

SAT Reasoning Test™ Results of Grade 12 Students, 2008–09

Introduction

The College Board’s SAT Reasoning Test™ (SAT I) is taken by high school students around the world to meet undergraduate admission application requirements for many colleges and universities in the United States. This report summarizes overall San Diego Unified School District (SDUSD) SAT I performance for students in the 12th grade graduating class. It analyzes participation and performance by gender, ethnicity, socioeconomic status based on eligibility for free or reduced-price meals (“meal eligibility”), English language proficiency status, performance on the California Standards Tests (CSTs), and school. Individual school data are included in the appendix.

Highlights

Following remarkable score increases posted by the previous year’s 12th graders, the 2008–09 district average SAT I composite score¹ declined by 15 points to 1470, with decreases in all sections—critical reading declined by 4 points to 490; mathematics declined by 6 points to 498; and writing declined by 5 points to 482. This decline is largely due to a marked decrease in SAT I participation rates by the district’s historically high-performing groups (White, Asian, non-meal eligible).

District scores continued to be lower than scores of public school students across the nation and across California. However, 2007–08 data for large unified districts in California—the most recent data available at the time of this report—showed the district continuing to post the *highest* average scores in critical reading and writing among these districts. That year, the district’s composite score was second only to San Francisco Unified School District’s (SFUSD) score which exceeded the district’s by 17 points due to a 32-point differential in mathematics scores.

The decline in 2008–09 performance was reflected in various student group results and was more pronounced among female, African American, meal-eligible, and non-English learner students. Larger score declines by historically lower performing groups (female, African American, Hispanic, and meal-eligible) led to widened performance gaps with historically higher performing groups (male, Asian, White, and non-meal-eligible). Gaps in composite scores among the district’s largest ethnic groups were considerable—396 points between White and African American students and 305 points between White and Hispanic students.

English learners (ELs)—despite an 11-point increase in composite score, following a near 60-point gain the previous year—continued to have the lowest SAT I scores in the district not only of all English language proficiency groups² but of all student groups examined in this report. The average

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

² The English Language proficiency groups include English learners, fluent English students, and former English learners reclassified to fluent English proficient (Reclassified Fluent English Proficient or RFEP).

section scores of ELs have remained below 400 for the past three years; in 2008–09, their average composite SAT I score was 1086.

Seventeen of 48 schools showed increases in their SAT I composite scores ranging from 3 to 105 points; the decrease in scores experienced by the rest of the schools ranged from 10 to 243 points. Preuss, San Diego Science and Technology, Kearny Construction Tech, High Tech High Media Arts, and San Diego Metro Career Tech posted the largest gains while Muir, San Diego MVPA, Kearny SCT, Cortez Hill,³ and Crawford IDEA had score decreases of at least 100 points overall. La Jolla, Scripps Ranch, Preuss, University City, and Henry had the highest composite scores while Crawford IDEA, San Diego CIMA, Cortez Hill, San Diego MVPA, and Crawford CHAMPS had the lowest.

The district's SAT I participation rate, which had been fairly stable over the years, declined for a second year in a row and is now at its lowest in six years with 43 percent of 12th graders overall taking the SAT I. Despite experiencing rate declines, female, Asian, and non-meal-eligible student groups maintained their relatively high participation rates, while male, African American, Hispanic, and meal-eligible student groups continued to have relatively low participation rates. Larger declines among White and non-meal-eligible groups compared with African American, Hispanic, and meal-eligible groups caused corresponding gaps in participation among these groups to narrow.

Overview of the SAT Reasoning Test (SAT I)

The SAT I consists of critical reading, mathematics, and writing sections.⁴ Each section is scored on a scale of 200–800. Students take these sections and corresponding subsections in varying sequences (dependent on the booklet version they are given at the time of the test), but the writing essay is always taken first and the multiple choice writing section is always last.

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

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

³ Cortez Hill, one of the district's charter schools, closed at the end of 2008–09.

⁴ The writing section was introduced in 2005.

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, resulting 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—mainly the identification and deletion of 15 duplicate records—the district reported results 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 2003–04.⁵

2008–09 Dataset. Of the 3,748 SAT I student records received from the College Board, all but one record was identified as a district student; 3,586 records (95.7 percent) remained in the final dataset. An additional 24 student records, deliberately excluded in previous reporting for not meeting enrollment criteria, were added appropriately to the current dataset for a total of 3,610 records included in this report. Of the 162 excluded records, 80 were previously reported, 44 were not Grade 12 students in 2008–09, and the rest were still enrolled in the district in 2008–09.

The College Board dataset includes only the most recent scores available for each test taker believed to be a district student and had a self-reported graduation year of 2008–09. 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 score from the most recent test year or, in the case of multiple scores in the same test year, the best score in each section was included in this report. Each dataset thus contains results from tests administered during different years and, for a few students, section scores could have

⁵ 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 a less than one percentage point change for districtwide participation rates.

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 and Ethnicity. In 2008–09, the district had a fall count of 8,373 Grade 12 students with female students comprising 49 percent.⁶ Gender composition districtwide and among 12th graders has been roughly even between males and females for the past six years. Districtwide, Hispanic students constituted the largest racial/ethnic group with 45 percent, White students were a relatively distant second with 25 percent, and African American students third with 13 percent. Among Grade 12 students, Hispanic and White student groups were closer in size with 39 and 29 percent, respectively; African American students still constituted the third largest group among district 12th graders with 13 percent. (See Table 1.)

Table 1. Gender and Ethnic Breakdown, 2008–09

Student Group	Grade 12	District
Total Enrollment	8,373	131,266
Female	49.4	48.7
Male	50.6	51.3
Native American	0.4	0.5
Asian	3.3	3.7
Indochinese	6.3	5.2
Pacific Islander	0.9	1.0
Filipino	8.1	6.6
Hispanic	38.5	44.5
African American	13.0	13.1
White	29.4	25.2

Table 2 shows how the gender and ethnic composition of the 2008–09 Grade 12 cohort changed during its high school years as the group moved from 9th through 12th grade. Although there were undoubtedly many reasons for the overall enrollment decline, the data supported 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 36 percent between 9th and 12th grade (or from 5,031 down to 3,225 students) and African American enrollment by 29 percent. In contrast, White student enrollment counts declined by only 8 percent, resulting in an increase of the overall proportion of White students from 24 percent in 9th grade to 29 percent in 12th grade. Similarly, the cohort experienced disproportionate enrollment declines between male and female students from 9th to 12th grade, producing a gradual increase in the proportion of female students.

⁶ For purposes of this report, district data exclude students from Non-Public Schools, whose SAT data are not received by the district, and TRACE/TRACE Seniors, where most students are non-diploma bound.

Table 2. Multiyear Changes in Gender and Ethnic Breakdown of the 2008–09 Grade 12 Class

Year	Gr	Total Enrt		Female	Male	Native American	Asian	Indo-chinese	Pacific Islander	Filipino	Hispanic	African American	White
2005-06	9	11,005	%	47.6	52.4	0.5	2.6	5.5	0.8	6.7	45.7	14.0	24.3
			count	5237	5768	54	285	606	83	732	5031	1543	2671
2006-07	10	10,149	%	48.1	51.9	0.5	2.9	5.8	0.8	7.2	43.0	13.7	26.2
			count	4878	5271	52	291	586	83	731	4362	1386	2658
2007-08	11	8,734	%	49.0	51.0	0.4	3.1	6.2	0.8	7.8	39.6	13.9	28.2
			count	4277	4457	39	275	538	69	677	3460	1215	2461
2008-09	12	8,373	%	49.4	50.6	0.4	3.3	6.3	0.9	8.1	38.5	13.0	29.4
			count	4140	4233	37	280	527	73	675	3225	1091	2465

Other Demographic Characteristics. More than half (52 percent) of Grade 12 students spoke English as a primary language. Spanish was the next largest primary language group with 31 percent of students, while Filipino and Vietnamese trailed at 5 and 4 percent, respectively. More than a third of district 12th graders were either English learners (11 percent) or former English learners (25 percent). Forty-seven percent were eligible for free or reduced-price meals and 9 percent received special education services.

SAT I Results

Overall District Performance. The performance of 2008–09 12th graders was lower than that of the previous year’s 12th graders, but still higher than scores from two years ago. The average critical reading score declined by 4 scale score points to 490, the mathematics score declined by 6 points to 498, and the writing score declined by 5 points to 482 (n=3,610). SAT I section averages were largely unchanged for the nation’s and state’s public school students. For these two groups, the largest change was a 1-point differential from the previous year in at least one of the sections. This relatively flat performance for the nation and state, coupled with the district’s lower results widened the gap between the district and these larger jurisdictions in all three sections. As has been the case in previous years, the widest gap was in mathematics. (See Figures 1–3.)

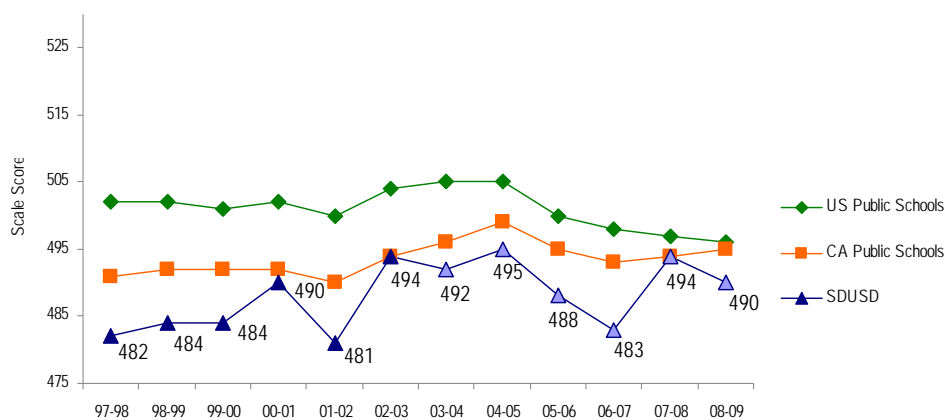


Figure 1. Average SAT I Critical Reading (formerly “Verbal”) Scores⁷

⁷ District data points in light blue indicate averages based on datasets that have been processed and verified against

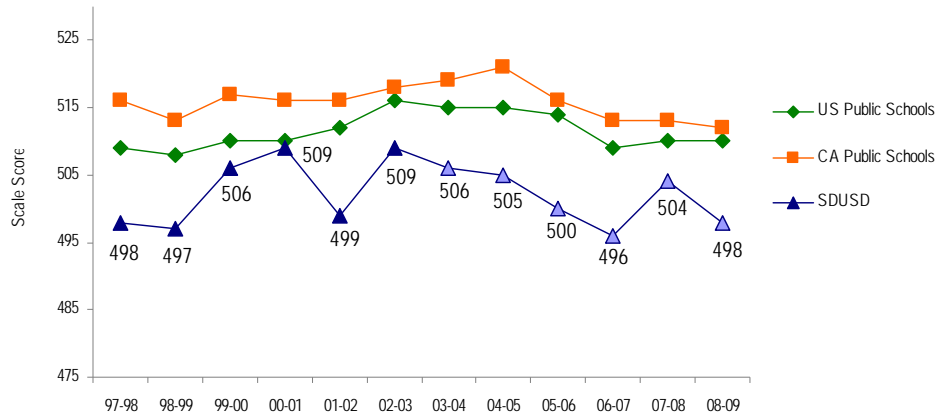


Figure 2. Average SAT I Mathematics Scores

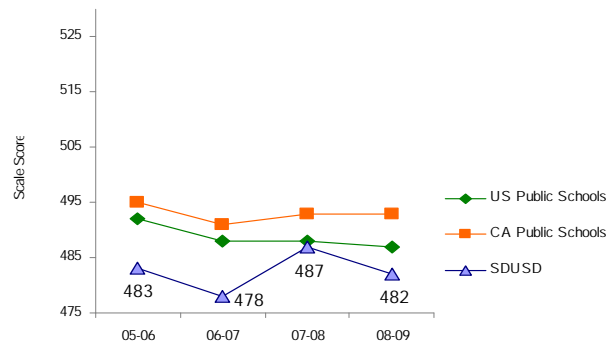


Figure 3. Average SAT I Writing Scores

Comparison with Large California School Districts. Figure 4 shows SAT I participation rates among large unified school districts in the state in 2007–08, the most recent data available for these districts. That year, San Francisco Unified School District (USD) continued to register the highest SAT I participation rate (73 percent).⁸ Similar to prior years, Los Angeles and San Diego were a distant second (each at 47 percent), while San Bernardino was third (40 percent). The rest of the large districts (Sacramento, Long Beach, Santa Ana, and Fresno) had 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.

district student-level enrollment and demographic records (i.e., 2003–04 and later).

⁸ 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 12th 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 overlapped with CBEDS reporting in the fall; these district enrollments submitted to the state in the fall for CBEDS have unavoidably understated SFUSD's 12th grade counts—grade demotions are reflected in the counts but not promotions. For example, per SFUSD, their fall 2006 12th grade count reported on the CDE website is 3,799 but their more accurate 12th grade count taken a few months later in the spring is 4,202.

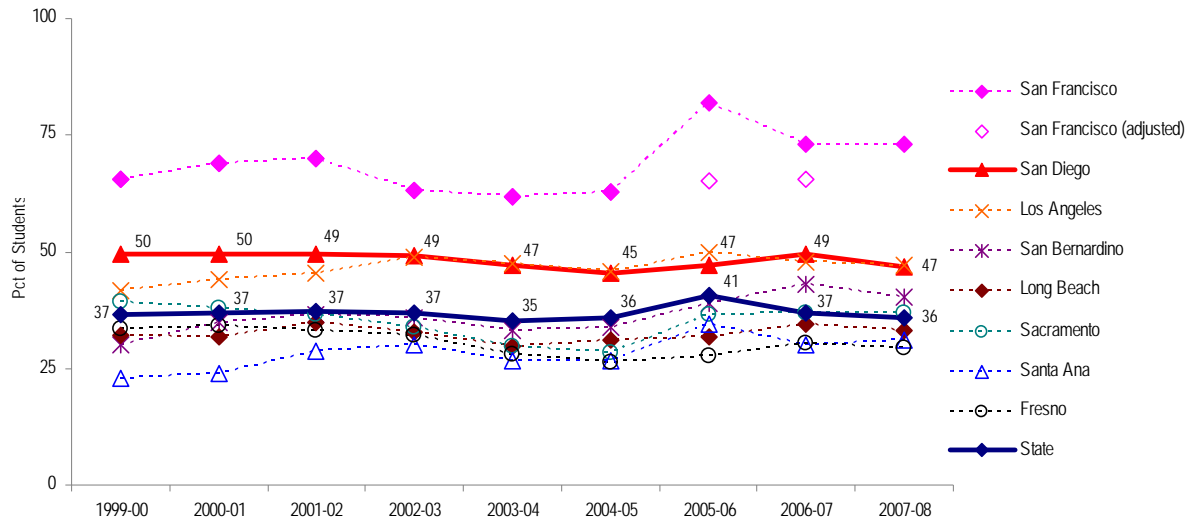


Figure 4. Participation Rates Among Large California Unified School Districts, 2007–08

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. As in prior 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 5.) Once again, San Diego posted the highest average score in critical reading and writing while San Francisco posted the highest average mathematics score among the large unified districts. As in prior years, despite having the highest average score in two of the three SAT sections, San Diego’s 2007–08 composite score of 1485 trailed 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.

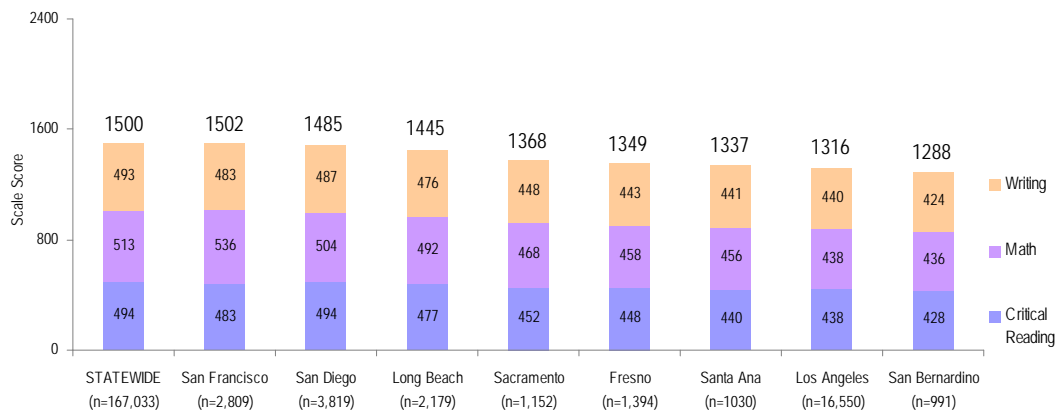


Figure 5. Average SAT I Performance in Large California Unified School Districts, 2007–08

Composite critical reading and mathematics scores for most large unified districts in California, except San Francisco, continued to be lower than the state average. (See Figure 6.) 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 was the first such increase since 2004–05.

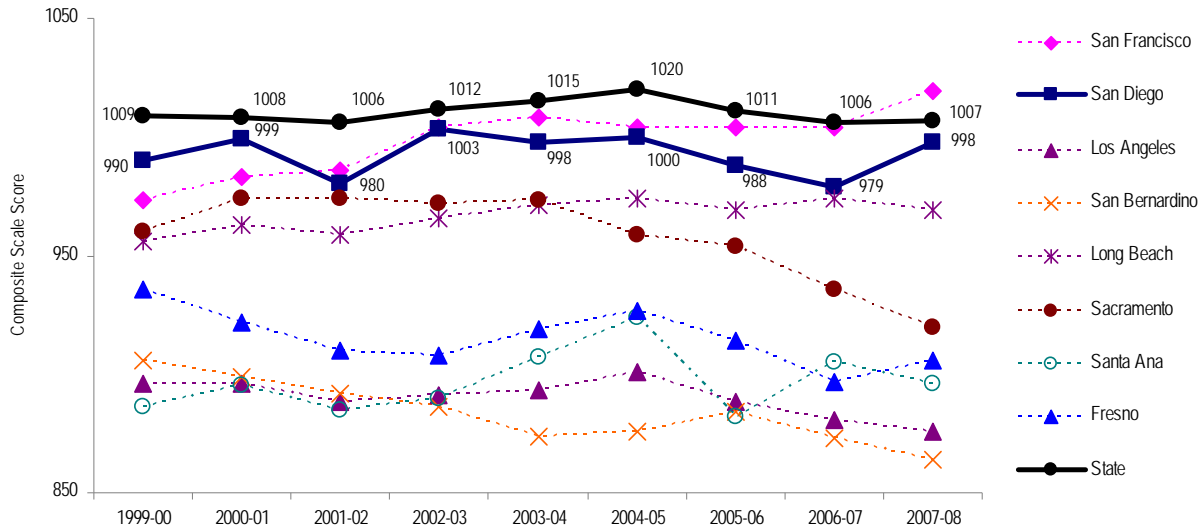
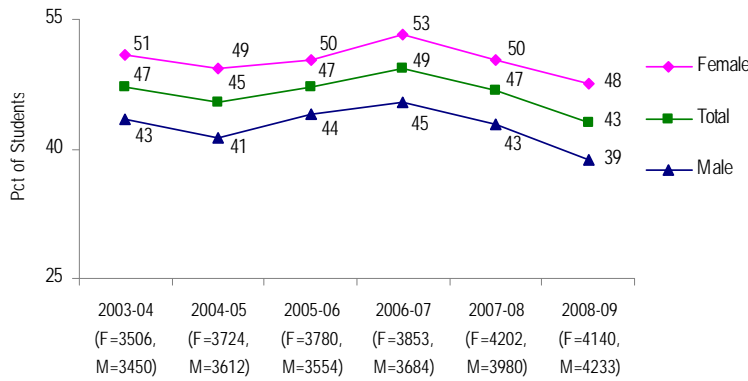


Figure 6. Average SAT I Composite Scores (Critical Reading and Mathematics Sections Only)

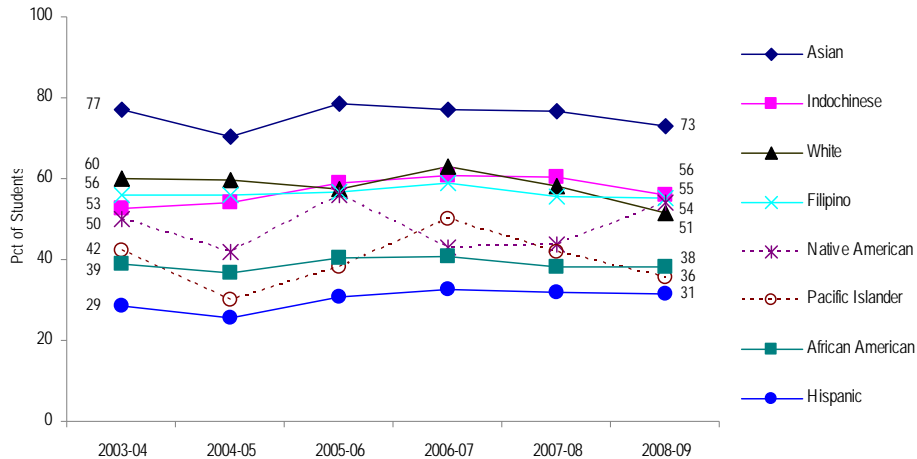


Participation Rates by Subgroup. SAT I participation rates for district 12th graders have remained fairly stable up until 2007–08. A second consecutive rate decline resulted in a 43 percent participation rate for 2008–09 12th graders, the lowest in recent history.⁹ As with previous years, the female participation rate was higher than the male rate. (See Figure 7.)

Figure 7. Participation Rates by Gender

With the exception of African American and Native American students, participation rates for most ethnic groups declined in 2008–09. Despite a 4-percentage point rate decline, Asian students continued to have the highest participation rate (73 percent); closely clustered Indochinese, Filipino, and White students followed with rates in the low- to mid-50s. African American and Hispanic students continued to have relatively low participation rates (38 and 31 percent, respectively). Rates for Native American and Pacific Islander students have fluctuated more over the years due to their relatively small group sizes. (See Figure 8.)

⁹ The decline in participation rates for 2008–09 students was experienced by a majority of district schools including nearly all large comprehensive high schools with declines ranging from 2 to 10 percentage points; the exceptions were Lincoln and Hoover high schools.



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
2008-09	3610	204	294	1266	372	20	26	418	1010

Figure 8. SAT I Participation Rates Among Grade 12 Students by Ethnic Group

Although participation rate gaps for the district’s three largest ethnic groups persisted, a second year of relatively smaller (or non-existent) declines for African American and Hispanic students versus White students caused the gaps to continue to narrow in 2008–09. (See Figure 9.)

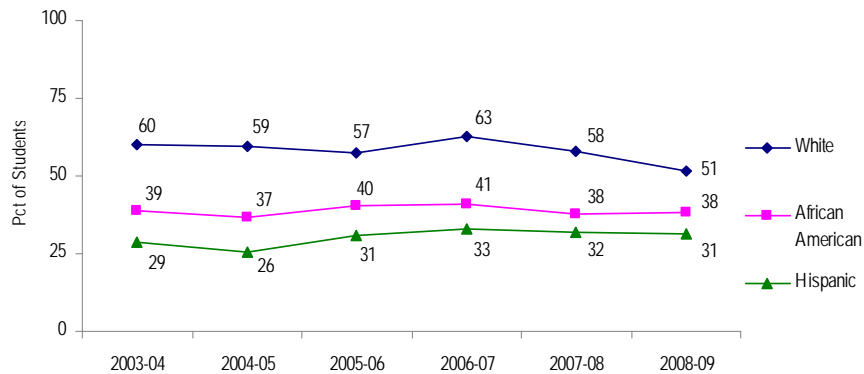


Figure 9. Participation Rates for Selected Ethnic Groups

In 2008–09, 48 percent of 12th graders not eligible for free or reduced-price meals (“not meal-eligible”) took the SAT I compared with only 38 percent for those who were. Similar to the district’s large ethnic groups, the participation rate gap for meal eligibility groups continued to narrow as rates for meal-eligible students increase and those for non-meal-eligible students decline. (See Figure 10.)

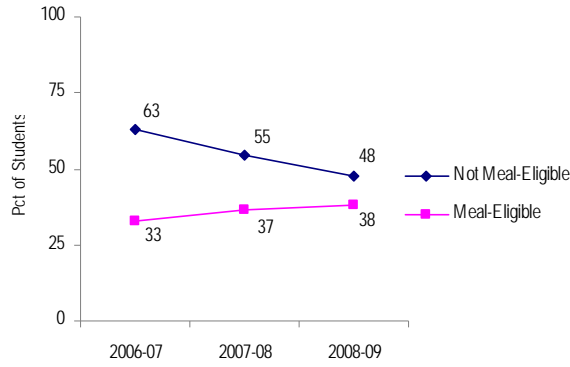


Figure 10. Participation Rates by Meal Eligibility Status

Subgroup Performance Results. Consistent with the overall decline in SAT I section scores districtwide, both 12th grade male and female groups exhibited losses in average scale scores in all three areas of the SAT I with a more pronounced decline for female students. (See Figure 11.) As in previous years, male students outperformed female students in critical reading and mathematics. Differences were especially marked in mathematics, where average scale scores of male students have consistently exceeded those of female students by at least 35 points in the last five years; the mathematics score gap for 2008–09 is 45 points. The gap between the two genders had been narrowing, but a smaller decline in the composite score of 2008–09 male students vis-à-vis female students led the gap to widen from an average of 11 scale score points to 18 points per section.

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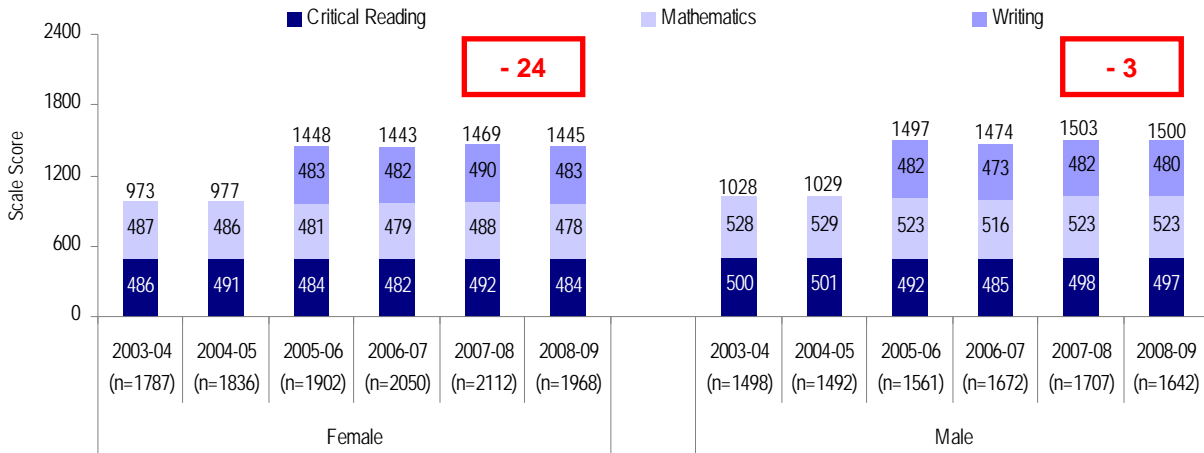


Figure 11. Average SAT I Performance by Gender

SAT I Performance by Ethnicity. Nearly all district ethnic groups showed increased SAT I composite scores compared with the previous year with the exception of the African American and Asian groups. African American students, who posted the largest gain among the groups in 2007–08, now posted a composite score decline of 49 points with double-digit losses in all three sections. Asian students declined 11 points combined in the critical reading and writing sections but gained points in mathematics, resulting in a largely unchanged overall score. Native American and Pacific Islander students, whose small test taker counts cause relatively wide fluctuations in average scores, posted the largest gains. Among the district’s three largest ethnic groups (White, Hispanic, African American), White students posted the largest composite gain with 9 scale score points. (See Figure 12.)

Asian and White students continued to have the highest composite SAT I scores, while African American, Hispanic, and Pacific Islander students continued to have the lowest. The range in composite scores between the highest and lowest performing groups (Asian and African American) exceeded 450 points, with the largest difference 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.

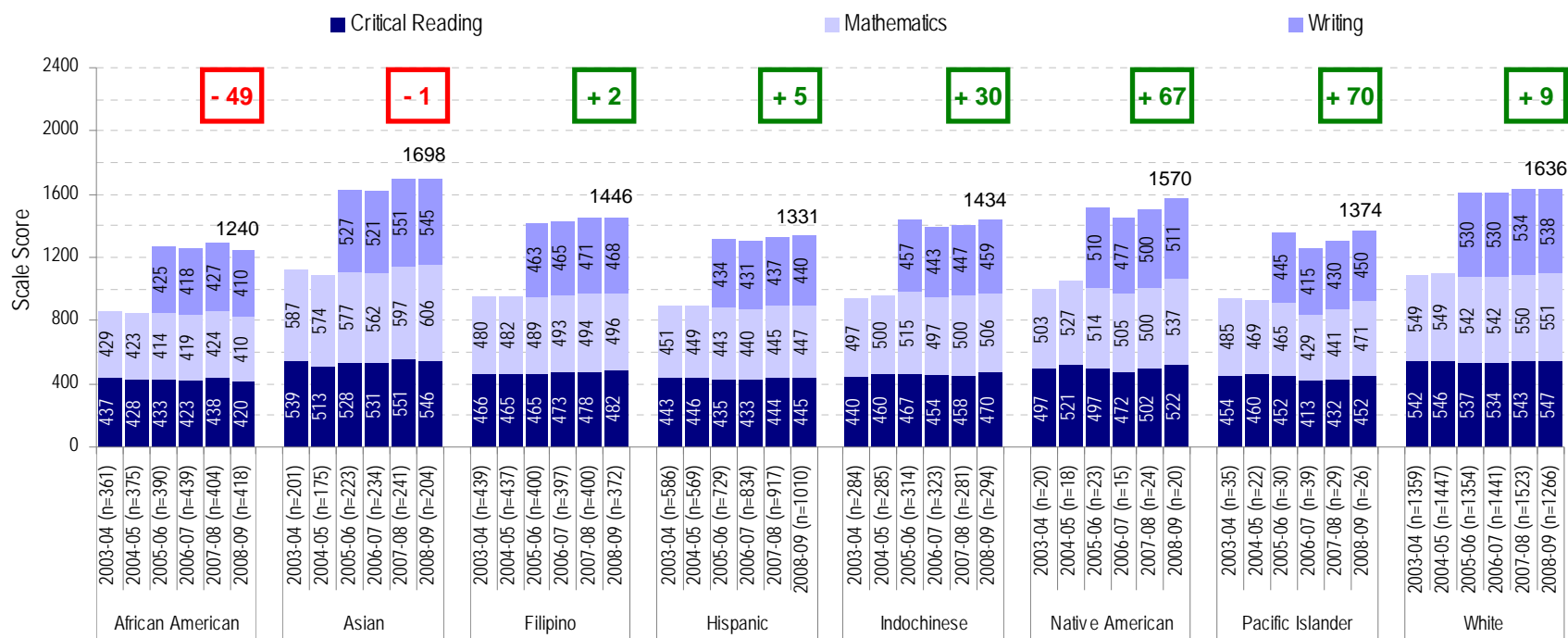


Figure 12. Average SAT I Performance by Ethnic Group

The average score gains experienced by most ethnic groups may be counter-intuitive given the overall decline in scores. However, this seeming inconsistency can be explained by a substantial change in the composition of SAT I test takers. The relatively large decrease in participation rates noted earlier for White and Asian students—the district’s highest-performing racial/ethnic groups—was primarily responsible for the overall decline in district performance since it resulted in fewer high performing students in the group.¹⁰ Figure 13 shows the changes over the years in race/ethnic distribution of the district’ Grade 12 SAT I test takers.

¹⁰ This phenomenon is sometimes referred to as *Simpson’s paradox* (or the Yule-Simpson effect) wherein the successes in different groups seem to be reversed when the groups are combined.

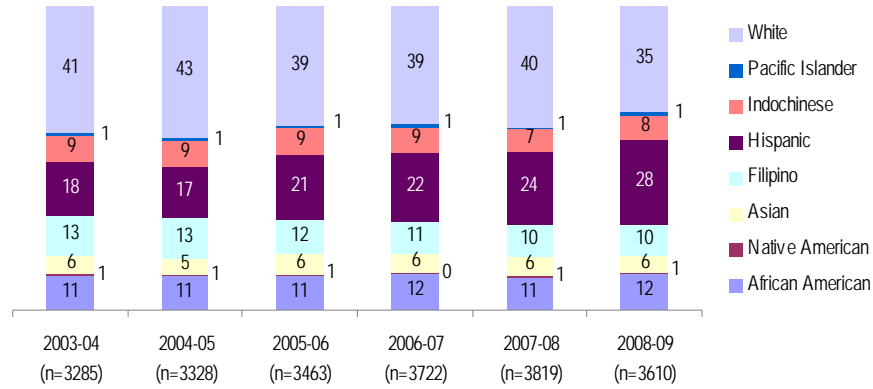


Figure 13. Distribution of Grade 12 SAT I Test Takers by Race/Ethnicity

Average composite scores for just the critical reading and mathematics sections showed persistent performance gaps among the largest ethnic groups in the district. (See Figure 14.) There was a slight narrowing of the gap between African American and White students in the previous year, but the gaps widened for 2008–09. For these two sections, gaps are also considerable—268 points between White and African American students and 207 points between White and Hispanic students.

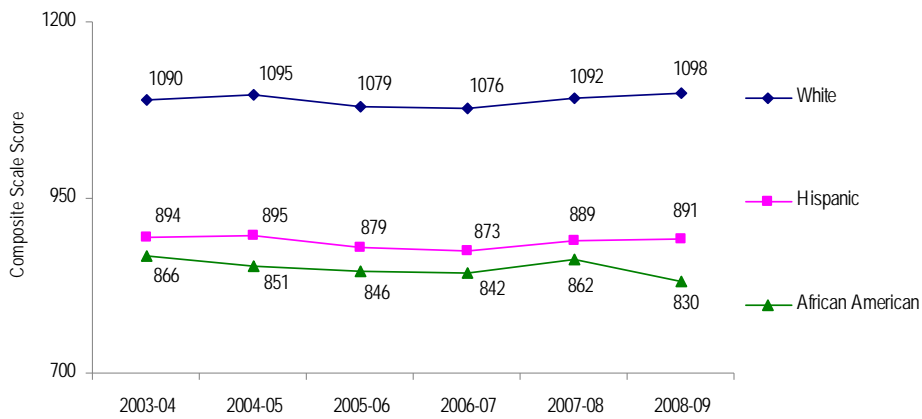


Figure 14. Average SAT I Composite Scores for the Largest Ethnic Groups in the District (Critical Reading and Mathematics Sections Only)

SAT I Performance by Meal Eligibility Status. Average section scores of students eligible for free or reduced-price meals (“meal-eligible”) were lower than the previous year’s scores, while non-meal-eligible students posted gains in all sections. Students who were not meal-eligible continued to outperform those who were and performance gaps continued to widen. Meal-eligible students in 2008–09 scored 91 points lower on average in each section of the SAT I compared with those who were not eligible. (See Figure 15.)

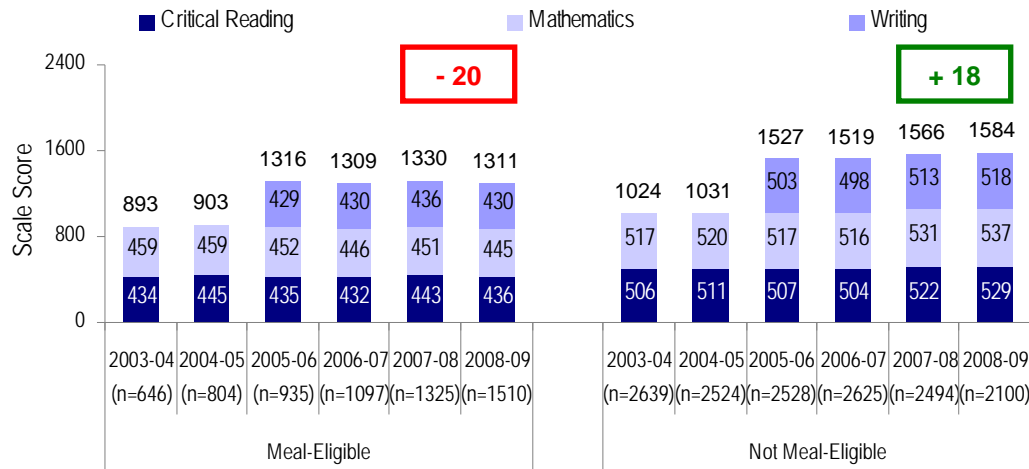


Figure 15. Average SAT I Performance by Meal Eligibility Status¹¹

Average composite scores for the critical reading and mathematics sections by meal eligibility status over the past six years also showed a persistent and widening performance gap. (See Figure 16.)

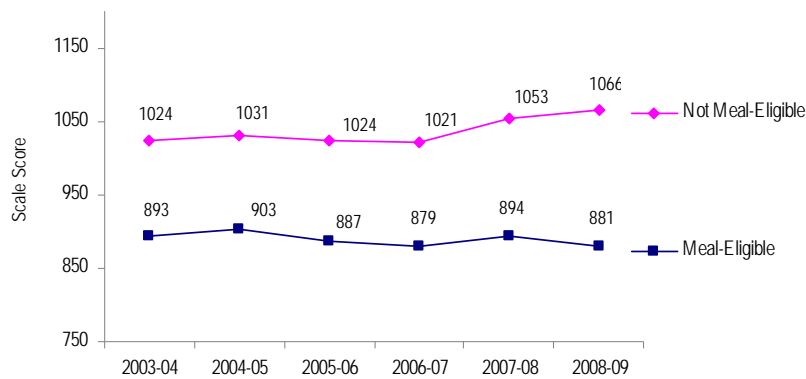


Figure 16. Average SAT I Performance by Meal Eligibility Status (Critical Reading and Mathematics Sections Only)

Within each of the district’s three largest ethnic groups, non-meal-eligible students continued to outperform meal-eligible students on all sections of the SAT I. For Hispanic and White students, non-meal eligible students posted gains in all sections, while scores for African American groups, regardless of meal eligibility status, declined. (See Figure 17.)

¹¹ 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. Also, in 2008–09, there were five additional Provision 2 high schools, schools where 100 percent of students are considered eligible for free or reduced-price meals (Lincoln and the four Crawford complex high schools).

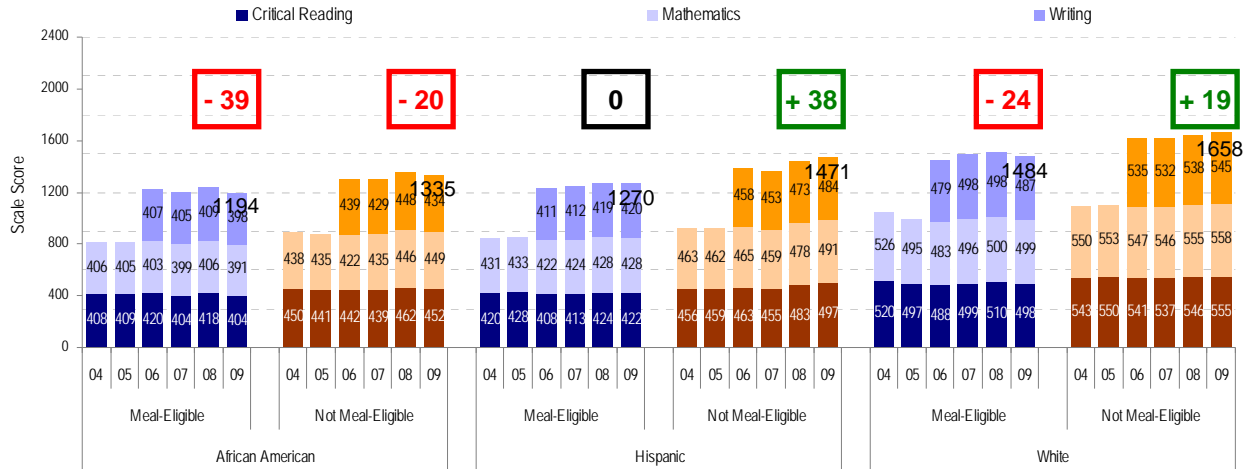


Figure 17. SAT I Performance of the Largest Ethnic Groups in the District by Meal Status

Within each socioeconomic status group, composite critical reading and mathematics scores of White students continued to be much higher than their African American and Hispanic counterparts. In 2008–09, performance gaps between Hispanic and White students narrowed for both meal eligibility groups, but gaps between African American White students widened. (See Figure 18.)

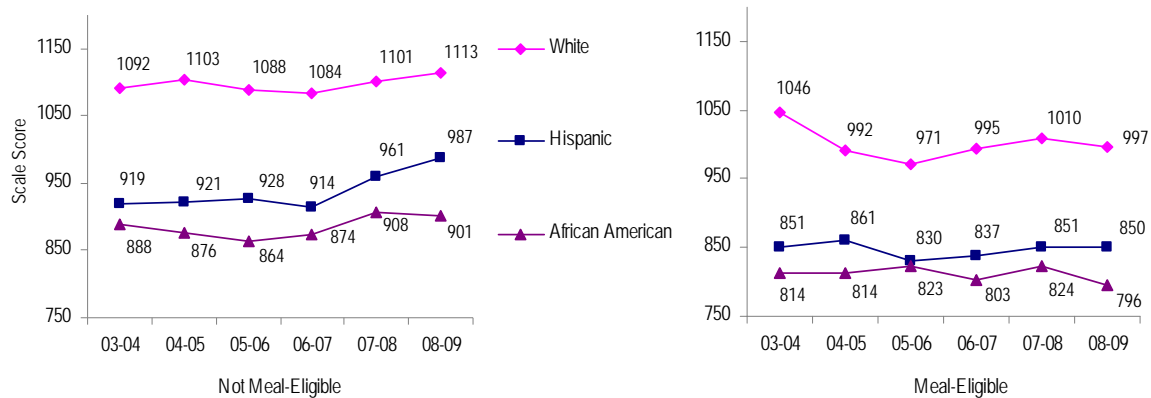


Figure 18. Average SAT I Composite Scores of the Largest Ethnic Groups in the District by Meal Eligibility Status (Critical Reading and Mathematics Sections Only)

It is noteworthy, although not surprising, that a large majority of White SAT I test-takers were not economically disadvantaged (i.e., not meal-eligible). On the other hand, Indochinese, Hispanic, and African American students continued to have high percentages of economically disadvantaged test-takers. In the last four years, with the exception of Asian students, major district ethnic groups have seen increasing percentages of meal-eligible SAT I test-takers. (See Figure 19.)¹²

¹² As noted earlier, there was a relatively sharp rise in the number of meal-eligible 12th graders in 2008–09 due to the designation of five high schools as Provision 2 schools (i.e., schools where 100 percent of students are considered eligible for free or reduced-price meals).

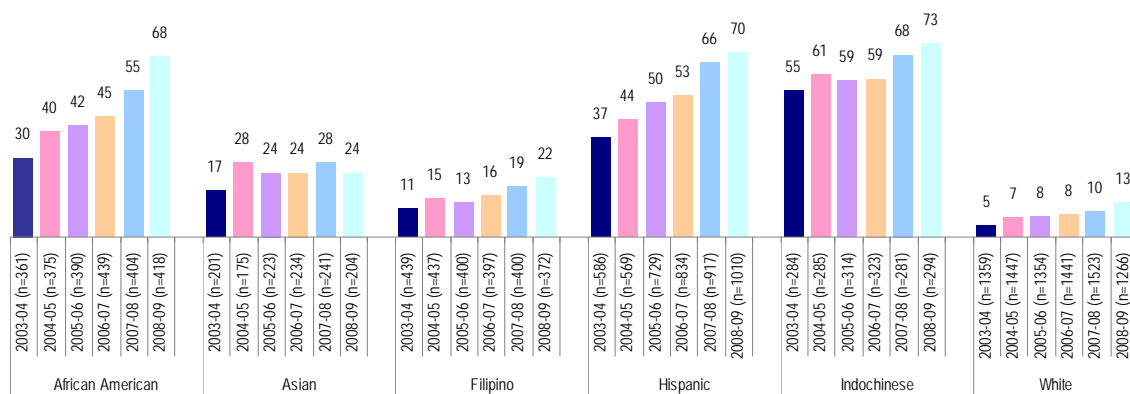


Figure 19. Percent of SAT I Test Takers Eligible for Free or Reduced-Price Meals

SAT I Performance by English Language Proficiency Status. For 2008–09, SAT I scores of English learners (ELs) saw a second double-digit increase, following a near 60-point gain the previous year. This year’s 11-point composite score increase stemmed mainly from a 16-point gain in the critical reading section. Composite scores for former ELs (RFEP) and fluent English students declined by 9 and 8 points, respectively. Despite the improved scores, EL students continued to have the lowest scores among all language proficiency groups and among all subgroups examined in this report. For the past three years, EL average section scores have remained below 400. Former ELs who have been reclassified to fluent English status (“Reclassified Fluent”) continued to be outperformed by their initially fluent English counterparts (“Fluent English”),¹³ challenging the assumption that reclassified ELs can perform at parity with their initially fluent English peers. (See Figure 20.)

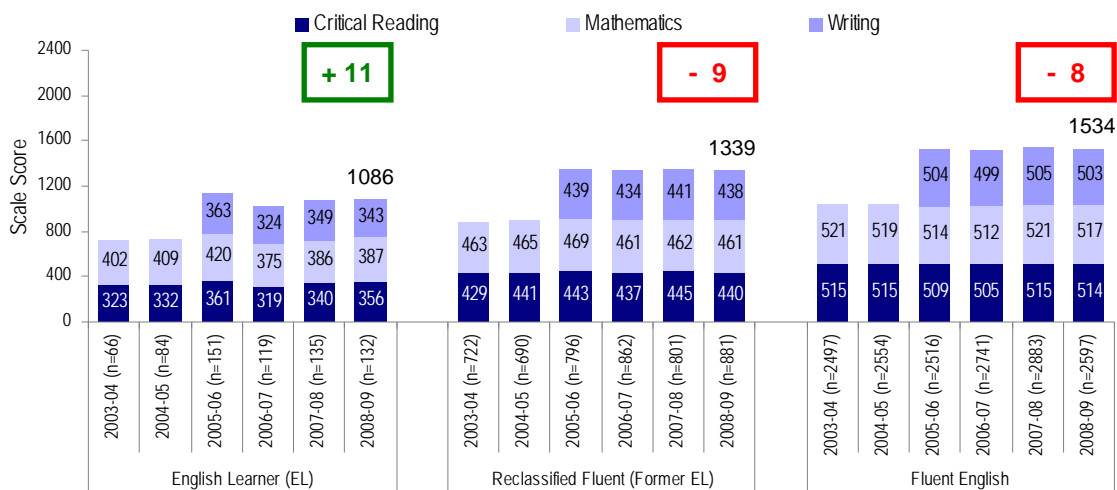


Figure 20. Average SAT I Performance by English Language Proficiency Status

SAT I Performance by CST Performance Level. The SAT I results of 2008–09 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 had higher average scores on the related SAT I section than those at “basic” or lower. Declines in overall average

¹³ Initially fluent English students include native English speakers as well as those whose primary language is not English but were deemed English-fluent on the California English Language Development Test (CELDT).

section SAT I scores appear largely due to lower SAT I scores of students who scored at “basic” or lower on their 11th grade CSTs. (See Figures 21 to 23.)

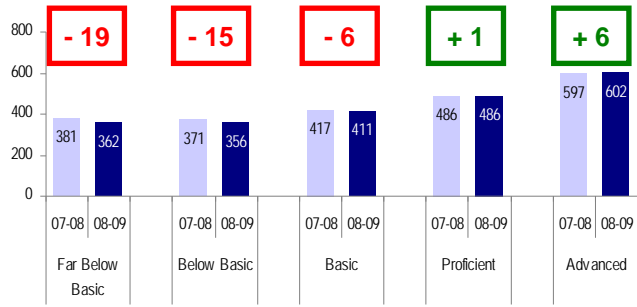


Figure 21. Average SAT I Critical Reading Score by Grade 11 CST English Language Arts Performance Level

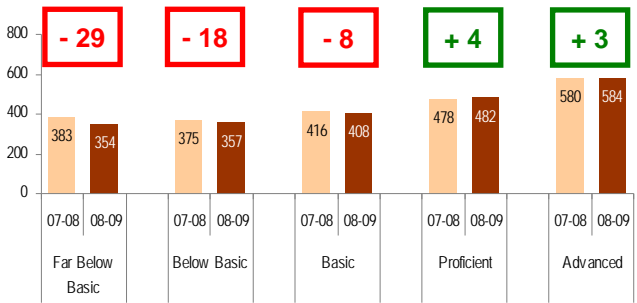


Figure 22. Average SAT I Writing Score by Grade 11 CST English Language Arts Performance Level

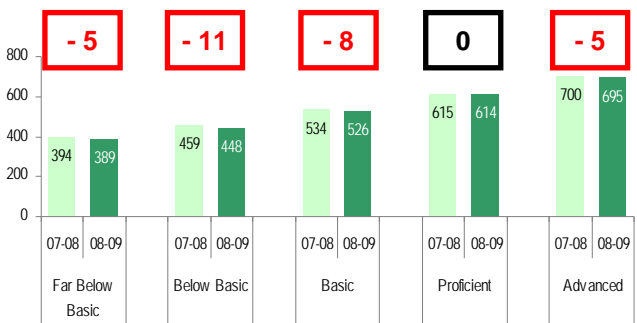


Figure 23. Average SAT I Mathematics Score by Grade 11 CST Mathematics Performance Level

SAT I Participation by CST Performance Level. The decline in participation rates observed among White, Asian, and non-meal-eligible students—student groups with historically higher results on the SAT I, are supported by participation data based on CST performance. Table 3 shows the percentages of Grade 12 students taking the SAT I and indicates relatively larger declines in participation rates among “proficient” and “advanced” students during the past year. This partially explains lower overall average SAT I scale scores despite individual student group gains.

Table 4. 2008–09 SAT I Results by School

School	Total Grade 12 Enrollment	SAT I Test Takers			Average Scale Scores				
		Count	Pct of Total Enrt	Pct Diff With Prior Yr	Critical Reading	Math	Writing	Total Score	Score Diff With Prior Yr
354 Point Loma	424	197	46.5	(7.4)	494	504	486	1485	(28)
749 San Diego Business	70	27	38.6	5.2	401	385	377	1163	(68)
746 San Diego CIMA	58	28	48.3	19.7	339	363	329	1030	(25)
744 San Diego Int'l Studies	103	88	85.4	(1.6)	505	506	510	1522	(90)
745 San Diego LEADS	102	45	44.1	11.6	402	384	398	1184	5
500 San Diego Metro Career & Tech	35	27	77.1	4.9	429	409	420	1259	62
750 San Diego MVP Arts	80	13	16.3	(8.5)	365	385	376	1125	(146)
753 San Diego Sci Tech	89	37	41.6	6.2	413	448	413	1275	70
368 SCPA	190	107	56.3	1.2	497	483	488	1468	51
359 Scripps Ranch	482	332	68.9	(7.6)	562	579	553	1694	52
357 Serra	437	196	44.9	(5.5)	496	506	485	1486	21
362 Twain	138	5	3.6	(4.4)					
355 University City	406	235	57.9	(4.5)	535	550	522	1607	14
Non-Charter Total	6889	3180	46.2	(2.9)	488	497	479	1464	(18)
222 Arroyo Paseo	9	1							0
008 Audeo	143	9	6.3	(5.4)					
366 Charter School of San Diego	825	47	5.7	(3.6)	457	445	469	1370	(31)
323 Cortez Hill	43	12	27.9	(4.2)	378	366	336	1079	(115)
221 Health Sciences	24	10	41.7		440	411	449	1300	
339 High Tech High	124	107	86.3	(0.7)	525	532	509	1566	(53)
785 High Tech High International	89	74	83.1	(4.4)	523	512	519	1554	19
783 High Tech High Media Arts	94	70	74.5	(3.7)	489	504	482	1474	64
018 Learning Choice	37	5	13.5	10.8					
348 Preuss	96	95	99.0	(0.0)	544	556	538	1639	105
Charter Total	1484	430	29.0	(5.0)	507	509	500	1515	9
TOTAL	8373	3610	43.1	(3.6)	490	498	482	1470	(15)

As in the previous year, Preuss UCSD had the highest percentage of 12th graders taking the SAT I with 99 percent, followed by High Tech High, San Diego International Studies, High Tech High International, and San Diego Metro Career Tech each with at least a 77 percent participation rate. Alternative schools such as Garfield and Twain, not surprisingly, tended to have the lowest SAT I participation rates. Table 4 shows SAT I results sorted by participation rate and composite score.

In terms of performance, the difference in average SAT I scores between the highest and lowest performing schools in the district was 230 scale score points per section. La Jolla, Scripps Ranch, Preuss, University City, and Henry had the highest composite SAT I scores, ranging from 1593 to 1720 (or an average of 531 to 573 per section), while Crawford IDEA, San Diego CIMA, Cortez Hill, San Diego MVPA, and Crawford CHAMPS had the lowest, with scores ranging from 1030 to 1128 (or an average of 343 to 376 per section).

All five schools mentioned above as having the highest average composite SAT I scores for 2008–09 also had the highest average section scores. The exception was in mathematics, where High Tech High International was not among the top 5 schools in terms of composite score average but had the 5th highest mathematics score; Henry had the 6th highest. Also notable is the fact that schools with the highest composite scores tended to have relatively high participation rates.

Table 5. 2008–09 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 Prior Year
Preuss	96	95	99	1	La Jolla High	1720	(58)
High Tech High	124	107	86	2	Scripps Ranch	1694	52
San Diego Int'l Studies	103	88	85	3	Preuss	1639	105
High Tech High International	89	74	83	4	University City	1607	14
San Diego Metro Career & Tech	35	27	77	5	Henry	1593	11
La Jolla High	375	282	75	6	High Tech High	1566	(53)
High Tech High Media Arts	94	70	74	7	High Tech High International	1554	19
Muir	19	14	74	8	San Diego Int'l Studies	1522	(90)
Scripps Ranch	482	332	69	9	Mira Mesa	1514	23
University City	406	235	58	10	Serra	1486	21
SCPA	190	107	56	11	Point Loma	1485	(28)
Mt. Everest	16	9	56	12	High Tech High Media Arts	1474	64
Mira Mesa	524	269	51	13	SCPA	1468	51
Crawford CHAMPS	63	32	51	14	Clairemont	1430	(10)
San Diego CIMA	58	28	48	15	Charter School of San Diego	1370	(31)
Kearny International Business	85	41	48	16	Morse	1363	3
Henry	486	233	48	17	Kearny International Business	1360	5
Point Loma	424	197	46	18	Kearny Digital Media & Design	1329	16
Kearny SCT	89	40	45	19	Kearny Construction Tech	1322	65
Serra	437	196	45	20	Mission Bay	1317	(33)
Kearny Construction Tech	74	33	45	21	Health Sciences	1300	
San Diego LEADS	102	45	44	22	Madison	1282	(78)
Madison	237	104	44	23	San Diego Sci Tech	1275	70
Health Sciences	24	10	42	24	San Diego Metro Career & Tech	1259	62
San Diego Sci Tech	89	37	42	25	Kearny SCT	1225	(138)
Mission Bay	348	138	40	26	Hoover	1205	(22)
Crawford Multimedia & Vis Arts	89	35	39	27	Crawford Law & Business	1201	52
Hoover	401	155	39	28	San Diego LEADS	1184	5
Kearny Digital Media & Design	88	34	39	29	Crawford Multimedia & Vis Arts	1170	(64)
San Diego Business	70	27	39	30	San Diego Business	1163	(68)
Morse	486	182	37	31	Lincoln	1161	(34)
Clairemont	286	104	36	32	Muir	1148	(243)
Lincoln	340	102	30	33	Crawford CHAMPS	1128	(69)
Crawford IDEA	61	18	30	34	San Diego MVP Arts	1125	(146)
Cortez Hill	43	12	28	35	Cortez Hill	1079	(115)
Crawford Law & Business	65	14	22	36	San Diego CIMA	1030	(25)
San Diego MVP Arts	80	13	16	37	Crawford IDEA	1030	(104)
Learning Choice	37	5	14	38			
Audeo	143	9	6	39			
Charter School of San Diego	825	47	6	40			
Twain	138	5	4	41			
Garfield High	97	3	3	42			
DISTRICT Total	8373	3610	43		DISTRICT Total	1470	(15)

Summary

The district's 2008–09 average SAT I composite score declined by 15 points—critical reading declined by 4 points to 490; mathematics declined by 6 points to 498; and writing declined by 5 points to 482. This performance decline is largely due to a decline in participation among the district's historically high-performing groups (White, Asian, non-meal-eligible). Indeed, data for students who scored “proficient” or “advanced” on the CST ELA in 11th grade showed relatively large single-year declines in participation compared with other performance level groups. District scores continued to lag behind those of public school students across the nation and across California; 2008–09 comparisons with large California districts are not yet available. The student participation rate, which had been fairly stable over the years, declined for a second year in a row to its lowest level in six years with 43 percent of 12th graders taking the SAT I.

Analyses of subgroup participation rates and performance results showed the following:

1. Participation rates declined for both genders, nearly all ethnic subgroups with the exception of African American and Native American students, and non-meal-eligible students. Female students continued to have higher participation rates than male students (48 percent vs. 39 percent).
2. Gaps in participation rates among the district's three largest ethnic groups persisted. However, a second year of relatively smaller (or non-existent) rate declines for African American and Hispanic students caused the gaps with White students to narrow again in 2008–09.
3. Participation rates for meal-eligible students continued to increase and those for non-meal-eligible students continued to decline. In 2008–09, 48 percent of non-meal-eligible 12th graders took the SAT I compared with 38 percent for those who were eligible for free- or reduced-price meals.
4. Male students continued to outperform females in critical reading and mathematics. The gap in mathematics scores persisted and has exceeded 35 points for the last six years. The gap between the two genders had been narrowing, but a relatively smaller decline in the composite score of 2008–09 male students widened the gap from an average of 11 scale score points per section the prior year to 18 points per section.
5. All district ethnic groups except African Americans and Asians showed increased SAT I composite scores compared with the previous year. Among the district's three largest ethnic groups (White, Hispanic, African American), White students posted the largest composite gain—9 scale score points.
6. Asian and White students continued to have the highest composite SAT I scores, while African American, Pacific Islander, and Hispanic students continued to have the lowest.
7. Average composite scores for just the critical reading and mathematics sections showed 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 gaps widened in 2008–09.

8. Average section scores of students eligible for free or reduced-price meals (“meal-eligible”) were lower than the previous year’s scores, while non-meal-eligible students posted gains in all sections. Students who were not meal-eligible continued to outperform those who were and performance gaps continue to widen.
9. Within each of the district’s three largest ethnic groups, non-meal-eligible students continued to outperform meal-eligible students on all sections of the SAT I. Hispanic and White non-meal eligible students posted gains in all sections, while scores for African American groups, regardless of meal eligibility status, declined.
10. Within each socioeconomic status group, composite critical reading and mathematics scores of White students continued to be much higher than the scores of their African American and Hispanic counterparts. In 2008–09, performance gaps between Hispanic and White students narrowed for both meal eligibility groups, but gaps between African American and White students widened.
11. As in previous years, an overwhelming percentage of White SAT I test-takers were not economically disadvantaged, while Indochinese, Hispanic, and African American students continued to have high percentages of economically disadvantaged test-takers. In the last four years, all major ethnic groups in the district except Asian students saw increasing percentages of SAT I test takers who are meal-eligible.
12. For 2008–09, SAT I scores of English learners (ELs) displayed a second consecutive double-digit increase; this year’s increase largely stems from a 16-point gain in the critical reading section. Composite scores for former ELs (“Reclassified Fluent”) and initially fluent English students (“Fluent English”) declined by 9 and 8 points, respectively.
13. Former ELs (“Reclassified Fluent”) continued to be outperformed by their initially fluent English counterparts (“Fluent English”), challenging the assumption that reclassified ELs are able to perform at parity with their initially fluent English peers.
14. Students who scored at “proficient” or better on the CSTs had higher average scores on the related SAT I section than those at “basic” or lower. Declines in SAT I overall average section scores appear to be largely due to lower SAT I scores of students who scored “basic” or lower on their 11th grade CSTs.
15. Roughly two-thirds of schools posted decreased participation rates, but less than half showed an increase in SAT I composite scores compared with the previous year. Preuss, San Diego Science and Technology, Kearny Construction Tech, High Tech High Media Arts, and San Diego Metro Career Tech posted the largest gains while Muir, San Diego MVPA, Kearny SCT, Cortez Hill, and Crawford IDEA experienced a score decrease of at least 100 points overall.

16. Similar to the previous year, Preuss UCSD had the highest percentage of 12th graders taking the SAT I with 99 percent, followed by High Tech High, San Diego International Studies, High Tech High International, and San Diego Metro Career Tech, each with at least a 77 percent participation rate. Alternative schools such as Garfield and Twain, not surprisingly, tended to have the lowest SAT I participation rates.
17. The difference in average SAT I scores between the highest and lowest performing schools in the district was 230 scale score points per section. La Jolla, Scripps Ranch, Preuss, University City, and Henry had the highest composite SAT I scores, ranging from 1593 to 1720 (or an average of 531 to 573 per section), while Crawford IDEA, San Diego CIMA, Cortez Hill, San Diego MVPA, and Crawford CHAMPS had the lowest, with scores ranging from 1030 to 1128 (or an average of 343 to 376 per section).

Report prepared by Leah Baylon

APPENDIX

SAT I Results of Grade 12 Students by School, 2003–04 to 2008–09

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 ¹⁴	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
		2008-2009	8373	3610	43.1	490	498	482	1470
331	A.L.B.A.	2003-2004	5						
		2004-2005	11						
		2005-2006	4	2					
		2006-2007	6						
		2007-2008	2	2					
		2008-2009	1	1					
222	ARROYO PASEO	2008-2009	9	1					
008	AUDEO	2003-2004	15	1	6.7				
		2004-2005	49	6	12.2				
		2005-2006	65	7	10.8				
		2006-2007	40	13	32.5	490	455	482	1427
		2007-2008	128	15	11.7	495	486	489	1470
		2008-2009	143	9	6.3				
366	CHARTER SCHOOL OF SD	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
		2008-2009	825	47	5.7	457	445	469	1370
332	CLAIREMONT	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
		2008-2009	286	104	36.4	480	479	471	1430
333	CONNECTIONS	2003-2004	1						
		2004-2005	19						
		2005-2006	17						
323	CORTEZ HILL	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
		2008-2009	43	12	27.9	378	366	336	1079
334	CRAWFORD	2003-2004	300	94	31.3	424	441		
704	CRAWFORD/CHAMPS	2004-2005	98	31	31.6	404	423		

¹⁴ "Total Grade 12 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				
		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
		2008-2009	63	32	50.8	371	396	362	1128
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
		2007-2008	70	35	50.0	375	389	369	1134
		2008-2009	61	18	29.5	347	362	321	1030
		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
705	CRAWFORD/LAW & BUSINESS	2007-2008	63	18	28.6	384	386	379	1149
		2008-2009	65	14	21.5	404	413	384	1201
		2004-2005	67	15	22.4	399	409		
		2005-2006	56	9	16.1				
703	CRAWFORD/MULTIMEDIA	2006-2007	72	38	52.8	422	421	401	1244
		2007-2008	69	20	29.0	412	425	398	1234
		2008-2009	89	35	39.3	388	385	397	1170
		2003-2004	7						
439	DEL SOL	2004-2005	5						
		2005-2006	6						
		2006-2007	2						
		2007-2008	1						
		2008-2009	2						
361	GARFIELD	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				
		2008-2009	97	3	3.1				
335	GOMPERS	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
221	HEALTH SCIENCES	2007-2008	1						
		2008-2009	24	10	41.7	440	411	449	1300
336	HENRY	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
		2008-2009	486	233	47.9	534	544	516	1593
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

Loc	School	YEAR	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				N	Pct				
		2006-2007	99	88	88.9	525	510	512	1547
		2007-2008	123	107	87.0	547	536	537	1619
		2008-2009	124	107	86.3	525	532	509	1566
783	HIGH TECH HIGH MEDIA	2007-2008	64	50	78.1	491	453	466	1410
		2008-2009	94	70	74.5	489	504	482	1474
785	HIGH TECH INTERNATL	2006-2007	89	71	79.8	488	489	494	1471
		2007-2008	96	84	87.5	514	530	491	1535
		2008-2009	89	74	83.1	523	512	519	1554
382	HOME AND HOSPITAL	2003-2004	5						
		2004-2005	3						
		2005-2006	4	1					
		2006-2007	2						
		2007-2008	4	1					
		2008-2009	6						
338	HOOVER	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
		2008-2009	401	155	38.7	395	410	400	1205
386	INTEGRAT LIFE SKILLS	2006-2007	2						
		2007-2008	1						
340	KEARNY	2003-2004	324	117	36.1	401	433		
736	KEARNY/CONSTR 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
		2008-2009	74	33	44.6	440	453	430	1322
733	KEARNY/DIGITAL MEDIA	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
		2008-2009	88	34	38.6	446	442	441	1329
735	KEARNY/INTL 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
		2008-2009	85	41	48.2	457	450	453	1360
734	KEARNY/SCI CONN TECH	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
		2008-2009	89	40	44.9	416	407	402	1225
342	LA JOLLA	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

Loc	School	YEAR	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				N	Pct				
		2007-2008	363	288	79.3	586	609	583	1778
		2008-2009	375	282	75.2	572	582	566	1720
791	LCI INSTRUCTION	2003-2004	11	1	9.1				
		2004-2005	10						
		2005-2006	15	2	13.3				
		2006-2007	12	1	8.3				
		2007-2008	22						
		2008-2009	29						
018	LEARNING CHOICE ACAD	2004-2005	1						
		2005-2006	17						
		2006-2007	22	4	18.2				
		2007-2008	37	1	2.7				
2008-2009	37	5	13.5						
637	LINCOLN	2007-2008	296	38	12.8	402	403	390	1195
		2008-2009	340	102	30.0	394	383	384	1161
346	MADISON	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
		2008-2009	237	104	43.9	428	430	424	1282
349	MIRA MESA	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
		2008-2009	524	269	51.3	495	529	490	1514
350	MISSION BAY	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
		2008-2009	348	138	39.7	443	447	427	1317
352	MORSE	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
		2008-2009	486	182	37.4	457	461	444	1363
395	MT. EVEREST	2003-2004	11	6	54.5				
		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
		2008-2009	16	9	56.3				
369	MUIR	2003-2004	11	7	63.6				

Loc	School	YEAR	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				N	Pct				
		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
		2007-2008	13	11	84.6	472	457	462	1391
		2008-2009	19	14	73.7	383	399	366	1148
438	NEW DAWN	2003-2004	2						
		2004-2005	11						
		2005-2006	3	2					
		2006-2007	12						
		2007-2008	6						
		2008-2009	8						
354	POINT LOMA	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
		2007-2008	416	224	53.8	505	508	501	1513
		2008-2009	424	197	46.5	494	504	486	1485
348	PREUSS SCHOOL UCSD	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
		2008-2009	96	95	99.0	544	556	538	1639
708	RANDOLPH	2005-2006	5						
368	S.C.P.A.	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
		2008-2009	190	107	56.3	497	483	488	1468
359	SCRIPPS RANCH	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
		2008-2009	482	332	68.9	562	579	553	1694
500	SD METRO CAREER TECH	2007-2008	54	39	72.2	405	379	413	1197
		2008-2009	35	27	77.1	429	409	420	1259
356	SAN DIEGO	2003-2004	415	167	40.2	456	456		
749	SD/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
		2008-2009	70	27	38.6	401	385	377	1163
746	SD/CIMA	2004-2005	50	5	10.0				
		2005-2006	59	18	30.5	303	352	296	951

Loc	School	YEAR	Total Grade 12 Enrollment	SAT I Test-Takers		Critical Reading	Mathematics	Writing	Combined
				N	Pct				
		2006-2007	84	21	25.0	341	383	337	1061
		2007-2008	77	22	28.6	345	374	337	1055
		2008-2009	58	28	48.3	339	363	329	1030
744	SD/INTL 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
		2008-2009	103	88	85.4	505	506	510	1522
745	SD/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
		2008-2009	102	45	44.1	402	384	398	1184
750	SD/MEDIA VIS PRF ART	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
		2008-2009	80	13	16.3	365	385	376	1125
753	SD/SCIENCE TECHNOL	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
		2008-2009	89	37	41.6	413	448	413	1275
357	SERRA	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
		2008-2009	437	196	44.9	496	506	485	1486
362	TWIN	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
		2008-2009	138	5	3.6				
355	UNIVERSITY CITY	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
		2007-2008	449	280	62.4	526	544	524	1594
		2008-2009	406	235	57.9	535	550	522	1607
297	WHITTIER	2006-2007	2						
		2007-2008	1						
781	YOUTH OPPORTUNITIES	2003-2004	31						