SAT Results of Grade 12 Students, 2009–10 and 2010–11

Introduction

The College Board SAT tests are taken by high school students around the world to meet undergraduate admission application requirements at colleges and universities in the United States. Most students take the SAT in their junior and senior years. This report summarizes SAT participation and performance of Grade 12 students in San Diego Unified School District (SDUSD) schools. Average composite and subject area scores are disaggregated by gender, ethnicity, eligibility for free or reduced-price meals ("meal eligibility"), English language proficiency status, performance on the California Standards Tests (CSTs), and school. Data include charter schools except when disaggregated by meal eligibility, special education, and military-affiliation status. Individual school data are included in the appendix.

Highlights

In 2010–11, district Grade 12 students had an average SAT composite score[1] of 1476, an increase of 19 points over the average score of the previous year's seniors. Gains were made in all sections of the SAT—critical reading went up by 5 points to 490; mathematics by 6 points to 503; and writing by 8 points to 483. The district's overall participation rate also rose by 5 percentage points to 52 percent of all seniors taking the SAT, with participation rate gains observed in all gender, race/ethnicity, and meal eligibility student groups. Increased participation rates typically go hand in hand with lowered performance results, making the score gains posted by the 2010–11 seniors even more remarkable.

The district's overall score gains were shared across all student demographics subgroups. Among the different student groups, African Americans' and non-meal eligible students' gains exceeded those of their respective counterparts. Larger score gains by African American and Hispanic students compared with White students led to narrowed performance gaps with these groups. However, the gaps continue to be considerable—354 scale score points between White and African American students and 294 points between White and Hispanic students. English learners (ELs), despite a 24-point increase in their average composite score, continued to have the lowest SAT score overall and section scores in the district not only of all English language proficiency groups[2] but of all student groups examined in this report. Section scores of ELs have remained below 390 for the past five years; in 2010–11, their average composite score was 1057.

Roughly three-fourths of schools[3] showed increases in their SAT composite scores. Audeo, Crawford IDEA, Serra, San Diego CIMA (now San Diego Communication), and Kearny DMD

[1] The SAT composite score refers to the sum of the critical reading, mathematics, and writing section scores.
[2] The English language proficiency groups include English learners (ELs), reclassified English learners (Reclassified Fluent English Proficient or RFEP), initially fluent English proficient students whose primary language is non-English (Initially Fluent English Proficient or IFEP), and students whose primary language is English and considered fluent English proficient by default ("English Only" FEP).
[3] Data on school performance gains include schools that had at least 10 test takers during 2010–11 and 2009–10.

posted relatively large gains of at least 100 scale score points each. Mt. Everest, La Jolla, Scripps Ranch, and Preuss had the highest composite scores, each with at least 1600 points; San Diego CIMA, Crawford CHAMPS, and Crawford Law and Business had the lowest composite scores, all under 1200 points.

District scores continued to be generally lower than scores of public school seniors across the nation and across California. Data for 2009–10 for eight of the state's largest school districts[4]—the most recent data available at the time of this report—showed SDUSD's overall composite score slipping from second, behind San Francisco (SFUSD), to fourth among the districts; each of the district's section averages also slipped to fourth place. Prior to 2009–10, the district had the highest critical reading and writing scores among the large districts and was second to SFUSD in mathematics. The district's participation rate continues to be relatively high compared with the others, and was once again second behind SFUSD in 2009–10.

Overview of the SAT

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

Critical Reading. The critical reading section (formerly "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.

[4] In 2010–11, California had 1,037 public school districts with enrollment ranging from 3 to 667,000 students. The eight largest school districts were: Los Angeles Unified, San Diego Unified, Long Beach Unified, Fresno Unified, Elk Grove Unified (Sacramento), Santa Ana Unified, San Francisco Unified, and San Bernardino City Unified. These districts enroll roughly 1 in five of the state's public school students, with each district having at least 55,000 students. SDUSD's enrollment is about 130,000, including charter schools, and has consistently placed a distant second to Los Angeles Unified in terms of size; Long Beach Unified is third largest with an enrollment of about 85,000 students. For details, visit www.cde.ca.gov/ds/sd/cb/ceflargesmalldist.asp.

Writing. The writing section was added in 2005. It 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

Prior to 2002–03, the district lacked access to student-level SAT data and relied on College Board reports for aggregated results. Individual student data then became available by way of the *SAT College-Bound Seniors Reports* data disk produced by the College Board at the end of each school year. This enabled the district to match SAT records to district enrollment and demographic records so that individual student records could be validated and corrected prior to reporting, resulting in cleaner and more accurate datasets. Each seniors data disk included the most recent test available for each student identified as a district senior using the high school code and anticipated graduation year indicated at the time of test-taking. The disk also relied on the College Board's ability to identify repeat test takers using student data collected during the assessment.

In 2009–10, the district transitioned from using the annual seniors data disk to periodic—usually monthly—electronic file downloads throughout the year. This enabled the district to obtain SAT results for all students, not just seniors, soon after each SAT administration, and meet other data reporting and dissemination requirements. With all SAT student records now available for analysis, district staff were able to assume a greater role in composing the dataset for the annual SAT seniors report. A comparison of the end-of-year 2009–10 seniors disk generated by the College Board and the district-generated seniors dataset based on the periodic file downloads showed that the latter set had roughly160 more records than the seniors data disk. This was an expected result given district access to a more comprehensive set of SAT records and more accurate and up-to-date demographic and enrollment data.

Student Demographic Composition

In 2010–11, the district had a fall count of 8,503 Grade 12 students (see Table 1).[5] Hispanic students constituted the largest racial/ethnic group with 42 percent of all Grade 12 students; White students followed with 26 percent and African American students with 12 percent. Six out of every 10 students at district-managed schools were eligible for free or reduced-price meals,[6] 1 in every 10 at district-managed schools received special education services, and 4 in every 10 were either English learners (ELs) or former ELs (Reclassified Fluent English Proficient or RFEP).

[5] For purposes of this report, 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.

[6] Complete meal eligibility, special education, and military-affiliation data for charter school students are currently not available.

Table 1. Student demographic breakdown.

Group	Grades K to 12, October 2010						Grade 12, October 2010						2010–11 Grade 12 SAT Test Takers					
	All Schools		District		Charter		All Schools		District		Charter		All Schools		District		Charter	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Total Students	130,800	100	115,164	88	15,636	12	8,503	100	7,287	86	1,216	14	4,414	100	3,899	88	515	12
Female	63,800	49	55,792	48	8,008	51	4,249	50	3,607	49	642	53	2,393	54	2,097	54	296	57
Male	67,000	51	59,372	52	7,628	49	4,254	50	3,680	51	574	47	2,021	46	1,802	46	219	43
African American	14,652	11	12,275	11	2,377	15	980	12	854	12	126	10	507	11	451	12	56	11
Alaskan Ind./Nat. Am.	447	0	386	0	61	0	39	0	29	0	10	1	18	0	18	0	0	--
Asian	4,169	3	3,923	3	246	2	266	3	241	3	25	2	212	5	191	5	21	4
Filipino	7,582	6	7,125	6	457	3	661	8	620	9	41	3	438	10	415	11	23	4
Hispanic	60,260	46	52,162	45	8,098	52	3,585	42	3,011	41	574	47	1,342	30	1,129	29	213	41
Indochinese	6,564	5	6,164	5	400	3	512	6	473	6	39	3	335	8	318	8	17	3
Pacific Islander	940	1	812	1	128	1	60	1	46	1	14	1	31	1	22	1	9	2
White	30,646	23	27,192	24	3,454	22	2,225	26	1,854	25	371	31	1,429	32	1,258	32	171	33
Multiracial	5,540	4	5,125	4	415	3	175	2	159	2	16	1	102	2	97	2	5	1
Meal-Eligible			73,985	64					4,238	58					1,697	44		
Special Education			12,630	11					721	10					109	3		
Fluent English Proficient (FEP)	77,141	59	67,761	59	9,380	60	5,480	64	4,618	63	862	71	3,217	73	2,842	73	375	73
FEP/English	*67,162*	*51*	*59,022*	*51*	*8,140*	*52*	*4,328*	*51*	*3,588*	*49*	*740*	*61*	*2,475*	*56*	*2,169*	*56*	*306*	*59*
IFEP or FEP/non-English	*9.979*	*8*	*8,739*	*8*	*1,240*	*8*	*1,152*	*14*	*1,030*	*14*	*122*	*10*	*742*	*17*	*673*	*17*	*69*	*13*
Reclassified FEP (RFEP)	16,356	13	14,087	12	2,269	15	2,049	24	1,834	25	215	18	1,060	24	946	24	114	22
English Learner (EL)	37,303	29	33,316	29	3,987	25	974	11	835	11	139	11	137	3	111	3	26	5
Military Family			9,980	9					305	4					150	4		

Table 2 shows how the 2010–11 senior class evolved from 2007–08 as the group matriculated from Grade 9 through Grade 12. Nearly all racial/ethnic groups exhibited steadily declining enrollment numbers. There are many reasons for this, including the pace with which students earn credits each year, which in turn affects their assigned grade level.[7] However, the data support district findings that male, Hispanic, and African American students are at highest risk for dropping out of school. African American and Hispanic students experienced the most drastic changes—African American enrollment decreased by 41 percent between Grades 9 and 12 (from 1,659 down to 980 students), and Hispanic enrollment counts decreased by 38 percent (from 5,797 down to 3,585 students). In contrast, White student enrollment counts declined by just 20 percent, resulting in an increase in the overall proportion of White students from 23 percent in Grade 9 to 26 percent in Grade 12. Similarly, male enrollment declined from Grade 9 to Grade 12, resulting in a gradual increase in the proportion of female students.

[7] Since 2007–08, grade levels of high school students at district-managed schools have been based on the number of credits earned towards graduation. District staff review and adjust grade levels twice a year at the beginning of each semester.

Table 2. Multiyear demographic changes for the senior class of 2010–11.

	Grade Level	Total Students	Female	Male	African American	Native American	Asian	Filipino	Hispanic	Indo-chinese	Pacific Islander	White	Multi-racial
Student Counts													
2008	9	12,042	5,686	6,356	1,659	62	312	750	5,797	588	100	2,774	
2009	10	10,685	5,156	5,529	1,440	52	308	759	4,819	566	93	2,648	
2010	11	9,222	4,538	4,684	1,132	37	291	704	3,953	544	78	2,369	114
2011	12	8,503	4,249	4,254	980	39	266	661	3,585	512	60	2,225	175
3-year Difference		(3,539)	(1,437)	(2,102)	(679)	(23)	(46)	(89)	(2,212)	(76)	(40)	(549)	
Percent of Total													
2008	9		47	53	14	1	3	6	48	5	1	23	
2009	10		48	52	13	0	3	7	45	5	1	25	
2010	11		49	51	12	0	3	8	43	6	1	26	1
2011	12		50	50	12	0	3	8	42	6	1	26	2
3-year Difference			2.8	(2.8)	(2.3)	(0.1)	0.5	1.5	(6.0)	1.1	(0.1)	3.1	

Table 3. Grade level progression of fall 2007 Grade 9 students at district-managed schools.

Cohort	Grade Level	Fall 2007 (%)	Fall 2008 (%)	Fall 2009 (%)	Fall 2010 (%)
All Students (*n* = 10,988)	not enrolled		13	21	32
	district charter		3	5	6
	9	100	11	1	0
	10		72	10	1
	11		2	60	5
	12		0	3	56
African American (*n* = 1,509)	not enrolled		17	28	41
	district charter		3	4	5
	9	100	11	1	0
	10		66	11	1
	11		2	53	5
	12		0	3	47
Hispanic (*n* = 5,328)	not enrolled		15	25	38
	district charter		3	5	7
	9	100	16	2	0
	10		63	14	2
	11		2	50	7
	12		0	4	46
White (*n* = 2,447)	not enrolled		10	15	21
	district charter		3	6	7
	9	100	3	0	0
	10		83	4	0
	11		0	73	2
	12		0	1	70

Table 3 shows grade level progression for 2007–08 Grade 9 students in district-managed schools. Fifty-six percent of fall 2007 Grade 9 students reached Grade 12 in a district-managed school in fall 2010; 32 percent were no longer enrolled in any district school and 6 percent were enrolled in a district charter school. Only about half of African American and Hispanic students, compared to seven-tenths of White students, reached Grade 12 by fall 2010. As might be expected, a substantial "drop-off" in grade level progression occurred by fall 2008.[8]

[8] Similar calculations were performed using meal eligibility and English language proficiency status. Of all groups examined, English learners (*n* = 2,667) had the smallest percentage of fall 2007 Grade 9 students reaching Grade 12 by fall 2010 (36 percent); nearly half (48 percent) were no longer enrolled in the district three years later.

Results

Overall Performance. The performance of 2010–11 Grade 12 students reversed two years of declining scores. The average critical reading score increased by 5 scale score points to 490, the average mathematics score increased by 6 points to 503, and the average writing score increased by 8 points to 483 (n = 4,414). Counterparts in the nation and state posted decreased scores in all sections causing gaps between the district and these jurisdictions to narrow (see Figures 1–2).

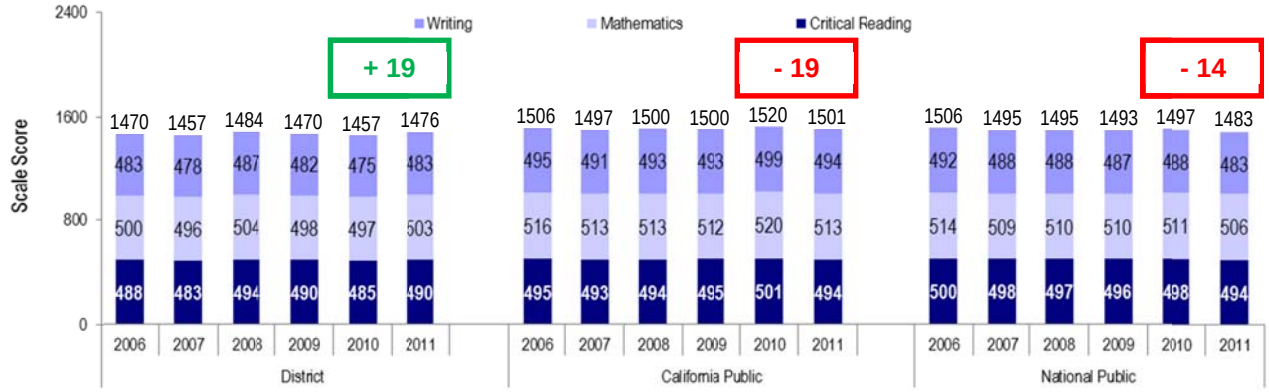
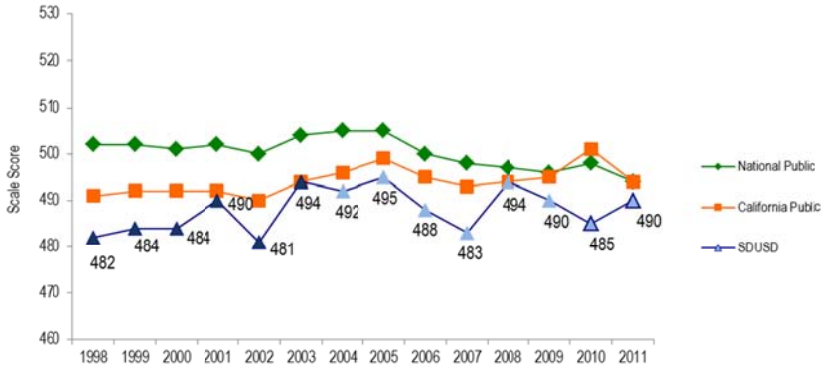
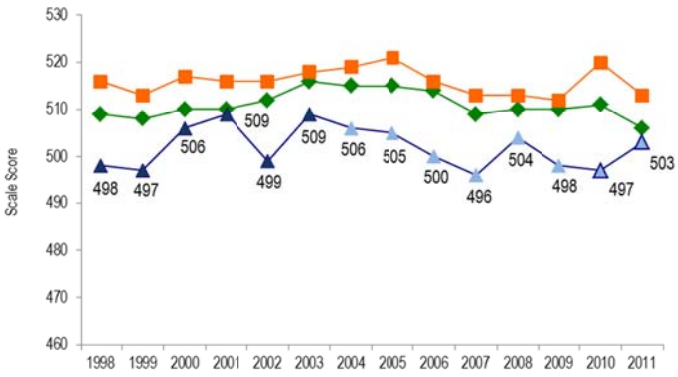


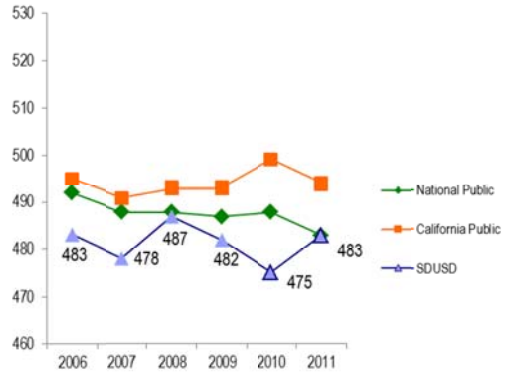
Figure 1. Average SAT performance for the district, state, and nation.



CRITICAL READING ("VERBAL")



MATHEMATICS



WRITING

Figure 2. Average SAT score by section. District data points are color-coded to mark the different periods of district SAT data processing.

Comparison with California's Largest School Districts. Figure 3 shows SAT participation rates among the largest school districts in the state through 2009–10, the most recent year for which data are available. That year, San Francisco Unified School District continued to have the highest participation rate (64 percent) despite experiencing a second year of decline.[9] Similar to previous years, San Diego was a distant second (47 percent), closely followed by Los Angeles (45 percent). San Bernardino, Long Beach, Elk Grove, Santa Ana, and Fresno had participation rates ranging from 21 to 36 percent; the statewide participation rate was 33 percent.

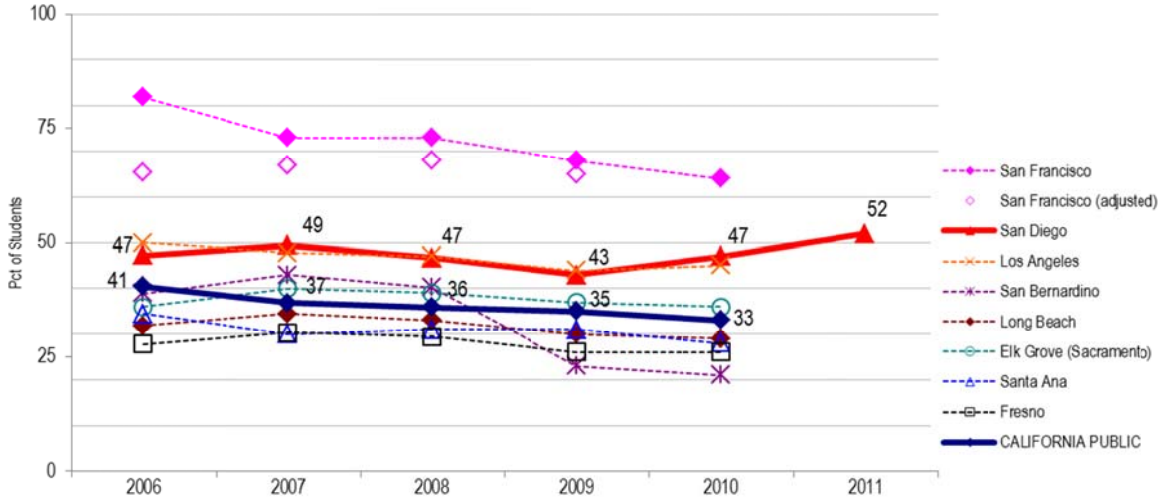


Figure 3. SAT participation rates in California's largest school districts.

San Francisco continued to outperform the other large districts, posting the highest section and overall scores in 2009–10 (see Figure 4). San Diego historically ranked second to San Francisco, but now ranks fourth overall and for each section behind San Francisco, Long Beach and Elk Grove.

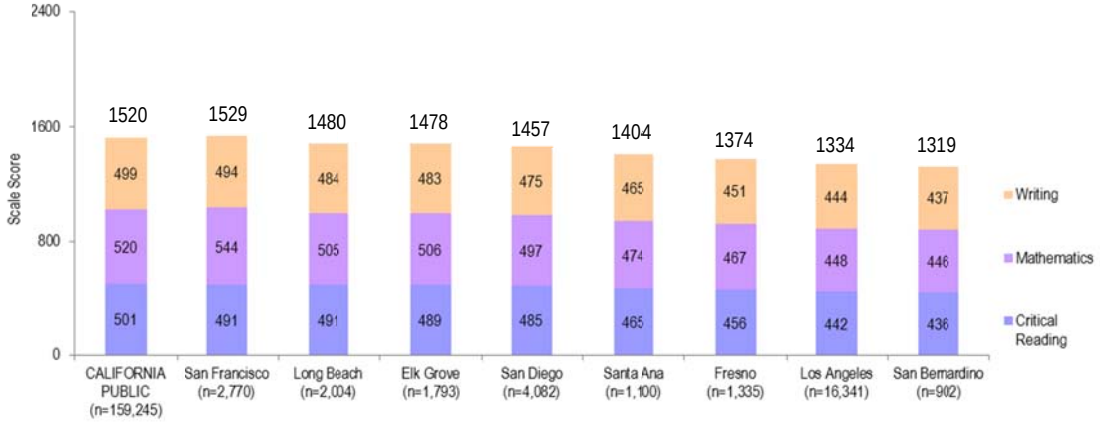


Figure 4. Average SAT performance in large California school districts, 2009–10.

[9] The lower participation rates for San Francisco USD shown in Figure 3 for 2005–06 through 2008–09 ("hollow" pink data points) are based on adjusted Grade 12 enrollment counts provided by SFUSD, and not on the fall CBEDS counts used by the state. According to SFUSD, it began evaluating student transcripts in 2005–06 to ensure that students are assigned the correct grade level. This process overlapped with CBEDS reporting in such a way that fall enrollments submitted to the state unavoidably understated SFUSD's Grade 12 counts—grade demotions are reflected in the counts but not promotions. For example, SFUSD's 2006 Grade 12 count on the state website is 3,799, but a more accurate Grade 12 count taken a few months later in the spring is 4,202.

Figure 5 below shows longitudinal composite scores of California's largest school districts. With the exception of San Diego, all districts posted score gains since 2007–08.

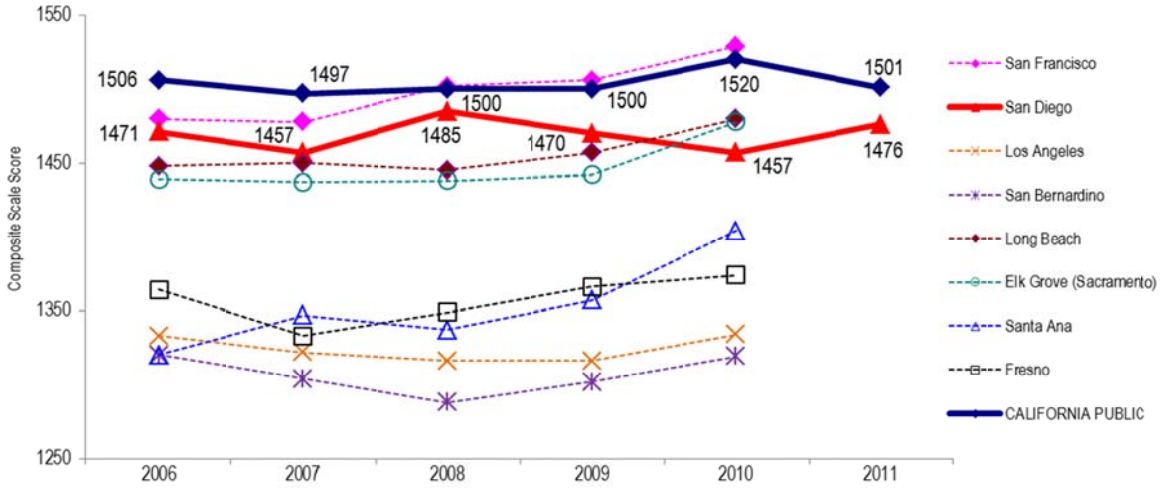


Figure 5. Average SAT composite scores of large California districts.

Participation Rates by Gender. SAT participation rates for district seniors increased for a second year in a row. In two years, district seniors went from its lowest participation rate in recent history (43 percent) to its highest (52 percent).[10] Females continued to have higher participation rates than males (see Figure 6).

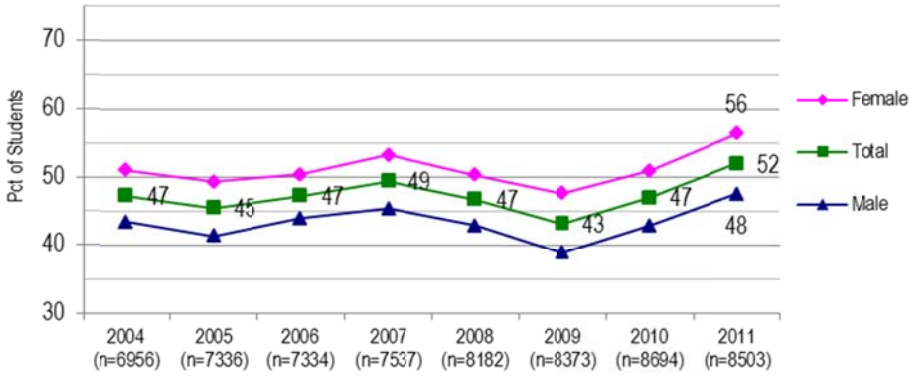


Figure 6. SAT participation rates overall and by gender.

Participation by Race/Ethnicity. Asian students continued to have the highest participation rate (80 percent), followed by Indochinese, Filipino, and White students whose rates were closely clustered in the mid-60s, African American students with 52 percent, and Hispanic students with the lowest participation rate among the groups (37 percent). With the exception of Native American students, most racial/ethnic groups experienced participation rate gains in the last two years and, in 2010–11, posted their highest group participation rates in the last eight years. Native

[10] The participation rate increase in 2009–10 could be partially, but not completely, attributed to data processing changes described earlier that were initiated during this year. However, there were no subsequent data processing changes that could similarly impact the participation rate increase in 2010–11.

American and Pacific Islander students tend to have some volatility in their participation rates due to their relatively small group sizes (see Table 4 and Figure 7).

Table 4. SAT test taker counts by racial/ethnic group.

Year	Total Test Takers	Asian	Indochinese	White	Filipino	Alaskan Ind./Nat. Am.	Pacific Islander	African American	Hispanic	Multi-Racial
2004	3,285	201	284	1,359	439	20	35	361	586	—
2005	3,328	175	285	1,447	437	18	22	375	569	—
2006	3,463	223	314	1,354	400	23	30	390	729	—
2007	3,722	234	323	1,441	397	15	39	439	834	—
2008	3,819	241	281	1,523	400	24	29	404	917	—
2009	3,610	204	294	1,266	372	20	26	418	1,010	—
2010	4,082	219	328	1,321	408	22	31	478	1,210	65
2011	4,414	212	335	1,429	438	18	31	507	1,342	102

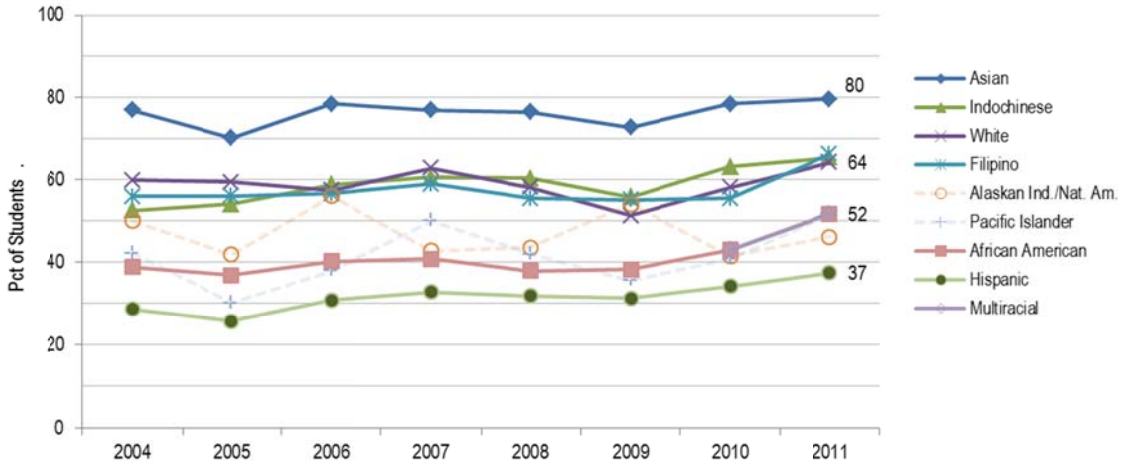


Figure 7. SAT participation rates by racial/ethnic group.

Although participation rate gaps among the district's three largest racial/ethnic groups persisted, the gap between African American and White students narrowed in 2010–11 due to a larger rate increase for African American students than for White students (see Figure 8).

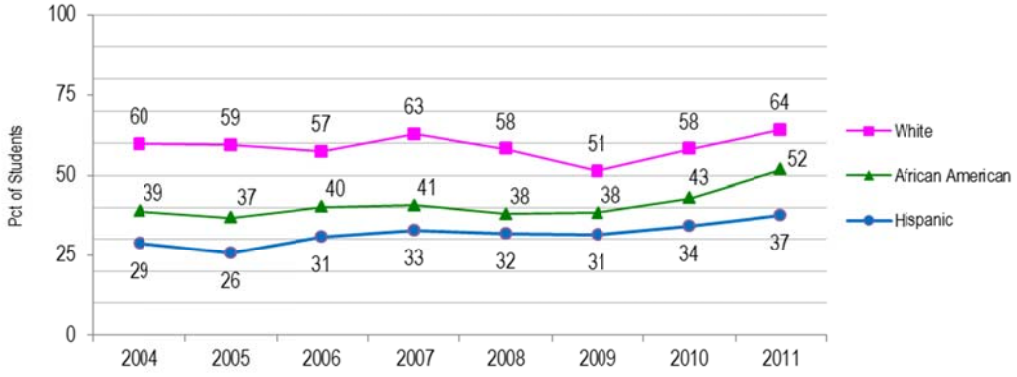


Figure 8. SAT participation rates for selected racial/ethnic groups.

Participation by Meal Eligibility. In 2010–11, 72 percent of Grade 9 students at district-managed schools who were not eligible for free or reduced-price meals ("not meal-eligible") took the SAT compared with only 40 percent for those who were. Both groups posted their highest participation rates in the last seven years. Since participation for meal-eligible students have been relatively flat, gap closure with non-meal eligible students has fluctuated based on the participation rates of non-meal eligible students (see Figure 9).

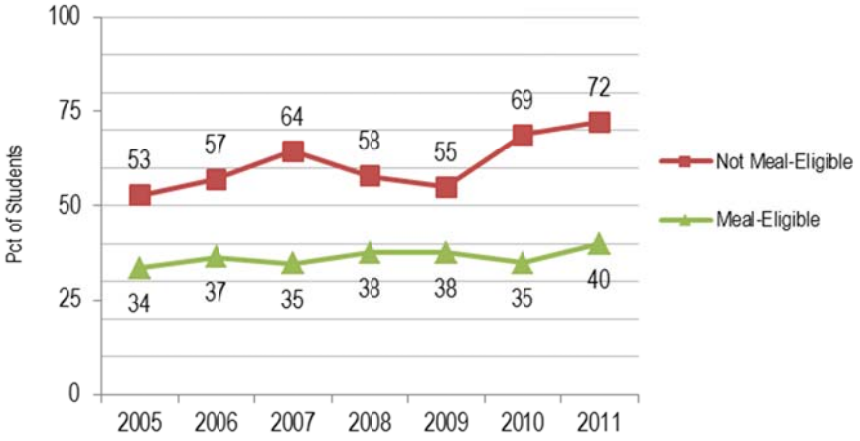


Figure 9. SAT participation rate by meal eligibility status (district-managed schools only).

Participation by Language Fluency and Military Affiliation. In 2010–11, English learners (ELs) had an expectedly low participation rate of 14 percent; former ELs (or RFEPs), 52 percent; and fluent English proficient students (FEP), 59 percent. Students from military families (district-managed schools only) had a 49 percent participation rate, 54 percent for non-military students.

Performance by Gender. Consistent with the overall increase in SAT section scores districtwide, both Grade 12 male and female groups exhibited gains in average scale scores in all areas of the SAT (see Figure 10). Male students continue to outperform female students in critical reading and mathematics. Differences are especially marked in mathematics, where average scale scores of male students have consistently exceeded those of female students by at least 35 points in each of the last eight years; the current mathematics score gap is 40 points.

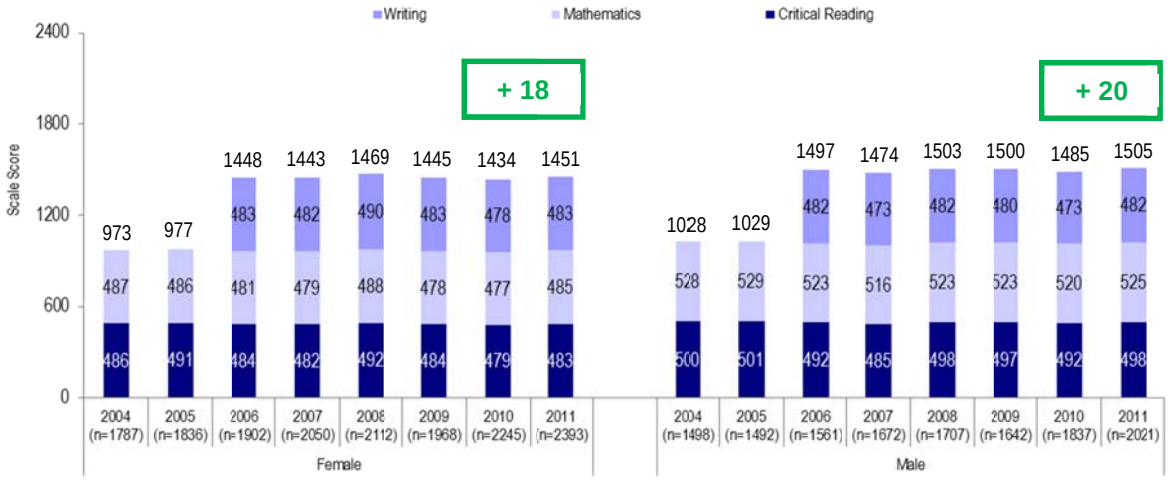


Figure 10. Average SAT score by gender.

Performance by Race/Ethnicity. Consistent once again with the overall increase in SAT scores districtwide, almost all district racial/ethnic groups posted double-digit gains in their SAT composite scores compared with the previous year. White students gained the least (7 points) while Native American, Pacific Islander, and Multiracial students, whose small test taker counts can lead to relatively wide fluctuations in average scores, posted the largest gains. Among the district's three largest racial/ethnic groups (White, Hispanic, African American), African American students posted the largest composite gain—30 scale score points—their second double-digit gain in as many years (see Figure 11).

Asian and White students continued to have the highest composite SAT scores, while African American, Hispanic, and Pacific Islander students continued to have the lowest. Asian and White students have consistently had average scores of at least 500 for each section of the SAT. The gap in average composite scores between the highest and lowest performing groups (Asian and African American) exceeded 400 points, with the largest difference occurring in mathematics (173-point difference).

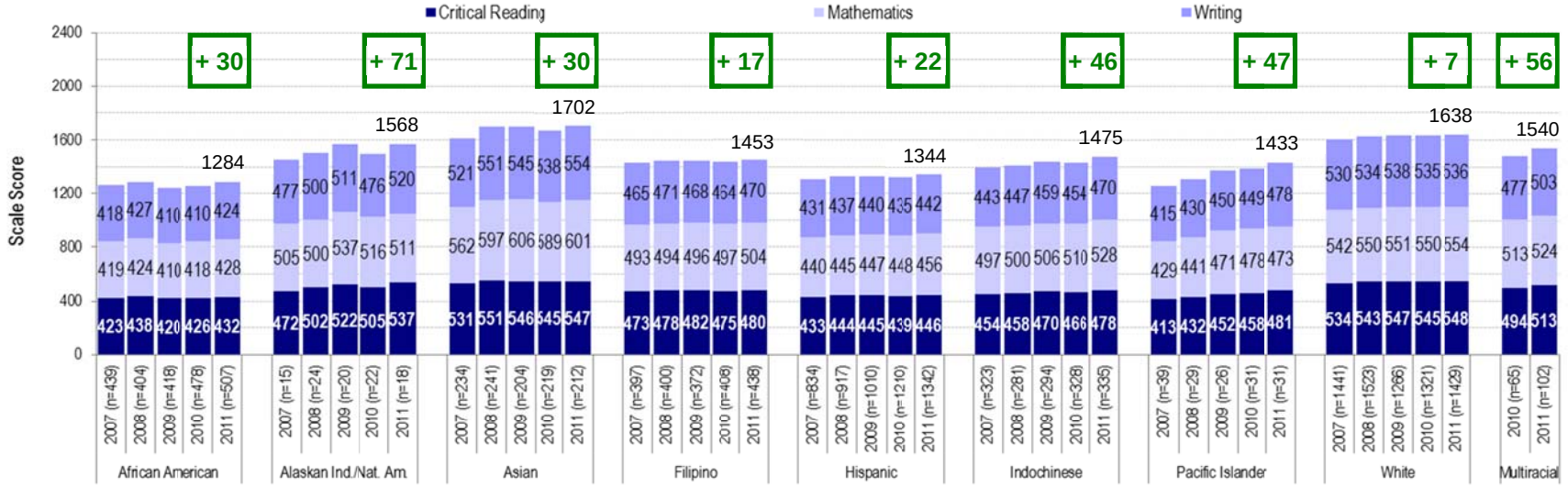


Figure 11. Average SAT score by racial/ethnic group.

Figure 12 shows the changes over the years in racial/ethnic distribution of the district's Grade 12 SAT test takers. Note how the proportions of Hispanic and White test takers have been changing during the last few years.

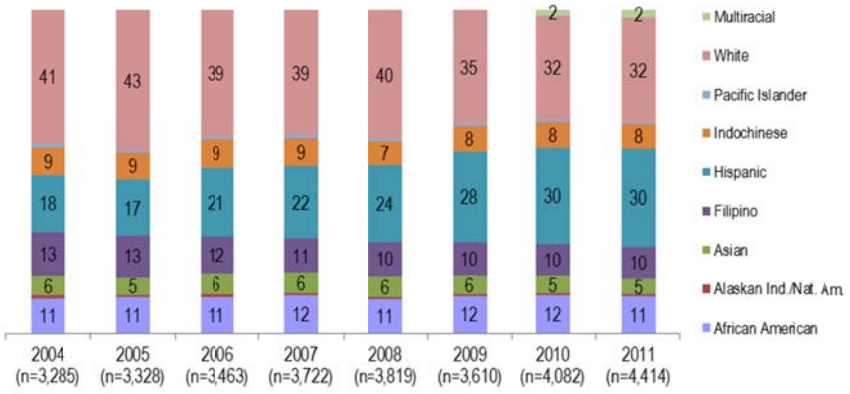


Figure 12. Distribution of SAT test takers by race/ethnicity.

Performance gaps persist among the largest racial/ethnic groups in the district (see Figure 13). Gaps between White students and African American and Hispanic students have narrowed slightly in the last couple of years, but score differences are still considerable.

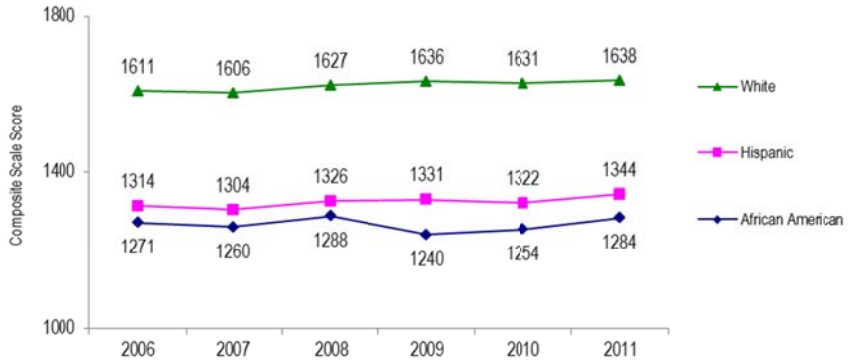


Figure 13. Average SAT score for the largest racial/ethnic groups in the district.

Performance by Meal Eligibility Status. Results by meal eligibility (district-managed schools only) showed that both groups posted increased scores in all sections, with double-digit gains overall. Non-meal-eligible students gained 35 points and meal-eligible students 23 points. Students who were not meal-eligible continued to outperform those who were. Meal-eligible students in 2010–11 scored 88 points lower on average in each section of the SAT compared with those who were not eligible (see Figure 14).

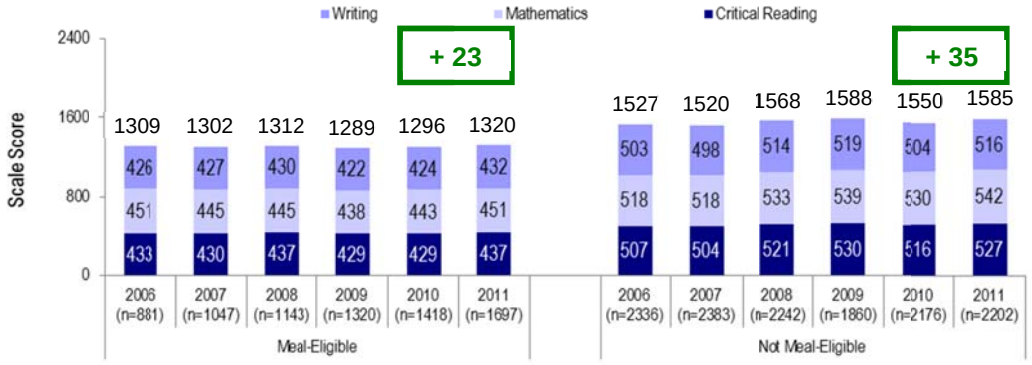


Figure 14. Average SAT score by meal eligibility status (district-managed schools only). The increasing numbers of students eligible for free or reduced-price meals are partially due to a change in the district's application process for eligibility for free or reduced-price meals. The replacement of individual student applications by family applications resulted in large increases in previously understated secondary level numbers. Also, in 2008–09 and 2009–10, there were 12 additional Provision 2 high schools, schools where 100 percent of students are considered eligible for free or reduced-price meals.

Over the past six years, performance gaps by meal eligibility status at district-managed schools have persisted. In each of the past four years, meal-eligible students scored at least 250 points lower than their counterparts; earlier score gaps were around 220 (see Figure 15).

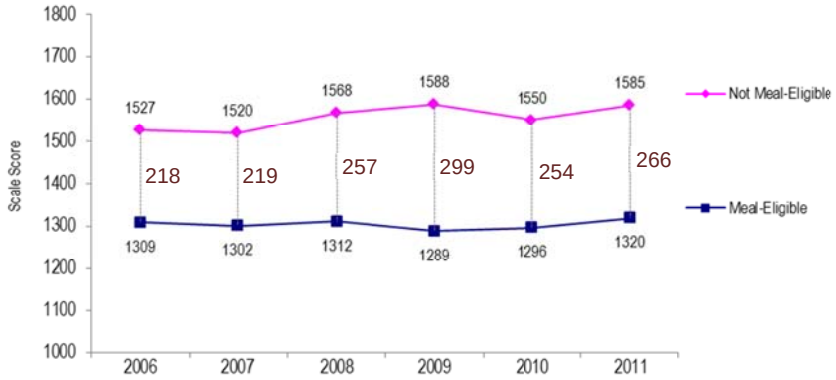


Figure 15. Gaps in average SAT scores by meal eligibility status (district-managed schools only).

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. For Hispanic and African American students, both groups of students posted gains in all sections, while scores for meal-eligible White students declined. Non-meal-eligible students for each racial/ethnic group registered larger score gains than their meal-eligible peers (see Figure 16).

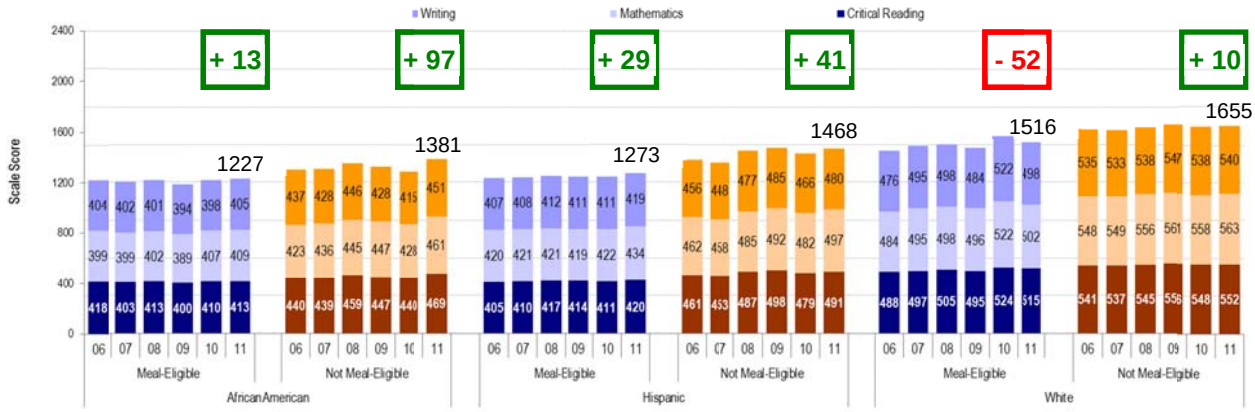


Figure 16. Average SAT scores of selected racial/ethnic groups by meal eligibility status (district-managed schools only)

Within each socioeconomic status group, scores of White students continued to be much higher than their African American and Hispanic counterparts. In 2010–11, gaps have narrowed due to African American and Hispanic students posting larger score gains than their White counterparts (see Figure 17).

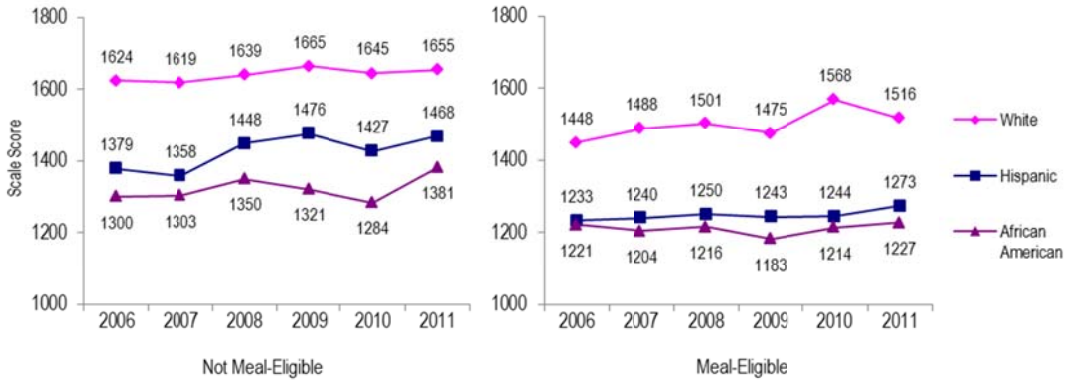


Figure 17. Gaps in average SAT scores among the largest racial/ethnic groups in the district by meal eligibility status (district-managed schools only).

It is noteworthy, although not surprising, that a majority of White SAT test-takers at district-managed schools are not economically disadvantaged (i.e., not meal-eligible). On the other hand, Indochinese, Hispanic, and African American students continue to have high percentages of economically disadvantaged test-takers. In 2010–11, 14 percent of White SAT test takers are meal-eligible compared with more than 70 percent for Hispanic and African American students (see Figure 18).[11]

[11] As noted earlier, there was a relatively sharp rise in the number of meal-eligible Grade 12 students 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).

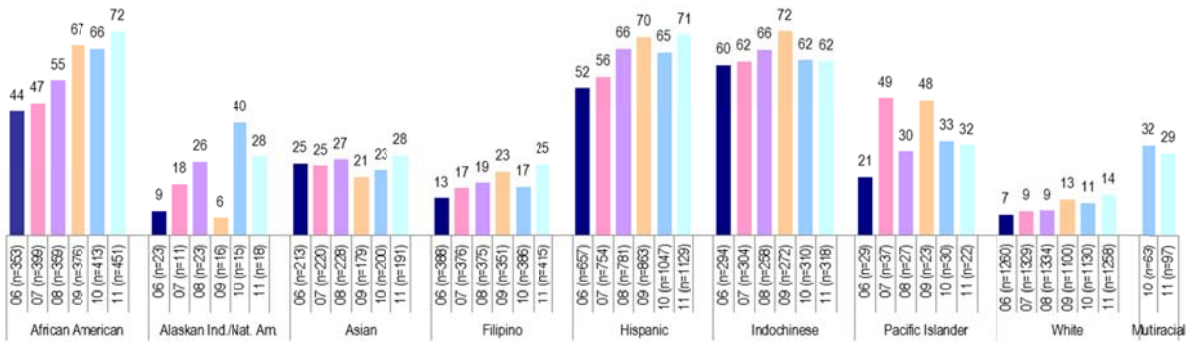


Figure 18. Percent of test takers eligible for free or reduced-price meals (district-managed schools only)

Average Scores by English Language Proficiency Status. In 2010–11, Grade 12 English learners (ELs), Reclassified Fluent English Proficient (RFEP/former ELs), and fluent English students (FEP/English primary language) posted double-digit increases in their average SAT scores compared with the previous year's performance, while Initially Fluent English Proficient students (IFEP or FEP/non-English primary language) showed a slight decline. English learner students, despite posting the largest score gain among the different language proficiency groups (24 points), continued to have the lowest scores among all subgroups examined in this report. For the past five years, all EL average section scores have remained below 400.

Among the three fluent English student groups, RFEP/former ELs continued to be outperformed by their IFEP counterparts,[12] who in turn continued to be outperformed by FEP/English students. Note that the IFEP-FEP/English score gap (40 points) is not as wide as the RFEP-IFEP gap (151 points) nor the RFEP-FEP/English gap (191 points). These score trends challenge the assumption that reclassified ELs can perform at parity with their fluent English peers (see Figure 19).

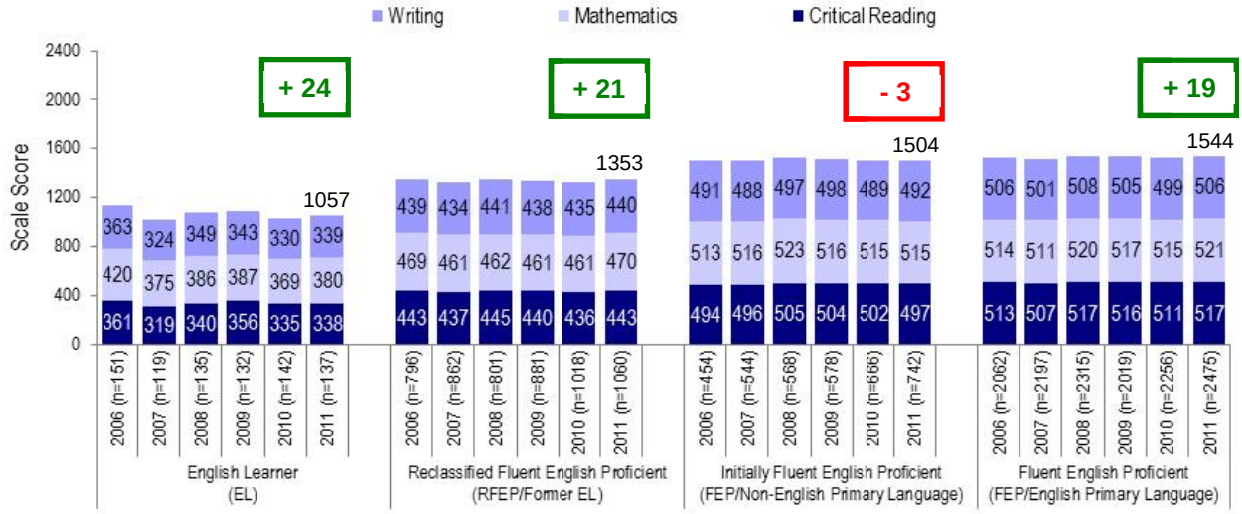


Figure 19. Average SAT scores by English language proficiency status.

[12] Initially Fluent English Proficient (IFEP) students are those whose primary language is not English but were deemed initially English-fluent on the California English Language Development Test (CELDT) at their initial enrollment into a California school.

Performance by Military Affiliation. In 2010–11, Grade 12 students from military families at district-managed schools (*n* = 150) had a composite average score of 1467; their non-military counterparts (*n* = 3749) scored 1470.

SAT Results by CST Performance at Grade 11. SAT results were disaggregated by students' overall performance on the California Standards Tests (CSTs) when they were in Grade 11. As one might expect, students who scored at "proficient" or better on the CSTs had higher average scores on the related SAT section than those at "basic" or lower. In 2010–11, SAT test takers who scored "far below basic" and "below basic" on their Grade 11 CSTs posted gains in SAT section averages; those at "basic" or higher on the CSTs experienced single-digit declines. One notable difference in the distribution of test takers by CST performance according to subject area is that about 70 percent of SAT test takers scored "proficient" or "advanced" on their Grade 11 English CST assessments, but only 30 percent scored at these highest levels on their Grade 11 Mathematics CST assessments (see Figures 20 and 21).

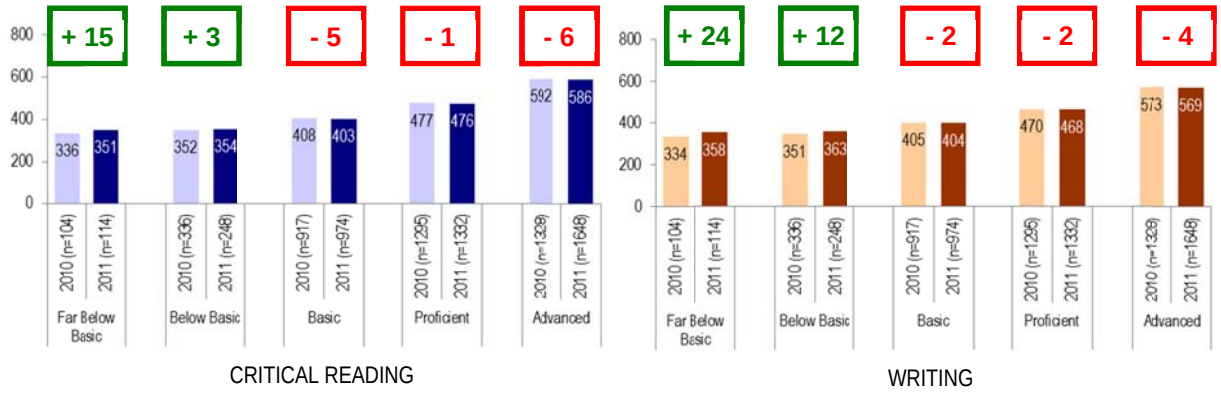


Figure 20. Average SAT critical reading and writing scores by Grade 11 CST English Language Arts performance level.

Figure 21. Average SAT mathematics scores by Grade 11 CST mathematics performance level.

Results by School. About three-fourths of schools with Grade 12 students posted increased participation rates for 2010–11; a similar proportion posted performance gains compared with the previous year (see Table 5). Schools showed composite score gains of up to 182 scale score points; the decrease in scores experienced by the rest of the schools ranged from 10 to 74 points. Audeo, Crawford IDEA, Serra, San Diego CIMA/Communication, and Kearny DMD posted the largest gains—at least 100 scale score points each.

Table 5. SAT results by school, 2010–11.

	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
331	ALBA	1	0							
332	Clairemont	302	126	41.7	(3.6)	479	494	475	1448	6
704	Crawford CHAMPS	65	48	73.8	12.6	372	422	364	1159	84
702	Crawford IDEA	48	13	27.1	(10.7)	441	468	432	1341	128
705	Crawford Law & Business	47	22	46.8	8.1	390	395	378	1163	(74)
703	Crawford Multimedia & Vis Arts	77	31	40.3	2.3	415	400	404	1218	92
439	Del Sol	6	0							
361	Garfield High	179	5	2.8	(1.3)					
336	Henry	529	358	67.7	8.6	506	525	487	1518	(54)
382	Home and Hospital	3	0							
338	Hoover	368	181	49.2	4.6	405	419	413	1237	10
504	iHigh Virtual Academy	14	6	42.9						
736	Kearny Construction Tech	97	37	38.1	(2.9)	409	437	406	1252	(11)
733	Kearny Digital Media & Design	91	42	46.2	7.6	470	462	458	1391	110
735	Kearny International Business	94	50	53.2	8.5	463	492	454	1409	55
734	Kearny SCT	85	40	47.1	3.3	482	464	450	1395	78
342	La Jolla High	360	271	75.3	(0.7)	570	591	563	1724	8
791	LCI	10	0	0.0	0.0					
637	Lincoln	436	188	43.1	6.9	407	412	408	1227	42
346	Madison	292	151	51.7	(3.1)	436	452	423	1311	4
681	Marcy Day	7	0							
349	Mira Mesa	593	349	58.9	5.9	493	532	482	1508	12
350	Mission Bay	317	121	38.2	1.7	453	469	434	1356	58
352	Morse	416	202	48.6	6.0	459	473	451	1382	25
395	Mt. Everest	20	11	55.0	2.4	598	574	578	1750	7
369	Muir	24	15	62.5	(4.2)	445	433	409	1287	
438	New Dawn	3	0							
354	Point Loma	442	279	63.1	13.7	517	518	502	1537	0
749	San Diego Business	113	40	35.4	4.7	392	412	401	1205	29
746	San Diego CIMA	72	20	27.8	(33.3)	363	409	359	1131	118
744	San Diego Int'l Studies	119	109	91.6	4.8	510	498	514	1522	(68)
745	San Diego LEADS	108	57	52.8	6.0	426	421	432	1279	50
500	San Diego Metro Career & Tech	47	39	83.0	(6.1)	468	445	468	1381	57
750	San Diego MVP Arts	105	22	21.0	(7.0)	411	401	405	1216	(10)
753	San Diego Sci Tech	88	46	52.3	19.7	438	440	429	1306	14
368	SCPA	192	122	63.5	12.1	488	462	471	1420	12
359	Scripps Ranch	552	405	73.4	(0.3)	552	579	544	1675	23
503	SD Early/Middle College High	13	8	61.5						
357	Serra	380	188	49.5	(4.9)	515	528	502	1545	120
362	Twain	133	6	4.5	0.1					
355	University City	438	291	66.4	4.8	518	533	515	1565	(36)
297	Whittier	1	0							
	District-Managed Total	7287	3899	53.5	3.8	488	502	479	1470	20
222	Arroyo Paseo	41	5	12.2	2.5					
008	Audeo	176	21	11.9	2.3	521	488	484	1493	182
366	Charter School of San Diego	377	31	8.2	2.6	467	453	461	1381	37
221	Health Sciences	107	75	70.1	0.9	463	463	450	1376	(27)
339	High Tech High	119	107	89.9	1.4	524	529	522	1575	(34)
785	High Tech High International	92	82	89.1	3.4	526	525	539	1590	18
783	High Tech High Media Arts	99	94	94.9	3.8	493	512	497	1502	67
018	Learning Choice	106	4	3.8	(0.7)					
348	Preuss	99	96	97.0	(3.0)	527	539	541	1606	52
	Charter Total	1216	515	42.4	9.1	507	510	507	1524	19
	TOTAL	8503	4414	51.9	5.0	490	503	483	1476	19

Table 6. SAT results by school and sorted by participation rate and total score.

Sorted by Participation Rate					Sorted by Total Score					
School	Total Gr 12 Enrt	Total Test Takers	Percent Test Takers	RANK	School	Total Test Takers	Critical Reading	Math	Writing	Total Score
Preuss	99	96	97.0	1	Mt. Everest	11	598	574	578	1750
HTH Media Arts	99	94	94.9	2	La Jolla High	271	570	591	563	1724
SD Int'l Studies	119	109	91.6	3	Scripps Ranch	405	552	579	544	1675
High Tech High	119	107	89.9	4	Preuss	96	527	539	541	1606
High Tech High Int'l	92	82	89.1	5	High Tech High Int'l	82	526	525	539	1590
SD Metro Career	47	39	83.0	6	High Tech High	107	524	529	522	1575
La Jolla High	360	271	75.3	7	University City	291	518	533	515	1565
Crawford CHAMPS	65	48	73.8	8	Serra	188	515	528	502	1545
Scripps Ranch	552	405	73.4	9	Point Loma	279	517	518	502	1537
Health Sciences	107	75	70.1	10	San Diego Int'l Studies	109	510	498	514	1522
Henry	529	358	67.7	11	Henry	358	506	525	487	1518
University City	438	291	66.4	12	Mira Mesa	349	493	532	482	1508
SCPA	192	122	63.5	13	HTH Media Arts	94	493	512	497	1502
Point Loma	442	279	63.1	14	Audeo	21	521	488	484	1493
Muir	24	15	62.5	15	Clairemont	126	479	494	475	1448
SD Early/Middle	13	8	61.5	16	SCPA	122	488	462	471	1420
Mira Mesa	593	349	58.9	17	Kearny Int'l Business	50	463	492	454	1409
Mt. Everest	20	11	55.0	18	Kearny SCT	40	482	464	450	1395
Kearny Int'l Business	94	50	53.2	19	Kearny DMD	42	470	462	458	1391
San Diego LEADS	108	57	52.8	20	Morse	202	459	473	451	1382
San Diego Sci Tech	88	46	52.3	21	Charter School of SD	31	467	453	461	1381
Madison	292	151	51.7	22	SD Metro Career	39	468	445	468	1381
Serra	380	188	49.5	23	Health Sciences	75	463	463	450	1376
Hoover	368	181	49.2	24	Mission Bay	121	453	469	434	1356
Morse	416	202	48.6	25	Crawford IDEA	13	441	468	432	1341
Kearny SCT	85	40	47.1	26	Madison	151	436	452	423	1311
Crawford Law	47	22	46.8	27	San Diego Sci Tech	46	438	440	429	1306
Kearny DMD	91	42	46.2	28	Muir	15	445	433	409	1287
Lincoln	436	188	43.1	29	San Diego LEADS	57	426	421	432	1279
iHigh Virtual Academy	14	6	42.9	30	Kearny Construction	37	409	437	406	1252
Clairemont	302	126	41.7	31	Hoover	181	405	419	413	1237
Crawford Multimedia	77	31	40.3	32	Lincoln	188	407	412	408	1227
Mission Bay	317	121	38.2	33	Crawford Multimedia	31	415	400	404	1218
Kearny Construction	97	37	38.1	34	San Diego MVPA	22	411	401	405	1216
San Diego Business	113	40	35.4	35	San Diego Business	40	392	412	401	1205
San Diego CIMA	72	20	27.8	36	Crawford Law	22	390	395	378	1163
Crawford IDEA	48	13	27.1	37	Crawford CHAMPS	48	372	422	364	1159
San Diego MVPA	105	22	21.0	38	San Diego CIMA	20	363	409	359	1131
Arroyo Paseo	41	5	12.2	39	SD Early/Middle	8				
Audeo	176	21	11.9	40	iHigh	6				
Charter School of SD	377	31	8.2	41	Arroyo Paseo	5				
Twain	133	6	4.5	42	Twain	6				
Learning Choice	106	4	3.8	43	Learning Choice	4				
Garfield High	179	5	2.8	44	Garfield High	5				
LCI	10	0	0.0	45	LCI	0				
ALBA	1	0		46	ALBA	0				
Del Sol	6	0		47	Del Sol	0				
Home and Hospital	3	0		48	Home and Hospital	0				
Marcy Day	7	0		49	Marcy Day	0				
New Dawn	3	0		50	New Dawn	0				
Whittier	1	0		51	Whittier	0				

Table 6 above shows the ranking of schools by SAT participation rate and overall score. Preuss UCSD continues to have the highest percentage of Grade 12 students taking the SAT with 97 percent, followed by High Tech High Media Arts, San Diego International Studies, High Tech High, High Tech High International, and San Diego Metro Career Tech, each with a participation rate of 83 percent or higher. Alternative schools such as Garfield and Twain, not surprisingly, tended to have the lowest SAT participation rates.

In terms of performance, the difference in average SAT scores between the highest and lowest performing schools in the district was 619 scale score points. Mt. Everest, La Jolla, Scripps Ranch, and Preuss had the highest composite scores, ranging from 1606 to 1750 (or an average of 535 to 583 per section). San Diego CIMA, Crawford CHAMPS, and Crawford Law and Business had the lowest scores, with scores ranging from 1131 to 1163 (or an average of 377 to 388 per section).

Summary

The district's 2010–11 Grade 12 students had an average SAT composite score[13] of 1476, an increase of 19 points compared with the previous year. Gains were made in all sections of the SAT—critical reading went up by 5 points to 490; mathematics by 6 points to 503; and writing by 8 points to 483. These gains were reflected across all gender, race/ethnicity, and meal eligibility (district-managed schools only) student groups.

The overall participation rate rose by 5 percentage points to 52 percent of all seniors taking the SAT, with participation rate gains observed in all gender, race/ethnicity, and meal eligibility (district-managed schools only) student groups.

Additional results:

1. In 2009–10, the most recent year for which data are available for other large school districts in California, San Francisco Unified School District continued to have the highest participation rate at 64 percent. San Diego continued to be a distant second (47 percent), closely followed by Los Angeles (45 percent). San Bernardino, Long Beach, Elk Grove (Sacramento), Santa Ana, and Fresno had participation rates ranging from 21 to 36 percent; the statewide participation rate was 33 percent.

2. Asian students continued to have the highest participation rate (80 percent), followed by Indochinese, Filipino, and White students with rates closely clustered in the mid-60s, African American students with 52 percent, and Hispanic students with the lowest participation rate among the groups (37 percent).

3. In 2010–11, male students continued to outperform 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

[13] The SAT composite score refers to the sum of the critical reading, mathematics, and writing section scores.

least 35 points in each of the last eight years; the current mathematics score gap is 40 points.

4. Asian and White students continued to have the highest composite SAT scores, while African American, Hispanic, and Pacific Islander students continued to have the lowest.

5. Among the district's three largest racial/ethnic groups (White, Hispanic, African American), African American students posted the largest composite gain—30 scale score points—their second double-digit gain in as many years.

6. The gap in average composite scores between the highest and lowest performing groups (Asian and African American) exceeded 400 points, with the largest difference occurring in mathematics (173-point difference).

7. Students eligible for free or reduced-price meals ("meal-eligible") at district-managed schools posted slightly smaller gains overall than their non-meal-eligible counterparts; the average score of meal-eligible students is 266 points lower than for non-meal eligible students.

8. Results disaggregated by meal eligibility status and racial/ethnic group showed that non-meal-eligible students continued to outperform meal-eligible students on all sections of the SAT regardless of race/ethnicity. Similarly, White students outperformed African American and Hispanic students regardless of meal eligibility status. Non-meal eligible African American students at district-managed schools posted the largest score gain among the groups (97 points).

9. Similar to previous years' results, an overwhelming percentage of White SAT test-takers was not economically disadvantaged, while Indochinese, Hispanic, and African American students continued to have high percentages of economically disadvantaged test-takers.

10. Grade 12 English learners (ELs), Reclassified Fluent English Proficient (RFEP/former ELs), and fluent English students (FEP/English primary language) posted double-digit increases in their average SAT scores compared with the previous year's performance, while Initially Fluent English Proficient students (IFEP or FEP/non-English primary language) showed a slight decline.

11. English learner students, despite posting the largest score gain among the different language proficiency groups (24 points), continued to have the lowest scores among all subgroups examined in this report.

12. Among the three fluent English student groups, RFEP/former ELs continued to be outperformed by their IFEP counterparts, who in turn continued to be outperformed by FEP/English students. The IFEP-FEP/English score gap (40 points) is not as wide as the RFEP-IFEP gap (151 points) nor the RFEP-FEP/English gap (191 points).

13. Students who scored at "proficient" or better on their Grade 11 CSTs had higher average scores on the related SAT section than those at "basic" or lower.

14. Students who scored “far below basic” and “below basic” on their Grade 11 CSTs posted gains in SAT section averages; those at “basic” or higher on the CSTs experienced modest single-digit declines.

15. A large majority (roughly three-fourths) of district schools with Grade 12 students posted increased participation rates for 2010–11; a similar proportion posted performance gains compared with the previous year. Audeo, Crawford IDEA, Serra, San Diego CIMA (now San Diego Communication), and Kearny DMD posted the largest gains—at least 100 scale score points each.

16. Preuss UCSD continues to have the highest percentage of Grade 12 students taking the SAT with 97 percent, followed by High Tech High Media Arts, San Diego International Studies, High Tech High, High Tech High International, and San Diego Metro Career Tech, each with a participation rate of 83 percent or higher. Alternative schools such as Garfield and Twain, not surprisingly, tended to have the lowest SAT participation rates.

17. The difference in average SAT scores between the highest and lowest performing schools in the district was 619 scale score points. Mt. Everest, La Jolla, Scripps Ranch, and Preuss had the highest composite scores, ranging from 1606 to 1750 (or an average of 535 to 583 per section). San Diego CIMA, Crawford CHAMPS, and Crawford Law and Business had the lowest, with scores ranging from 1131 to 1163 (or an average of 377 to 388 per section).

Report prepared by Leah Baylon

APPENDIX

SAT Results of Grade 12 Students by School

Average SAT Scores of Grade 12 Students by School

Loc	School	YEAR	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined
		2005	11	0	0.0				
		2006	4	2					
		2007	6	0					
		2008	2	2					
		2009	1	1					
		2010	1	1					
331	ALBA	2011	1	0					
		2009	9	1					
		2010	31	3	9.7				
222	Arroyo Paseo	2011	41	5	12.2				
		2005	49	6	12.2				
		2006	65	7	10.8				
		2007	40	13	32.5	490	455	482	1427
		2008	128	15	11.7	495	486	489	1470
		2009	143	9	6.3				
		2010	156	15	9.6	459	423	429	1311
008	Audeo	2011	176	21	11.9	521	488	484	1493
		2005	344	29	8.4	534	501		
		2006	495	34	6.9	492	496	491	1484
		2007	442	27	6.1	491	463	494	1449
		2008	677	63	9.3	474	460	467	1401
		2009	825	47	5.7	457	445	469	1370
		2010	755	42	5.6	461	426	457	1344
366	Charter School of San Diego	2011	377	31	8.2	467	453	461	1381
		2005	302	135	44.7	482	475		
		2006	253	131	51.8	462	461	461	1383
		2007	283	156	55.1	465	469	471	1407
		2008	271	126	46.5	481	480	478	1440
		2009	286	104	36.4	480	479	471	1430
		2010	296	134	45.3	485	485	473	1443
332	Clairemont	2011	302	126	41.7	479	494	475	1448
		2005	19	0	0.0				
333	Connections	2006	17	0	0.0				
		2005	31	10	32.3	472	440		
		2006	32	21	65.6	457	379	421	1257
323	Cortez Hill	2007	48	16	33.3	426	410	423	1258
		2008	53	17	32.1	417	386	391	1194
323	Cortez Hill	2009	43	12	27.9	378	366	336	1079
		2005	98	31	31.6	404	423		
		2006	86	36	41.9	388	382	383	1152
		2007	86	41	47.7	384	394	377	1156
		2008	84	41	48.8	416	385	397	1198
		2009	63	32	50.8	371	396	362	1128
		2010	85	52	61.2	356	377	342	1075
704	Crawford CHAMPS	2011	65	48	73.8	372	422	364	1159

Loc	School	YEAR	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined
		2005	76	20	26.3	440	457		
		2006	83	30	36.1	436	459	448	1343
		2007	59	12	20.3	398	448	400	1247
		2008	70	35	50.0	375	389	369	1134
		2009	61	18	29.5	347	362	321	1030
		2010	74	28	37.8	401	423	390	1213
702	Crawford IDEA	2011	48	13	27.1	441	468	432	1341
		2005	82	29	35.4	374	408		
		2006	76	16	21.1	369	396	375	1140
		2007	68	10	14.7	452	415	442	1309
		2008	63	18	28.6	384	386	379	1149
		2009	65	14	21.5	404	413	384	1201
		2010	62	24	38.7	417	425	395	1237
705	Crawford Law & Business	2011	47	22	46.8	390	395	378	1163
		2005	67	15	22.4	399	409		
		2006	56	9	16.1				
		2007	72	38	52.8	422	421	401	1244
		2008	69	20	29.0	412	425	398	1234
		2009	89	35	39.3	388	385	397	1170
		2010	92	35	38.0	370	379	378	1127
703	Crawford Multimedia & Vis Arts	2011	77	31	40.3	415	400	404	1218
		2005	5	0					
		2006	6	0					
		2007	2	0					
		2008	1	0					
		2009	2	0					
		2010	12	0	0.0				
439	Del Sol	2011	6	0					
		2005	99	4	4.0				
		2006	114	3	2.6				
		2007	177	1	0.6				
		2008	113	6	5.3				
		2009	97	3	3.1				
		2010	171	7	4.1				
361	Garfield High	2011	179	5	2.8				
		2005	109	20	18.3	366	390		
335	Gompers High	2006	122	56	45.9	385	404	380	1169
335	Gompers High	2007	144	54	37.5	380	382	366	1128
		2008	1	0					
		2009	24	10	41.7	440	411	449	1300
		2010	65	45	69.2	473	474	455	1402
221	Health Sciences	2011	107	75	70.1	463	463	450	1376
		2005	506	267	52.8	515	521		
		2006	497	255	51.3	526	521	521	1571
		2007	502	276	55.0	522	519	501	1541
336	Henry	2008	500	272	54.4	529	536	517	1582

Loc	School	YEAR	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined
		2009	486	233	47.9	534	544	516	1593
		2010	487	288	59.1	526	539	507	1572
		2011	529	358	67.7	506	525	487	1518
		2005	82	79	96.3	553	556		
		2006	114	97	85.1	517	521	509	1547
		2007	99	88	88.9	525	510	512	1547
		2008	123	107	87.0	547	536	537	1619
		2009	124	107	86.3	525	532	509	1566
		2010	130	115	88.5	537	548	524	1609
339	High Tech High	2011	119	107	89.9	524	529	522	1575
		2007	89	71	79.8	488	489	494	1471
		2008	96	84	87.5	514	530	491	1535
		2009	89	74	83.1	523	512	519	1554
		2010	98	84	85.7	535	524	513	1572
785	High Tech High International	2011	92	82	89.1	526	525	539	1590
		2008	64	50	78.1	491	453	466	1410
		2009	94	70	74.5	489	504	482	1474
		2010	90	82	91.1	479	487	469	1435
783	High Tech High Media Arts	2011	99	94	94.9	493	512	497	1502
		2005	3	0					
		2006	4	1					
		2007	2	0					
		2008	4	1					
		2009	6	0					
		2010	8	0					
382	Home and Hospital	2011	3	0					
		2005	359	109	30.4	399	417		
		2006	350	110	31.4	419	440	422	1280
		2007	348	118	33.9	393	428	394	1214
		2008	343	130	37.9	403	422	401	1226
		2009	401	155	38.7	395	410	400	1205
		2010	372	166	44.6	405	419	403	1227
338	Hoover	2011	368	181	49.2	405	419	413	1237
		2010	5	2					
504	iHigh Virtual Academy	2011	14	6	42.9				
		2007	2	0					
386	Integrated Life Skills	2008	1	0					
		2006	71	39	54.9	418	435	388	1246
		2007	78	41	52.6	419	441	397	1258
		2008	84	38	45.2	419	436	402	1257
		2009	74	33	44.6	440	453	430	1322
		2010	100	41	41.0	400	445	418	1262
736	Kearny Construction Tech	2011	97	37	38.1	409	437	406	1252
		2005	111	26	23.4	401	431		
		2006	74	18	24.3	426	384	428	1238
733	Kearny Digital Media & Design	2007	77	28	36.4	424	453	428	1305

Loc	School	YEAR	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined
		2008	84	28	33.3	441	438	435	1313
		2009	88	34	38.6	446	442	441	1329
		2010	101	39	38.6	443	417	421	1281
		2011	91	42	46.2	470	462	458	1391
		2005	105	47	44.8	424	441		
		2006	74	25	33.8	421	465	428	1320
		2007	89	41	46.1	433	434	432	1300
		2008	97	39	40.2	434	470	451	1355
		2009	85	41	48.2	457	450	453	1360
		2010	85	38	44.7	443	460	451	1354
735	Kearny International Business	2011	94	50	53.2	463	492	454	1409
		2005	108	43	39.8	437	461		
		2006	90	45	50.0	442	474	427	1343
		2007	83	40	48.2	430	437	417	1284
		2008	86	41	47.7	460	449	455	1363
		2009	89	40	44.9	416	407	402	1225
		2010	105	46	43.8	450	438	429	1318
734	Kearny SCT	2011	85	40	47.1	482	464	450	1395
		2005	366	292	79.8	570	593		
		2006	380	317	83.4	567	586	568	1721
		2007	363	294	81.0	571	591	569	1731
		2008	363	288	79.3	586	609	583	1778
		2009	375	282	75.2	572	582	566	1720
		2010	350	266	76.0	567	582	567	1716
342	La Jolla High	2011	360	271	75.3	570	591	563	1724
		2005	10	0	0.0				
		2006	15	2	13.3				
		2007	12	1	8.3				
		2008	22	0	0.0				
		2009	29	0	0.0				
		2010	14	0	0.0				
791	LCI	2011	10	0	0.0				
		2005	1	0					
		2006	17	0	0.0				
		2007	22	4	18.2				
		2008	37	1	2.7				
		2009	37	5	13.5				
		2010	44	2	4.5				
018	Learning Choice	2011	106	4	3.8				
		2008	296	38	12.8	402	403	390	1195
		2009	340	102	30.0	394	383	384	1161
		2010	442	160	36.2	393	400	391	1185
637	Lincoln	2011	436	188	43.1	407	412	408	1227
		2005	312	113	36.2	446	456		
		2006	281	106	37.7	439	437	429	1306
346	Madison	2007	289	126	43.6	448	438	438	1324

Loc	School	YEAR	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined
		2008	261	118	45.2	450	462	447	1360
		2009	237	104	43.9	428	430	424	1282
		2010	252	138	54.8	435	440	431	1307
346	Madison	2011	292	151	51.7	436	452	423	1311
		2010	5	0					
681	Marcy Day	2011	7	0					
		2005	535	284	53.1	485	508		
		2006	519	312	60.1	468	504	463	1435
		2007	555	355	64.0	476	504	468	1448
		2008	520	302	58.1	492	519	480	1490
		2009	524	269	51.3	495	529	490	1514
		2010	613	325	53.0	490	528	477	1496
349	Mira Mesa	2011	593	349	58.9	493	532	482	1508
		2005	333	115	34.5	462	448		
		2006	270	121	44.8	474	479	464	1418
		2007	279	128	45.9	459	472	456	1386
		2008	303	137	45.2	444	470	437	1351
		2009	348	138	39.7	443	447	427	1317
		2010	312	114	36.5	434	443	421	1298
350	Mission Bay	2011	317	121	38.2	453	469	434	1356
		2005	693	254	36.7	455	471		
		2006	611	244	39.9	451	469	444	1364
		2007	506	215	42.5	445	473	439	1357
		2008	531	212	39.9	454	462	444	1360
		2009	486	182	37.4	457	461	444	1363
		2010	495	211	42.6	453	464	440	1358
352	Morse	2011	416	202	48.6	459	473	451	1382
		2005	15	10	66.7	627	580		
		2006	21	8	38.1				
		2007	14	8	57.1				
		2008	15	13	86.7	591	543	578	1712
		2009	16	9	56.3				
		2010	19	10	52.6	607	543	593	1743
395	Mt. Everest	2011	20	11	55.0	598	574	578	1750
		2005	20	9	45.0				
		2006	20	15	75.0	413	424	404	1241
		2007	17	12	70.6	371	393	368	1133
		2008	13	11	84.6	472	457	462	1391
		2009	19	14	73.7	383	399	366	1148
		2010	12	8	66.7				
369	Muir	2011	24	15	62.5	445	433	409	1287
		2005	11	0	0.0				
		2006	3	2					
		2007	12	0	0.0				
		2008	6	0					
438	New Dawn	2009	8	0					

Loc	School	YEAR	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined
		2010	4	0					
438	New Dawn	2011	3	0					
		2005	441	224	50.8	525	533		
		2006	389	177	45.5	512	521	513	1547
		2007	343	170	49.6	493	515	496	1505
		2008	416	224	53.8	505	508	501	1513
		2009	424	197	46.5	494	504	486	1485
		2010	413	204	49.4	512	522	502	1537
354	Point Loma	2011	442	279	63.1	517	518	502	1537
		2005	75	75	100.0	518	516		
		2006	89	87	97.8	502	510	498	1510
		2007	78	73	93.6	504	509	521	1534
		2008	98	97	99.0	506	523	505	1534
		2009	96	95	99.0	544	556	538	1639
		2010	100	100	100.0	510	522	522	1554
348	Preuss	2011	99	96	97.0	527	539	541	1606
708	Randolph	2006	5	0					
		2005	67	24	35.8	404	432		
		2006	64	18	28.1	402	401	396	1204
		2007	78	24	30.8	393	387	413	1193
		2008	72	24	33.3	414	411	407	1231
		2009	70	27	38.6	401	385	377	1163
		2010	88	27	30.7	397	393	386	1175
749	San Diego Business	2011	113	40	35.4	392	412	401	1205
		2005	50	5	10.0				
		2006	59	18	30.5	303	352	296	951
		2007	84	21	25.0	341	383	337	1061
		2008	77	22	28.6	345	374	337	1055
		2009	58	28	48.3	339	363	329	1030
		2010	72	44	61.1	337	359	316	1013
746	San Diego CIMA	2011	72	20	27.8	363	409	359	1131
		2005	95	77	81.1	561	537		
		2006	87	79	90.8	528	518	517	1563
		2007	98	89	90.8	506	507	512	1524
		2008	108	94	87.0	535	535	541	1611
		2009	103	88	85.4	505	506	510	1522
		2010	114	99	86.8	529	523	539	1591
744	San Diego Int'l Studies	2011	119	109	91.6	510	498	514	1522
		2005	83	22	26.5	384	373		
		2006	98	40	40.8	400	395	392	1186
		2007	73	49	67.1	376	371	376	1123
		2008	80	26	32.5	400	399	381	1179
		2009	102	45	44.1	402	384	398	1184
		2010	94	44	46.8	410	418	401	1229
745	San Diego LEADS	2011	108	57	52.8	426	421	432	1279
500	San Diego Metro Career & Tech	2008	54	39	72.2	405	379	413	1197

Loc	School	YEAR	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined
		2009	35	27	77.1	429	409	420	1259
		2010	46	41	89.1	451	429	444	1324
500	San Diego Metro Career & Tech	2011	47	39	83.0	468	445	468	1381
		2005	56	9	16.1				
		2006	72	9	12.5				
		2007	64	22	34.4	415	416	397	1229
		2008	85	21	24.7	417	421	433	1271
		2009	80	13	16.3	365	385	376	1125
		2010	82	23	28.0	411	410	405	1227
750	San Diego MVP Arts	2011	105	22	21.0	411	401	405	1216
		2005	63	18	28.6	412	428		
		2006	80	36	45.0	382	410	361	1154
		2007	82	53	64.6	409	410	408	1227
		2008	96	34	35.4	405	408	392	1205
		2009	89	37	41.6	413	448	413	1275
		2010	92	30	32.6	436	434	422	1292
753	San Diego Sci Tech	2011	88	46	52.3	438	440	429	1306
		2005	180	96	53.3	474	452		
		2006	192	95	49.5	514	483	508	1505
		2007	190	116	61.1	472	459	461	1392
		2008	176	97	55.1	486	461	469	1417
		2009	190	107	56.3	497	483	488	1468
		2010	175	90	51.4	482	464	462	1408
368	SCPA	2011	192	122	63.5	488	462	471	1420
		2005	509	362	71.1	536	557		
		2006	515	369	71.7	537	564	531	1633
		2007	531	395	74.4	529	552	521	1602
		2008	493	377	76.5	541	565	535	1642
		2009	482	332	68.9	562	579	553	1694
		2010	494	364	73.7	546	570	537	1652
359	Scripps Ranch	2011	552	405	73.4	552	579	544	1675
		2010	8	5					
503	SD Early/Middle College High	2011	13	8	61.5				
		2005	351	182	51.9	494	496		
		2006	378	194	51.3	475	474	462	1411
		2007	388	216	55.7	476	483	471	1430
		2008	433	218	50.3	494	495	476	1465
		2009	437	196	44.9	496	506	485	1486
		2010	417	227	54.4	471	488	467	1425
357	Serra	2011	380	188	49.5	515	528	502	1545
		2005	70	8	11.4				
		2006	78	5	6.4				
		2007	245	4	1.6				
		2008	163	13	8.0	439	395	418	1252
		2009	138	5	3.6				
362	Twain	2010	136	6	4.4				

Loc	School	YEAR	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined
362	Twain	2011	133	6	4.5				
755	Unified Day	2010	1	0					
		2005	434	264	60.8	510	527		
		2006	408	259	63.5	506	522	506	1534
		2007	416	276	66.3	521	541	515	1577
		2008	449	280	62.4	526	544	524	1594
		2009	406	235	57.9	535	550	522	1607
		2010	417	257	61.6	529	554	518	1601
355	University City	2011	438	291	66.4	518	533	515	1565
		2007	2	0					
		2008	1	0					
		2010	2	0					
297	Whittier	2011	1	0					