



## **SAT Results of District Graduates, 2009 to 2014**

The College Board SAT tests are taken by high school students around the world to meet undergraduate admission application requirements of colleges and universities in the United States. The tests are administered multiple times each year and most students take it at least once during their junior and senior years.

This report focuses on SAT participation and performance data of 2013–14 San Diego Unified School District (SD Unified) high school graduates. It disaggregates data by school type, school, and selected student demographic and program participation attributes such as race/ethnicity, eligibility for free or reduced-price meals, and English language proficiency. Individual school data are included in the Appendix.

### **Data Notes**

---

This report includes the latest SAT results available for each student at the time of graduation. Consistent with the state definition, graduates include (1) recipients of a district high school diploma, (2) Joint Diploma Program (JDP) graduates, and (3) those who passed the California High School Proficiency Examination (CHSPE). Participation rates represent percentages of graduates who have taken the SAT at least once in high school. Performance data include averages of overall composite scores and of each tested component—critical reading, mathematics, and writing—for the latest set of results available for each student upon graduation from the district. Scale scores for each subject area range from 200 to 800; overall composite scores range from 600 to 2400. Demographic and program attributes of graduates

used to disaggregate SAT results are based on each student's data in district student information systems at the time of graduation. Data for "All Schools" include district-managed, charter, and non-public schools.

Comparison SAT data for California and national public schools were taken from published College Board *College-Bound Seniors* reports. Per the College Board, "*College-Bound Seniors presents data on high school graduates in the year 2014 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized.*" It is important to note that the College Board's identification of "college-bound seniors" or "graduates" relies on student self-reported anticipated graduation year at the time of testing; district graduate identification is based on actual graduation data in district information systems.

## Overview of the SAT

---

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

## The Newly Redesigned SAT

---

The current SAT will be replaced by a redesigned version in March 2016. As such, SAT results for graduates in 2015–16 will include results from the current and redesigned versions. The College Board compared the two versions on their website (Tables 1 and 1a).<sup>1</sup> The new SAT

---

<sup>1</sup> Tables 2 and 2a were taken from the College Board webpage: <https://collegereadiness.collegeboard.org/sat/inside-the-test/compare-current-new-specifications>.

combines score reporting for critical reading and writing, thus reverting back to a composite scale score maximum of 1600—200 to 800 for Reading and Writing and 200 to 800 for Mathematics. The essay portion will be optional.

Table 1  
Comparison of Major Features: Current SAT and New SAT

Category	Current SAT	New SAT
Total Testing Time	3 hours and 45 minutes	3 hours (plus 50 minutes for the optional essay)
Components	<ol style="list-style-type: none"> <li>1. Critical Reading</li> <li>2. Writing</li> <li>3. Mathematics</li> <li>4. Essay</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence-Based Reading and Writing: Reading, Writing, and Language Test</li> <li>2. Math</li> <li>3. Essay (optional)</li> </ol>
Important Features	<ul style="list-style-type: none"> <li>• Emphasis on general reasoning skills</li> <li>• Emphasis on vocabulary, often in limited contexts</li> <li>• Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores)</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success</li> <li>• Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact</li> <li>• Rights-only scoring (no penalty for guessing)</li> </ul>
Essay	<ul style="list-style-type: none"> <li>• Required and given at the beginning of the SAT</li> <li>• 25 minutes to write the essay</li> <li>• Tests writing skill; students take a position on a presented issue</li> </ul>	<ul style="list-style-type: none"> <li>• Optional and given at the end of the SAT; postsecondary institutions determine whether the Essay is required for admission.</li> <li>• 50 minutes to write the essay</li> <li>• Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text</li> </ul>
Score Reporting	<ul style="list-style-type: none"> <li>• Scale ranging from 600 to 2400</li> <li>• Scale ranging from 200 to 800 for Critical Reading; 200 to 800 for Mathematics; 200 to 800 for Writing</li> <li>• Essay results scaled to multiple-choice Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Scale ranging from 400 to 1600</li> <li>• Scale ranging from 200 to 800 for Evidence-Based Reading and Writing; 200 to 800 for Math; 2 to 8 on each of three dimensions for Essay</li> <li>• Essay results reported separately</li> </ul>
Subscore Reporting	None	Subscores for every test, providing added insight for students, parents, admission officers, educators, and counselors

Table 1a  
Comparison of Time Allotted and Number of Items: Current SAT and New SAT

Component	Current SAT		Component	New SAT	
	Minutes Allotted	# of Items		Minutes Allotted	# of Items
Critical Reading	70	67	Reading	65	52
Writing	60	49	Writing and Language	35	44
Essay	25	1	Essay (optional)	50	1
Mathematics	70	54	Math	80	58
Total	225	171	Total	180 (230 w/ Essay)	154 (155 w/ essay)

Demographics of District Graduates

In 2013–14, the district had 8,043 graduates (Table 2<sup>2</sup>), with 18.5 percent of graduates from district-authorized charter schools. Similar to the district’s overall student population, Hispanic students comprised the largest racial/ethnic group (43 percent), followed by White students (25 percent), then by African American students (10 percent). Filipino and Indochinese students were the fourth and fifth largest groups, respectively, each comprising roughly 7 percent of graduates. Pacific Islander and Native American students together made up roughly 1 percent of graduates.

Roughly six of every 10 graduates were eligible for free or reduced-price meals at the time of graduation and roughly 3 of every 10 graduates were identified for the district’s Gifted and Talented Education (GATE) program. Four percent of graduates experienced a form of homelessness at some point during the 2013–14 school year; less than half a percent were in foster care. For district-managed schools, four of every 10 graduates (39.4 percent) were English learners or reclassified (former) English learners, and roughly 5 percent belonged to households affiliated with the military.

Table 2  
Demographic Composition of 2013–14 Graduates

GROUP	GRADUATES					GRADUATES WHO TOOK THE SAT				
	TOTAL		District	Charter	NPS	TOTAL		District	Charter	NPS
	N	PCT				N	PCT			
TOTAL	8,043	100.0	6,543	1,487	13	4,751	100.0	4,057	694	0
<b>Gender</b>										
Female	4,189	52.1	51.3	55.6	23.1	2,639	55.5	55.6	55.0	--
Male	3,854	47.9	48.7	44.4	76.9	2,112	44.5	44.4	45.0	--

<sup>2</sup> In this report, all graduates from Provision 2 schools are counted as meal-eligible. Language fluency and military status data for charter schools are suppressed due to incomplete data.

Table 2  
Demographic Composition of 2013–14 Graduates

GROUP	GRADUATES					GRADUATES WHO TOOK THE SAT				
	TOTAL		District	Charter	NPS	TOTAL		District	Charter	NPS
	N	PCT				N	PCT			
<b>Race/Ethnicity</b>										
African American	816	10.1	9.9	11.2	7.7	460	9.7	9.3	12.0	--
Asian	249	3.1	3.4	1.9	7.7	208	4.4	4.7	2.7	--
Filipino	591	7.3	8.4	2.9	0.0	396	8.3	9.2	3.3	--
Hispanic	3,450	42.9	40.4	54.3	15.4	1,662	35.0	31.8	53.3	--
Indochinese	531	6.6	7.7	2.0	0.0	414	8.7	9.6	3.7	--
Native American	21	0.3	0.2	0.5	0.0	10	0.2	0.2	0.3	--
Pacific Islander	60	0.7	0.7	0.8	0.0	32	0.7	0.7	0.6	--
White	1,974	24.5	24.7	23.3	69.2	1,341	28.2	29.4	21.3	--
Multiracial	351	4.4	4.6	3.2	0.0	228	4.8	5.2	2.7	--
<b>Eligibility for Free or Reduced-Price Meals</b>										
Not FRPM	3,360	41.8	41.1	44.3	92.3	2,215	46.6	48.2	37.5	--
FRPM	4,683	58.2	58.9	55.7	7.7	2,536	53.4	51.8	62.5	--
<b>Individualized Education Program (IEP)</b>										
Without IEP	7,383	91.8	92.4	90.1	0.0	4,559	96.0	96.8	90.9	--
With IEP	660	8.2	7.6	9.9	100.0	192	4.0	3.2	9.1	--
<b>English Language Proficiency</b>										
English Only	--	--	49.4	--	92.3	--	--	53.9	--	--
Initially Fluent	--	--	11.1	--	0.0	--	--	12.7	--	--
Reclassified EL	--	--	34.4	--	0.0	--	--	31.5	--	--
English Learner	--	--	5.0	--	7.7	--	--	1.9	--	--
Not Assessed/SpEd	--	--	0.0	--	0.0	--	--	0.0	--	--
<b>Homeless Status</b>										
Not Homeless	7,697	95.7	95.2	98.0	100.0	4,613	97.1	96.7	99.3	--
Homeless	346	4.3	4.8	2.0	0.0	138	2.9	3.3	0.7	--
<b>Foster Status</b>										
Not Foster	8,019	99.7	99.8	99.4	100.0	4,744	99.9	99.9	99.6	--
Foster	24	0.3	0.2	0.6	0.0	7	0.1	0.1	0.4	--
<b>Military Status</b>										
Not Military	--	--	94.9	--	84.6	--	--	94.7	--	--
Military	--	--	5.1	--	15.4	--	--	5.3	--	--
<b>Gifted and Talented Education (GATE)</b>										
Not GATE	5,638	70.1	67.8	80.4	69.2	2,842	59.8	57.9	71.0	--
GATE Cluster	1,799	22.4	23.9	15.5	23.1	1,393	29.3	30.5	22.6	--
GATE Seminar	606	7.5	8.3	4.1	7.7	516	10.9	11.6	6.3	--

SAT Results

Similar to the previous year, six of every ten 2013–14 district graduates (59.1 percent) took the SAT at least once in high school. The participation rate for graduates at district-managed schools also remained unchanged at 62 percent, while the participation rate for charter school graduates rose by 4 points to 47 percent (Figure 1).

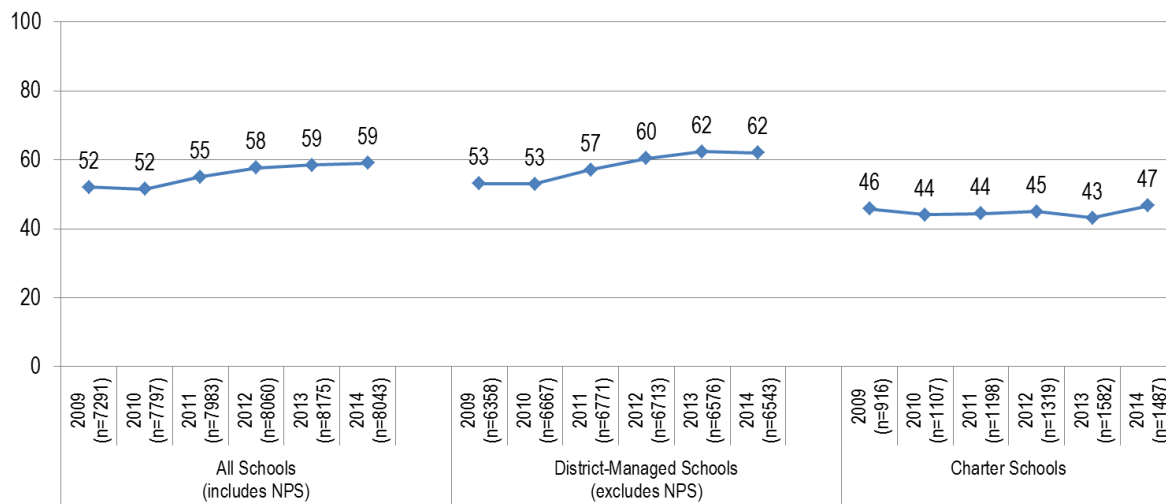


Figure 1. Overall SAT participation rates of graduates by school charter status, 2009–2014.

Average district scores continue to be slightly lower than national public school and California public school averages. In 2014, despite the 11-point increase in the average composite score of district graduates from 1455 to 1465,<sup>3</sup> the district composite score is 6 points lower than the comparable figure for national public schools and 22 points lower than for California public schools (Tables 3/3a and Figures 2–5).

Unlike scores for national public, California public, and the district overall, subject-area and composite scores for 2014 graduates at district-managed schools both registered 1-year

<sup>3</sup> Some reported differences may not appear to match detail due to rounding.

SAT Results of District Graduates, 2009 to 2014

and 5-year score gains. On the other hand, scores for charter school graduates have declined for both time periods, with steadily decreasing scores since 2012. Contributing to the decline in charter school scores are schools with high testing rates that serve large proportions of lower-performing students. Another contributing factor are substantial score declines since 2012 for a few charter schools with relatively large numbers of graduates.

Table 3  
SAT Participation and Performance Districtwide

Year	Total Graduates	Took SAT		Critical Reading	Math	Writing	Composite Score	1-Year Diff	5-Year Diff
		N	Pct						
<b>All Schools</b>									
2009	7,291	3,795	52.1	490	499	481	1470		
2010	7,797	4,018	51.5	487	498	477	1462	(8)	
2011	7,983	4,396	55.1	491	504	484	1479	17	
2012	8,060	4,654	57.7	482	497	476	1456	(23)	
2013	8,175	4,784	58.5	482	499	474	1455	(1)	
2014	8,043	4,751	59.1	487	500	479	1465	11	(5)
<b>District-Managed Schools (excludes Non-Public Schools)</b>									
2009	6,358	3,376	53.1	487	497	479	1463		
2010	6,667	3,530	52.9	484	497	475	1455	(8)	
2011	6,771	3,864	57.1	489	504	480	1473	18	
2012	6,713	4,060	60.5	483	498	476	1456	(17)	
2013	6,576	4,101	62.4	486	503	477	1466	9	
2014	6,543	4,057	62.0	491	506	484	1481	15	18
<b>Charter Schools</b>									
2009	916	419	45.7	511	513	502	1526		
2010	1,107	488	44.1	508	507	498	1512	(14)	
2011	1,198	532	44.4	506	508	506	1520	8	
2012	1,319	594	45.0	481	494	480	1455	(65)	
2013	1,582	683	43.2	462	471	457	1390	(65)	
2014	1,487	694	46.7	459	463	452	1374	(16)	(152)



Table 3a

SAT Average Scale Scores: National Public, California Public, and SD Unified Schools

Content Area and Jurisdiction	Graduation Year						Difference	
	2009	2010	2011	2012	2013	2014	1-yr	5-yr
<b>Composite Score (600 to 2400)</b>								
National Public	1493	1497	1483	1477	1474	1471	(3.0)	(22.0)
California Public	1500	1520	1501	1492	1489	1487	(2.0)	(13.0)
SD Unified: All Schools	1470	1462	1479	1456	1455	1465	10.6	(4.9)
District-Managed Only	1463	1455	1473	1456	1466	1481	15.4	17.7
Charter Only	1526	1512	1520	1455	1390	1374	(16.0)	(152.0)
<b>Critical Reading (200 to 800)</b>								
National Public	496	498	494	491	491	492	1.0	(4.0)
California Public	495	501	494	491	492	492	0.0	(3.0)
SD Unified: All Schools	490	487	491	482	482	487	4.4	(3.3)
District-Managed Only	487	484	489	483	486	491	5.7	4.0
Charter Only	511	508	506	481	462	459	(2.8)	(51.7)
<b>Mathematics (200 to 800)</b>								
National Public	510	511	506	505	503	501	(2.0)	(9.0)
California Public	512	520	513	510	508	506	(2.0)	(6.0)
SD Unified: All Schools	499	498	504	497	499	500	1.0	0.6
District-Managed Only	497	497	504	498	503	506	2.7	8.6
Charter Only	513	507	508	494	471	463	(8.3)	(50.4)
<b>Writing (200 to 800)</b>								
National Public	487	488	483	481	480	478	(2.0)	(9.0)
California Public	493	499	494	491	489	489	0.0	(4.0)
SD Unified: All Schools	481	477	484	476	474	479	5.2	(2.2)
District-Managed Only	479	475	480	476	477	484	7.0	5.0
Charter Only	502	498	506	480	457	452	(4.8)	(50.0)

## SAT Results of District Graduates, 2009 to 2014

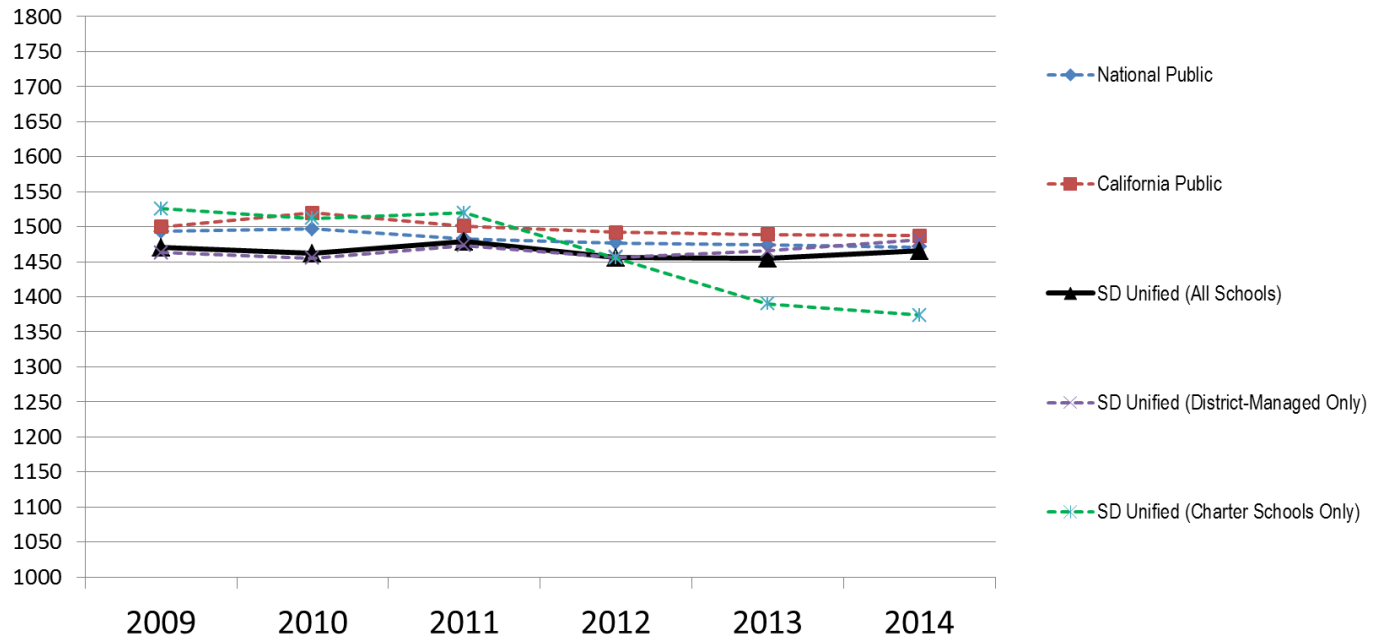


Figure 2. Average SAT composite scores of graduates, 2009–2014.

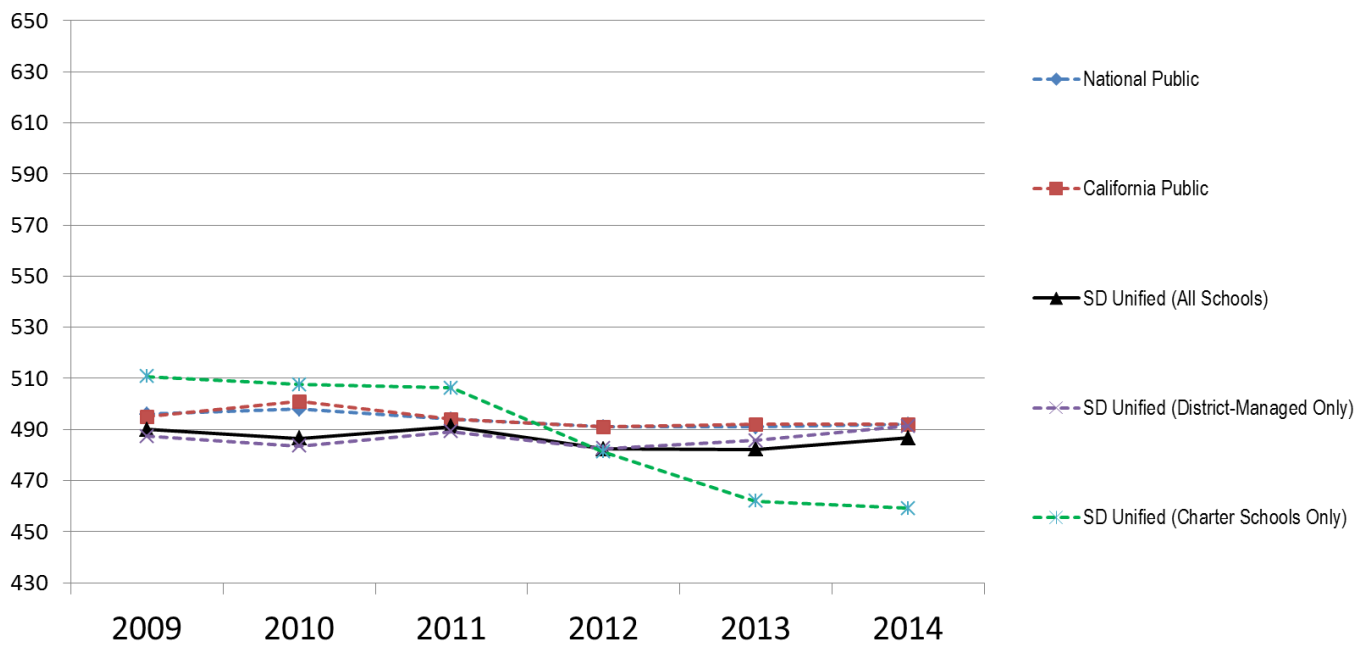


Figure 3. Average SAT critical reading scores of graduates, 2009–2014.

## SAT Results of District Graduates, 2009 to 2014

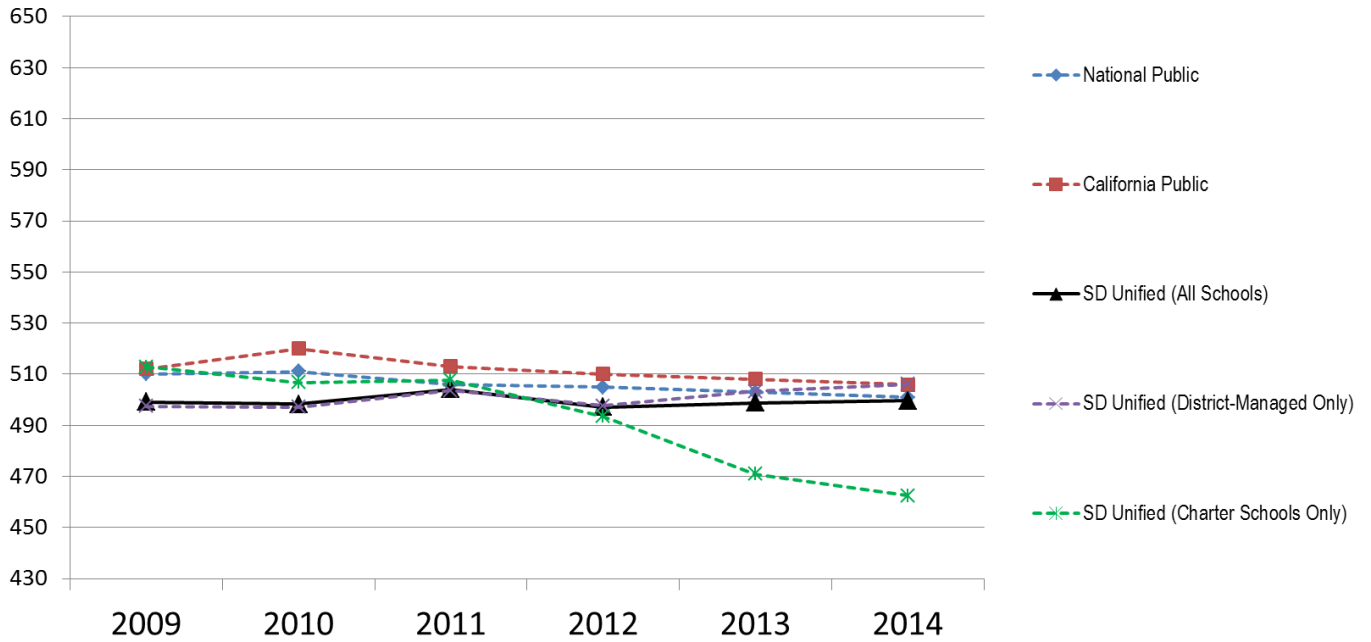


Figure 4. Average SAT mathematics scores of graduates, 2009–2014.

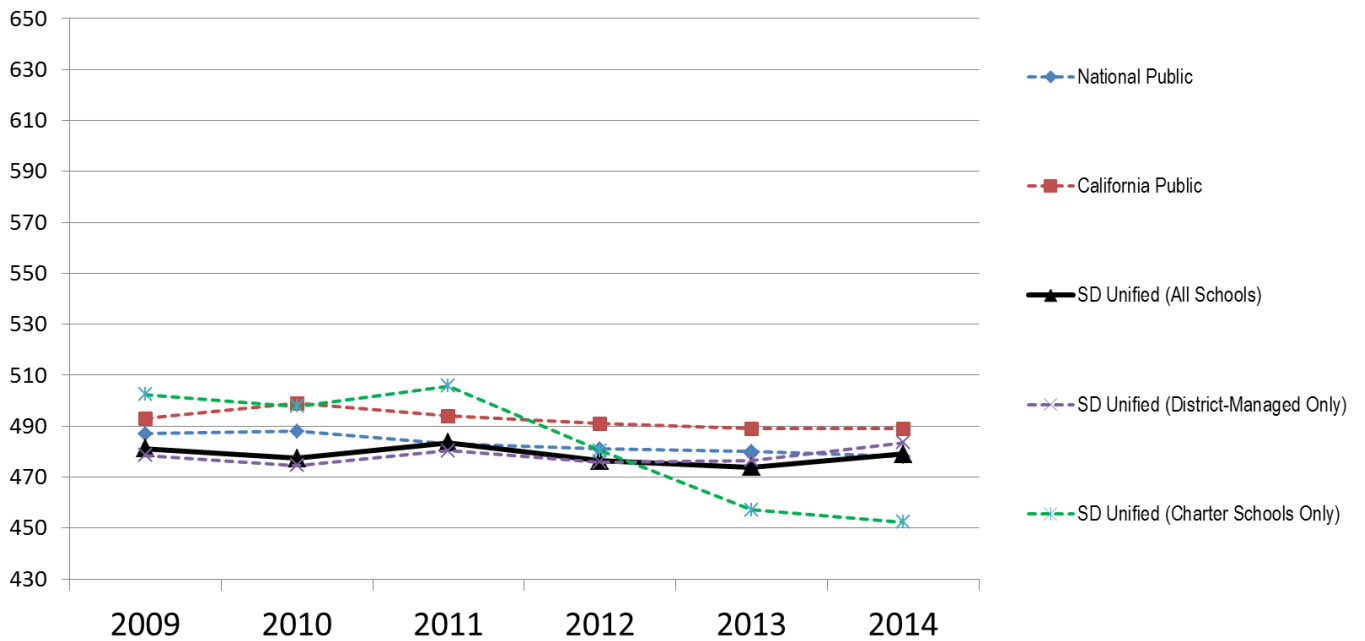


Figure 5. Average SAT writing scores of graduates, 2009–2014.

## SAT Results of District Graduates, 2009 to 2014

*Results by Gender.* Similar to the overall district rate, participation rates for males and females remained largely unchanged in 2013–14, with female graduates continuing to have higher participation rates than male graduates (Figure 6). A larger single-year composite score gain of 19 points for female graduates compared to a single-point gain for male graduates reduced the performance gap between gender groups from 43 to 25 points (Figure 7).

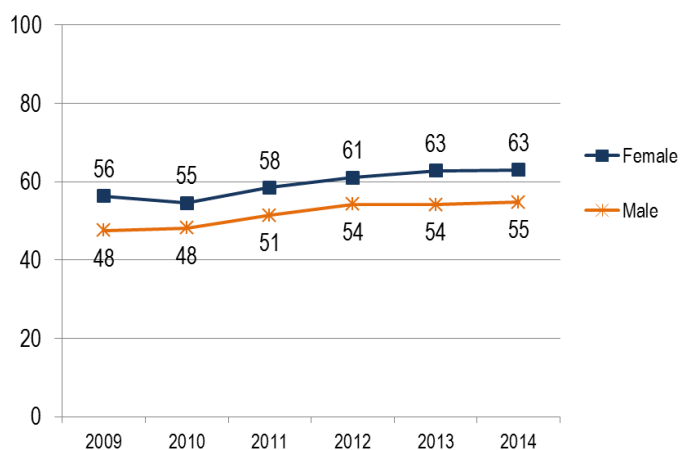


Figure 6. SAT participation rate by gender.

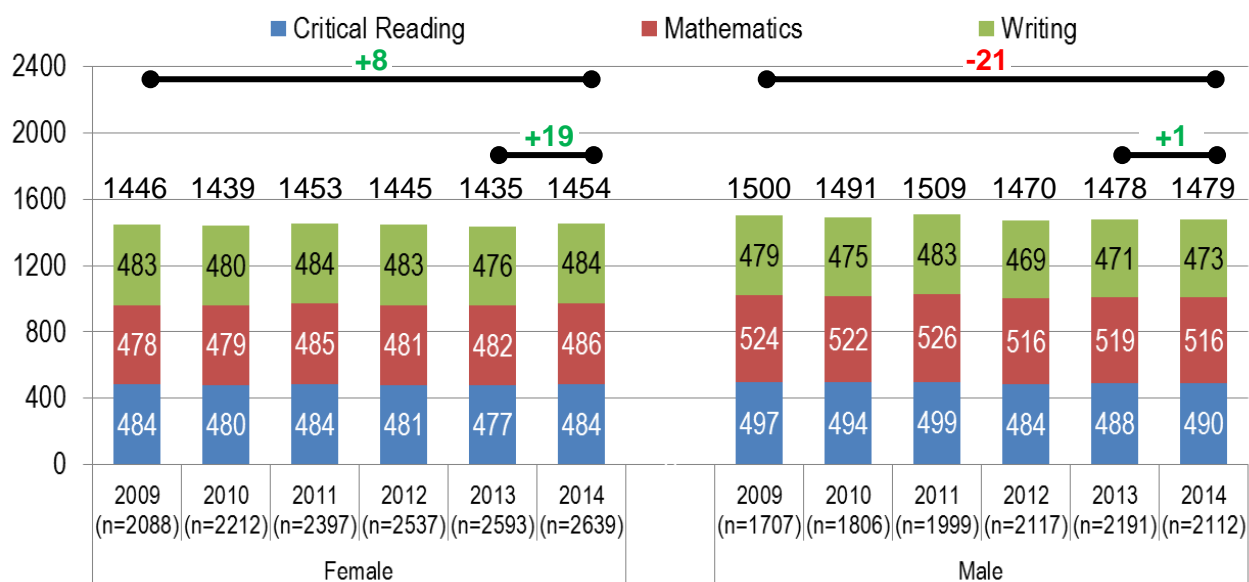


Figure 7. SAT performance by gender.

*Results by Race/Ethnicity.* Asian graduates continued to have the highest participation rate (84 percent), followed closely by Indochinese (78 percent). White, Filipino, and Multiracial graduates followed with rates in the mid- to upper-60s. African American and Hispanic graduates had SAT participation rates of 56 and 48 percent, respectively. As the district has few Pacific American and Native American students, participation rates for these groups tend to fluctuate widely. For 2014, these groups had rates of 53 and 48 percent, respectively (Table 4 and Figure 8).

Table 4  
SAT Test Taker Counts by Racial/Ethnic Group

Year	Total	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
2009	3,795	434	206	390	1,047	299	21	22	1,376	
2010	4,018	470	219	405	1,170	321	22	32	1,316	63
2011	4,396	498	211	434	1,334	332	18	30	1,438	101
2012	4,654	545	215	417	1,497	345	20	31	1,448	136
2013	4,784	489	207	421	1,575	387	14	28	1,485	178
2014	4,751	460	208	396	1,662	414	10	32	1,341	228
<b>1-yr diff</b>	<b>(33)</b>	<b>(29)</b>	<b>1</b>	<b>(25)</b>	<b>87</b>	<b>27</b>	<b>(4)</b>	<b>4</b>	<b>(144)</b>	<b>50</b>
<b>5-yr diff</b>	<b>956</b>	<b>26</b>	<b>2</b>	<b>6</b>	<b>615</b>	<b>115</b>	<b>(11)</b>	<b>10</b>	<b>(35)</b>	<b>--</b>

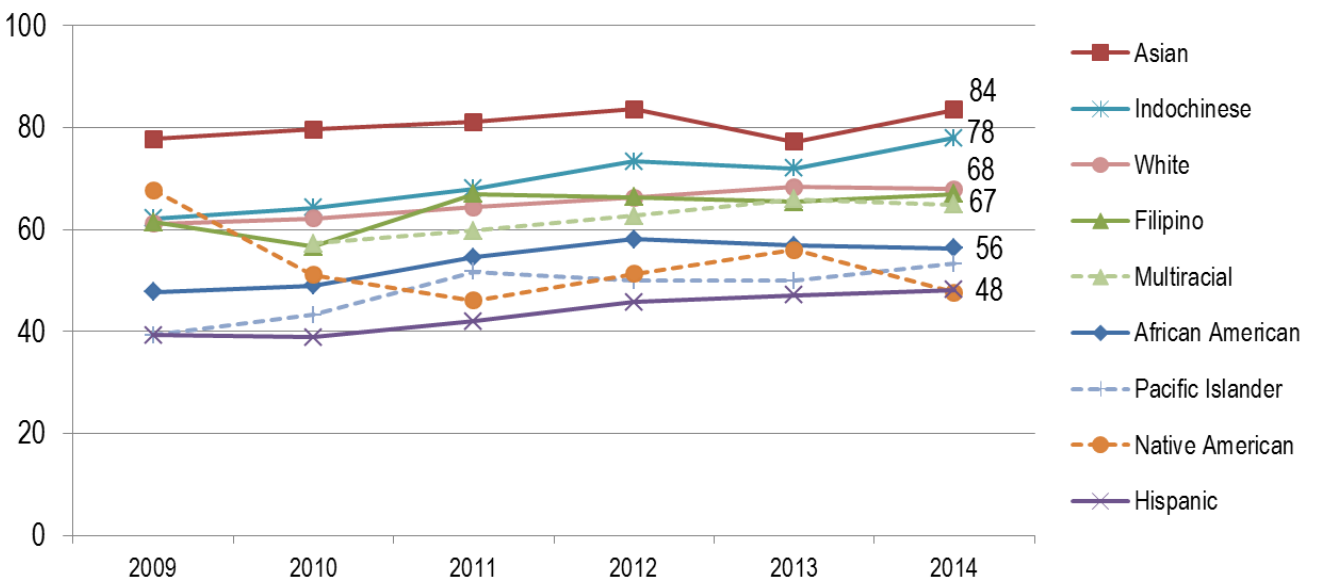


Figure 8. SAT participation rate by racial/ethnic group, 2009–2014.

## SAT Results of District Graduates, 2009 to 2014

The bubble graph below (Figure 9) illustrates the variability in participation rates and student counts among the different racial/ethnic groups. Consistent with the demographics of district enrollment, Hispanic students made up the largest proportion of district graduates in 2014 (43 percent) but, along with Native American students, continued to have the lowest SAT participation rate.

African American, Asian, Filipino, Hispanic, Pacific Islander, and White graduates had higher SAT composite scores than prior year graduates, with African American, Asian, Filipino, and Hispanic graduates posting double-digit gains; African American and Filipino graduates posted gains of 44 and 70 points, respectively. Indochinese and multiracial graduates had the largest single-year decline in scores—23 and 21 points, respectively (Table 5).

Asian students continued to have the highest composite score of all racial/ethnic groups and White students the second highest score. African American, Hispanic, and Pacific Islander students continued to have the lowest scores among the racial/ethnic groups. Despite gains made by African American graduates in 2014, the gap in average composite scores between the highest and lowest performing groups (Asian and African American) still exceeds 400 points, with the largest difference in mathematics (169 scale score points) (Figure 10).

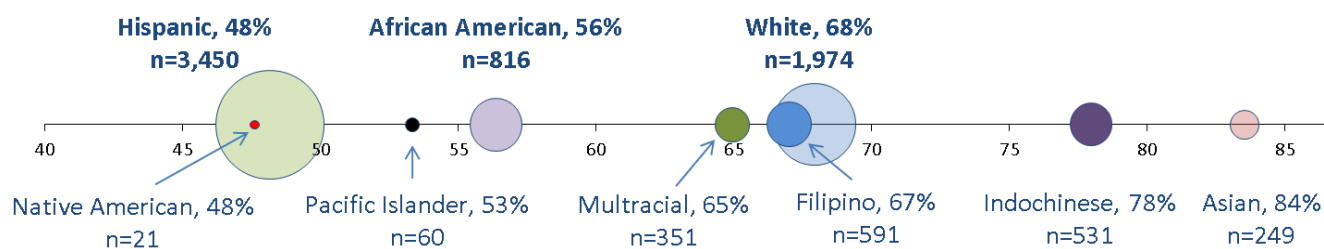


Figure 9. SAT participation rate with group counts by racial/ethnic group, 2014.

Table 5  
SAT Results by Racial/Ethnic Group

Year	Total Graduates	Took SAT		Critical Reading	Math	Writing	Composite Score	1-yr Diff	5-yr Diff
		N	Pct						
<b>African American</b>									
2009	909	434	48	423	415	413	1252		
2010	959	470	49	426	417	411	1254	2	
2011	912	498	55	435	429	426	1290	36	
2012	937	545	58	422	421	420	1263	(27)	
2013	860	489	57	423	416	410	1249	(13)	
2014	816	460	56	438	430	426	1294	44	42
<b>Asian</b>									
2009	265	206	78	546	605	545	1696		
2010	275	219	80	547	589	540	1676	(20)	
2011	260	211	81	546	600	553	1699	23	
2012	257	215	84	537	590	539	1665	(33)	
2013	268	207	77	550	602	539	1690	25	
2014	249	208	84	553	599	551	1703	13	7
<b>Filipino</b>									
2009	634	390	62	478	493	465	1436		
2010	715	405	57	476	497	464	1438	1	
2011	648	434	67	481	505	471	1457	19	
2012	628	417	66	474	496	464	1434	(22)	
2013	643	421	65	465	494	454	1413	(21)	
2014	591	396	67	487	515	482	1483	70	47
<b>Hispanic</b>									
2009	2,666	1047	39	446	448	441	1336		
2010	3,007	1170	39	441	451	438	1330	(5)	
2011	3,175	1334	42	447	457	443	1347	17	
2012	3,266	1497	46	438	451	436	1326	(21)	
2013	3,343	1575	47	436	450	434	1320	(5)	
2014	3,450	1662	48	446	453	441	1340	19	4
<b>Indochinese</b>									
2009	481	299	62	471	509	457	1436		
2010	499	321	64	469	512	457	1438	2	
2011	488	332	68	478	529	471	1477	39	
2012	470	345	73	473	527	470	1470	(8)	
2013	537	387	72	475	530	462	1467	(2)	
2014	531	414	78	465	519	460	1444	(23)	8

Table 5  
SAT Results by Racial/Ethnic Group

Year	Total Graduates	Took SAT		Critical Reading	Math	Writing	Composite Score	1-yr Diff	5-yr Diff
		N	Pct						
<b>Native American</b>									
2009	31	21	68	519	527	505	1550		
2010	43	22	51	505	516	476	1498	(53)	
2011	39	18	46	537	511	520	1568	71	
2012	39	20	51	519	504	497	1519	(49)	
2013	25	14	56	505	489	477	1471	(48)	
2014	21	10	48	501	507	458	1466	(5)	(84)
<b>Pacific Islander</b>									
2009	56	22	39	470	493	469	1431		
2010	74	32	43	455	474	447	1376	(56)	
2011	58	30	52	491	481	482	1453	78	
2012	62	31	50	447	475	454	1375	(78)	
2013	56	28	50	464	471	440	1375	(0)	
2014	60	32	53	459	468	455	1382	7	(50)
<b>White</b>									
2009	2249	1376	61	543	548	533	1624		
2010	2115	1316	62	546	551	535	1632	7	
2011	2234	1438	64	548	553	535	1636	5	
2012	2184	1448	66	544	552	534	1630	(7)	
2013	2173	1485	68	544	552	534	1630	0	
2014	1974	1341	68	547	552	535	1634	5	10
<b>Two or more races</b>									
2010	110	63	57	498	518	479	1495		
2011	169	101	60	512	523	501	1537	42	
2012	217	136	63	517	515	494	1526	(11)	
2013	270	178	66	519	534	504	1558	32	
2014	351	228	65	510	522	505	1536	(21)	N/A



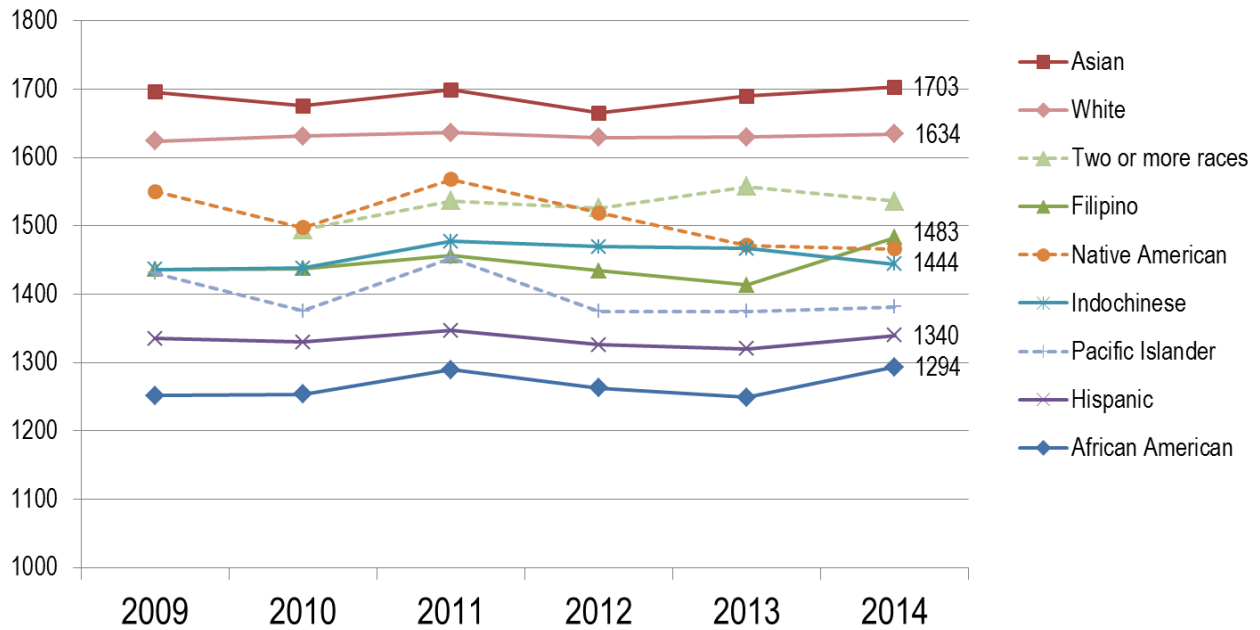


Figure 10. SAT average composite score by racial/ethnic group.

Among the three largest racial/ethnic groups in the district—Hispanic, White, and African American—White students continued to have the highest scores, followed by Hispanic and then by African American students. Further disaggregating results by meal eligibility status shows similar patterns and trends (Figure 11).

*Results by Meal Eligibility (District-Managed Schools Only).* Participation rates continue to increase for non-meal eligible students. Seventy-three percent of the 2014 non-meal eligible graduates at district-managed schools took the SAT compared to 55 percent for their meal-eligible counterparts (Figure 12).

Results by meal eligibility (district-managed schools only) showed both 1-year and 5-year score gains for both groups overall, with meal-eligible students posting larger gains than non-meal eligible students (Table 6 and Figures 13 and 14). Non-meal-eligible students continued to outperform their meal-eligible counterparts, scoring at least 74 points higher in each section of the SAT.

# SAT Results of District Graduates, 2009 to 2014

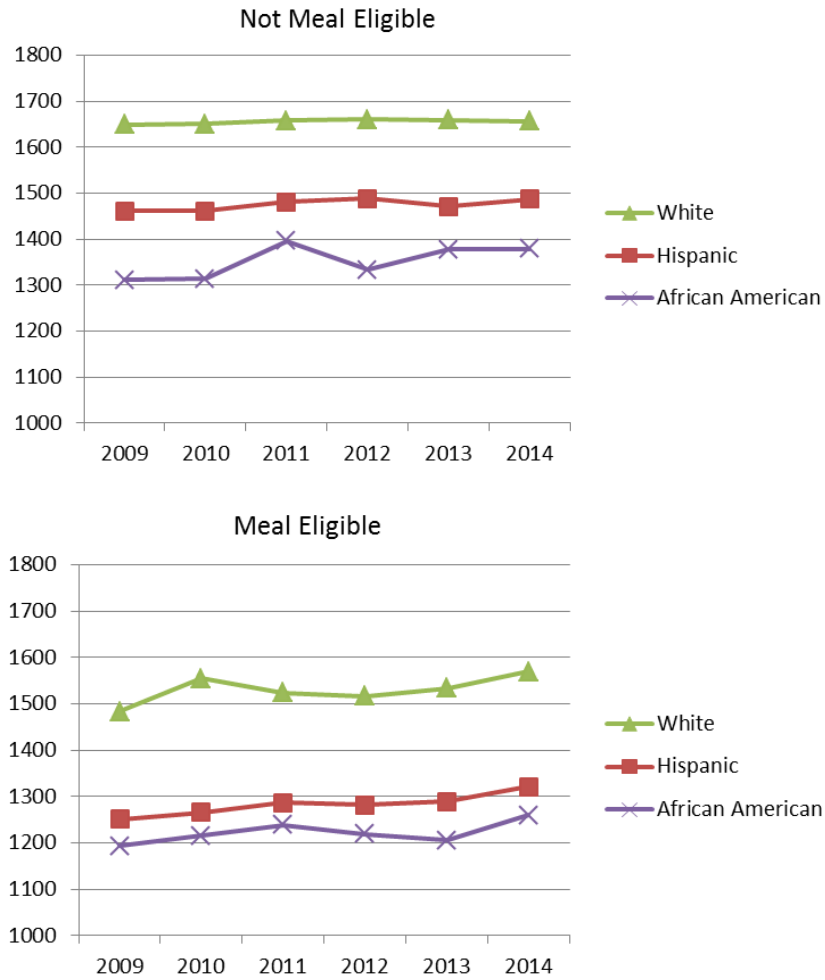


Figure 11. SAT average composite score by racial/ethnic group and meal status.

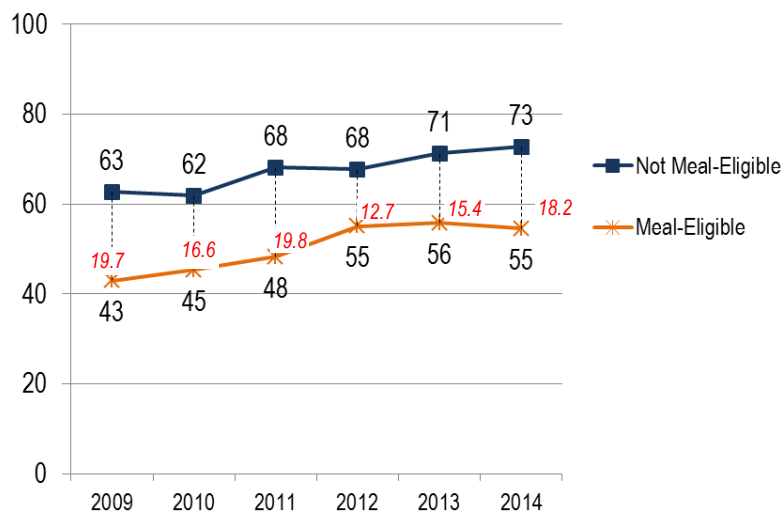


Figure 12. SAT participation rate by meal status (district-managed schools only)

Over recent years, there has been a gradual narrowing of the performance gap between meal-eligible and non-meal eligible graduates, from 277 points in 2009 to 227 in 2014. The narrowing gap could be partially explained by increasing numbers of district schools with Provision 2 status (i.e., schools where all students are eligible to receive free meals without needing to submit annual income verification forms) resulting in increasing numbers of students being categorized as “meal-eligible” despite not meeting the same income requirements as meal-eligible students from non-Provision 2 schools. For example, San Diego International Studies is one of the district’s higher-performing high schools and became a Provision 2 school in 2009–10. Less than half of its students met income requirements for its Provision 2 base-year data in 2008–09, yet all of its students continue to be counted as meal-eligible each year.

Table 6  
SAT Results by Meal Eligibility Status (district-managed schools only)

Year	Total Graduates	Took SAT		Critical Reading	Math	Writing	Composite Score	1-yr Diff	5-yr Diff
		N	Pct						
<b>Meal-Eligible</b>									
2009	3,106	1,336	43	431	441	424	1296		
2010	3,605	1,634	45	435	448	430	1313	18	
2011	3,785	1,830	48	442	456	437	1334	21	
2012	3,870	2,133	55	440	457	434	1331	(3)	
2013	3,787	2,114	56	442	464	436	1342	11	
2014	3,854	2,102	55	454	470	448	1372	29	76
<b>Not Meal Eligible</b>									
2009	3,252	2,040	63	524	534	514	1573		
2010	3,062	1,896	62	525	539	513	1577	4	
2011	2,986	2,034	68	532	547	520	1598	21	
2012	2,843	1,927	68	530	543	522	1594	(4)	
2013	2,789	1,987	71	532	545	520	1597	2	
2014	2,689	1,955	73	532	545	522	1599	2	26

### SAT Results of District Graduates, 2009 to 2014

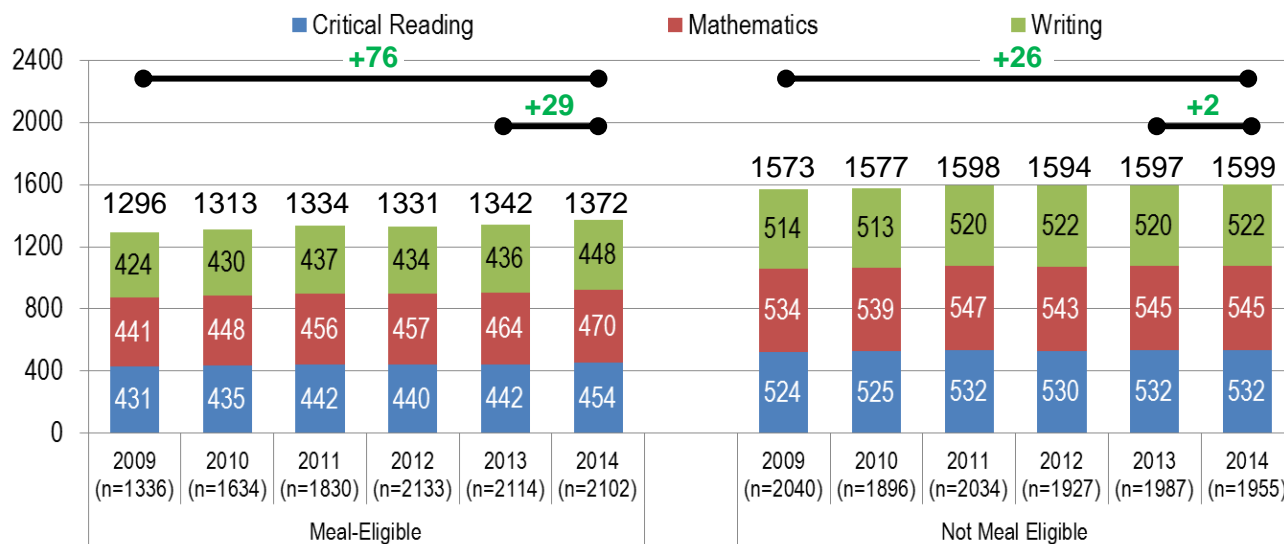


Figure 13. SAT average scores by meal status (district-managed schools only).

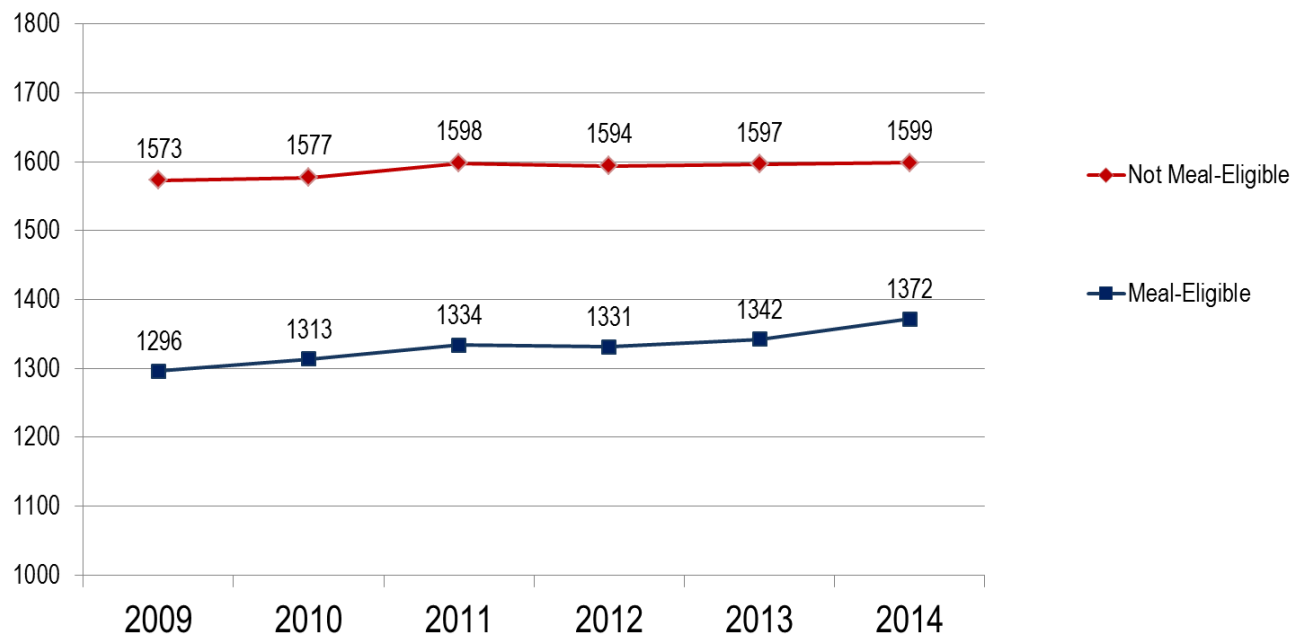


Figure 14. SAT average composite scores by meal status (district-managed schools only).

*Results by Language Fluency (district-managed schools only).* Initially Fluent English Proficient (IFEP) and Reclassified Fluent English Proficient (RFEP)<sup>4</sup> graduates from 2014 posted double-digit 1-year and 5-year gains in their average SAT scores. Not surprisingly, English learners (ELs) continue to have the lowest scores among all groups examined in this report and, as a group, suffered a 16-point single-year score decline and a 91-point 5-year score decline. For the past seven years, all EL average section scores have remained below 385, and their composite scores have been under 1000 for the past two years.

Among the three fluent English student groups, former English learners (Reclassified ELs or RFEP) continued to be outperformed by their initially fluent non-English primary language (FEP/Non-English or IFEP) counterparts and native English-speaking students (FEP/English or “English Only”). This pattern challenges the assumption that reclassified English learners can perform at parity with their initially fluent English (IFEP and “English Only”) peers (Table 7 and Figures 15 and 16).

IFEPs have consistently been outperformed by their English Only counterparts until 2013–14, when a single-year increase of 81 points in the IFEP composite score enabled it to overtake English Only students. It should be pointed out that there was also a substantial and significant change in IFEP counts in 2013–14 compared to previous years.

The current language assessment used by the state, California English Language Development Test (CELDT), was first administered in 2001–02, when the bulk of the 2013–14 graduates first entered kindergarten. That first year of CELDT administration resulted in the increased identification of English learners and a corresponding decrease in the designation of IFEPs. This meant that students who, prior to the CELDT, would have been designated as IFEP

---

<sup>4</sup> 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. Reclassified Fluent English Proficient (RFEP) students are former English learners (EL) who have successfully acquired English language fluency and are no longer in need of EL services.

SAT Results of District Graduates, 2009 to 2014

were now designated as ELs, resulting in larger counts of former ELs (RFEPs) years down the road, while a smaller, arguably more high-performing IFEP group was left. This would largely explain the substantial gains in IFEP and RFEP performance as well as the change in counts between the two groups for the 2014 graduates.

Table 7  
SAT Results by Language Fluency (district-managed schools only)

Year	Total Graduates	Took SAT		Critical Reading	Math	Writing	Composite Score	1-yr Diff	5-yr Diff
		N	Pct						
<b>English Only</b>									
2009	3,200	1,889	59	514	517	503	1534		
2010	3,242	1,937	60	509	516	498	1523	(11)	
2011	3,367	2,157	64	516	521	503	1541	18	
2012	3,412	2,205	65	511	516	501	1528	(12)	
2013	3,345	2,279	68	515	522	503	1539	11	
2014	3,235	2,187	68	518	523	506	1547	8	13
<b>Initially Fluent/IFEP (Non-English Primary Language)</b>									
2009	907	563	62	500	515	490	1505		
2010	998	594	60	501	515	487	1502	(3)	
2011	1,020	671	66	496	515	491	1501	(1)	
2012	1,024	724	71	487	507	485	1479	(22)	
2013	1,030	717	70	497	520	488	1504	25	
2014	727	514	71	523	544	518	1585	81	79
<b>Reclassified Fluent/RFEP (Former English Learner)</b>									
2009	1,800	817	45	435	455	432	1322		
2010	1,926	907	47	433	459	432	1324	1	
2011	1,892	942	50	439	467	436	1342	18	
2012	1,890	1,035	55	433	464	431	1328	(14)	
2013	1,851	1,018	55	429	461	424	1314	(13)	
2014	2,250	1,279	57	443	470	443	1357	42	34
<b>English Learner/EL</b>									
2009	449	107	24	345	384	338	1068		
2010	500	91	18	337	365	328	1030	(38)	
2011	491	93	19	325	379	331	1035	6	
2012	385	94	24	316	369	321	1005	(30)	
2013	345	86	25	298	382	313	993	(12)	
2014	328	76	23	317	363	297	977	(16)	(91)

## SAT Results of District Graduates, 2009 to 2014

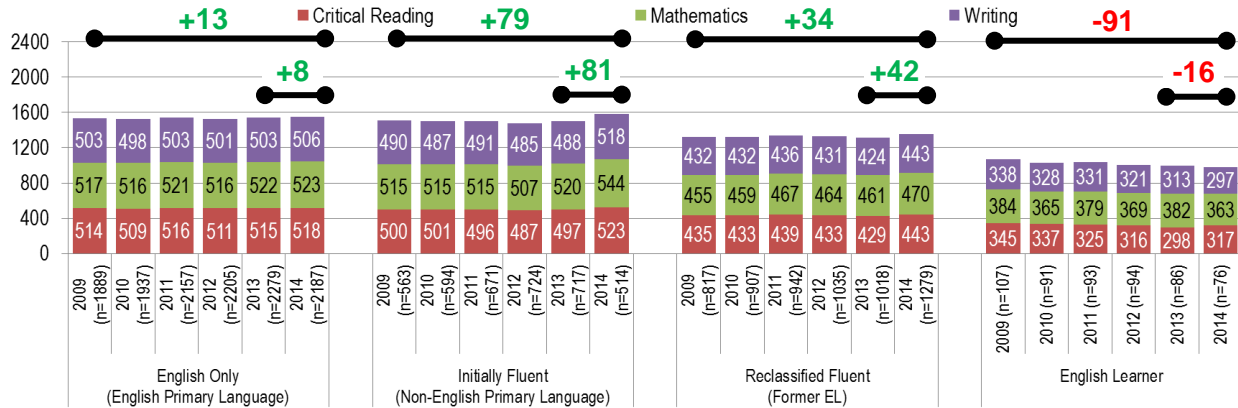


Figure 15. SAT average scores by language fluency status (district-managed schools only).

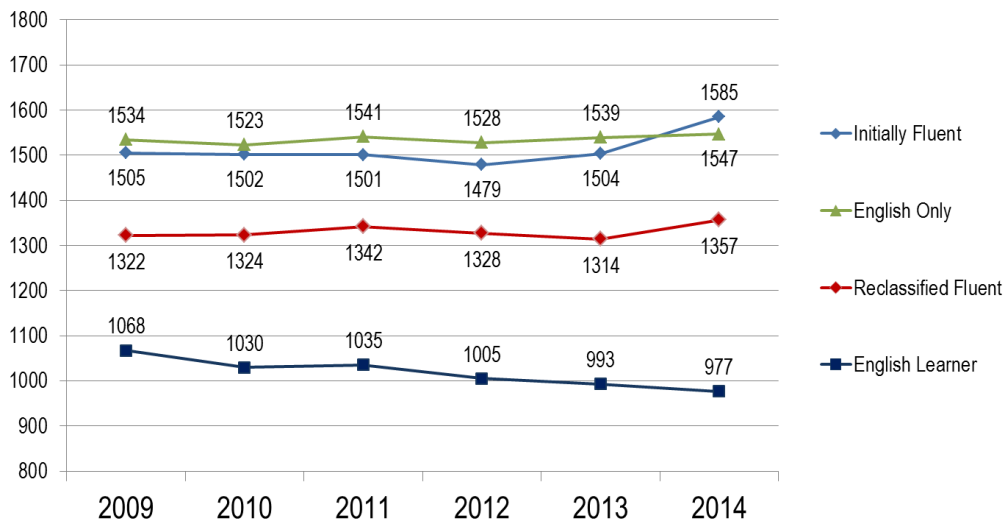


Figure 16. SAT average composite scores by language fluency (district-managed schools only).

*Results by GATE, IEP Status, Homeless and Foster Status, and Military Affiliation (district-managed schools only).* Table 8 shows the average SAT scores of 2014 graduates by military affiliation and homeless and foster status (district-managed schools only). Not surprisingly, students in the Gifted and Talented Education (GATE) program have the highest participation rate and average scores of these groups, while those with an Individualized Education Program (IEP) have the lowest (though not as low as those of English learners). Homeless and foster students also have relatively low participation rates and scores, although the small number of

## SAT Results of District Graduates, 2009 to 2014

foster test takers (n = 15) render the average score for this group quite volatile. Graduates affiliated with military families (n = 334) scored 1465 which is 16 points lower than the average for district-managed schools.

*Results by School.* Participation rates vary widely by school. Not surprisingly, alternative schools have a combined participation rate under 10 percent while regular high schools and those with atypical grade spans have average participation rates in the mid-60s. Individual school participation rates for district-managed non-alternative schools ranged from 32 percent (San Diego MVPA) to 91 percent (San Diego International Studies); for charter schools it ranged from 0 (Laurel Preparatory) to 98 percent (Gompers Preparatory). Of the 12 non-alternative charter schools, five schools—Gompers Preparatory, Preuss, High Tech High, High Tech High International, and High Tech High Media Arts—have participation rates of at least 89 percent.

Table 8  
2013–14 SAT Results by Student Group (District-Managed Schools Only)

Student Group (district-managed)	Total Graduates	Took SAT		Critical Reading	Math	Writing	Composite Score
		N	Pct				
<b>Gifted-Identified Status (GATE Program)</b>							
Not GATE	4,433	2,349	53.0	452	461	447	1359
All GATE	2,110	1,708	80.9	546	568	535	1648
Cluster	1,566	1,236	78.9	523	544	514	1581
Seminar	544	472	86.8	604	631	590	1825
<b>Individualized Education Program (IEP)</b>							
Without IEP	6,043	3,928	65.0	494	509	487	1490
With IEP	500	129	25.8	410	410	392	1212
<b>Homeless Status</b>							
Not Homeless	6,226	3,924	63.0	493	507	485	1485
Homeless	317	133	42.0	449	464	439	1351
<b>Foster Status</b>							
Not Foster	6,528	4,053	62.1	491	506	484	1481
Foster	15	4	26.7	463	435	453	1350
<b>Military Family</b>							
Not Military	6,209	3,844	61.9	491	506	484	1482
Military	334	213	63.8	492	501	471	1465



Performance results varied widely among individual schools. Eighteen of 35 schools with at least 10 SAT test takers in both 2013 and 2014 posted gains in their overall composite scores ranging from 2 to 145 points. Audeo, Morse, Health Sciences, and SD Early/Middle College led the group with gains of at least 100 points. The other 17 schools posted average composite score losses ranging from 8 to 72 points. Composite scores for Preuss and Kearny International Business declined by 72 and 67 points, respectively (Tables 9 and 10 and the Appendix).

Table 9  
2013–14 SAT Results by School

School	Total Graduates	Took SAT		Critical Reading	Math	Writing	Composite Score	
		N	Pct					
<b>REGULAR/NON-ALTERNATIVE SCHOOLS</b>								
332	Clairemont	256	121	47.3	497	500	486	1483
334	Crawford	231	120	51.9	396	443	394	1234
336	Henry	523	347	66.3	518	533	494	1546
338	Hoover	343	208	60.6	411	428	424	1263
504	iHigh Virtual Academy	24	9	37.5	556	504	537	1597
736	Kearny Construction Tech	60	34	56.7	411	421	415	1248
733	Kearny DMD	86	50	58.1	468	445	455	1369
735	Kearny Intl Business	108	67	62.0	460	486	452	1398
734	Kearny SCT	68	50	73.5	479	486	464	1430
342	La Jolla High	338	264	78.1	566	588	563	1717
637	Lincoln	298	168	56.4	401	418	397	1216
346	Madison	216	168	77.8	453	461	449	1363
349	Mira Mesa	608	359	59.0	497	522	482	1501
350	Mission Bay	274	158	57.7	452	459	434	1344
352	Morse	375	184	49.1	473	492	469	1434
395	Mt. Everest	45	23	51.1	553	526	547	1626
369	Muir	11	4	36.4	485	508	460	1453
354	Point Loma	401	303	75.6	503	509	491	1503
749	San Diego Bus/Leadership	106	55	51.9	396	417	409	1222
744	San Diego Int'l Studies	130	118	90.8	524	525	541	1591
500	San Diego Met/Career/Tech	46	41	89.1	480	473	464	1416
750	San Diego MVP Arts	74	24	32.4	417	389	395	1201
753	San Diego Sci Tech	82	49	59.8	432	456	427	1314
368	SCPA	144	115	79.9	507	489	502	1498

SAT Results of District Graduates, 2009 to 2014

Table 9  
2013–14 SAT Results by School

School	Total Graduates	Took SAT		Critical Reading	Math	Writing	Composite Score
		N	Pct				
359 Scripps Ranch	509	421	82.7	551	576	547	1674
503 SD Early/Middle College	32	16	50.0	491	482	468	1440
357 Serra	408	277	67.9	490	504	470	1464
355 University City	409	288	70.4	526	545	525	1596
<b>Non-Alternative: District-Managed</b>	<b>6,205</b>	<b>4,041</b>	<b>65.1</b>	<b>492</b>	<b>506</b>	<b>484</b>	<b>1482</b>
222 Arroyo Paseo	30	9	30.0	421	394	389	1204
790 Coleman Tech	40	12	30.0	463	419	435	1318
010 e3 Civic	1	0	0.0				
347 Gompers Preparatory	89	87	97.8	337	341	334	1011
221 Health Sciences	135	96	71.1	462	453	444	1359
339 High Tech High	126	112	88.9	492	508	473	1472
785 High Tech High International	90	82	91.1	496	519	511	1527
783 High Tech High Media Arts	96	88	91.7	490	491	483	1463
379 King-Chavez High	95	51	53.7	390	382	384	1156
799 Laurel Preparatory	26	0	0.0				
018 Learning Choice	78	6	7.7	453	468	458	1380
348 Preuss	88	85	96.6	501	511	501	1513
<b>Non-Alternative: Charter</b>	<b>894</b>	<b>628</b>	<b>70.2</b>	<b>457</b>	<b>462</b>	<b>450</b>	<b>1369</b>
<b>Non-Alternative TOTAL</b>	<b>7,099</b>	<b>4,669</b>	<b>65.8</b>	<b>487</b>	<b>500</b>	<b>479</b>	<b>1467</b>
<b>ALTERNATIVE SCHOOLS</b>							
331 ALBA	2	0	0.0	--	--	--	--
361 Garfield High	127	9	7.1	--	--	--	--
382 Home & Hosp/Transition Supp	1	0	0.0	--	--	--	--
364 Riley/New Dawn	6	0	0.0	--	--	--	--
479 TRACE	46	1	2.2	--	--	--	--
362 Twain	156	6	3.8	--	--	--	--
<b>Alternative: District-Managed</b>	<b>338</b>	<b>16</b>	<b>4.7</b>	<b>416</b>	<b>418</b>	<b>400</b>	<b>1233</b>
008 Audeo	152	14	9.2	488	473	474	1434
366 Charter School of San Diego	441	52	11.8	474	467	475	1416
<b>Alternative: Charter</b>	<b>593</b>	<b>66</b>	<b>11.1</b>	<b>477</b>	<b>468</b>	<b>474</b>	<b>1420</b>
389 Non-Public Schools	13	0	0.0	--	--	--	--
<b>Alternative: Non-Public Schools</b>	<b>13</b>	<b>0</b>	<b>0.0</b>				
<b>Alternative TOTAL</b>	<b>944</b>	<b>82</b>	<b>8.7</b>	<b>465</b>	<b>458</b>	<b>460</b>	<b>1384</b>
<b>ALL SCHOOLS</b>	<b>8,043</b>	<b>4751</b>	<b>59.1</b>	<b>487</b>	<b>500</b>	<b>479</b>	<b>1465</b>

Note: Data suppressed when the number of graduates or test takers is less than 10.

SAT Results of District Graduates, 2009 to 2014

Table 10  
2013–14 School Rank by SAT Participation Rate and Composite Score

School	Graduates			RANK	School	Critical Reading	Math	Writing	Composite Score
	Total Students	Took SAT							
		N	Pct						
Gompers Preparatory	89	87	97.8	1	La Jolla High	566	588	563	1717
Preuss	88	85	96.6	2	Scripps Ranch	551	576	547	1674
HTH Media Arts	96	88	91.7	3	Mt. Everest	553	526	547	1626
HTH International	90	82	91.1	4	University City	526	545	525	1596
SD Int'l Studies	130	118	90.8	5	SD Int'l Studies	524	525	541	1591
SD Metro Career & Tech	46	41	89.1	6	Henry	518	533	494	1546
High Tech High (HTH)	126	112	88.9	7	HTH International	496	519	511	1527
Scripps Ranch	509	421	82.7	8	Preuss	501	511	501	1513
SCPA	144	115	79.9	9	Point Loma	503	509	491	1503
La Jolla High	338	264	78.1	10	Mira Mesa	497	522	482	1501
Madison	216	168	77.8	11	SCPA	507	489	502	1498
Point Loma	401	303	75.6	12	Clairemont	497	500	486	1483
Kearny SCT	68	50	73.5	13	High Tech High (HTH)	492	508	473	1472
Health Sciences	135	96	71.1	14	Serra	490	504	470	1464
University City	409	288	70.4	15	HTH Media Arts	490	491	483	1463
Serra	408	277	67.9	16	SD Early/Middle College	491	482	468	1440
Henry	523	347	66.3	17	Morse	473	492	469	1434
Kearny IB	108	67	62.0	18	Audeo	488	473	474	1434
Hoover	343	208	60.6	19	Kearny SCT	479	486	464	1430
SD Sci Tech	82	49	59.8	20	SD Metro Career & Tech	480	473	464	1416
Mira Mesa	608	359	59.0	21	Charter School of SD	474	467	475	1416
Kearny DMD	86	50	58.1	22	Kearny IB	460	486	452	1398
Mission Bay	274	158	57.7	23	Kearny DMD	468	445	455	1369
Kearny Construction Tech	60	34	56.7	24	Madison	453	461	449	1363
Lincoln	298	168	56.4	25	Health Sciences	462	453	444	1359
King-Chavez High	95	51	53.7	26	Mission Bay	452	459	434	1344
Crawford	231	120	51.9	27	Coleman Tech	463	419	435	1318
SD Business/Leadership	106	55	51.9	28	SD Sci Tech	432	456	427	1314
Mt. Everest	45	23	51.1	29	Hoover	411	428	424	1263
SD Early/Middle College	32	16	50.0	30	Kearny Construction Tech	411	421	415	1248
Morse	375	184	49.1	31	Crawford	396	443	394	1234
Clairemont	256	121	47.3	32	SD Business/Leadership	396	417	409	1222
iHigh Virtual Academy	24	9	37.5	33	Lincoln	401	418	397	1216
Muir	11	4	36.4	34	SD MVP Arts	417	389	395	1201
SD MVP Arts	74	24	32.4	35	King-Chavez High	390	382	384	1156
Arroyo Paseo	30	9	30.0	36	Gompers Preparatory	337	341	334	1011
Coleman Tech	40	12	30.0	37	ALBA				
Charter School of SD	441	52	11.8	38	Arroyo Paseo				
Audeo	152	14	9.2	39	e3 Civic				
Learning Choice	78	6	7.7	40	Garfield High				
Garfield High	127	9	7.1	41	Home & Hosp/Trans Supp				
Twain	156	6	3.8	42	iHigh Virtual Academy				
TRACE	46	1	2.2	43	Laurel Preparatory				
Laurel Preparatory	26	0	0.0	44	Learning Choice				
Non-Public Schools	13	0	0.0	45	Muir				
ALBA	2				Non-Public Schools				
e3 Civic	1				Riley/New Dawn				
Home & Hosp/Trans Supp	1				TRACE				
Riley/New Dawn	6				Twain				

Note: Data suppressed when the number of graduates or test takers is less than 10.

## Summary of Findings

---

In 2013–14, 4,751 of 8,043 district graduates took the SAT at least once before graduating from high school—62 percent of district-managed school graduates (n=6,543) and 47 percent of charter school graduates (n=1,487). The overall SAT participation rate of 59.1 percent for the 2014 graduates—a slight increase of 0.6 percentage points over the 2013 rate—is an all-time high participation rate for the district and maintains the upward trend in participation that began in 2011. The participation rate for 2014 district-managed school graduates was less than half a percentage point lower than that of their 2013 counterparts, while participation for charter school graduates was 3.5 percentage points higher than the previous year.

Graduates who took the SAT had an average critical reading score of 487, average mathematics score of 500, and average writing score of 479. These scores reflect an 11-point increase in the SAT average composite score from 2013 and 5-point decline from 5 years ago.

Among the different student groups examined, females, Filipinos, African American, meal-eligible, initially English fluent, and reclassified English learner students posted the largest overall single-year composite score gains compared with their student group counterparts.

Gaps in participation rates remained relatively unchanged among the district's largest racial/ethnic groups (Hispanic, White, African American) and between male and female students. The gap in participation between meal-eligible and non-meal-eligible students (district-managed schools only) widened for a second year in a row. Asian, White, female, and non-meal eligible students continue to have higher SAT participation rates than their respective counterparts.

Performance gaps persist. Male students continue to have higher overall scores than female students, although the gap in overall scores narrowed from 43 to 25 points in one year, with the gap in mathematics narrowing from 37 to 30 points in one year and from 46 to 30 in five

years. Larger score gains by African American and Hispanic students compared to those of White students resulted in narrowed performance gaps—currently, 295 points between White and Hispanic students and 341 points between White and African American students. For meal-eligible and non-meal-eligible students (district-managed schools only), the performance gap narrowed for the third straight year, with the largest single-year change from 254 points in 2013 to 227 in 2014.

SAT Results of District Graduates, 2009 to 2014

Appendix  
SAT Participation Rates and Performance by School

School	Year	Total Graduates	SAT Test Takers		Critical Reading	Math	Writing	Composite Score
			N	Pct				
ALBA	2009	1	1					
	2010	2	1					
	2012	1	0					
	2013	5	0					
	2014	2	0					
Arroyo Paseo	2009	5	1					
	2010	18	2	11.1				
	2011	24	5	20.8				
	2012	32	6	18.8				
	2013	31	7	22.6				
Audeo	2014	30	9	30.0				
	2009	63	8	12.7				
	2010	100	16	16.0	483	466	446	1395
	2011	100	19	19.0	520	479	484	1484
	2012	105	15	14.3	501	473	481	1455
	2013	175	16	9.1	441	431	417	1289
Charter School of San Diego	2014	152	14	9.2	488	473	474	1434
	2009	368	35	9.5	457	455	467	1379
	2010	456	44	9.6	465	427	461	1353
	2011	479	52	10.9	488	458	472	1419
	2012	559	64	11.4	471	457	458	1386
	2013	526	40	7.6	494	473	484	1451
Clairemont	2014	441	52	11.8	474	467	475	1416
	2009	244	128	52.5	476	481	471	1429
	2010	250	132	52.8	485	485	473	1442
	2011	278	125	45.0	480	493	476	1448
	2012	230	148	64.3	473	477	464	1414
	2013	265	164	61.9	477	480	466	1423
Coleman Tech	2014	256	121	47.3	497	500	486	1483
	2012	2	0					
	2013	26	5	19.2				
Cortez Hill	2014	40	12	30.0	463	419	435	1318
Crawford	2009	26	5	19.2				
	2013	201	106	52.7	408	448	395	1251
Crawford CHAMPS	2014	231	120	51.9	396	443	394	1234
	2009	55	30	54.5	385	398	369	1153
	2010	56	46	82.1	362	379	346	1087
	2011	59	47	79.7	373	421	365	1159

Appendix  
 SAT Participation Rates and Performance by School

School	Year	Total Graduates	SAT Test Takers		Critical Reading	Math	Writing	Composite Score
			N	Pct				
	2012	61	50	82.0	383	432	401	1216
Crawford IDEA	2009	44	1	2.3				
	2010	64	24	37.5	400	420	395	1214
	2011	33	12	36.4	453	483	446	1382
	2012	46	26	56.5	404	420	407	1231
	2009	52	14	26.9	389	406	388	1182
Crawford Law & Business	2010	53	23	43.4	419	429	396	1243
	2011	40	21	52.5	385	393	372	1150
	2012	39	18	46.2	402	471	408	1282
Crawford Multimedia & Vis Arts	2009	70	36	51.4	399	397	404	1200
	2010	63	34	54.0	374	377	379	1129
	2011	61	31	50.8	415	400	404	1218
	2012	46	22	47.8	396	441	392	1229
e3 Civic	2014	1	0					
Garfield High	2009	190	2	1.1				
	2010	160	7	4.4				
	2011	144	6	4.2				
	2012	149	4	2.7				
	2013	140	7	5.0				
	2014	127	9	7.1				
Gompers Preparatory	2012	71	67	94.4	345	358	350	1052
	2013	81	76	93.8	333	352	349	1034
	2014	89	87	97.8	337	341	334	1011
Health Sciences	2009	26	10	38.5	438	415	445	1298
	2010	84	46	54.8	470	470	451	1391
	2011	127	78	61.4	459	460	448	1367
	2012	128	73	57.0	463	458	462	1384
	2013	138	87	63.0	425	408	408	1241
	2014	135	96	71.1	462	453	444	1359
	2009	448	260	58.0	528	538	510	1576
Henry	2010	473	288	60.9	526	539	507	1572
	2011	503	356	70.8	506	525	487	1517
	2012	484	325	67.1	516	531	497	1544
	2013	517	364	70.4	522	538	504	1565
	2014	523	347	66.3	518	533	494	1546
	2009	120	111	92.5	523	528	507	1558
High Tech High	2010	127	113	89.0	541	551	529	1621
	2011	115	106	92.2	524	532	522	1578

SAT Results of District Graduates, 2009 to 2014

Appendix  
SAT Participation Rates and Performance by School

School	Year	Total Graduates	SAT Test Takers		Critical Reading	Math	Writing	Composite Score
			N	Pct				
	2012	126	123	97.6	521	543	515	1579
	2013	129	121	93.8	501	526	487	1515
	2014	126	112	88.9	492	508	473	1472
High Tech High International	2009	82	75	91.5	522	507	513	1542
	2010	93	83	89.2	539	528	516	1582
	2011	84	78	92.9	527	523	541	1591
	2012	79	69	87.3	517	546	520	1583
	2013	93	85	91.4	517	511	507	1535
	2014	90	82	91.1	496	519	511	1527
High Tech High Media Arts	2009	91	73	80.2	487	501	476	1464
	2010	88	81	92.0	481	485	471	1437
	2011	95	93	97.9	492	513	497	1503
	2012	90	87	96.7	495	507	485	1487
	2013	95	86	90.5	495	501	495	1492
	2014	96	88	91.7	490	491	483	1463
Home & Hosp/Transition Support	2013	4	1					
	2014	1	0					
Home and Hospital	2010	2	0					
	2012	3	2					
Hoover	2009	343	156	45.5	398	413	401	1212
	2010	322	161	50.0	407	420	406	1233
	2011	312	176	56.4	406	420	416	1242
	2012	295	193	65.4	399	422	401	1222
	2013	324	211	65.1	398	428	401	1227
	2014	343	208	60.6	411	428	424	1263
iHigh Virtual Academy	2010	5	2					
	2011	23	6	26.1				
	2012	19	6	31.6				
	2013	20	9	45.0				
	2014	24	9	37.5				
Kearny Construction Tech	2009	60	31	51.7	451	461	432	1345
	2010	84	41	48.8	400	445	418	1262
	2011	86	37	43.0	409	437	406	1252
	2012	88	49	55.7	421	428	408	1258
	2013	62	31	50.0	419	445	415	1279
	2014	60	34	56.7	411	421	415	1248
Kearny Digital Media & Design	2009	82	40	48.8	438	439	430	1307
	2010	87	38	43.7	444	417	422	1283



Appendix  
 SAT Participation Rates and Performance by School

School	Year	Total Graduates	SAT Test Takers		Critical Reading	Math	Writing	Composite Score
			N	Pct				
	2011	81	41	50.6	475	465	461	1400
	2012	87	52	59.8	458	449	458	1365
	2013	73	40	54.8	465	479	463	1407
	2014	86	50	58.1	468	445	455	1369
Kearny International Business	2009	76	41	53.9	449	449	433	1331
	2010	81	38	46.9	443	460	451	1354
	2011	84	51	60.7	463	491	453	1406
	2012	110	58	52.7	480	474	476	1430
	2013	79	44	55.7	469	512	484	1465
	2014	108	67	62.0	460	486	452	1398
Kearny SCT	2009	75	37	49.3	424	410	405	1239
	2010	78	43	55.1	451	440	427	1317
	2011	68	38	55.9	485	471	453	1408
	2012	97	64	66.0	452	473	438	1363
	2013	80	50	62.5	444	476	448	1368
	2014	68	50	73.5	479	486	464	1430
King-Chavez High	2013	136	59	43.4	373	395	386	1154
	2014	95	51	53.7	390	382	384	1156
La Jolla High	2009	384	304	79.2	562	574	558	1695
	2010	338	264	78.1	569	583	568	1720
	2011	359	270	75.2	569	591	563	1724
	2012	374	277	74.1	568	580	567	1715
	2013	342	249	72.8	562	581	558	1701
	2014	338	264	78.1	566	588	563	1717
Laurel Preparatory	2014	26	0	0.0				
LCI	2009	1	0					
	2010	4	0					
	2011	3	0					
	2012	2	0					
Learning Choice	2009	39	5	12.8				
	2010	40	3	7.5				
	2011	76	4	5.3				
	2012	38	4	10.5				
	2013	55	5	9.1				
	2014	78	6	7.7				
Lincoln	2009	251	104	41.4	394	386	385	1165
	2010	354	156	44.1	394	400	391	1185
	2011	389	187	48.1	408	412	410	1229

SAT Results of District Graduates, 2009 to 2014

Appendix  
SAT Participation Rates and Performance by School

School	Year	Total Graduates	SAT Test Takers		Critical Reading	Math	Writing	Composite Score
			N	Pct				
	2012	316	211	66.8	387	394	381	1162
	2013	290	169	58.3	388	405	377	1170
	2014	298	168	56.4	401	418	397	1216
Madison	2009	199	111	55.8	429	428	426	1284
	2010	225	137	60.9	437	441	433	1311
	2011	247	149	60.3	438	453	423	1315
	2012	224	147	65.6	444	456	433	1333
	2013	230	143	62.2	436	448	429	1312
	2014	216	168	77.8	453	461	449	1363
Mira Mesa	2009	506	305	60.3	488	521	482	1490
	2010	599	321	53.6	492	529	479	1500
	2011	593	348	58.7	494	533	483	1509
	2012	553	357	64.6	499	532	488	1519
	2013	550	350	63.6	492	524	473	1489
	2014	608	359	59.0	497	522	482	1501
Mission Bay	2009	310	143	46.1	445	451	428	1324
	2010	267	113	42.3	435	444	421	1300
	2011	277	119	43.0	453	471	436	1361
	2012	311	197	63.3	449	468	436	1354
	2013	273	175	64.1	461	478	443	1382
	2014	274	158	57.7	452	459	434	1344
Morse	2009	448	199	44.4	452	460	441	1353
	2010	442	208	47.1	454	465	440	1360
	2011	380	199	52.4	461	475	453	1389
	2012	381	228	59.8	440	458	433	1331
	2013	350	235	67.1	430	451	423	1304
	2014	375	184	49.1	473	492	469	1434
Mt. Everest	2009	20	9	45.0				
	2010	20	10	50.0	607	543	593	1743
	2011	22	11	50.0	598	574	578	1750
	2012	22	9	40.9				
	2013	39	23	59.0	569	511	558	1639
	2014	45	23	51.1	553	526	547	1626
Muir	2009	18	14	77.8	381	391	362	1134
	2010	12	8	66.7				
	2011	21	15	71.4	445	433	409	1287
	2012	16	10	62.5	513	492	443	1448
	2013	11	6	54.5				

Appendix  
 SAT Participation Rates and Performance by School

School	Year	Total Graduates	SAT Test Takers		Critical Reading	Math	Writing	Composite Score
			N	Pct				
	2014	11	4	36.4				
New Dawn	2009	4	0					
	2010	1	0					
	2011	3	0					
	2012	28	0	0.0				
Non-Public Schools	2010	17	0	0.0				
	2011	14	0	0.0				
	2012	28	0	0.0				
	2013	17	0	0.0				
	2014	13	0	0.0				
Point Loma	2009	369	203	55.0	499	509	486	1494
	2010	403	200	49.6	514	522	503	1539
	2011	424	278	65.6	517	519	502	1538
	2012	409	237	57.9	497	504	494	1496
	2013	441	281	63.7	515	520	501	1536
	2014	401	303	75.6	503	509	491	1503
Preuss	2009	96	96	100.0	541	556	537	1635
	2010	101	100	99.0	510	522	522	1554
	2011	98	97	99.0	527	537	541	1605
	2012	89	86	96.6	511	542	534	1586
	2013	97	96	99.0	518	551	517	1586
	2014	88	85	96.6	501	511	501	1513
Riley/New Dawn	2012	9	0					
	2013	11	0	0.0				
	2014	6	0					
San Diego Business	2009	53	22	41.5	406	385	386	1178
	2010	75	28	37.3	395	391	386	1172
	2011	83	40	48.2	392	412	401	1205
	2012	73	29	39.7	407	409	398	1214
	2013	85	48	56.5	410	426	412	1248
San Diego Business/Leadership	2014	106	55	51.9	396	417	409	1222
San Diego Communication	2009	31	26	83.9	340	365	332	1036
	2010	48	32	66.7	349	374	331	1055
	2011	53	16	30.2	382	431	381	1194
	2012	49	11	22.4	387	389	420	1196
San Diego Int'l Studies	2009	97	92	94.8	500	504	506	1511
	2010	109	97	89.0	532	521	540	1592

SAT Results of District Graduates, 2009 to 2014

Appendix  
SAT Participation Rates and Performance by School

School	Year	Total Graduates	SAT Test Takers		Critical Reading	Math	Writing	Composite Score
			N	Pct				
	2011	118	111	94.1	510	499	514	1522
	2012	119	100	84.0	534	531	527	1591
	2013	151	132	87.4	521	523	528	1572
	2014	130	118	90.8	524	525	541	1591
San Diego LEADS	2009	91	54	59.3	398	390	396	1185
	2010	84	42	50.0	405	413	397	1215
	2011	99	56	56.6	432	425	436	1294
	2012	65	37	56.9	387	417	402	1206
	2013	66	32	48.5	414	408	423	1246
San Diego Metro Career & Tech	2009	33	28	84.8	440	423	432	1295
	2010	46	39	84.8	445	430	439	1313
	2011	45	39	86.7	470	444	467	1382
	2012	48	46	95.8	463	446	478	1388
	2013	33	27	81.8	481	478	470	1429
	2014	46	41	89.1	480	473	464	1416
San Diego MVP Arts	2009	57	12	21.1	380	399	395	1174
	2010	65	20	30.8	409	404	402	1215
	2011	66	20	30.3	421	406	402	1229
	2012	57	34	59.6	410	386	389	1184
	2013	46	23	50.0	393	400	404	1198
	2014	74	24	32.4	417	389	395	1201
San Diego Sci Tech	2009	66	33	50.0	425	457	414	1295
	2010	74	31	41.9	437	433	420	1290
	2011	67	44	65.7	442	443	432	1316
	2012	65	39	60.0	419	455	411	1285
	2013	82	60	73.2	430	452	419	1301
	2014	82	49	59.8	432	456	427	1314
SCPA	2009	180	114	63.3	492	473	481	1446
	2010	172	90	52.3	482	464	462	1408
	2011	181	121	66.9	488	463	472	1423
	2012	168	102	60.7	504	478	495	1477
	2013	178	113	63.5	502	494	487	1483
	2014	144	115	79.9	507	489	502	1498
Scripps Ranch	2009	477	358	75.1	558	578	551	1687
	2010	494	364	73.7	546	570	537	1652
	2011	531	404	76.1	551	579	544	1674
	2012	579	434	75.0	549	572	547	1667
	2013	558	435	78.0	541	570	540	1650

SAT Results of District Graduates, 2009 to 2014

Appendix  
SAT Participation Rates and Performance by School

School	Year	Total Graduates	SAT Test Takers		Critical Reading	Math	Writing	Composite Score
			N	Pct				
	2014	509	421	82.7	551	576	547	1674
SD Early/Middle College High	2010	7	4					
	2011	12	8	66.7				
	2012	36	22	61.1	488	453	463	1404
	2013	33	25	75.8	446	447	438	1331
	2014	32	16	50.0	491	482	468	1440
	Serra	2009	419	210	50.1	488	498	477
2010		399	228	57.1	471	488	466	1425
2011		365	186	51.0	516	528	502	1546
2012		406	230	56.7	491	517	485	1493
2013		381	231	60.6	493	513	482	1488
2014		408	277	67.9	490	504	470	1464
TRACE	2009	8	0					
	2010	38	1	2.6				
	2011	57	2	3.5				
	2012	60	1	1.7				
	2013	45	0	0.0				
	2014	46	1	2.2				
Twain	2009	216	6	2.8				
	2010	210	6	2.9				
	2011	188	7	3.7				
	2012	229	10	4.4	422	417	407	1246
	2013	184	9	4.9				
	2014	156	6	3.8				
University City	2009	380	252	66.3	535	549	521	1604
	2010	401	253	63.1	529	556	519	1605
	2011	416	287	69.0	520	535	516	1572
	2012	387	275	71.1	506	528	502	1536
	2013	427	308	72.1	524	539	511	1573
	2014	409	288	70.4	526	545	525	1596

Note: Data suppressed when the number of graduates or test takers is less than 10.