SAT Results of Grade 12 Students, 2011–12

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 the San Diego Unified School District (SD Unified). 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), homeless and foster status, and military affiliation. Data include charter schools except when disaggregated by meal eligibility and military affiliation. Individual school data are included in the appendix.

Highlights

In 2011–12, SD Unified's overall participation rate, which reflects the proportion of district seniors who have taken the SAT at least once during their high school years, continued to rise and was at a record high 57 percent, 5 percentage points higher than the previous year, with gains observed in nearly all gender, racial/ethnic, and meal eligibility student groups.

SD Unified Grade 12 students had an average SAT composite score[1] of 1451 (n = 4,712), a decrease of 25 points from last year and a reversal of gains made two years ago. There were losses in all subject areas—the average critical reading score dropped by 10 points to 480; mathematics by 7 points to 496; and writing by 8 points to 475. When data were disaggregated by selected demographic variables, the decline in overall scores was apparent across major student groups, with double-digit decreases for most of them.

Gaps in participation rates narrowed among the district's largest racial/ethnic groups (Hispanic, White, African American), but widened between meal- and non-meal-eligible groups. Performance gaps widened, with average scores for Hispanic and African American students declining more than for White students. Non-meal-eligible students experienced a larger decline than meal-eligible students, causing the performance gap between these two groups to narrow.

District SAT scores continued to be generally lower than scores of public school seniors across the nation and across California, although these larger jurisdictions experienced similar subject area and overall score declines in 2011–12 as SD Unified. Data for 2010–11 for eight of California's largest school districts[2]—the most recent data available at the time of this report—showed

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

[2] In 2011–12, California had over 1,000 public school districts and more than 6.2 million students. The eight largest districts with enrollments ranging from 54,000 to 662,000 were (in descending size order): Los Angeles Unified, SD Unified, Long Beach Unified, Fresno Unified, Elk Grove Unified (Sacramento), Santa Ana Unified, San Francisco Unified, and San Bernardino City Unified. Combined, these districts enroll roughly 1 in 5 of the state's public school students. SD Unified's enrollment of about 131,000 including charter schools has consistently placed a distant second to Los Angeles Unified's; Long Beach Unified is third with 84,000 students.

SD Unified's composite score second behind San Francisco Unified. SD Unified's participation rate continues to be relatively high compared to the other districts and is second behind San Francisco Unified in 2010–11.

Roughly 6 in 10 schools with Grade 12 students posted increased participation rates in 2011–12; about 4 in 10 schools posted performance or score gains compared with the previous year. Participation rates went up by as much as 25 percent (San Diego MVPA) and declined by as much as 13 percent (High Tech High International). Muir and Crawford Law and Business had the largest composite score gains of 157 and 128 points, respectively; Audeo and San Diego LEADS had the largest score declines of 100 and 89 points, respectively. Overall, district-managed schools had higher participation rate gains and lower score declines than charter schools compared to the previous year.

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. The writing essay is always taken first and the multiple choice writing section is always last.

Critical Reading. The critical reading (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 vocabulary knowledge and ability to comprehend parts of relatively complex sentences and how they fit together. Passage-based reading questions measure the ability to derive meaning from context, to understand what is directly stated in the passage, and to summarize, analyze, and evaluate what is expressed in the passage. Questions in this section ask students to "identify cause and effect, make inferences, recognize a main idea or an author's tone, and follow the logic of an analogy or an argument."

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

Writing. The writing section 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)."

Visit the College Board website (http://sat.collegeboard.org/about-tests) for more information about the assessment.

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 consequently meet other data reporting and dissemination needs. With all SAT student records now available for analysis, district staff members are 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 roughly 160 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 2011–12, the district had a fall count of 8,261 Grade 12 students (see Table 1),[3] with roughly 15 percent at SD Unified-authorized charter schools. Hispanic students constituted the largest racial/ethnic group with 42 percent of all Grade 12 students, although they comprised only 33 percent of all Grade 12 SAT test takers. White students constituted the second largest group with 26 percent of all Grade 12 students and comprised 31 percent of all Grade 12 SAT test takers. African American students form the third largest group with 12 percent of all Grade 12 students and also 12 percent of all Grade 12 SAT test takers.

Six of every 10 Grade 12 students at district-managed schools were eligible for free or reduced-price meals,[4] 1 of every 10 received special education services, and 3 of every 10 were either English learners (ELs) or former ELs (Reclassified Fluent English Proficient or RFEP).

Three percent of Grade 12 students experienced homelessness at some point during the 2011–12 school year, 1 percent of students were in foster care, and 4 percent belonged to households that were affiliated with the military (district-managed schools only).

[3] 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 and have already been in high school for four or more years.

[4] Complete meal eligibility data for charter school students are currently not available.

Table 1. Student demographic breakdown.

Group	Grades K to 12, October 2011						Grade 12, October 2011						2011–12 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	130,131	100	113,379	87*	**16,752**	**13***	8,261	100	7,002	85*	1,259	15*	4,712	100	4,135	88*	577	12*
Female	63,459	49	55,030	49	8,429	50	4,171	50	3,530	50	641	51	2,558	54	2,240	54	318	55
Male	66,672	51	58,349	51	8,323	50	4,090	50	3,472	50	618	49	2,154	46	1,895	46	259	45
African American	13,966	11	11,478	10	2,488	15	**957**	**12**	812	12	145	12	**550**	**12**	480	12	70	12
Asian	4,187	3	3,928	3	259	2	270	3	236	3	34	3	213	5	189	5	24	4
Filipino	7,340	6	6,845	6	495	3	633	8	596	9	37	3	420	9	395	10	25	4
Hispanic	60,096	46	51,429	45	8,667	52	**3,436**	**42**	2,822	40	614	49	**1,541**	**33**	1,298	31	243	42
Indochinese	6,479	5	6,087	5	392	2	491	6	453	6	38	3	348	7	328	8	20	3
Native American	389	0	332	0	57	0	33	0	26	0	7	1	19	0	18	0	1	0
Pacific Islander	874	1	758	1	116	1	56	1	49	1	7	1	31	1	30	1	1	0
White	30,353	23	26,579	23	3,774	23	**2,165**	**26**	1,810	26	355	28	**1,450**	**31**	1,264	31	186	32
Multiracial	6,447	5	5,943	5	504	3	220	3	198	3	22	2	140	3	133	3	7	1
Meal-Eligible			72,930	64					**4,090**	**58**					1,825	44		
SPED	12,669	10	11,936	11	733	4	**694**	**8**	661	9	33	3	174	4	144	3	30	5
EL	36,324	28	32,354	29	3,970	24	**862**	**10**	714	10	148	12	150	3	114	3	36	6
Fluent English Proficient (FEP)	76,643	59	66,625	59	10,018	60	5,434	66	4,572	65	862	68	3,363	71	2,965	72	398	69
FEP/English	*67,406*	*52*	*58,657*	*52*	*8,749*	*52*	*4,260*	*52*	*3,535*	*50*	*725*	*58*	*2,549*	*54*	*2,231*	*54*	*318*	*55*
FEP/non-English (IFEP)	*9,237*	*7*	*7,968*	*7*	*1,269*	*8*	*1,174*	*14*	*1,037*	*15*	*137*	*11*	*814*	*17*	*734*	*18*	*80*	*14*
RFEP	17,164	13	14,400	13	2,764	16	**1,965**	**24**	1,716	25	249	20	1,199	25	1,056	26	143	25
Foster	731	1	649	1	82	0	**42**	**1**	39	1	3	0	11	0	11	0		-
Homeless	3,840	3	3,652	3	188	1	**269**	**3**	254	4	15	1	88	2	86	2	2	0
Military Family			9,671	9					290	4					152	4		

**Percentage based on total student enrollment.*

Table 2. Multiyear demographic changes for the senior class of 2011–12.

Year	Grade Level	Total Students	Female	Male	African American	Native American	Asian	Filipino	Hispanic	Indo-chinese	Pacific Islander	White	Multi-racial
Student Counts													
2009	9	11,610	5,590	6,020	1,628	62	352	722	5,500	591	108	2,647	
2010	10	10,446	5,123	5,323	1,361	53	322	690	4,784	553	88	2,458	137
2011	11	9,344	4,679	4,665	1,165	44	295	656	4,014	527	81	2,342	220
2012	12	8,261	4,171	4,090	957	33	270	633	3,436	491	56	2,165	220
3-year Difference		(3,349)	(1,419)	(1,930)	(671)	(29)	(82)	(89)	(2,064)	(100)	(52)	(482)	
Percent of Total													
2009	9		48	52	14	1	3	6	47	5	1	23	0
2010	10		49	51	13	1	3	7	46	5	1	24	1
2011	11		50	50	12	0	3	7	43	6	1	25	2
2012	12		50	50	12	0	3	8	42	6	1	26	3
3-year Difference			**2.3**	(2.3)	(2.4)	(0.1)	**0.2**	**1.4**	(5.8)	**0.9**	(0.3)	**3.4**	**2.7**

Table 2 shows how the 2011–12 senior class evolved from 2008–09 as the group matriculated from Grade 9 through 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 in turn directly affecting grade level placements.[5] However, the data support numerous research 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 1,628 down to 957 students), and Hispanic enrollment counts decreased by 38 percent (from 5,500 down to 3,436 students). In contrast, White student enrollment counts declined by just 18 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.

Table 3. Grade level progression of fall 2008 Grade 9 students at district-managed schools.

Cohort	Grade Level	Fall 2008 (%)	Fall 2009 (%)	Fall 2010 (%)	Fall 2011 (%)
All Students (*n* = 10,547)	left the district		13	21	30
	district charter		3	5	6
	9	**100**	10	1	0
	10		**73**	10	1
	11		1	**61**	6
	12		0	2	**56**
African American (*n* = 1,460)	left the district		18	28	39
	district charter		3	6	7
	9	**100**	10	1	0
	10		**67**	10	1
	11		1	**53**	5
	12		0	3	**47**
Hispanic (*n* = 4,973)	left the district		13	23	36
	district charter		3	6	8
	9	**100**	15	2	0
	10		**67**	14	2
	11		2	**51**	8
	12		0	3	**46**
White (*n* = 2,382)	left the district		11	17	21
	district charter		3	5	6
	9	**100**	4	0	0
	10		**82**	4	1
	11		0	**73**	3
	12		0	1	**70**

[5] Since 2007–08, student grade levels have been adjusted based on credits earned towards graduation.

Table 3 shows the grade level progression over the years for a cohort of Grade 9 students in district-managed schools. Fifty-six percent of fall 2008 Grade 9 students reached Grade 12 in a district-managed school three years later (fall 2011); 6 percent were enrolled in a district-authorized charter school; and 30 percent were not enrolled in any district school. In most cases, students who leave the district before graduating continue their schooling somewhere else, but some drop out of school completely.

By fall 2011, 82 percent of Hispanic students in the Grade 9 cohort who remained enrolled in district-managed schools after three years progressed in a timely manner and earned enough credits to be in Grade 12; the rate is 87 percent for African American students, and 96 percent for White students.[6]

Results

Overall Performance. The performance of 2011–12 Grade 12 students showed declines across all subject areas at the district, state, and national levels. In the district, the average critical reading score decreased by 10 scale score points to 480; mathematics decreased by 7 points to 496; and writing by 8 points to 475 (n = 4,712). National and state counterparts posted score declines of 1 to 3 points in average SAT section scores as well (see Figures 1–2).

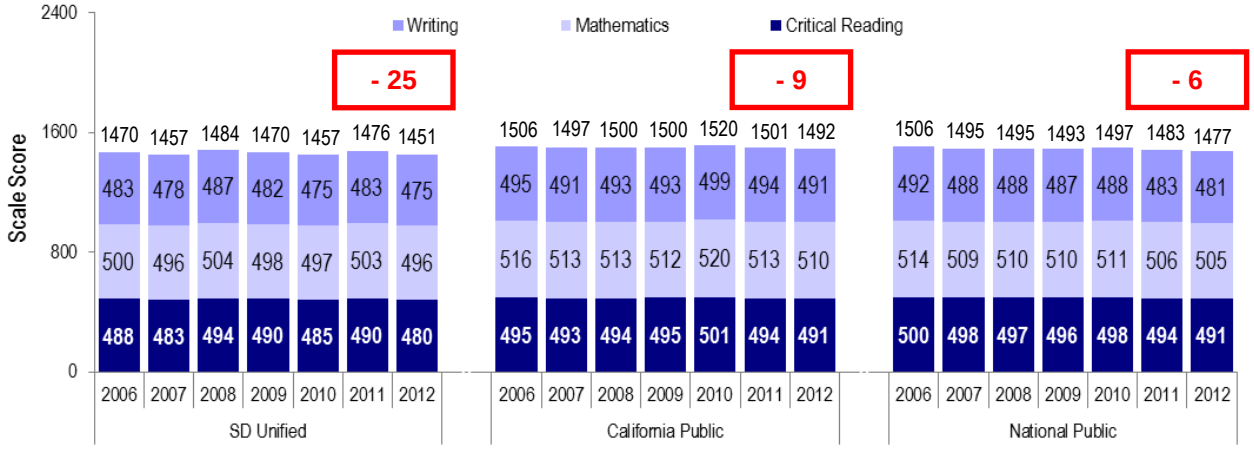

Figure 1. Average SAT performance for the district, state, and nation.

[6] Not surprisingly, only 73 percent of the fall 2008 Grade 9 English learners who remained in district-managed schools progressed in a timely manner and reached Grade 12 by fall 2011; nearly half of the original cohort was no longer enrolled in any district school. For meal-eligible students, 84 percent of the remaining students reached Grade 12 by fall 2011; 95 percent for their non-meal-eligible counterparts.

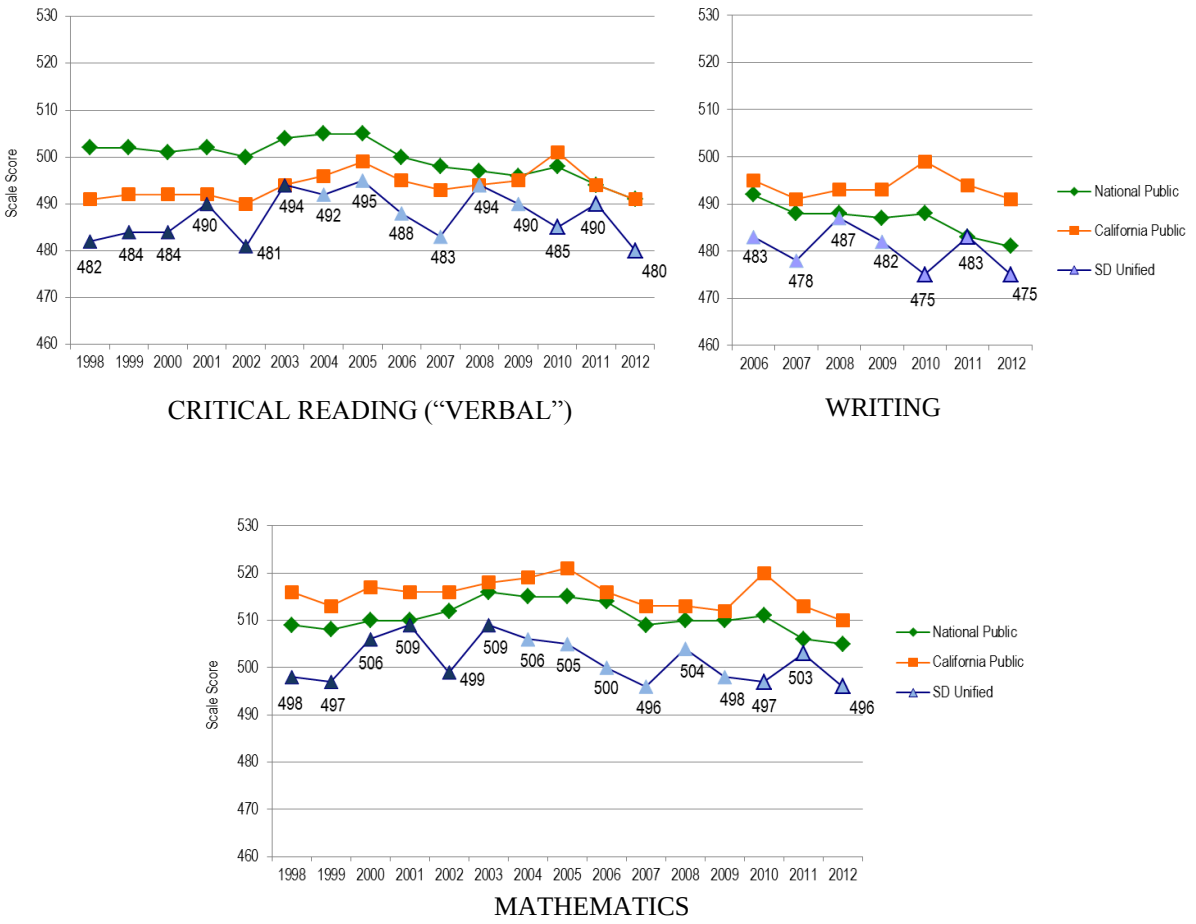

Figure 2. Average SAT score by section.

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 2010–11, the most recent year for which data are available. That year, San Francisco Unified continued to have the highest participation rate (66 percent) with a slight increase from 2009–10.[7] Similar to previous years, SD Unified was a distant second (52 percent), closely followed by Los Angeles Unified (48 percent). Elk Grove, Long Beach, Santa Ana, Fresno, and San Bernardino had participation rates ranging from 26 to 44 percent; for students in public schools statewide the rate was 38 percent.

[7] "Hollow" pink data points for San Francisco (SF) Unified shown in Figure 3 for 2005–06 through 2008–09 show rates based on adjusted Grade 12 counts provided by SF Unified, and not on fall enrollment counts the district submitted to, and used by, the California Department of Education. SF Unified began evaluating student transcripts in 2005–06 to ensure appropriate grade level assignment. This process overlapped with their fall reporting timeline. Fall enrollments submitted to the state unavoidably understated their Grade 12 counts—grade level retentions were reflected in the counts but not promotions. For example, their 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.

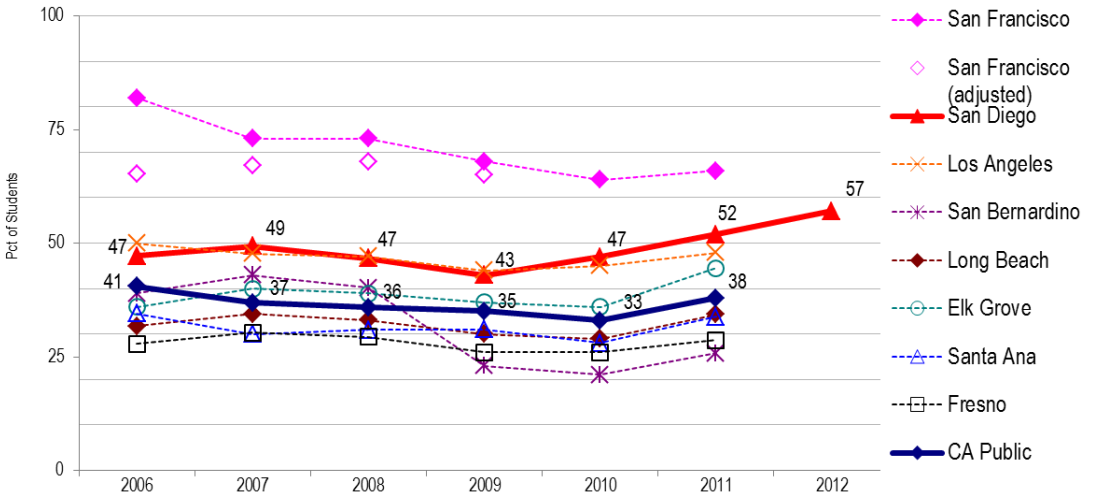

Figure 3. SAT participation rates in California's largest school districts.

San Francisco continued to outperform the other large districts and posted the highest composite average score in 2010–11, including the highest mathematics and writing section scores (see Figure 4). San Diego ranked second to San Francisco overall, while Elk Grove in Sacramento county and Long Beach in Los Angeles county ranked third and fourth, respectively.

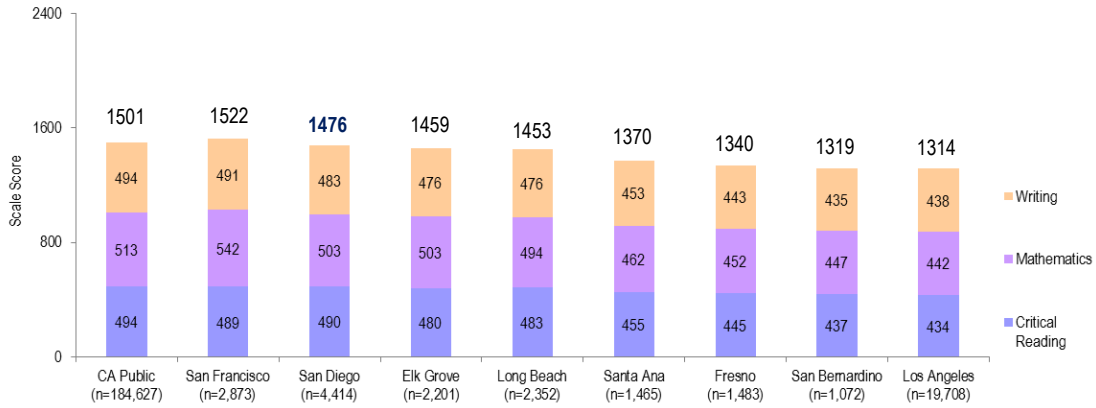

Figure 4. Average SAT performance in large California school districts, 2010–11.

Figure 5 below shows longitudinal composite scores of California's largest school districts. In 2010–11, scores for the other large districts and the state as a whole either declined or stayed the same. San Diego's composite score increased by 19 points that year and was the only district in the group with score gains, although district scores for 2011–12 declined rather sharply.

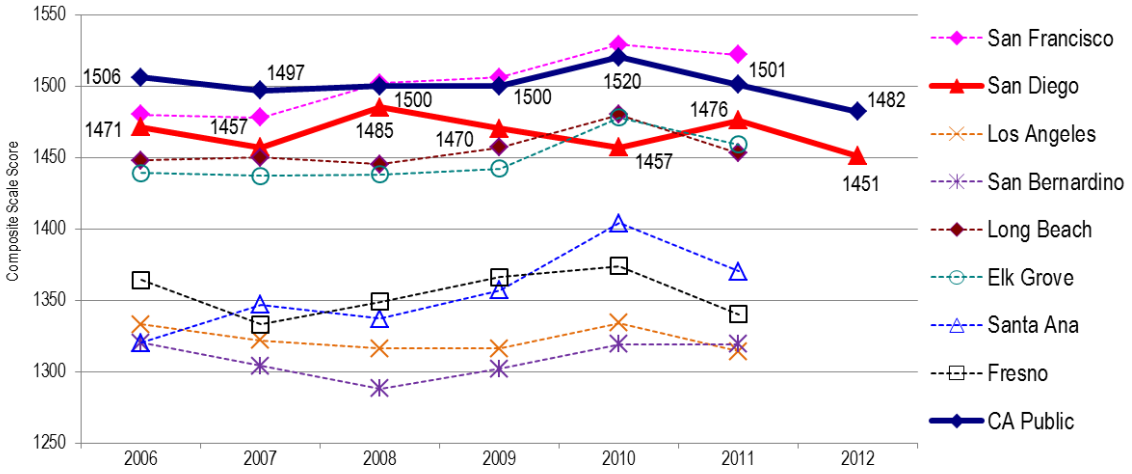

Figure 5. Average SAT composite scores of large California districts.

Participation Rates by Gender. SAT participation rates for district seniors increased for a third year in a row to a high of 57 percent. In three years, participation rates went from its lowest level in recent history (43 percent) to its highest (57 percent).[8] Females consistently have higher participation rates than males (see Figure 6).

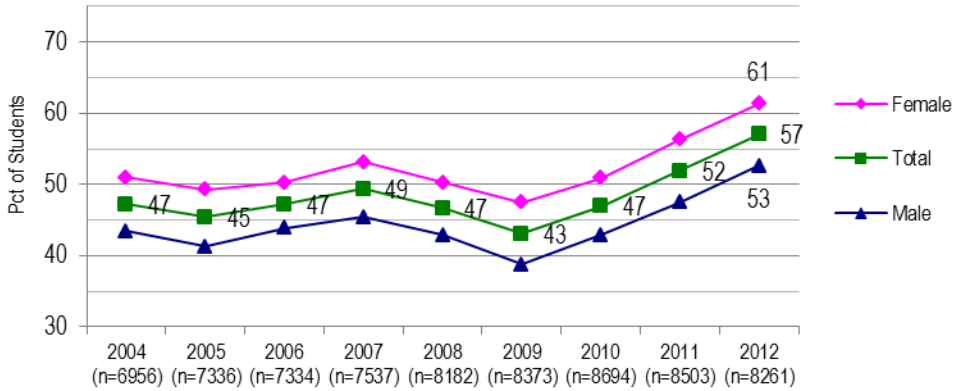

Figure 6. SAT participation rates overall and by gender.

[8] The participation rate increase in 2009–10 could be partially, but not completely, attributed to data processing changes described in this report 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 and 2011–12.

Participation by Race/Ethnicity. Asian students continued to have the highest participation rate (79 percent), followed by Indochinese, Filipino, and White students (with rates closely clustered in the upper-60s and low-70s), African American students (57 percent), and Hispanic students (with the lowest participation rate, 45 percent). With the exception of Asian and Native American students, most racial/ethnic groups experienced steady rate gains since 2008–09 and in 2011–12 posted their highest group participation rates in the last eight years. Note that Native Americans and Pacific Islanders tend to have some volatility in participation rates due to 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	Native American	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
2012	4,712	213	348	1,450	420	19	31	550	1,541	140
1-yr Difference	***298***	***1***	***13***	***21***	***(18)***	***1***	***0***	***43***	***199***	***38***

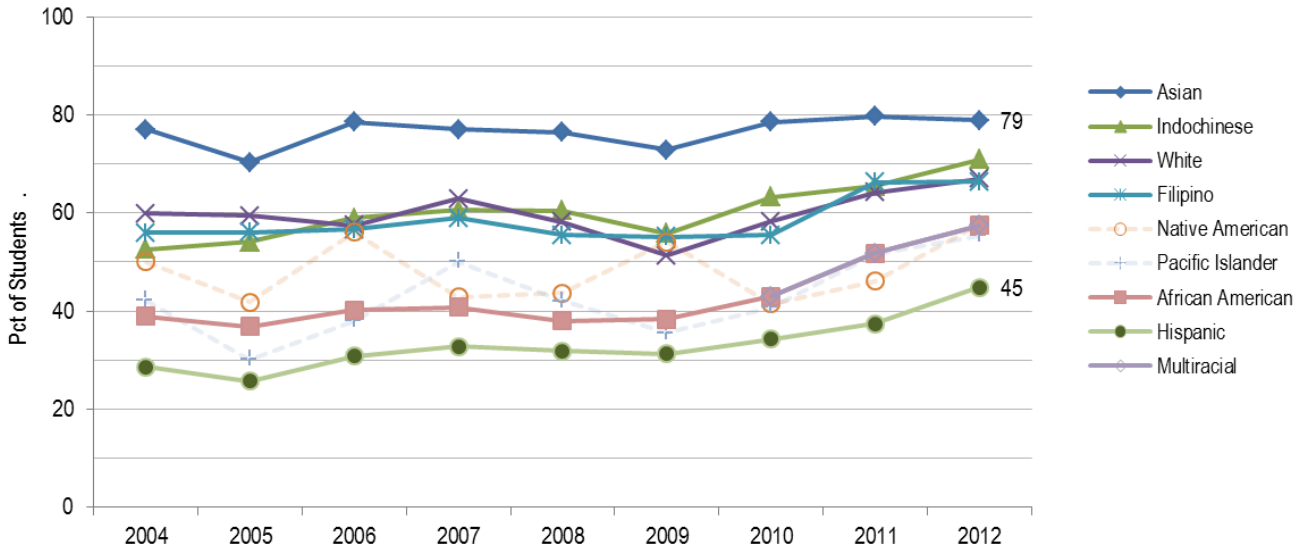

Figure 7. SAT participation rates by racial/ethnic group.

Although participation rate gaps among the district's three largest racial/ethnic groups persisted, the gap between African American and White, as well as Hispanic and White, narrowed in 2011–12 due to a smaller rate increase for White students compared with African American and Hispanic students (see Figure 8).

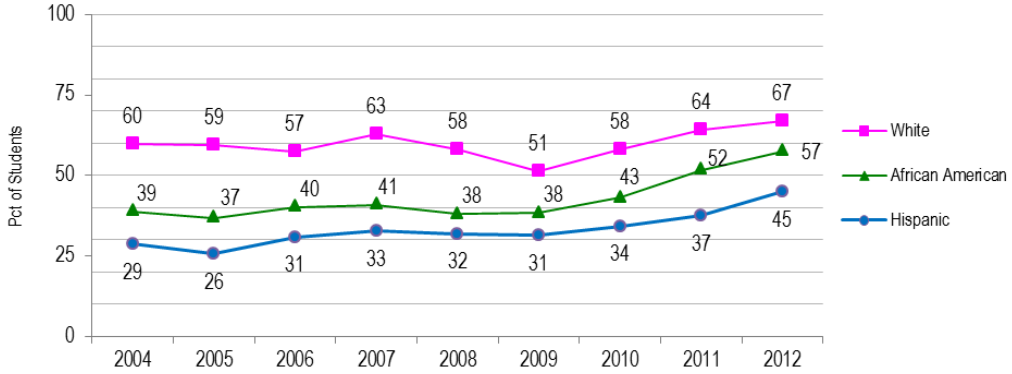

Figure 8. SAT participation rates for selected racial/ethnic groups.

Participation by Meal Eligibility. In 2011–12, 79 percent of Grade 12 students at district-managed schools who were not eligible for free or reduced-price meals ("not meal-eligible") took the SAT compared with only 45 percent for those who were. Both groups posted their highest participation rates in the last seven years. A larger rate gain for non-meal eligible students has caused the participation gap between the two meal groups to widen (see Figure 9).

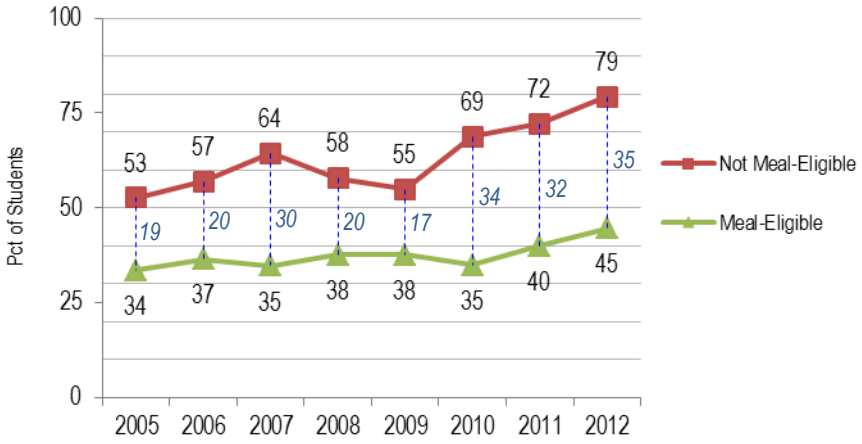

Figure 9. SAT participation rate by meal eligibility status (district-managed schools only).

Participation by Language Fluency, Military Affiliation, and Homeless and Foster Status. Consistent with overall results, the 2011–12 SAT participation rates for several student groups also increased compared with the previous year. The rate for English learners (ELs) increased from 14 to 17 percent; former ELs (or RFEPs), from 52 to 61 percent; and fluent English proficient students (FEP), from 59 to 62 percent. Not surprisingly, participation rates among ELs are the

lowest among all student groups examined in this report. The participation rate for students from military families (district-managed schools only) went up from 49 to 52 percent; for non-military students the rate rose from 54 to 59 percent. The SAT participation rate for students who have experienced some form of homelessness in 2011–12 was 33 percent, while for foster students the rate was 26 percent.

Performance by Gender. Consistent with the overall decline in SAT section scores districtwide, both Grade 12 males and females exhibited decreased average scale scores in all areas of the SAT (see Figure 10). Despite larger score declines, male students continue to outperform female students overall. 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 nine years; the current mathematics score gap is 36 points.

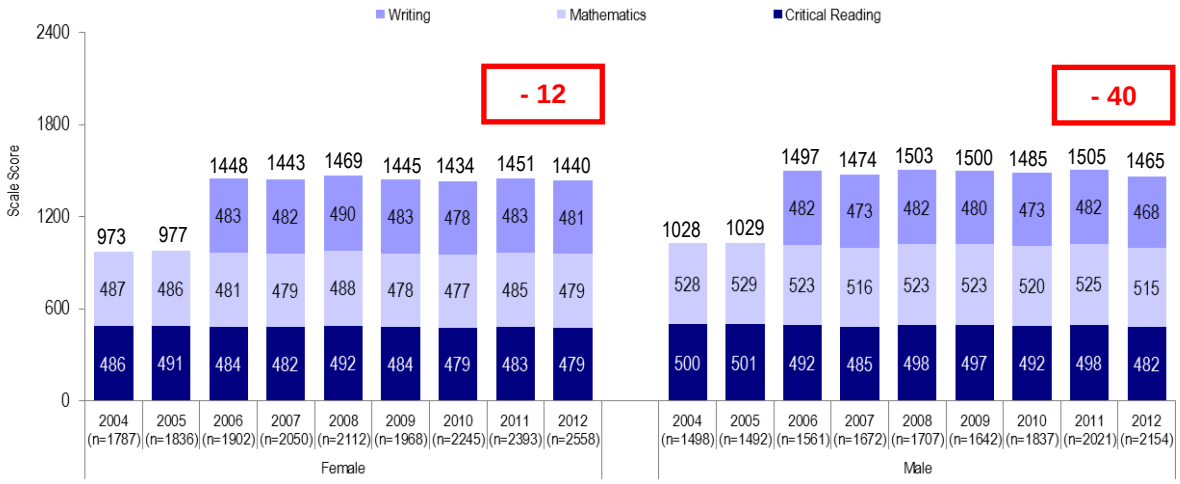

Figure 10. Average SAT score by gender.

Performance by Race/Ethnicity. All district racial/ethnic groups had lower composite scores compared with the previous year. Indochinese and White students declined the least with only single-digit losses, while all other groups had double-digit declines. Native American and Pacific Islander students had the largest score declines; however, these groups' small test taker counts result in relatively wide fluctuations in average scores from year to year. Among the district's three largest racial/ethnic groups, African American and Hispanic students had composite score losses of 26 and 25 points, respectively, while the composite score for White students declined by 9 points (see Figure 11).

Despite a 35-point decline, Asian students continued to have the highest composite score of all racial/ethnic groups, and White students the second highest. African American, Hispanic, and Pacific Islander students continued to have the lowest scores. 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 (172 scale score points).

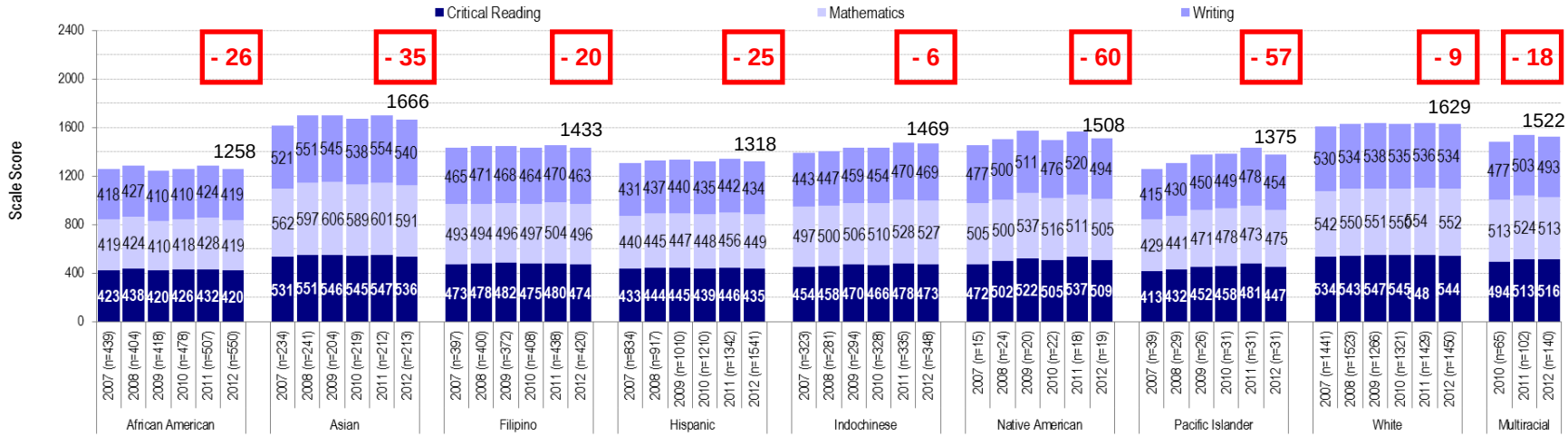

Figure 11. Average SAT score by racial/ethnic group.

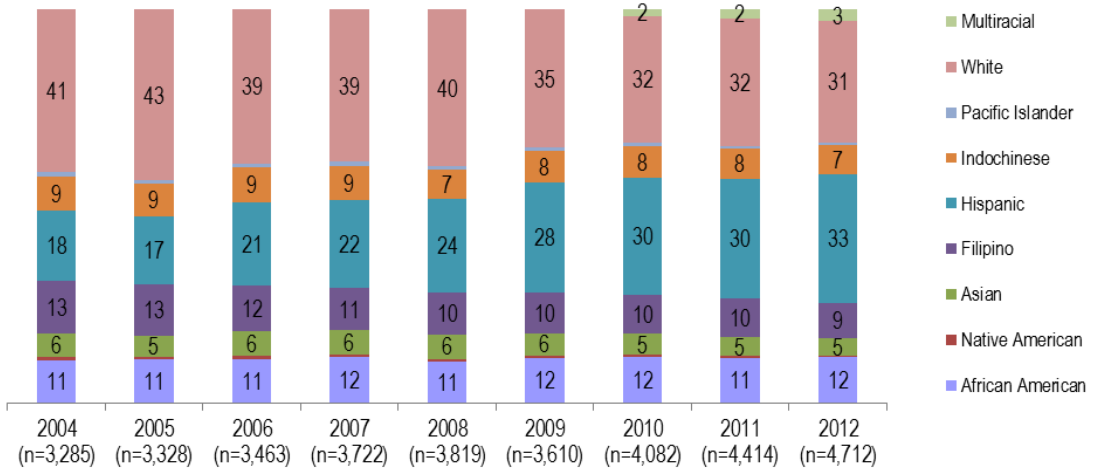

Figure 12. Distribution of SAT test takers by race/ethnicity.

Figure 12 shows the changes over the years in the racial/ethnic distribution of the district's Grade 12 SAT test takers. The increasing proportions of Hispanic test takers are due mostly to increasing numbers of Hispanic test takers, which steadily increased from 586 in 2004 to 1,541 in 2012, rather than decreasing test taker counts from other groups. For example, the decreasing proportions of White test takers shown actually correspond to a 7 percent increase in White test taker counts from 1,359 in 2004 to 1,450 in 2012.

With larger declines in scores for both African American and Hispanic students compared with White students, persistent performance gaps among the largest racial/ethnic groups in the district widened this year, maintaining considerable score differences between groups (see Figure 13).

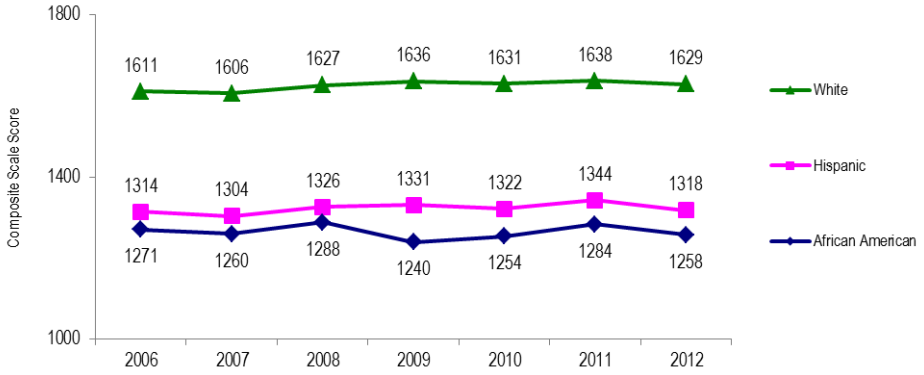

Figure 13. Average SAT score for the largest racial/ethnic groups in the district.

Performance by Meal Eligibility Status. Results by meal eligibility (district-managed schools only) showed score declines for both groups overall—27 scale score points for those not meal-eligible and 5 points for those who were (see Figure 14). Despite a double-digit decline in scores, non-meal-eligible students continued to outperform their meal-eligible counterparts, scoring at least 80 points higher in each section of the SAT.

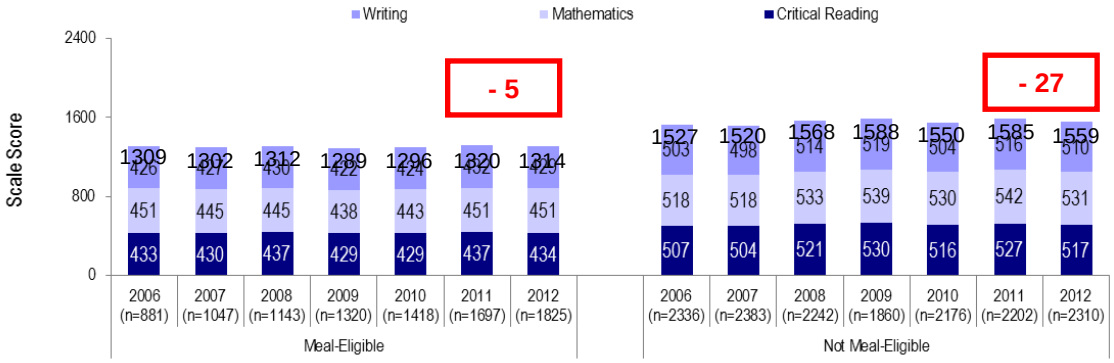

Figure 14. Average SAT score by meal eligibility status (district-managed schools).[9]

9 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 all students are considered eligible for free or reduced-price meals.

Over the years, performance gaps by meal eligibility status at district-managed schools have persisted, with recent gaps exceeding 250 points. The larger score decline in 2011–12 for non-meal-eligible students compared with meal-eligible students resulted in a narrower—though still considerable—gap of 244 points (see Figure 15).

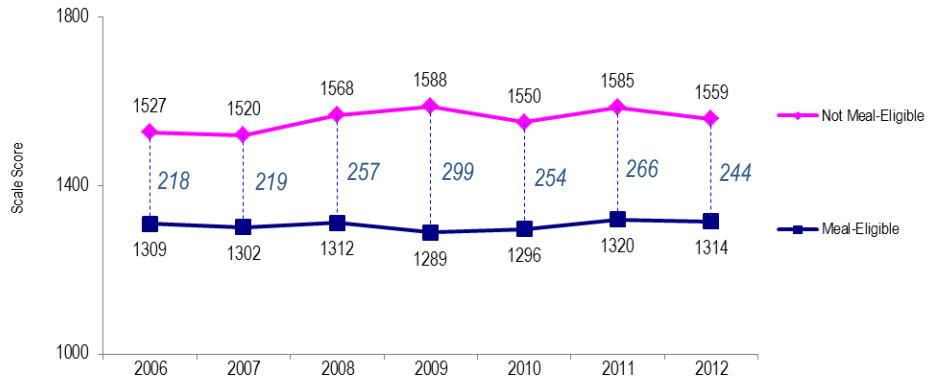

Figure 15. Gaps in average SAT scores by meal eligibility status (district-managed schools only).

Within each of the district's three largest racial/ethnic groups, non-meal-eligible students continued to outperform meal-eligible students on all sections of the SAT. Among all groups, Hispanic and African American non-meal-eligible students had the largest score declines in 2011–12; for the meal-eligible groups, African American students had notably higher score declines than either Hispanics or Whites (see Figure 16).

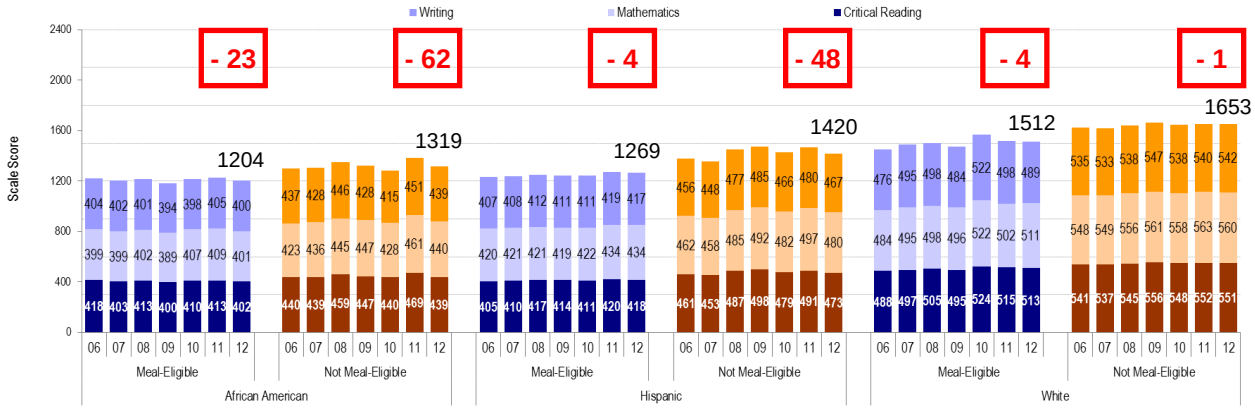

Figure 16. Average SAT scores of selected racial/ethnic groups by meal eligibility status (district-managed schools only).

Regardless of meal eligibility status, White students had the highest section and overall scores followed by Hispanic and then by African American students. In 2011–12, gaps have unfortunately widened due to larger score declines for African American and Hispanic students than their White counterparts (see Figure 17).

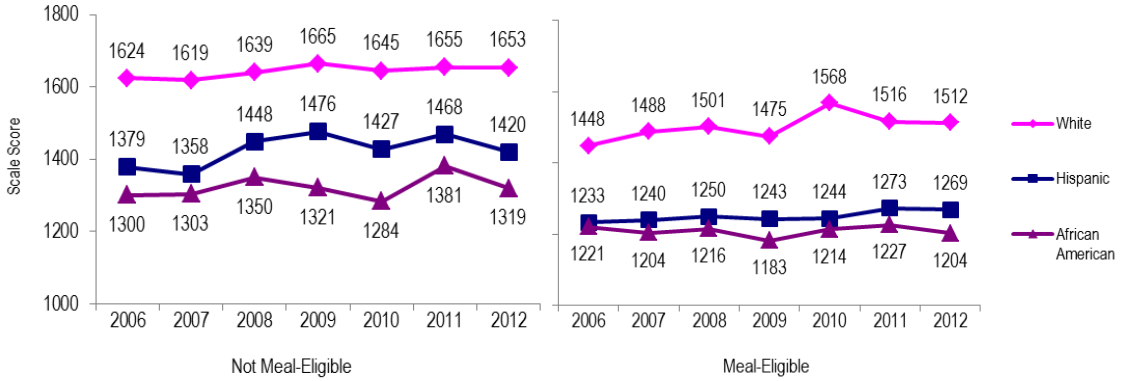

Figure 17. Gaps in average SAT scores among the largest racial/ethnic groups by meal eligibility status (district-managed schools only).

It is notable, but not surprising, that most White SAT test-takers at district-managed schools are not economically disadvantaged (i.e., not meal-eligible). On the other hand, Indochinese, African American, and Hispanic students continue to have high percentages of economically disadvantaged test-takers. In 2011–12, 7 of every 10 Indochinese, Hispanic, and African American test-takers were meal-eligible, compared to 3 of 10 for Asian, Filipino and Multiracial, and only 1 of 10 for White test-takers (see Figure 18). Relatively small group counts for Native Americans and Pacific Islanders cause wide fluctuations in meal eligibility rates from year to year.

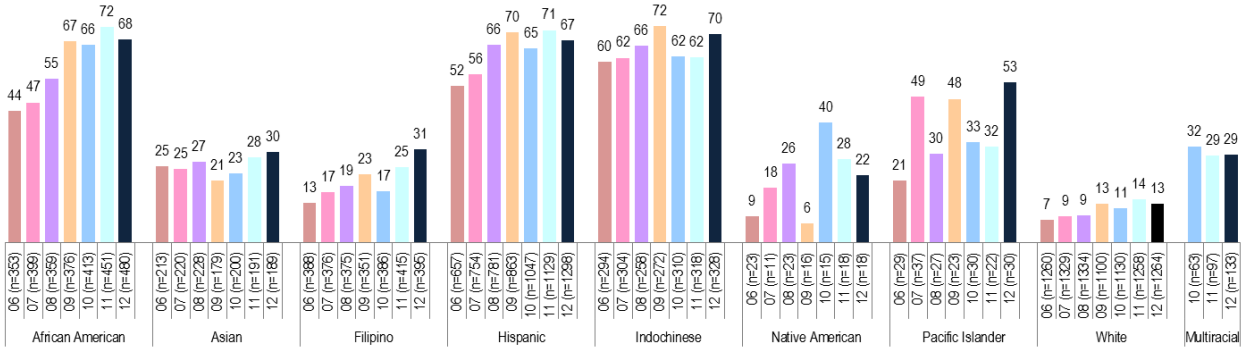

Figure 18. Percent of test takers eligible for free or reduced-price meals (district managed schools only).

Average Scores by English Language Proficiency Status. In 2011–12, all language fluency groups posted double-digit declines in average SAT scores. English learners posted the largest score decline among the groups (57 points); they continue to have the lowest scores among all groups 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, reclassified English learners (RFEP/former ELs) continued to be outperformed by their initially fluent non-English primary language (FEP/Non-

English) counterparts,[10] who in turn continued to be outperformed by native English-speaking students (FEP/English). FEP/English had the smallest score decline among the groups in 2011–12. Note that the FEP/non-English and FEP/English score gap (46 points) is not as wide as the RFEP and FEP/non-English gap (152 points), nor the RFEP and FEP/English gap (198 points). These score trends challenge the assumption that reclassified English learners can perform at parity with their fluent English (FEP/English and FEP/non-English) peers (see Figure 19).

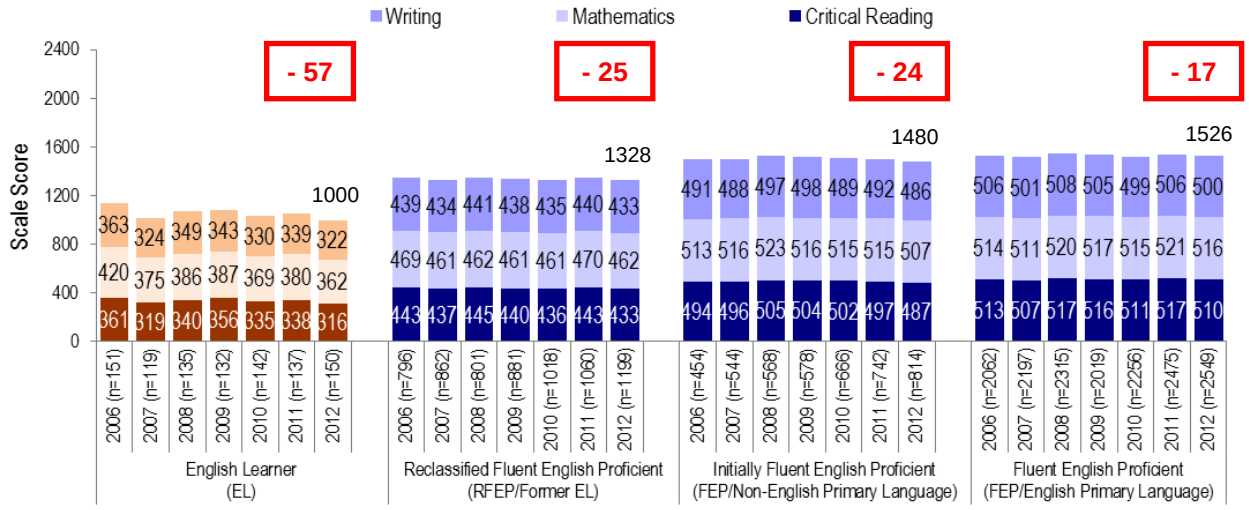

Figure 19. Average SAT scores by English language proficiency status.

Performance of Selected Student Groups. Table 5 below has the average SAT scores of students by military affiliation and homeless and foster status. Next to English learners, foster students have the lowest section and overall average scores of groups examined in this report. It should be noted that the small number of test takers (n = 11) makes the group average quite volatile. Homeless students (n = 88) scored 146 points higher than foster students; students affiliated with military families (n = 152) scored 1397, slightly lower than the district average of 1451.

Table 5. SAT results by Military Affiliation and Homeless and Foster Status, 2011–12.

Group[11]	Total Test Takers	Critical Reading	Math	Writing	Total Score
Foster	11	383	399	369	1151
Not Foster	4,701	481	496	475	1452
Homeless	88	427	438	432	1297
Not Homeless	4,624	481	497	476	1454
Military Family*	152	463	471	463	1397
Not Military Family*	3,983	481	497	475	1453

**District-managed schools only.*

[10] 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.

[11] One student is counted in both Foster and Homeless groups. Status is based on the student's 2011–12 records.

Both homeless and foster groups include youth whose circumstances require considerable support. Even though both groups of students face very difficult situations, homeless students fared slightly better on the SAT than foster students perhaps because they are more likely to maintain their connections with their nuclear family or with at least one stable and caring adult despite homelessness. Foster students, on the other hand, are not just transitioning between physical dwellings. They are additionally handicapped by changes in their adult support network and perhaps have already had challenging home environments and inadequate adult guidance prior to being placed in foster care.

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 2011–12, SAT test takers who scored "far below basic" and "below basic" on their Grade 11 CSTs posted larger declines in SAT section averages than those at higher performance levels. Students who scored "advanced" on the Grade 11 CST mathematics posted an average section score that was even a point higher than the previous year's average.

One notable difference in the distribution of test takers by CST performance in the related 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).

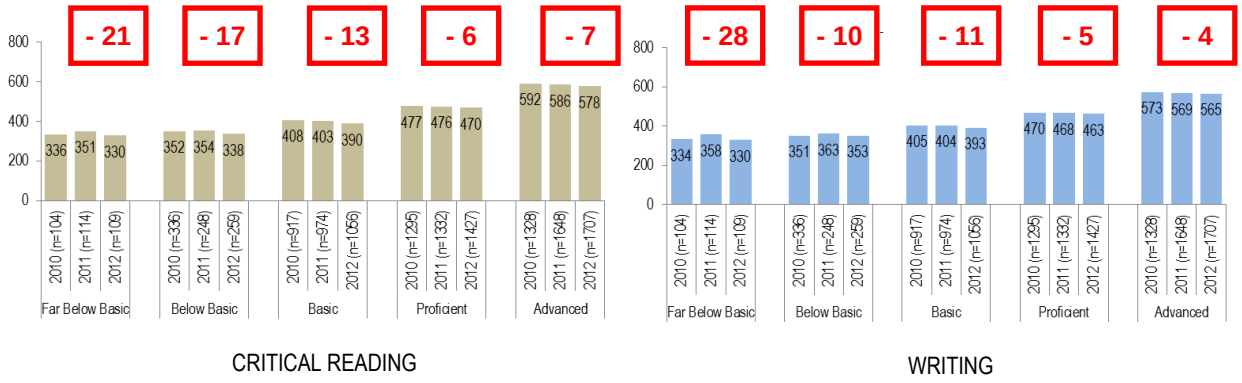

Figure 20. Average SAT critical reading and writing scores by Grade 11 CST English Language Arts performance level.

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

Table 6. SAT results by school, 2011–12.

	School	Total Grade 12 Enrollment	SAT I Test Takers			Average Scale Scores				
			Count	Pct of Total Enrt	Pct Diff from Prior Yr	Critical Reading	Math	Writing	Total Score	Score Diff from Prior Yr
332	Clairemont	255	148	**58.0**	16.3	473	477	464	**1414**	(34)
704	Crawford CHAMPS	80	59	**73.8**	0.0	373	426	389	**1189**	30
702	Crawford IDEA	58	27	**46.6**	19.5	417	430	422	**1269**	(72)
705	Crawford Law & Business	51	19	**37.3**	(9.5)	408	473	410	**1291**	128
703	Crawford Multimedia & Vis Arts	49	22	**44.9**	4.6	396	441	392	**1229**	10
361	Garfield High	158	8	**5.1**	2.3					
336	Henry	486	328	**67.5**	(0.2)	516	531	497	**1544**	26
382	Home and Hospital	4	2							
338	Hoover	348	205	**58.9**	9.7	394	418	399	**1210**	(26)
504	iHigh Virtual Academy	10	5	**50.0**	7.1					
736	Kearny Construction Tech	99	49	**49.5**	11.4	421	428	408	**1258**	6
733	Kearny Digital Media & Design	92	52	**56.5**	10.3	458	449	458	**1365**	(26)
735	Kearny International Business	114	58	**50.9**	(2.3)	480	474	476	**1430**	21
734	Kearny SCT	106	65	**61.3**	14.2	450	473	437	**1360**	(35)
342	La Jolla High	371	279	**75.2**	(0.1)	569	580	568	**1716**	(8)
791	LCI	9	0							
637	Lincoln	357	220	**61.6**	18.5	386	392	380	**1158**	(69)
346	Madison	261	147	**56.3**	4.6	444	456	433	**1333**	21
349	Mira Mesa	580	359	**61.9**	3.0	498	533	487	**1518**	10
350	Mission Bay	345	203	**58.8**	20.6	446	465	433	**1344**	(12)
352	Morse	437	233	**53.3**	4.7	440	458	432	**1329**	(53)
395	Mt. Everest	18	9	**50.0**	(5.0)					
369	Muir	20	11	**55.0**	(7.5)	515	486	442	**1444**	157
354	Point Loma	413	240	**58.1**	(5.0)	497	503	493	**1493**	(44)
364	Riley/New Dawn	9	0							
749	San Diego Business	93	31	**33.3**	(2.1)	405	407	396	**1208**	4
746	San Diego Communication	52	12	**23.1**	(4.7)	375	389	403	**1168**	37
744	San Diego Int'l Studies	120	101	**84.2**	(7.4)	533	529	526	**1588**	65
745	San Diego LEADS	73	40	**54.8**	2.0	382	410	398	**1190**	(89)
500	San Diego Metro Career & Tech	52	47	**90.4**	7.4	466	449	480	**1394**	14
750	San Diego MVP Arts	79	36	**45.6**	24.6	409	379	387	**1174**	(42)
753	San Diego Sci Tech	92	41	**44.6**	(7.7)	418	454	411	**1283**	(23)
368	SCPA	169	102	**60.4**	(3.1)	504	478	495	**1477**	57
359	Scripps Ranch	592	435	**73.5**	0.1	548	571	546	**1666**	(9)
503	SD Early/Middle College High	36	22	**61.1**	(0.4)	488	453	463	**1404**	
357	Serra	406	232	**57.1**	7.6	490	517	484	**1491**	(54)
362	Twain	105	10	**9.5**	5.0	422	417	407	**1246**	
355	University City	398	278	**69.8**	3.4	506	526	501	**1533**	(32)
297	Whittier	5	0							
	District-Managed Total	**7,002**	**4,135**	**59.1**	**5.6**	**481**	**496**	**474**	**1451**	**(19)**
222	Arroyo Paseo	38	7	**18.4**	6.2					
008	Audeo	241	21	**8.7**	(3.2)	470	461	463	**1394**	(100)
366	Charter School of San Diego	351	40	**11.4**	3.2	441	440	443	**1323**	(58)
790	Coleman Tech	3	0							
347	Gompers Preparatory	74	69	**93.2**		343	355	349	**1047**	
221	Health Sciences	104	66	**63.5**	(6.6)	472	466	474	**1413**	37
339	High Tech High	126	123	**97.6**	7.7	521	543	515	**1579**	4
785	High Tech High International	94	72	**76.6**	(12.5)	515	547	517	**1579**	(11)
783	High Tech High Media Arts	98	90	**91.8**	(3.1)	494	506	485	**1485**	(17)
018	Learning Choice	40	1	**2.5**	(1.3)					
348	Preuss	90	88	**97.8**	0.8	511	539	533	**1584**	(22)
	Charter Total	**1,259**	**577**	**45.8**	**3.4**	**479**	**494**	**480**	**1453**	**(71)**
	TOTAL	**8,261**	**4,712**	**57.0**	**5.1**	**480**	**496**	**475**	**1451**	**(25)**

Table 7. SAT results by school and sorted by participation rate and total score, 2011–12.

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*	90	88	**97.8**	*1*	La Jolla High	279	569	580	568	**1716**
High Tech High*	126	123	**97.6**	*2*	Scripps Ranch	435	548	571	546	**1666**
Gompers Preparatory*	74	69	**93.2**	*3*	San Diego Int'l Studies	101	533	529	526	**1588**
High Tech High Media Arts*	98	90	**91.8**	*4*	Preuss*	88	511	539	533	**1584**
San Diego Metro Career & Tech	52	47	**90.4**	*5*	High Tech High*	123	521	543	515	**1579**
San Diego Int'l Studies	120	101	**84.2**	*6*	High Tech High International*	72	515	547	517	**1579**
High Tech High International*	94	72	**76.6**	*7*	Henry	328	516	531	497	**1544**
La Jolla High	371	279	**75.2**	*8*	University City	278	506	526	501	**1533**
Crawford CHAMPS	80	59	**73.8**	*9*	Mira Mesa	359	498	533	487	**1518**
Scripps Ranch	592	435	**73.5**	*10*	Point Loma	240	497	503	493	**1493**
University City	398	278	**69.8**	*11*	Serra	232	490	517	484	**1491**
Henry	486	328	**67.5**	*12*	High Tech High Media Arts*	90	494	506	485	**1485**
Health Sciences*	104	66	**63.5**	*13*	SCPA	102	504	478	495	**1477**
Mira Mesa	580	359	**61.9**	*14*	Muir	11	515	486	442	**1444**
Lincoln	357	220	**61.6**	*15*	Kearny International Business	58	480	474	476	**1430**
Kearny SCT	106	65	**61.3**	*16*	Clairemont	148	473	477	464	**1414**
SD Early/Middle College High	36	22	**61.1**	*17*	Health Sciences*	66	472	466	474	**1413**
SCPA	169	102	**60.4**	*18*	SD Early/Middle College High	22	488	453	463	**1404**
Hoover	348	205	**58.9**	*19*	San Diego Metro Career & Tech	47	466	449	480	**1394**
Mission Bay	345	203	**58.8**	*20*	Audeo*	21	470	461	463	**1394**
Point Loma	413	240	**58.1**	*21*	Kearny Digital Media & Design	52	458	449	458	**1365**
Clairemont	255	148	**58.0**	*22*	Kearny SCT	65	450	473	437	**1360**
Serra	406	232	**57.1**	*23*	Mission Bay	203	446	465	433	**1344**
Kearny Digital Media & Design	92	52	**56.5**	*24*	Madison	147	444	456	433	**1333**
Madison	261	147	**56.3**	*25*	Morse	233	440	458	432	**1329**
Muir	20	11	**55.0**	*26*	Charter School of San Diego*	40	441	440	443	**1323**
San Diego LEADS	73	40	**54.8**	*27*	Crawford Law & Business	19	408	473	410	**1291**
Morse	437	233	**53.3**	*28*	San Diego Sci Tech	41	418	454	411	**1283**
Kearny International Business	114	58	**50.9**	*29*	Crawford IDEA	27	417	430	422	**1269**
iHigh Virtual Academy	10	5	**50.0**	*30*	Kearny Construction Tech	49	421	428	408	**1258**
Mt. Everest	18	9	**50.0**	*31*	Twain	10	422	417	407	**1246**
Kearny Construction Tech	99	49	**49.5**	*32*	Crawford Multimedia & Vis Arts	22	396	441	392	**1229**
Crawford IDEA	58	27	**46.6**	*33*	Hoover	205	394	418	399	**1210**
San Diego MVP Arts	79	36	**45.6**	*34*	San Diego Business	31	405	407	396	**1208**
Crawford Multimedia & Vis Arts	49	22	**44.9**	*35*	San Diego LEADS	40	382	410	398	**1190**
San Diego Sci Tech	92	41	**44.6**	*36*	Crawford CHAMPS	59	373	426	389	**1189**
Crawford Law & Business	51	19	**37.3**	*37*	San Diego MVP Arts	36	409	379	387	**1174**
San Diego Business	93	31	**33.3**	*38*	San Diego Communication	12	375	389	403	**1168**
San Diego Communication	52	12	**23.1**	*39*	Lincoln	220	386	392	380	**1158**
Arroyo Paseo*	38	7	**18.4**	*40*	Gompers Preparatory*	69	343	355	349	**1047**
Charter School of San Diego*	351	40	**11.4**	*41*	Mt. Everest	9	--	--	--	--
Twain	105	10	**9.5**	*42*	Garfield High	8	--	--	--	--
Audeo*	241	21	**8.7**	*43*	Arroyo Paseo*	7	--	--	--	--
Garfield High	158	8	**5.1**	*44*	iHigh Virtual Academy	5	--	--	--	--
Learning Choice*	40	1	**2.5**	*45*	Home and Hospital	2	--	--	--	--
Home and Hospital	4	2	**--**	*46*	Learning Choice*	1	--	--	--	--
LCI	9	0	**--**	*47*	LCI	0	--	--	--	--
Riley/New Dawn	9	0	**--**	*48*	Riley/New Dawn	0	--	--	--	--
Whittier	5	0	**--**	*49*	Whittier	0	--	--	--	--
Coleman Tech*	3	0	**--**	*50*	Coleman Tech*	0	--	--	--	--

**charter school*

Results by School. About 6 in 10 schools with Grade 12 students posted increased participation rates for 2011–12; a smaller proportion, 4 in 10, posted performance or score gains from the previous year (see Table 6). Participation rates went up by as much as 25 percent (San Diego LEADS) and declined by as much as 13 percent (High Tech High International). Muir and Crawford Law and Business had the largest composite score gains with 157 and 128 points, respectively; Audeo and San Diego LEADS had the largest score declines with 100 and 89 points, respectively. Overall, district-managed schools had higher participation rate gains and lower score declines than charter schools.

Table 7 above shows schools ranked by participation rate and average score. Preuss UCSD and High Tech High have the highest percentage of Grade 12 students taking the SAT with 98 percent, followed by Gompers, High Tech High Media Arts, and San Diego Metro Career Tech, each with a participation rate of 90 percent or higher.

In terms of performance, the difference in average SAT scores between the highest and lowest performing schools in the district was 669 scale score points. La Jolla and Scripps Ranch had the highest composite scores—1716 and 1666, respectively—followed by San Diego International Studies, Preuss UCSD, High Tech High, and High Tech High International.

Summary

In 2011–12, SD Unified Grade 12 students had an average SAT composite score of 1451 (n = 4,712), a decrease of 25 points from last year. The average critical reading score decreased by 10 points to 480, mathematics by 7 points to 496, and writing by 8 points to 475. The decline in overall scores was also observed across major student groups, with double-digit decreases for most groups. The district's overall participation rate continues to rise and is at a record high 57 percent—5 percentage points higher than the previous year—with rate gains observed in all gender, race/ethnicity, and meal eligibility student groups. Roughly 4 in 10 schools showed increases in their SAT composite scores, while the rest experienced declines.

District scores continued to be generally lower than scores of public school seniors across the nation and across California, although these larger jurisdictions experienced similar subject area score declines in 2011–12 as well.

Additional results:

1. In 2010–11, the most recent year for which comparison data with other large California districts are available, San Francisco Unified continued to have the highest participation rate (66 percent). Similar to previous years, SD Unified was a distant second (52 percent), closely followed by Los Angeles Unified (48 percent). Elk Grove, Long Beach, Santa Ana, Fresno, and San Bernardino had participation rates ranging from 26 to 44 percent; the participation rate among seniors statewide was 38 percent.

2. San Francisco continued to outperform the other large districts, posting the highest composite average score in 2010–11, including the highest mathematics and writing section

scores. San Diego ranked second to San Francisco overall, while Elk Grove in Sacramento county and Long Beach in Los Angeles county ranked third and fourth, respectively.

3. Within SD Unified, Asian students continued to have the highest SAT participation rate (79 percent), followed by Indochinese, Filipino, and White students (with rates closely clustered in the upper-60s and low-70s), African American students (57 percent), and Hispanic students (with the lowest participation rate, 45 percent). Native American and Pacific Islander tend to have some volatility in participation rates due to relatively small group sizes.

4. In 2011–12, 79 percent of Grade 12 students at district-managed schools who were not eligible for free or reduced-price meals ("not meal-eligible") took the SAT, compared to only 45 percent for those who were. Both groups posted their highest participation rates in the last seven years. A larger rate gain for non-meal eligible students has caused the participation gap between the two meal groups to widen.

5. Consistent with overall results, the 2011–12 SAT participation rates for several student groups also increased compared with the previous year. The rate for English learners (ELs) increased from 14 to 17 percent; former ELs (or RFEPs), from 52 to 61 percent; and fluent English proficient students (FEP), from 59 to 62 percent. The participation rate for students from military families (district-managed schools only) went up from 49 to 52 percent; for non-military students the rate rose from 54 to 59 percent. The SAT participation rate for students who have experienced any form of homelessness in 2011–12 was 33 percent, while for foster students the rate was 26 percent.

6. In 2011–12, male students continued to outperform female students overall. 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 each of the last nine years; the current mathematics score gap is 36 points.

7. Asian students continued to have the highest composite score of all racial/ethnic groups; White students the second highest. African American, Hispanic, and Pacific Islander students continued to have the lowest scores.

8. All district racial/ethnic groups had lower composite scores compared with the previous year. Indochinese and White students declined the least with only single-digit losses, while all other groups had double-digit declines.

9. Of the district's three largest racial/ethnic groups, African American and Hispanic students' composite scores decreased 26 and 25 points, respectively, while the composite score for White students declined by 9 points.

10. The gap in average composite scores between the highest and lowest performing groups (Asian and African American students) exceeded 400 points, with the largest difference occurring in mathematics (172-point difference).

11. Results by meal eligibility (district-managed schools only) showed score declines for both groups overall—27 scale score points for those not meal-eligible and 5 points for

those who were. Despite a double-digit decline in scores, non-meal-eligible students continued to outperform their meal-eligible counterparts, scoring at least 80 points higher in each section of the SAT.

12. 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.

13. Among the district's largest racial/ethnic groups, Hispanic and African American non-meal-eligible students had the largest score declines in 2011–12; for the meal-eligible groups, African American students had notably higher score declines than either Hispanic or White students.

14. Similar to previous years' results, an overwhelming percentage of White SAT test-takers at district-managed schools are not economically disadvantaged (i.e., not meal-eligible). On the other hand, Indochinese, African American, and Hispanic test-takers continue to have high percentages of economically disadvantaged test-takers.

15. All language fluency groups posted double-digit declines in average SAT scores. English learner students posted the largest score decline among the groups (57 points); they continue to have the lowest scores among all groups examined in this report. For the past five years, all EL average section scores have remained below 400.

16. Among the three fluent English student groups, reclassified English learners (RFEP/former ELs) continued to be outperformed by their initially fluent non-English primary language (FEP/Non-English) counterparts, who in turn continued to be outperformed by native English-speaking students (FEP/English). FEP/English had the smallest score decline among the groups in 2011–12.

17. 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.

18. SAT test takers who scored "far below basic" and "below basic" on their Grade 11 CSTs posted larger declines in SAT section averages than those at higher performance levels. Students who scored "advanced" on the Grade 11 CST mathematics posted an average section score that was even a point higher than the previous year's average.

19. Participation rates went up by as much as 25 percent (San Diego LEADS) and declined by as much as 13 percent (High Tech High International). Overall, district-managed schools had higher participation rate gains than charter schools.

20. Muir and Crawford Law and Business had the largest composite score gains with 157 and 128 points, respectively; Audeo and San Diego LEADS had the largest score declines with 100 and 89 points, respectively.

21. Overall, district-managed schools had higher participation rate gains and lower score declines than charter schools.

22. Preuss UCSD and High Tech High have the highest percentage of Grade 12 students taking the SAT with 98 percent, followed by Gompers, High Tech High Media Arts, and San Diego Metro Career Tech, each with a participation rate of 90 percent or higher.

23. The difference in average SAT scores between the highest and lowest performing schools in the district was 669 scale score points. La Jolla and Scripps Ranch had the highest composite scores—1716 and 1666, respectively—followed by San Diego International Studies, Preuss UCSD, High Tech High, and High Tech High International.

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 Score
		2009	9	1					
		2010	31	3	9.7				
		2011	41	5	12.2				
222	Arroyo Paseo	2012	38	7	18.4				
		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
		2011	176	21	11.9	521	488	484	1493
008	Audeo	2012	241	21	8.7	470	461	463	1394
		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
		2011	377	31	8.2	467	453	461	1381
366	Charter School of San Diego	2012	351	40	11.4	441	440	443	1323
		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
		2011	302	126	41.7	479	494	475	1448
332	Clairemont	2012	255	148	58.0	473	477	464	1414
790	Coleman Tech	2012	3	0					
		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
		2011	65	48	73.8	372	422	364	1159
704	Crawford CHAMPS	2012	80	59	73.8	373	426	389	1189
		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
		2011	48	13	27.1	441	468	432	1341
702	Crawford IDEA	2012	58	27	46.6	417	430	422	1269
		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
		2011	47	22	46.8	390	395	378	1163
705	Crawford Law & Business	2012	51	19	37.3	408	473	410	1291
		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
		2011	77	31	40.3	415	400	404	1218
703	Crawford Multimedia & Vis Arts	2012	49	22	44.9	396	441	392	1229

Loc	School	Year	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined Score
		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				
		2011	179	5	2.8				
361	Garfield High	2012	158	8	5.1				
347	Gompers Preparatory	2012	74	69	93.2	343	355	349	1047
		2008	1	0					
		2009	24	10	41.7	440	411	449	1300
		2010	65	45	69.2	473	474	455	1402
		2011	107	75	70.1	463	463	450	1376
221	Health Sciences	2012	104	66	63.5	472	466	474	1413
		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
		2008	500	272	54.4	529	536	517	1582
		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
336	Henry	2012	486	328	67.5	516	531	497	1544
		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
		2011	119	107	89.9	524	529	522	1575
339	High Tech High	2012	126	123	97.6	521	543	515	1579
		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
		2011	92	82	89.1	526	525	539	1590
785	High Tech High International	2012	94	72	76.6	515	547	517	1579
		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
		2011	99	94	94.9	493	512	497	1502
783	High Tech High Media Arts	2012	98	90	91.8	494	506	485	1485
		2005	3	0					
		2006	4	1					
		2007	2	0					
		2008	4	1					
		2009	6	0					
		2010	8	0					
		2011	3	0					
382	Home and Hospital	2012	4	2					
		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
		2011	368	181	49.2	405	419	413	1237
338	Hoover	2012	348	205	58.9	394	418	399	1210
		2010	5	2					
		2011	14	6	42.9				
504	iHigh Virtual Academy	2012	10	5	50.0				

Loc	School	Year	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined Score
		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
		2011	97	37	38.1	409	437	406	1252
736	Kearny Construction Tech	2012	99	49	49.5	421	428	408	1258
		2005	111	26	23.4	401	431		
		2006	74	18	24.3	426	384	428	1238
		2007	77	28	36.4	424	453	428	1305
		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
733	Kearny Digital Media & Design	2012	92	52	56.5	458	449	458	1365
		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
		2011	94	50	53.2	463	492	454	1409
735	Kearny International Business	2012	114	58	50.9	480	474	476	1430
		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
		2011	85	40	47.1	482	464	450	1395
734	Kearny SCT	2012	106	65	61.3	450	473	437	1360
		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
		2011	360	271	75.3	570	591	563	1724
342	La Jolla High	2012	371	279	75.2	569	580	568	1716
		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				
		2011	10	0	0.0				
791	LCI	2012	9	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				
		2011	106	4	3.8				
018	Learning Choice	2012	40	1	2.5				
		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
		2011	436	188	43.1	407	412	408	1227
637	Lincoln	2012	357	220	61.6	386	392	380	1158

Loc	School	Year	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined Score
		2005	312	113	36.2	446	456		
		2006	281	106	37.7	439	437	429	1306
		2007	289	126	43.6	448	438	438	1324
		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
		2011	292	151	51.7	436	452	423	1311
346	Madison	2012	261	147	56.3	444	456	433	1333
		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
		2011	593	349	58.9	493	532	482	1508
349	Mira Mesa	2012	580	359	61.9	498	533	487	1518
		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
		2011	317	121	38.2	453	469	434	1356
350	Mission Bay	2012	345	203	58.8	446	465	433	1344
		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
		2011	416	202	48.6	459	473	451	1382
352	Morse	2012	437	233	53.3	440	458	432	1329
		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
		2011	20	11	55.0	598	574	578	1750
395	Mt. Everest	2012	18	9	50.0				
		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				
		2011	24	15	62.5	445	433	409	1287
369	Muir	2012	20	11	55.0	515	486	442	1444
		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
		2011	442	279	63.1	517	518	502	1537
354	Point Loma	2012	413	240	58.1	497	503	493	1493

Loc	School	Year	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined Score
		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
		2011	99	96	97.0	527	539	541	1606
348	Preuss	2012	90	88	97.8	511	539	533	1584
364	Riley/New Dawn	2012	9	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
		2011	113	40	35.4	392	412	401	1205
749	San Diego Business	2012	93	31	33.3	405	407	396	1208
		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
		2011	72	20	27.8	363	409	359	1131
746	San Diego Communication	2012	52	12	23.1	375	389	403	1168
		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
		2011	119	109	91.6	510	498	514	1522
744	San Diego Int'l Studies	2012	120	101	84.2	533	529	526	1588
		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
		2011	108	57	52.8	426	421	432	1279
745	San Diego LEADS	2012	73	40	54.8	382	410	398	1190
		2008	54	39	72.2	405	379	413	1197
		2009	35	27	77.1	429	409	420	1259
		2010	46	41	89.1	451	429	444	1324
		2011	47	39	83.0	468	445	468	1381
500	San Diego Metro Career & Tech	2012	52	47	90.4	466	449	480	1394
		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
		2011	105	22	21.0	411	401	405	1216
750	San Diego MVP Arts	2012	79	36	45.6	409	379	387	1174
		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
		2011	88	46	52.3	438	440	429	1306
753	San Diego Sci Tech	2012	92	41	44.6	418	454	411	1283

Loc	School	Year	Total Grade 12 Enrollment	Total Test Takers	Percent Test Takers	Critical Reading	Mathematics	Writing	Combined Score
		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
		2011	192	122	63.5	488	462	471	1420
368	SCPA	2012	169	102	60.4	504	478	495	1477
		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
		2011	552	405	73.4	552	579	544	1675
359	Scripps Ranch	2012	592	435	73.5	548	571	546	1666
		2010	8	5					
		2011	13	8	61.5				
503	SD Early/Middle College High	2012	36	22	61.1	488	453	463	1404
		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
		2011	380	188	49.5	515	528	502	1545
357	Serra	2012	406	232	57.1	490	517	484	1491
		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				
		2010	136	6	4.4				
		2011	133	6	4.5				
362	Twain	2012	105	10	9.5	422	417	407	1246
		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
		2011	438	291	66.4	518	533	515	1565
355	University City	2012	398	278	69.8	506	526	501	1533
		2007	2	0					
		2008	1	0					
		2010	2	0					
		2011	1	0					
297	Whittier	2012	5	0					