SAT Participation Remains High: 91%

- Overall participation increased from 89% in 2018 to 91% in 2019.
- The participation gap was virtually eliminated for all groups except for students with disabilities, whose gap dramatically decreased when SAT School Day was introduced in 2016.

SAT Performance

- The overall average scores for 11th grade test takers remained unchanged at 496 from 2018 to 2019 for the Evidence-Based Reading and Writing (EBRW) section. Math scores decreased from 471 in 2018 to 469 in 2019.
- Over half of 11th grade test takers met the college readiness benchmark for EBRW, and a quarter met the benchmark for Math in 2019.
- The overall average scores for 12th grade test takers increased from 406 in 2018 to 408 in 2019 for the EBRW section. Math scores decreased from 372 in 2018 to 370 in 2019.

2,151 Students not meeting the FSA ELA graduation requirement achieved a concordance score on SAT School Day 2019

349 Students not meeting the Algebra 1 EOC graduation requirement achieved a concordance score on SAT School Day 2019

Over one-third of all students taking the SAT to achieve ELA concordance were successful:
- 41% of 11th graders in 2019
- 31% of 12th graders in 2019

More than one-in-ten of all students taking the SAT to achieve Algebra 1 EOC concordance were successful:
- 18% of 11th graders in 2019
- 15% of 12th graders in 2019

Additional Resources

- Detailed school-by-school results: https://www.browardschools.com/sar
- Information on the SAT: http://www.collegeboard.org
Broward County Public Schools (BCPS) offered a Stanford Achievement Test (SAT) School Day to students on March 6, 2019 with a makeup date of April 9, 2019. All 11th grade students enrolled in traditional schools and centers were offered a SAT School Day for the first time in April 2016. The initiative was put in place to eliminate the economic and logistical barriers that limited students’ participation in the SAT in the past. Twelfth graders who had not met the graduation reading requirement were offered the test for the first time in April 2017. Twelfth graders who had not met the Algebra 1 End of Course graduation test requirements were offered the test for the first time in March 2019, following a change in Algebra 1 concordance rules to include the SAT. This report summarizes student participation and scores from the 2019 SAT School Day administration.

Major findings include:

- **Participation in the SAT School Day** increased from 89% in 2018 to 91% in 2019 among 11th grade students. Participation has remained above 80% for nearly all subgroups, except for students with disabilities. For English language learners and students who receive free or reduced-price lunch, SAT School Day participation remains above 80 percent.
- The average **Evidence-Based Reading and Writing (EBRW)** score remained static from 2018 to 2019. Among 11th grade students, the mean EBRW score remained the same at 496 from 2018 to 2019. The mean Math score went from 471 in 2018 to 469 in 2019.
- **Over one-third of all students who had not met the graduation requirement for English Language Arts (ELA) achieved a concordant score on SAT School Day** (41.2% of 11th grade students, n=2,151; and 30.9% of 12th grade students, n=527).
- **Just over half of all 11th grade students participating in SAT School Day** achieved the college-readiness benchmark score for the EBRW section (55.6%; n=8,874), while a quarter met the benchmark for the Math section (25.7%; n=4,103).

Please direct any questions or comments concerning this report to Richard Baum, Director, Student Assessment & Research at 754-321-2500. This memo and report may also be accessed via the Student Assessment & Research website at https://www.browardschools.com/sar.

VSW/DG/RGB/RAA/MP:rs
Attachment

CC: School Board Members
    Senior Leadership Team
    Directors, School Performance and Accountability
2019 SAT School Day

The Stanford Assessment Test (SAT), a college entrance exam offered through College Board, provides many benefits, both to students and schools. For the fourth year in a row, Broward County Public Schools (BCPS) partnered with College Board to provide a school day administration of the SAT to all eleventh-grade students enrolled in the District’s traditional schools and centers in order to increase SAT participation throughout the District. The SAT was also offered to twelfth grade students who had not yet met the reading graduation testing requirement or who had not yet met the Algebra 1 End of Course (EOC) graduation testing requirement.

Registration fees were waived for all who participated during SAT School Day. The District, in collaboration with high schools, pre-registered students, paid their registration fee (providing a direct cost savings of sixty-four dollars and fifty cents to each student), and offered the SAT assessment during a regular school day, thus making it highly convenient for students to take the exam. Prior to the exam, students were given access to the Official SAT Practice online exam preparation course.

The first SAT School Day took place in April 2016, following a successful pilot in three high schools the year before. In April 2017, BCPS held the second annual SAT School Day, and also invited all 12th grade students who had not yet met the English Language Arts (ELA) graduation testing requirement to participate. For the fourth year of the initiative, SAT School Day again was offered to 11th and 12th grade students. Following the pattern of the last three years of SAT School Day, the test was scheduled earlier than in prior years: March 6, 2019.

Background

SAT: Benefits to Students

The SAT is a college entrance exam accepted by all U.S. colleges. As such, many students participate to meet college entrance requirements. Additionally, various colleges and educational organizations award scholarships or grants based in part on SAT scores. Students can also use their scores to determine areas where they are ready for college-level courses and areas where they need to improve their skills and knowledge. Students who did not pass the 10th grade ELA portion of the
Florida Standards Assessment (FSA) can meet that graduation requirement by earning a concordant score on the Evidence-Based Reading and Writing (EBRW) section of the SAT. Beginning with the 2019 SAT School Day, students who earn a concordance score on the Math section of the SAT can meet the graduation requirement for a passing score on the Algebra 1 End-of-Course (EOC) Assessment.

**SAT: Benefits to Schools**

Schools have access to an online educator reporting portal that offers participation and score reports for the whole school, broken down by different demographic groups (College Board, 2015). Reports include the percent of students meeting the college readiness benchmark scores for both the EBRW and Mathematics sections of the redesigned SAT (College Board, 2016a). Schools can compare the performance of their students with students at the district and at the state level. The portal also supplies Instructional Planning reports and Question Analysis reports that allow schools to drill down to the student level on specific questions. Taken together, these reports allow for curriculum planning at the student, class, school, and district level. Additionally, schools benefit by increasing their graduation rate when students who failed to pass the 10th grade ELA portion of the FSA or the Algebra 1 EOC meet those graduation requirements by earning concordance scores on the EBRW section or the Math section of the SAT, respectively.

**Barriers to Taking the SAT**

The SAT is typically offered on specified weekend dates seven or eight times yearly at a cost (in 2019) of forty-seven dollars and fifty cents per student (for the SAT without the essay) and sixty-four dollars and fifty cents (for the SAT with the essay). The cost, plus the need to take the SAT outside of school time—often at testing sites far from home—limits students’ ability to take the assessment. While some students from low-income families can waive the testing fee, not all are aware that they may be eligible for a waiver. Even those students who can afford to pay the registration fee or are aware that they are eligible for a fee waiver, face the burden of arranging travel to and from the testing site during weekend days when many have work or family obligations. Thus, despite the benefits associated with the SAT, taking the SAT has been out of reach for many students.

**Method**

This report summarizes SAT data from the 2019 SAT School Day administration. Eleventh grade students enrolled on the day of the exam (March 6, 2019) were included in the analyses. Additionally, twelfth grade students who were invited to participate in the 2019 SAT School Day were included in the analyses. Twelfth grade students were invited to participate if they failed to pass the 10th grade ELA portion of the FSA or the Algebra 1 EOC. Results detail participation rates and scores District-wide as well as broken down by school, gender, race/ethnicity, and special...
student populations. These special populations include students eligible for free or reduced-price lunch (FRL), students with disabilities (SWD), gifted students, and students who are English language learners (ELL). The Broward County SAT data were obtained by retrieving demographic, enrollment, and testing records from the District’s data warehouse and linking these records to data available from the College Board.

Data Definitions

- **Participation Rate** refers to the number of 11th grade students who took the SAT on SAT School Day divided by the number of 11th grade students enrolled on that day. The participation rate for 12th grade students was not calculated because only 12th grade students who had not yet met the 10th grade ELA Reading or Algebra 1 EOC graduation test requirements were invited to participate.

- **EBRW Mean** refers to the average score on the Evidence-Based Reading and Writing section of the SAT. Possible scores range from 200 to 800.

- **Math Mean** refers to the average score on the Mathematics section of the SAT. Possible scores range from 200 to 800.

- **Concordant Score** refers to a score that a student may use to satisfy the 10th grade ELA FSA or Algebra 1 EOC graduation requirement if he or she scored lower than a level 3 on the ELA portion of the FSA or lower than a level 3 on the Algebra 1 EOC. For ELA, a concordant score on the redesigned SAT is a score of 430 (or higher) on the EBRW section or a score of 24 (or higher) on the redesigned SAT Reading subtest. For Algebra 1, a concordant score on the redesigned SAT Math section is a score of 420 or higher (Florida Department of Education, 2019).

- **EBRW Benchmark** refers to the college readiness benchmark College Board put forth for the redesigned Evidenced-Based Reading and Writing section of the SAT. Students who meet the benchmark, a score of 480 on the EBRW, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in history, literature, social science or writing (College Board, 2016a).

- **Math Benchmark** refers to the college readiness benchmark College Board put forth for the redesigned Mathematics section of the SAT. Students who meet the benchmark, a score of 530 on the Math section, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in algebra, statistics, precalculus, or calculus (College Board, 2016a).
Results

Figure 1: SAT participation among 11th grade students, 2017 through 2019

Participation during SAT School Days. As in previous years, more than 80 percent of all subgroups of 11th grade students participated in the 2019 SAT School Day with one exception: Participation among students with disabilities (SWD) lower than among others (73.0% SWD vs. 93.3% Non-SWD).

Participation rate varied by school type. The District’s SAT School Day included students from center schools as well as traditional schools (but not charter schools). Participation among 11th grade students enrolled in center schools was lower (43.6%) than among those enrolled in traditional schools (94.1%) in 2019. School-by-school participation rates for 11th grade students are provided in Appendix A.

Performance. Figures 2, 4, and Appendix C display SAT scores overall and by subgroup for EBRW and Math for 11th grade. Appendix C includes mean scores as well as the percent that met concordance and college-ready benchmark scores for 11th grade. Appendix D contains parallel data for 12th grade. School-by-school measures of performance are displayed for 11th grade students in Appendix A and for 12th grade students in Appendix B.
Performance: Evidence-Based Reading and Writing (EBRW)

**Mean Score.** Figure 2 displays mean scores overall and by subgroup for 11th and 12th grade students in 2019. The solid black line denotes the college-readiness benchmark of 480, while the dotted black line denotes the concordance score of 430.

![Evidence-Based Reading and Writing](image)

**Figure 2.** Evidence-Based Reading and Writing SAT mean scores by student sub-population, 2019 SAT School Day

**Eleventh Grade Students.** On a scale from 200 to 800 the mean score for 11th grade students was 496 in 2019, exceeding both the concordant score of 430 and the college-readiness benchmark of 480 (see Figure 2 and Appendix C). The two highest-performing groups were gifted students \(m=621\) and White students \(m=541\). The lowest performing group was English language learners \(m=414\). Overall average scores remained stable from 2018 to 2019. The 2019 average Evidence-Based Reading and Writing (EBRW) score remained unchanged at 496 from 2018.

**Twelfth Grade Students.** Twelfth grade students who had not yet met the 10th grade ELA reading test graduation requirement were invited to participate in the SAT School Day in 2019. Their overall mean score was 408 on a scale from 200 to 800 (see Figure 2 and Appendix D). The highest performing group\(^1\) was White students \(m=432\), while the lowest performing groups were students with disabilities \(m=399\) and English language learners \(m = 400\). Overall average scores increased from 2018 to 2019. The EBRW score went from 406 in 2018 to 408 in 2019.

\(^1\) There were fewer than 10 Gifted students in 12th grade participating so their scores are not reported.
**Concordance Score.** Currently a score of 430 (or higher) on the EBRW section or a score of 24 (or higher) on the Reading subsection of the EBRW earns concordance. Of the 11th grade students who had not yet met the requirement, 41.2% (n=2,151) met the requirement on the 2019 SAT School Day. Of the participating 12th graders who had not yet met the requirement by 2019 SAT School Day, 527 (30.9%) met concordance that day (see Figure 3 and Appendices A and B).

![Figure 3. Percent of students not meeting ELA graduation testing requirement who achieved an ELA concordance score on SAT School Day in 2019](image_url)

Among students who needed to meet ELA concordance on SAT School Day in 2019, for 11th grade students (see Appendix C), males and females were similar with respect to meeting concordance (male, 40.9%; female 41.4%). There were some differences in other groups. A larger percentage of White students met concordance than Hispanic or Black students. Also, a larger percentage of gifted students met concordance than non-gifted students. Students eligible for free or reduced-price lunch and English language learners were less likely than their counterparts to meet concordance. A similar percentage of students with disabilities met concordance as did their counterparts. Among 12th grade students (see Appendix D) differences by subgroup were that Black and Hispanic students, students eligible for free or reduced-price lunch, and English language learners were less likely than their counterparts to meet concordance. A larger percentage of students with disabilities met concordance than students without disabilities.
**Benchmark Score.** Students who meet the college-ready benchmark score for the EBRW section, a score of 480, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in history, literature, social science or writing (College Board, 2016a). More than half of 11th grade participants in SAT School Day met the EBRW college-ready benchmark in 2019 (55.6%). Eight percent of participating 12th grade students met the EBRW benchmark.

Among 11th grade students in 2019 (see Appendix C), a larger percentage of female students, White students, and gifted students met the benchmark than did their counterparts. Students with disabilities, students eligible for free or reduced-price lunch, and English language learners had a lower percentage of students that met the EBRW benchmark than their counterparts.

For 12th grade (see Appendix D), female and male groups had a similar percentage of students that met the EBRW benchmark. White students were more likely to meet the benchmark than were Hispanic or Black students. Also, students eligible for free or reduced-price lunch, English language learners, and students with disabilities were less likely to meet the EBRW benchmark than their counterparts. Gifted students had too few in the group to analyze.

**Performance: Mathematics**

**Mean Score.** Figure 4 displays mean scores overall and by subgroup for the students who participated in the 2019 SAT School Day. The solid black line denotes the college-readiness benchmark score of 530, while the dotted black line denotes the concordance score of 420.

![Figure 4. Mathematics SAT mean scores by student sub-population, 2019 SAT School Day](image-url)
**Eleventh Grade Students.** On a scale from 200 to 800, the mean score for 11th grade students was 469 in 2019 (see Figure 4 and Appendix C). The groups with the larger mean scores were males (m=471), White students (m=516) and gifted students (m=607). The lowest performing groups were English language learners (m=397) followed by students with disabilities (m=404). The overall Math score decreased from 471 in 2018 to 469 in 2019.

**Twelfth Grade Students.** As noted previously, twelfth grade students who had not yet met the 10th grade ELA or Algebra I EOC graduation testing requirement were invited to participate in the 2019 SAT School Day. Their overall mean Math score was 370 on a scale from 200 to 800; it decreased from 372 in 2018 to 370 in 2019 (see Figure 4 and Appendix D). The highest performing group2 was White students (m=394), while the lowest performing group was Black students (m=361).

**Concordance Score.** As of 2019, a score of 420 (or higher) on the SAT Math earns concordance for the Algebra I EOC graduation testing requirement. Of the 11th grade students who had not yet met the requirement, 18.0% (n=309) met the requirement on the 2019 SAT School Day. Of the participating 12th graders who had not yet met the requirement by 2019 SAT School Day, 40 (14.5%) met concordance that day (see Figure 5 and Appendices A and B).

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**Figure 5. Percent of students not meeting Algebra 1 EOC graduation testing requirement who achieved a concordance score on SAT School Day in 2019**

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2 There were fewer than 10 Gifted students in 12th grade participating so their scores are not reported.
Among students who needed to meet concordance on SAT School Day in 2019, for 11th grade students (see Appendix C), a larger percentage of males met concordance than females (male, 19.5%; female 16.3%). A larger percentage of White students met concordance than Hispanic or Black students. Students eligible for free or reduced-price lunch, students with disabilities, and English language learners were less likely than their counterparts to meet concordance. Among 12th grade students (see Appendix D) differences by subgroup were that Black students were less likely to meet concordance than White or Hispanic students. Unlike concordance scores for ELA, students eligible for free or reduced-price lunch and English language learners were more likely than their counterparts to meet concordance on the SAT Math section. Gifted students in both grade levels had too few in the group to analyze. As with ELA concordance scores, a larger percentage of students with disabilities met concordance than students without disabilities.

**Benchmark Score.** Students who meet the Math college-ready benchmark score, a score of 530, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in algebra, statistics, precalculus, or calculus (College Board, 2016a). For 11th grade students, just over twenty-five percent scored at or above the Math benchmark. Under 2 percent of participating 12th grade students met the Math benchmark.

Among 11th grade students (see Appendix C), a greater percentage of male students, White students, and gifted students met the math benchmark than did their counterparts. A smaller percentage of students with disabilities, students eligible for free or reduced-price lunch, and English language learners met the math benchmark, compared to their counterparts. This pattern in subgroup differences was the same for math and EBRW with the exception of the gender difference. While female students in the 11th grade scored higher on the Evidence-Based Reading and Writing section of the SAT, male students scored higher on the math section. For the 12th grade students (see Appendix D), the pattern was the same as 11th grade, although with a much smaller percent (less than 2% in most instances) of students who met the math benchmark.

**Summary**

In 2019 BCPS hosted the fourth year of SAT School Day for all 11th grade students. Twelfth grade students have participated in the SAT School Day for three consecutive years, 2017-2019. All participating students were offered the *Official SAT Practice* online course to help them prepare for the exam.

**Participation in the SAT School Day increased**

Over 89% of enrolled 11th grade students participated in the SAT School Day in 2018 (School Board of Broward County, 2018). The number increased to over 91% in the 2019 SAT School Day.
year prior to BCPS launching the SAT School Day (2015), only 49.7% of 11th grade students took the SAT at any time during the school year. Participation is over 85% for groups with historically low SAT participation rates: Black students, students eligible for free or reduced-price lunch, and English language learners. Participation varied by school type, with students from centers less likely to participate than students from traditional schools.

Over one-third of the students who had not yet met the ELA graduation testing requirement achieved a concordant score on SAT Day. Over 41% \( (n = 2,151) \) of 11th grade students met concordance, and over 30% \( (n = 527) \) of 12th grade students fulfilled this requirement on SAT School Day. Among students who had not yet met the Algebra I EOC graduation testing requirement, 18% \( (n=309) \) of 11th graders met concordance, and over 14% \( (n=40) \) of 12th graders met concordance on SAT School Day.

The overall average scores remained stable from 2018 to 2019 for EBRW scores and declined for the Math section. Among 11th graders, the Evidence-Based Reading and Writing (EBRW) score remained at 496 and the Math score decreased from 471 in 2018 to 469 in 2019. Among 12th graders, the EBRW score increased from 406 in 2018 to 408 in 2019 and the Math score decreased from 372 in 2018 to 370 in 2019.

Over half of all 11th grade students participating in SAT School Day achieved the college-readiness benchmark score for the EBRW section, while over a quarter met the benchmark for the Math section.

**Discussion**

There are many reasons for schools to encourage students to participate in SAT School Day. SAT School Day offers free and convenient access to a popular college entrance exam accepted by all U.S. colleges. The school-day administrations of the SAT are designed to eliminate economic and logistic barriers that have traditionally limited many students’ participation in this exam. Students who participate in SAT School Day can use their results to meet college entrance requirements and to apply for scholarships and grants. Students who have not yet met the ELA or Algebra 1 graduation testing requirements can meet those requirements by earning concordant scores on the SAT. Finally, educators can use the results from the SAT School Day to guide instruction by identifying existing strengths and weaknesses in their curriculum in English, reading, writing, and mathematics. The online educator reporting portal that accompanies the SAT allows educators to tailor reports specifically for the school, class, and student level.

The overall average scores remained the same from 2018 to 2019 for the Evidence-Based Reading and Writing (EBRW) section and decreased for the Math section. School administrators can use the
information in Appendices A and B to evaluate their school’s level of participation and their students’ performance on the Evidence-Based Reading and Writing and the Mathematics sections of the SAT. Administrators and educators at schools with lower mean scores on either section can use these results to inform their curriculum, instruction, and enrichment programs to best serve their students.

**Schools can boost their students’ performance on the SAT by encouraging them to practice for the SAT using online preparation tools available free of charge to all students.** College Board offers great tools to prepare students for the SAT. These materials are customized based on a student’s results on the PSAT (which all students take in the 10th grade) and SAT. Promoting early preparation and practice is especially important among groups who did not score as high as their counterparts. Schools could dedicate a class session or hold an assembly to demonstrate how students can access and use the *Official SAT Practice* materials. See [https://collegereadiness.collegeboard.org/sat/k12-educators/advising-instruction/practice-resources](https://collegereadiness.collegeboard.org/sat/k12-educators/advising-instruction/practice-resources) for suggestions on how to encourage your students to practice for the SAT.

In the not-too-distant future admissions officers at colleges and universities will have a way of contextualizing applicants’ SAT Scores. **The College Board is introducing an adversity score for SAT test takers that reflects test takers’ social and economic backgrounds** (Andone & del Valle 2019; College Board 2016b; Goldstein 2019). The score, which is based on readily available data such as the US Census and the National Center for Education Statistics, will be available to colleges considering applicants but not divulged to students. The adversity score measures factors on two levels – an applicant’s neighborhood level and the applicant’s school level – and includes such measures as the crime rate and poverty levels of a student’s neighborhood as well as the percentage of students at their high school eligible for free and reduced lunches. The score does not consider race. The adversity score is meant to contextualize SAT scores and does not affect the student’s SAT score. Instead it will be presented to admissions counselors as a larger package of data about the student. Colleges will have to decide how, if at all, to use the adversity measure. The score was piloted at 50 colleges and College Board hopes to make it more widely available to other colleges and universities next year. With the introduction of the adversity score it becomes more vital than ever that groups that have typically been underrepresented in SAT participation have the opportunity to take the exam. This makes Broward’s SAT School Day, with its increased participation among typically underrepresented groups, more salient than ever.
Appendices

Appendix A

Appendix B

Appendix C
Grade 11, 2017, 2018, and 2019 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant scores and percent that met college-ready benchmarks

Appendix D
Grade 12, 2017, 2018, and 2019 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant scores and percent that met college-ready benchmarks

References


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Note. In 2017-2018 Off Campus Learning Centers (#6501) was subsumed under Henry D. Perry Education Center. Data suppressed for schools with fewer than 10 participants. *2019 is the first year that the new concordance rules are in effect whereby a score of 420 on the SAT earns concordance for the Algebra I graduation requirement.
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Note: In 2017-2018 Off Campus Learning Centers (#6501) was subsumed under Henry D. Perry Education Center. Data suppressed for schools with fewer than 10 participants. *2019 is the first year that the new concordance rules are in effect whereby a score of 420 on the SAT earns concordance for the Algebra I graduation requirement.
### Appendix C: Grade 11 2017, 2018, and 2019 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant scores and percent that met college-ready benchmarks

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<th>EBRW Concordant Score</th>
<th>% Met EBRW Concordant Score</th>
<th>N Met EBRW Benchmark</th>
<th>% Met EBRW Benchmark</th>
<th>Math Mean</th>
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<th>% Met Math Benchmark</th>
<th>N Met Math Benchmark</th>
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#### Gender

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<th>% Met EBRW Benchmark</th>
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(Appendix C continues)
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<th>EBRW Benchmark</th>
<th>% Met EBRW Benchmark</th>
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<th>n Met Math</th>
<th>% Met Math</th>
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**Gifted**

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<th>EBRW Benchmark</th>
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<th>n Met Math</th>
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**English Language Learners**

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<th>% Met EBRW Benchmark</th>
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</tbody>
</table>

Note. Data suppressed for groups with fewer than 10 participants. * 2019 is the first year that the new concordance rules are in effect whereby a score of 420 on the SAT earns concordance for the Algebra I graduation requirement.
### Appendix D: Grade 12, 2017, 2018, and 2019 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant scores and percent that met college-ready benchmarks

<table>
<thead>
<tr>
<th>Year</th>
<th>Group</th>
<th>N Tested</th>
<th>EBRW Mean Score</th>
<th>ELA Concordant Score</th>
<th>N Needed Concordant Score and Needed It</th>
<th>% Met Concordant Score and Needed It</th>
<th>N Met EBRW Benchmark</th>
<th>% Met EBRW Benchmark</th>
<th>Math Mean Score</th>
<th>n Met Alg. 1 Concordant Score</th>
<th>% Met Alg. 1 Concordant Score and Needed It</th>
<th>n Met Alg. 1 Benchmark</th>
<th>% Met Alg. 1 Benchmark</th>
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<td>489</td>
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<td>131</td>
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<td>372</td>
<td>26</td>
<td>1.6</td>
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<td>2017</td>
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<td>1,762</td>
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<td>382</td>
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</table>

#### Gender

| Year | Group | N Tested | EBRW Mean Score | ELA Concordant Score | N Needed Concordant Score and Needed It | % Met Concordant Score and Needed It | N Met EBRW Benchmark | % Met EBRW Benchmark | Math Mean Score | n Met Alg. 1 Concordant Score | % Met Alg. 1 Concordant Score and Needed It | n Met Alg. 1 Benchmark | % Met Alg. 1 Benchmark |
|------|-------|----------|-----------------|----------------------|----------------------------------------|-------------------------------------|----------------------|----------------------|-----------------|---------------------------------|----------------------------------------|                      |                             |
| 2019 | Female | 887 | 406 | 775 | 226 | 29.2 | 67 | 7.6 | 368 | 141 | 20 | 14.2 | 7 | 0.8 |
|   | Male   | 1,061 | 409 | 930 | 301 | 32.4 | 91 | 8.6 | 372 | 134 | 20 | 14.9 | 19 | 1.8 |
| 2018 | Female | 775 | 408 | 715 | 231 | 32.3 | 66 | 8.5 | 373 |                      |                      |                      |          |   |
|   | Male   | 883 | 404 | 820 | 258 | 31.5 | 65 | 7.4 | 371 |                      |                      |                      |          |   |
| 2017 | Female | 854 | 413 | 671 | 232 | 34.6 | 88 | 10.3 | 381 |                      |                      |                      |          |   |
|   | Male   | 908 | 407 | 759 | 252 | 33.2 | 77 | 8.5 | 382 |                      |                      |                      |          |   |

#### Race/Ethnicity

| Year | Group | N Tested | EBRW Mean Score | ELA Concordant Score | N Needed Concordant Score and Needed It | % Met Concordant Score and Needed It | N Met EBRW Benchmark | % Met EBRW Benchmark | Math Mean Score | n Met Alg. 1 Concordant Score | % Met Alg. 1 Concordant Score and Needed It | n Met Alg. 1 Benchmark | % Met Alg. 1 Benchmark |
|------|-------|----------|-----------------|----------------------|----------------------------------------|-------------------------------------|----------------------|----------------------|-----------------|---------------------------------|----------------------------------------|                      |                             |
| 2019 | Black | 1,103 | 402 | 978 | 264 | 27.0 | 62 | 5.6 | 361 | 146 | 14 | 9.6 | 7 | 0.6 |
|     | Hispanic | 648 | 411 | 565 | 194 | 34.3 | 60 | 9.3 | 378 | 103 | 19 | 18.4 | 9 | 1.4 |
|     | White | 133 | 432 | 106 | 52 | 49.1 | 26 | 19.5 | 394 | 20 | 4 | 20.0 | 6 | 4.5 |
| 2018 | Black | 1,053 | 400 | 993 | 280 | 28.2 | 57 | 5.4 | 364 |                      |                      |                      |          |   |
|     | Hispanic | 426 | 414 | 389 | 149 | 38.3 | 41 | 9.6 | 381 |                      |                      |                      |          |   |
|     | White | 130 | 422 | 107 | 38 | 35.5 | 27 | 20.8 | 398 |                      |                      |                      |          |   |
| 2017 | Black | 1,087 | 407 | 897 | 295 | 32.9 | 86 | 7.9 | 375 |                      |                      |                      |          |   |
|     | Hispanic | 476 | 411 | 379 | 130 | 34.3 | 48 | 10.1 | 389 |                      |                      |                      |          |   |
|     | White | 130 | 422 | 101 | 41 | 40.6 | 19 | 14.6 | 397 |                      |                      |                      |          |   |

#### Free or Reduced-Price Lunch

| Year | Group | N Tested | EBRW Mean Score | ELA Concordant Score | N Needed Concordant Score and Needed It | % Met Concordant Score and Needed It | N Met EBRW Benchmark | % Met EBRW Benchmark | Math Mean Score | n Met Alg. 1 Concordant Score | % Met Alg. 1 Concordant Score and Needed It | n Met Alg. 1 Benchmark | % Met Alg. 1 Benchmark |
|------|-------|----------|-----------------|----------------------|----------------------------------------|-------------------------------------|----------------------|----------------------|-----------------|---------------------------------|----------------------------------------|                      |                             |
| 2019 | FRL | 1,370 | 407 | 1,198 | 348 | 29.0 | 98 | 7.2 | 370 | 179 | 30 | 16.8 | 19 | 1.4 |
|     | Non-FRL | 578 | 410 | 507 | 179 | 35.3 | 60 | 10.4 | 370 | 96 | 10 | 10.4 | 7 | 1.2 |
| 2018 | FRL | 1,331 | 404 | 1,241 | 387 | 31.2 | 83 | 6.2 | 369 |                      |                      |                      |          |   |
|     | Non-FRL | 327 | 415 | 294 | 102 | 34.7 | 48 | 14.7 | 386 |                      |                      |                      |          |   |
| 2017 | FRL | 1,419 | 409 | 1,166 | 385 | 33.0 | 127 | 8.9 | 381 |                      |                      |                      |          |   |
|     | Non-FRL | 343 | 415 | 264 | 99 | 37.5 | 38 | 11.1 | 385 |                      |                      |                      |          |   |

(Appendix D continues)
## Students with Disabilities

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<th>N Needed ELA Concordant Score and Needed It</th>
<th>n Met EBRW Benchmark</th>
<th>% Met EBRW Benchmark</th>
<th>n Needed Alg. 1 Concordant Score*</th>
<th>n Met Alg. 1 Concordant Score and Needed It*</th>
<th>% Met Alg. 1 Concordant Score and Needed It*</th>
<th>n Met Math Benchmark</th>
<th>% Met Math Benchmark</th>
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### Gifted

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<th>N Needed ELA Concordant Score and Needed It</th>
<th>n Met EBRW Benchmark</th>
<th>% Met EBRW Benchmark</th>
<th>n Needed Alg. 1 Concordant Score*</th>
<th>n Met Alg. 1 Concordant Score and Needed It*</th>
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<th>n Met Math Benchmark</th>
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### English Language Learners

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<th>N Needed ELA Concordant Score and Needed It</th>
<th>n Met EBRW Benchmark</th>
<th>% Met EBRW Benchmark</th>
<th>n Needed Alg. 1 Concordant Score*</th>
<th>n Met Alg. 1 Concordant Score and Needed It*</th>
<th>% Met Alg. 1 Concordant Score and Needed It*</th>
<th>n Met Math Benchmark</th>
<th>% Met Math Benchmark</th>
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Note. Data suppressed for groups with fewer than 10 participants. *2019 is the first year that the new concordance rules are in effect whereby a score of 420 on the SAT earns concordance for the Algebra I graduation requirement.