

SAT Reasoning Test™ Results of Grade 12 Students, 2006–07

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 colleges and universities in the United States. This report summarizes overall San Diego Unified School District (SDUSD) SAT I performance and analyzes participation and performance by gender, ethnicity, socioeconomic status (based on eligibility for free or reduced-price meals), English language proficiency status, performance on the California Standards Tests (CSTs), and school for students in the 12th grade class. Individual school data are included in the Appendix.

Highlights

In 2006–07, nearly half of all district 12th graders (3,722 of 7,537, or 49 percent)¹ took the SAT I. The average scores of district 12th graders in all sections of the SAT I (critical reading, mathematics, and writing) were lower than the scores of the previous year's 12th graders. Both critical reading and writing scores declined by 5 points to 483 and 478, respectively, while mathematics declined by 4 points to 496. Average reading scores declined for a second year in a row while mathematics scores have declined for the past four years. Despite similar patterns of decline for the nation's and state's public schools, district scores remained lower than these groups' scores.

SAT I data for several large California districts showed the district continuing to post the highest average scores in critical reading and writing. However, once again, San Francisco Unified School District's composite SAT I score² exceeded the district's composite score by 21 points due to a 32-point difference in mathematics scores.

In 2006–07, district participation rates rose by 1 to 3 percentage points overall to 49 percent and for both males and females to 45 and 53 percent, respectively. Rates have remained fairly stable over the years, with overall rates ranging from 45 to 49 percent of the 12th grade population. Female, Asian, and non-socioeconomically disadvantaged subgroups maintained their relatively high SAT I participation rates while male, African American, Hispanic, and socioeconomically disadvantaged subgroups continued to have participation rates lower than their respective subgroup counterparts.

¹ The district's official Grade 12 fall 2006 enrollment count was 8,095 but, for calculating participation rates, students at Non-Public Schools, whose SAT I data are not received by the district, TRACE and TRACE Seniors are excluded.

² Unless otherwise noted, the SAT I composite score refers to the sum of the average critical reading, mathematics, and writing scores.

The score decreases seen in the overall district results are reflected in the subgroup results. Every gender, major ethnic (except Filipino), socioeconomic status, and language proficiency subgroup posted decreased average SAT I composite scores in 2006–07 compared with the previous year.

There was a slight widening of the performance gap between White students and African American and Hispanic students in 2006–07; gaps in composite scores among the district’s largest ethnic groups are considerable—346 points for White and African American students and 302 points for White and Hispanic students—averaging at least 100 points per section. English learners continued to have the lowest scores of all English language proficiency groups and among all subgroups examined in this report.

For schools with at least 10 test takers among their 12th graders in each of 2006–07 and 2005–06, roughly half (17 of 31) posted gains in their average composite scores of up to 169 points, while the rest showed decreases of up to 113 points. Crawford Law and Business, San Diego CIMA, San Diego Science and Technology, and Kearny Digital Media posted the largest gains while SCPA, Muir, and Crawford IDEA experienced the largest losses.

Overview of the SAT Reasoning Test (SAT I)

The SAT I consists of critical reading, mathematics, and writing sections.³ Each section is scored on a scale from 200 to 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

³ The writing section was introduced in 2005.

highest) based on “overall quality of the essay” and “demonstration of writing competence.” The multiple choice questions measure students’ 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

For several years, the district lacked access to student-level SAT I data and relied on College Board reports for aggregated results. Beginning with 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 and correcting 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 2003–04.⁴

2006–07 Dataset. Of the 3,885 SAT I student records received from the College Board identified as belonging to the district, 3,711 records (95.5 percent) remained in the final dataset. An additional 11 student records, deliberately excluded in previous reporting for failing to meet enrollment criteria, were added appropriately to the current dataset for a total of 3,722 records included in this report. Of the 174 excluded records, 66 were previously reported, 56 were not actively enrolled Grade 12 students in 2006–07, and the remaining 52 students were still enrolled in the district as of 2007–08.

It is important to note that the College Board dataset includes only the most recent scores available for each test taker believed to be a district student with a self-reported graduation year of 2006–07. In a few instances where multiple scores are available for a student—either because the College Board included the student in multiple data disks or was unable to determine that multiple test scores belonged to the same student—the best score in each section is included for analysis. Each dataset thus contains results from tests administered during different years and, for a few students, section scores could have resulted from separate test administrations. Throughout this report, results are suppressed when the group under consideration (or denominator) has fewer than 10 students.

⁴ Datasets from 2003–04 and 2004–05 were reprocessed using current data processing methods and criteria to ensure comparability with the 2005–06 and later datasets. 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.

Demographic Composition of District Grade 12 Students

Gender. In 2006–07, the district had an official fall count of 8,095 Grade 12 students. Gender composition districtwide and among 12th graders has been roughly even between males and females for the past four years. (See Figure 1.)

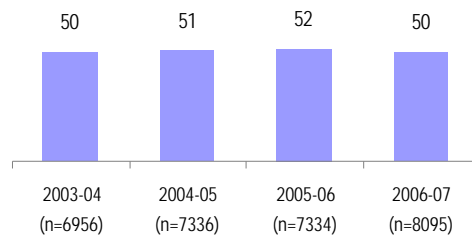


Figure 1. Percent of Female Grade 12 Students, 2003–04 to 2006–07

Ethnicity. Districtwide, Hispanic students constitute the largest ethnic group with 44 percent, White students are at a relatively distant second with 26 percent, and African American students are third with 14 percent. However, among Grade 12 students, Hispanic and White student groups are closer in size with 34 and 30 percent, respectively; African American students still constitute the third largest group among district 12th graders with 15 percent. (See Table 1.)

Table 1. Gender and Ethnic Breakdown by Grade Level, 2006–07

Grade	Fall Enrt		Female	Male	Native American	Asian	Indo-chinese	Pacific Islander	Filipino	Hispanic	African American	White
K	10,402	%	48.5	51.5	0.6	4.2	4.8	1.0	5.5	45.2	12.8	25.9
1	10,631	%	47.9	52.1	0.6	4.0	5.2	0.7	5.6	46.1	12.9	24.8
2	9,768	%	48.6	51.4	0.6	3.8	5.1	1.0	6.4	44.4	13.6	25.2
3	10,162	%	48.4	51.6	0.6	3.5	4.7	1.3	6.2	44.9	13.5	25.4
4	10,021	%	49.1	50.9	0.5	3.5	5.3	1.1	6.4	44.9	13.7	24.6
5	10,234	%	49.3	50.7	0.5	3.4	5.2	1.1	6.5	45.8	13.5	24.1
6	10,231	%	49.1	50.9	0.5	3.0	5.4	1.1	6.6	44.2	13.9	25.2
7	10,291	%	49.1	50.9	0.6	3.2	5.3	1.1	6.4	44.5	14.6	24.4
8	10,164	%	48.3	51.7	0.6	3.0	5.2	0.8	6.9	45.0	13.8	24.8
9	12,120	%	46.7	53.3	0.6	2.5	4.9	1.0	6.6	48.4	13.5	22.5
10	10,203	%	47.9	52.1	0.5	2.9	5.7	0.8	7.2	42.9	13.7	26.3
11	8,710	%	51.0	49.0	0.5	3.6	5.5	0.9	8.2	36.3	13.6	31.4
12	8,095	%	50.1	49.9	0.5	3.9	6.8	1.0	8.5	34.0	15.0	30.3
District	131,032	%	48.7	51.3	0.5	3.4	5.3	1.0	6.6	43.9	13.7	25.6

Table 2 shows how the ethnic composition of the 2006–07 Grade 12 cohort changed during their high school years as students moved from Grade 9 through Grade 12. Although there are many reasons for overall enrollment decline, the data appear to support district dropout reports that found male, Hispanic, and African American students to be at highest risk for dropping out of school. Nearly all ethnic groups except Asian exhibited steadily declining enrollment numbers through grade 12. Hispanic and African American students experienced the most severe changes—Hispanic enrollment counts decreased by 36 percent between 9th and 12th grade (from 4,324 down to 2,756 students) and African American enrollment by 28 percent. In contrast, White student enrollment counts declined by only 13 percent causing the overall proportion of White students to increase from 26 percent in 9th grade to 30 percent in 12th grade.

Table 2. Multiyear Changes in Gender and Ethnic Breakdown
of the 2006–07 Grade 12 Class

Year	Gr	Fall Enrt		Female	Male	Native American	Asian	Indo-chinese	Pacific Islander	Filipino	Hispanic	African American	White
2003-04	9	10,737	%	49.0	51.0	0.5	2.8	5.9	1.1	7.6	40.3	15.7	26.2
			count	5256	5481	55	304	632	114	817	4324	1681	2810
2004-05	10	10,036	%	49.3	50.7	0.5	3.1	6.1	1.0	7.6	40.0	15.0	26.7
			count	4944	5092	48	309	610	99	763	4019	1510	2678
2005-06	11	9,172	%	49.6	50.4	0.5	3.4	6.5	1.0	8.2	37.3	15.0	28.0
			count	4552	4620	43	315	600	92	756	3420	1375	2571
2006-07	12	8,095	%	50.1	49.9	0.5	3.9	6.8	1.0	8.5	34.0	15.0	30.3
			count	4057	4038	38	315	552	80	690	2756	1213	2451

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. Three out of every 10 district 12th graders were either English learners (12 percent) or former English learners (22 percent). Forty-five percent were eligible for free or reduced-price meals and 15 percent received special education services.

SAT I Results

Overall District Performance. The average scores of 2006–07 12th graders for all three sections of the SAT I declined compared with the scores of 12th graders from the previous year. Both critical reading and writing scores declined by 5 points to 483 and 478, respectively, while mathematics declined by 4 points to 496 (n=3,722). Average reading scores have declined for a second year in a row while mathematics scores have declined for the past four years. (See Figures 2–4.)

SAT I section averages for the nation’s and state’s public schools followed similar patterns of decline as the district, with losses ranging from 2 to 5 scale score points. With the exception of state results in mathematics, public schools across the state and the nation experienced smaller declines than the district, resulting in a slight widening of performance gaps between the district and these groups.

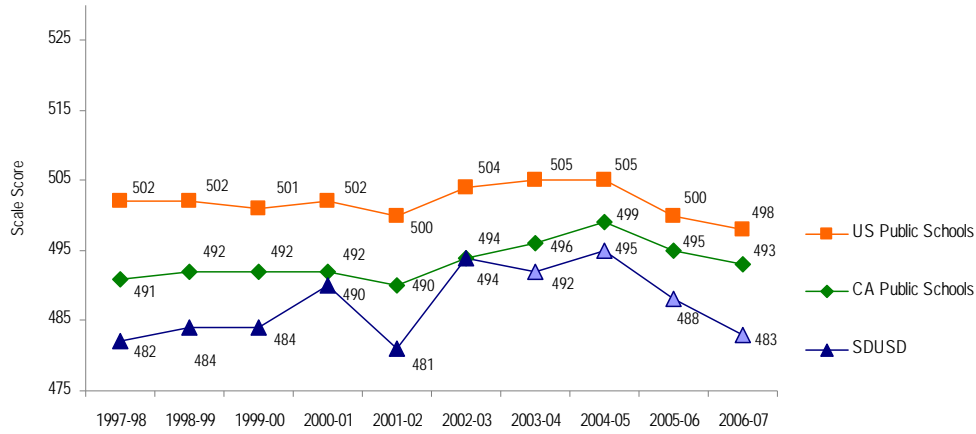


Figure 2. Average SAT I Critical Reading (formerly “Verbal”) Scores⁵

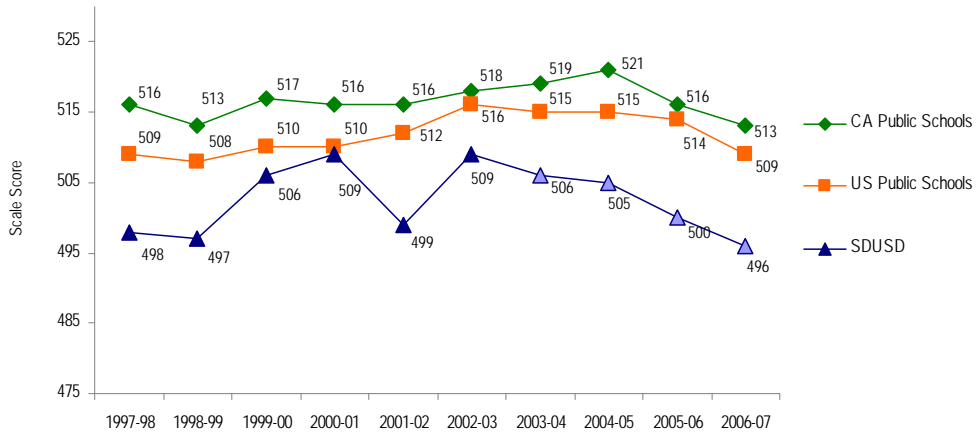


Figure 3. Average SAT I Mathematics Scores

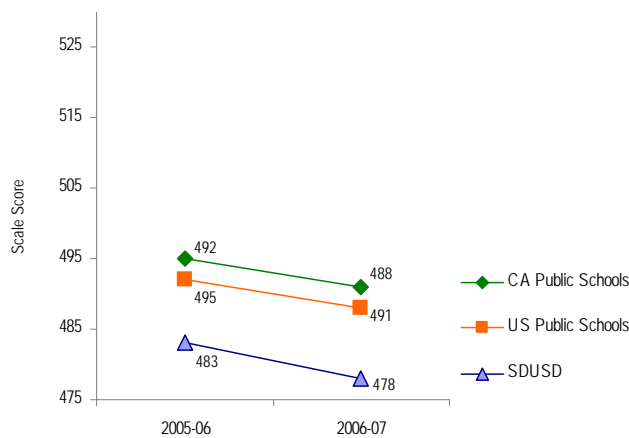


Figure 4. Average SAT I Writing Scores

⁵ 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 and later).

Comparison with Large California School Districts. Figure 5 shows SAT I participation rates among large unified school districts in the state in 2006–07. San Francisco Unified School District (USD) continues to register the highest SAT I participation rate (66 percent).⁶ Similar to the previous year, San Diego USD and Los Angeles USD are a distant second and third (49 and 48 percent, respectively), while San Bernardino is fourth (43 percent). The rest of the large districts (Sacramento, Long Beach, Santa Ana, and Fresno) have participation rates ranging from 30 to 37 percent, equal to or lower than the statewide rate of 37 percent. With the exception of Los Angeles, Santa Ana, and the state, most large districts, including San Diego, showed increased participation rates in 2006–07 compared with the previous year.

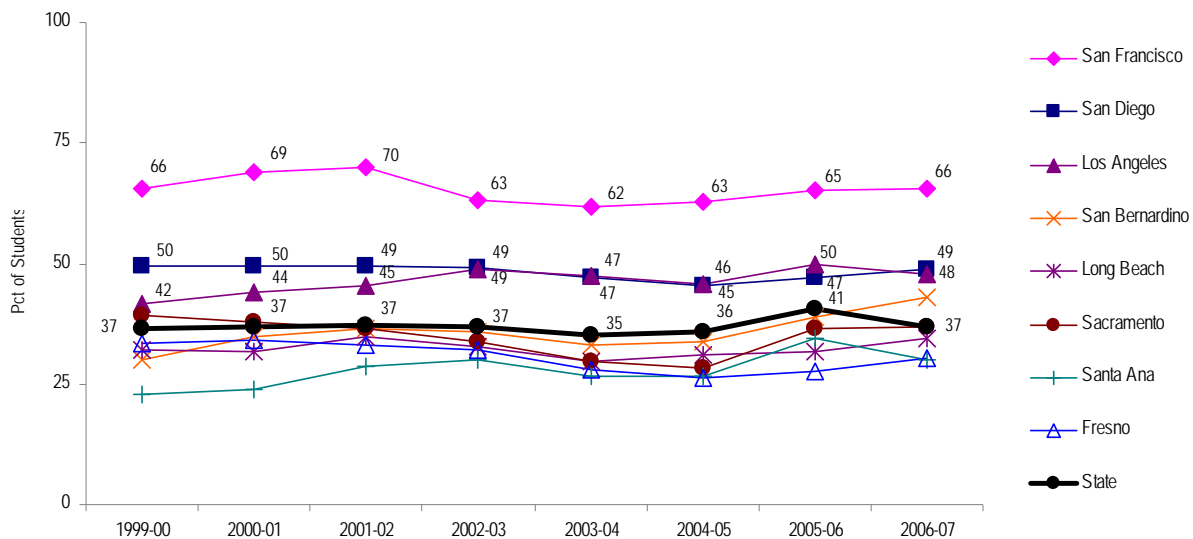


Figure 5. SAT I Participation Rates Among 12th Graders in Large California Unified School Districts

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. Similar to the previous year, San Francisco and San Diego had among the highest participation rates of all large California districts and also had the highest average SAT I composite scores in 2006–07. (See Figure 6.) San Diego posted the

⁶ The California Department of Education (CDE) website reports San Francisco USD’s SAT I participation rate to be 82 percent for 2005–06 and 73 percent for 2006–07—a huge increase compared with rates from earlier years and much higher than the participation rates we report for SFUSD for those years. The lower participation rates of 65 and 66 percent that are reported in Figure 5 for 2005–06 and 2006–07 are based on adjusted 12th grade enrollment numbers obtained from SFUSD. According to SFUSD’s Research Planning and Accountability Department, the CDE’s numbers are based on their 12th grade fall CBEDS counts which are not completely accurate. SFUSD began evaluating student transcripts in 2005–06 to ensure that students are assigned the correct grade level. This transcript evaluation process has been overlapping with CBEDS reporting in the fall. When SFUSD’s official CBEDS district enrollment is submitted to the state in the fall, 12th grade counts are understated because of the ongoing transcript evaluation—grade demotions are reflected in the counts but not promotions. Per SFUSD, the fall 2006 12th grade count for SFUSD that is reported on the CDE website is 3799 but their more accurate 12th grade count is 4202.

highest average scores in critical reading and writing among all large California districts. However, San Francisco’s composite score exceeded San Diego’s by 21 points because of the 32-point gap in mathematics scores. Long Beach USD had the third highest composite score; San Bernardino USD had the lowest and trailed San Francisco USD by a total of 174 scale score points.

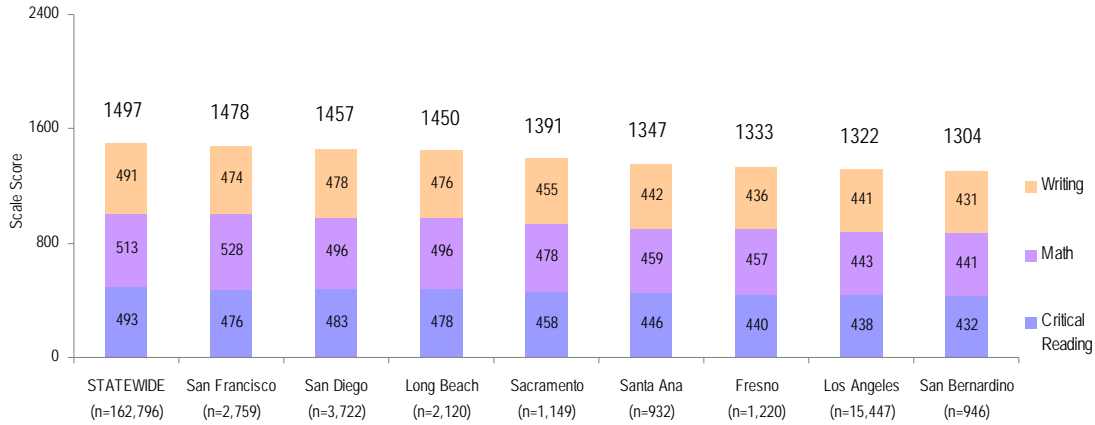


Figure 6. Average SAT I Performance in Large California Unified School Districts, 2006–07

Composite critical reading and mathematics scores for all large districts in California continue to be lower than the state average. (See Figure 7.) In 2006–07, only Long Beach and Santa Ana showed gains in composite critical reading and mathematics scores, San Francisco stayed the same, and the rest of the large districts, including San Diego, declined.

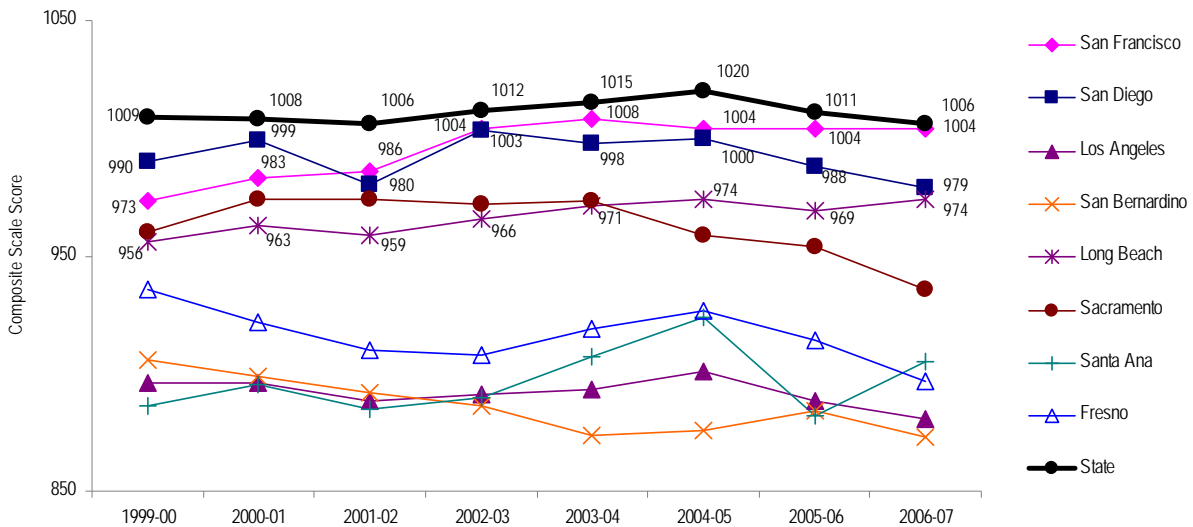


Figure 7. Average SAT I Composite Scores (Critical Reading and Mathematics Sections Only)

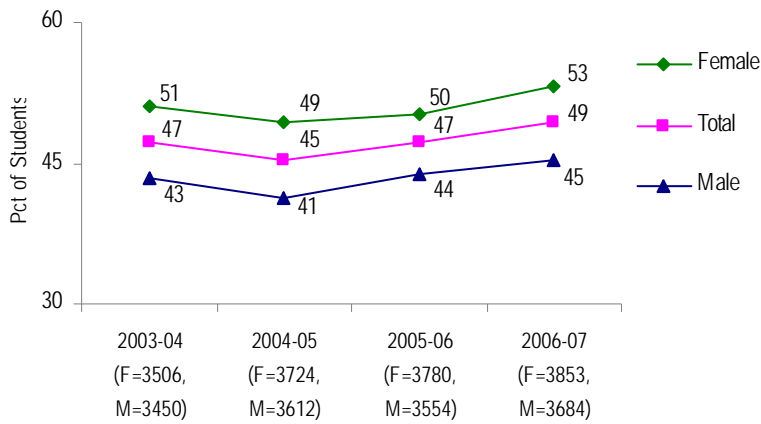
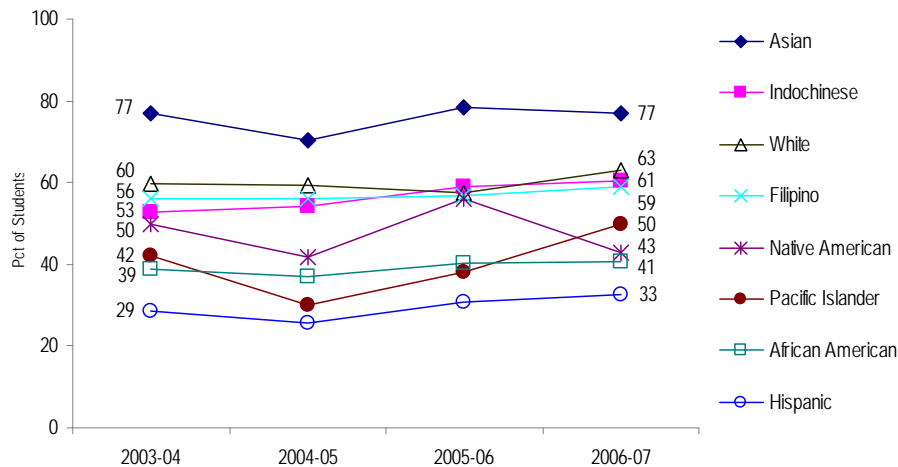


Figure 8. Participation Rates by Gender

Participation Rates. Overall SAT I participation rates for district 12th graders have remained fairly stable over the years with rates from 45 to 49 percent. In 2006–07, participation rates rose by 2 to 3 percentage points overall and for both males and females. Female students have had consistently higher participation rates than males for the past four years. (See Figure 8.)

Participation rates for most ethnic groups rose in 2006–07 compared with the previous year; the exceptions were Asian and Native American students, whose participation rates declined. Asian, Indochinese, White, and Filipino students continue to have relatively high participation rates, while African American and Hispanic students continue to have relatively low participation rates. Rates for Native American and Pacific Islander students have fluctuated widely over the years due to their relatively small group sizes. (See Figure 9.) The gaps in participation rates among the three largest ethnic groups in the district persist and even widened slightly in 2006–07 due to larger gains made by White students compared with African American and Hispanic students. (See Figure 10.)



Test Taker Counts by Ethnic Group

Year	Total Test Takers	Asian	Indochinese	White	Filipino	Native American	Pacific Islander	African American	Hispanic
2003-04	3285	201	284	1359	439	20	35	361	586
2004-05	3328	175	285	1447	437	18	22	375	569
2005-06	3463	223	314	1354	400	23	30	390	729
2006-07	3722	234	323	1441	397	15	39	439	834

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

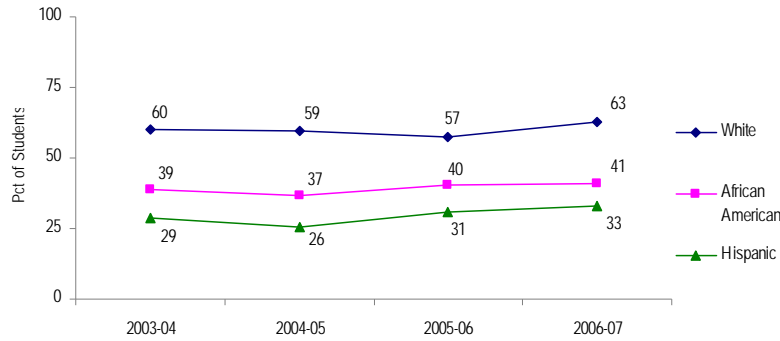


Figure 10. Participation Rates for the Largest Ethnic Groups in the District

Participation rates by socioeconomic status (i.e., based on student eligibility for free or reduced-price meals) show similar gaps. In 2006–07, 58 percent of 12th graders who were not eligible for free or reduced-price meals took the SAT I compared with only 38 percent of those who were eligible. Among SPED 12th graders from fall 2006, only 16 percent took the SAT I compared with 52 percent for non-SPED students. Similarly for English learners, only 18 percent took the SAT I compared with 53 percent for non-English learners

Subgroup Performance Results. Consistent with the overall decline in SAT I section scores districtwide, both male and female groups exhibited declines in average scale scores in all three areas of the SAT I in 2006–07. (See Figure 11.) With the exception of the writing section, male students have outperformed female students in each SAT I section for the past four years. Differences are especially marked in mathematics, where the average scale score of male students has consistently exceeded that of female students by at least 38 points since 2003–04. With the larger overall decrease in the composite score of male students in 2006–07, the gap between the two gender groups continues to narrow. In 2003–04, female test takers scored an average 28 points lower per section than males; in 2004–05, 17 points; in 2005–06, 16 points; and, in 2006–07, down to 10 points.

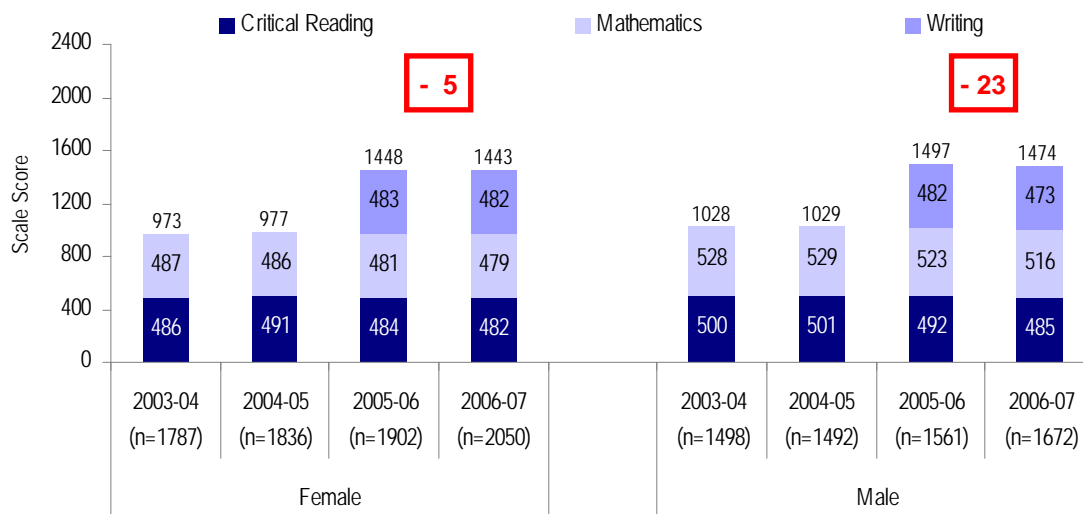


Figure 11. Average SAT I Performance by Gender

SAT I Performance by Ethnicity. With the exception of Filipino students, all district ethnic groups showed lower SAT I composite scores compared with the previous year. Among the district’s three largest ethnic groups (White, Hispanic, African American), White students decreased the fewest points, while African American students decreased the most. (See Figure 12.)

Despite a double-digit decline of 18 scale score points, Asian students along with White students continue to have the highest composite SAT I scores, while African American, Pacific Islander, and Hispanic students continue to have the lowest. The differential in composite scores between the highest and lowest performing groups (Asian and African American) exceeds 350 points, with the largest differential occurring in mathematics. Asian and White students have had average scores of at least 500 in each section of the SAT I for the past four years.

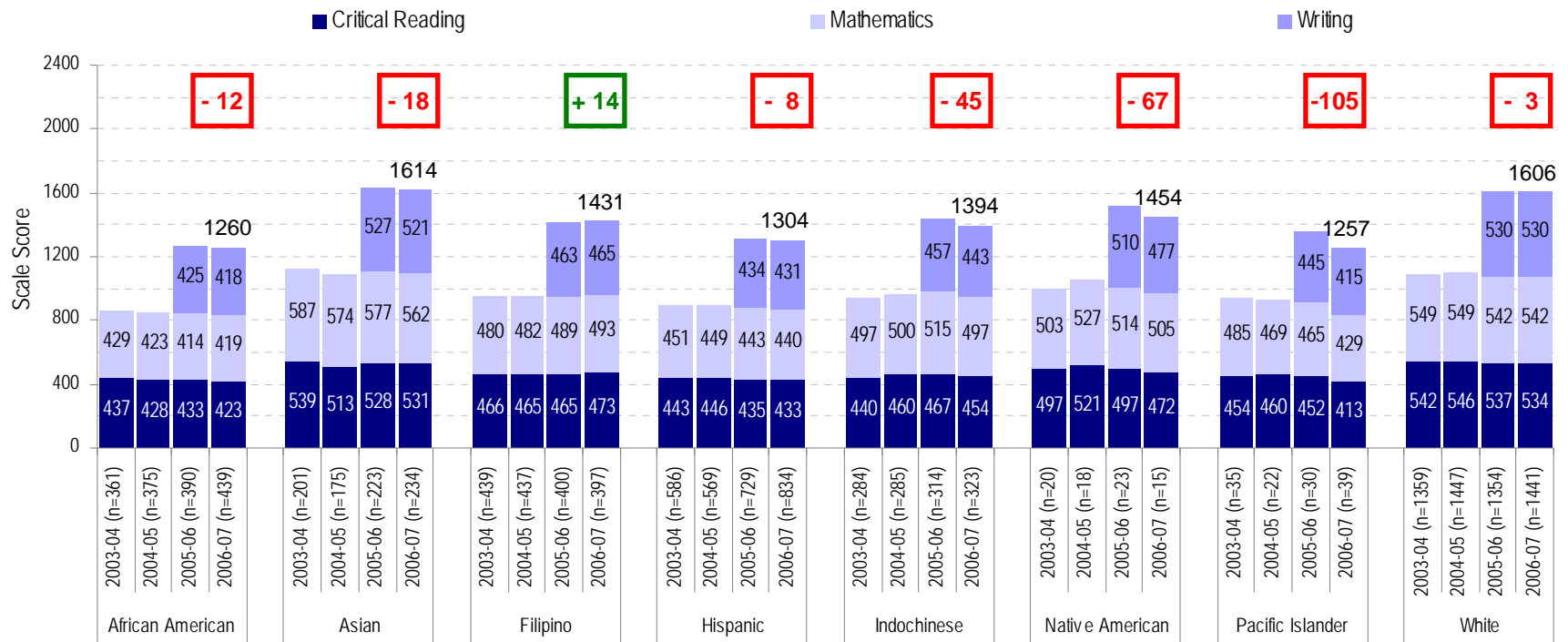


Figure 12. Average SAT I Performance by Ethnic Group

Average composite scores for the critical reading and mathematics sections show a persistent performance gap among the largest ethnic groups in the district. (See Figure 13.) There was no improvement in the performance gaps between White students and African American and Hispanic students in 2006–07; the gaps among these groups are still considerable—234 points between White and African American students and 203 points between White and Hispanic students.

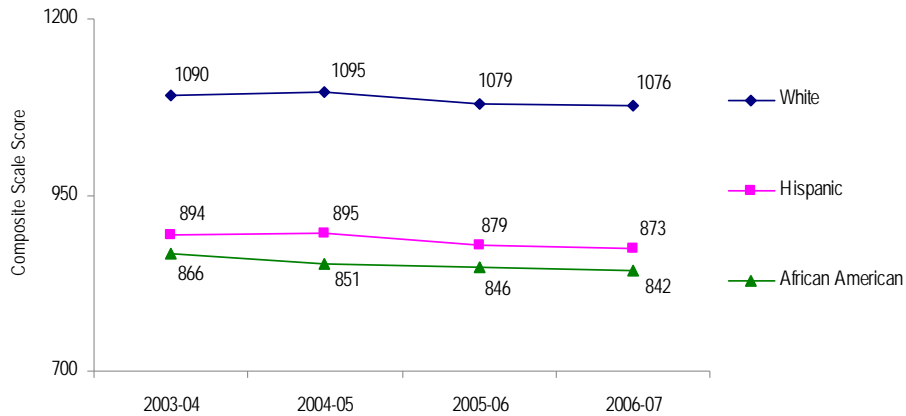


Figure 13. Average SAT I Composite Scores for the Largest Ethnic Groups in the District (Critical Reading and Mathematics Sections Only)

SAT I Performance by Eligibility for Free or Reduced-Price Meals (FRM). In 2006–07, regardless of socioeconomic status, average scores on the SAT I declined. Average scores for those eligible for free or reduced-price meals (FRM) went down by 8 points from 1316 to 1308, while those for students who were not eligible (non-FRM) declined by 9 points from 1527 to 1518. Similar to the previous year, FRM students averaged roughly 70 points lower per SAT I section than non-FRM students. (See Figure 14.)

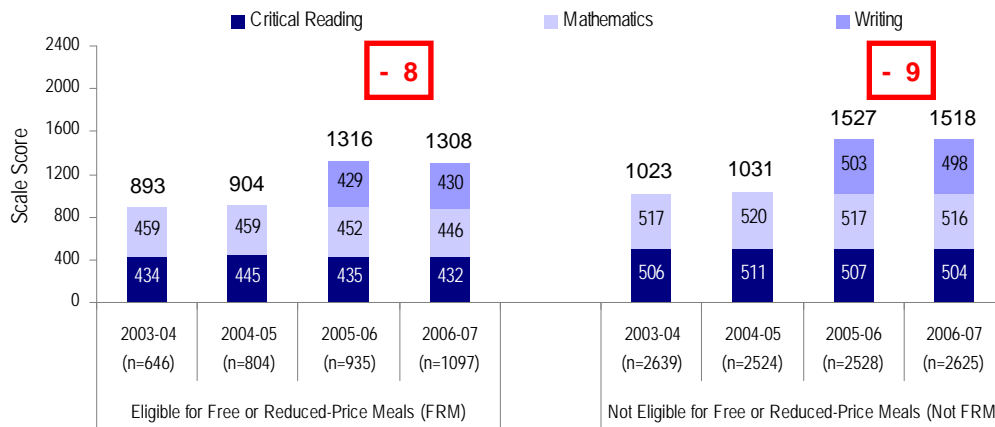


Figure 14. Average SAT I Performance by Eligibility for Free or Reduced-Price Meals (FRM)⁷

⁷ The increasing numbers of students eligible for free or reduced-price meals is partially due to a change in the district’s application process for eligibility for free or reduced-price meals. The replacement of individual student applications by family applications resulted in large increases in previously understated secondary level numbers.

Average composite scores for the critical reading and mathematics sections by FRM status over the past four years also show a persistent and widening performance gap. (See Figure 15.)

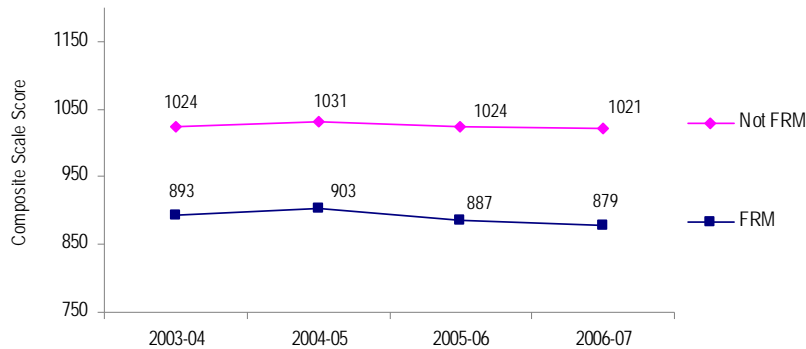


Figure 15. Average SAT I Performance by Eligibility for Free or Reduced-Price Meals (FRM) (Critical Reading and Mathematics Sections Only)

Within each of the district’s three largest ethnic groups, non-FRM students outperformed FRM students in all sections of the SAT I as well. The good news is that Hispanic and White FRM students posted increased scores although these gains are not evident in overall ethnic group scores due to a combination of score gain size and the relative number of students in each subgroup. (See Figure 16.)

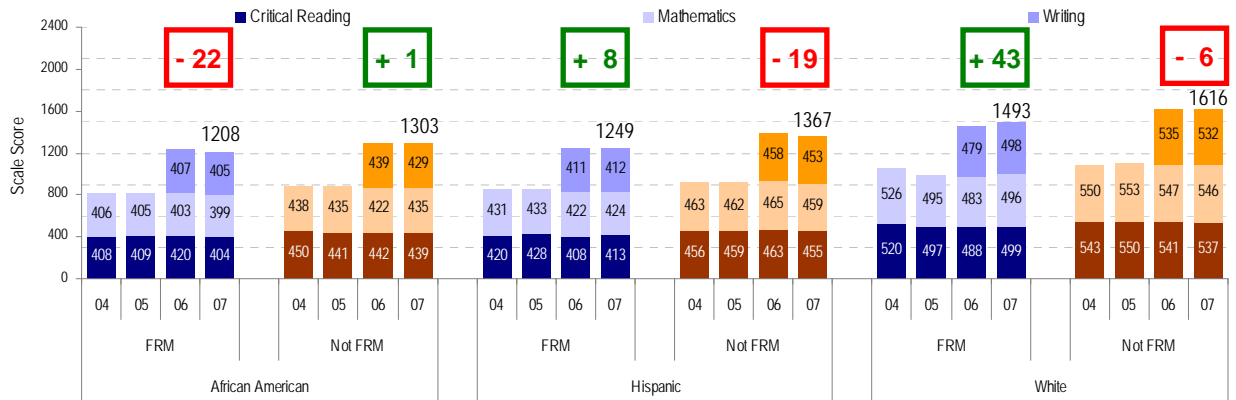


Figure 16. Average SAT I Performance of the Largest Ethnic Groups in the District by Eligibility for Free or Reduced-Price Meals (FRM)

Within each socioeconomic status group, composite critical reading and mathematics scores of White students continue to be much higher than their African American and Hispanic counterparts. The gap between Hispanic and White students for both FRM and non-FRM students widened slightly—from 160 to 170 points for non-FRM students and from 141 to 158 for FRM students. For African American students and White students, the gap narrowed from 224 to 210 points for non-FRM students but widened from 148 to 192 points for FRM students. (See Figure 17.)

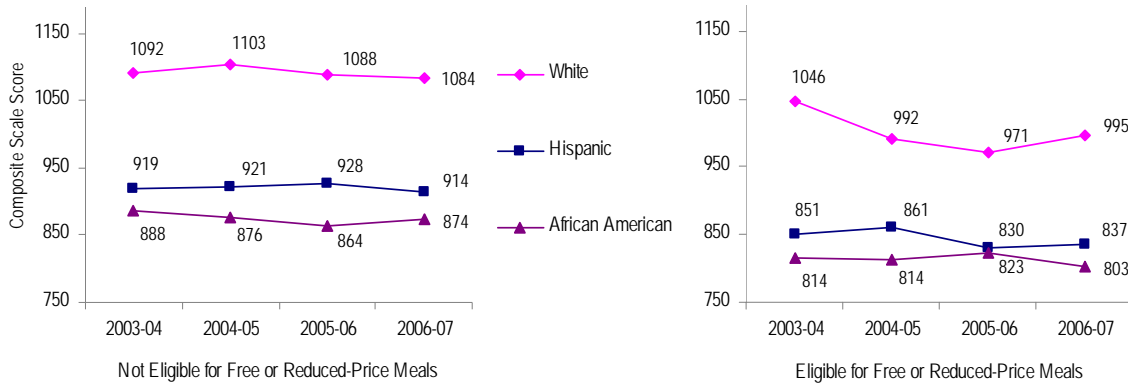


Figure 17. Average SAT I Composite Scores of the Largest Ethnic Groups in the District by Eligibility for Free or Reduced-Price Meals (Critical Reading and Mathematics Sections Only)

It is noteworthy, although not surprising, that an overwhelming majority of White SAT I test-takers are not economically disadvantaged (i.e., non-FRM). On the other hand, Indochinese, Hispanic, and African American students continue to have high percentages of economically disadvantaged test-takers. (See Figure 18.)

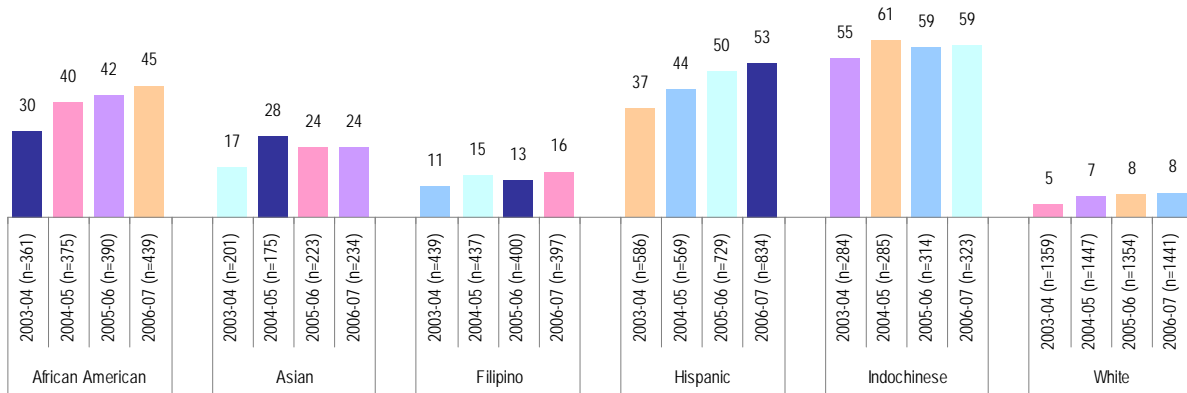


Figure 18. Percent of SAT I Test Takers Eligible for Free or Reduced-Price Meals

SAT I Performance by English Language Proficiency Status. In 2006–07, all language proficiency subgroups (i.e., English learners [ELs], former English learners [Reclassified Fluent English Proficient or RFEP] and fluent English students [FEPs]), had lower average composite SAT I scores and section scores compared to the previous year. English learners posted the largest composite score drop with double-digit losses in each section for a total average score decline of 126 points. They continue to have the lowest average section scores among all language proficiency groups and among all subgroups examined in this report. For former ELs who have been reclassified to fluent English status (RFEPs), the inherent assumption of the reclassification process that these students can perform at parity with their fluent English peers is not supported by SAT I results, as RFEPs continue to be outperformed by their FEP counterparts. In 2006–07, the average composite score of RFEPs was 183 points lower than fluent English students. (See Figure 19.)

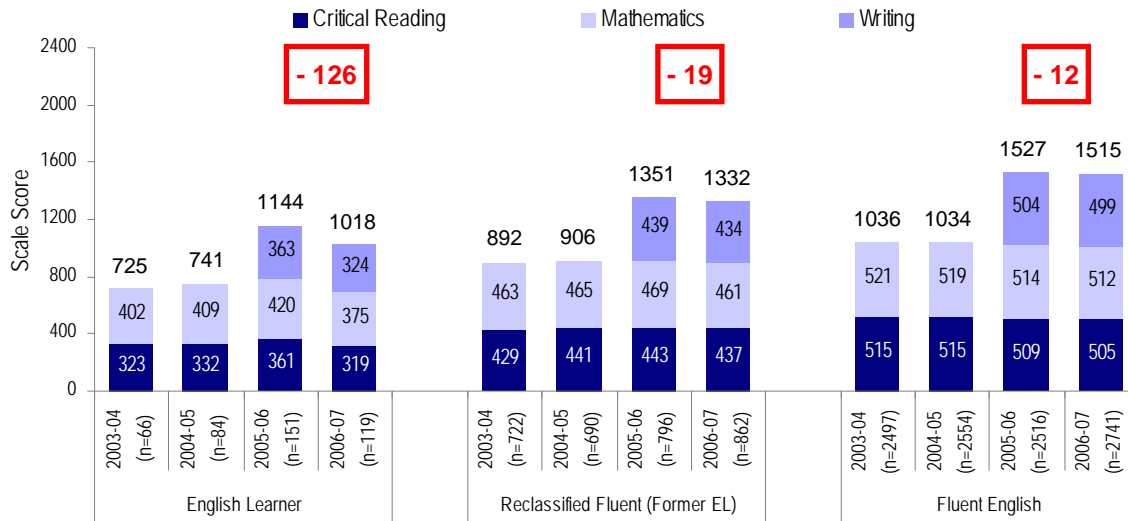


Figure 19. Average SAT I Performance by English Language Proficiency Status

SAT I Performance by CST Performance Level. The SAT I results of 2006–07 12th grade students were disaggregated by their overall performance on the Grade 11 California Standards Tests (CSTs). As one might expect, students who scored at “proficient” or better on the CSTs performed much better on the related SAT I section than those at “basic” or lower. (See Figure 20.)

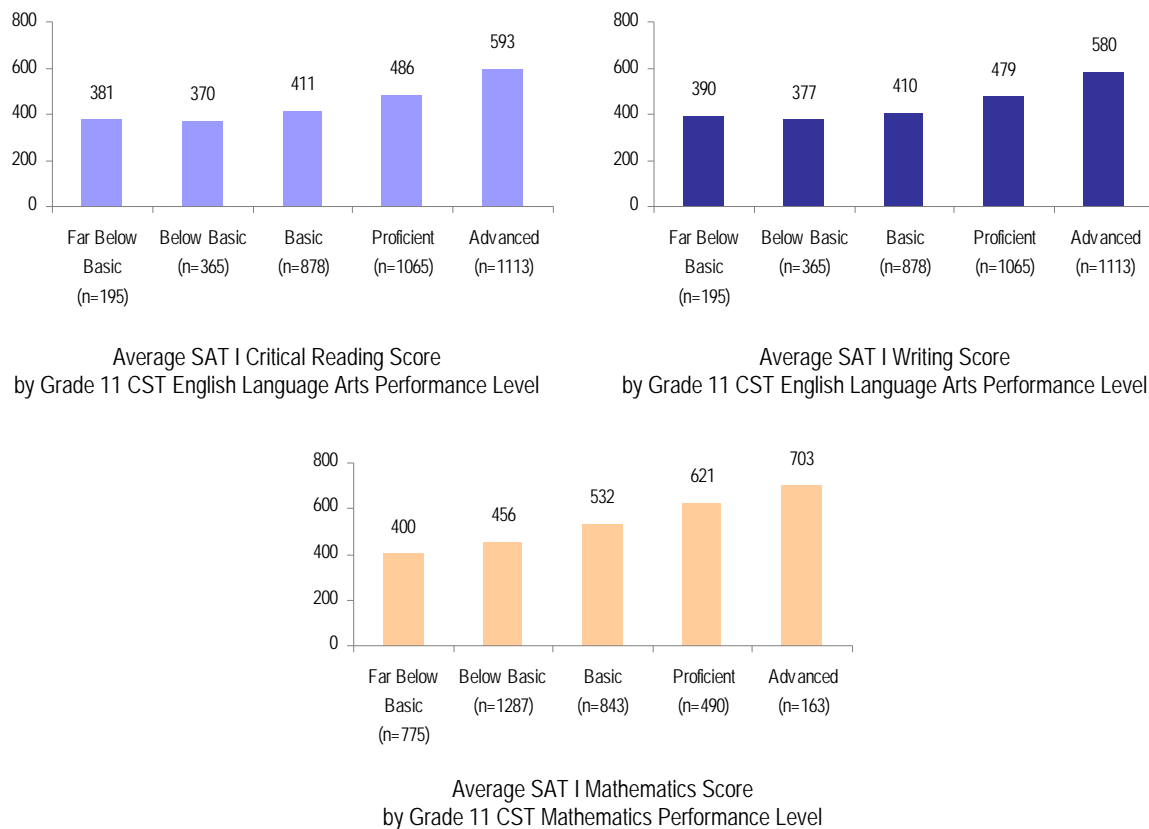


Figure 20. Average SAT I Section Scores of 2006–07 Grade 12 Students by 2005–06 CST Performance Level

SAT I Results by School. Table 3 shows SAT I participation and performance results by school. Roughly half (17 of 31) of schools with at least 10 test takers among their 12th graders in each of 2006–07 and 2005–06 posted gains in their average composite scores (up to 169 points), while the rest showed decreases (up to 113 points). Crawford Law and Business, San Diego CIMA, San Diego Science and Technology, and Kearny Digital Media posted the largest gains while SCPA, Muir, and Crawford IDEA experienced the largest losses. (See Appendix for multiyear results for the district and by school.)

Table 3. 2006–07 SAT I Results by School

School	Grade 12 Enrollment	SAT I Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Composite SAT I Score	Composite Score Differential with 2005–06
A.L.B.A.	6	0	--	--	--	--	--	--
CLAIREMONT	283	156	55.1	465	469	471	1407	24
CRAWFORD/CHAMPS	86	41	47.7	384	394	377	1156	4
CRAWFORD/IDEA	59	12	20.3	398	448	400	1247	(96)
CRAWFORD/LAW	68	10	14.7	452	415	442	1309	169
CRAWFORD/MULTIMEDIA	72	38	52.8	422	421	401	1244	--
DEL SOL	2	0	--	--	--	--	--	0
GARFIELD	177	1	0.6	--	--	--	--	--
GOMPERS	144	54	37.5	380	382	366	1128	(41)
HENRY	502	276	55.0	522	519	501	1541	(30)
HOME AND HOSPITAL	2	0	--	--	--	--	--	--
HOOVER	348	118	33.9	393	428	394	1214	(66)
INTEGRATED LIFE SKILLS	2	0	--	--	--	--	--	--
KEARNY/CONSTR TECH	78	41	52.6	419	441	397	1258	12
KEARNY/DIGITAL MEDIA	77	28	36.4	424	453	428	1305	67
KEARNY/INTL BUSINESS	89	41	46.1	433	434	432	1300	(21)
KEARNY/SCI CONN TECH	83	40	48.2	430	437	417	1284	(58)
LA JOLLA	363	294	81.0	571	591	569	1731	10
LCI INSTRUCTION	12	1	8.3	--	--	--	--	--
MADISON	289	126	43.6	448	438	438	1324	17
MIRA MESA	555	355	64.0	476	504	468	1448	13
MISSION BAY	279	128	45.9	459	472	456	1386	(32)
MORSE	506	215	42.5	445	473	439	1357	(7)
MT. EVEREST	14	8	57.1	--	--	--	--	--
MUIR	17	12	70.6	371	393	368	1133	(109)
NEW DAWN	12	0	0.0	--	--	--	--	--
POINT LOMA	343	170	49.6	493	515	496	1505	(42)
S.C.P.A.	190	116	61.1	472	459	461	1392	(113)
SCRIPPS RANCH	531	395	74.4	529	552	521	1602	(32)
SD/BUSINESS	78	24	30.8	393	387	413	1193	(11)
SD/CIMA	84	21	25.0	341	383	337	1061	110
SD/INTL STUDIES	98	89	90.8	506	507	512	1524	(39)
SD/LEADS	73	49	67.1	376	371	376	1123	(63)
SD/MEDIA VIS PRF ART	64	22	34.4	415	416	397	1229	--
SD/SCIENCE TECHNOL	82	53	64.6	409	410	408	1227	74

Table 3. 2006–07 SAT I Results by School

School	Grade 12 Enrollment	SAT I Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Composite SAT I Score	Composite Score Differential with 2005–06
SERRA	388	216	55.7	476	483	471	1430	19
TWAIN	245	4	1.6	--	--	--	--	--
UNIVERSITY CITY	416	276	66.3	521	541	515	1577	43
WHITTIER	2	0	--	--	--	--	--	--
Non-Charter Total	6719	3430	51.0	482	496	476	1454	(15)
AUDEO	40	13	32.5	490	455	482	1427	--
CHARTER SCHOOL OF SD	442	27	6.1	491	463	494	1449	(35)
CORTEZ HILL	48	16	33.3	426	410	423	1258	1
HIGH TECH HIGH	99	88	88.9	525	510	512	1547	(0)
HIGH TECH INTERNATL	89	71	79.8	488	489	494	1471	--
LEARNING CHOICE ACAD	22	4	18.2	--	--	--	--	--
PREUSS SCHOOL UCSD	78	73	93.6	504	509	521	1534	24
Charter Total	818	292	35.7	501	492	502	1496	(7)
District Total	7537	3722	49.4	483	496	478	1457	(14)

Preuss School UCSD, a charter school located at the UC San Diego campus “dedicated to providing a rigorous college prep education for motivated low-income students who will become the first in their families to graduate from college,”⁸ has the highest participation rate among district schools. San Diego International Studies, High Tech High, La Jolla, High Tech High International, and Scripps Ranch also had high participation rates in 2006-07.

In terms of performance, La Jolla High School has had the highest average scores since the district began tracking the SAT I data of its Grade 12 students. In 2006–07, La Jolla High School and Scripps Ranch High School had the two highest scores in all three sections of the SAT I. University City, High Tech High, Henry, Preuss, San Diego International Studies, and Point Loma also had among the highest average section scores. The highest and lowest SAT I composite scores among schools in the district cover a 670-point range, or an average of 223 scale score points per section. San Diego CIMA, a school where more than three-quarters of its 2006–07 seniors were English learners, had the lowest average composite score and the lowest average section scores in critical reading and writing. Crawford CHAMPS, Muir, Gompers, Hoover, and San Diego LEADS also had among the lowest average section scores. Table 4 shows the ranking of district schools by participation rate and average composite score.

⁸ Preuss School UCSD website (<http://preuss.ucsd.edu/>).

Table 4. 2006–07 SAT I Results by School
Sorted by Participation Rate and Composite Score

Sorted by Participation Rate				Rank	Sorted by Composite Score		
School	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers		School	Composite SAT I Score	Composite Score Differential with 2005–06
PREUSS SCHOOL UCSD	78	73	93.6	1	LA JOLLA	1731	10
SD/INTL STUDIES	98	89	90.8	2	SCRIPPS RANCH	1602	(32)
HIGH TECH HIGH	99	88	88.9	3	UNIVERSITY CITY	1577	43
LA JOLLA	363	294	81.0	4	HIGH TECH HIGH	1547	(0)
HIGH TECH INTERNATL	89	71	79.8	5	HENRY	1541	(30)
SCRIPPS RANCH	531	395	74.4	6	PREUSS SCHOOL UCSD	1534	24
MUIR	17	12	70.6	7	SD/INTL STUDIES	1524	(39)
SD/LEADS	73	49	67.1	8	POINT LOMA	1505	(42)
UNIVERSITY CITY	416	276	66.3	9	HIGH TECH INTERNATL	1471	
SD/SCIENCE TECHNOL	82	53	64.6	10	CHARTER SCHOOL OF SD	1449	(35)
MIRA MESA	555	355	64.0	11	MIRA MESA	1448	13
S.C.P.A.	190	116	61.1	12	SERRA	1430	19
MT. EVEREST	14	8	57.1	13	AUDEO	1427	
SERRA	388	216	55.7	14	CLAIREMONT	1407	24
CLAIREMONT	283	156	55.1	15	S.C.P.A.	1392	(113)
HENRY	502	276	55.0	16	MISSION BAY	1386	(32)
CRAWFORD/MULTIMEDIA	72	38	52.8	17	MORSE	1357	(7)
KEARNY/CONSTR TECH	78	41	52.6	18	MADISON	1324	17
POINT LOMA	343	170	49.6	19	CRAWFORD/LAW	1309	169
KEARNY/SCI CONN TECH	83	40	48.2	20	KEARNY/DIGITAL MEDIA	1305	67
CRAWFORD/CHAMPS	86	41	47.7	21	KEARNY/INTL BUSINESS	1300	(21)
KEARNY/INTL BUSINESS	89	41	46.1	22	KEARNY/SCI CONN TECH	1284	(58)
MISSION BAY	279	128	45.9	23	CORTEZ HILL	1258	1
MADISON	289	126	43.6	24	KEARNY/CONSTR TECH	1258	12
MORSE	506	215	42.5	25	CRAWFORD/IDEA	1247	(96)
GOMPERS	144	54	37.5	26	CRAWFORD/MULTIMEDIA	1244	
KEARNY/DIGITAL MEDIA	77	28	36.4	27	SD/MEDIA VIS PRF ART	1229	
SD/MEDIA VIS PRF ART	64	22	34.4	28	SD/SCIENCE TECHNOL	1227	74
HOOVER	348	118	33.9	29	HOOVER	1214	(66)
CORTEZ HILL	48	16	33.3	30	SD/BUSINESS	1193	(11)
AUDEO	40	13	32.5	31	CRAWFORD/CHAMPS	1156	4
SD/BUSINESS	78	24	30.8	32	MUIR	1133	(109)
SD/CIMA	84	21	25.0	33	GOMPERS	1128	(41)
CRAWFORD/IDEA	59	12	20.3	34	SD/LEADS	1123	(63)
LEARNING CHOICE ACAD	22	4	18.2	35	SD/CIMA	1061	110
CRAWFORD/LAW	68	10	14.7	36			
LCI INSTRUCTION	12	1	8.3	37			

Table 4. 2006–07 SAT I Results by School
Sorted by Participation Rate and Composite Score

Sorted by Participation Rate				Rank	Sorted by Composite Score		
School	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers		School	Composite SAT I Score	Composite Score Differential with 2005–06
CHARTER SCHOOL OF SD	442	27	6.1	38			
TWAIN	245	4	1.6	39			
GARFIELD	177	1	0.6	40			
NEW DAWN	12	0	0.0	41			
DISTRICT Total	7537	3722	49.4		DISTRICT Total	1457	(14)

Summary

In 2006–07, the average SAT I scores of district 12th graders in all sections of the SAT I (critical reading, mathematics, and writing) were lower than the scores of the previous year's 12th graders. Both critical reading and writing scores declined by 5 points to 483 and 478, respectively, while mathematics declined by 4 points to 496. Average reading scores declined for a second year in a row while mathematics scores have declined for the past four years. Despite similar patterns of decline for the nation's and state's public schools, district scores remain lower than these groups' scores.

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

1. Participation rates increased for both gender, both socioeconomic, and nearly all ethnic subgroups with the exception of Asian and Native American students. Female students continue to have participation rates higher than male students (53 percent compared with 45 percent).
2. The gaps in participation rates among the three largest ethnic groups in the district persist and even widened slightly in 2006–07 due to larger gains made by White students compared with African American and Hispanic students.
3. Consistent with the overall decline in SAT I section scores districtwide, both male and female groups exhibited declines in average scale scores in all three areas of the SAT I in 2006–07. With the exception of the writing section, male students have outperformed female students in each SAT I section for the past four years. The gap between the two gender groups continues to narrow, however. In 2003–04, female test takers scored an average 28 points lower per section than males; in 2004–05, 17 points; in 2005–06, 16 points; and, in 2006–07, down to 10 points.
4. With the exception of Filipino students, all district ethnic groups showed lower SAT I composite scores compared with the previous year. Among the district's three largest ethnic groups (White, Hispanic, African American), White students decreased the fewest points, while African American students decreased the most.

5. Despite a double-digit decline of 18 scale score points, Asian students along with White students continue to have the highest composite SAT I scores, while African American, Pacific Islander, and Hispanic students continue to have the lowest.
6. There was no improvement in the performance gaps between White students and African American and Hispanic students in 2006–07; the gaps among these groups are still considerable—234 points between White and African American students and 203 points between White and Hispanic students.
7. In 2006–07, regardless of socioeconomic status, average scores on the SAT I declined. Average scores for those eligible for free or reduced-price meals (FRM) went down by 8 points from 1316 to 1308, while those for students who were not eligible (non-FRM) declined by 9 points from 1527 to 1518. Similar to the previous year, FRM students averaged roughly 70 points lower per SAT I section than non-FRM students.
8. Within each of the district’s three largest ethnic groups, non-FRM students outperformed FRM students in all sections of the SAT I as well. The good news is that Hispanic and White FRM students posted increased scores, although these gains are not evident in overall ethnic group scores due to a combination of score gain size and the relative number of students in each subgroup.
9. Within each socioeconomic status group, composite critical reading and mathematics scores of White students continue to be much higher than for their African American and Hispanic counterparts. The gap between Hispanic and White students for both FRM and non-FRM students widened slightly—from 160 to 170 points for non-FRM students and from 141 to 158 for FRM students. For African American students and White students, the gap narrowed from 224 to 210 points for non-FRM students but widened from 148 to 192 points for FRM students.
10. 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.
11. In 2006–07, all language proficiency subgroups (i.e., English learners [ELs], former English learners [Reclassified Fluent English Proficient or RFEP] and fluent English students [FEPs]) had lower average composite SAT I scores and section scores compared to the previous year. English learners posted the largest composite score drop with double-digit losses in each section for a total average score decline of 126 points. They continue to have the lowest average section scores among all language proficiency groups and among all subgroups examined in this report.
12. In 2006–07, the average composite score of RFEPs was 183 points lower than fluent English students.
13. The SAT I results of 2006–07 12th grade students were disaggregated by their overall performance on the Grade 11 California Standards Tests (CSTs). As one might expect,

students who scored at “proficient” or better on the CSTs performed much better on the related SAT I section than those at “basic” or lower.

14. Roughly half (17 of 31) of schools with at least 10 test takers among their 12th graders in each of 2006–07 and 2005–06 posted gains in their average composite scores (up to 169 points), while the rest showed decreases (up to 113 points). Crawford Law and Business, San Diego CIMA, San Diego Science and Technology, and Kearny Digital Media posted the largest gains while SCPA, Muir, and Crawford IDEA experienced the largest losses.
15. Preuss UCSD had the highest participation rate among district schools, followed by San Diego International Studies, High Tech High, La Jolla, High Tech High International, and Scripps Ranch.
16. In 2006–07, La Jolla High School and Scripps Ranch High School had the two highest scores in all three sections of the SAT I. University City, High Tech High, Henry, Preuss, San Diego International Studies, and Point Loma also had among the highest average section scores.

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 2006–07

Average SAT I Results of Grade 12 Students by School

Loc	School	Year	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				Count	Percent				
000	District ⁹	2003-2004	6956	3285	47.2	492	506		998
		2004-2005	7336	3328	45.4	495	505		1001
		2005-2006	7334	3463	47.2	488	500	483	1470
		2006-2007	7537	3722	49.4	483	496	478	1457
331	ALBA	2005-2006	4	2					
008	Audeo	2003-2004	15	1	6.7	330	310		
		2004-2005	49	6	12.2	508	492		
		2005-2006	65	7	10.8	491	526	548	1644
		2006-2007	40	13	32.5	490	455	482	1427
		2007-2008	128	15	11.7	495	486	489	1470
366	Charter School Of San Diego	2003-2004	350	37	10.6	484	486		
		2004-2005	344	29	8.4	534	501		
		2005-2006	495	34	6.9	492	496	491	1484
		2006-2007	442	27	6.1	491	463	494	1449
332	Clairemont High	2003-2004	257	112	43.6	481	483		
		2004-2005	302	135	44.7	482	475		
		2005-2006	253	131	51.8	462	461	461	1383
		2006-2007	283	156	55.1	465	469	471	1407
323	Cortez Hill Academy	2003-2004	13	2	15.4	515	510		
		2004-2005	31	10	32.3	472	440		
		2005-2006	32	21	65.6	457	379	421	1257
		2006-2007	48	16	33.3	426	410	423	1258
704	Crawford CHAMPS	2004-2005	98	31	31.6	404	423		
		2005-2006	86	36	41.9	388	382	383	1152
		2006-2007	86	41	47.7	384	394	377	1156
334	Crawford High	2003-2004	300	94	31.3	424	441		
702	Crawford IDEA	2004-2005	76	20	26.3	440	457		
		2005-2006	83	30	36.1	436	459	448	1343
		2006-2007	59	12	20.3	398	448	400	1247
705	Crawford Law and Business	2004-2005	82	29	35.4	374	408		
		2005-2006	76	16	21.1	369	396	375	1140
		2006-2007	68	10	14.7	452	415	442	1309
703	Crawford Multimedia & Vis Arts	2004-2005	67	15	22.4	399	409		
		2005-2006	56	9	16.1	371	387	353	1111
		2006-2007	72	38	52.8	422	421	401	1244
361	Garfield High	2004-2005	99	2	2.0	360	390		
		2005-2006	114	2	1.8	340	335	380	1055
335	Gompers High	2003-2004	133	28	21.1	428	452		
		2004-2005	109	20	18.3	366	390		
		2005-2006	122	56	45.9	385	404	380	1169

⁹ Total enrollment excludes students enrolled in Non-Public Schools, TRACE, and TRACE Seniors.

Loc	School	Year	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				Count	Percent				
336	Henry High	2003-2004	453	240	53.0	509	519		
		2004-2005	506	267	52.8	515	521		
		2005-2006	497	255	51.3	526	521	521	1571
		2006-2007	502	276	55.0	522	519	501	1541
339	High Tech High	2003-2004	113	90	79.6	534	530		
		2004-2005	82	79	96.3	553	556		
		2005-2006	114	97	85.1	517	521	509	1547
		2006-2007	99	88	88.9	525	510	512	1547
785	High Tech High International	2006-2007	89	71	79.8	488	489	494	1471
382	Home and Hospital Instruction	2005-2006	4	1					
338	Hoover High	2003-2004	328	83	25.3	392	435		
		2004-2005	359	109	30.4	399	417		
		2005-2006	350	110	31.4	419	440	422	1280
		2006-2007	348	118	33.9	393	428	394	1214
736	Kearny Construction Tech	2005-2006	71	39	54.9	418	435	388	1246
		2006-2007	78	41	52.6	419	441	397	1258
733	Kearny Digital Media & Design	2004-2005	111	26	23.4	401	431		
		2005-2006	74	18	24.3	426	384	428	1238
		2006-2007	77	28	36.4	424	453	428	1305
340	Kearny High	2003-2004	324	117	36.1	401	433		
735	Kearny International Business	2004-2005	105	47	44.8	424	441		
		2005-2006	74	25	33.8	421	465	428	1320
		2006-2007	89	41	46.1	433	434	432	1300
734	Kearny SCT	2004-2005	108	43	39.8	437	461		
		2005-2006	90	45	50.0	442	474	427	1343
		2006-2007	83	40	48.2	430	437	417	1284
342	La Jolla High	2003-2004	368	302	82.1	578	597		
		2004-2005	366	292	79.8	570	593		
		2005-2006	380	317	83.4	567	586	568	1721
		2006-2007	363	294	81.0	571	591	569	1731
791	LCI	2003-2004	11	1	9.1	510	590		
		2005-2006	15	2	13.3	455	370	390	1215
		2006-2007	12	1	8.3	450	490	610	1550
018	Learning Choice Academy	2006-2007	22	4	18.2	543	508	555	1605
346	Madison High	2003-2004	265	98	37.0	441	455		
		2004-2005	312	113	36.2	446	456		
		2005-2006	281	106	37.7	439	437	429	1306
		2006-2007	289	126	43.6	448	438	438	1324
349	Mira Mesa High	2003-2004	523	289	55.3	487	509		
		2004-2005	535	284	53.1	485	508		
		2005-2006	519	312	60.1	468	504	463	1435
		2006-2007	555	355	64.0	476	504	468	1448
350	Mission Bay High	2003-2004	322	133	41.3	463	467		
		2004-2005	333	115	34.5	462	448		
		2005-2006	270	121	44.8	474	479	464	1418
		2006-2007	279	128	45.9	459	472	456	1386

Loc	School	Year	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				Count	Percent				
352	Morse High	2003-2004	642	297	46.3	462	479		
		2004-2005	693	254	36.7	455	471		
		2005-2006	611	244	39.9	451	469	444	1364
		2006-2007	506	215	42.5	445	473	439	1357
395	Mt. Everest Academy	2003-2004	11	6	54.5	588	637		
		2004-2005	15	10	66.7	627	580		
		2005-2006	21	8	38.1	531	473	525	1529
		2006-2007	14	8	57.1	540	516	531	1588
369	Muir	2003-2004	11	7	63.6	443	419		
		2004-2005	20	9	45.0	387	414		
		2005-2006	20	15	75.0	413	424	404	1241
438	New Dawn	2006-2007	17	12	70.6	371	393	368	1133
354	Point Loma High	2005-2006	3	2					
		2003-2004	388	186	47.9	513	525		
		2004-2005	441	224	50.8	525	533		
		2005-2006	389	177	45.5	512	521	513	1547
348	Preuss School UCSD	2006-2007	343	170	49.6	493	515	496	1505
		2003-2004	56	55	98.2	488	498		
		2004-2005	75	75	100.0	518	516		
		2005-2006	89	87	97.8	502	510	498	1510
749	San Diego Business	2006-2007	78	73	93.6	504	509	521	1534
		2004-2005	67	24	35.8	404	432		
		2005-2006	64	18	28.1	402	401	396	1204
746	San Diego CIMA	2006-2007	78	24	30.8	393	387	413	1193
		2004-2005	50	5	10.0	330	350		
		2005-2006	59	18	30.5	303	352	296	951
356	San Diego High	2006-2007	84	21	25.0	341	383	337	1061
		2003-2004	415	167	40.2	456	456		
		2004-2005	95	77	81.1	561	537		
744	San Diego Int'l Studies	2005-2006	87	79	90.8	528	518	517	1563
		2006-2007	98	89	90.8	506	507	512	1524
		2004-2005	83	22	26.5	384	373		
745	San Diego LEADS	2005-2006	98	40	40.8	400	395	392	1186
		2006-2007	73	49	67.1	376	371	376	1123
		2004-2005	56	9	16.1	448	424		
750	San Diego MVP Arts	2005-2006	72	9	12.5	397	420	394	1211
		2006-2007	64	22	34.4	415	416	397	1229
		2004-2005	63	18	28.6	412	428		
753	San Diego Science & Technology	2005-2006	80	36	45.0	382	410	361	1154
		2006-2007	82	53	64.6	409	410	408	1227
		2003-2004	177	115	65.0	466	450		
368	San Diego SCPA	2004-2005	180	96	53.3	474	452		
		2005-2006	192	95	49.5	514	483	508	1505
		2006-2007	190	116	61.1	472	459	461	1392
		2003-2004	482	344	71.4	531	551		
359	Scripps Ranch High	2004-2005	509	362	71.1	536	557		

Loc	School	Year	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				Count	Percent				
		2005-2006	515	369	71.7	537	564	531	1633
		2006-2007	531	395	74.4	529	552	521	1602
357	Serra High	2003-2004	381	177	46.5	499	507		
		2004-2005	351	182	51.9	494	496		
		2005-2006	378	194	51.3	475	474	462	1411
		2006-2007	388	216	55.7	476	483	471	1430
362	Twain High	2003-2004	50	8	16.0	481	478		
		2004-2005	70	8	11.4	441	465		
		2005-2006	78	5	6.4	400	406	378	1184
		2006-2007	245	4	1.6	405	395	418	1218
355	University City High	2003-2004	424	266	62.7	515	527		
		2004-2005	434	264	60.8	510	527		
		2005-2006	408	259	63.5	506	522	506	1534
		2006-2007	416	276	66.3	521	541	515	1577