

Scholastic Aptitude Test (SAT) School Day Administration Results

Grade 11

Class of 2023

March 23, 2022 Administration

Assessment and Research Department

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Scholastic Aptitude Test

The Scholastic Aptitude Test (SAT) is a widely used college admissions exam. When considered in conjunction with other measures, such as course history and grade point average, SAT scores provide additional insight for evaluating whether or not a student is academically prepared for college.

The SAT is comprised of two scored elements, each on scale of 200-800, which combine for a total score on a scale of 400-1600. The two scored elements are the following:

- **Evidence-Based Reading and Writing (EBRW)** is a combination of the Reading test and Writing and Language test scores. As the name suggests, this test requires students to use evidence in analyzing text and evaluating writing just as they will be required to do in college classrooms and career environments.
- **Math** questions evaluate students' abilities to apply their knowledge and skills in math through problem solving and modeling similar to what they would encounter in college courses in the sciences, social sciences, or math fields, as well as those they might encounter in their future workplace.

In addition to reporting students' specific academic skill levels, the SAT provides another important metric, the College and Career Readiness Benchmark. This benchmark score is measured for both the EBRW and Math scores, and a student is considered to be college and career ready if he or she meets both of these benchmarks. According to College Board, meeting these benchmarks indicates that the student, as a first semester freshman in a credit bearing English or math course, has a 75% chance of earning at least a C. For juniors in 2021-22, the College and Career Readiness Benchmarks were 480 for EBRW and 530 for Math.¹

EPS School Day SAT

Each spring, Everett Public Schools (EPS) administers the SAT to all juniors during the school day at no cost to students. Providing this test free of charge is one way that EPS realizes its mission to inspire, educate and prepare each student to achieve high standards, contribute to our community, and thrive in a global society. By providing the SAT to students free of charge and during the school day, critical barriers to the college admissions process are removed, as some students may not be able to afford the cost of the test or might not be able to attend a Saturday administered test due to their family circumstances. Further, providing this test to all juniors provides important college readiness information without which a student might not apply to college.

Note

When reviewing SAT data, it is important to keep in mind that the purpose of the SAT is to make decisions at the individual student level. As such, College Board recommends caution should be taken in drawing relative performance conclusions. While districts are increasingly funding SAT testing for all students, generally students pay to take the SAT on a Saturday for college admissions testing purposes. Therefore, it is important to note that state and national results are weighted by students who self-select to test. In contrast, EPS scores reflect students of all academic preparation levels.

About the Data

Data included in this report is derived from school and district administrative data, College Board Score files for the 2016 to 2022 EPS School Day SATs, and State and Nation: College Board Assessment Reporting from 2016 to 2022. Data from some groups has been suppressed due to small population sizes to protect student privacy.

Participation and Student Characteristics

For the March 23, 2022, EPS School Day SAT, 70.1% of active Class of 2023 students took the SAT.² The test taking population's characteristics largely aligned with the overall characteristics of the Class of 2023. In only a handful of instances did the test taking population diverge from the overall population by more than 2 percentage points:

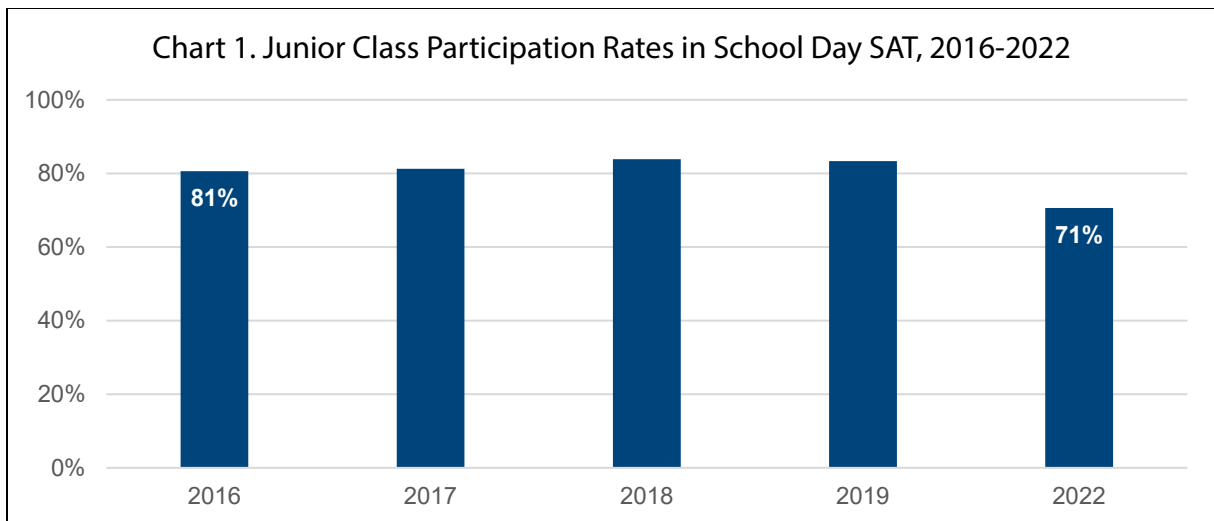
- By high school, students at HM Jackson (JHS) were underrepresented.
- By student ethnic identity, Asian students were overrepresented and Hispanic or Latino/a students were underrepresented.
- By Free and Reduced Meal (FRM) status, FRM qualified students were underrepresented.
- By Students with Disabilities (SWD) status, SWD qualified students were underrepresented (see Table 1).³

Compared to prior years, participation in the School Day SAT was noticeably lower in 2022. This came after seeing modest growth over the prior four School Day SAT administrations by EPS (see Chart 1). In part, this may be a result of changes in college admissions requirements as some colleges have recently moved to being test score optional.

Table 1: Characteristics of 2022 School Day SAT Taking Population and EPS Class of 2023

	SAT Taking Population	Class of 2023*
Total	975	1381
Cascade	30.8%	30.1%
Everett	23.3%	24.6%
HM Jackson	43.1%	38.5%
Sequoia	2.9%	2.9%
Female	48.8%	47.6%
Male	51.2%	52.4%
Asian	18.9%	16.3%
Black or African American	4.2%	4.1%
Hispanic or Latino/a	17.9%	20.8%
Two or More Ethnicities	8.2%	8.1%
White	48.6%	48.7%
FRM Qualified	36.0%	42.2%
Not FRM Qualified	64.0%	57.8%
ML Qualified	9.6%	9.5%
Not ML Qualified	90.4%	90.5%
SWD Qualified	6.2%	10.6%
Not SWD Qualified	93.8%	89.4%

*As of the 4/1/2022 EPS enrollment, demographics, and programs file

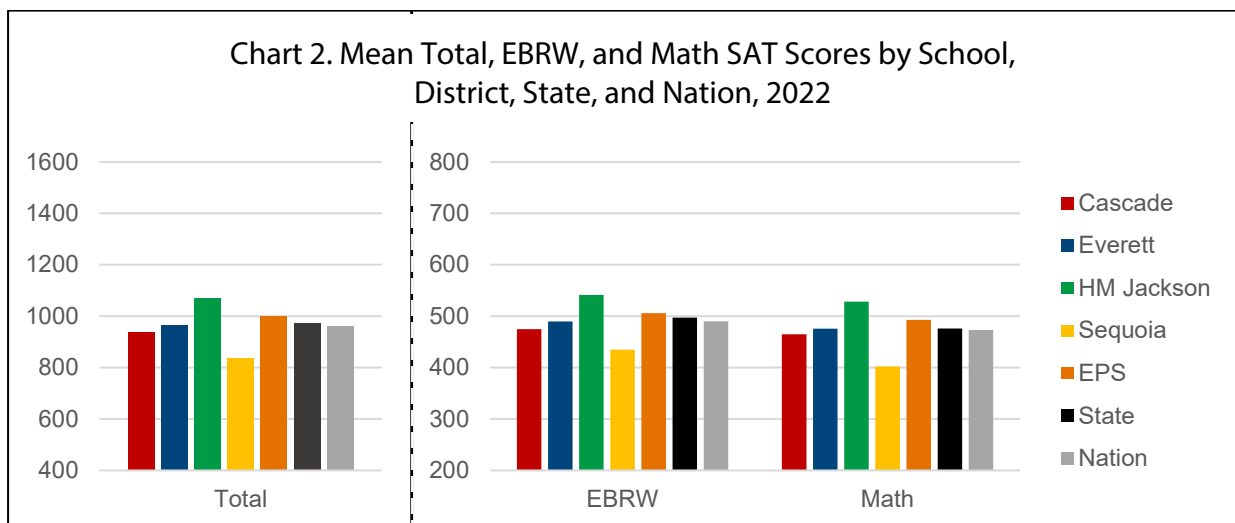


* Denominators for this calculation are based on data from the enrollment, demographics, and programs file pulled the fewest days removed from the date the School Day SAT was offered at EPS for each year.

** The SAT was not administered during the School Day in 2020 and 2021 due to the COVID-19 pandemic.

Mean Scores by School

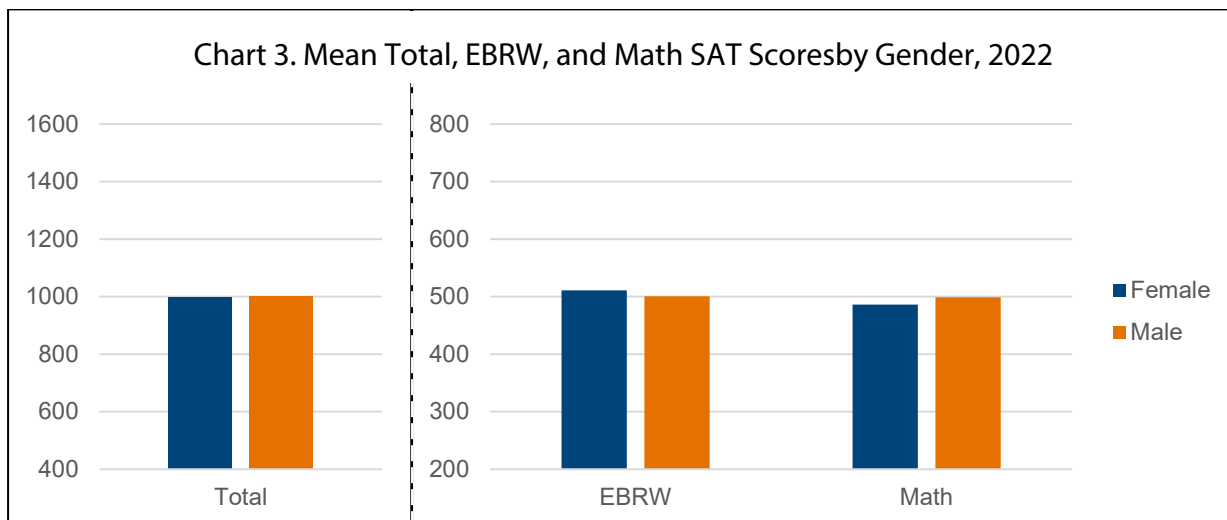
Districtwide, the mean total SAT score was 998 with mean EBRW and Math scores of 506 and 493 respectively. Among high schools, JHS had the highest mean EBRW (541), Math (528), and total (1069) scores followed by Everett High School (EHS; 490, 476, 965). Mean scores at the district level exceeded both state and national means. Among high schools, JHS exceeded state and national means for total SAT, EBRW, and Math score. Mean scores for EHS exceeded national means for total and Math scores and were even for EBRW. Mean scores at CHS and SHS were below state and national means for all three score elements (see Chart 2).



Mean Scores by Student Characteristics and Programs

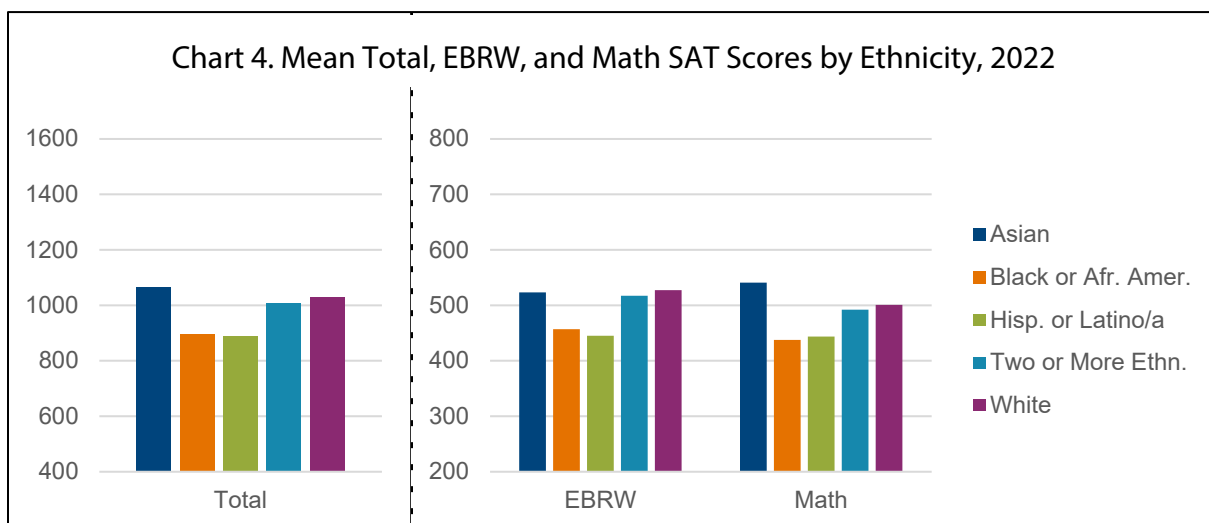
Gender

By gender, mean total SAT scores were nearly even (female, 997; male, 1000). Mean EBRW scores for students who identified as female were slightly higher than for students who identified as male while the inverse was true for Math (see Chart 3).



Ethnicity

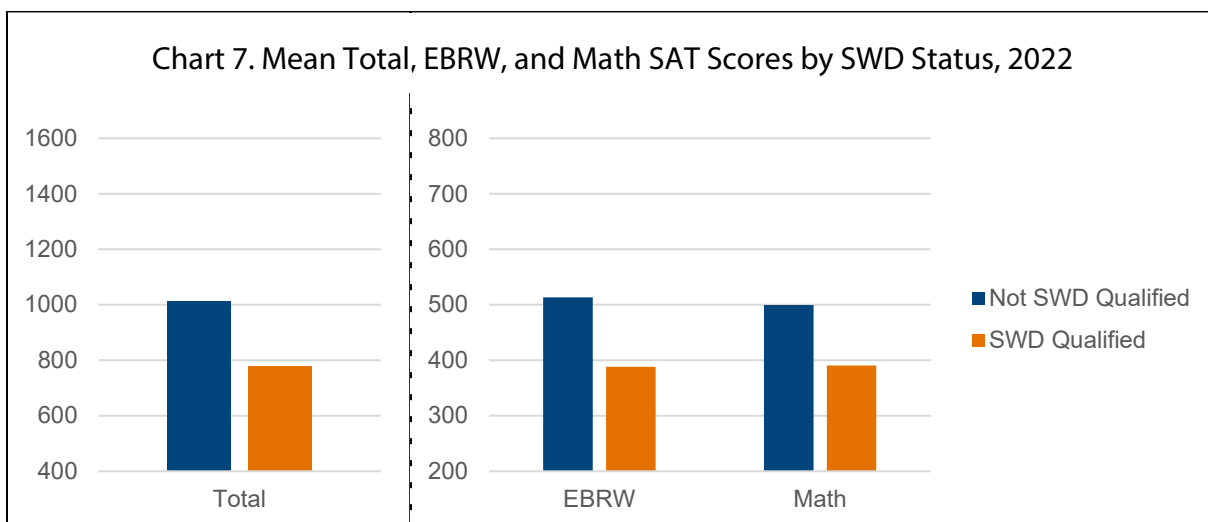
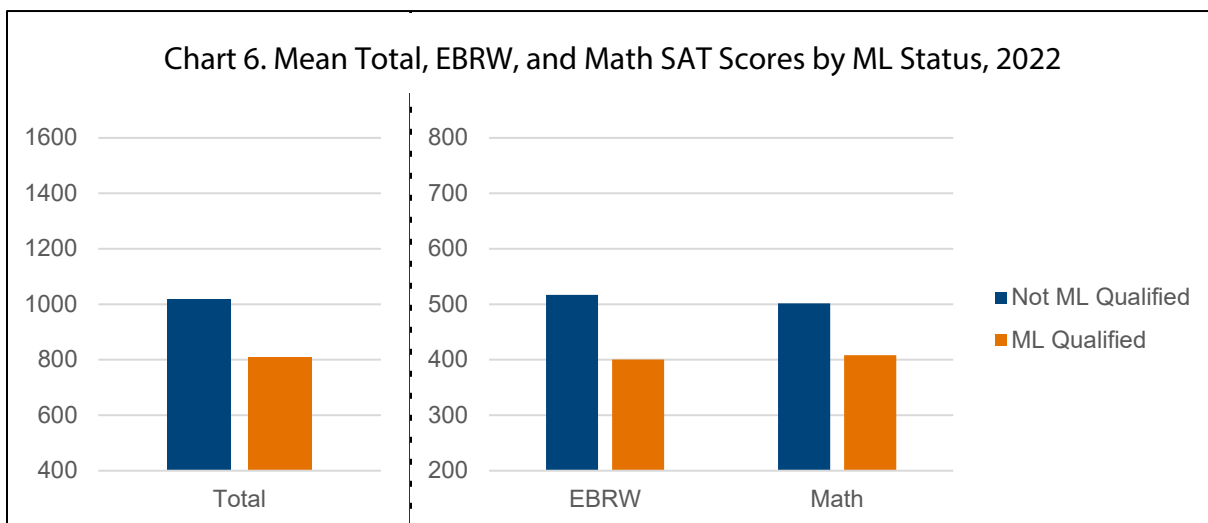
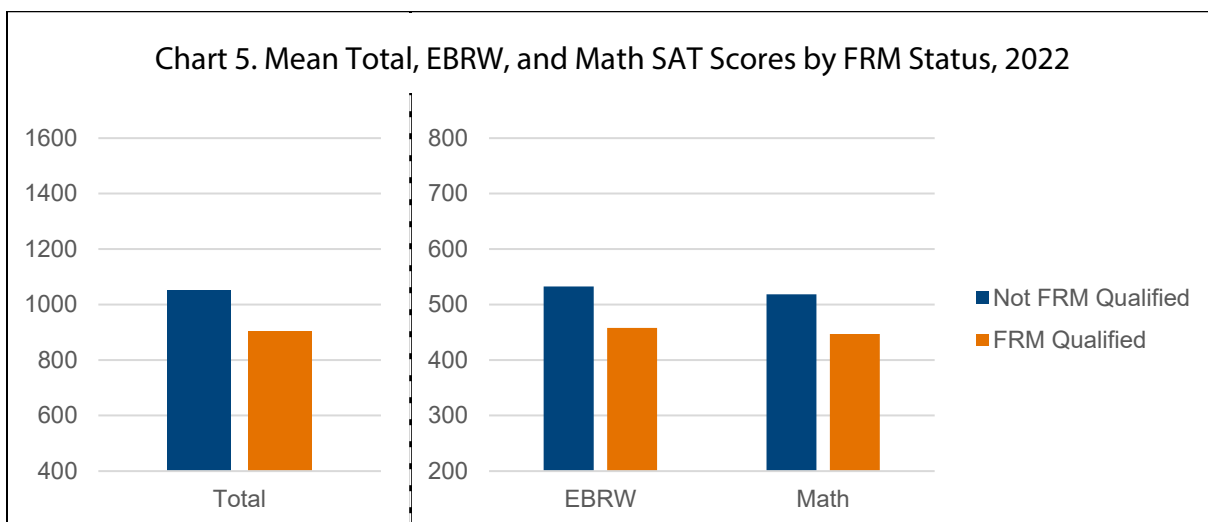
By ethnicity, mean total SAT scores were highest among students who identified as Asian (1064) followed by students who identified as White (1028) and students who identified with two or more ethnicities (1009). A more sizeable gap separated mean total SAT scores for Black or African American students (894) and Hispanic and or Latino/a students (889) from the other three subgroups included in this analysis. For EBRW and Math, patterns were largely similar to total scores (see Chart 4).



Free and Reduced Meals, Multilingual Learners, and Students with Disabilities

Similar patterns were observed by FRM qualification status, ML qualification status, and SWD qualification status. For each program, students who qualified scored lower than their peers who did not qualify. Gaps in mean total SAT scores between qualified and non-qualified students were the largest by SWD status (234-point difference) followed by ML status (210-point difference). The gap

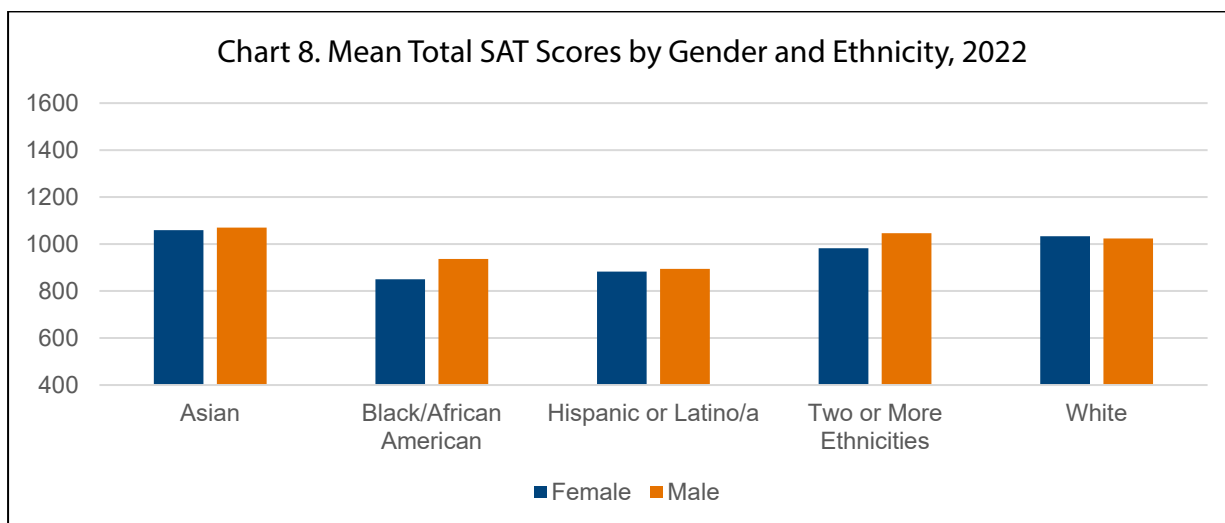
between FRM and non-FRM qualified students was the smallest of the three programs examined although the gap was still substantial (146-point difference) (see Charts 5-7).



Mean Scores and Student Characteristic Interactions

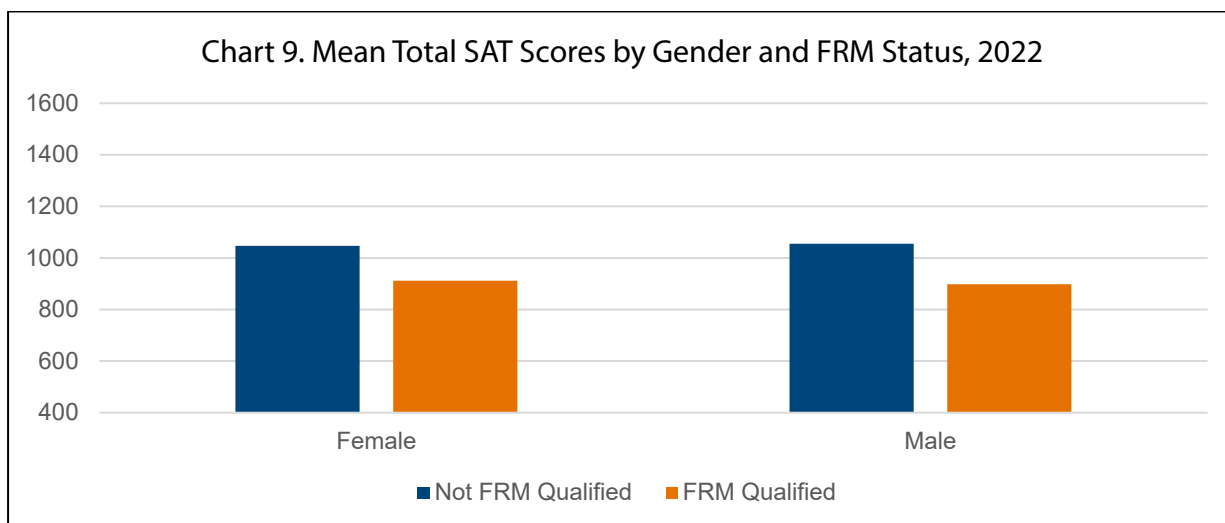
Gender and Ethnicity

When exploring mean total SAT scores by both student gender and ethnicity, Asian male students (1070) were the highest performing subgroup relative to their peers followed closely by Asian female students (1059) and male students from two or more ethnicities (1046). Black or African American female students were the lowest performing group (850) followed by Hispanic or Latina female students (883) and Hispanic or Latino male students (894). Across all ethnicities examined, only White female students outperformed their within-ethnicity male peers, albeit by only a slim margin (see Chart 8).



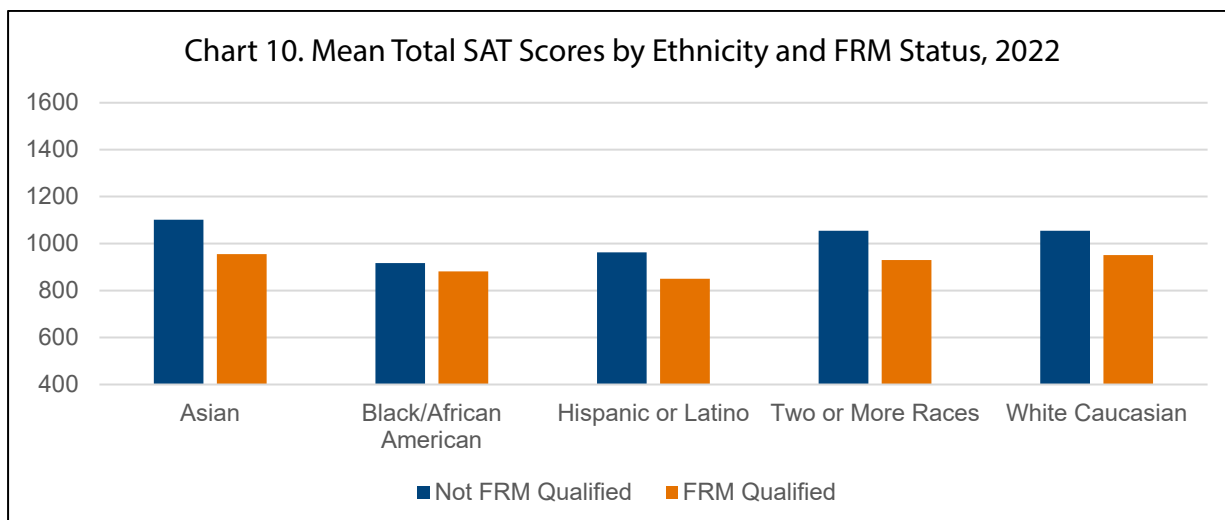
Gender and FRM Status

By student gender and FRM status, a similar result was observed for both female and male students. For students identifying with either gender, non-FRM students outperformed their peers who qualified for FRM in mean total SAT score. This gap was slightly larger for male students (157-point difference) than female students (135-point difference) (See Chart 9).



Ethnicity and FRM Status

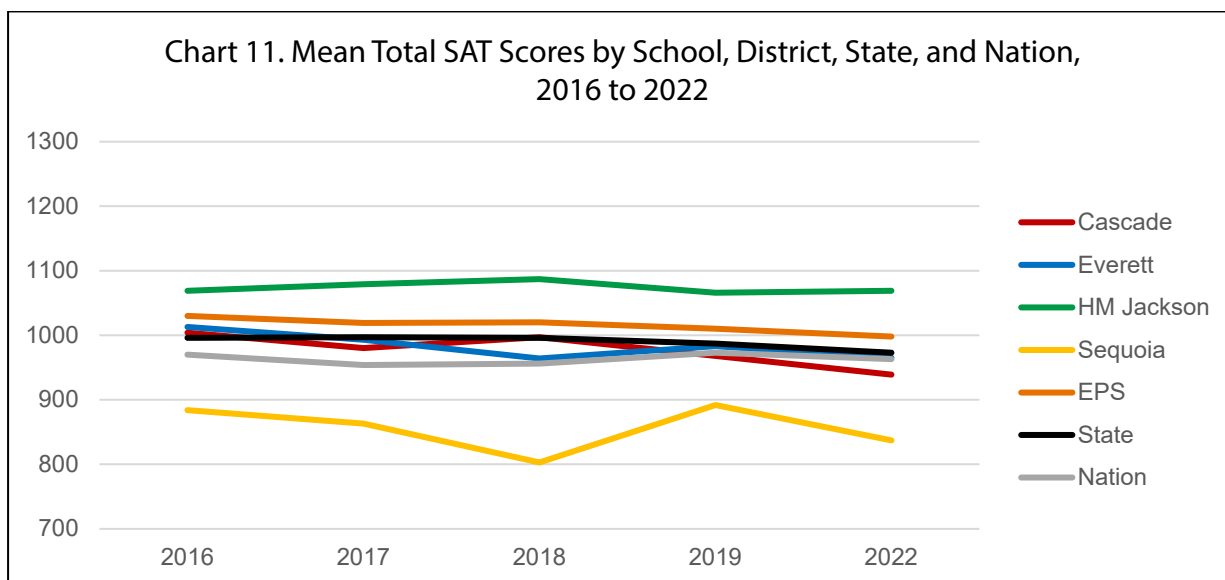
Similar to the findings by gender and FRM status, by student ethnicity and FRM status, students who qualified for FRM were outperformed by their non-FRM qualified peers. The gap between FRM qualified and non-qualified students was greatest among Asian students (147-point difference) and the smallest among Black or African American students (35-point difference). However, FRM qualified students who were Asian, White, and from two or more ethnicities each outperformed non-FRM qualified Black or African American students (see Chart 10).



Mean Score Trends

School, District, State, and Nation

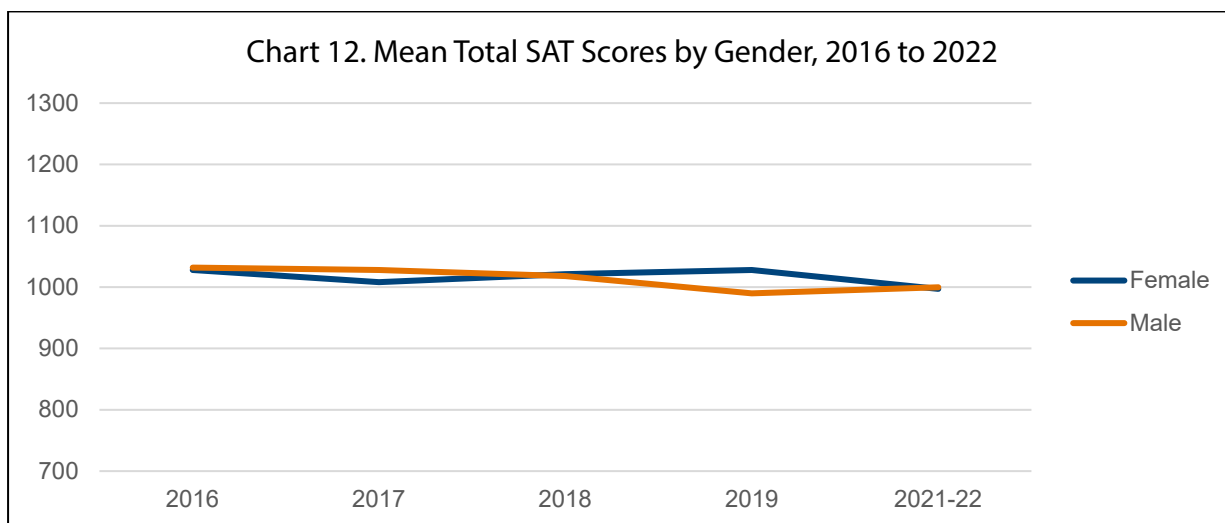
Over time, mean total SAT scores across the district experienced a modest decline. While mean scores at JHS were largely flat over five years, CHS, EHS, and SHS each dropped over the same time span. State and national mean total SAT scores followed similar trajectories to the district, experiencing small declines since 2016 (see Chart 11).



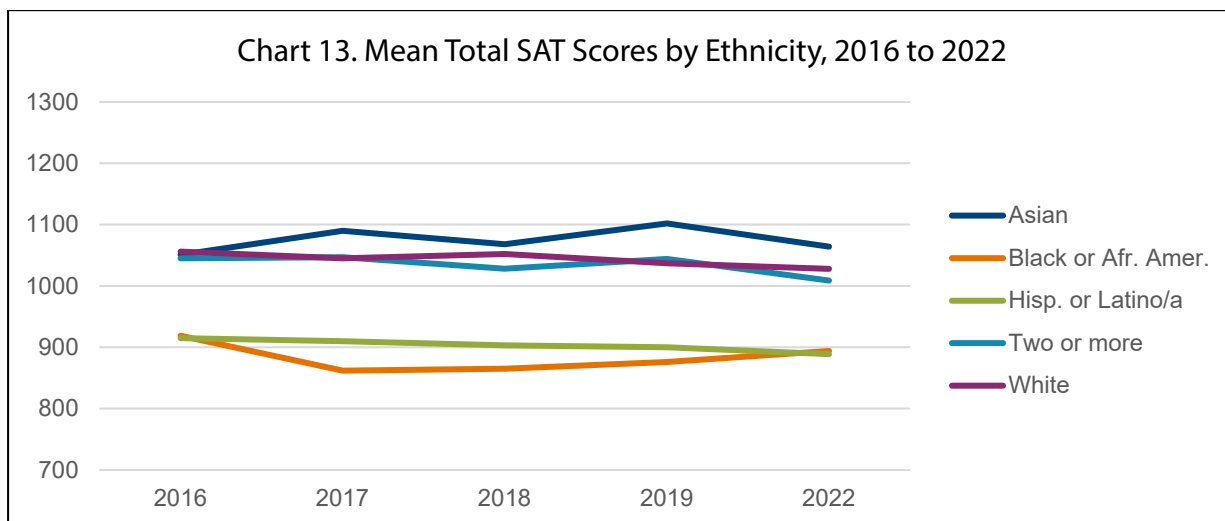
Note: y-axis scale reduced to improve clarity of data trends and differences

Student Characteristics and Programs

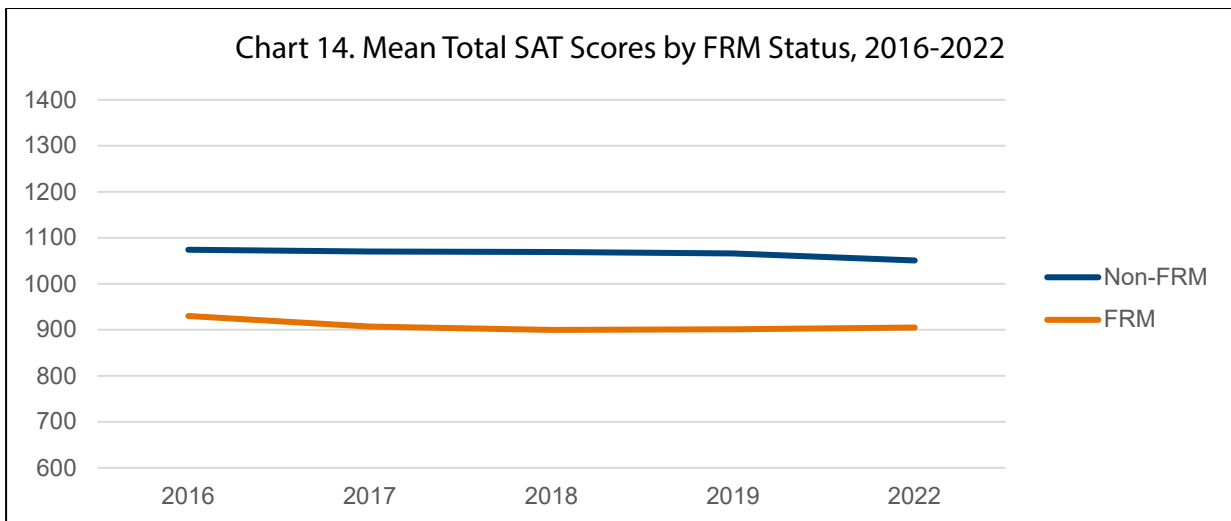
Over time, limited changes in student performance by subgroup were observed. Female and male identifying students largely followed similar a similar trajectory over the prior five School Day SAT offerings with only small gaps present in any given year (see Chart 12). Similarly, by student ethnicity, subgroups largely followed similar trajectories. Gaps, where present, were sustained but did not appreciably widen. Only Asian identifying students experienced a slight increase in mean total SAT scores over the five years examined (see Chart 13). And by FRM status, trajectories for both subgroups were, once again, largely similar. Both FRM qualified and non-FRM qualified students experienced a slight decline in mean total SAT scores since 2016 (see Chart 14).



Note: y-axis scale reduced to improve clarity of data trends and differences



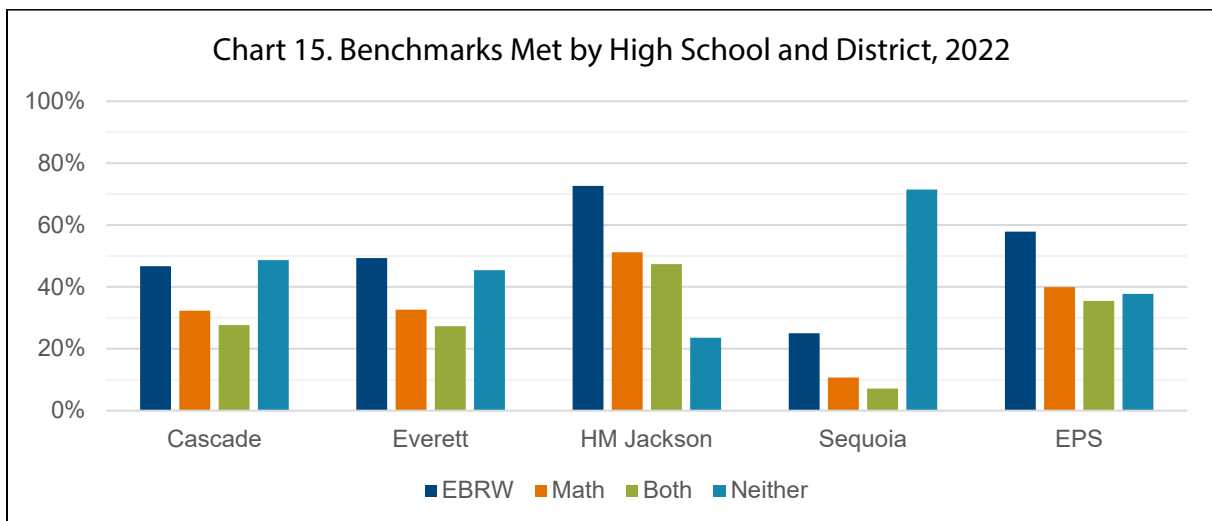
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College Readiness Benchmarks

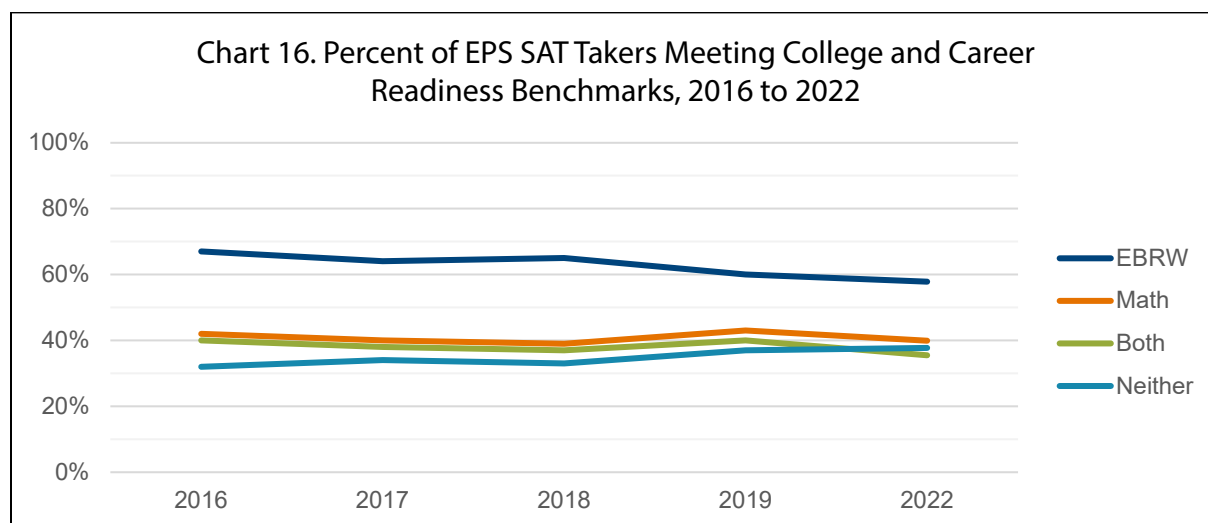
Of the students who participated in the 2022 School Day SAT, 58% reached the EBRW College and Career Readiness Benchmark, 40% reached the Math College and Career Readiness Benchmark, and 35% met both benchmarks across the district. Nearly 40% of students did not reach either benchmark. At JHS, students had the greatest success reaching benchmarks, particularly in EBRW (73%). On the other hand, 71% of students from SHS failed to reach either benchmark, and less than 10% of SHS test takers reached both benchmarks (see Chart 15).



Note: For juniors in 2021-22, the College and Career Readiness Benchmark was 480 for Evidence-Based Reading and Writing, and 530 for Math.¹

College and Career Readiness Benchmark Trends

Over time, the share of students meeting the Math benchmark has only seen a modest decline from 42% to 40%. However, the share of students meeting the EBRW benchmark has declined nearly 10 percentage points (67% to 58%). Accordingly, the share of students meeting both benchmarks has declined and the share failing to meet either benchmark has increased over time (see Chart 16).



¹ <https://collegereadiness.collegeboard.org/about/scores/benchmarks>, accessed June 6, 2022.

² Assessment & Research pulls a monthly enrollment file which includes demographic and program information on active students at that date. The closest monthly enrollment file to the administration of the EPS School Day SAT was pulled on April 1, 2022 and is used as the denominator in this calculation. The same methodology is applied for participation rates for prior EPS School Day SAT administrations.

³ Students with Disabilities (SWD) can have broad ranging needs. While many students with less substantial needs can successfully participate in the SAT with or without accommodations, successful participation in the SAT is beyond the capabilities of others. As such, underrepresentation of SWD qualified students is expected to some extent.