by at least 50 points on each section of the SAT 1. (See Figure 14.)

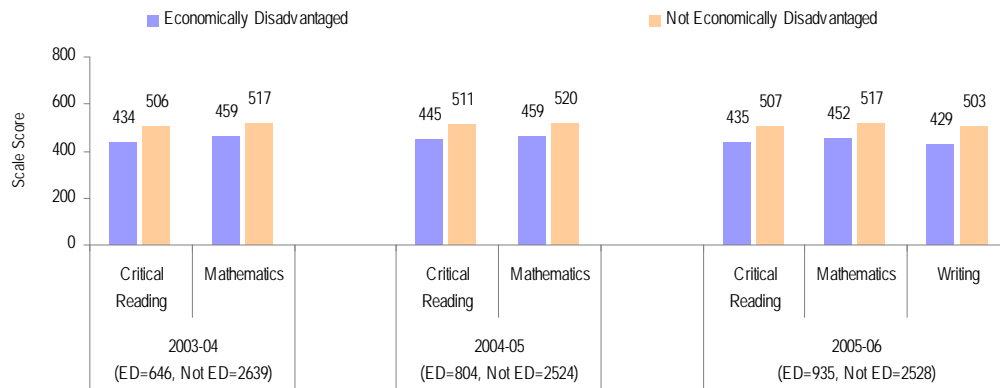


Figure 14. Average SAT I Performance by Socioeconomic Status⁶

⁶ The increasing numbers of economically disadvantaged students over the last three years are partially due to a change in the district’s application process for eligibility for free or reduced-price meals. Individual student applications were replaced by family applications which resulted in previously understated secondary level numbers to increase.

Writing scores show the largest performance gap, with economically disadvantaged students scoring 74 points lower than those who are not. This pattern holds true for individual ethnic groups as well. (See Figure 15.) Within each ethnic group, students who are not economically disadvantaged outperformed those who are on all sections of the SAT I. Performance gaps also persist among students in the same socioeconomic status group. Composite critical reading and mathematics scores of non-economically disadvantaged White students have remained more than 150 points higher than scores of non-economically disadvantaged African American and Hispanic students. A similar story is found for economically disadvantaged students, although a narrowing of the performance gaps between White and African American and Hispanic students is observed, mostly due to a decline in scores of economically disadvantaged White students for the past two years. (See Figure 16.)

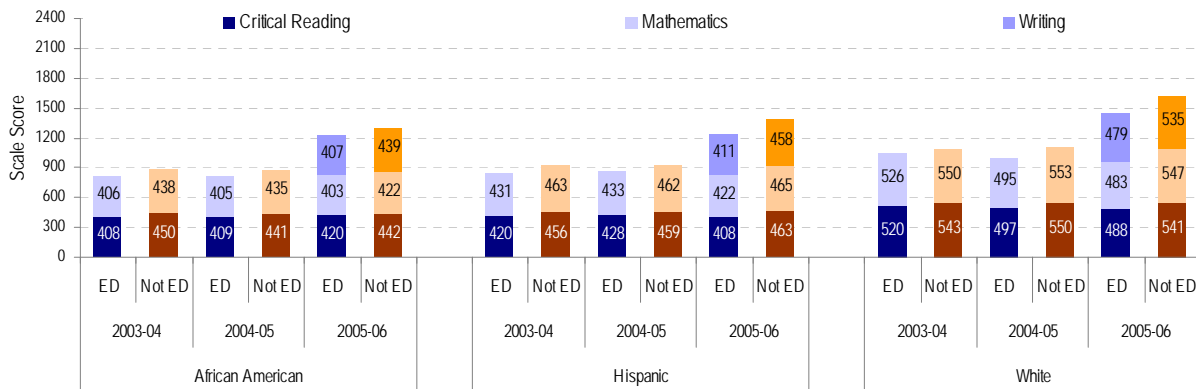


Figure 15. Average SAT I Performance of the Largest Ethnic Groups in the District By Socioeconomic Status

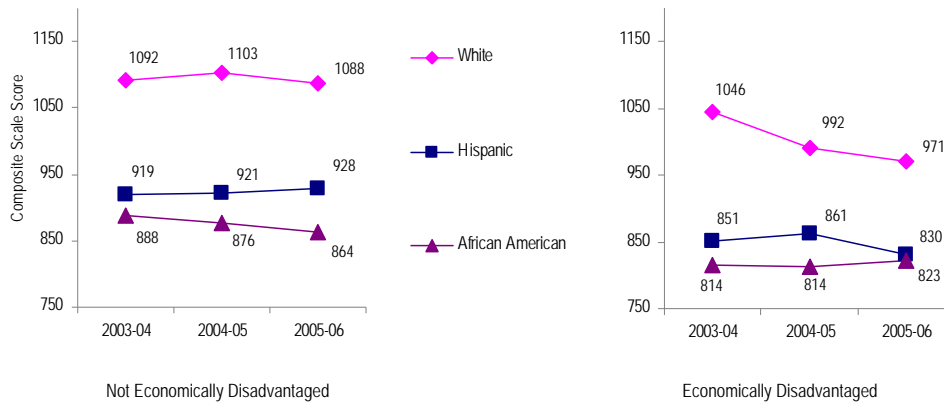


Figure 16. Average SAT I Composite Scores of the Largest Ethnic Groups in the District by Socioeconomic Status (Critical Reading and Mathematics Sections Only)

It is noteworthy, although not surprising, that an overwhelming percentage of White SAT I test-takers is not economically disadvantaged. On the other end of the scale, Indochinese, Hispanic, and African American students continue to have high percentages of economically disadvantaged test-takers. (See Figure 17.)

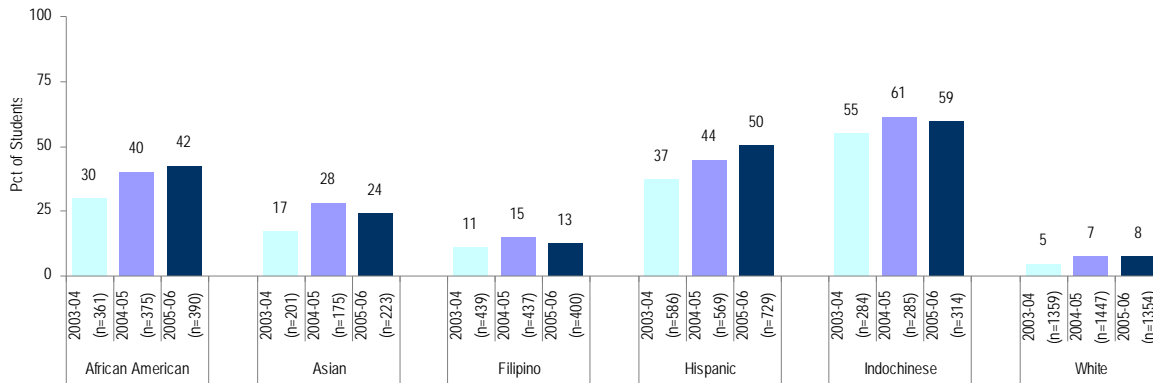


Figure 17. Percent of SAT I Test Takers Who are Economically Disadvantaged by Selected Ethnic Group

SAT I Performance by English Language Proficiency Status. For the second year in a row, English learners (ELs) and former English learners (Reclassified Fluent English Proficient or RFEP) posted gains in their critical reading and mathematics scores while average section scores of fluent English proficient (FEP) students declined or stayed the same. (See Figure 18.)

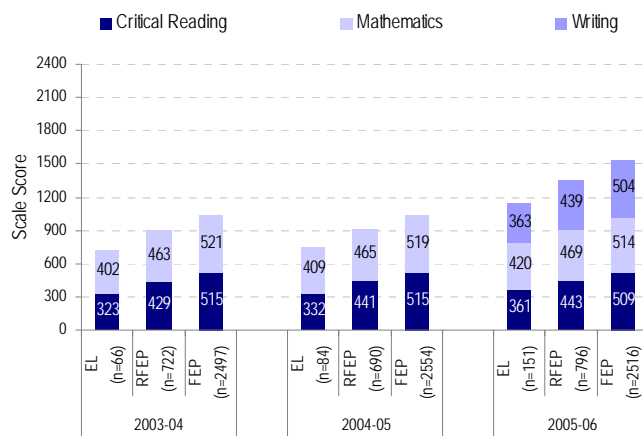


Figure 18. Average SAT I Performance by English Language Proficiency Status

Despite their improved scores, ELs continue to have the lowest average section scores among all subgroups examined in this report. This year, their average critical reading and writing scores are below 400; their mathematics score is 420. RFEPs also continue to be outperformed by their FEP counterparts. Not surprisingly, the writing scores show FEP students outperforming RFEPs and ELs by 65 and 141 points, respectively.

Summary

The average SAT I scores of 2005–06 district 12th graders in critical reading (average score=488) and mathematics (average score=500) decreased by 7 and 5 points, respectively, compared with the previous year. SAT I writing scores are reported for the first time this year with district students posting an average score of 483, lower than the state and national scores. This is the third straight year that average SAT I mathematics scores have declined. The declines in district average scores are echoed by state and national results as well as results for most large unified districts in California. Despite these declines, however, the district posted the highest average critical reading and writing scores among large California districts; its mathematics score was second only to San Francisco USD.

Analyses of subgroup participation rates and performance results have shown the following:

1. Participation rates increased for almost all gender and ethnic subgroups with the exception of White students. Female students continue to have participation rates higher than male students (50.3 percent compared with 43.9 percent). There were notable increases in the number and percentage of Hispanic students among district test takers as their participation rate increased from 26 to 31 percent.
2. Performance results showed male students continuing to outperform females in critical reading and mathematics. The gender gap in critical reading has been narrowing slightly from 14 points in 2003–04 to 8 points in 2005–06. The gap in mathematics has persisted and exceeded 40 points for the last three years.
3. With the exception of Asian, Filipino, and Indochinese students, most ethnic groups experienced declines in SAT I critical reading and mathematics scores. The composite scores of the highest performing ethnic groups (Asian and White) were 1632 and 1609, respectively, out of a maximum possible score of 2400. African American and Hispanic students, on the other hand, scored 1272 and 1312, respectively. The largest differences between these highest and lowest performing ethnic groups were found in the mathematics section.
4. Composite critical reading and mathematics scores over the past three years show a persistent gap among the largest ethnic groups in the district—between White students and African American and Hispanic students. There was, however, a slight narrowing of the gap between African American and White students in 2005–06.
5. For the past three years, students who are not economically disadvantaged outperformed those who are by at least 50 points on each section of the SAT I. Writing scores showed the largest performance gap, with economically disadvantaged students scoring 74 points lower than those who are not. Performance gaps among various ethnic groups persist even among students with the same socioeconomic status.
6. An overwhelming percentage of White SAT I test-takers are not economically disadvantaged, while Indochinese, Hispanic, and African American students continue to have high percentages of economically disadvantaged test-takers.

7. ELs and RFEPs posted gains in their critical reading and mathematics scores for the second straight year. Despite their improved scores, however, ELs continue to have the lowest average section scores among all subgroups examined in this report, while RFEPs continue to be outperformed by their FEP counterparts.

With the SAT I serving as gatekeeper to higher education and select career opportunities, it is imperative that all district students who wish to pursue a college education have the necessary knowledge, skills, preparation, guidance, and encouragement to help them earn competitive scores and gain admission to the schools of their choice. A comprehensive look at the test preparation and counseling opportunities made available to and pursued by college-bound students at all district high schools might offer insight on how the district's resources may be better used to serve these students. An examination of current programs and practices designed to reach parents who may need assistance in knowing how to support their college-bound children might also help direct and focus district efforts.

Report prepared by Leah Baylon

APPENDIX

SAT I Results of Grade 12 Students by School, 2003–04 to 2005–06

Average SAT I Results of Grade 12 Students by School

Note: Data are suppressed when the denominator is less than 10.

School	YEAR	Total Grade 12 Enrt	SAT I Test Takers		Critical Reading	Mathematics	Writing
			N	Pct			
000 District	2003-04	6956	3285	47.2	492	506	
	2004-05	7336	3328	45.4	495	505	
	2005-06	7334	3463	47.2	488	500	483
331 A.L.B.A.	2005-06	4	2				
008 Audeo Charter	2003-04	15	1	6.7	330	310	
	2004-05	49	6	12.2	508	492	
	2005-06	65	7	10.8	491	526	548
366 Charter School of SD	2003-04	350	37	10.6	484	486	
	2004-05	344	29	8.4	534	501	
	2005-06	495	34	6.9	492	496	491
332 Clairemont	2003-04	257	112	43.6	481	483	
	2004-05	302	135	44.7	482	475	
	2005-06	253	131	51.8	462	461	461
323 Cortez Hill	2003-04	13	2	15.4	515	510	
	2004-05	31	10	32.3	472	440	
	2005-06	32	21	65.6	457	379	421
334 Crawford	2003-04	300	94	31.3	424	441	
704 Crawford CHAMPS	2004-05	98	31	31.6	404	423	
	2005-06	86	36	41.9	388	382	383
702 Crawford IDEA	2004-05	76	20	26.3	440	457	
	2005-06	83	30	36.1	436	459	448
705 Crawford Law & Business	2004-05	82	29	35.4	374	408	
	2005-06	76	16	21.1	369	396	375
703 Crawford Multimedia & Visual Arts	2004-05	67	15	22.4	399	409	
	2005-06	56	9	16.1	371	387	353
361 Garfield	2004-05	99	2	2.0	360	390	
	2005-06	114	2	1.8	340	335	380
335 Gompers	2003-04	133	28	21.1	428	452	
	2004-05	109	20	18.3	366	390	
	2005-06	122	56	45.9	385	404	380
336 Henry	2003-04	453	240	53.0	509	519	
	2004-05	506	267	52.8	515	521	
	2005-06	497	255	51.3	526	521	521
339 High Tech	2003-04	113	90	79.6	534	530	
	2004-05	82	79	96.3	553	556	
	2005-06	114	97	85.1	517	521	509
382 Home and Hospital Instr	2005-06	4	1				
338 Hoover	2003-04	328	83	25.3	392	435	
	2004-05	359	109	30.4	399	417	
	2005-06	350	110	31.4	419	440	422
340 Kearny	2003-04	324	117	36.1	401	433	
736 Kearny Construction Tech	2005-06	71	39	54.9	418	435	388
733 Kearny Digital Media	2004-05	111	26	23.4	401	431	
	2005-06	74	18	24.3	426	384	428

Note: Data are suppressed when the denominator is less than 10.

School	YEAR	Total Grade 12 Enrt	SAT I Test Takers		Critical Reading	Mathematics	Writing
			N	Pct			
735 Kearny Intl Business	2004-05	105	47	44.8	424	441	
	2005-06	74	25	33.8	421	465	428
734 Kearny Sci Connect Tech	2004-05	108	43	39.8	437	461	
	2005-06	90	45	50.0	442	474	427
342 La Jolla	2003-04	368	302	82.1	578	597	
	2004-05	366	292	79.8	570	593	
	2005-06	380	317	83.4	567	586	568
791 LCI Instruction	2003-04	11	1	9.1	510	590	
	2005-06	15	2	13.3	455	370	390
346 Madison	2003-04	265	98	37.0	441	455	
	2004-05	312	113	36.2	446	456	
	2005-06	281	106	37.7	439	437	429
349 Mira Mesa	2003-04	523	289	55.3	487	509	
	2004-05	535	284	53.1	485	508	
	2005-06	519	312	60.1	468	504	463
350 Mission Bay	2003-04	322	133	41.3	463	467	
	2004-05	333	115	34.5	462	448	
	2005-06	270	121	44.8	474	479	464
352 Morse	2003-04	642	297	46.3	462	479	
	2004-05	693	254	36.7	455	471	
	2005-06	611	244	39.9	451	469	444
395 Mt. Everest	2003-04	11	6	54.5	588	637	
	2004-05	15	10	66.7	627	580	
	2005-06	21	8	38.1	531	473	525
369 Muir	2003-04	11	7	63.6	443	419	
	2004-05	20	9	45.0	387	414	
	2005-06	20	15	75.0	413	424	404
438 New Dawn Day Treatment	2005-06	3	2				
354 Point Loma	2003-04	388	186	47.9	513	525	
	2004-05	441	224	50.8	525	533	
	2005-06	389	177	45.5	512	521	513
348 Preuss School UCSD	2003-04	56	55	98.2	488	498	
	2004-05	75	75	100.0	518	516	
	2005-06	89	87	97.8	502	510	498
368 S.C.P.A.	2003-04	177	115	65.0	466	450	
	2004-05	180	96	53.3	474	452	
	2005-06	192	95	49.5	514	483	508
356 San Diego	2003-04	415	167	40.2	456	456	
749 SD Business	2004-05	67	24	35.8	404	432	
	2005-06	64	18	28.1	402	401	396
746 SD CIMA	2004-05	50	5	10.0	330	350	
	2005-06	59	18	30.5	303	352	296
744 SD International Studies	2004-05	95	77	81.1	561	537	
	2005-06	87	79	90.8	528	518	517
745 SD LEADS	2004-05	83	22	26.5	384	373	
	2005-06	98	40	40.8	400	395	392

Note: Data are suppressed when the denominator is less than 10.

School	YEAR	Total Grade 12 Enrt	SAT I Test Takers		Critical Reading	Mathematics	Writing
			N	Pct			
750 SD Media Vis Prf Arts	2004-05	56	9	16.1	448	424	
	2005-06	72	9	12.5	397	420	394
753 SD Science & Technology	2004-05	63	18	28.6	412	428	
	2005-06	80	36	45.0	382	410	361
359 Scripps Ranch	2003-04	482	344	71.4	531	551	
	2004-05	509	362	71.1	536	557	
	2005-06	515	369	71.7	537	564	531
357 Serra	2003-04	381	177	46.5	499	507	
	2004-05	351	182	51.9	494	496	
	2005-06	378	194	51.3	475	474	462
362 Twain	2003-04	50	8	16.0	481	478	
	2004-05	70	8	11.4	441	465	
	2005-06	78	5	6.4	400	406	378
355 University City	2003-04	424	266	62.7	515	527	
	2004-05	434	264	60.8	510	527	
	2005-06	408	259	63.5	506	522	506