Preliminary Scholastic Aptitude Test (PSAT) Results

2022-23 School Year
Class of 2025 Sophomores

EVERETT PUBLIC SCHOOLS®

Preliminary Scholastic Aptitude Test

Each year, students in their sophomore and junior years are eligible to take the Preliminary Scholastic Aptitude Test (PSAT). The PSAT provides measures of students' academic skills in Evidence-Based Reading and Writing (EBRW) and Math, helping them to identify areas for improvement as they prepare for college.

Additionally, the PSAT provides two other important measures: 1) College and Career Readiness Benchmarks are the EBRW and math scores students should meet or exceed to be on track toward college readiness. For sophomores in 2022-23, the College and Career Readiness Benchmark was 430 in EBRW, and 480 in Math. 2) Advanced Placement (AP) Potential is an indicator of the AP course(s) in which a student is likely to be successful (having a 60% or greater chance of earning a 3 or higher on the AP exam at College Board's default threshold[1]).

At Everett Public Schools, all sophomores are given the PSAT at no cost to the student as part of the district's commitment to ensuring all students graduate from high school college, career, and life ready. Students may also choose to take the assessment again in their junior year and are automatically entered into scholarship and recognition competitions, including the National Merit Scholarship Program.

About the Data

Data provided in this document is sourced from the EPS PSAT score file and College Board Report Center. Data for some subgroups is suppressed due to small population sizes, such as when disaggregating into subgroups at Sequoia High School.

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[1] The default threshold for AP Potential by College Board is 60%, whereas if, based on the scores of prior PSAT takers, a student is predicted to have a 60% of greater chance of receiving a 3 or higher on a given AP exam the student is designated as having AP Potential in that course. College Board also provides data for higher and lower thresholds to districts.

High School and District Mean Scores

In 2022-23, 1,169 Everett Public Schools sophomores took the PSAT achieving mean scores of 459 for both EBRW and math at the district level. Over five years, mean EBRW scores slightly declined while mean math scores remained relatively flat with only modest changes year by year. At the national level, mean scores declined, and at the state level, mean scores rebounded, particularly in math.

By high school, Jackson (JHS) was the highest performing in both areas; JHS's mean scores remained relatively flat in both EBRW and math over five years. Mean scores in math were also relatively flat at both Cascade (CHS) and Everett (EHS) over five years; however, mean EBRW scores declined for CHS and EHS in the same time span.

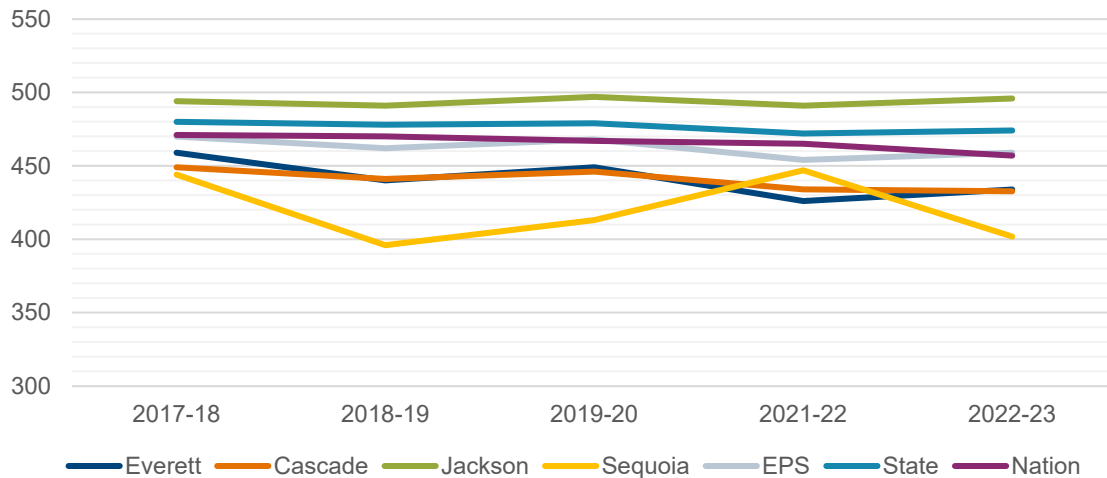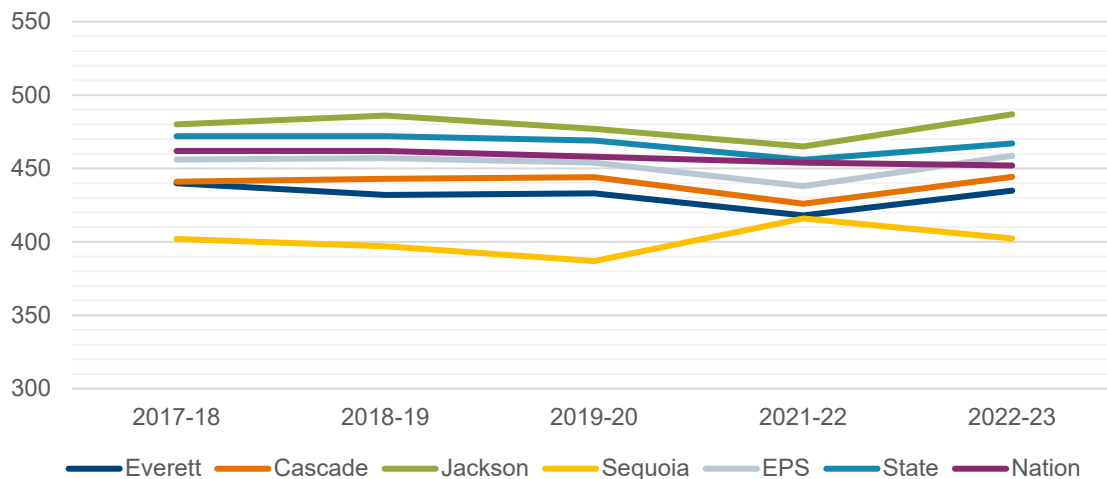### Chat 1a: Mean EBRW Scores, 2017-18 to 2022-23

Chart 1b: Math Over Time

Mean Scores by Subgroup

Mean Scores by Gender

By gender, mean EBRW and mean math score gaps between male and female students were small. Female students had higher mean EBRW scores than their male peers at each high school and across the district (female, 468; male, 451) (see Chart 2a). Conversely, mean math scores were higher for male students than female students at each high school and across the district (female, 453; male, 464) (see Chart 3a). Over time, both mean EBRW and mean math scores followed similar trajectories for each group. Mean EBRW scores experienced a small decline over time while mean math scores have rebounded in 2022-23 after a decline in prior years (see Charts 2b and 3b).
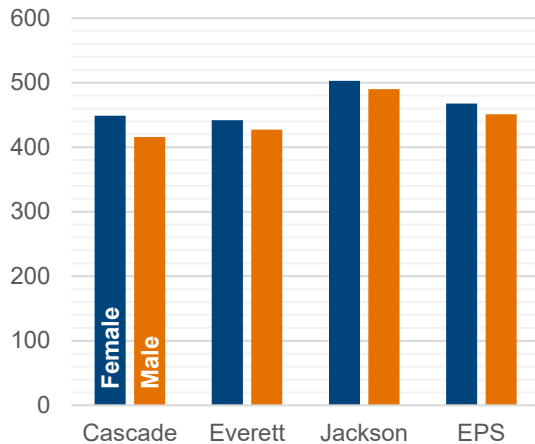
Chart 2a: Mean EBRW Scores by Gender, 2022-23

Chart 2b: Mean EBRW Scores by Gender, 2017-18 to 2022-23
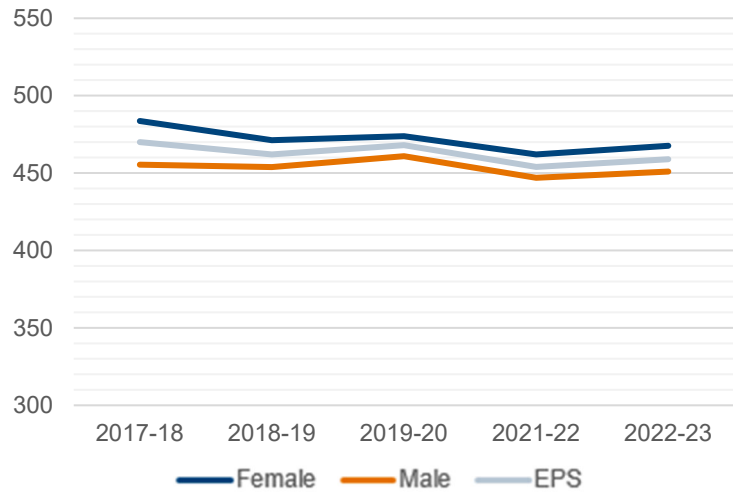

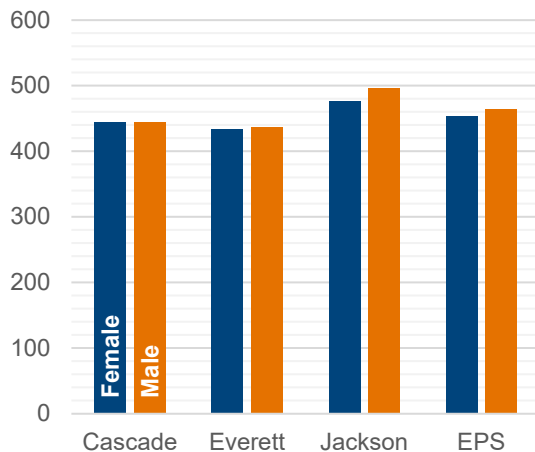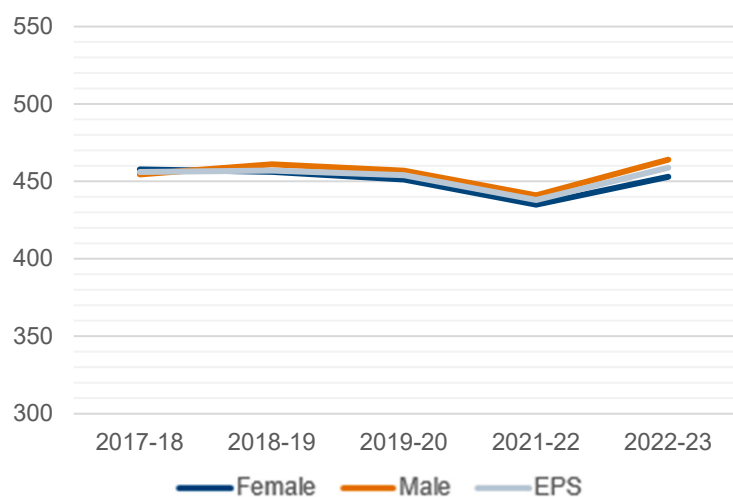### Chart 3a: Mean Math Scores by Gender, 2022-23

Chart 3b: Mean Math Scores by Gedner, 2017-18 to 2022-23

Mean Scores by Ethnicity

At the district level, mean EBRW scores were highest for Asian students (498) and lowest for Hispanic or Latino/a students (404) (see Chart 4a). This pattern largely held at the three traditional high schools with a notable deviation at EHS, where both White students and students identifying with two or more races scored higher than their Asian peers. Mean score patterns varied in direction over time for each ethnicity subgroup with no clear trends in either direction. Gaps between Black and Hispanic and Latino/a students and the three other subgroups were present in each of the five years examined (See Chart 4b).

Chart 4a: Mean EBRW Scores by Ethnicity, 2022-23
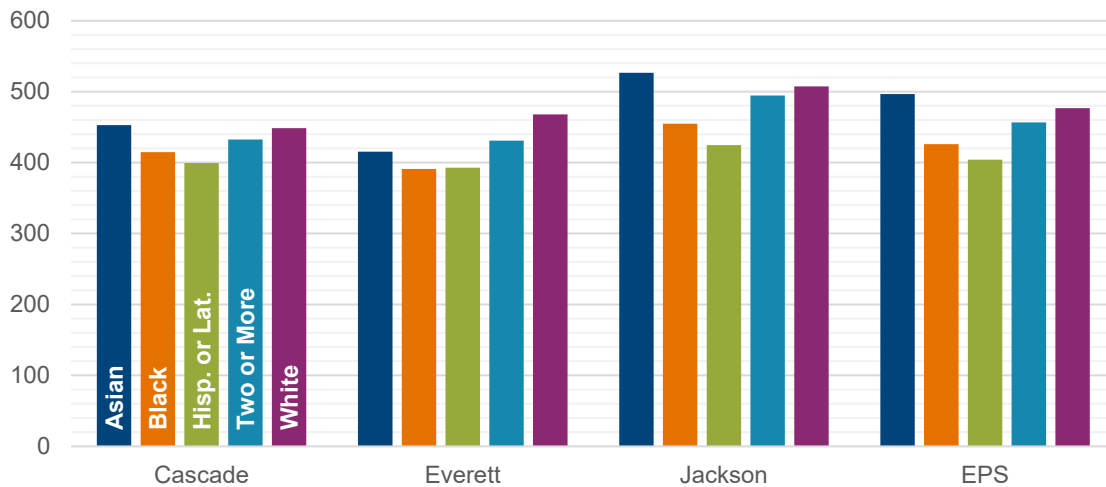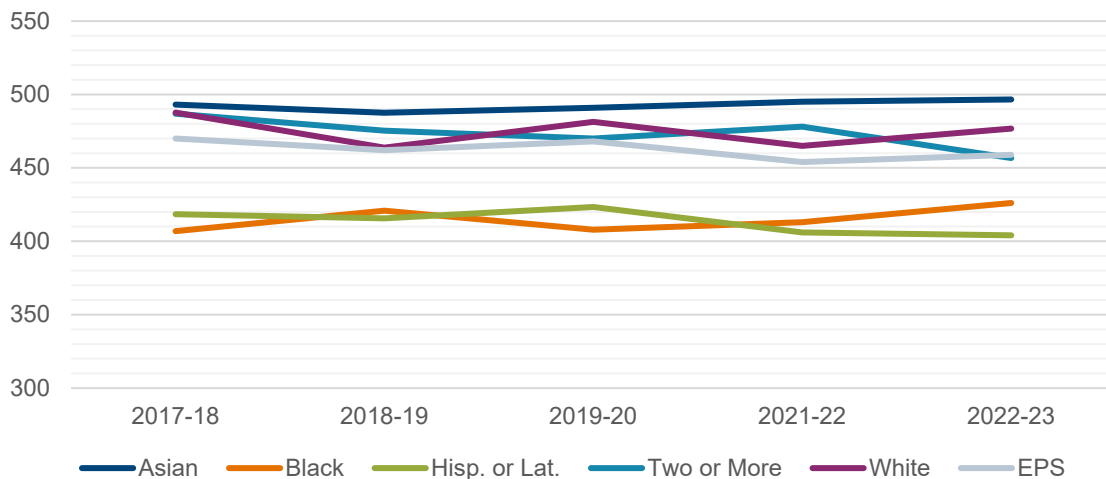

Chart 4b: Mean EBRW Scores by Ethnicity, 2017-18 to 2022-23

At the district level, mean math scores followed a similar pattern to mean EBRW scores. Mean math scores were highest for Asian students (501) and lowest for Hispanic or Latino/a students (419) (see Chart 5a). Again, district-level patterns were largely mirrored at each traditional high school except at EHS, where White students and students from two or more races had higher mean scores than their Asian peers. While mean math scores rebounded in 2022-23 after periods of decline in prior years for other ethnicity subgroups, Black students have seen a more consistent increase in scores over time (see Chart 5b).

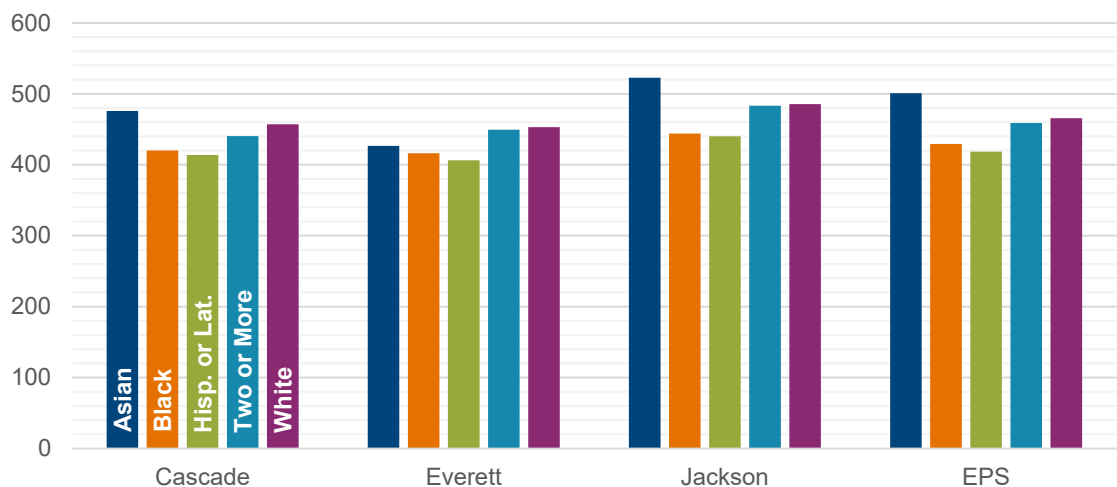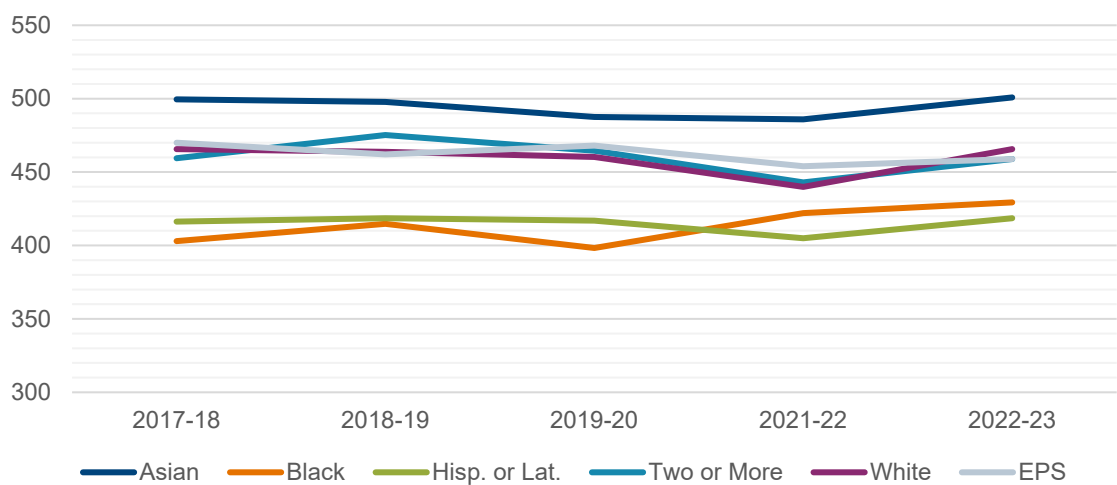Chart 5a: Mean Math Scores by Ethnicity, 2022-23

Chart 5b: Mean Math Scores by Ethnicity, 2017-18 to 2022-23

Mean Scores by Program Status

Free and Reduced Meal Status

Free and Reduced Meals (FRM) qualified students had lower mean EBRW scores than their non-FRM qualified peers at each traditional high school and at the district level (FRM qualified, 412; not FRM qualified, 500) (see Chart 6a). The gap between these two subgroups has been persistent, slightly widening since 2018-19 (see Chart 6b).

As with mean EBRW scores, FRM qualified students had lower mean Math scores than their non-FRM qualified peers at each traditional high school and at the district level (FRM qualified, 427; non-FRM qualified, 487) (see Chart 7a). The 5-year trend for mean Math scores for each subgroup followed similar patterns with the gap in scores between the two subgroups remaining fairly stable (see Chart 7b).
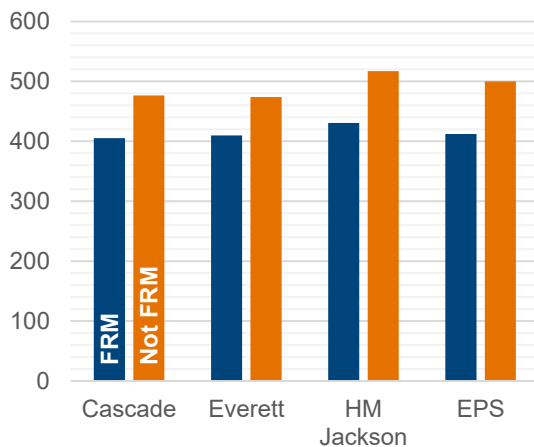

Chart 6a: Mean EBRW Scores by FRM Status, 2022-23

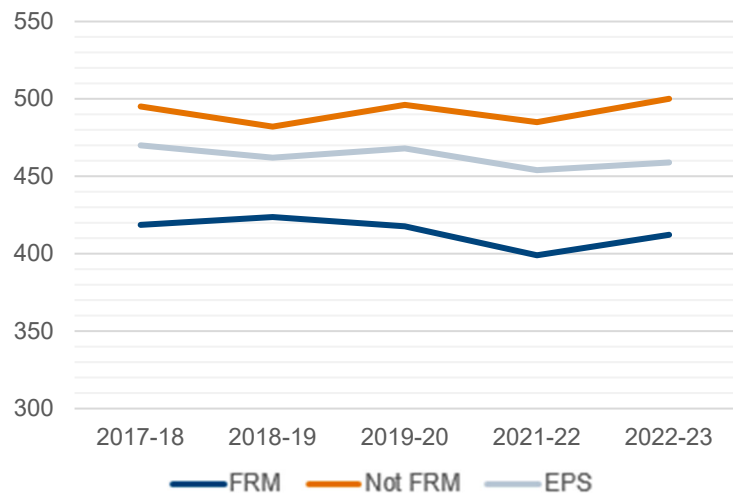Chart 6b: Mean EBRW Scores by FRM Status, 2017-18 to 2022-23
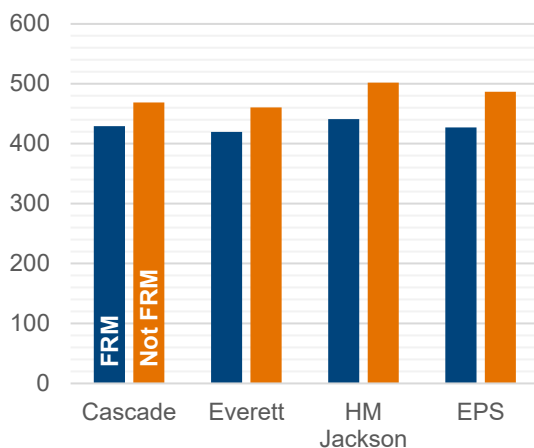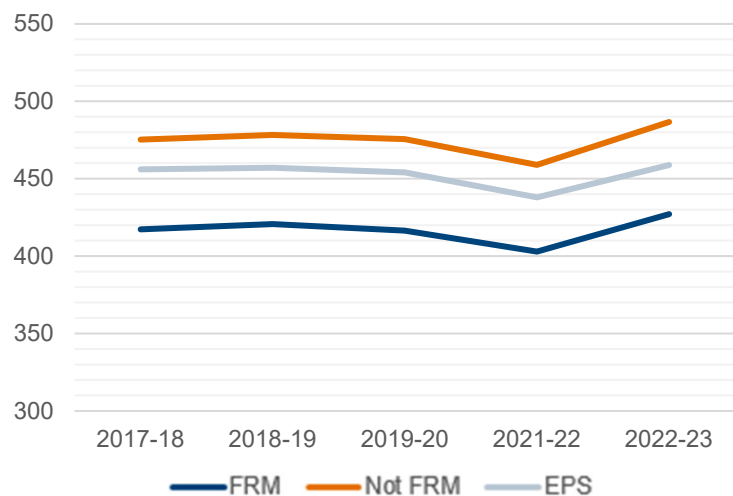

Chart 7a: Mean Math Scores by FRM Status, 2022-23

Chart 7b: Mean Math Scores by FRM Status, 2017-18 to 2022-23

Students With Disabilities Status

Students who qualify as Students with Disabilities (SWD) had lower mean EBRW scores than their non-SWD peers at each traditional high school and at the district level (SWD qualified, 334; not SWD qualified, 469). Over time, the gap in mean EBRW scores between the two subgroups has steadily expanded. In 2017-18, the gap between mean EBRW scores was 113 while in 2022-23 this gap increased to 134 (see Chart 8b).

Mean Math scores followed a similar pattern to mean EBRW scores in 2022-23 for these two subgroups. SWD qualified students had lower mean Math scores than their non-SWD qualified peers at each high school and at the district level (SWD qualified, 373; not SWD qualified, 465) (see Chart 9a). Gaps in mean Math scores between SWD qualified and non SWD qualified students stayed fairly stable over time (see Chart 9b).
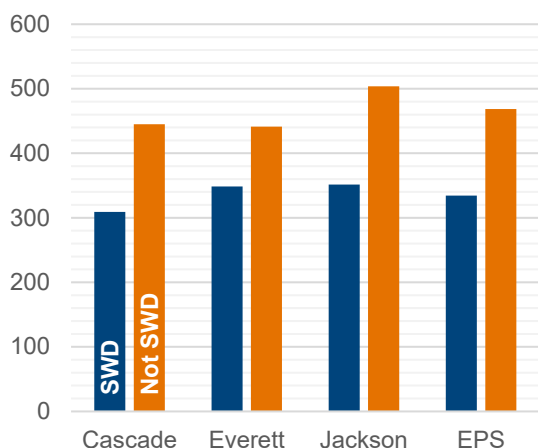
Chart 8a: Mean EBRW Scores by SWD Status, 2022-23

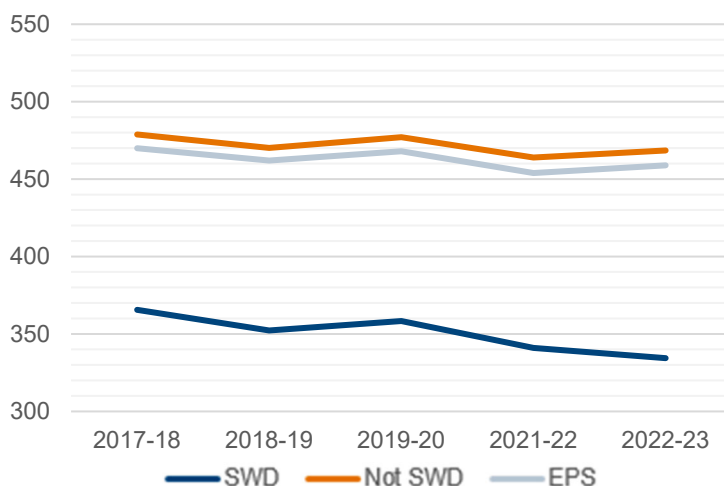### Chart 8b: Mean EBRW Scores by SWD Status, 2017-18 to 2022-23

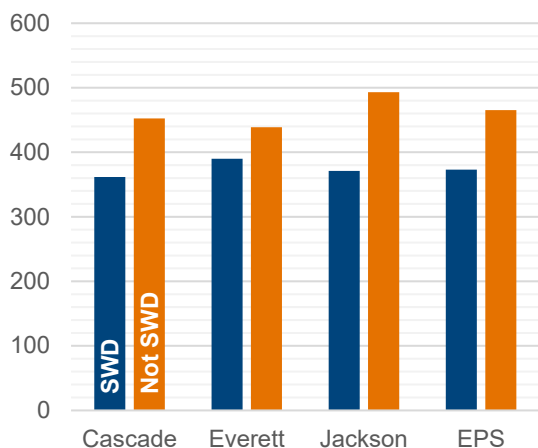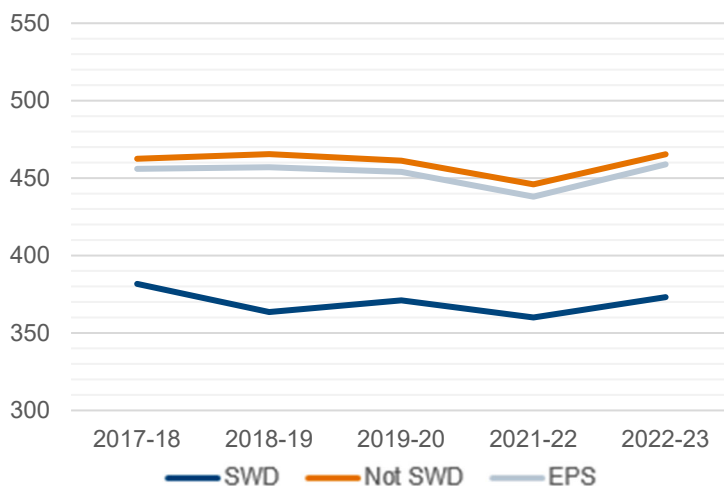### Chart 9a: Mean Math Scores by SWD Status, 2022-23

Chart 9b: Mean Math Scores by SWD Status, 2017-18 to 2022-23

Multilingual Learner Status

Students who were Multilingual Learner (ML) qualified had lower mean EBRW scores than their non-ML qualified peers at each traditional high school and at the district level (ML qualified, 330; not ML qualified, 469) (see Chart 10a). The gap between mean EBRW scores between these two subgroups has expanded after reaching its narrowest over the five years examined in 2017-18 (see Chart 10b).

Mean Math scores followed a similar pattern to mean EBRW scores for these two subgroups. Students who were ML qualified had lower mean Math scores than their non-ML qualified peers at each traditional high school and at the district level (ML qualified, 387; not ML qualified, 464) (see Chart 11a). The gap between these two subgroups has experienced a small but steady decline over five years (see Chart 11b).
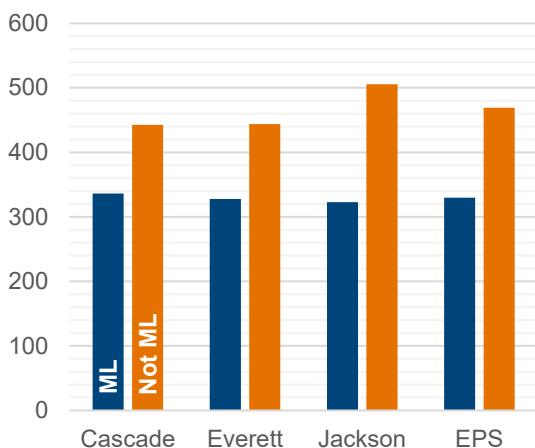
Chart 10a: Mean EBRW Scores
by ML Status, 2022-23

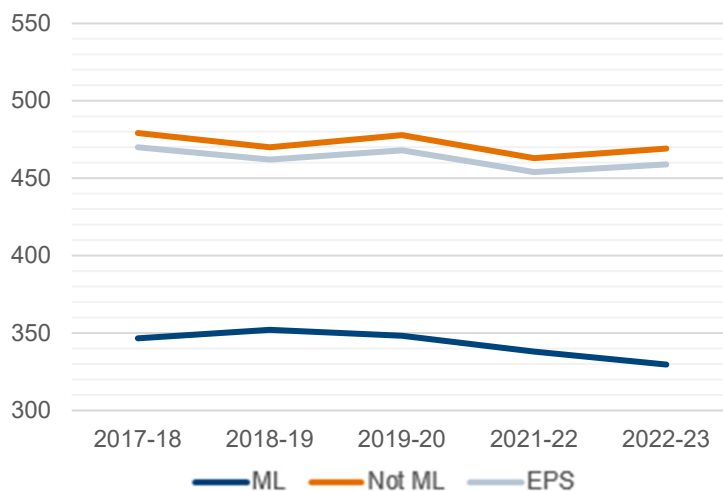Chat 10b: Mean EBRW Scores by ML Status,
2017-18 to 2022-23
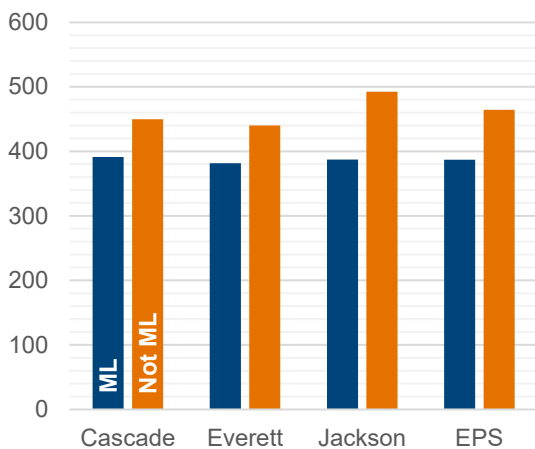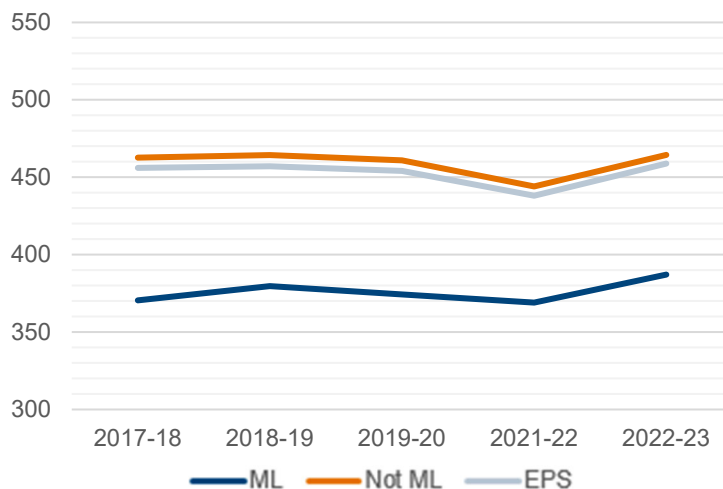
Chart 11a: Mean Math Scores
by ML Status, 2022-23

Chart 11b: Mean Math Scores by ML Status,
2017-18 to 2022-23

Mean Scores for Subgroup Interactions

Gender and Ethnicity

Mean score patterns seen in the earlier gender and ethnicity analyses largely remained consistent when examining both gender and ethnicity together. Mean EBRW scores were lower for male students in each ethnicity subgroup. Mean EBRW scores were lowest for both male and female Hispanic or Latino/a students (403 and 405 respectively) than their peers of any other combination of gender and ethnicity. Mean EBRW scores were highest for Asian female students (509) followed by White female students (492) and Asian male students (487) (see Chart 12).

For Math, male students had higher mean scores for each ethnicity subgroup except Black students where the reverse was true. Again, Hispanic and Latino/a students were the lowest performing subgroups (412; female, 425) with Black female students having a similarly low mean score (425). Asian male students (506) had the highest mean Math score followed by Asian female students (495) (see Chart 13).

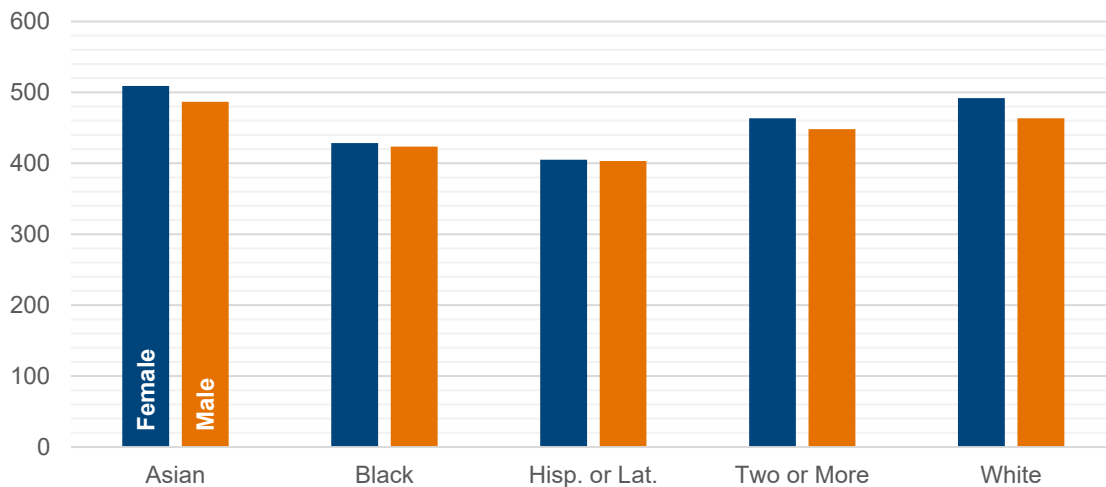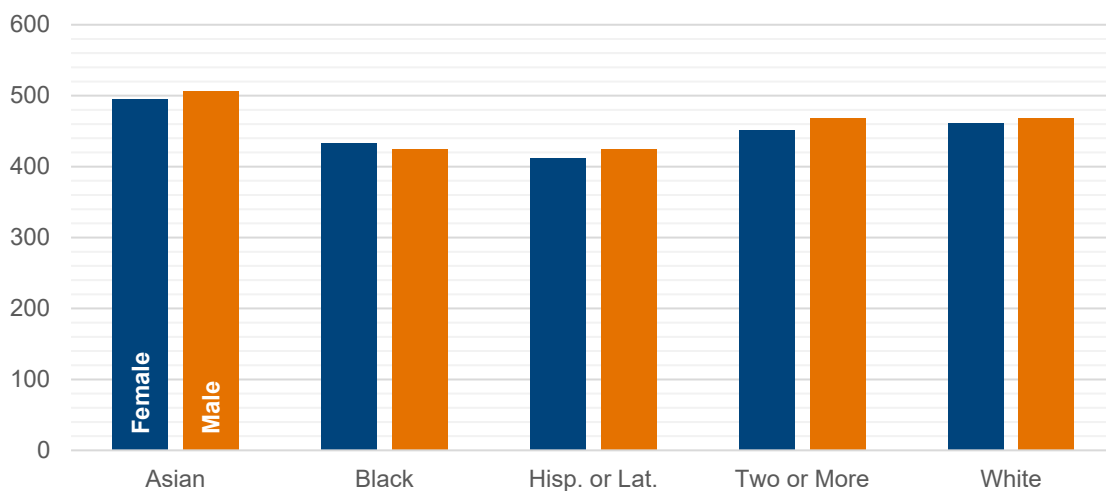Chart 12: Mean EBRW Scores by Gender and Ethnicity, 2022-23

Chart 13: Mean Math Scoers by Gender and Ethnicity, 2022-23

FRM Status and Ethnicity

Mean score patterns seen in the earlier FRM status and ethnicity analyses largely remained consistent when examining FRM status and ethnicity together. Regardless of ethnicity, mean EBRW scores for non-FRM qualified students were higher than those of nearly all FRM qualified student subgroups. Only non-FRM qualified Black students (440) were exceeded by an FRM qualified ethnicity subgroup (FRM qualified Asian students, 441) (see Chart 14).

Mean Math scores for FRM qualified students were lower than their non-FRM qualified peers within each ethnicity subgroup. The mean Math score for FRM qualified Asian students (459) exceed those of both non-FRM qualified Black (437) and Hispanic and Latino/a students (447) (see Chart 15).

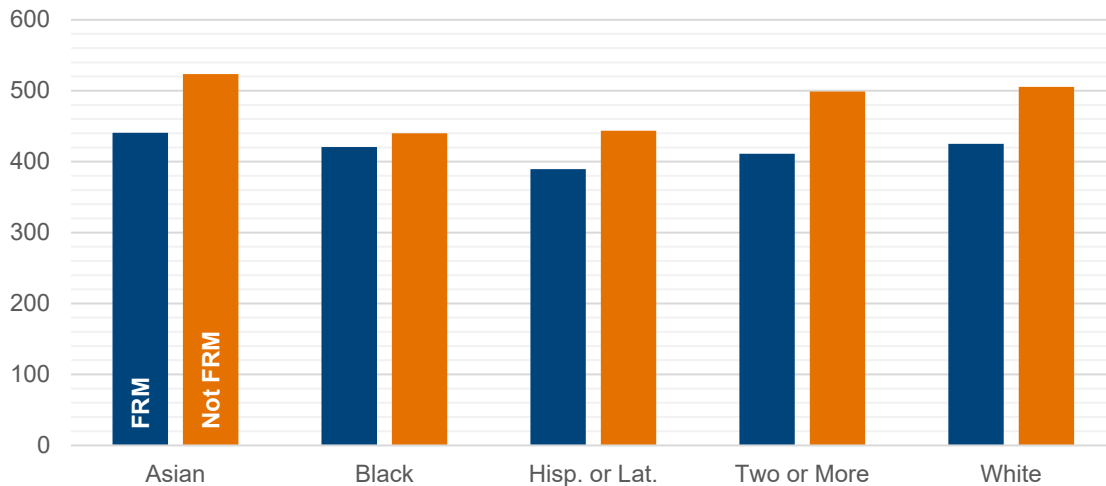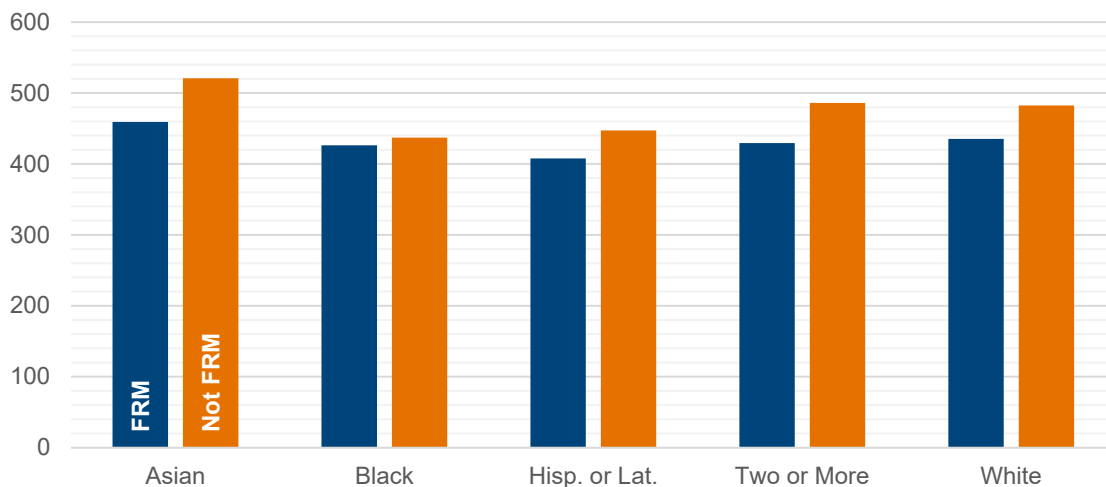### Chart 14: Mean EBRW Scores by FRM Status and Ethnicity, 2022-23

### Chart 15: Mean Math Scores by FRM Status and Ethnicity, 2022-23

College and Career Readiness Benchmarks

By School

Across the district and at each high school, students were more likely to meet the College and Career Readiness Benchmark for EBRW than Math. At the district level, 57% of students met the EBRW benchmark, 42% met the Math benchmark, 37% met both benchmarks, and 38% met neither benchmark. Students at JHS were the most likely to meet both benchmarks (50%) while at EHS more students fell short of both benchmarks (49%). (see Chart 16).
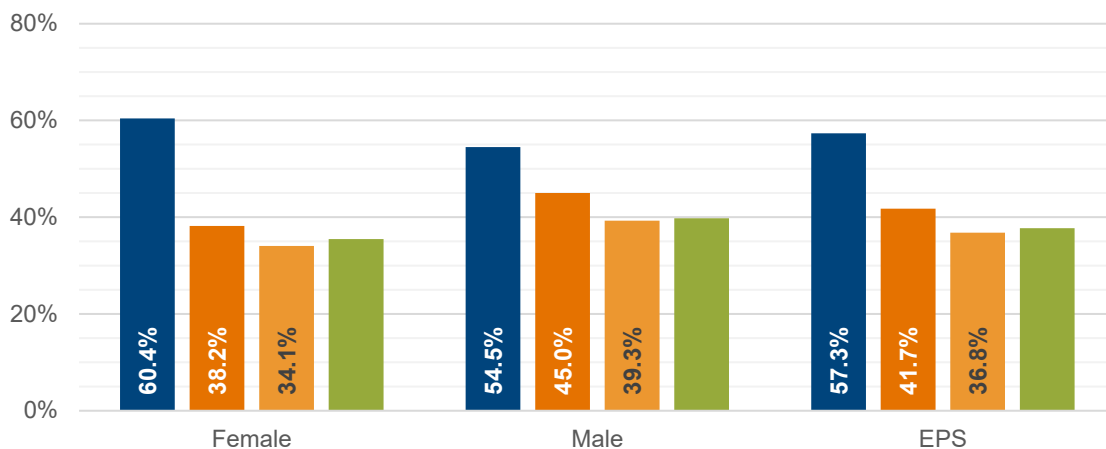
Chart 16: Share of Students Meeting College and Career Readiness Benchmarks by School, 2022-23
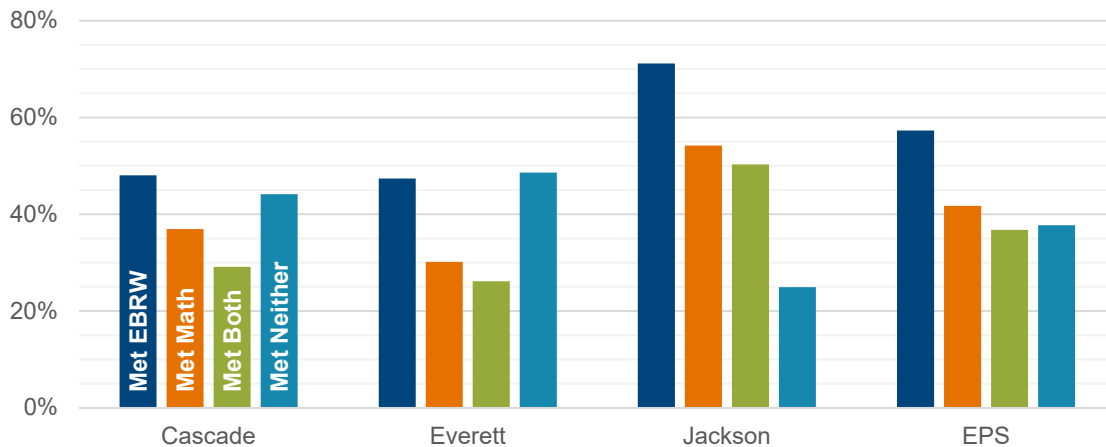
By Gender

By gender, female students were more likely to meet the EBRW benchmark than their male peers, and male students were more likely to meet the Math benchmark; this reflects patterns seen in the previously examined mean scores. Male students (40%) were also more likely to miss both benchmarks than their female peers (36%) by a small margin. However, for both gender subgroups, students were more likely to meet the EBRW benchmark than the Math benchmark (see Chart 17).
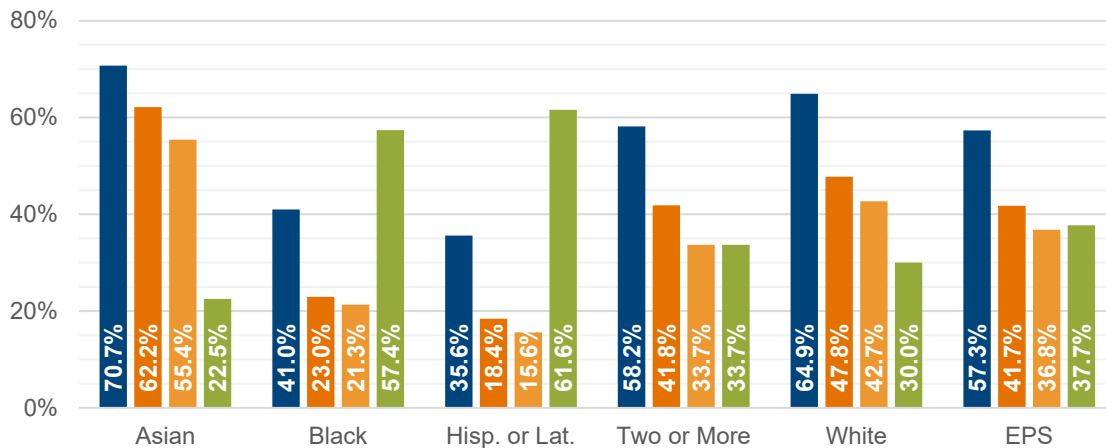
Chart 17: Share of Students Meeting College and Career Readiness Benchmarks by Gender, 2022-23

By Ethnicity

By ethnicity, Asian students had the greatest success meeting benchmarks while Hispanic and Latino/a students were the least successful. Only 23% of Asian students failed to reach either benchmark while 62% of Hispanic and Latino/a students missed both benchmarks. For each ethnicity subgroup, students were more likely to meet the EBRW benchmark than the Math benchmark (see Chart 18).
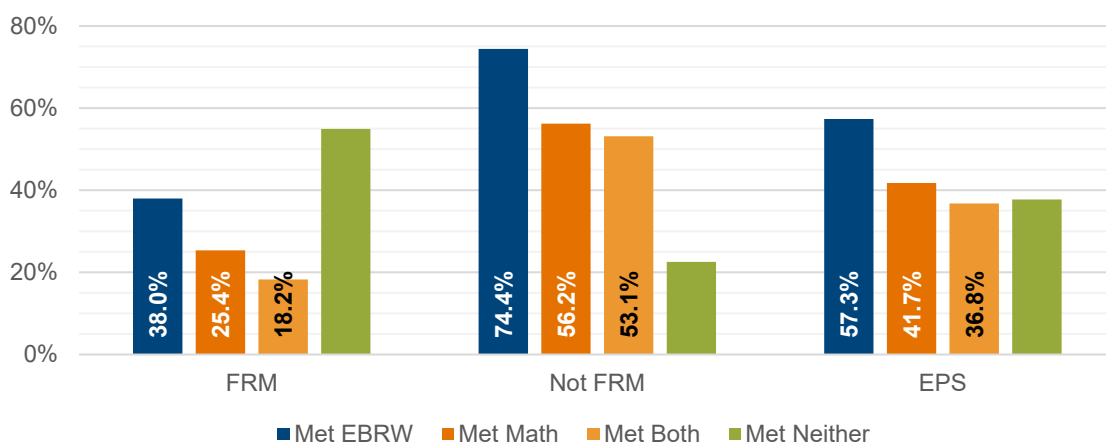
Chart 18: Share of Students Meeting College and Career Readiness Benchmarks by Ethnicity, 2022-23

	Met EBRW	Met Math	Met Both	Met Neither
Asian	70.7%	62.2%	55.4%	22.5%
Black	41.0%	23.0%	21.3%	57.4%
Hisp. or Lat.	35.6%	18.4%	15.6%	61.6%
Two or More	58.2%	41.8%	33.7%	33.7%
White	64.9%	47.8%	42.7%	30.0%
EPS	57.3%	41.7%	36.8%	37.7%

By FRM Status

By FRM Status, non-FRM qualified students were more successful at meeting benchmarks than their FRM qualified peers. While only 23% of non-FRM qualified students failed to meet either benchmark, 55% of FRM qualified students missed both benchmarks. For both subgroups, more students met the EBRW benchmark than the Math benchmark (see Chart 19).

Chart 19: Share of Students Meeting College and Career Readiness Benchmarks by FRM Status, 2022-23

	Met EBRW	Met Math	Met Both	Met Neither
FRM	38.0%	25.4%	18.2%	55.0%
Not FRM	74.4%	56.2%	53.1%	22.5%
EPS	57.3%	41.7%	36.8%	37.7%

Share Not Meeting Benchmarks v. Share of Enrollment

For students not meeting any College and Career Readiness Benchmark, Hispanic and Latino/a students and Black students were both overrepresented (see Chart 20). Similarly, students who were FRM, SWD, and ML qualified were all overrepresented among students who did not meet any benchmarks (see Chart 21).

Chart 20: Share of Students Not Meeting Any Benchmarks v. Enrollment
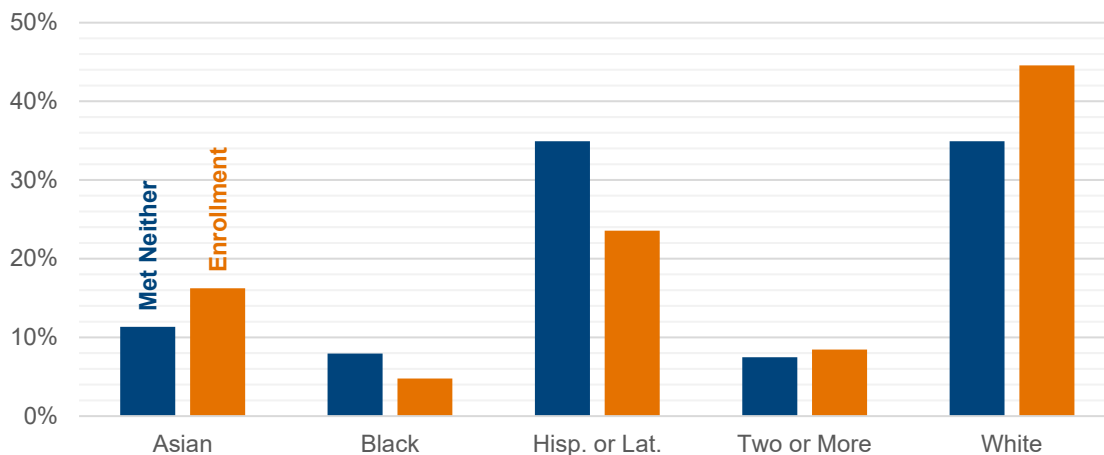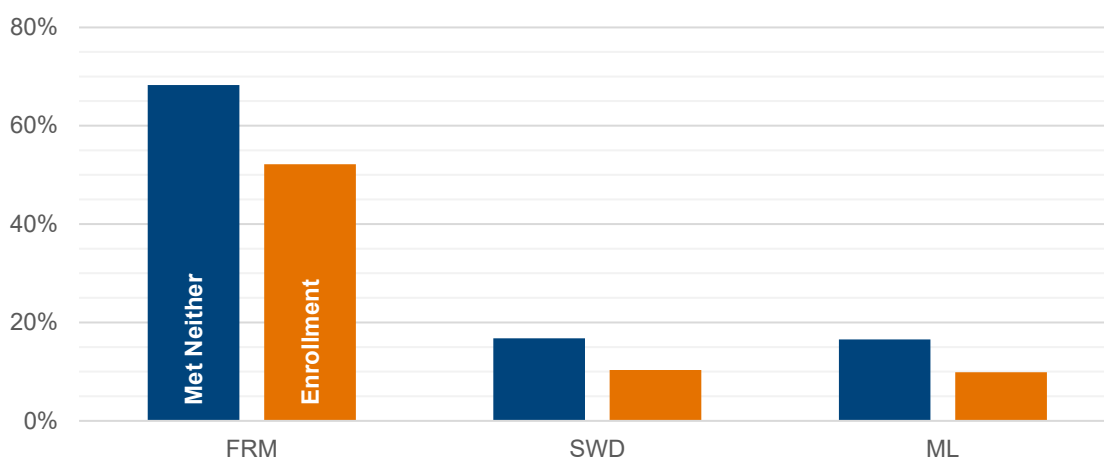Share of Sophomore Class by Ethnicity, 2021-22

Chart 21: Share of Students Not Meeting Any Benchmarks v.
Enrollment Share of Sophomore Class by Program Status, 2021-22

AP Potential Designations

For the class of 2024, 52% of students districtwide qualified as having AP Potential with the qualification threshold set to College Board's default (60%). Increasing the threshold to 70% reduced the share of students receiving AP Potential designations to 41%. By high school, JHS had the largest percentage of students with qualifying scores at both thresholds, followed by CHS, and EHS (see Chart 22). Of students who received designations, just under 50% received the designation for 6 or more courses at both the 60% and 70% thresholds (see Chart 23).

Chart 22: Percent of Students Earning AP Potential Designation
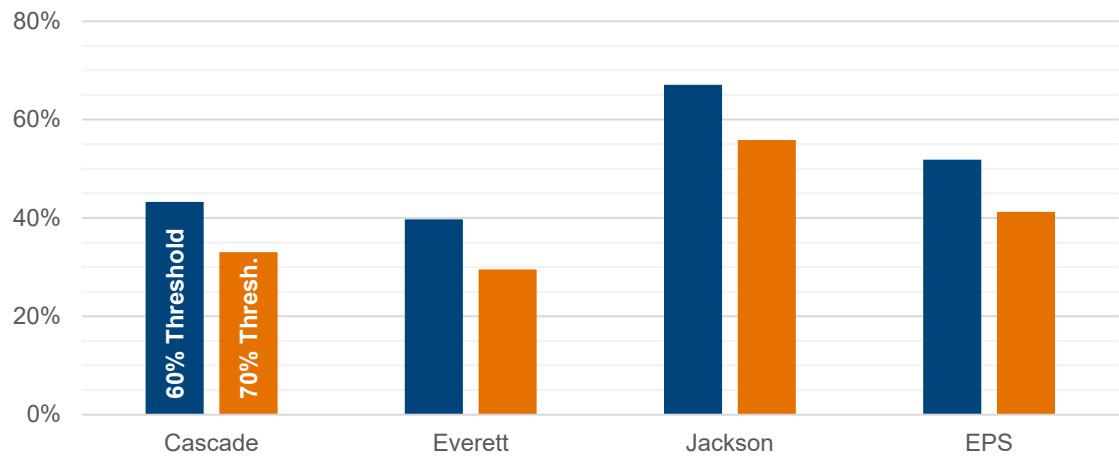by AP Potential Threshold, 2022-23

Chart 23: Share of AP Designees by Number of Course Designations
and AP Potential Threshold, 2022-23