

## SAT Reasoning Test™ Results of Grade 12 Students, 2007–08<sup>1</sup>

### 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 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 12<sup>th</sup> grade class. Individual school data are included in the Appendix.

### Highlights

In 2007–08, the average SAT I scores of district 12<sup>th</sup> graders in all sections of the SAT I (critical reading, mathematics, and writing) were markedly higher than the scores of the previous year's 12<sup>th</sup> graders. The district average score in critical reading, which had declined in 2005–06 and 2006–07, increased by 11 scale score points to 494. Mathematics, which showed improvement for the first time in five years, was up 8 points to 504 while the average SAT I writing score rose by 8 points to 487. While these scores still do not surpass the average scores of public schools across the nation and across California, the differences between the district and these groups have narrowed considerably.

Data for SDUSD and other large unified districts in California showed the district continuing to post the highest average scores in critical reading and writing. However, as in previous years, San Francisco Unified School District's composite SAT I score<sup>2</sup> exceeded the district's composite score by 17 points due to a 32-point difference in mathematics scores.

Participation rates have remained fairly stable over the years ranging from 45 to 49 percent of the 12<sup>th</sup> grade population. In 2007–08, there was a 2-percentage point decline in the district's overall SAT I participation rate with 47 percent of 12<sup>th</sup> graders taking the SAT I. 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 relatively low participation rates.

Score gains seen in the overall district results are reflected in the subgroup results. Every gender, ethnic, socioeconomic status, and language proficiency subgroup posted increased average SAT I composite scores in 2007–08 compared with the previous year. Male, Asian, non-socioeconomically

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<sup>1</sup> May, 2009 report revisions include the newly released 2007–08 SAT I data of other California unified school districts and the exclusion of non-public school students in the denominator for calculating participation rates.

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

disadvantaged, and English learner subgroups had larger overall increases than their counterpart groups.

Larger score gains by non-socioeconomically disadvantaged students (i.e., those not eligible for free or reduced-price meals) caused the performance gap with socioeconomically disadvantaged students to continue to widen. There was a slight narrowing of the performance gap between African American and White students in 2007–08, but gaps in composite scores among the district’s largest ethnic groups are still considerable—230 points between White and African American students and 203 points between White and Hispanic students (critical reading and mathematics sections only). Despite a near 60-point gain in their average composite scores in 2007–08, English learners<sup>3</sup> continue to have the lowest scores not only of all English language proficiency groups but of all subgroups examined in this report; the average section scores of ELs have remained below 400 for the past two years.

Roughly two-thirds of schools posted increased SAT I composite scores compared with the previous year. These schools showed increases in composite scores that ranged from 3 to 258 points and more than offset the decrease in scores experienced by the rest of the schools. Muir, Mt. Everest, San Diego International Studies, Kearny SCT, and High Tech High posted the largest gains while Crawford Law and Business, Crawford IDEA, and Cortez Hill experienced the largest losses.

## Overview of the SAT Reasoning Test (SAT I)

The SAT I consists of critical reading, mathematics, and writing sections.<sup>4</sup> 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

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<sup>3</sup> Former English learner or Reclassified Fluent English Proficient (RFEP) students are English learners who have met district criteria for classification as fluent English proficient.

<sup>4</sup> The writing section was introduced in 2005.

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 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 which resulted in 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.<sup>5</sup>

**2007–08 Dataset.** Of the 3,937 SAT I student records received from the College Board identified as belonging to the district, 3,791 records (96.3 percent) remained in the final dataset. An additional 28 student records, deliberately excluded in previous reporting for failing to meet enrollment criteria, were added appropriately to the current dataset for a total of 3,819 records included in this report. Of the 146 excluded records, 83 were previously reported, 39 were not actively enrolled Grade 12 students in 2007–08, and the remaining 24 students were still enrolled in the district as of 2008–09.

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 and has a self-reported graduation year of 2007–08. 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

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<sup>5</sup> 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.

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.

### Demographic Composition of District Grade 12 Students

**Gender.** In 2007–08, the district had an official fall count of 8,811 Grade 12 students. Gender composition districtwide and among 12<sup>th</sup> graders has been roughly even between males and females for the past five years. (See Figure 1.)

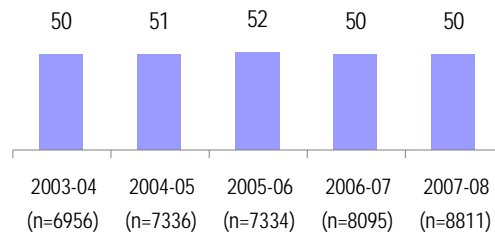


Figure 1. Percent of Female Grade 12 Students, 2003–04 to 2007–08

**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 35 and 32 percent, respectively; African American students still constitute the third largest group among district 12<sup>th</sup> graders with 14 percent. (See Table 1.)

Table 1. Gender and Ethnic Breakdown by Grade Level, 2007–08

Gr	Total Enrt		Female	Male	Native American	Asian	Indo-chinese	Pacific Islander	Filipino	Hispanic	African American	White
K	10,396	%	48.3	51.7	0.5	4.0	4.7	1.1	5.5	45.7	12.5	26.0
1	10,566	%	48.4	51.6	0.6	4.3	4.8	1.0	5.7	45.9	13.0	24.9
2	10,266	%	48.3	51.7	0.7	4.1	5.2	0.8	5.8	45.4	13.0	24.9
3	9,610	%	48.7	51.3	0.5	3.8	5.2	1.0	6.6	44.5	13.5	25.0
4	10,038	%	48.5	51.5	0.6	3.5	4.8	1.3	6.4	45.0	13.1	25.2
5	9,965	%	48.9	51.1	0.4	3.7	5.3	1.0	6.5	45.0	13.6	24.4
6	10,056	%	49.0	51.0	0.4	3.3	5.3	1.1	6.5	45.4	13.7	24.3
7	10,113	%	48.8	51.2	0.5	3.1	5.5	1.0	6.7	44.5	13.8	24.9
8	10,175	%	49.5	50.5	0.6	3.2	5.3	1.1	6.6	44.2	14.6	24.4
9	12,076	%	47.2	52.8	0.5	2.6	4.9	0.8	6.2	48.1	13.8	23.1
10	10,720	%	48.1	51.9	0.6	2.9	5.4	0.9	7.7	44.7	13.6	24.1
11	8,783	%	48.9	51.1	0.5	3.1	6.1	0.8	7.7	39.5	13.9	28.4
12	8,811	%	50.3	49.7	0.6	3.7	5.5	0.8	8.5	35.3	13.8	31.7
District	131,575	%	48.6	51.4	0.5	3.5	5.2	1.0	6.6	44.3	13.5	25.3

Table 2 shows how the ethnic composition of the 2007–08 Grade 12 cohort changed during their high school years as they 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 exhibited steadily declining enrollment numbers through grade 11 with some stability and even slight increases at grade 12. Hispanic and African American students experienced the most severe changes—Hispanic enrollment counts decreased by 33 percent between 9<sup>th</sup> and 12<sup>th</sup> grade (or from 4,636 down to 3,107 students) and African American enrollment by 22 percent. In contrast, White student enrollment counts declined by only 5 percent causing the overall proportion of White students to increase from 27 percent in 9<sup>th</sup> grade to 32 percent in 12<sup>th</sup> grade.

Table 2. Multiyear Changes in Gender and Ethnic Breakdown  
of the 2007–08 Grade 12 Class

Year	Gr	Total Enrt		Female	Male	Native American	Asian	Indo-chinese	Pacific Islander	Filipino	Hispanic	African American	White
2004-05	9	10,997	%	49.3	50.7	0.6	2.7	5.3	0.9	7.3	42.2	14.2	26.9
			count	5426	5571	61	295	585	99	803	4636	1559	2959
2005-06	10	10,429	%	49.4	50.6	0.5	3.0	5.3	0.9	7.4	41.3	14.0	27.5
			count	5154	5275	55	318	555	91	773	4308	1461	2868
2006-07	11	8,710	%	51.0	49.0	0.5	3.6	5.5	0.9	8.2	36.3	13.6	31.4
			count	4442	4268	44	316	481	78	717	3159	1181	2734
2007-08	12	8,811	%	50.3	49.7	0.6	3.7	5.5	0.8	8.5	35.3	13.8	31.7
			count	4428	4383	57	327	482	74	747	3107	1220	2797

**Other Demographic Characteristics.** Nearly half (45 percent) of Grade 12 students have a non-English primary language. Next to English, Spanish was the largest primary language group with 28 percent of students; Filipino was a distant second with only 6 percent of students. Three out of every 10 district 12<sup>th</sup> graders were either English learners (11 percent) or former English learners (20 percent). Forty-three percent were eligible for free or reduced-price meals and 16 percent received special education services.

## SAT I Results

**Overall District Performance.** The average critical reading score for 2007–08 district 12<sup>th</sup> graders was 494, the mathematics score was 504, and the writing score was 487 (n=3,819). These scores reflect substantial increases compared with results for the previous year's 12<sup>th</sup> graders. Critical reading increased by 11 scale score points, the first increase in three years. Both mathematics and writing average scores increased by 8 scale score points each—the first increase in five years for mathematics and first in two years for writing. (See Figures 2–4.)

SAT I section averages were, for the most part, unchanged for the nation's and state's public schools. For these groups, the largest change was a 2-point increase in the average writing score for California public schools. This relatively flat performance for the nation and state coupled with the district's much improved results in 2007–08 resulted in a narrowing of differences in group average scores for all three sections.

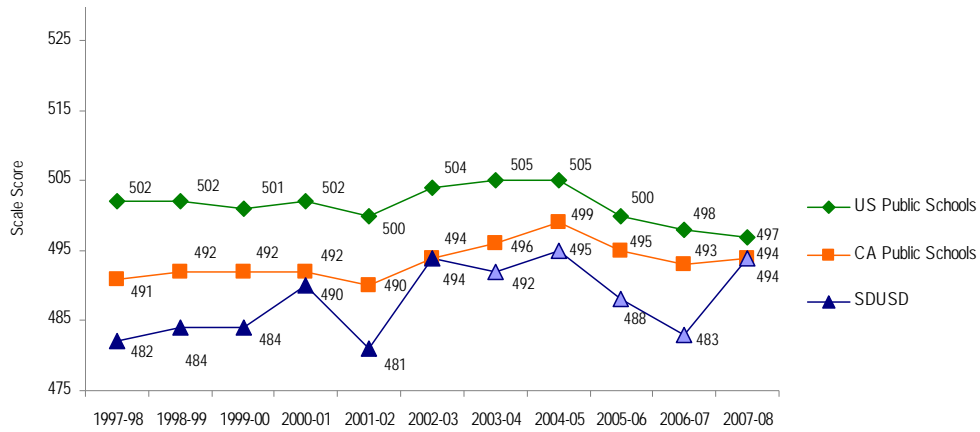


Figure 2. Average SAT I Critical Reading (formerly “Verbal”) Scores<sup>6</sup>

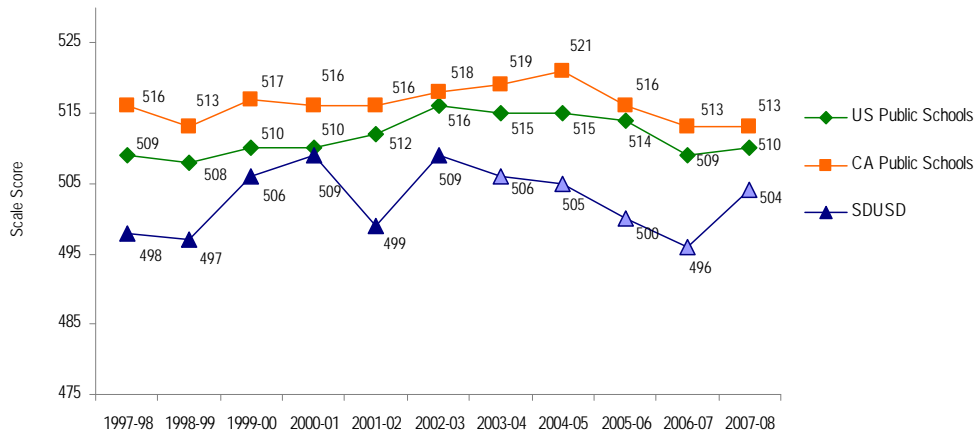


Figure 3. Average SAT I Mathematics Scores

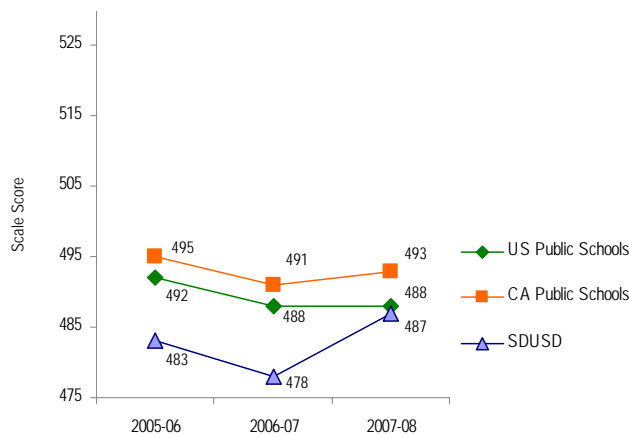


Figure 4. Average SAT I Writing Scores

<sup>6</sup> 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 2007–08. San Francisco Unified School District (USD) continues to register the highest SAT I participation rate (73 percent).<sup>7</sup> Similar to previous years, Los Angeles and San Diego<sup>8</sup> are a distant second (each at 47 percent), while San Bernardino is third (40 percent). The rest of the large districts (Sacramento, Long Beach, Santa Ana, and Fresno) have participation rates ranging from 29 to 37 percent, equal to or slightly higher than the statewide rate of 36 percent. With the exception of Santa Ana (whose participation rate rose slightly) and San Francisco (whose rate stayed the same), most districts, including San Diego, showed decreased participation rates in 2007–08 compared with the previous year.

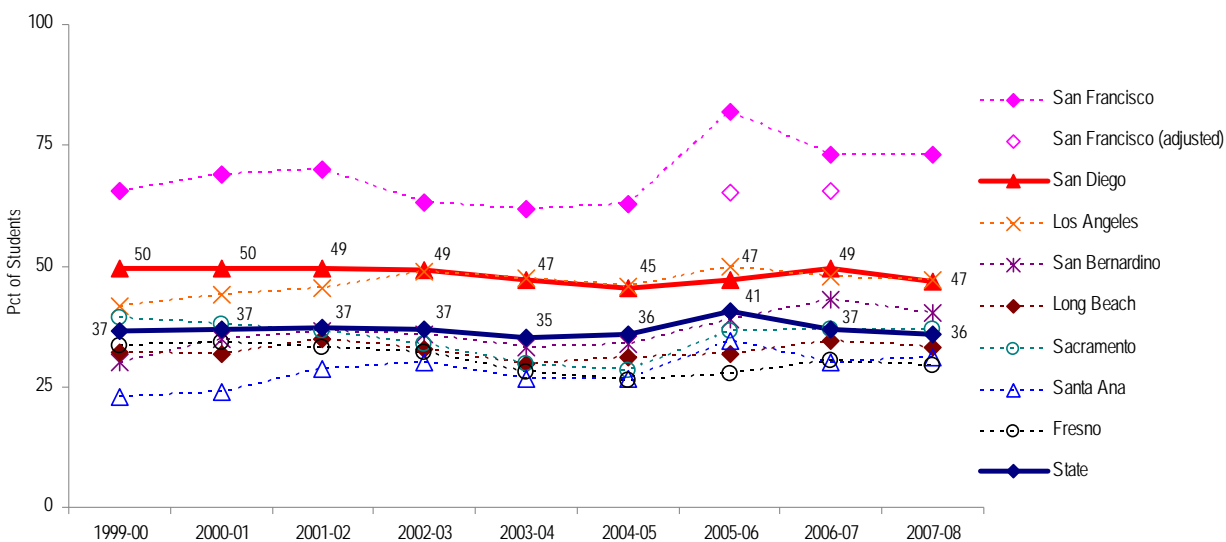


Figure 5. Participation Rates Among 12<sup>th</sup> Graders in Large California Unified School Districts

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 there is evidence to support this notion when considering 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 previous years, San Francisco and San Diego had among the highest participation rates of the large California districts and yet also had the highest average SAT I composite scores in 2007–08. (See Figure 6.) Once again, San Diego

<sup>7</sup> 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 and 2007–08, representing a big shift compared with rates from earlier years. The lower participation rates shown in Figure 5 for 2005–06 and 2006–07 (“hollow” pink data points) are based on adjusted 12<sup>th</sup> grade enrollment counts provided by SFUSD and not on the fall CBEDS counts used by the CDE; adjusted figures for 2007–08 were not available. According to SFUSD, they 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 so that when district enrollment is submitted to the state in the fall for CBEDS, SFUSD’s 12<sup>th</sup> grade counts are unavoidably understated—grade demotions are reflected in the counts but not promotions. For example, per SFUSD, their fall 2006 12<sup>th</sup> grade count reported on the CDE website is 3799 but their more accurate 12<sup>th</sup> grade count taken a few months later in the spring is 4202.

<sup>8</sup> For purposes of calculating the district’s SAT I participation rate, 12<sup>th</sup> grade students from Non-Public Schools, whose SAT data are not received by the district, and TRACE/TRACE Seniors, where nearly all students are non-diploma bound, were excluded from the denominator.

posted the highest average score in critical reading and writing while San Francisco posted the highest average mathematics score among the large unified districts. Similar to previous years, despite having the highest average score in two of the three SAT sections, San Diego’s 2007–08 composite score of 1485 trails San Francisco’s by 17 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 214 scale score points.

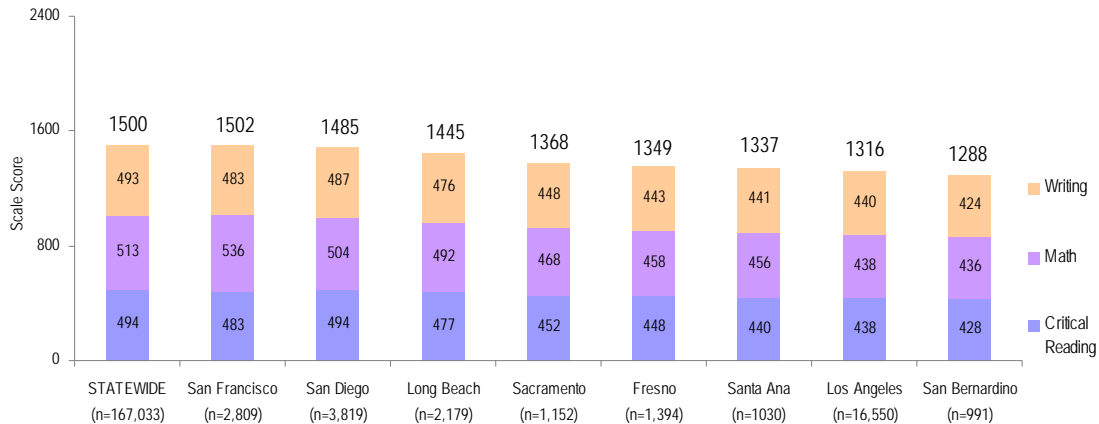


Figure 6. Average SAT I Performance in Large California Unified School Districts, 2007–08

Composite critical reading and mathematics scores for most large unified districts in California, except San Francisco, continue to be lower than the state average. (See Figure 7.) In 2007–08, only San Francisco, San Diego, and Fresno showed gains in composite critical reading and mathematics scores; the rest of the large districts posted lower scores. For San Diego, this is the first such increase in three years.

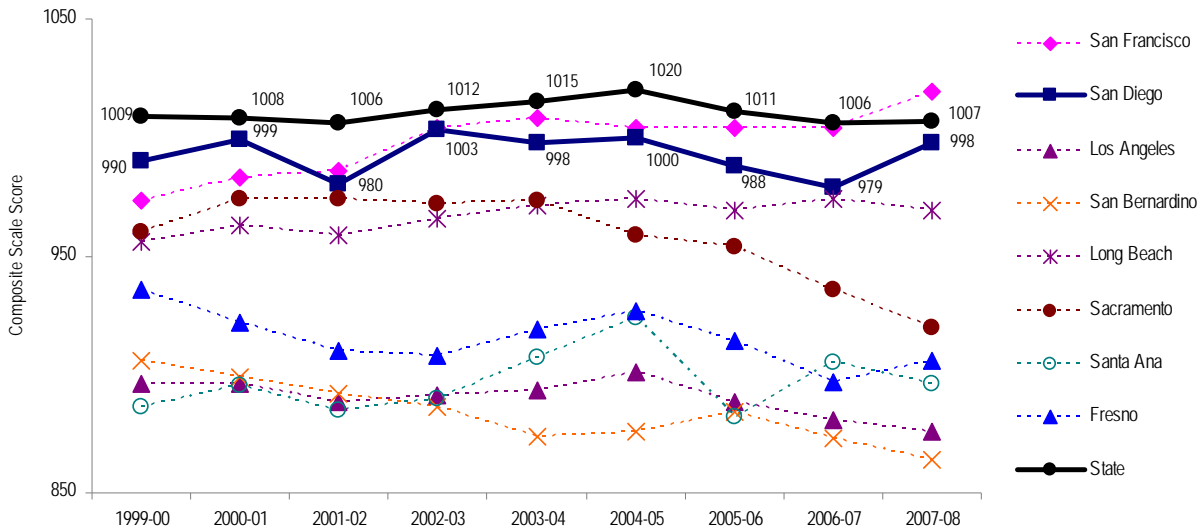
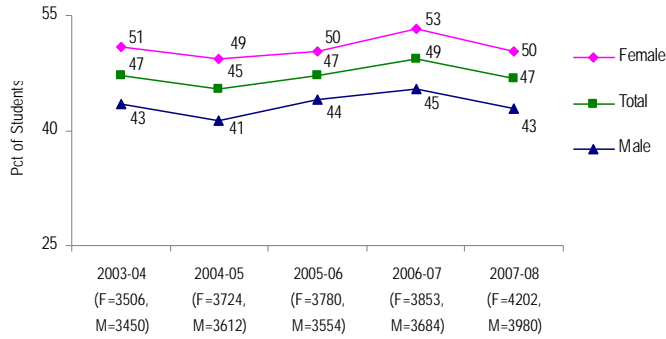


Figure 7. Average SAT I Composite Scores (Critical Reading and Mathematics Sections Only)

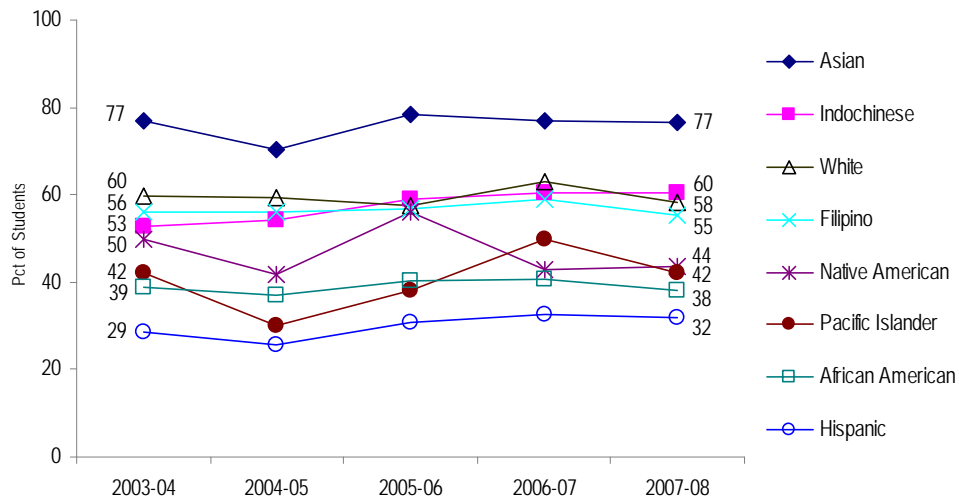




**Participation Rates.** Overall SAT I participation rates for district 12<sup>th</sup> graders have remained fairly stable over the years with rates from 45 and 49 percent. In 2007–08, participation rates declined by 2 to 3 percentage points overall and for both males and females.<sup>9</sup> Female students have had consistently higher participation rates than males for the past five years. (See Figure 8.)

Figure 8. Participation Rates by Gender

With the exception of Asian and Native American student groups, participation rates for most ethnic groups declined in 2007–08. Asian students continue to have the highest participation rate (77 percent); Indochinese, White, and Filipino students follow and are clustered together with rates between 55 and 60 percent. African American and Hispanic students continue to have relatively low participation rates (38 and 32 percent, respectively). Rates for Native American and Pacific Islander students have fluctuated widely over the years due to their relatively small group sizes; their current rates are in the low 40s. (See Figure 9.)



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
2007-08	3819	241	281	1523	400	24	29	404	917

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

<sup>9</sup> The decline in participation rates might be partially due to increased 12<sup>th</sup> grade enrollment counts noted at a handful of schools such as the Charter School of San Diego and Audeo, the opening of the new High Tech High Media Arts charter school, and the re-opening of Lincoln high school.

Gaps in participation rates among the three largest ethnic groups in the district persist, although smaller rate declines for African American and Hispanic students compared with White students caused the gaps to narrow slightly in 2007–08. (See Figure 10.)

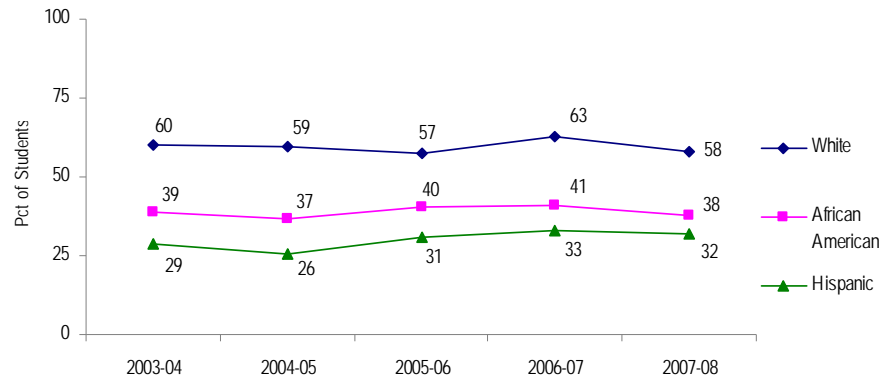


Figure 10. Participation Rates for the Largest Ethnic Groups in the District

Participation rates by socioeconomic status (i.e., based on student eligibility for free or reduced-price meals) show similar gaps. In 2007–08, 54 percent of 12<sup>th</sup> graders who are not eligible for free or reduced-price meals took the SAT I compared with only 36 percent of those who are eligible. Both groups experienced slight rate declines compared with the previous year.

**Subgroup Performance Results.** Consistent with the overall rise in SAT I section scores districtwide, both male and female groups exhibited gains in average scale scores in all three areas of the SAT I in 2007–08. (See Figure 11.) With the exception of the writing section, male students have outperformed female students in each SAT I section for the past five years. Differences are especially marked in mathematics, where average scale scores of male students have consistently exceeded that of female students by at least 35 points since 2003–04. Despite the slightly larger overall increase in the composite score of male students in 2007–08, the gap between the two gender groups appears to be narrowing. In 2003–04, female test takers scored an average 28 points lower per section than males; in 2005–06, this was down to 16 points; and, in 2007–08, down to 11 points.

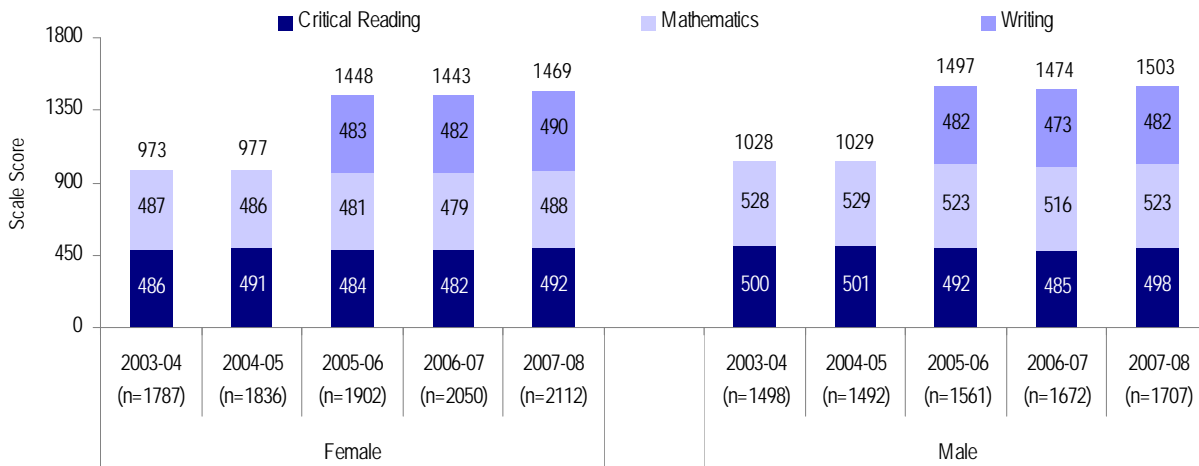


Figure 11. Average SAT I Performance by Gender

*SAT I Performance by Ethnicity.* All district ethnic groups showed increased SAT I composite scores compared with the previous year. Furthermore, with the exception of Native American performance in mathematics, each group showed gains in every section compared with the previous year. Asian students posted the highest composite gain with 84 scale score points, followed by Native American and Pacific Islander students. Among the district’s three largest ethnic groups (White, Hispanic, African American), African American students posted the largest composite gain with 28 scale score points. (See Figure 12.)

Asian and 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 difference in composite scores between the highest and lowest performing groups (Asian and African American) exceeds 400 points, with the largest differences 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 five years.

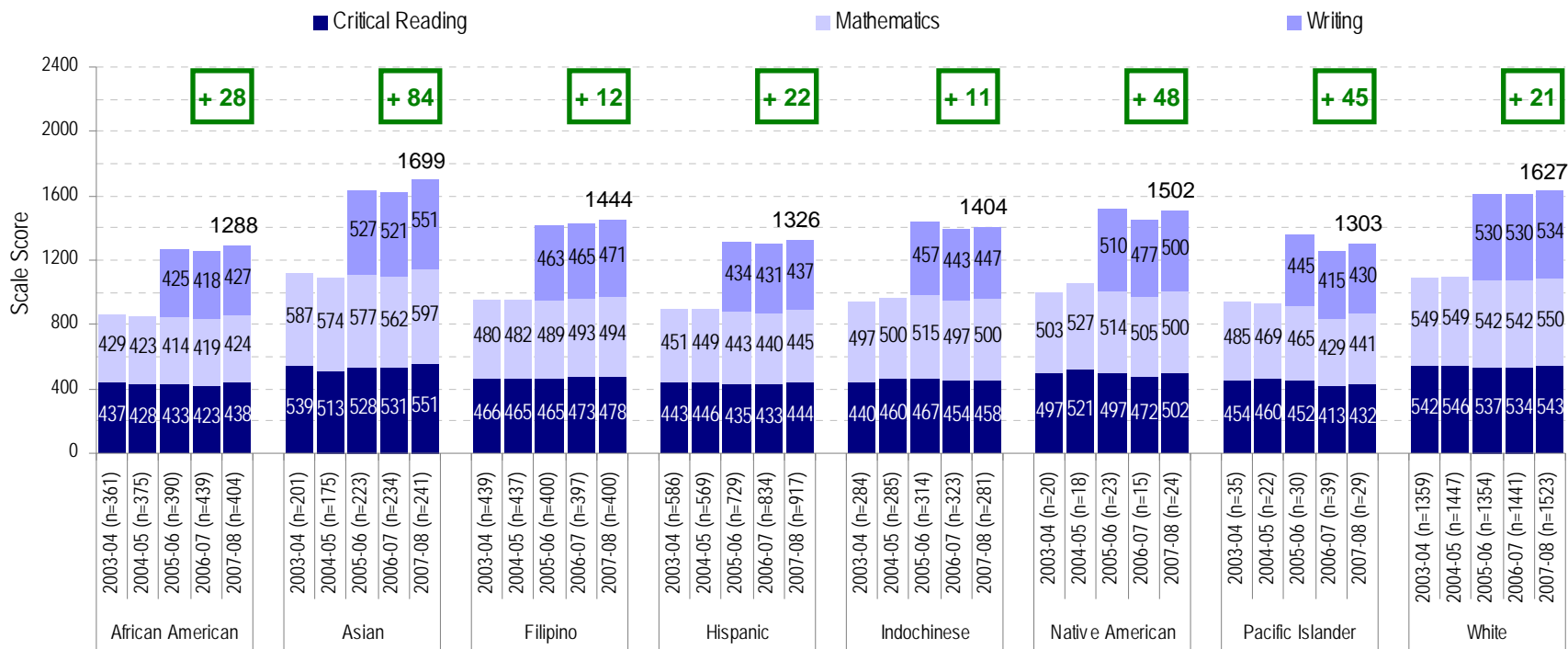


Figure 12. Average SAT I Performance by Ethnic Group

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 a slight narrowing of the gap between African American and White students in 2007–08, but the performance gaps among these groups are still considerable—230 points for White and African American students and 203 points for White and Hispanic students.

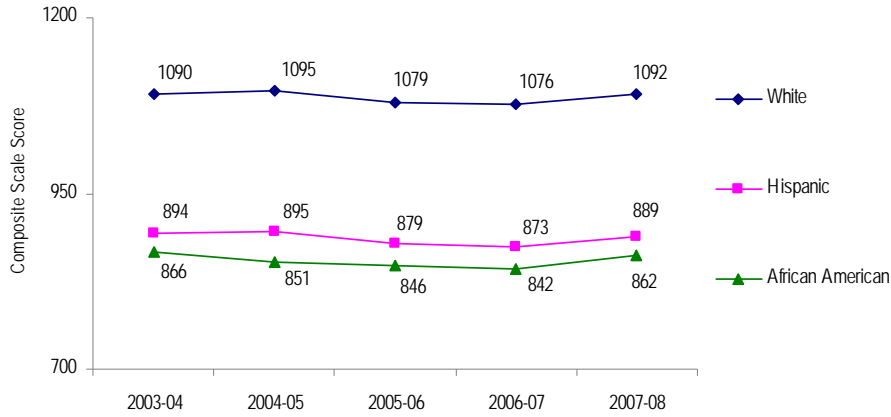


Figure 13. Average SAT I Composite Scores for the Largest Ethnic Groups in the District (Critical Reading and Mathematics Sections Only)

*SAT I Performance by Eligibility for Free or Reduced-Price Meals (FRM).* In 2007–08, students not eligible for free or reduced-price meals (“non-FRM”) continued to outperform those who were (“FRM”). Both groups had increased average section scores compared with the previous year; however, larger gains by non-FRM students caused the performance gap to continue to widen. FRM students averaged 65 points lower per SAT I section in 2003–04, 70 points lower in 2005–06, and 79 points lower in 2007–08 than those who are non-FRM. (See Figure 14.)

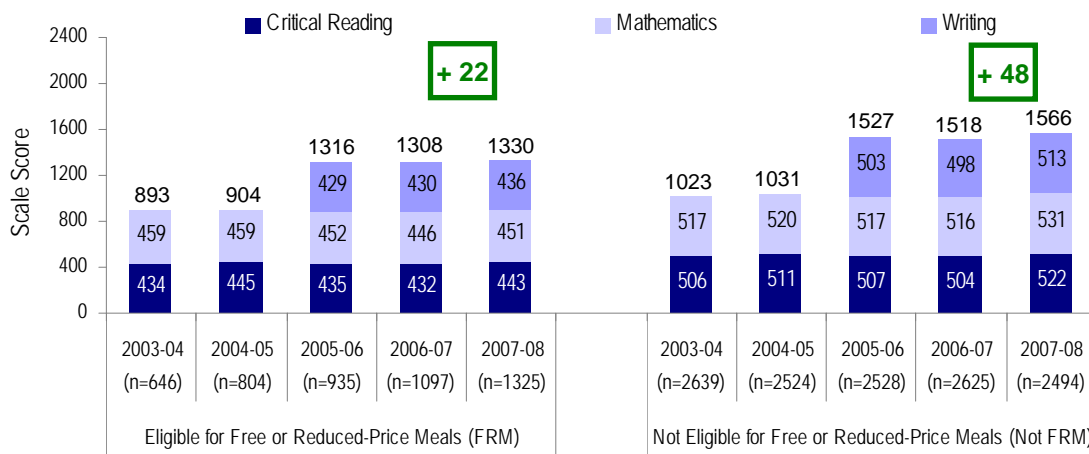


Figure 14. Average SAT I Performance by Eligibility for Free or Reduced-Price Meals (FRM)<sup>10</sup>

<sup>10</sup> 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 five years also show a persistent and widening performance gap. (See Figure 15.)

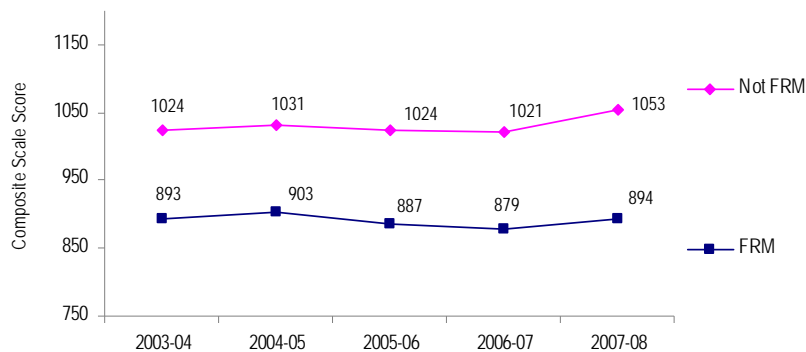


Figure 15. Average SAT I Performance by Eligibility for Free or Reduced-Price Meals (FRM) (Critical Reading and Mathematics Sections Only)

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 each ethnic/socioeconomic subgroup had increased scores in 2007–08. However, as was previously observed, gains were higher for students who are not FRM than those who were causing performance gaps to widen. (See Figure 16.)

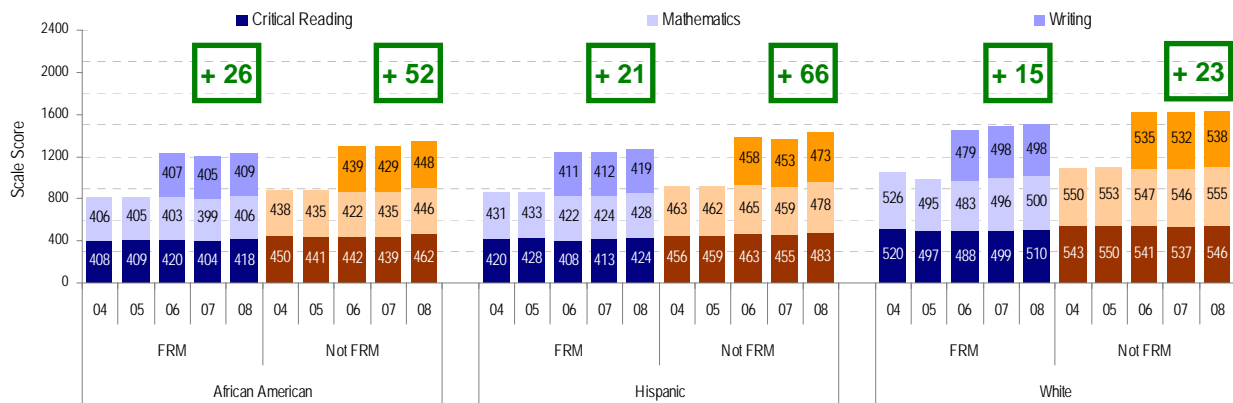


Figure 16. Average SAT I Performance of the Largest Ethnic Groups in the District by Eligibility for Free or Reduced-Price Meals (FRM)

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. However, the relatively higher gains posted by both non-FRM and FRM African American and Hispanic students resulted in the narrowing of the performance gap with their respective White student counterparts. For example, the gap between non-FRM Hispanic and non-FRM White students narrowed from 170 to 140 points; the gap between FRM African American and FRM White students narrowed slightly from 192 to 186 points. (See Figure 17.)

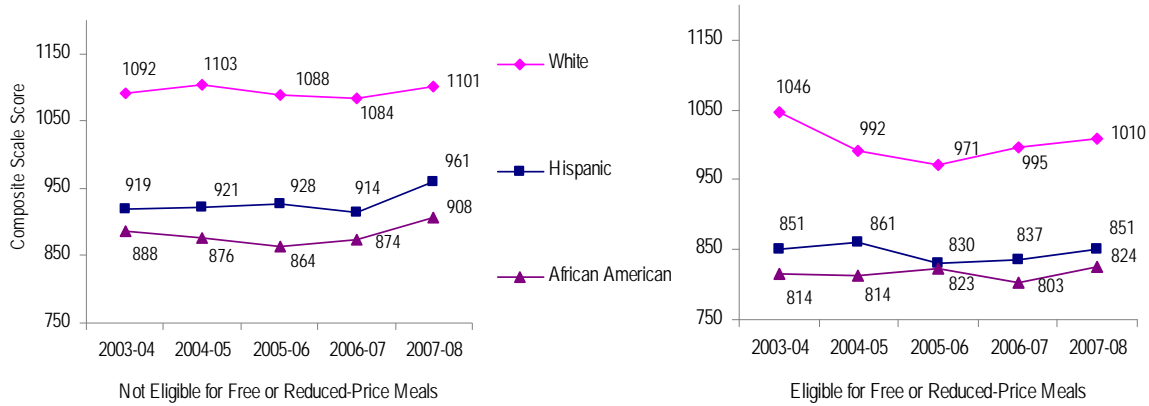


Figure 17. Average SAT I Composite Scores of the Largest Ethnic Groups in the District by Eligibility for Free or Reduced-Price Meals (Critical Reading and Mathematics Sections Only)

It is noteworthy, although not surprising, that an overwhelming majority of White SAT I test-takers is 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.)

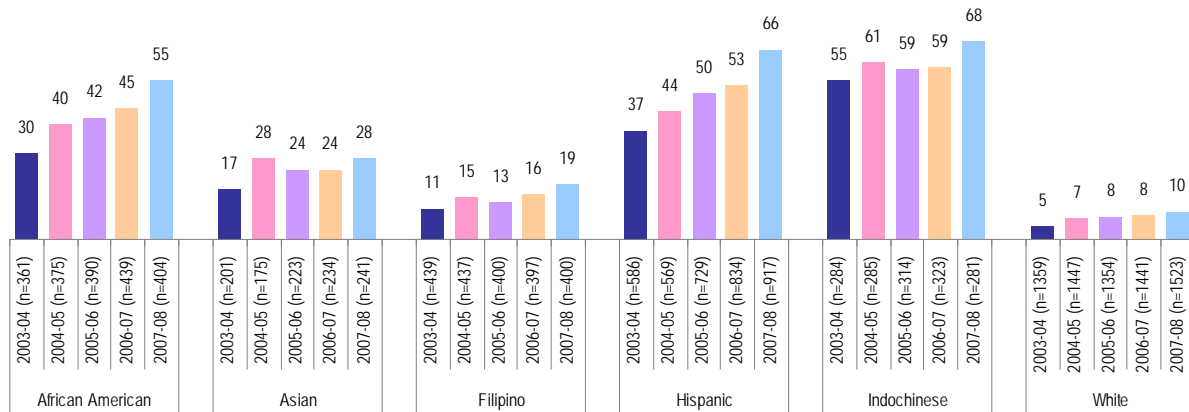


Figure 18. Percent of SAT I Test Takers Eligible for Free or Reduced-Price Meals

*SAT I Performance by English Language Proficiency Status.* In 2007–08, all language proficiency subgroups, i.e., English learners (ELs), former English learners (Reclassified Fluent English Proficient or RFEP) and fluent English students (FEPs), posted gains in their average composite SAT I scores as well as their section scores. English learners posted the largest composite score gain with double-digit increases in each section. Despite their improved scores, however, ELs continue to have the lowest average section scores among all language proficiency groups and among all subgroups examined in this report. For the past two years, EL average section scores have remained below 400. 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. (See Figure 19.)

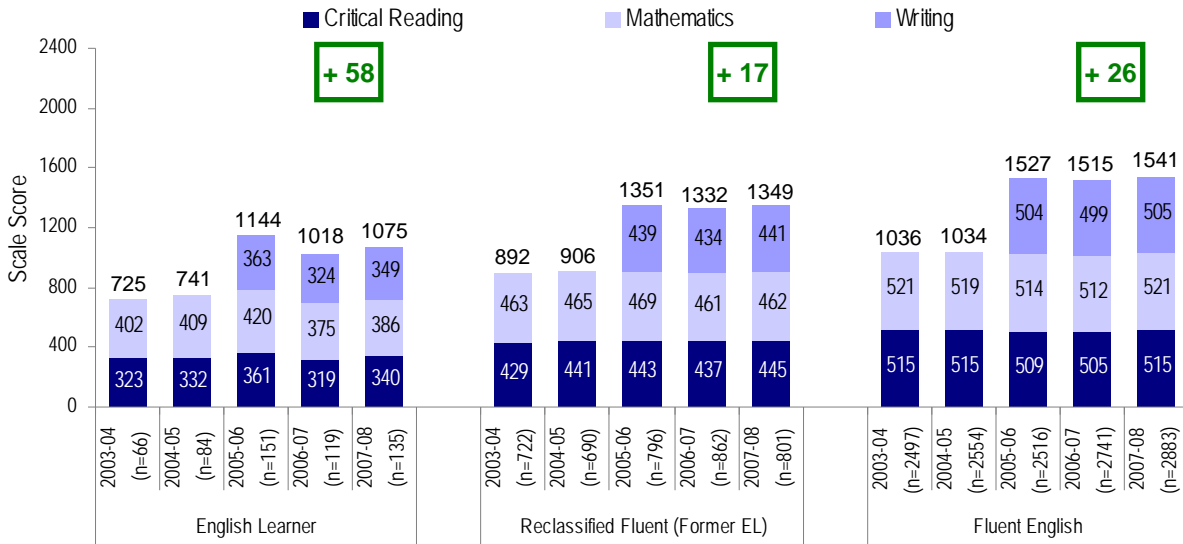


Figure 19. Average SAT I Performance by English Language Proficiency Status

*SAT I Performance by CST Performance Level.* The 2007–08 SAT I results of 12<sup>th</sup> 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.)

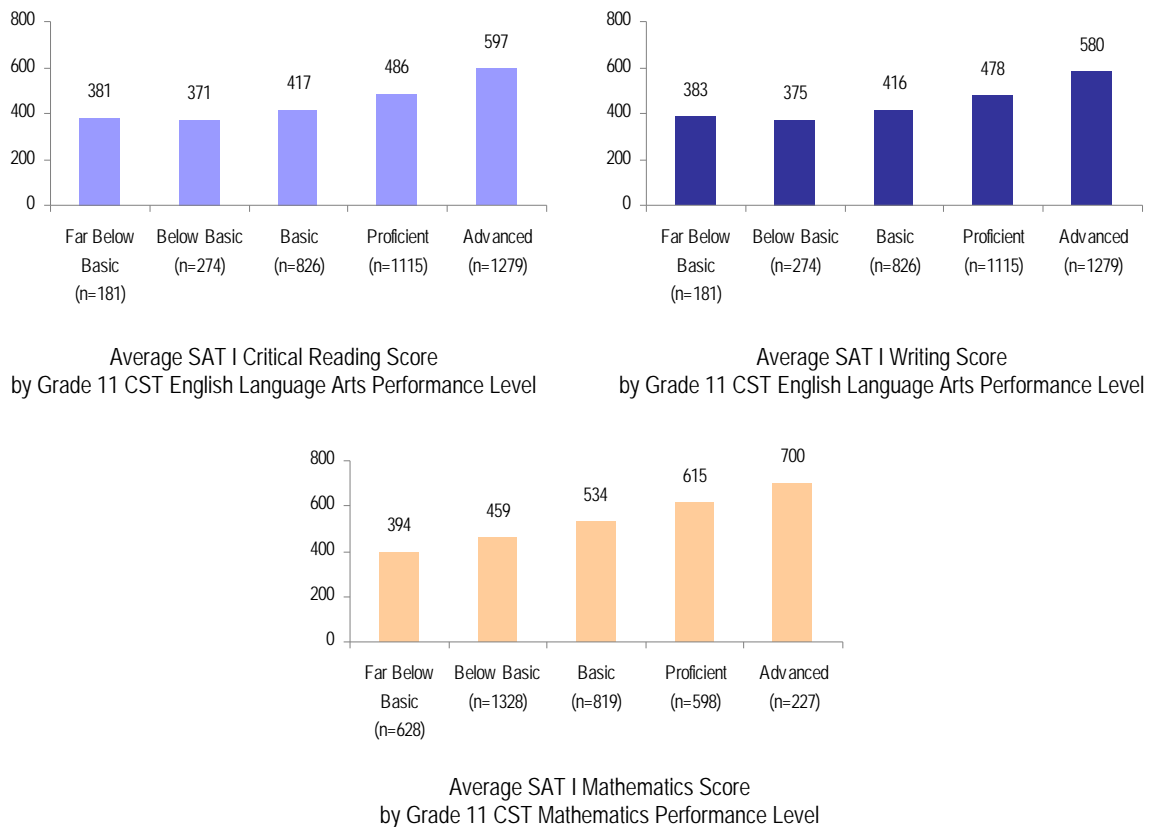


Figure 20. Average SAT I Section Scores by 2006–07 CST Performance Level

*SAT I Results by School.* Although the substantial gains seen in the district's overall average scores did not translate to gains for every high school in the district, roughly two-thirds of schools posted increased SAT I composite scores compared with the previous year. (See Table 3.) These schools showed increases in their composite scores that ranged from 3 to 258 points and more than offset the decrease in scores experienced by the rest of the schools. Muir, Mt. Everest, San Diego International Studies, Kearny SCT, and High Tech High posted the largest gains while Crawford Law and Business, Crawford IDEA, and Cortez Hill experienced the largest losses. (See Appendix for multiyear results for the district and by school.)

Staff at a handful of schools attributed the substantial score gains their sites experienced in 2007–08 to (1) unique instructional program strengths, (2) partnerships with test preparation organizations, (3) assistance provided to families with the high cost of test preparation courses by negotiating special pricing for students and offering financial aid, (4) a variety of test preparation packages offered to students to accommodate different needs and schedules, (5) increased enrollment in AP coursework, and (6) early preparation of students through the PSAT. One school staff member noted that their 2007–08 graduating class was also just an exceptionally bright group of students.

Table 3. 2007–08 SAT I Results by School

School	Grade 12 Enrollment	SAT Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Composite SAT I Score	Composite Score Differential with 2006–07
331 A.L.B.A.	2	2						
332 CLAIREMONT	271	126	46.5	481	480	478	1440	33
704 CRAWFORD/CHAMPS	84	41	48.8	416	385	397	1198	42
702 CRAWFORD/IDEA	70	35	50.0	375	389	369	1134	(113)
705 CRAWFORD/LAW & BUSINESS	63	18	28.6	384	386	379	1149	(160)
703 CRAWFORD/MULTIMEDIA	69	20	29.0	412	425	398	1234	(10)
439 DEL SOL	1							
361 GARFIELD	113	6	5.3					
336 HENRY	500	272	54.4	529	536	517	1582	41
382 HOME AND HOSPITAL	4	1						
338 HOOVER	343	130	37.9	403	422	401	1226	12
386 INTEGRAT LIFE SKILLS	1							
736 KEARNY/CONSTR TECH	84	38	45.2	419	436	402	1257	(1)
733 KEARNY/DIGITAL MEDIA	84	28	33.3	441	438	435	1313	8
735 KEARNY/INTL BUSINESS	97	39	40.2	434	470	451	1355	56
734 KEARNY/SCI CONN TECH	86	41	47.7	460	449	455	1363	79
342 LA JOLLA	363	288	79.3	586	609	583	1778	47
791 LCI INSTRUCTION	22							
637 LINCOLN	296	38	12.8	402	403	390	1195	0
346 MADISON	261	118	45.2	450	462	447	1360	36
349 MIRA MESA	520	302	58.1	492	519	480	1490	42
350 MISSION BAY	303	137	45.2	444	470	437	1351	(36)
352 MORSE	531	212	39.9	454	462	444	1360	3
395 MT. EVEREST	15	13	86.7	591	543	578	1712	
369 MUIR	13	11	84.6	472	457	462	1391	258
438 NEW DAWN	6							
354 POINT LOMA	416	224	53.8	505	508	501	1513	9
368 S.C.P.A.	176	97	55.1	486	461	469	1417	25
359 SCRIPPS RANCH	493	377	76.5	541	565	535	1642	40
500 SD METRO CAREER TECH	54	39	72.2	405	379	413	1197	0
749 SD/BUSINESS	72	24	33.3	414	411	407	1231	38
746 SD/CIMA	77	22	28.6	345	374	337	1055	(6)



Table 3. 2007–08 SAT I Results by School

School	Grade 12 Enrollment	SAT Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Composite SAT I Score	Composite Score Differential with 2006–07
744 SD/INTL STUDIES	108	94	87.0	535	535	541	1611	88
745 SD/LEADS	80	26	32.5	400	399	381	1179	56
750 SD/MEDIA VIS PRF ART	85	21	24.7	417	421	433	1271	43
753 SD/SCIENCE TECHNOL	96	34	35.4	405	408	392	1205	(22)
357 SERRA	433	218	50.3	494	495	476	1465	35
362 TWAIN	163	13	8.0	439	395	418	1252	
355 UNIVERSITY CITY	449	280	62.4	526	544	524	1594	17
297 WHITTIER	1							
<b>NON-CHARTER TOTAL</b>	<b>6905</b>	<b>3385</b>	<b>49.0</b>	<b>493</b>	<b>504</b>	<b>485</b>	<b>1482</b>	<b>28</b>
008 AUDEO	128	15	11.7	495	486	489	1470	43
366 CHARTER SCHOOL OF SD	677	63	9.3	474	460	467	1401	(47)
323 CORTEZ HILL	53	17	32.1	417	386	391	1194	(64)
221 HEALTH SCIENCES	1							0
339 HIGH TECH HIGH	123	107	87.0	547	536	537	1619	72
783 HIGH TECH HIGH MEDIA	64	50	78.1	491	453	466	1410	0
785 HIGH TECH INTERNATL	96	84	87.5	514	530	491	1535	64
018 LEARNING CHOICE ACAD	37	1	2.7					
348 PREUSS SCHOOL UCSD	98	97	99.0	506	523	505	1534	0
<b>CHARTER TOTAL</b>	<b>1277</b>	<b>434</b>	<b>34.0</b>	<b>508</b>	<b>504</b>	<b>495</b>	<b>1506</b>	<b>11</b>
<b>TOTAL</b>	<b>8182</b>	<b>3819</b>	<b>46.7</b>	<b>494</b>	<b>504</b>	<b>487</b>	<b>1484</b>	<b>27</b>

In 2007–08, Preuss UCSD had the highest percent of 12<sup>th</sup> graders taking the SAT I with 99 percent, followed by High Tech High International, San Diego International Studies, High Tech High, and Mt. Everest Academy each with roughly an 87 percent participation rate. Alternative schools such as Garfield and Twain, not surprisingly, tended to have the lowest SAT I participation rates which ranged from 3 to 12 percent. Among non-alternative schools, Lincoln (which just re-opened in 2007–08), San Diego MVP Arts, San Diego CIMA, Crawford Law and Business, and Crawford Multimedia had the lowest SAT I participation rates among 12<sup>th</sup> graders, with rates ranging from 13 to 29 percent. Table 4 shows SAT I results sorted by participation rate and composite SAT I score.

In terms of performance, the difference in average SAT I scores between the highest and lowest performing schools in the district is nearly 200 scale score points per section. La Jolla, Mt. Everest, Scripps Ranch, High Tech High, and San Diego International Studies had the highest composite SAT I scores which ranged from 1611 to 1778 (or an average of 537 to 593 per section) while San Diego CIMA, Crawford IDEA, Crawford Law and Business, San Diego LEADS, and Cortez Hill Academy had the lowest with scores ranging from 1055 to 1194 (or an average of 352 to 398 per section).

All five schools mentioned above as having the highest average composite SAT I scores for 2007–08 also had the highest average section scores for critical reading and writing. In mathematics, University City and Henry high schools, two schools which also posted relatively high average composite SAT I scores, had two of the five highest mathematics section averages.

Table 4. 2007–08 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 2006–07
Preuss School UCSD	98	97	99.0	1	La Jolla High	1778	47
High Tech High International	96	84	87.5	2	Mt. Everest Academy	1712	124
San Diego Int'l Studies	108	94	87.0	3	Scripps Ranch High	1642	40
High Tech High	123	107	87.0	4	High Tech High	1619	72
Mt. Everest Academy	15	13	86.7	5	San Diego Int'l Studies	1611	88
Muir	13	11	84.6	6	University City High	1594	17
La Jolla High	363	288	79.3	7	Henry High	1582	41
High Tech High Media Arts	64	50	78.1	8	High Tech High International	1535	64
Scripps Ranch High	493	377	76.5	9	Preuss School UCSD	1534	0
San Diego Metro Career & Tech	54	39	72.2	10	Point Loma High	1513	9
University City High	449	280	62.4	11	Mira Mesa High	1490	42
Mira Mesa High	520	302	58.1	12	Audeo	1470	43
San Diego SCPA	176	97	55.1	13	Serra High	1465	35
Henry High	500	272	54.4	14	Clairemont High	1440	33
Point Loma High	416	224	53.8	15	San Diego SCPA	1417	25
Serra High	433	218	50.3	16	High Tech High Media Arts	1410	
Crawford IDEA	70	35	50.0	17	Charter School Of San Diego	1401	(47)
Crawford CHAMPS	84	41	48.8	18	Muir	1391	258
Kearny SCT	86	41	47.7	19	Kearny SCT	1363	79
Clairemont High	271	126	46.5	20	Morse High	1360	3
Kearny Construction Tech	84	38	45.2	21	Madison High	1360	36
Madison High	261	118	45.2	22	Kearny International Business	1355	56
Mission Bay High	303	137	44.9	23	Mission Bay High	1351	(36)
Kearny International Business	97	39	40.2	24	Kearny Digital Media & Design	1313	8
Morse High	531	212	39.9	25	San Diego MVP Arts	1271	43
Hoover High	343	130	37.9	26	Kearny Construction Tech	1257	(1)
San Diego Science & Technology	96	34	35.4	27	Twain High	1252	35
Kearny Digital Media & Design	84	28	33.3	28	Crawford Multimedia & Vis Arts	1234	(10)
San Diego Business	72	24	33.3	29	San Diego Business	1231	38
San Diego LEADS	80	26	32.5	30	Hoover High	1226	12
Cortez Hill Academy	53	17	32.1	31	San Diego Science & Technology	1205	(22)
Crawford Multimedia & Vis Arts	69	20	29.0	32	Crawford CHAMPS	1198	42
Crawford Law and Business	63	18	28.6	33	San Diego Metro Career & Tech	1197	
San Diego CIMA	77	22	28.6	34	Lincoln	1195	
San Diego MVP Arts	85	21	24.7	35	Cortez Hill Academy	1194	(64)
Lincoln	296	38	12.8	36	San Diego LEADS	1179	56
Audeo	128	15	11.7	37	Crawford Law and Business	1149	(160)
Charter School Of San Diego	677	63	9.3	38	Crawford IDEA	1134	(113)
Twain High	163	13	8.0	39	San Diego CIMA	1055	(6)
Garfield High	113	6	5.3	40			
Learning Choice Academy	37	1	2.7	41			
<b>DISTRICT Total</b>	<b>8182</b>	<b>3819</b>	<b>46.7</b>		<b>DISTRICT Total</b>	<b>1484</b>	<b>27</b>

## Summary

In 2007–08, the average SAT I scores of district 12<sup>th</sup> graders in all sections of the SAT I (critical reading, mathematics, and writing) were markedly higher than the scores of the previous year's 12<sup>th</sup> graders. The district average score in critical reading, which had declined in 2005–06 and 2006–07, increased by 11 scale score points to 494. Mathematics, which showed improvement for the first time in five years, was up 8 points to 504 while the average SAT I writing score rose by 8 points to 487. These scores still do not surpass the average scores of public schools across the nation and across California but the differences have narrowed considerably.

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

1. Participation rates declined 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 (50 percent compared with 43 percent).
2. There was a slight narrowing of the gap in participation rates among the district's three largest ethnic groups (African American, Hispanic, White), but this is mostly due to the fact that participation rates for African American and Hispanic students did not decline as much as for White students.
3. Performance results showed male students continuing to outperform females in critical reading and mathematics. The gap in mathematics has persisted and exceeded 35 points for the last five years. Despite the slightly larger overall increase in the composite score of male students in 2007–08, the gap between the two gender groups appears to be narrowing. In 2003–04, female test takers scored an average 28 points lower per section than males; in 2005–06, this was down to 16 points; and, in 2007–08, to 11 points.
4. All district ethnic groups showed increased SAT I composite scores compared with the previous year. With the exception of Native American performance in mathematics, each group showed gains in every section compared with the previous year. Asian students posted the highest composite gain of 84 scale score points, followed by Native American and Pacific Islander students. Among the district's three largest ethnic groups (White, Hispanic, African American), African American students posted the largest composite gain of 28 scale score points.
5. Asian and 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. Average composite scores for the critical reading and mathematics sections show a persistent performance gap among the largest ethnic groups in the district. There was a slight narrowing of the gap between African American and White students in 2007–08, but the performance gaps among these groups are still considerable—230 points for White and African American students and 203 points for White and Hispanic students.

7. In 2007–08, students not eligible for free or reduced-price meals continued to outperform those who were. Both groups had higher average section scores compared with the previous year; however, larger gains by non-eligible students caused the performance gap to continue to widen. Students eligible for free or reduced-price meals averaged 65 points lower per SAT I section in 2003–04 than those not eligible, 70 points lower in 2005–06, and 79 points lower in 2007–08.
8. Within each of the district’s three largest ethnic groups, students not eligible for free or reduced-price meals outperformed those who were eligible in all sections of the SAT I. The good news is that every ethnic/socioeconomic subgroup had increased scores in 2007–08. However, as was previously observed, gains were higher for students who are not FRM than those who were, causing performance gaps to widen.
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. However, the relatively higher gains posted by both non-meal-eligible and meal-eligible African American and Hispanic students resulted in a narrowing of the performance gap with their respective White student counterparts.
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. All language proficiency subgroups (ELs, RFEPs, fluent English) posted gains in their average composite SAT I scores. ELs had the largest score gain with double-digit increases in each section. Despite their improved scores, however, ELs continue to have the lowest average section scores among all English language proficiency groups and among all subgroups examined in this report.
12. 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; RFEPs continue to be outperformed by their FEP counterparts.
13. The 2007–08 SAT I results of 12<sup>th</sup> 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 two-thirds of schools posted increased SAT I composite scores compared with the previous year. These schools showed increases in composite scores that ranged from 3 to 258 points and more than offset the decrease in scores experienced by the rest of the schools. Muir, Mt. Everest, San Diego International Studies, Kearny SCT, and High Tech High posted the largest gains while Crawford Law and Business, Crawford IDEA, and Cortez Hill experienced the largest losses.

15. Preuss UCSD had the highest percent of 12<sup>th</sup> graders taking the SAT I with 99 percent, followed by High Tech High International, San Diego International Studies, High Tech High, and Mt. Everest Academy each with roughly an 87 percent participation rate. Alternative schools, not surprisingly, tended to have the lowest SAT I participation rates which ranged from 3 to 12 percent. Among non-alternative schools, Lincoln, San Diego MVP Arts, San Diego CIMA, Crawford Law and Business, and Crawford Multimedia had the lowest SAT I participation rates among 12<sup>th</sup> graders, with rates ranging from 13 to 29 percent.
  
16. In terms of performance, the difference in average SAT I scores between the highest and lowest performing schools in the district is nearly 200 scale score points per section. La Jolla, Mt. Everest, Scripps Ranch, High Tech High, and San Diego International Studies had the highest composite SAT I scores which ranged from 1611 to 1778 (or an average of 537 to 593 per section) while San Diego CIMA, Crawford IDEA, Crawford Law and Business, San Diego LEADS, and Cortez Hill Academy had the lowest with scores ranging from 1055 to 1194 (or an average of 352 to 398 per section).

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 2007–08**





## 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
				N	Pct				
000	District <sup>11</sup>	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
		2007-2008	8182	3819	46.7	494	504	487	1484
331	ALBA	2005-2006	4	2					
		2007-2008	2	2					
008	Audeo	2003-2004	15	1	6.7				
		2004-2005	49	6	12.2				
		2005-2006	65	7	10.6				
		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
		2007-2008	677	63	9.3	474	460	467	1401
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
		2007-2008	271	126	46.5	481	480	478	1440
323	Cortez Hill Academy	2003-2004	13	2	15.4				
		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
		2007-2008	53	17	32.1	417	386	391	1194
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
		2007-2008	84	41	48.8	416	385	397	1198
334	Crawford High	2003-2004	300	94	31.3	424	441		
		2004-2005	76	20	26.3	440	457		
702	Crawford IDEA	2005-2006	83	30	36.1	436	459	448	1343
		2006-2007	59	12	20.3	398	448	400	1247
		2007-2008	70	35	50.0	375	389	369	1134
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
		2007-2008	63	18	28.6	384	386	379	1149
703	Crawford Multimedia & Vis Arts	2004-2005	67	15	22.4	399	409		
		2005-2006	56	9	16.1				
		2006-2007	72	38	52.8	422	421	401	1244
		2007-2008	69	20	29.0	412	425	398	1234

<sup>11</sup> 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
				N	Pct				
361	Garfield High	2003-2004	93	3	3.2				
		2004-2005	99	4	4.0				
		2005-2006	114	3	2.6				
		2006-2007	177	1	0.6				
		2007-2008	113	6	5.3				
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
		2006-2007	144	54	37.5	380	382	366	1128
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
		2007-2008	500	272	54.4	529	536	517	1582
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
		2007-2008	123	107	87.0	547	536	537	1619
785	High Tech High International	2006-2007	89	71	79.8	488	489	494	1471
		2007-2008	96	84	87.5	514	530	491	1535
783	High Tech High Media Arts	2007-2008	64	50	78.1	491	453	466	1410
382	Home and Hospital Instruction	2005-2006	4	1					
		2007-2008	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
		2007-2008	343	130	37.9	403	422	401	1226
736	Kearny Construction Tech	2005-2006	71	39	54.9	418	435	388	1246
		2006-2007	78	41	52.6	419	441	397	1258
		2007-2008	84	38	45.2	419	436	402	1257
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
		2007-2008	84	28	33.3	441	438	435	1313
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
		2007-2008	97	39	40.2	434	470	451	1355
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
		2007-2008	86	41	47.7	460	449	455	1363
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

Loc	School	Year	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				N	Pct				
		2006-2007	363	294	81.0	571	591	569	1731
		2007-2008	363	288	79.3	586	609	583	1778
791	LCI	2003-2004	11	1	9.1				
		2005-2006	15	2	13.3				
		2006-2007	12	1	8.3				
		2007-2008	22	4	18.2				
018	Learning Choice Academy	2006-2007	22	4	18.2				
		2007-2008	37	1	2.7				
637	Lincoln	2007-2008	296	38	12.8	402	403	390	1195
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
		2007-2008	261	118	45.2	450	462	447	1360
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
		2007-2008	520	302	58.1	492	519	480	1490
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
		2007-2008	303	137	45.2	444	470	437	1351
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
		2007-2008	531	212	39.9	454	462	444	1360
395	Mt. Everest Academy	2003-2004	11	6	54.6				
		2004-2005	15	10	66.7	627	580		
		2005-2006	21	8	38.1				
		2006-2007	14	8	57.1				
		2007-2008	15	13	86.7	591	543	578	1712
369	Muir	2003-2004	11	7	63.6				
		2004-2005	20	9	45.0				
		2005-2006	20	15	75.0	413	424	404	1241
		2006-2007	17	12	70.6	371	393	368	1133
354	Point Loma High	2007-2008	13	11	84.6	472	457	462	1391
		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
		2006-2007	343	170	49.6	493	515	496	1505
348	Preuss School UCSD	2007-2008	416	224	53.8	505	508	501	1513
		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
		2006-2007	78	73	93.6	504	509	521	1534
		2007-2008	98	97	99.0	506	523	505	1534

Loc	School	Year	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				N	Pct				
749	San Diego Business	2004-2005	67	24	35.8	404	432		
		2005-2006	64	18	28.1	402	401	396	1204
		2006-2007	78	24	30.8	393	387	413	1193
		2007-2008	72	24	33.3	414	411	407	1231
746	San Diego CIMA	2004-2005	50	5	10.0				
		2005-2006	59	18	30.5	303	352	296	951
		2006-2007	84	21	25.0	341	383	337	1061
		2007-2008	77	22	28.6	345	374	337	1055
356	San Diego High	2003-2004	415	167	40.2	456	456		
744	San Diego Int'l Studies	2004-2005	95	77	81.1	561	537		
		2005-2006	87	79	90.8	528	518	517	1563
		2006-2007	98	89	90.8	506	507	512	1524
		2007-2008	108	94	87.0	535	535	541	1611
745	San Diego LEADS	2004-2005	83	22	26.5	384	373		
		2005-2006	98	40	40.8	400	395	392	1186
		2006-2007	73	49	67.1	376	371	376	1123
		2007-2008	80	26	32.5	400	399	381	1179
500	San Diego Metro Career & Tech	2007-2008	54	39	72.2	405	379	413	1197
750	San Diego MVP Arts	2004-2005	56	9	16.1				
		2005-2006	72	9	12.5				
		2006-2007	64	22	34.4	415	416	397	1229
		2007-2008	85	21	24.7	417	421	433	1271
753	San Diego Science & Technology	2004-2005	63	18	28.6	412	428		
		2005-2006	80	36	45.0	382	410	361	1154
		2006-2007	82	53	64.6	409	410	408	1227
		2007-2008	96	34	35.4	405	408	392	1205
368	San Diego SCPA	2003-2004	177	115	65.0	466	450		
		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
		2007-2008	176	97	55.1	486	461	469	1417
359	Scripps Ranch High	2003-2004	482	344	71.4	531	551		
		2004-2005	509	362	71.1	536	557		
		2005-2006	515	369	71.7	537	564	531	1633
		2006-2007	531	395	74.4	529	552	521	1602
		2007-2008	493	377	76.5	541	565	535	1642
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
		2007-2008	433	218	50.3	494	495	476	1465
362	Twain High	2003-2004	50	8	16.0				
		2004-2005	70	8	11.4				
		2005-2006	78	5	6.4				
		2006-2007	245	4	1.6				
		2007-2008	163	13	8.0	439	395	418	1252
355	University City High	2003-2004	424	266	62.7	515	527		
		2004-2005	434	264	60.8	510	527		

Loc	School	Year	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				N	Pct				
		2005-2006	408	259	63.5	506	522	506	1534
		2006-2007	416	276	66.3	521	541	515	1577
		2007-2008	449	280	62.4	526	544	524	1594