Scholastic Aptitude Test (SAT) Results

Grade 11
Class of 2024
March 2023 Administration

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EVERETT PUBLIC SCHOOLS®

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:

- The 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.
- The Math section evaluates a student's ability 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 2022-23, the College and Career Readiness Benchmarks were 460 for EBRW and 510 for Math.[i]

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 2017 to 2023 EPS School Day SATs, and state- and national-level College Board Assessment Reporting from 2017 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 2023 EPS School Day SAT, 1,001 students from the Class of 2024 took the SAT, resulting in a participation rate of 75%.[ii] The test taking population's characteristics largely aligned with the overall characteristics of the Class of 2024. In only a handful of instances did the test taking population diverge from the overall population by more than two percentage points:

- By high school, students at HM Jackson (JHS) were overrepresented.
- By ethnicity, Asian students were overrepresented while White students were underrepresented.
- By Free or Reduced Meal (FRM) status, non-FRM qualified students were underrepresented.
- By Student with Disability (SWD) status, SWD qualified students were underrepresented.[iii]

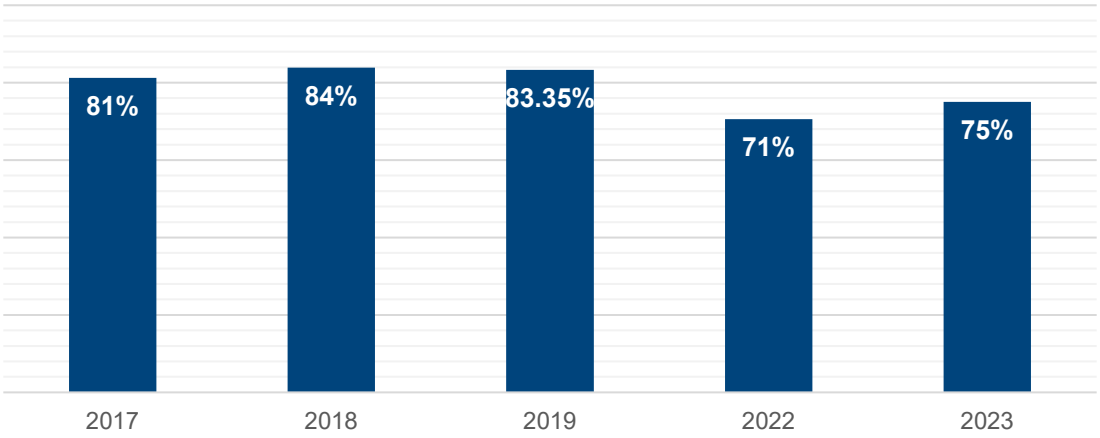
Participation in the School Day SAT increased slightly from 2022 to 2023. However, the rate of participation has not returned to rates observed from 2017 to 2019 (see Chart 1). With a changing admissions requirements regarding standardized testing, it is possible this participation rate may continue to fluctuate in the near future.

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

	SAT Taking Population	Class of 2024*
Total	1,001	1,334
Cascade	29.4%	29.2%
Everett	26.7%	28.1%
HM Jackson	41.4%	38.9%
Sequoia	2.6%	3.8%
Female	47.0%	47.4%
Male	53.0%	52.6%
Asian	19.6%	17.1%
Black	5.3%	5.2%
Hispanic or Latino/a	22.5%	22.9%
Two or More Ethnicities	8.4%	7.8%
White	42.7%	44.8%
FRM Qualified	43.5%	38.0%
Not FRM Qualified	56.5%	62.0%
ML Qualified	10.1%	10.9%
Not ML Qualified	89.9%	89.1%
SWD Qualified	7.5%	11.2%
Not SWD Qualified	92.5%	88.8%

**As of the 3/31/2023 EPS enrollment, demographics, and programs file.*

Chart 1: Junior Class Participation Rates
in School Day SAT, 2017 to 2023



**The School Day SAT was not administered at EPS in 2020 and 2021 due to the COVID-19 pandemic.*
***Denominators for participation rates 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 each year.*

High School and District Mean Scores

Districtwide, the mean Total SAT score was 976 with mean EBRW and Math scores of 501 and 475, respectively. Mean Total, EBRW, and Math scores districtwide were all slightly behind state values but above national values. Among high schools, JHS had the highest mean Total, EBRW, and Math scores (1044, 533, and 511 respectively). Mean scores at Sequoia (SHS) exceeded those of both Cascade (CHS) and Everett (EHS) for the first time in the last five years. While scores at SHS have increased over time, scores at the other high schools experienced modest declines, similar to state and national trends (see Charts 2a, 2b, and 2c).

Chart 2a: Mean Total SAT Scores, 2017 to 2023

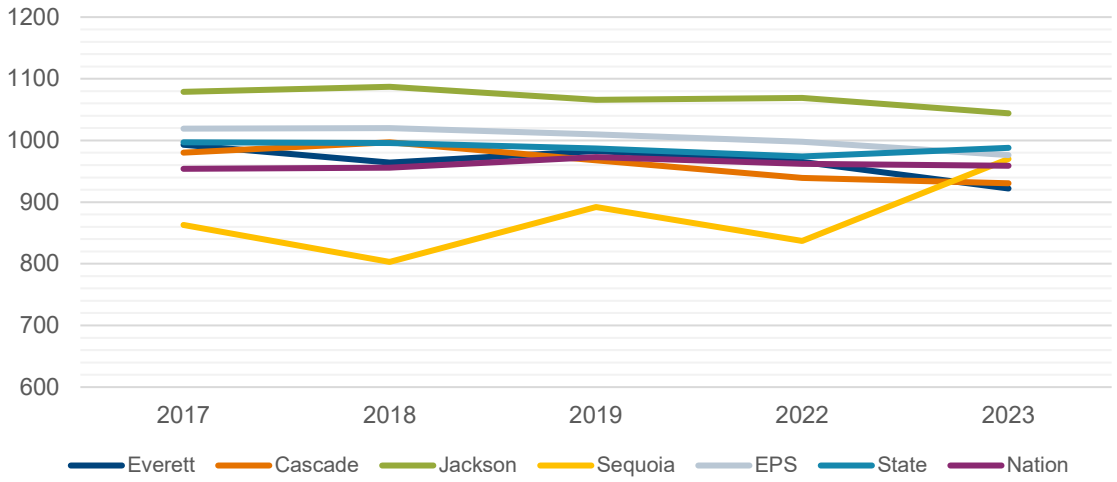


Chart 2b: Mean EBRW SAT Scores, 2017 to 2023

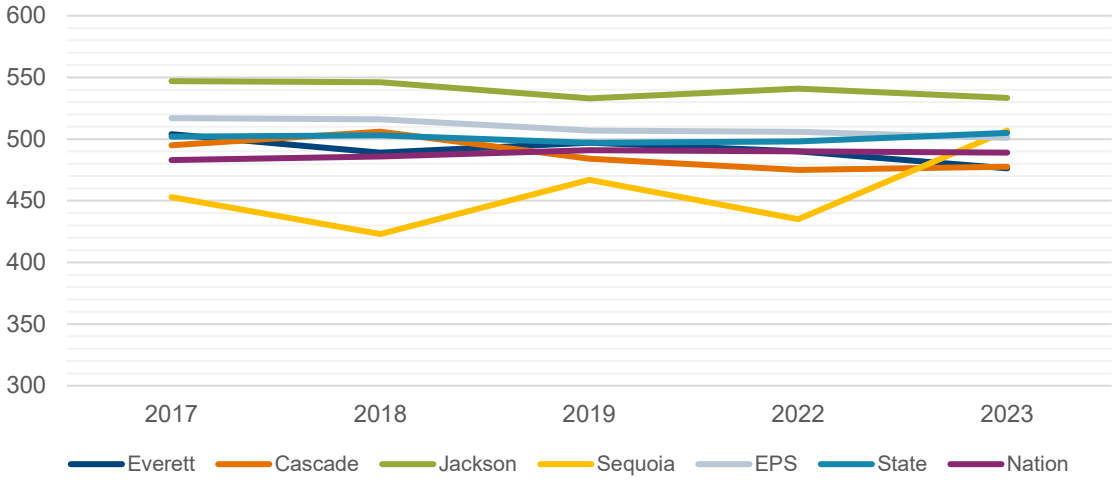
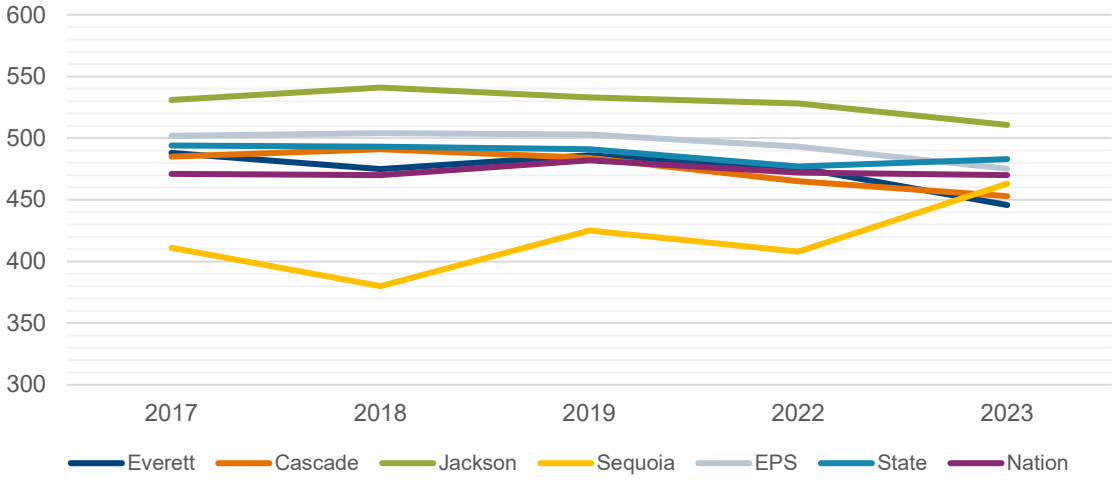


Chart 2c: Mean Math SAT Scores, 2017-2023



Mean Scores by Subgroup

Gender

By gender, mean EBRW and Math score gaps between female and male students were small. Female students had higher mean EBRW scores than their male peers at each high school and across the district (female, 506; male, 497) (see Chart 3a). Conversely, mean Math scores were higher for male students than female students at each high school and across the district (female, 465; male, 484) (see Chart 4a). Mean EBRW and Math scores declined for both male and female students over time (see Charts 3b and 4b).

Chart 3a: Mean EBRW Scores by Gender and School, 2023

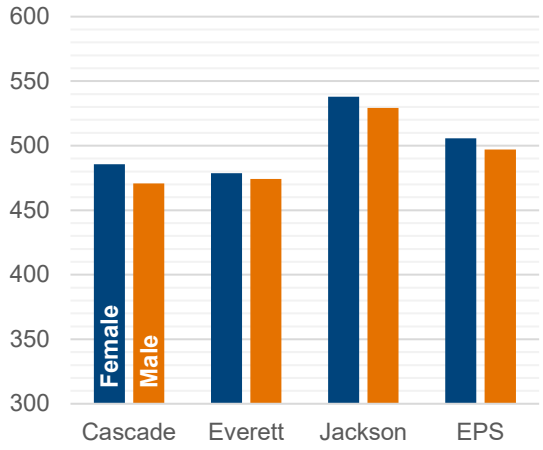


Chart 3b: Mean EBRW Scores by Gender, 2017 to 2023

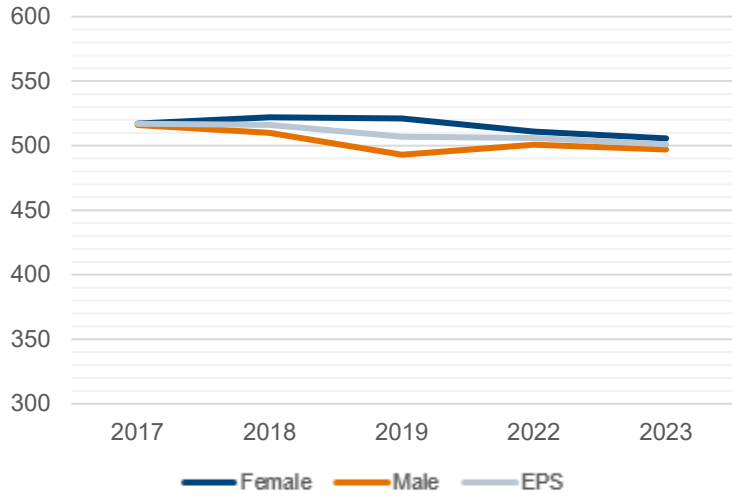


Chart 4a: Mean Math Scores by Gender and School, 2023

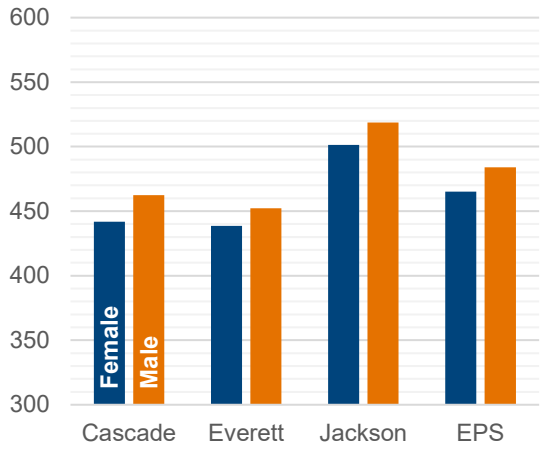
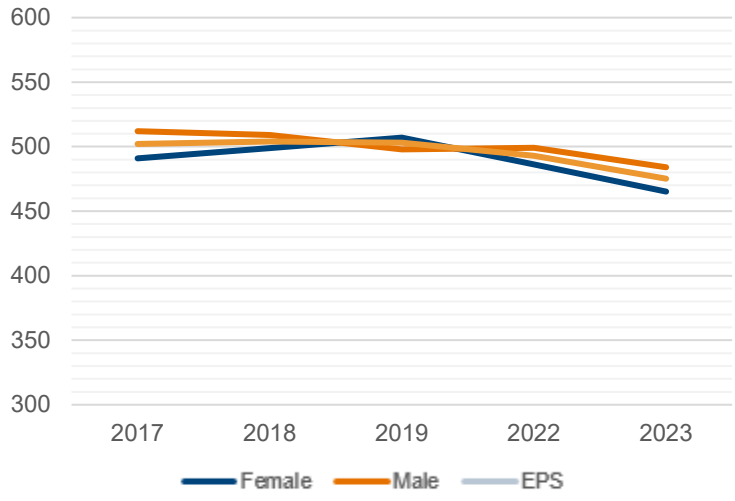


Chart 4b: Mean Math Scores by Gender, 2017 to 2023



Ethnicity

At the district level, mean EBRW scores were highest for Asian students (537) and lowest for Hispanic or Latino/a students (446). While this pattern was also seen at JHS, at CHS and EHS, White students and students identifying with two or more ethnicities scored higher than their Asian peers (see Chart 5a). Over time, EBRW mean scores were relatively flat for most groups, although Black students have been on a modest upward trajectory since 2019 (See Chart 5b).

Chart 5a: Mean EBRW Scores by Ethnicity and School, 2023

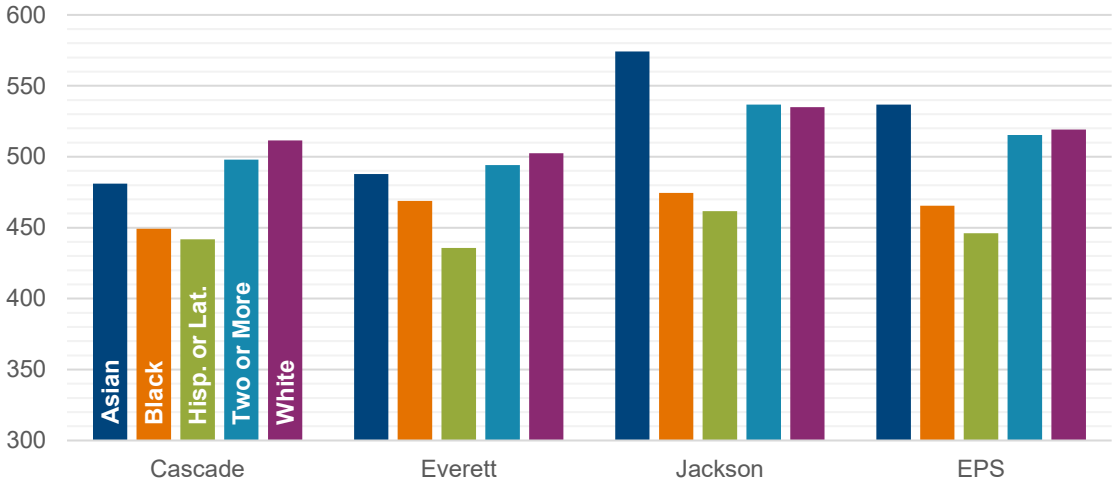
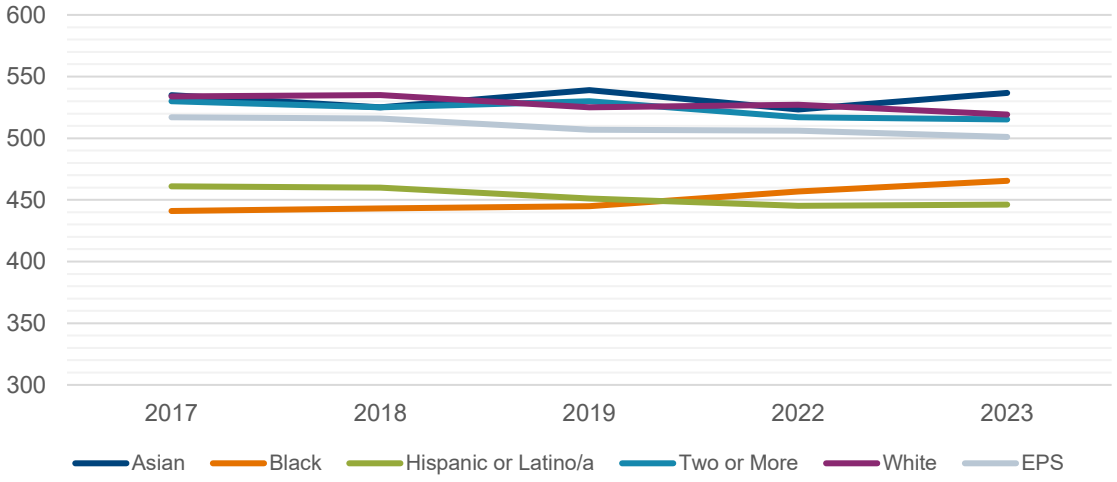


Chart 5b: Mean EBRW Scores by Ethnicity, 2017 to 2023



Mean Math scores followed a similar pattern to mean EBRW scores at the district level, with Asian students (536) receiving the highest scores and Hispanic or Latino/a students (421) scoring the lowest. This pattern held for all three traditional high schools, although the gap between Asian students, White students, and students of two or more ethnicities was very small at CHS (see Chart 6a). Over time, scores for each group experienced modest declines with the exception of Black students who have been on an upward trajectory since 2018 (see Chart 6b).

Chart 6a: Mean Math Scores by Ethnicity and School, 2023

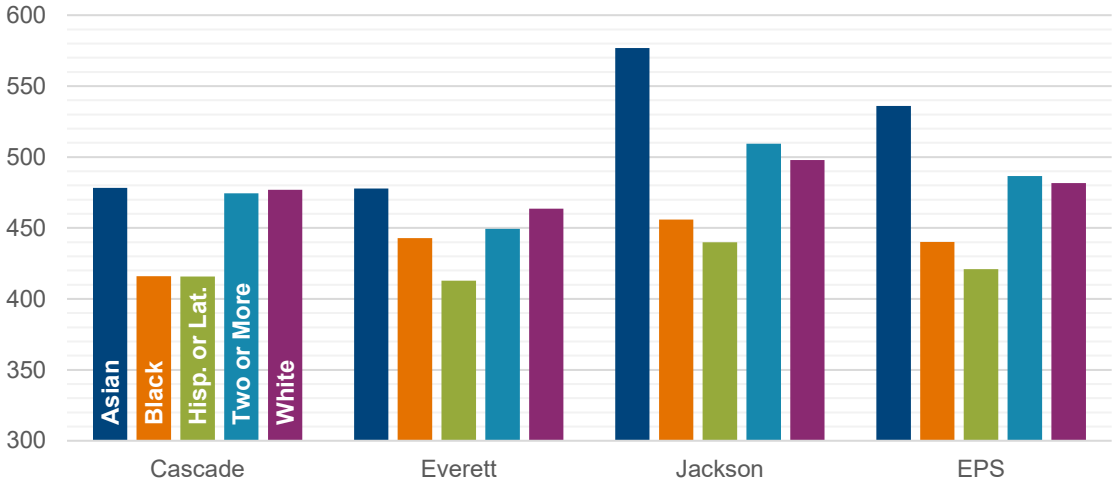
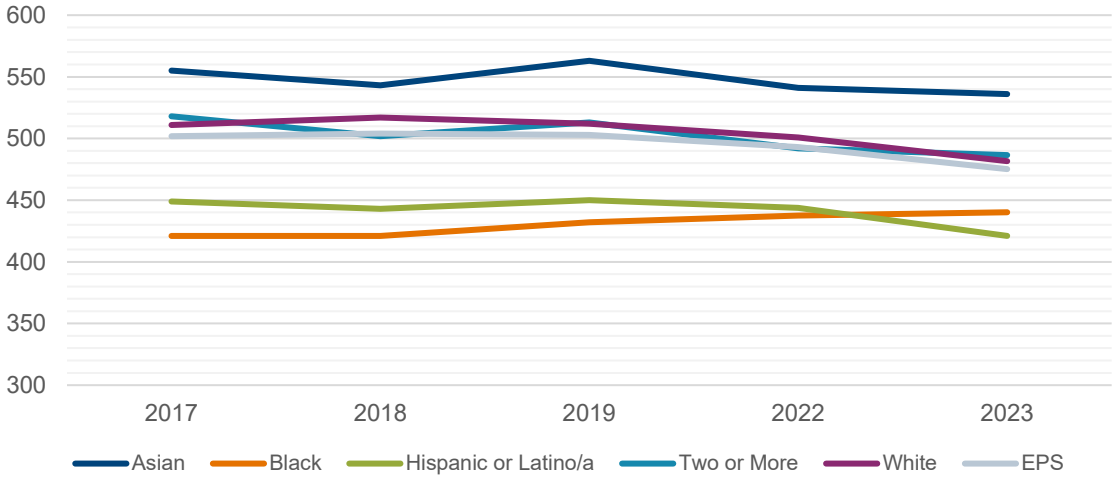


Chart 6b: Mean Math Scores by Ethnicity, 2017 to 2023



Program Status

Free and Reduced Meal (FRM) Status

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, 457; not FRM qualified, 535) (see Chart 7a). The gap between these two subgroups has been relatively stable since 2017 (see Chart 7b).

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, 431; non-FRM qualified, 509) (see Chart 8a). While mean Math scores declined for both FRM and non-FRM qualified students, FRM qualified students experienced a greater decline from 2022 to 2023 (see Chart 8b).

Chart 7a: Mean EBRW Scores by FRM Status and School, 2023

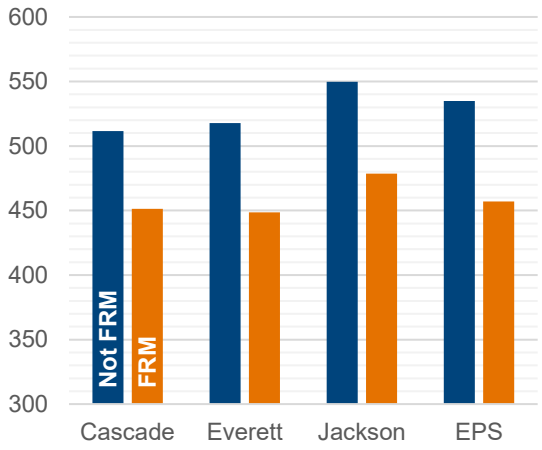


Chart 7b: Mean EBRW Scores by FRM Status, 2017 to 2023

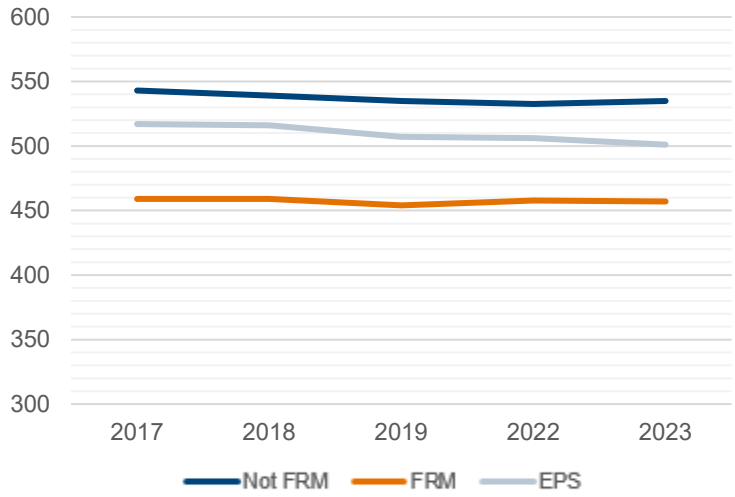


Chart 8a: Mean Math Scores by FRM Status and School, 2023

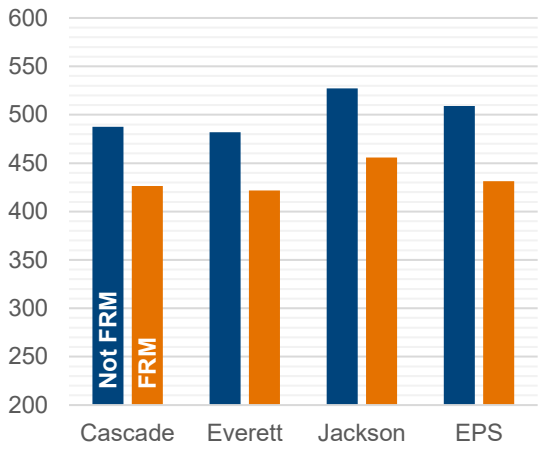
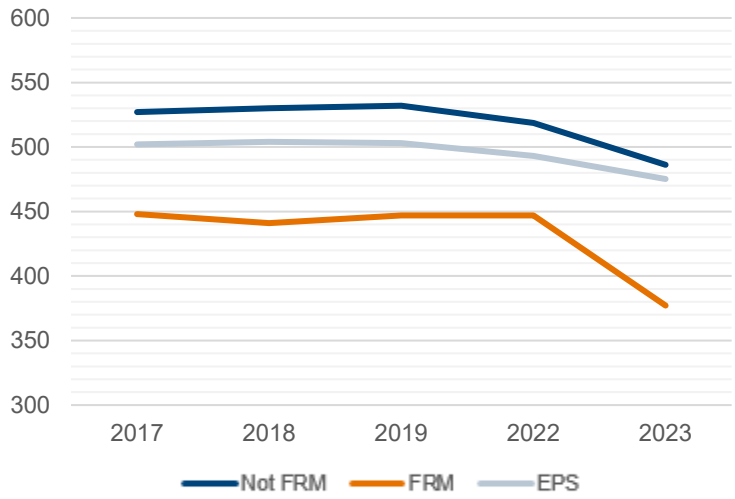


Chart 8b: Mean Math Scores by FRM Status, 2017 to 2023



Multilingual Learner (ML) Status

Students who were Multilingual Learner qualified had lower mean EBRW scores than their non-ML qualified peers at each traditional high school and at the district level (ML qualified, 379; not ML qualified, 515) (see Chart 9a). After shrinking between 2018 and 2022, the gap between ML and non-ML qualified students expanded in 2023 (see Chart 9b).

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, 377; not ML qualified, 486) (see Chart 10a). While the gap between these two subgroups narrowed between 2019 and 2022, this gap slightly expanded in 2023 (see Chart 10b).

Chart 9a: Mean EBRW Scores by ML Status and School, 2023

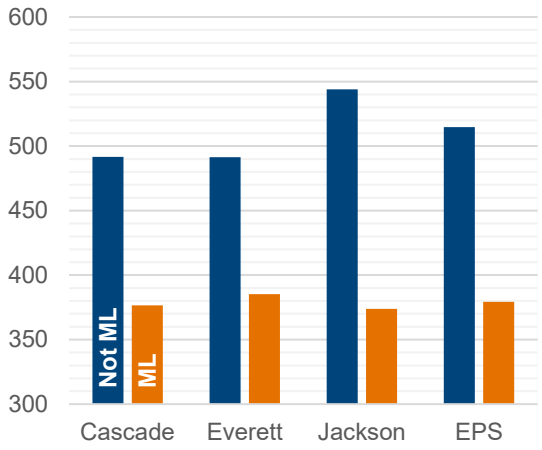


Chart 9b: Mean EBRW Scores by ML Status, 2017 to 2023

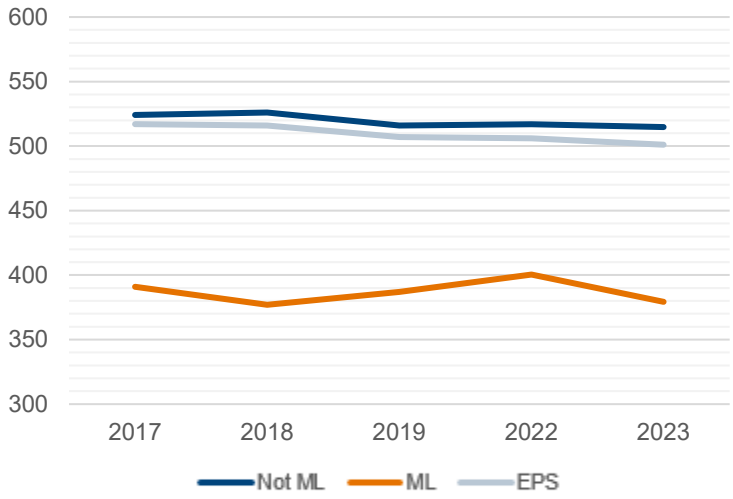


Chart 10a: Mean Math Scores by ML Status and School, 2023

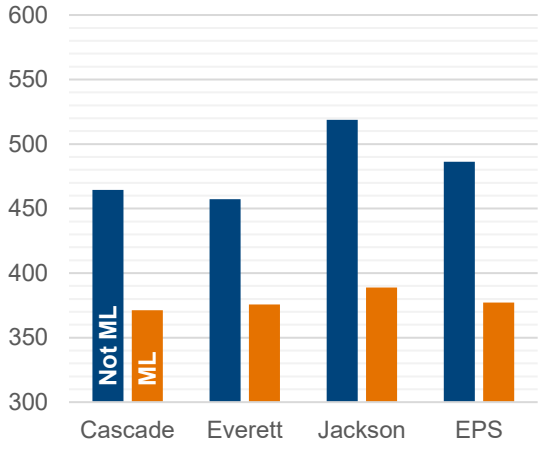
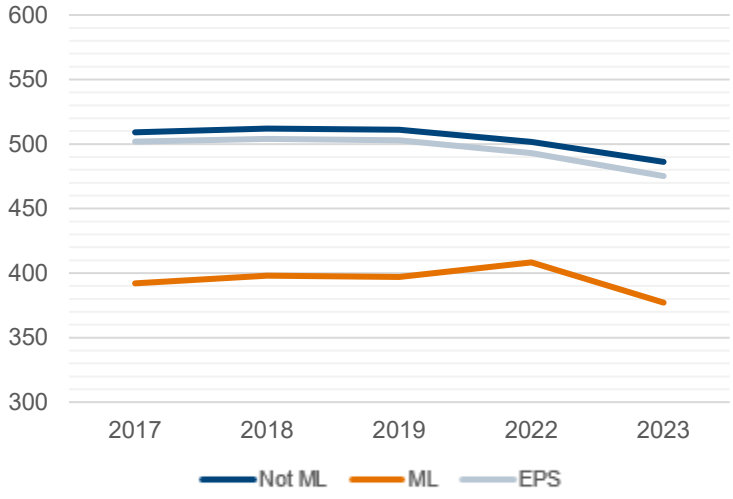


Chart 10b: Mean Math Scores by ML Status, 2017 to 2023

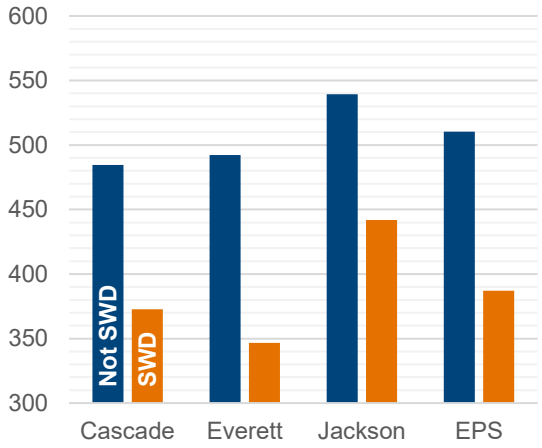


Student with Disability (SWD) Status

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, 387; not SWD qualified, 510) (see Chart 11a). Over time, the gap in mean EBRW scores between the two subgroups has stayed relatively consistent as both groups have declined (see Chart 11b).

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, 369; not SWD qualified, 484) (see Chart 12a). Gaps in mean Math scores between SWD qualified and non SWD qualified students had been closing between 2017 and 2022 but slightly expanded in 2023 (see Chart 12b).

Chart 11a: Mean EBRW Scores by SWD Status and School, 2023



Chat 11b: Mean EBRW Scores by SWD Status, 2017 to 2023

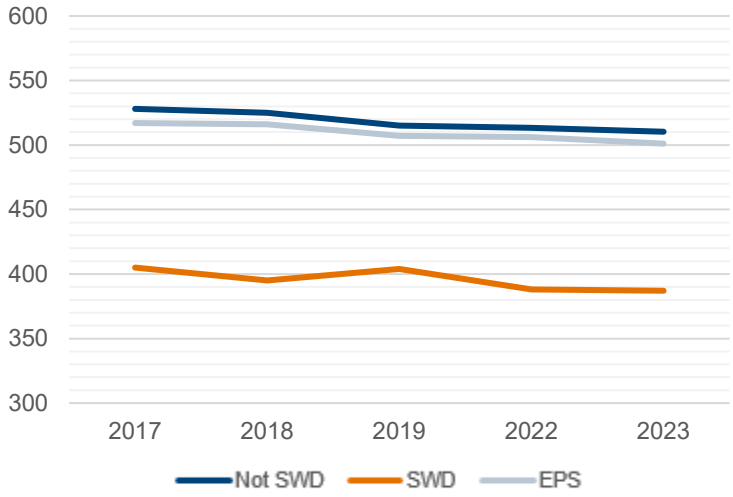


Chart 12a: Mean Math Scores by SWD Status and School, 2023

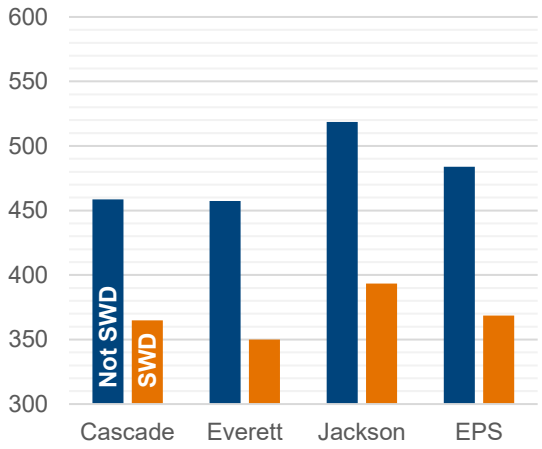
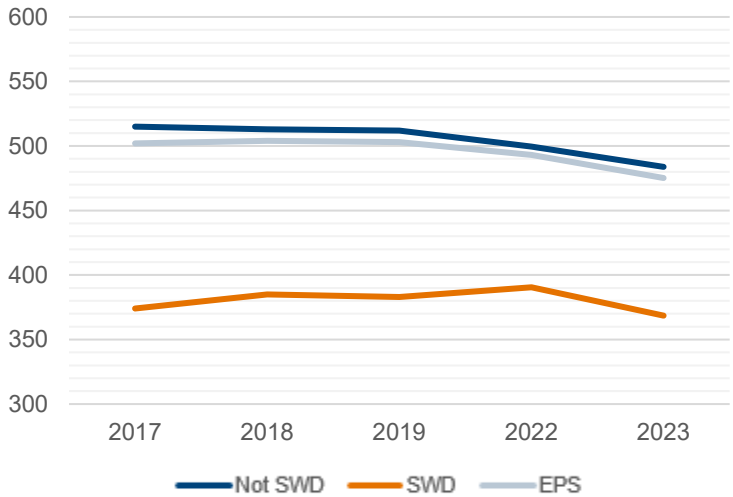


Chart 12b: Mean Math Scores by SWD Status, 2017 to 2023



Mean Scores and Student Characteristic Interactions

Gender and Ethnicity

In most cases, female students outperformed their male peers within the same ethnicity group by mean EBRW scores. The lone exception was observed among Asian students; Asian male students (545) scored higher than all other gender-ethnicity combinations followed by White female students (530) and Asian female students (525) (see Chart 13)

For Math, male students had higher mean scores than their female peers within each ethnicity subgroup except Hispanic or Latino/a students where the reverse was true. Male Hispanic or Latino students had a mean score of 418 while female Hispanic or Latina students had a mean score of 424 (see Chart 14).

Chart 13: Mean EBRW Scores by Gender and Ethnicity, 2023

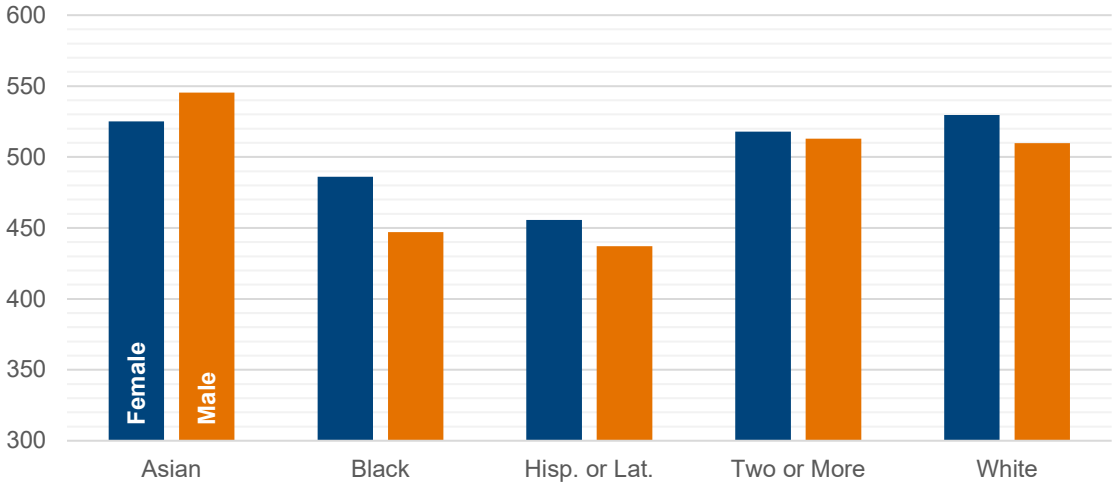
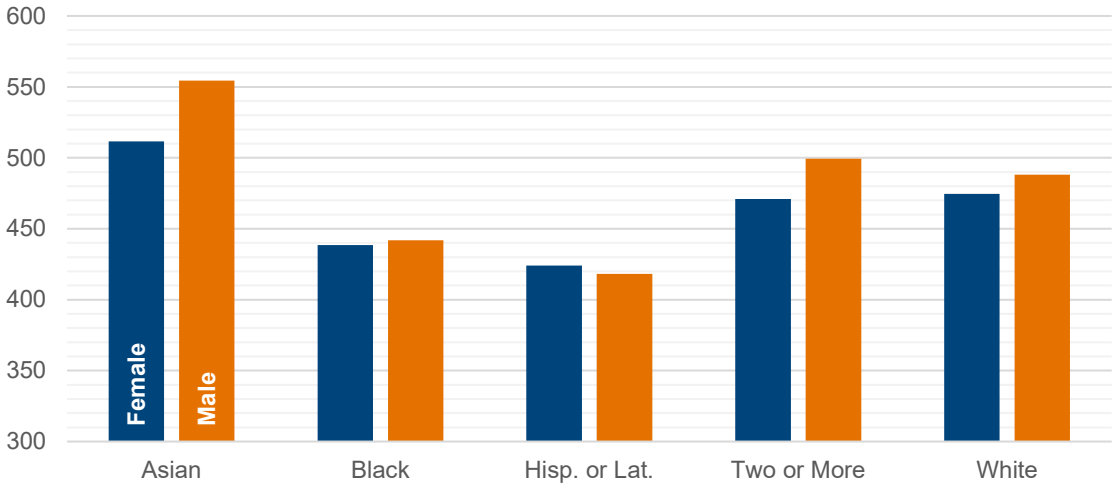


Chart 14: Mean Math Scores by Gender and Ethnicity, 2023



Ethnicity and FRM Status

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 all FRM qualified student subgroups (see Chart 15).

Mean Math scores for FRM qualified students were higher than their non-FRM qualified peers within each ethnicity subgroup. However, the mean Math score for FRM qualified Asian students (479) exceed those of non-FRM qualified Hispanic and Latino/a students (443) and were just shy of the mean score for non-FRM qualified Black students (484) (see Chart 16).

Chart 15: Mean EBRW Scores by FRM Status and Ethnicity. 2023

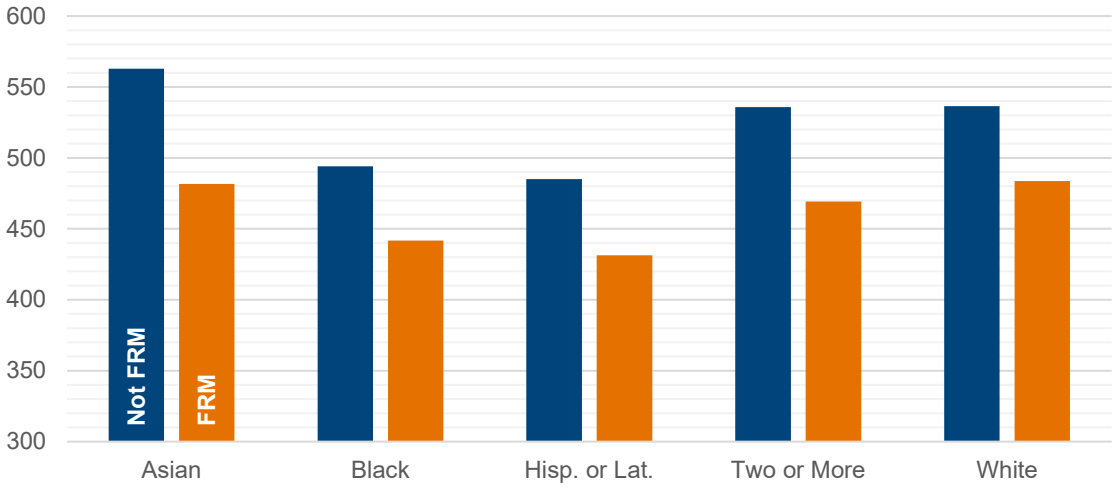
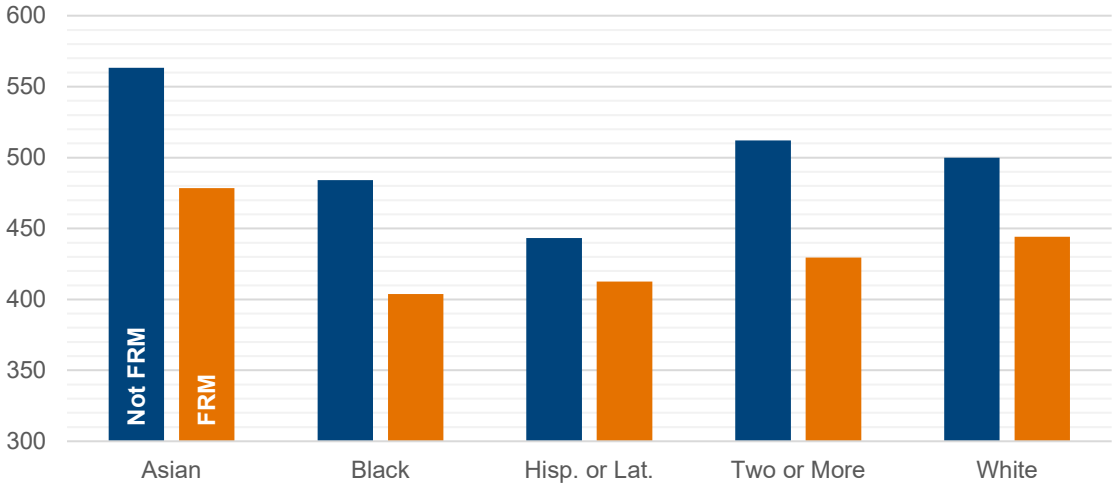


Chart 16: Mean Math Scores by FRM Status and Ethnicity, 2023

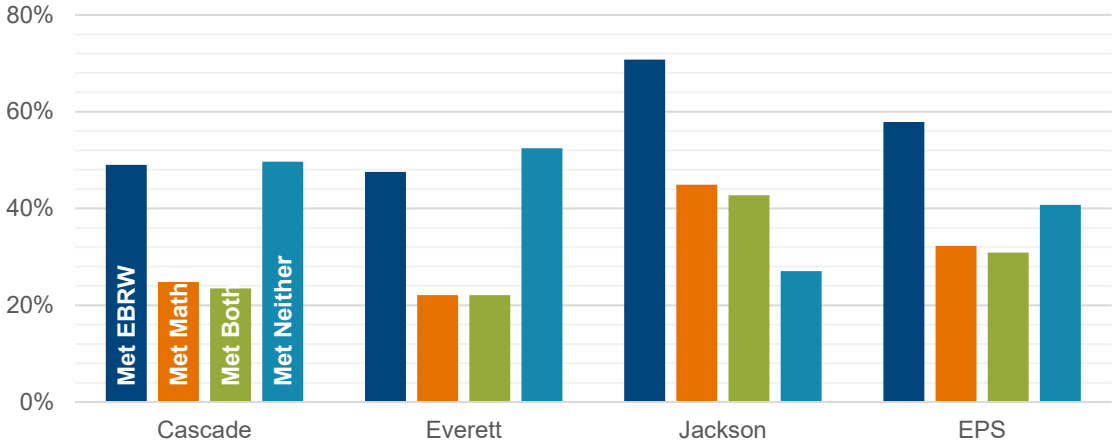


College and Career Readiness Benchmarks

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, 58% of students met the EBRW benchmark, 32% met the Math benchmark, 31% met both benchmarks, and 41% met neither benchmark. Students at JHS were the most likely to meet both benchmarks. (see Chart 17).

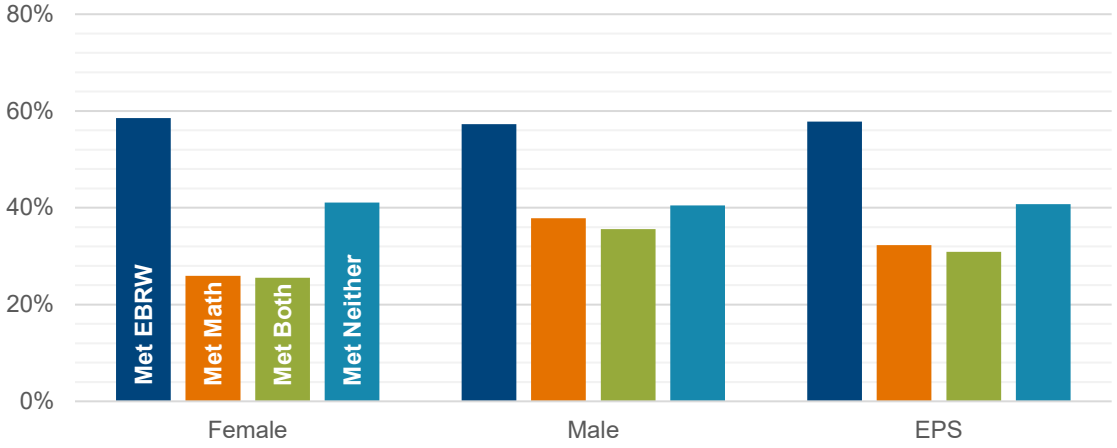
Chart 17: Share of Students Meeting College and Career Readiness Benchmarks by School, 2023



Benchmarks 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. For both gender subgroups, students were more likely to meet the EBRW benchmark than the Math benchmark (see Chart 18).

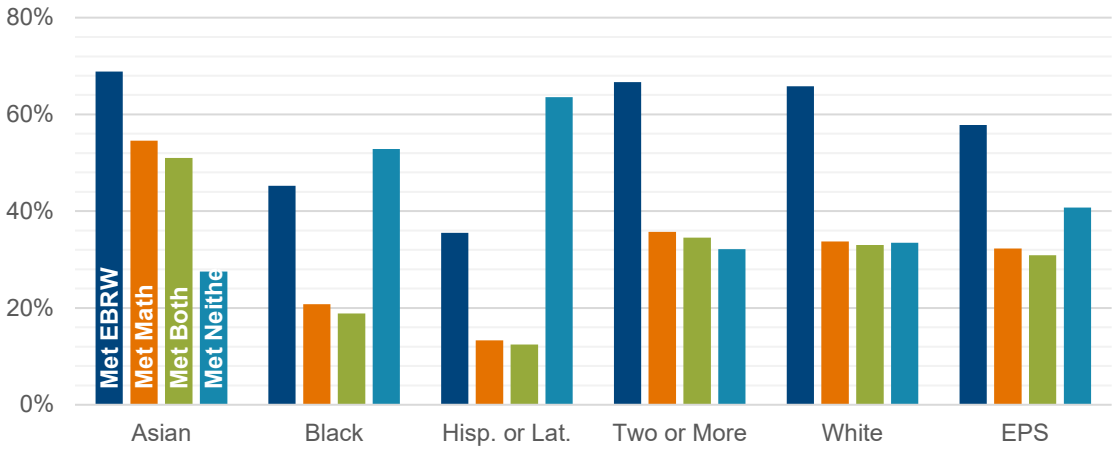
Chart 18: Share of Students Meeting College and Career Readiness Benchmarks by Gender, 2023



Benchmarks by Ethnicity

By ethnicity, Asian students had the greatest success meeting benchmarks while Hispanic or Latino/a students were the least successful. Only 28% of Asian students failed to reach either benchmark while 64% of Hispanic or 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 19).

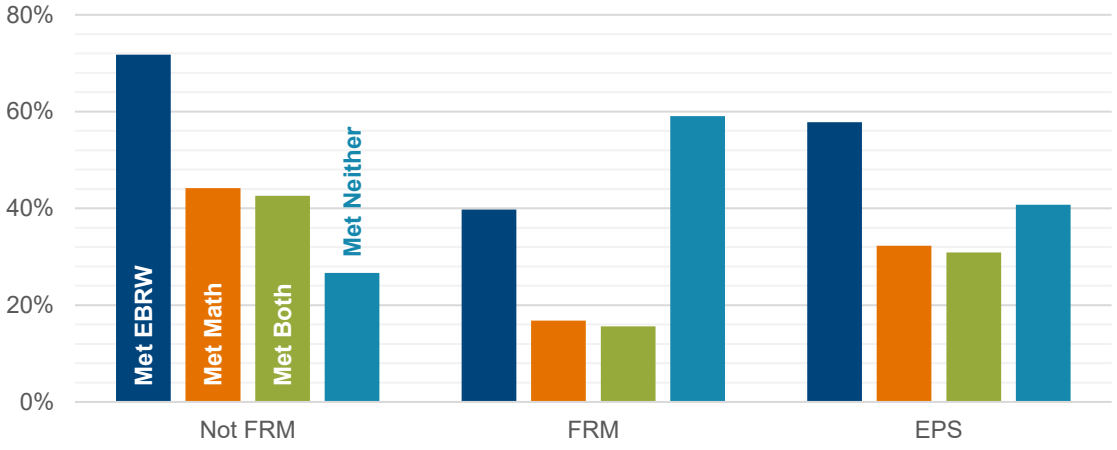
Chart 19: Share of Students Meeting College and Career Readiness Benchmarks by Ethnicity, 2023



Benchmarks by FRM Status

By FRM Status, non-FRM qualified students were more successful at meeting benchmarks than their FRM qualified peers. While only 27% of non-FRM qualified students failed to meet either benchmark, 59% of FRM qualified students missed both benchmarks. For both subgroups, more students met the EBRW benchmark than the Math benchmark (see Chart 19).

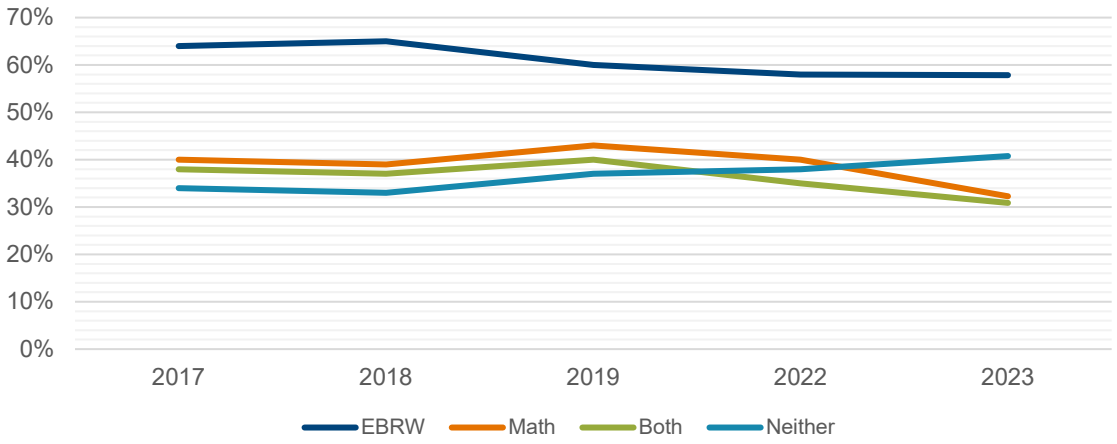
Chart 20: Share of Students Meeting College and Career Readiness Benchmarks by FRM Status, 2023



District Level Benchmark Trend

The share of students failing to meet College and Career Readiness Benchmarks has grown since 2018. This was particularly pronounced for the Math benchmark, where the rate of students meeting this benchmark decreased by a greater amount than the EBRW benchmark in 2023.

Chart 21: Share of Students Meeting College and Career Readiness Benchmarks, 2017 to 2023



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 22). Similarly, students who were FRM, SWD, and ML qualified were all overrepresented among students who did not meet any benchmarks (see Chart 23).

Chart 22: Ethnicity Subgroup as Share of Students Not Meeting Either Benchmark v. Enrollment Share of Junior Class, 2023

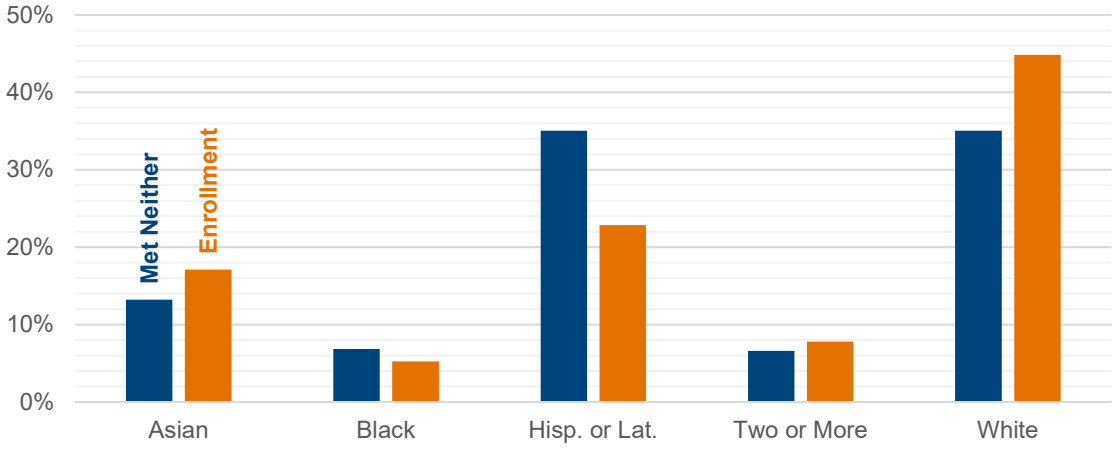
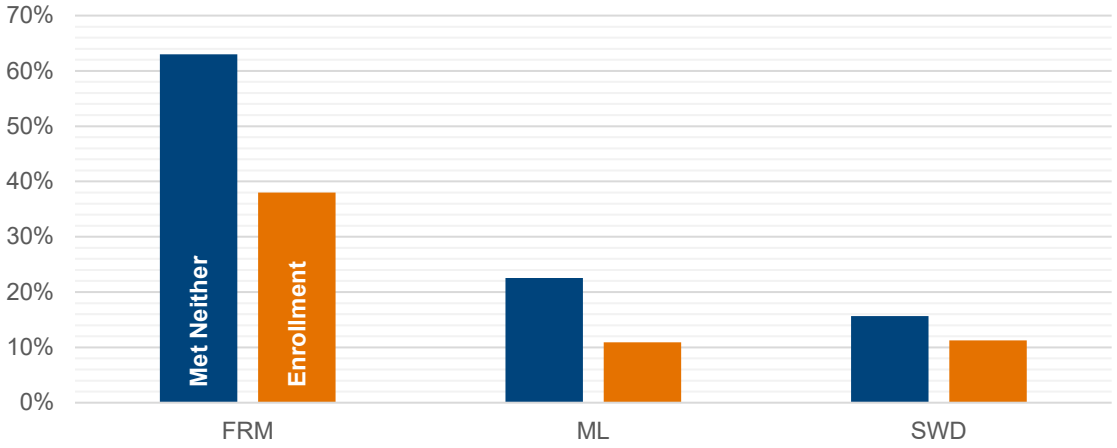


Chart 23: Program Subgroup as Share of Students Not Meeting Either Benchmark v. Enrollment Share of Junior Class, 2023



[i] https://collegereadiness.collegeboard.org/about/scores/benchmarks, accessed June 1, 2023.

[ii] 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 March 31, 2023 and is used as the denominator in this calculation. The same methodology is applied for participation rates for prior EPS School Day SAT administrations.

[iii] 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.