



The ACT is a college entrance exam that has four subject area scores (English, mathematics, reading, and science) as well as a composite score. All scores (subject and composite) range from 1 to 36. The composite score is an average of the four equally weighted subject area scores.

In the 2021 to 2022 school year (SY2022), ACT scores for Atlanta Public Schools (APS) were downloaded from [ACT Success for Organizations](#). The downloaded SY2022 file contained all ACT scores for APS students who took the test during the 2021 – 2022 school year. The 2021 – 2022 school year as defined by ACT spanned from September 2021 to July 2022 and included the following test dates as indicated by the [ACT Test Date Schedule National 2021 - 2022](#):

September 11, 2021
October 23, 2021
December 11, 2021
February 12, 2022
April 2, 2022
June 11, 2022
July 16, 2022

The downloaded file included each individual score for students who took the test more than once. The data presented in this brief represents the highest ACT composite score for students who took the ACT more than once in SY2022 and only includes 9th through 12th grade students who were actively enrolled in APS during SY2022 as defined by ACT. The downloaded file provided test dates by month and year but did not include the specific day.

This brief summarizes APS high school student participation and performance on the ACT during SY2022. The SY2022 school year was the first year that ACT School Day was implemented. On this day, March 29, 2022, APS administered the ACT to all students in the class of 2023 and selected students in the class of 2022 who chose to participate. Given that SY2022 was the first year ACT School Day was implemented, this brief will not compare SY2022 to previous years.

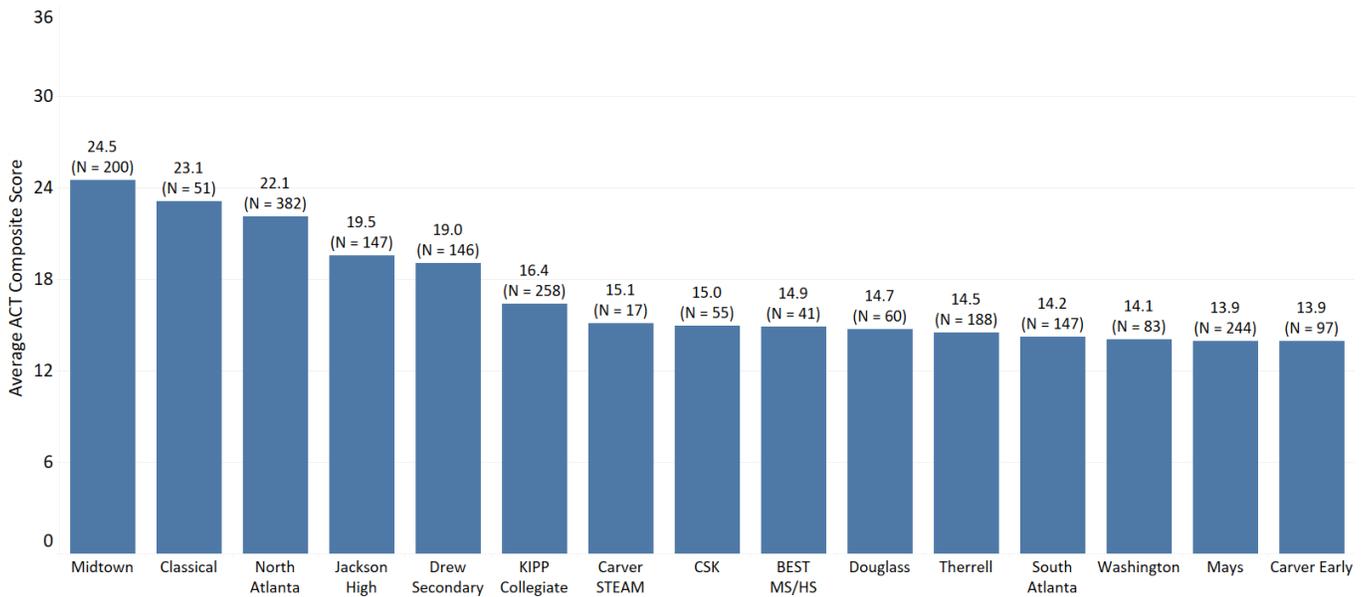
In SY2022, 2,116 APS students took the ACT; 1,318 students took the test on ACT School Day (based on the number of students who took the test in March). Table 1 contains the average composite and subject scores for the district using each student's highest composite test score and the associated subject test scores from SY2022. Please note that the subject test score associated with students' highest composite score might not be the highest subject test score achieved. The average composite score is an average of the composite scores and not an average of the subject score averages. APS high school students on average scored the highest in reading and the lowest in English.

Table 1. Average ACT Score Within Atlanta Public Schools

ACT Subject	Average Score
Composite	17.8
English	16.7
Mathematics	17.4
Reading	18.6
Science	18.0

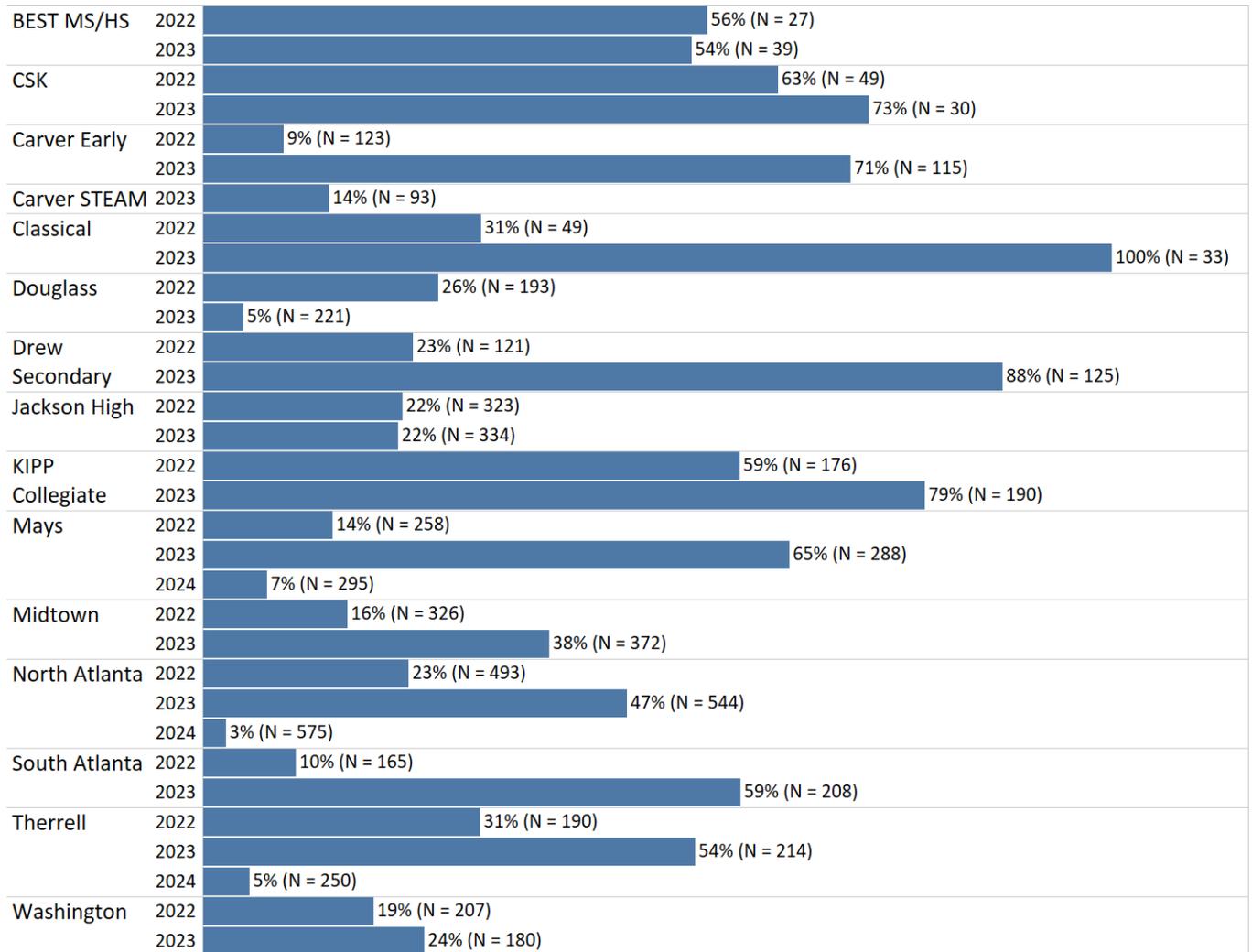
The average ACT score varied widely by school. Figure 1 presents the average ACT composite score for each APS high school where at least 10 students took the ACT. Midtown had the highest average ACT composite score at 24.5, followed by Classical at 23.1 and North Atlanta High School at 22.1. Carver Early had the lowest average ACT composite score at 13.9. The value of N shown in the parentheses (the N size) is the number of students who took the ACT. North Atlanta had the highest number of students who took the ACT in 2022 with 382 students and Carver STEAM had the lowest number with 17.

Figure 1. Average ACT Composite Score by APS High School



The percentage of enrolled students who took the ACT varied significantly from school to school. Figure 2 presents the ACT participation rate by cohort within each school. Cohorts with less than ten students taking the ACT in SY2022 were excluded from the figure.

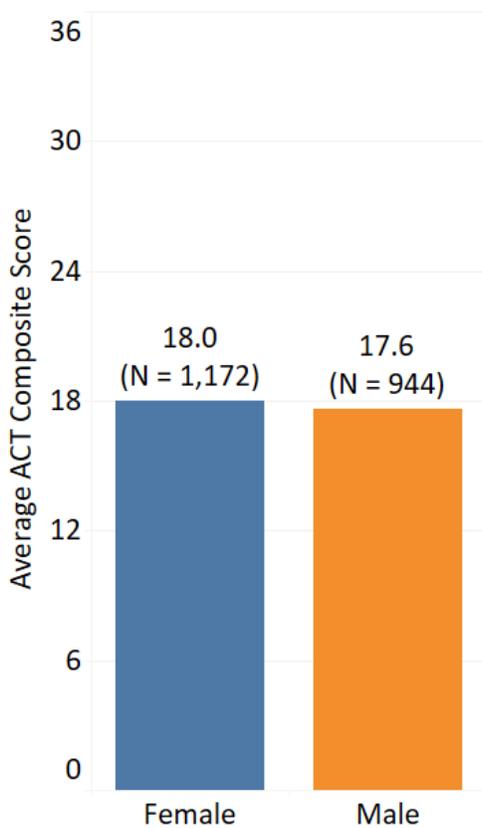
Figure 2. ACT Participation Rate by Cohort Within Each School



Note. The participation rate in Figure 2 was calculated by dividing the number of students who took the ACT by the number of students who were enrolled at the end of SY2022. The N size represents the number of students within the school who belonged to the designated cohort.

The average ACT composite score did not vary substantially by gender as seen in Figure 3. However, more female students took the ACT in relation to male students.

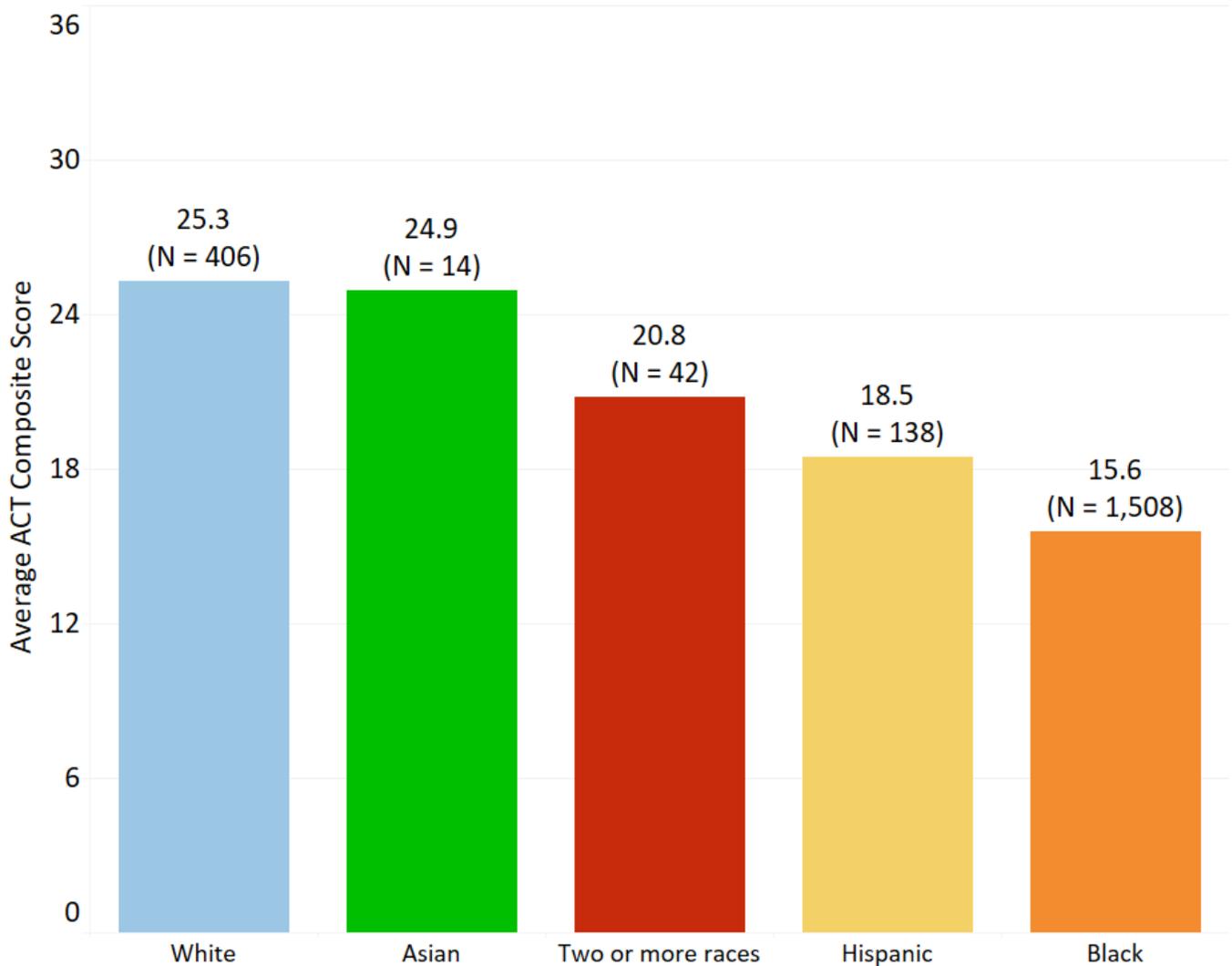
Figure 3. Average ACT Composite Score by Gender



Note. Figure 3 used the gender identification from Atlanta Public Schools.

The average ACT composite score varied more substantially by race/ethnicity as seen in Figure 4. It is important to note that more Black students took the ACT than the combined number of students belonging to the other racial/ethnic categories. Please see Figure 2E in Appendix E to see the minimum and maximum ACT composite scores for White, Black, and Hispanic students.

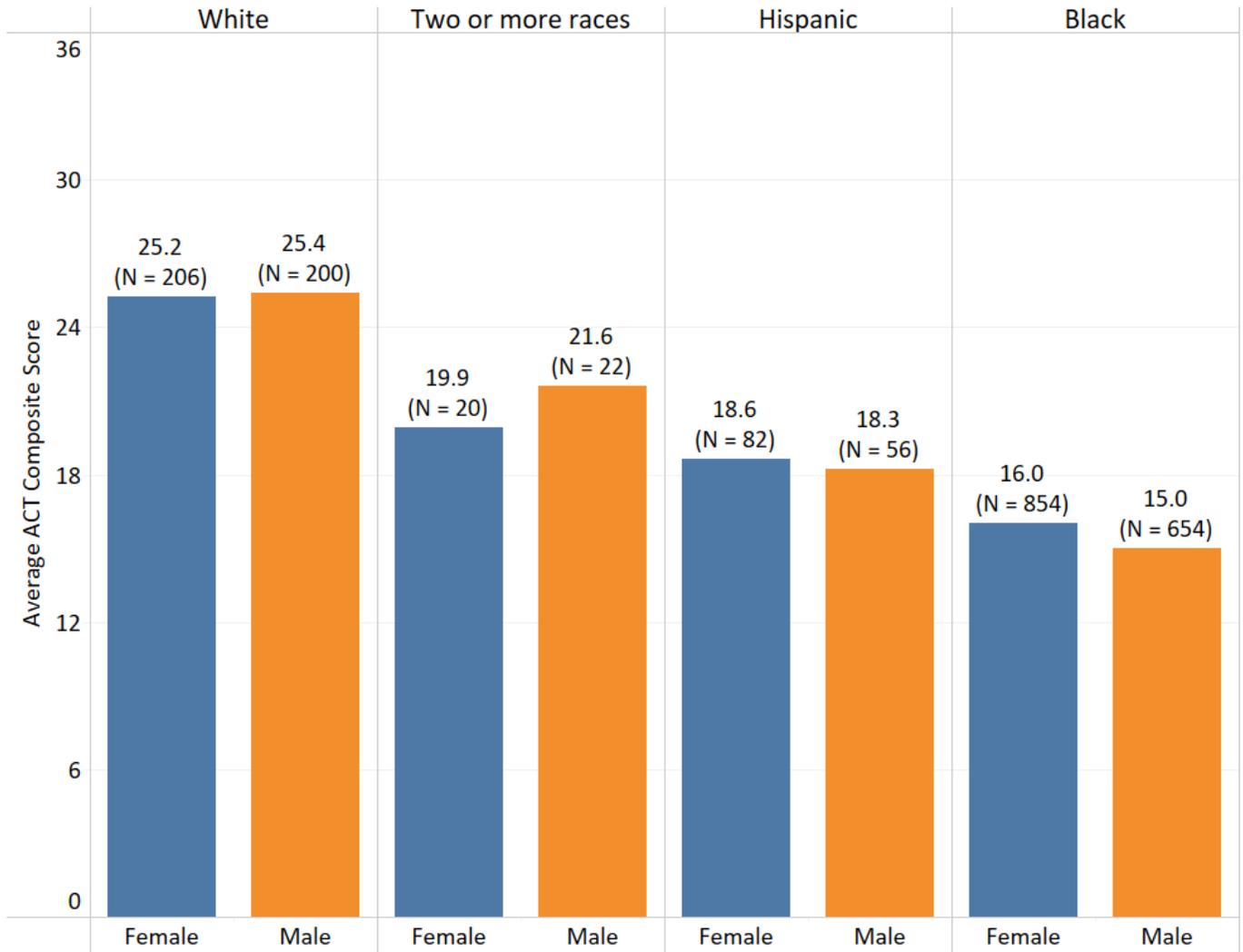
Figure 4. Average ACT Composite Score by Race/Ethnicity



Notes. Figure 4 used the federal race/ethnicity categories from Atlanta Public Schools. Racial/ethnic categories with fewer than 10 students were not shown in the graph. Based on federal race/ethnicity categories listed within APS, in SY2022, 73% of APS high school students were Black, 15% of APS high school students were White, 9% of APS high school students were Hispanic, 1% of APS high school students were Asian, and 2% of APS high school students belonged to the Two or More Races category (percentages were rounded to the nearest whole number).

Figure 5 shows that on average, Hispanic and Black female students had slightly higher ACT composite scores compared to their male counterparts. However, students identifying as White or multiracial (Two or more races) and male scored higher than their female counterparts on average. Among White, Hispanic and Black students, more female students took the ACT in comparison to male students, with the difference being most pronounced among Black students.

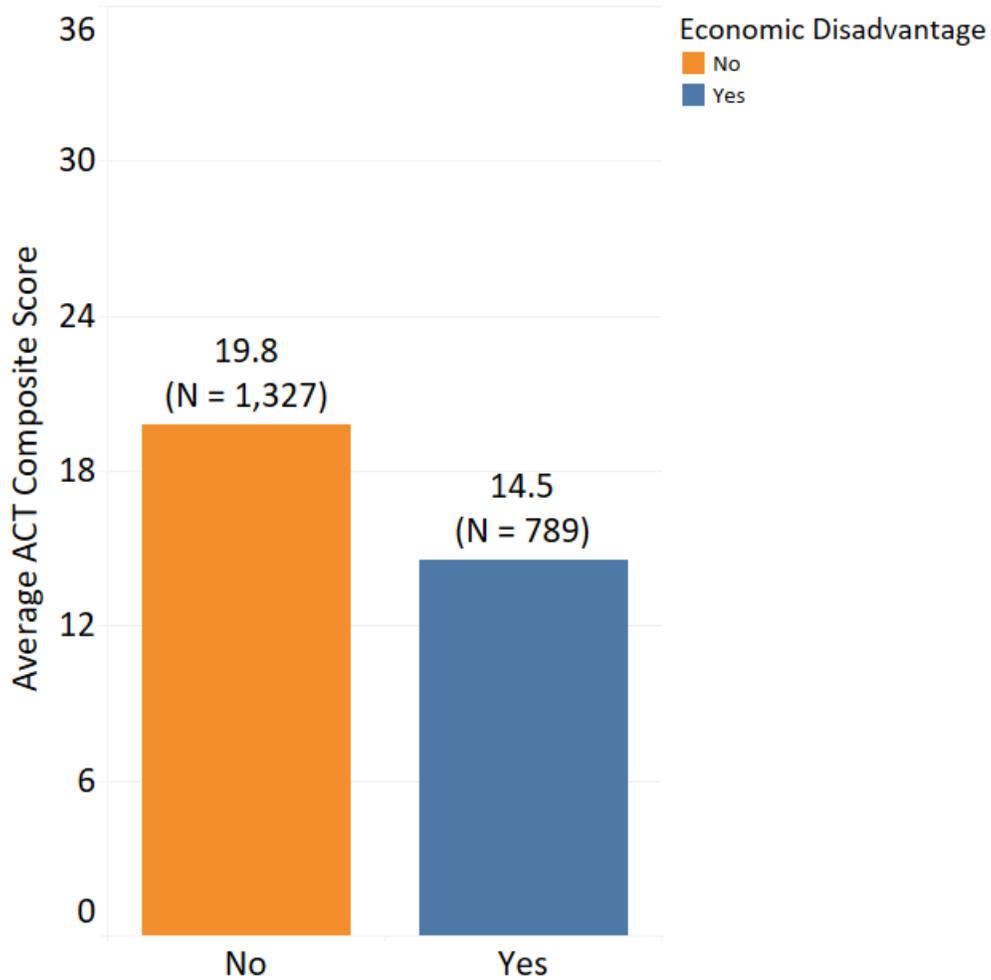
Figure 5. Average ACT Composite Score by Race/Ethnicity and Gender



Note. Figure 5 used the gender and race/ethnicity identifications from Atlanta Public Schools.

In Figure 6, students were separated by economic disadvantage status. On average, economically disadvantaged students scored significantly lower on the ACT in relation to non-economically disadvantaged students. It is also important to note that more non-economically disadvantaged students took the ACT in 2022 in comparison to economically disadvantaged students.

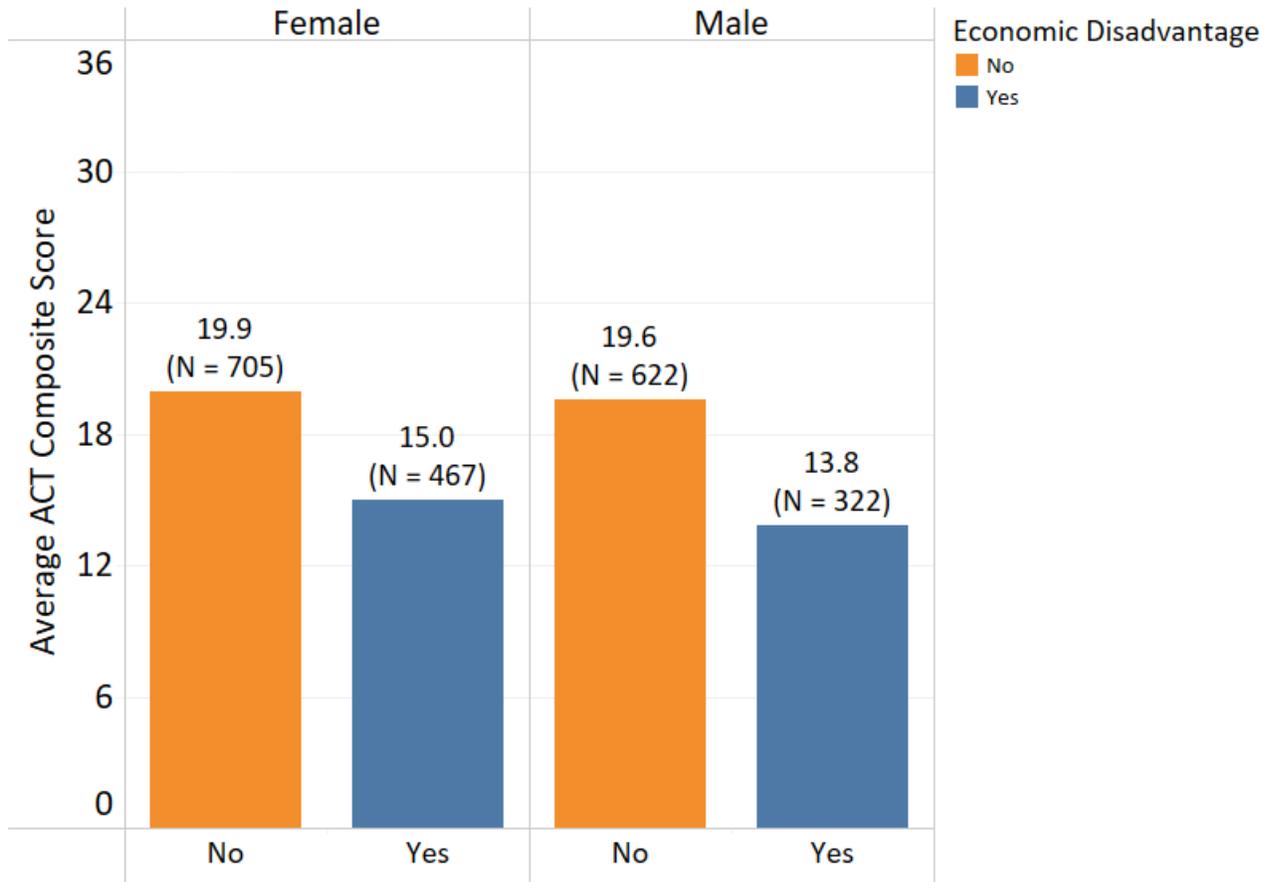
Figure 6. Average ACT Composite by Economic Disadvantage



Note. Figure 6 used the economic disadvantage identification based on students from families that receive SNAP or TANF and students identified as homeless, foster, unaccompanied, or migrant.

In Figure 7, students were separated by economic disadvantage status and gender. The average ACT composite score among non-economically disadvantaged female students was similar to the average ACT composite score among non-economically disadvantaged male students. However, the average ACT composite score for economically disadvantaged female students was noticeably higher than the average ACT composite score for economically disadvantaged male students.

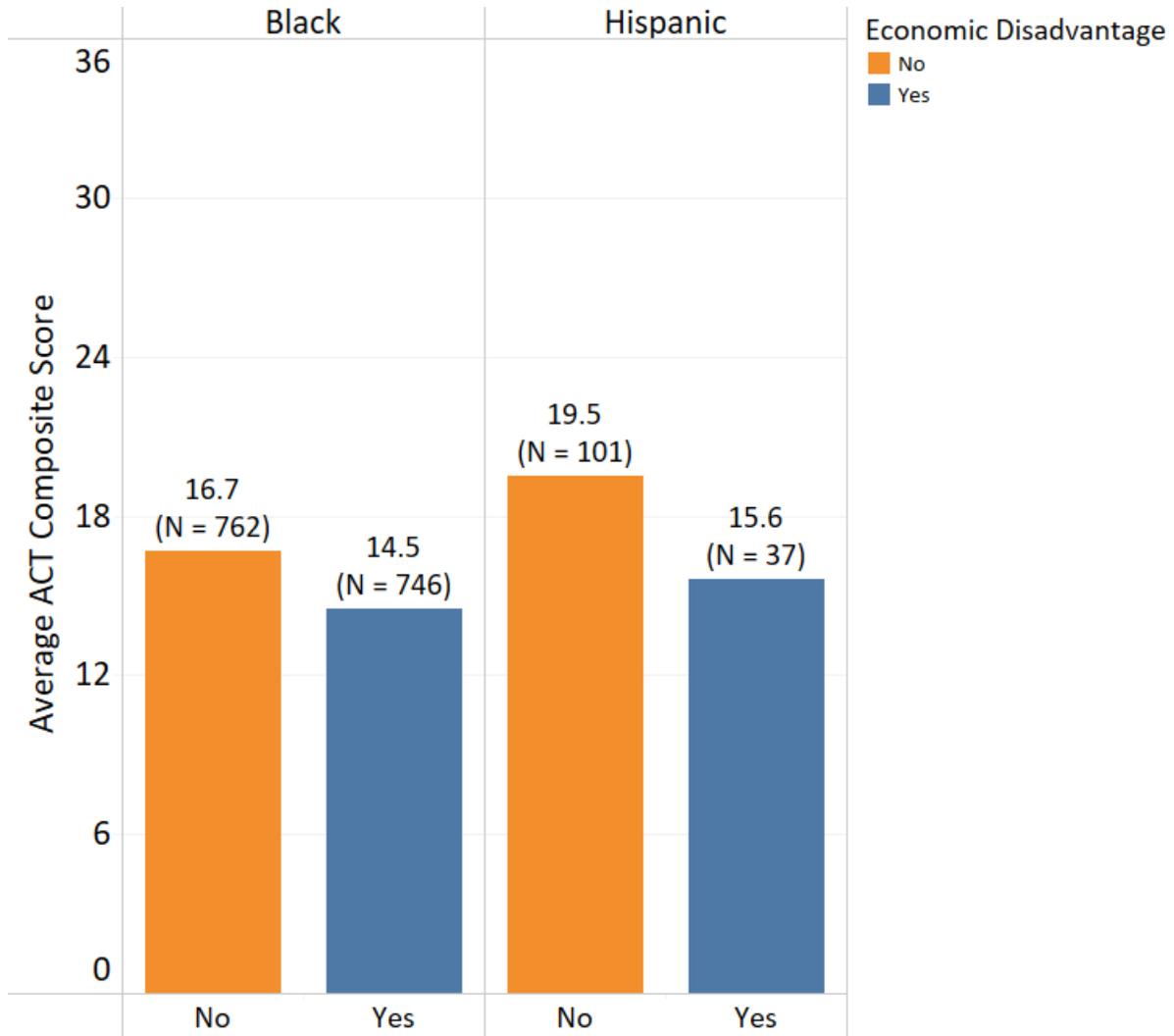
Figure 7. Average ACT Composite by Economic Disadvantage and Gender



Note. Figure 7 used the economic disadvantage (based on students from families that receive SNAP or TANF and students identified as homeless, foster, unaccompanied, or migrant) and gender identifications from Atlanta Public Schools.

In Figure 8, students were separated by economic disadvantage status and race/ethnicity. Among Hispanic and Black students, more non-economically disadvantaged students took the ACT in relation to economically disadvantaged students, however, the difference was less pronounced among Black students.

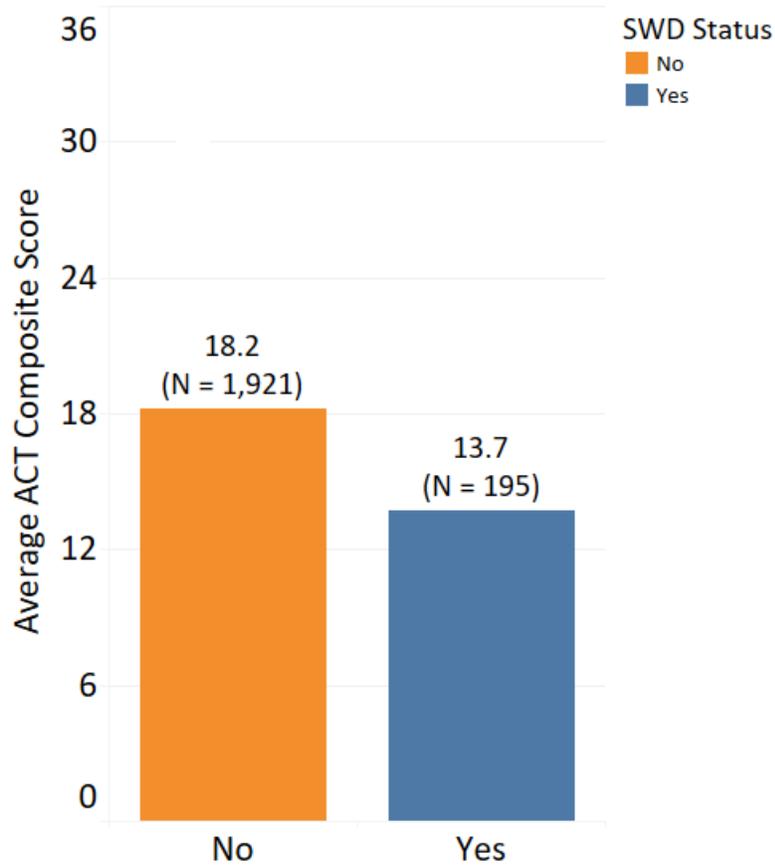
Figure 8. Average ACT Composite by Economic Disadvantage and Race/Ethnicity



Note. Figure 8 used the economic disadvantage (students from families that receive SNAP or TANF and students identified as homeless, foster, unaccompanied, or migrant) and race/ethnicity identifications from Atlanta Public Schools. Racial/ethnic categories with less than 10 economically disadvantaged students were excluded from the graph.

Students with disabilities (SWD) on average scored lower on the composite ACT in relation to students without disabilities as observed in Figure 9. It is important to note that the number of non-SWD status students who took the ACT was almost ten times greater than the number of SWD status students. It is important to note that SWD students have the option to request testing accommodations for the ACT exam.

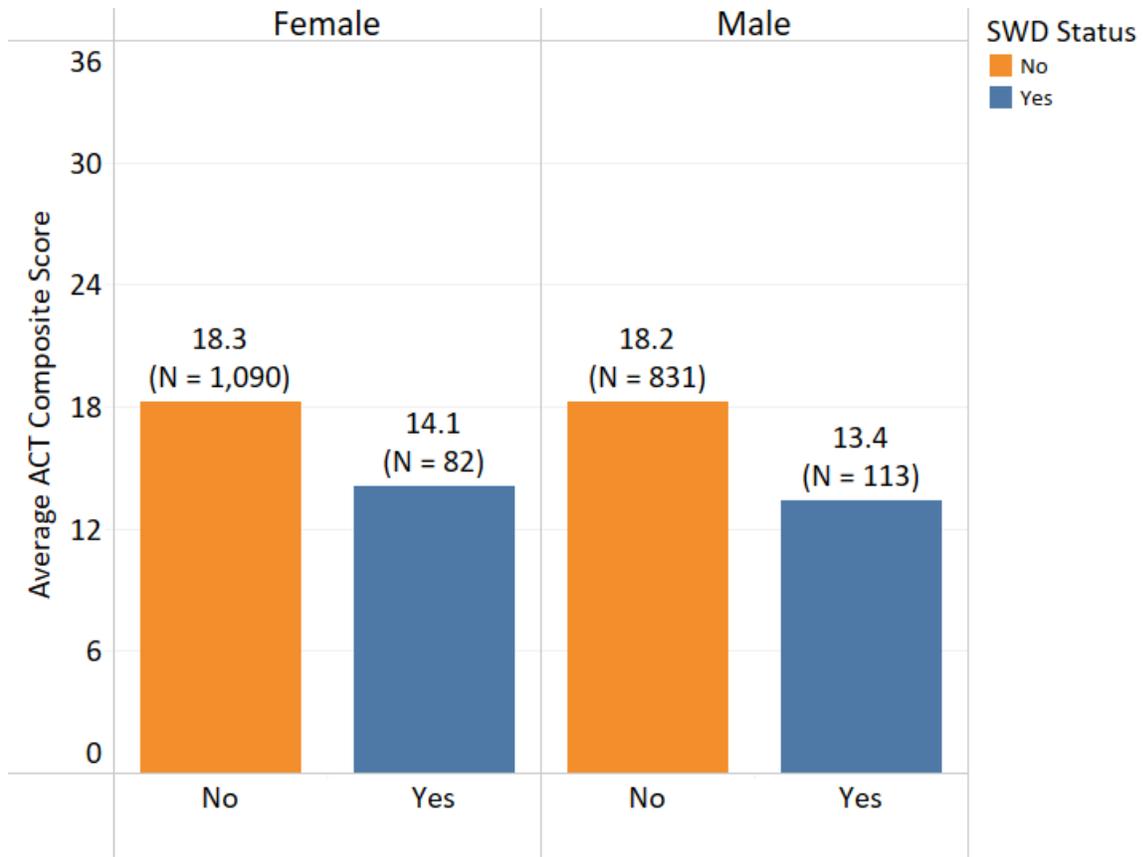
Figure 9. Average ACT Composite by SWD Status



Note. Figure 9 used the SWD status identification from Atlanta Public Schools.

Figure 10 shows that female SWD students on average scored higher on the ACT composite than male SWD students.

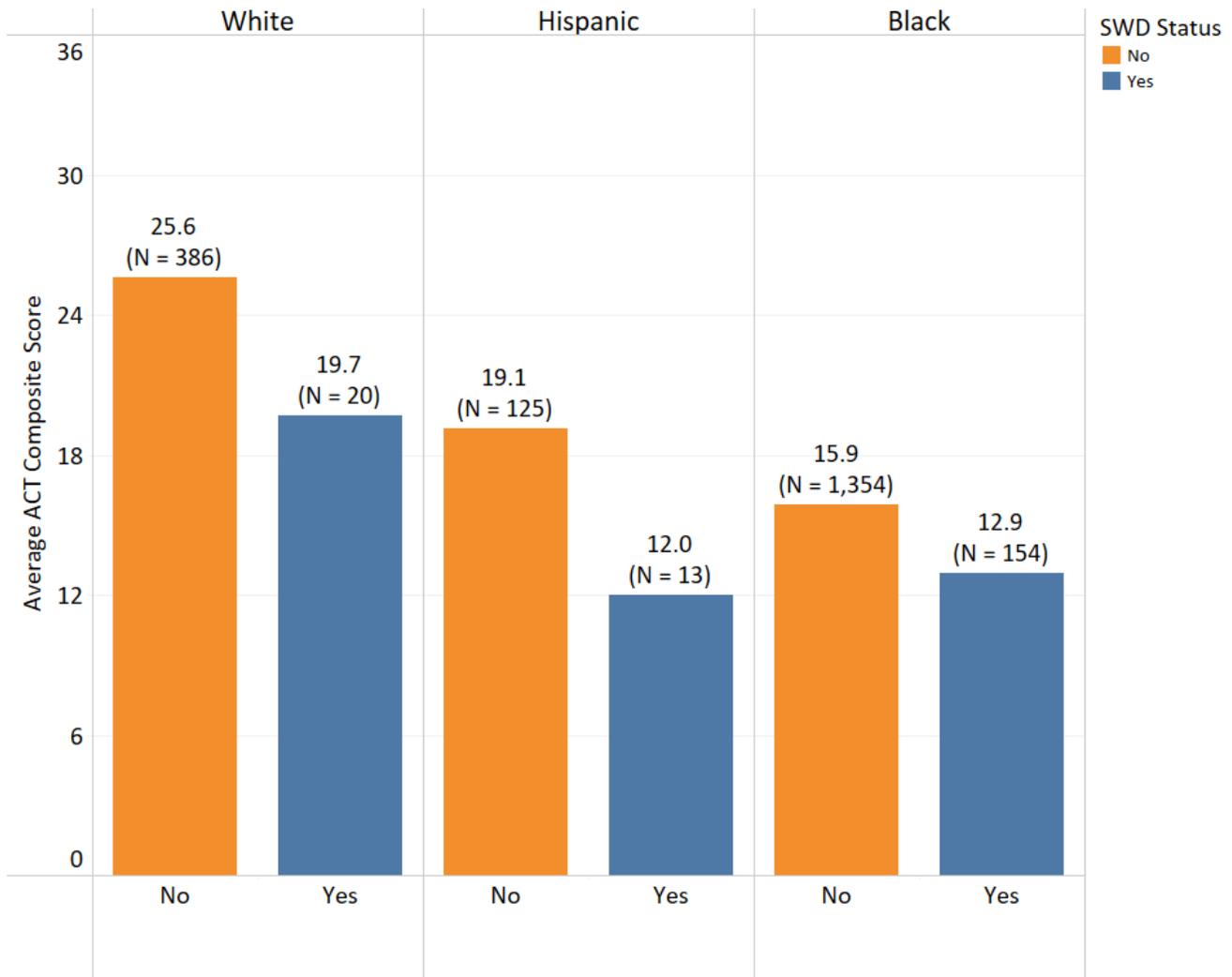
Figure 10. Average ACT Composite by SWD Status and Gender



Note. Figure 10 used the SWD status and gender identifications from Atlanta Public Schools.

Figure 11 shows that significant racial/ethnic differences in average performance on the ACT composite remain after disaggregating students by SWD status.

Figure 11. Average ACT Composite by SWD Status and Race/Ethnicity



Note. Figure 11 used the SWD status and racial/ethnic identifications from Atlanta Public Schools.

Appendix A Average ACT Subject Test Score by School

Figure 1A. Average ACT English Score by School

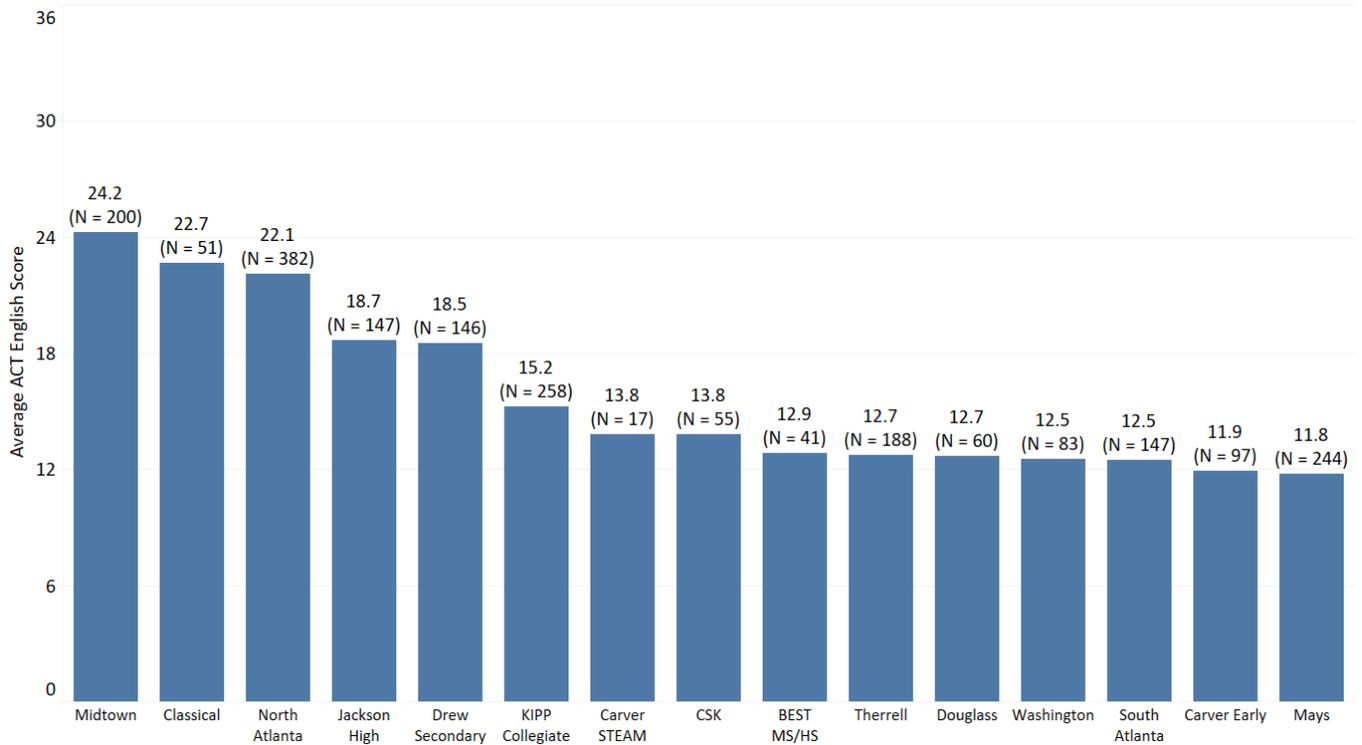


Figure 2A. Average ACT Mathematics Score by School

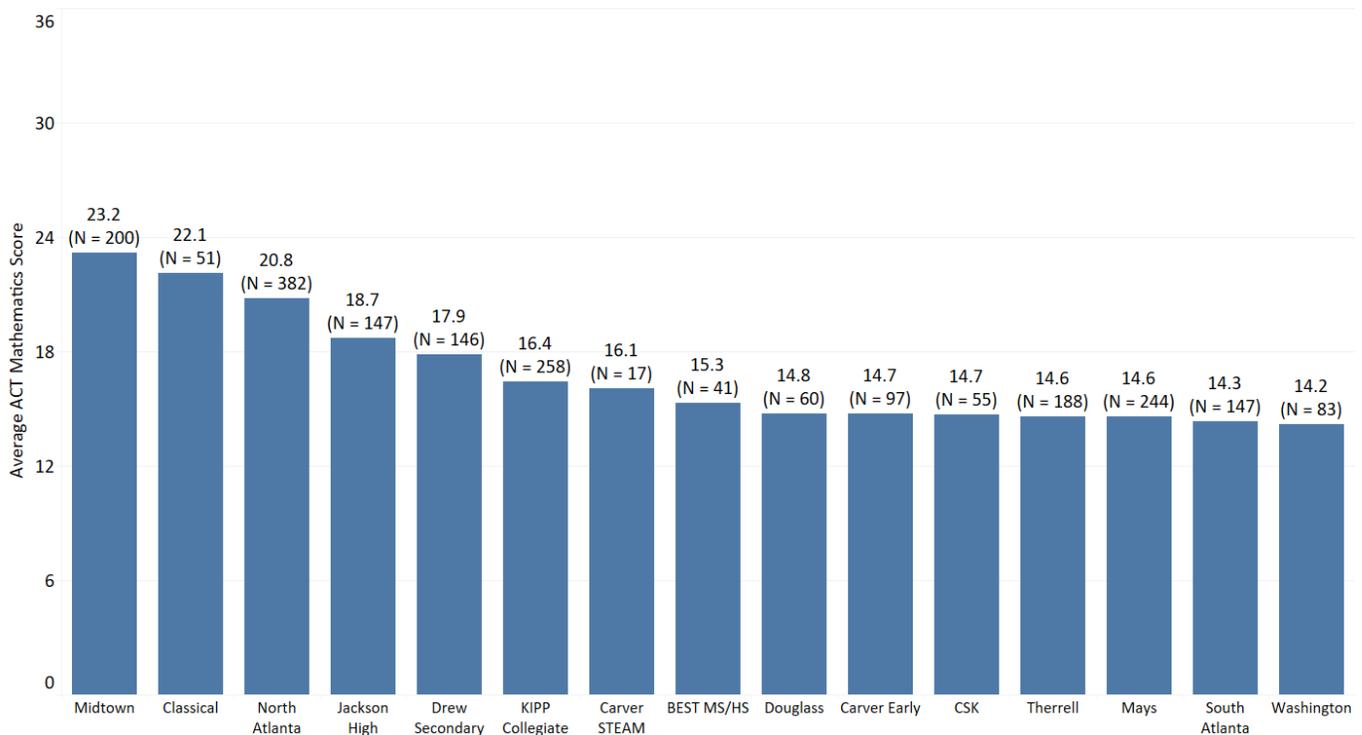


Figure 3A. Average ACT Reading Score by School

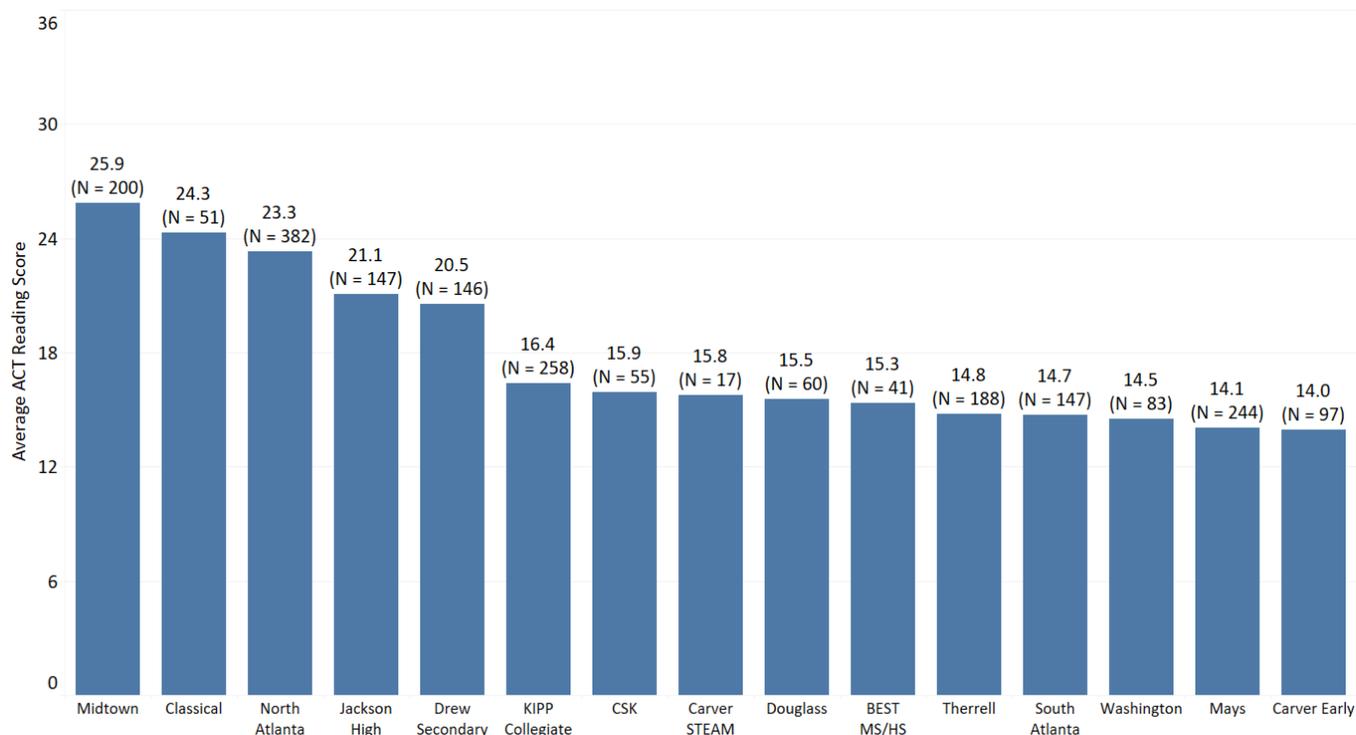
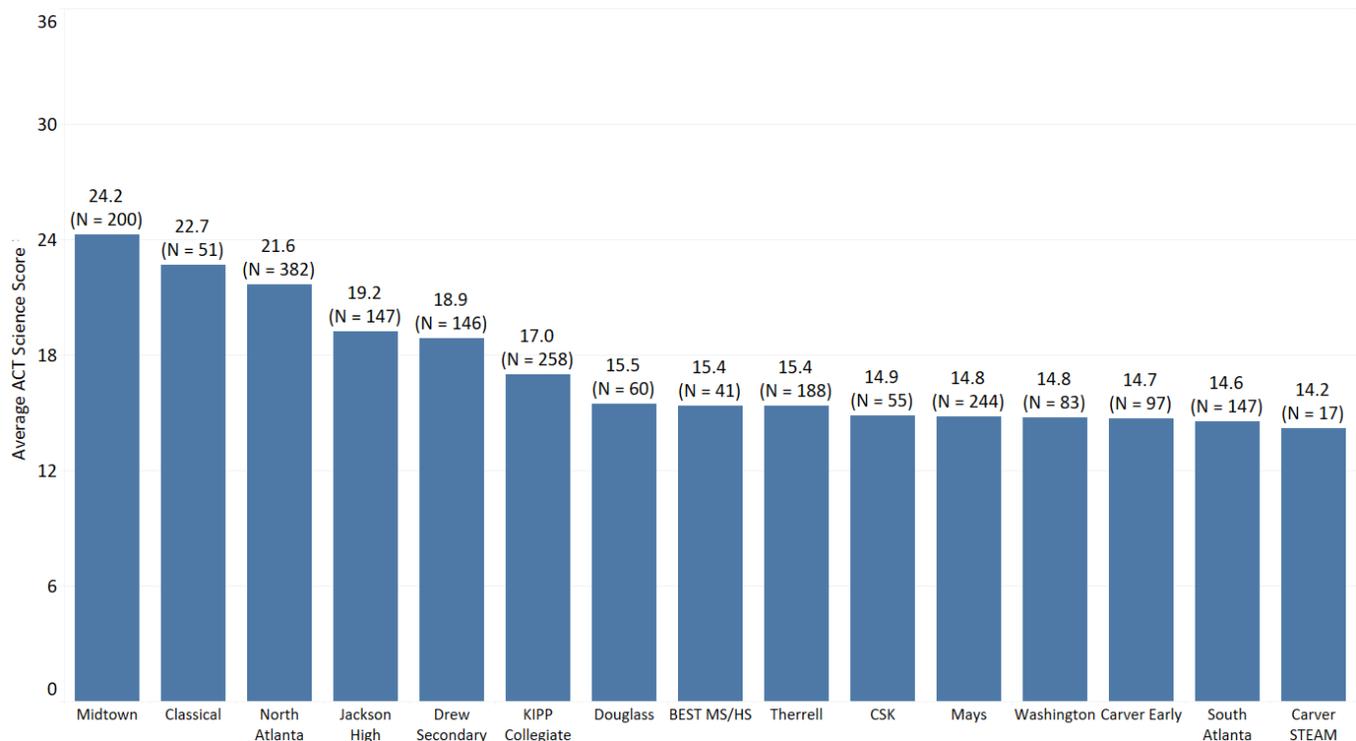
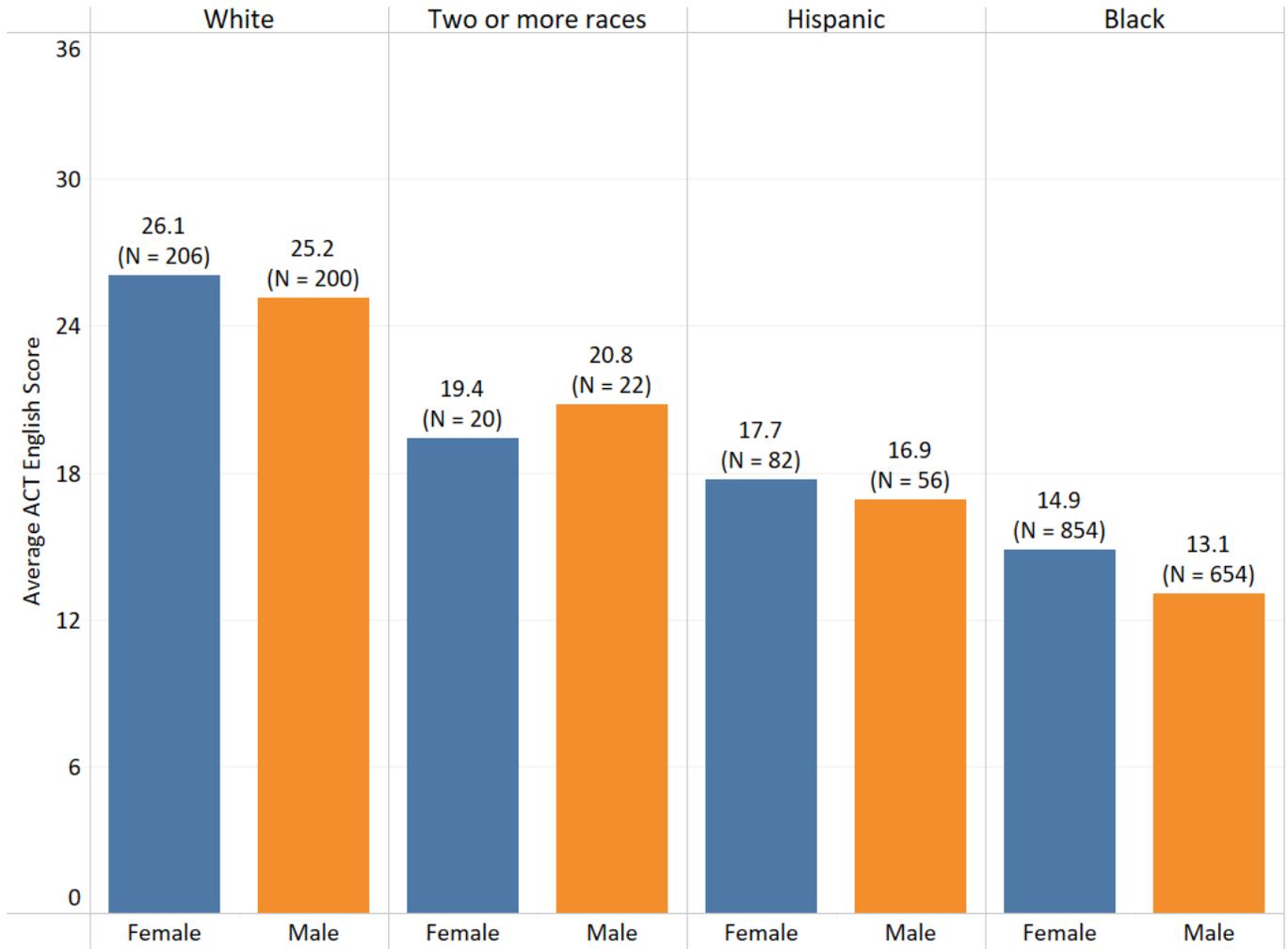


Figure 4A. Average ACT Science Score by School



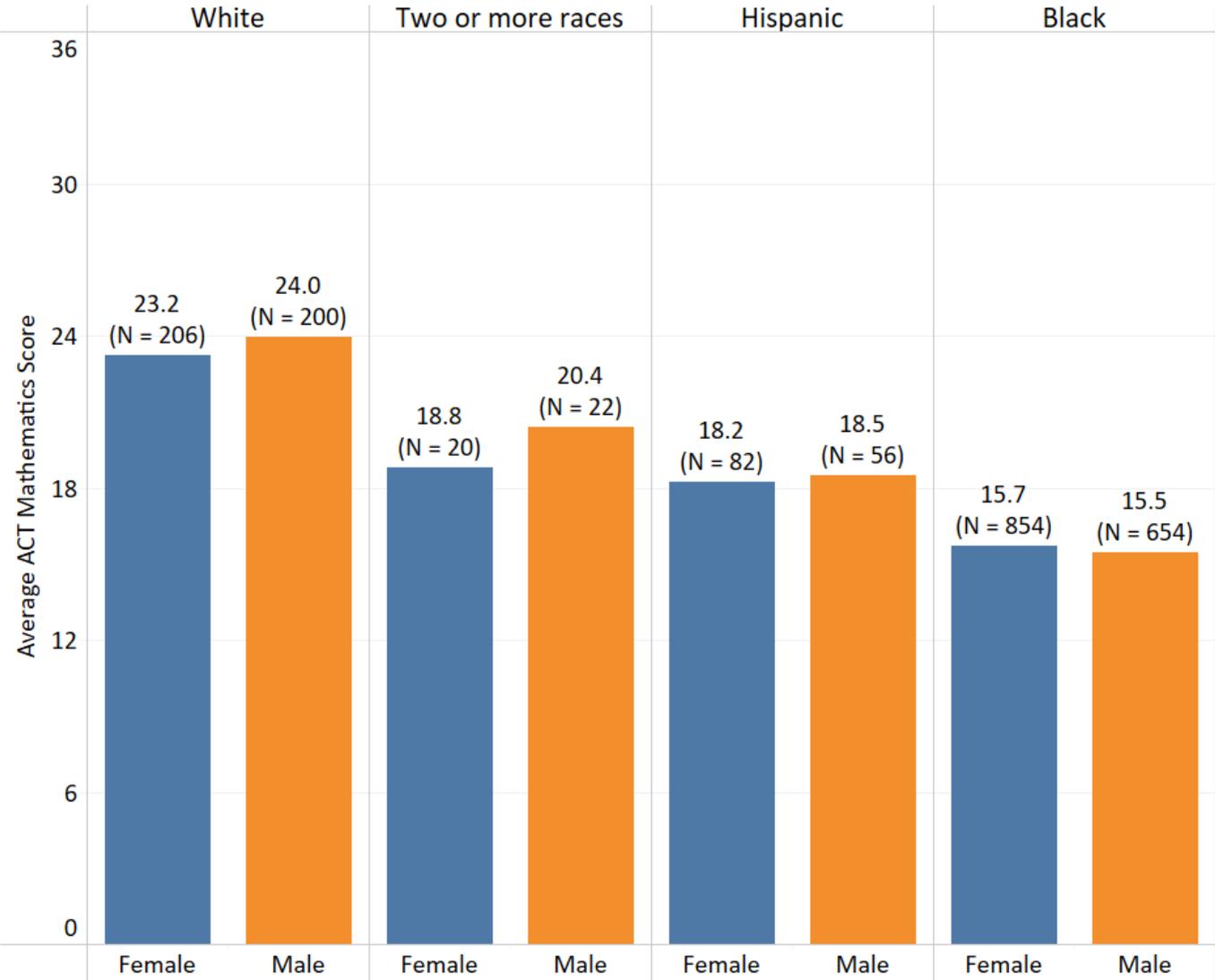
Appendix B Average ACT Subject Test Score by Race/Ethnicity and Gender

Figure 1B. Average ACT English Score by Race/Ethnicity and Gender



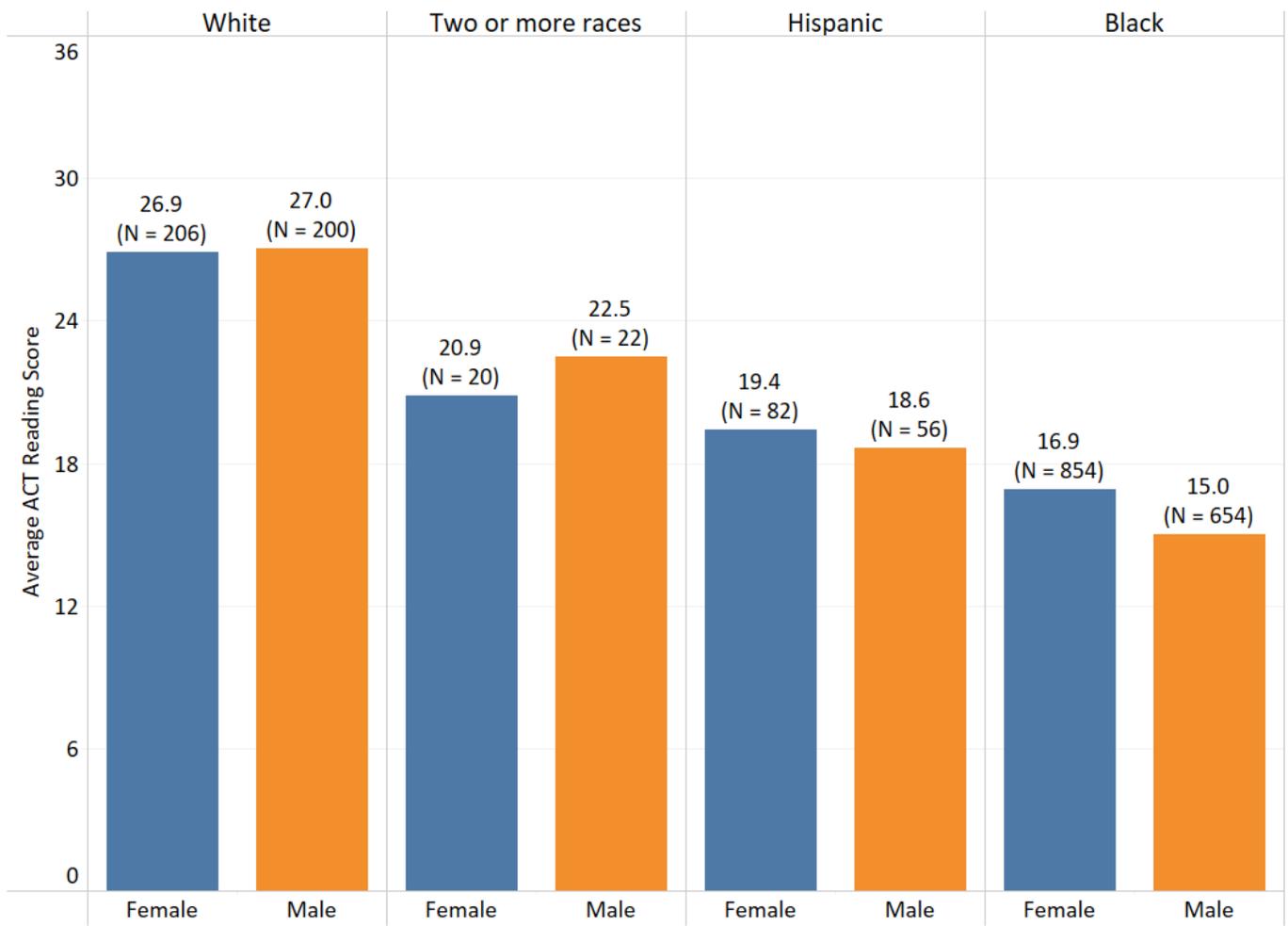
Note. Figure 1B used the gender and race/ethnicity identifications from Atlanta Public Schools.

Figure 2B. Average ACT Mathematics Score by Race/Ethnicity and Gender



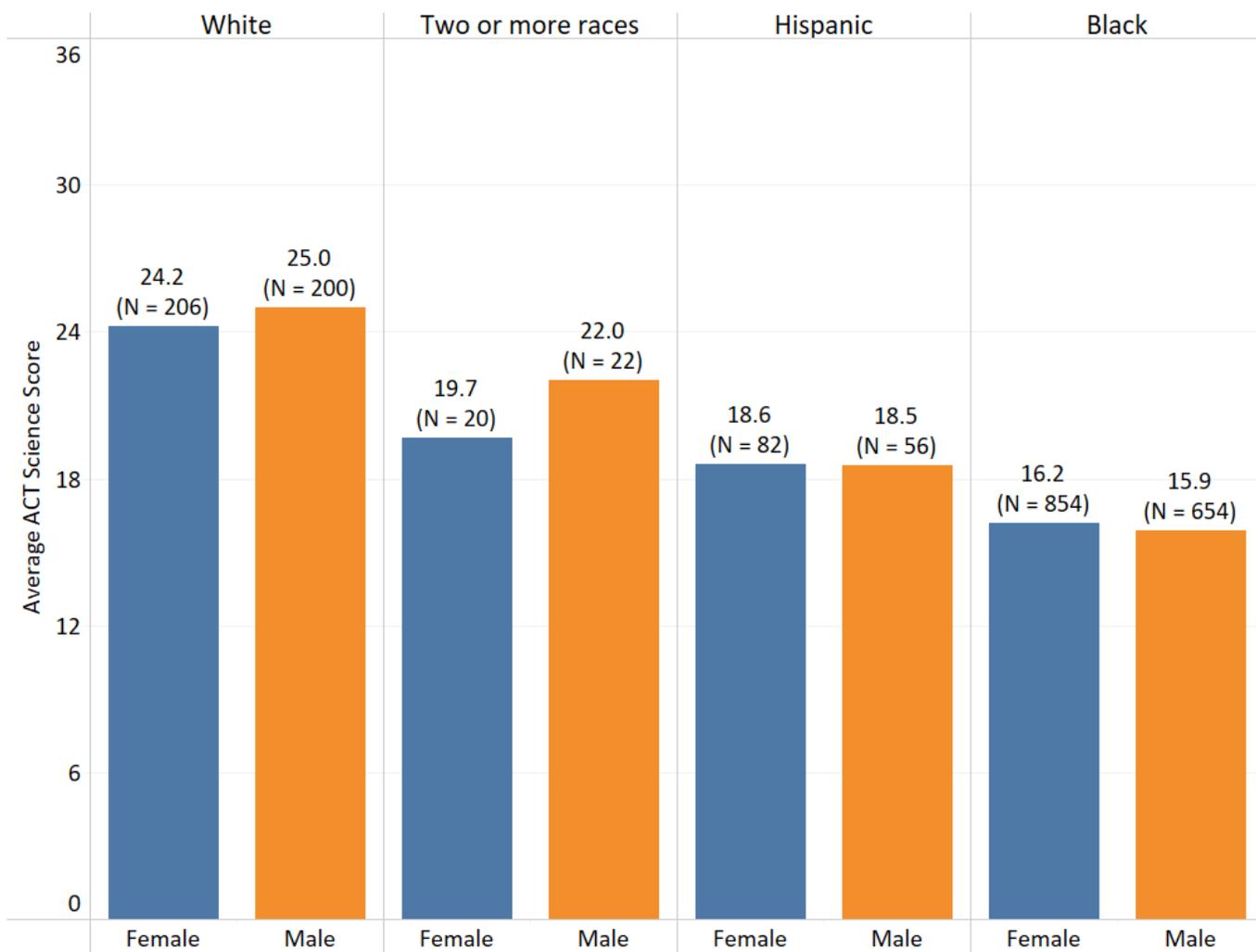
Note. Figure 2B used the gender and race/ethnicity identifications from Atlanta Public Schools.

Figure 3B. Average ACT Reading Score by Race/Ethnicity and Gender



Note. Figure 3B used the gender and race/ethnicity identifications from Atlanta Public Schools.

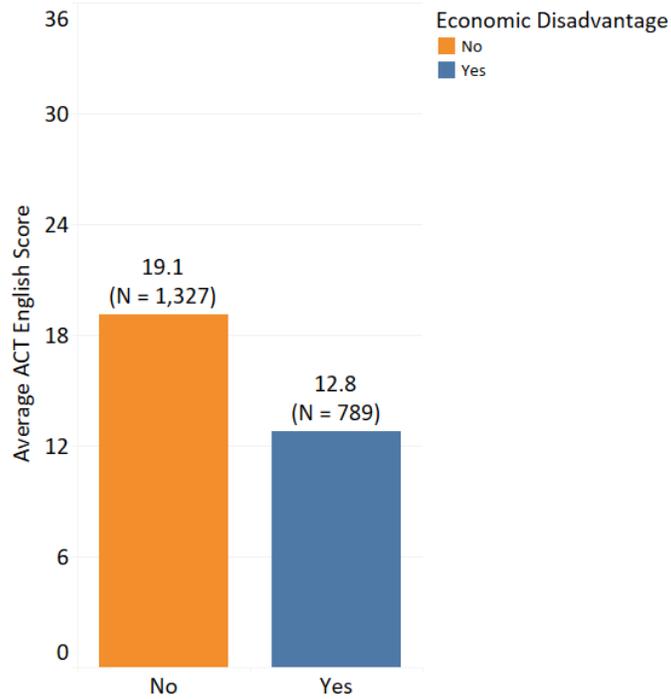
Figure 4B. Average ACT Science Score by Race/Ethnicity and Gender



Note. Figure 4B used the gender and race/ethnicity identifications from Atlanta Public Schools.

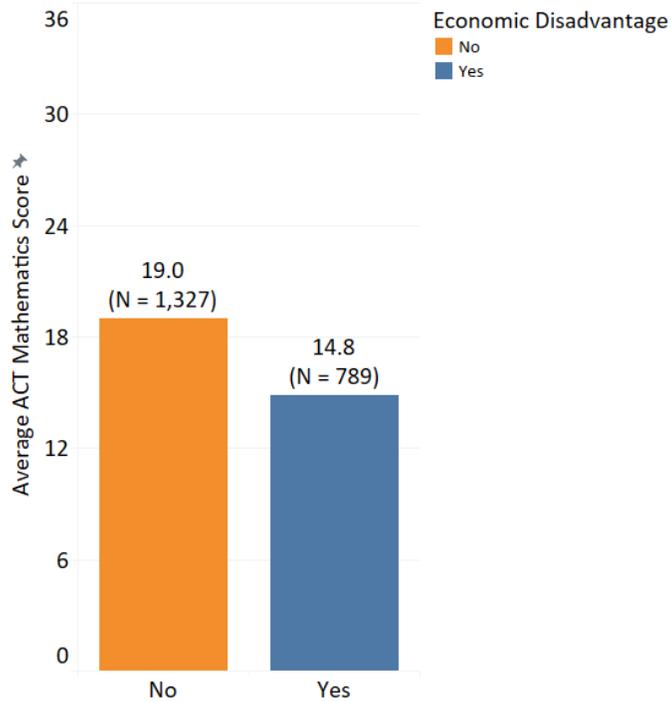
Appendix C Average ACT Subject Test Score by Economic Disadvantage

Figure 1C. Average ACT English Score by Economic Disadvantage



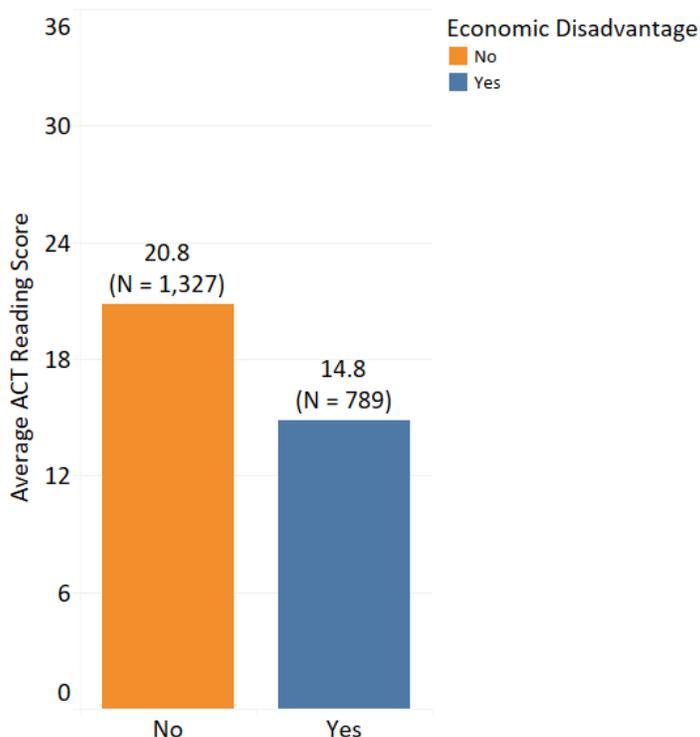
Note. Figure 1C used the economic disadvantage identification (students from families that receive SNAP or TANF and students identified as homeless, foster, unaccompanied, or migrant) from Atlanta Public Schools.

Figure 2C. Average ACT Mathematics Score by Economic Disadvantage



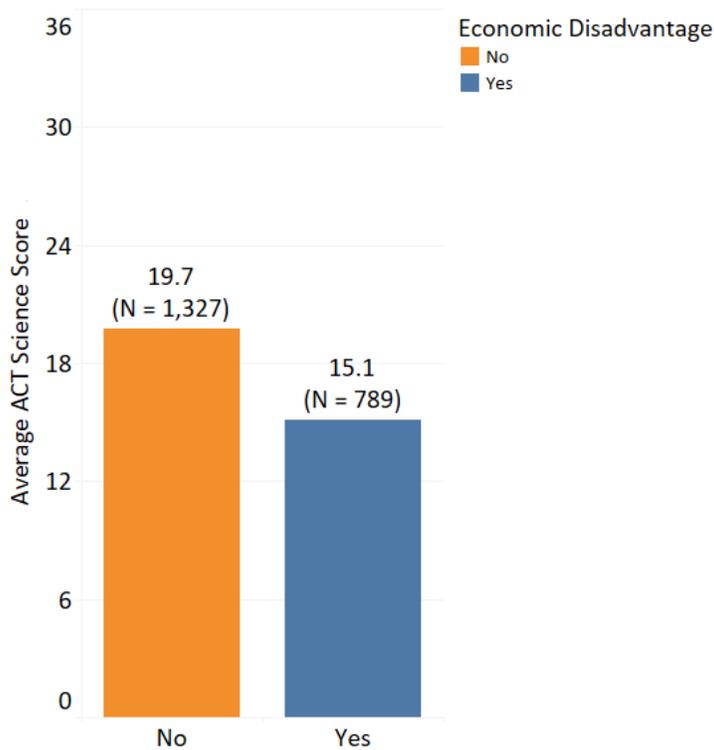
Note. Figure 2C used the economic disadvantage identification (students from families that receive SNAP or TANF and students identified as homeless, foster, unaccompanied, or migrant) from Atlanta Public Schools.

Figure 3C. Average ACT Reading Score by Economic Disadvantage



Note. Figure 3C used the economic disadvantage identification (students from families that receive SNAP or TANF and students identified as homeless, foster, unaccompanied, or migrant) from Atlanta Public Schools.

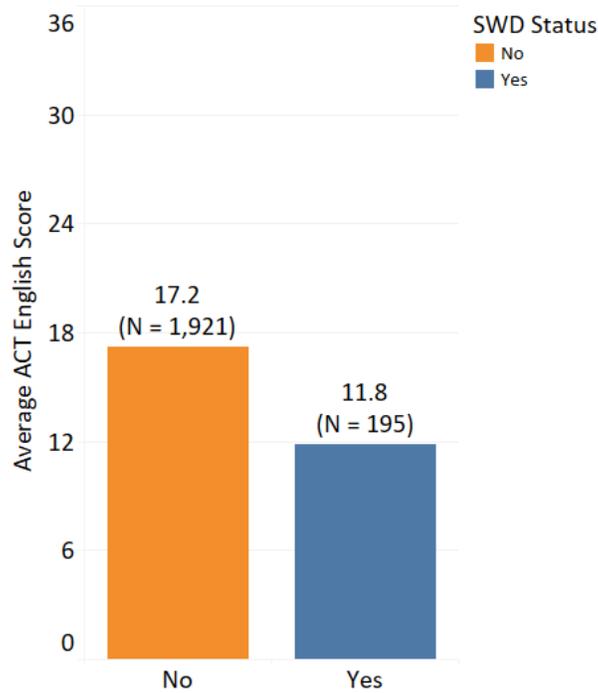
Figure 4C. Average ACT Science Score by Economic Disadvantage



Note. Figure 4C used the economic disadvantage identification (students from families that receive SNAP or TANF and students identified as homeless, foster, unaccompanied, or migrant) from Atlanta Public Schools.

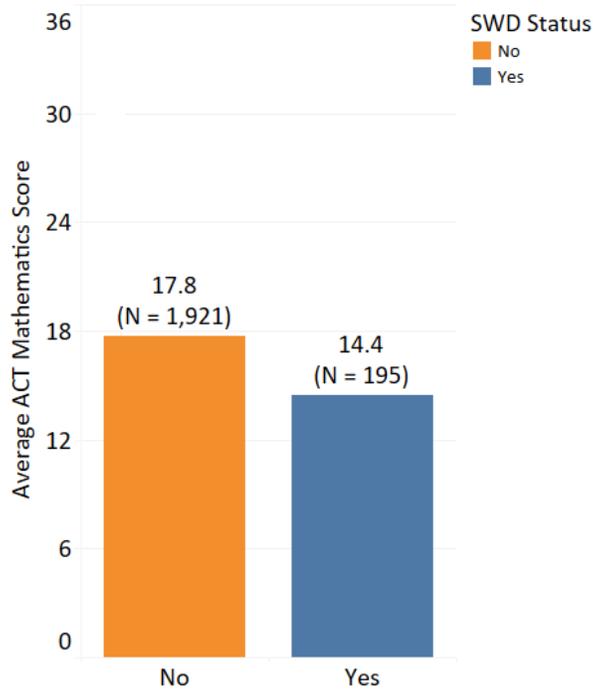
Appendix D Average ACT Subject Test Score by SWD Status

Figure 1D. Average ACT English Score by SWD Status



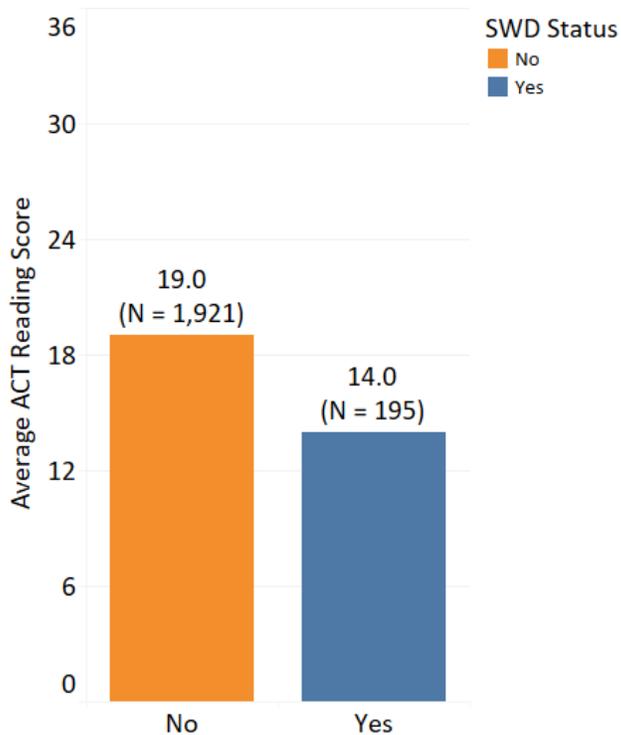
Note. Figure 1D used the SWD status identification from Atlanta Public Schools.

Figure 2D. Average ACT Mathematics Score by SWD Status



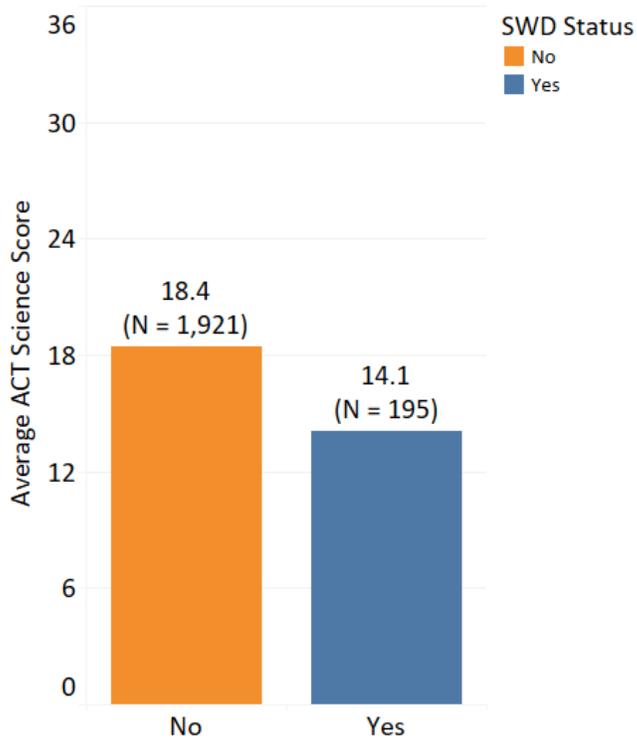
Note. Figure 2D used the SWD status identification from Atlanta Public Schools.

Figure 3D. Average ACT Reading Score by SWD Status



Note. Figure 3D used the SWD status identification from Atlanta Public Schools.

Figure 4D. Average ACT Science Score by SWD Status



Note. Figure 4D used the SWD status identification from Atlanta Public Schools.

Appendix E Minimum and Maximum ACT Composite Test Scores

Figure 1E. Minimum and Maximum ACT Scores

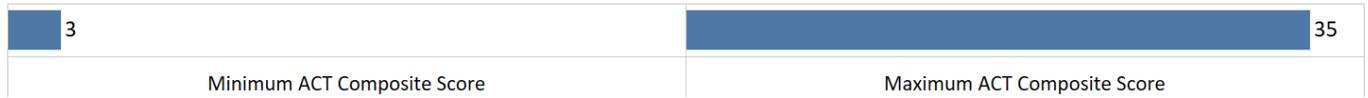
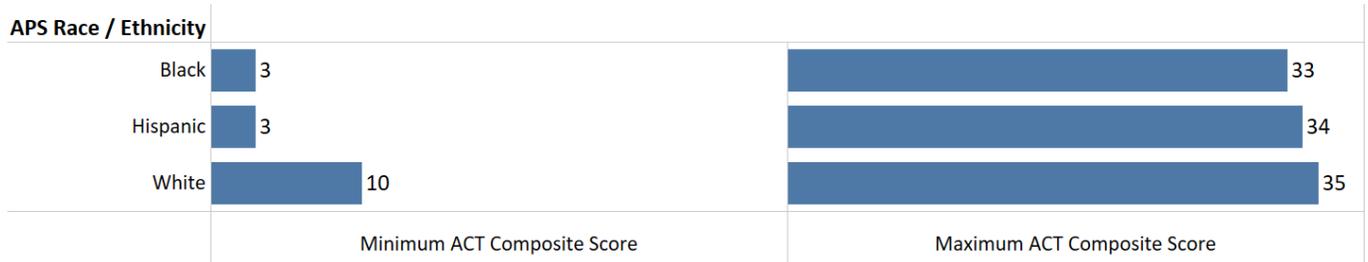
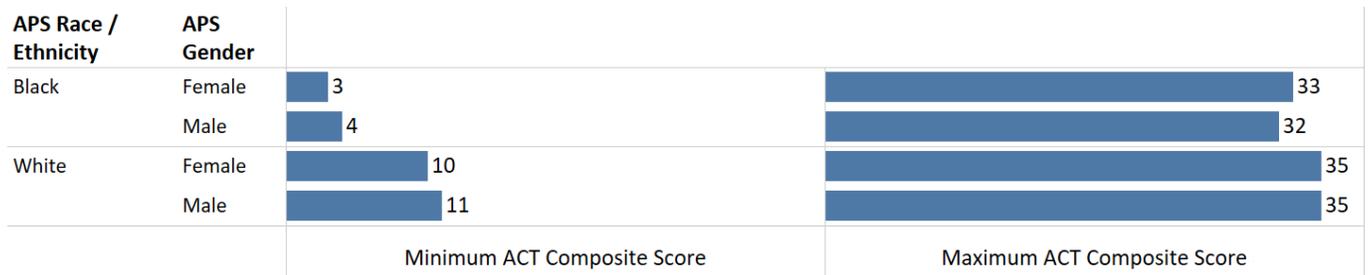


Figure 2E. Minimum and Maximum ACT Composite Scores by Race/Ethnicity



Note. Figure 2E used the race/ethnic identifications from Atlanta Public Schools.

Figure 3E. Minimum and Maximum ACT Composite Scores by Race/Ethnicity and Gender



Note. Figure 3E used the gender and race/ethnic identifications from Atlanta Public Schools.

Appendix F Average ACT Test Scores for the 2022 Graduating Class

The average ACT scores for the 2022 graduating class from APS were taken directly from page seven from the ACT Profile Report – District. These averages were calculated from the most recent ACT tests among 2022 graduates who took the ACT as 10th, 11th, or 12th grade students under standard- or extended-time conditions and attained a college reportable composite score. The district averages were calculated based on 774 tested students, the state averages were calculated based on 35,284 students, and the national averages were calculated based on 1,349,644 students.

Table 1F. Average ACT Scores Among the Graduating Class of 2022

ACT Subject	District Average Scores	State Average Scores	National Average Scores
Composite	19.0	21.6	19.8
English	18.3	21.0	19.0
Mathematics	18.2	20.8	19.3
Reading	19.9	22.5	20.4
Science	19.0	21.5	19.9