



The SAT is a college entrance exam that has two subject area scores (evidence-based reading & writing (ERW) and math) as well as a total score that is a sum of the ERW score and the math score. The score for each subject ranges from 200 to 800 points, and the total score ranges from 400 to 1600 points. The SAT is administered by the College Board.

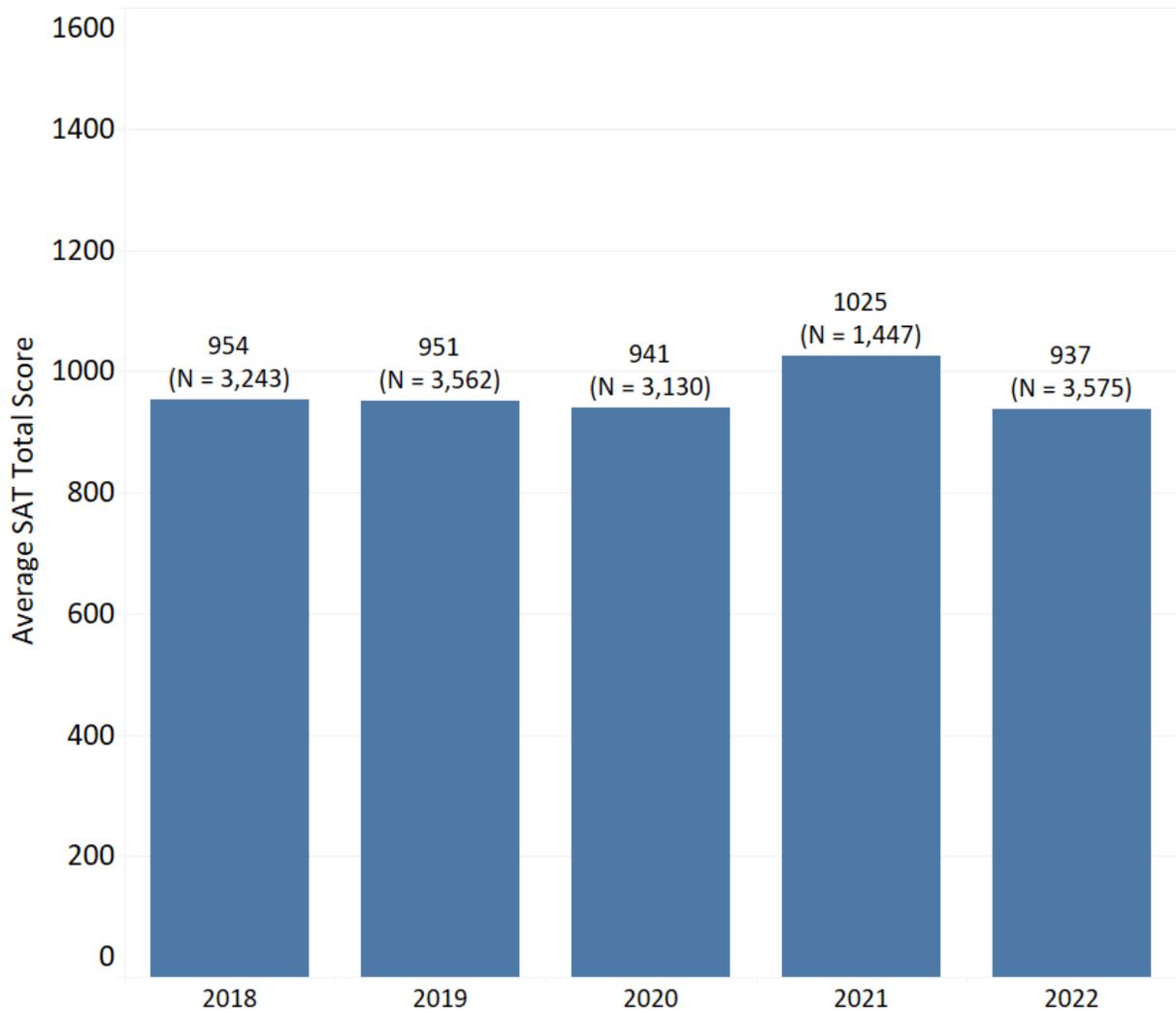
This brief summarizes APS high school participation and performance on the SAT from the 2017 – 2018 school year (SY2018) to the 2021 – 2022 school year (SY2022). The figures reported in this brief are based on the highest scores achieved by individual students within a given school year. If students tested more than once in a given school year, this brief includes their highest score from that year.

Atlanta Public Schools (APS) first implemented SAT School Day in SY2018 in response to the difficulty College Advising Corps advisors and counselors were having with supporting 12th grade students who lacked an SAT or ACT score. Students can face several barriers to taking the SAT, including the cost of the test and transportation to a test site. SAT School Day removes these barriers by providing an opportunity for students to take the SAT for free within their schools on a normal school day. Achieve Atlanta has provided financial support for the SAT School Day implemented in SY2018 to SY2022.

SAT School Day is held in March of each school year and is targeted towards 11th grade students regardless of cohort to help ensure that the students have an SAT score when they advance to the 12th grade. This brief includes SAT scores taken throughout the school year. It focuses on SY2018 to SY2022 due to SAT School Day being implemented in these years. However, it is important to note that the COVID-19 pandemic took place in the Spring of SY2020 and potentially impacted SAT test taking after the middle of March among APS students. SAT School Day in SY2020 was not impacted by the pandemic as it took place at the beginning of March, before the declaration of a nationwide emergency due to COVID-19.

Figure 1 presents the average SAT total score for ninth through twelfth grade students throughout the district in SY2018, SY2019, SY2020, SY2021, and SY2022.

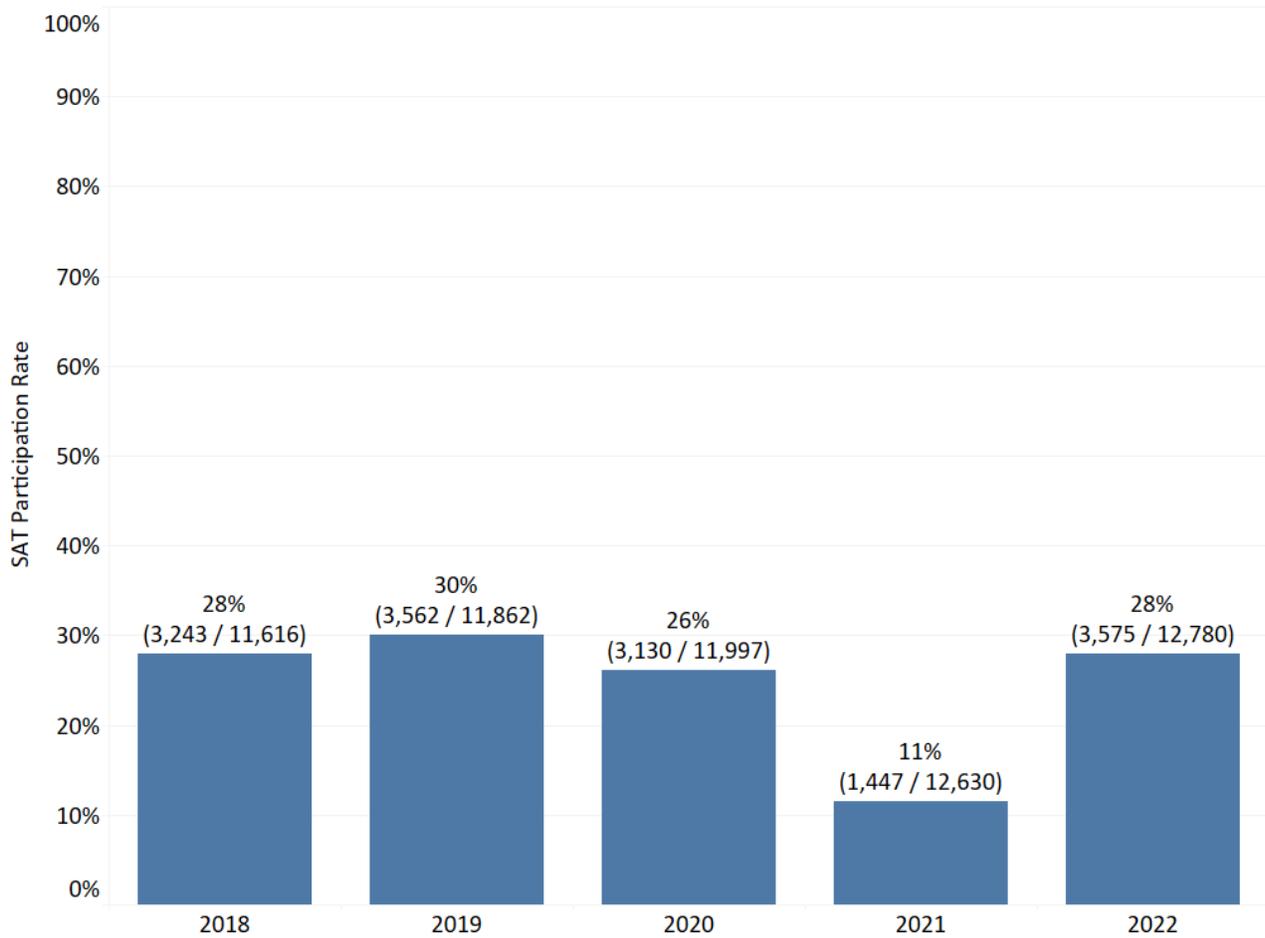
Figure 1. Average SAT Total Score for SY2018 to SY2022



Note. The N size (N = number) represents the number of students who took the SAT in the indicated year.

The percentage of high school students who took the SAT varied by school. Figure 2 displays the participation rate for SY2018 to SY2022. SAT participation was lowest in SY2021 at 11% and highest in SY2019 at 30%. It is important to note that the COVID-19 pandemic began in the Spring of SY2020 and continued throughout SY2021.

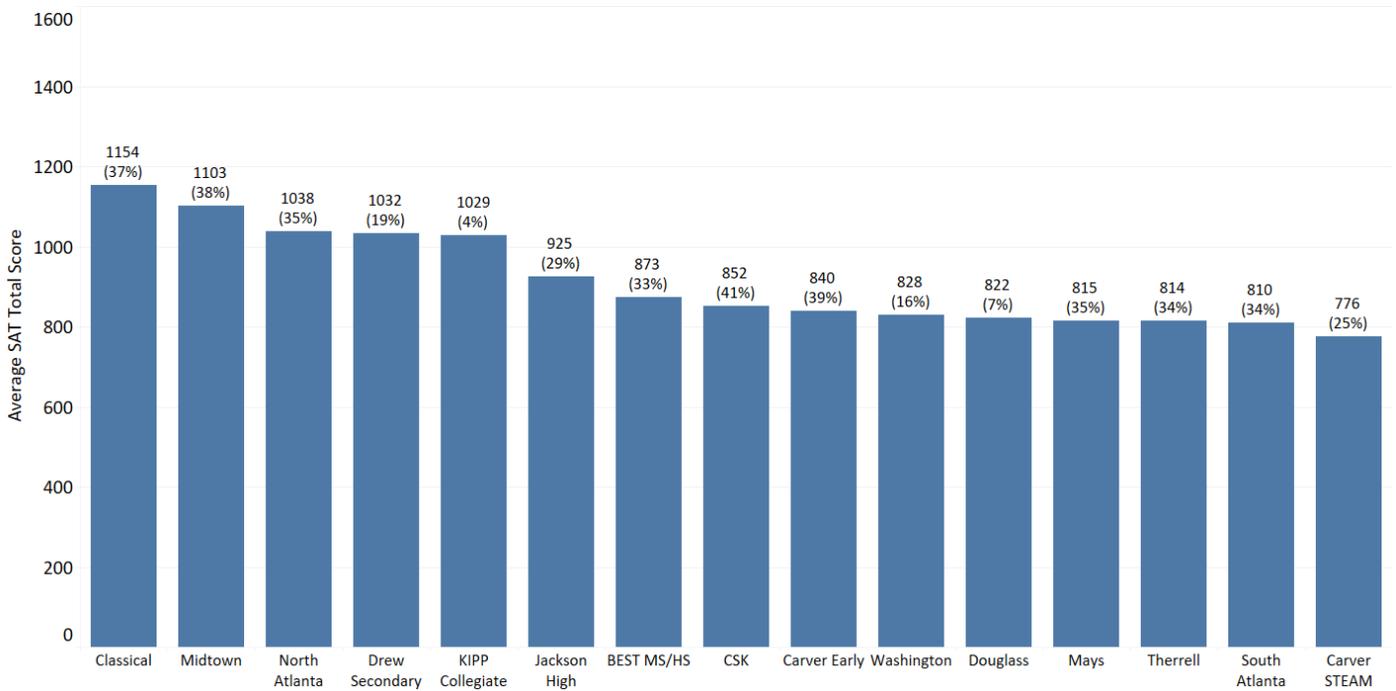
Figure 2. SAT Participation Rate by School Year, SY2018 to SY2022



Note. The numerator in the parentheses represents the number of students who took the SAT in the indicated year and the denominator represents the number of enrolled 9th through 12th grade students.

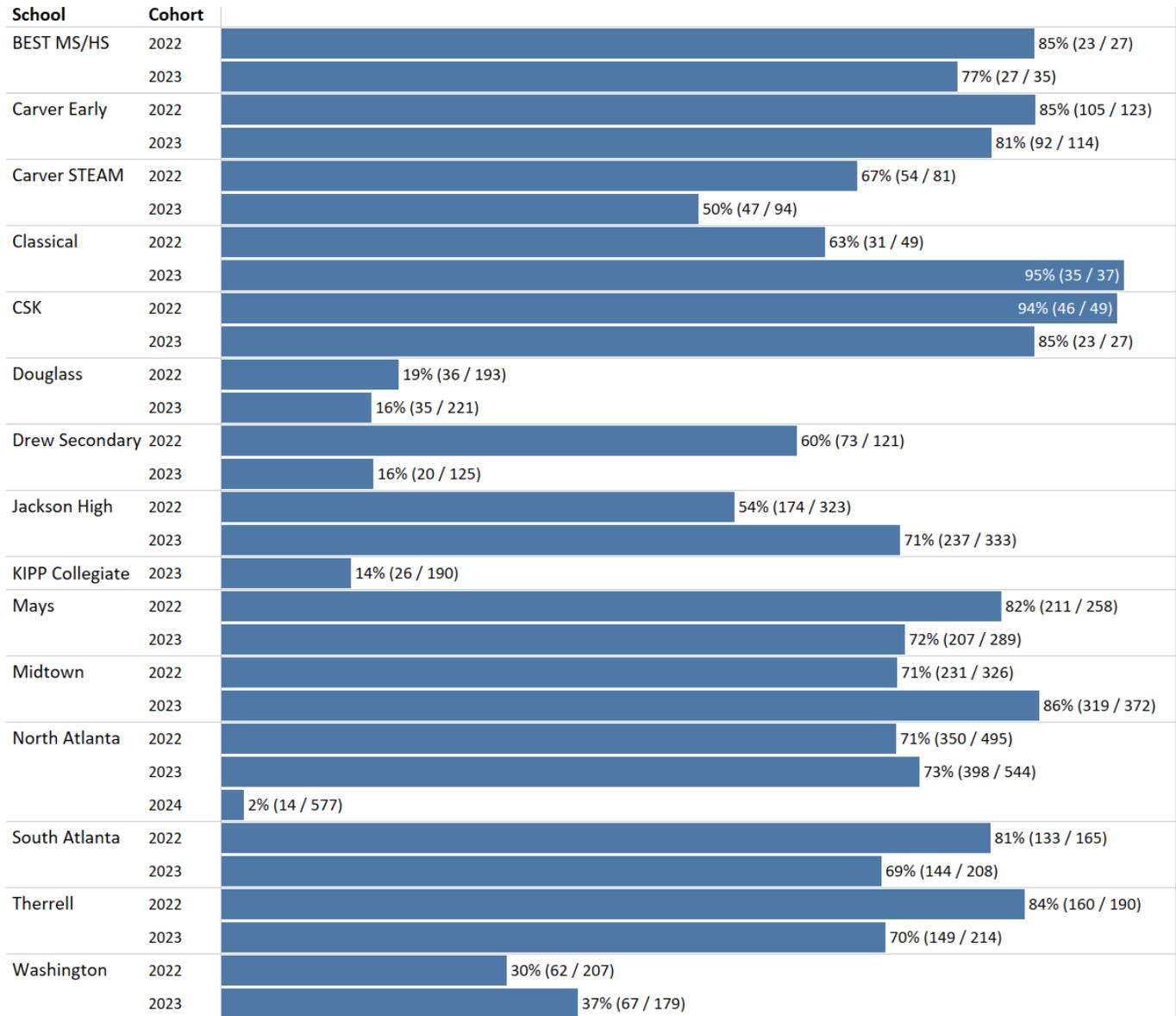
The average SAT total score varied widely by school in SY2022. Figure 3 presents the average SAT total score for each APS high school where at least 10 students took the SAT. Atlanta Classical Academy (Classical) had the highest average SAT total score at 1154, followed by Midtown at 1103 and North Atlanta at 1038. Carver STEAM had the lowest average SAT total score at 776. The SAT participation rate for each high school can be found in parentheses below the average SAT total score.

Figure 3. Average SAT Total Score by School, SY2022



The percentage of enrolled students who took the SAT in SY2022 varied significantly from school to school. Figure 4 presents the SAT participation rate by cohort within each school. Cohorts are designated by the year students first enter ninth grade. For example, Cohort 2022 refers to the group of students who first entered ninth grade in the fall of the 2018 – 2019 school year given that on-time graduation for these students would take place in the Spring of the 2021 – 2022 school year. Cohorts with less than 10 students taking the SAT in SY2022 were excluded from the figure.

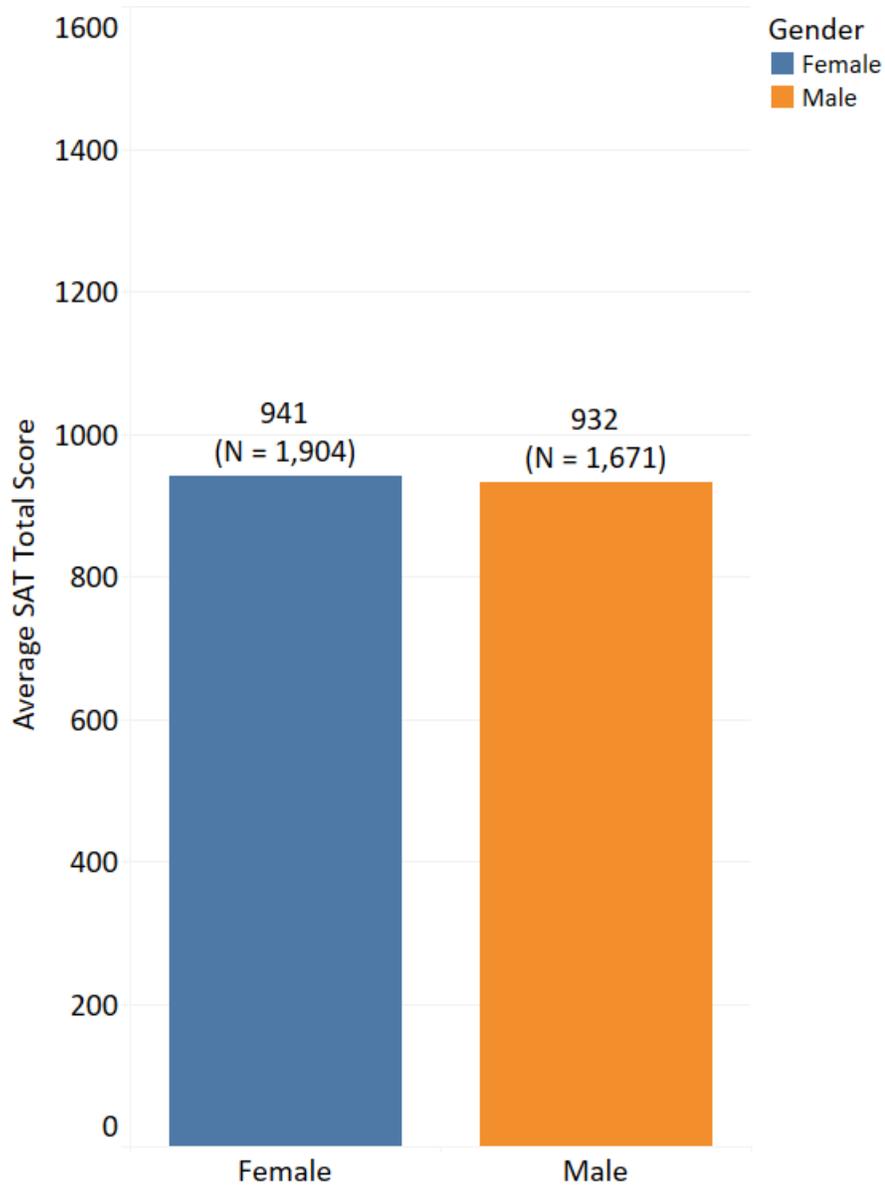
Figure 4. SAT Participation by School and Cohort, SY2022



Notes. In Figure 4, the participation rate was calculated by dividing the number of students who took the SAT by the number of students enrolled in SY2022. The denominator represents the number of students within the school who belonged to the designated cohort at the end of the school year and the numerator represents the number of students who took the SAT.

The average SAT total score did not vary substantially by gender in SY2022 as seen in Figure 5.

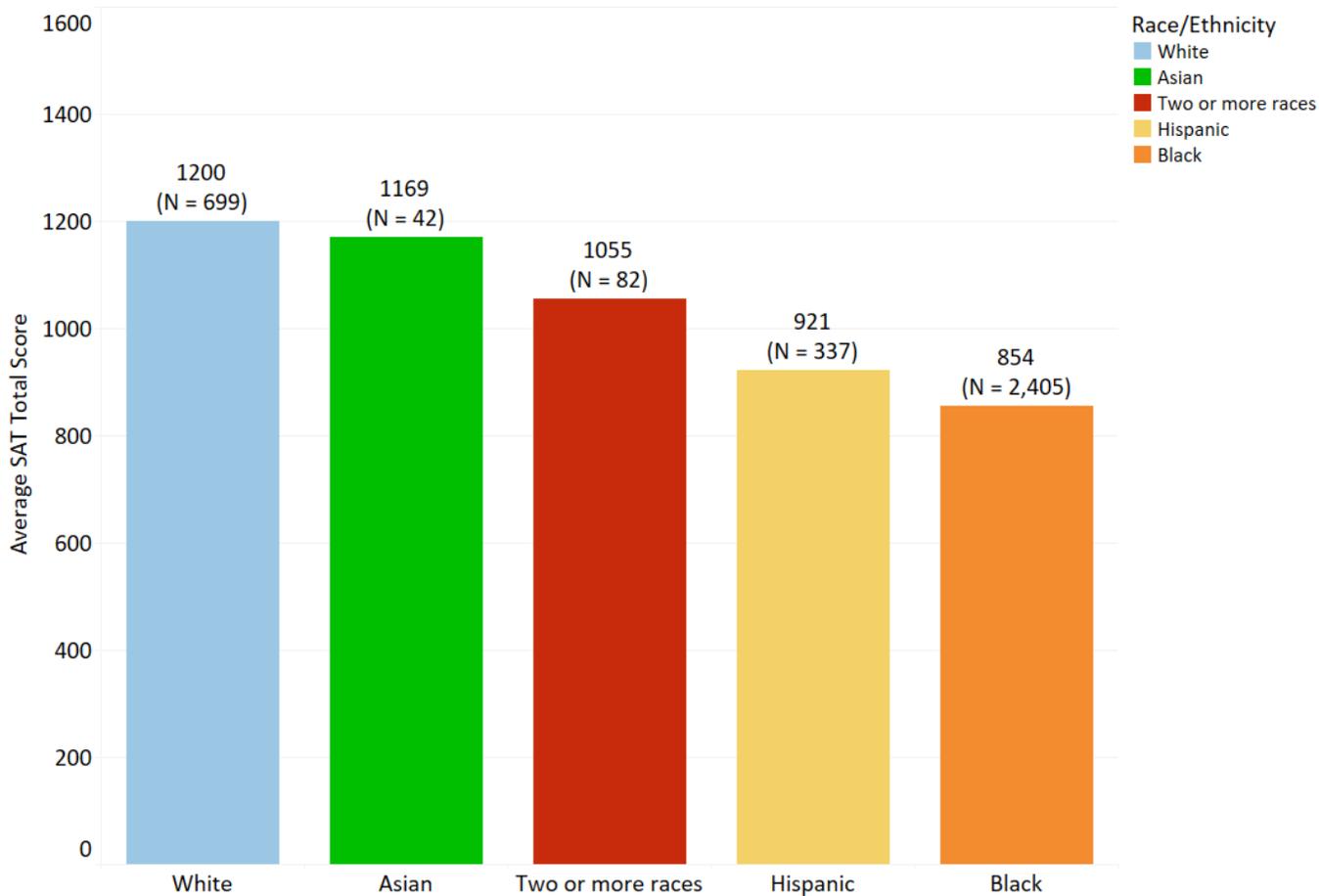
Figure 5. Average SAT Total Score by Gender, SY2022



Note. Figure 5 used the gender identification from Atlanta Public Schools. The N size (N = number) refers to the number of students within the category that took the SAT in SY2022.

The average SAT total score varied substantially by race/ethnicity as seen in Figure 6. It is important to note that more Black students took the SAT in SY2022 than the combined number of Hispanic, Asian, White and students belonging to two or more races.

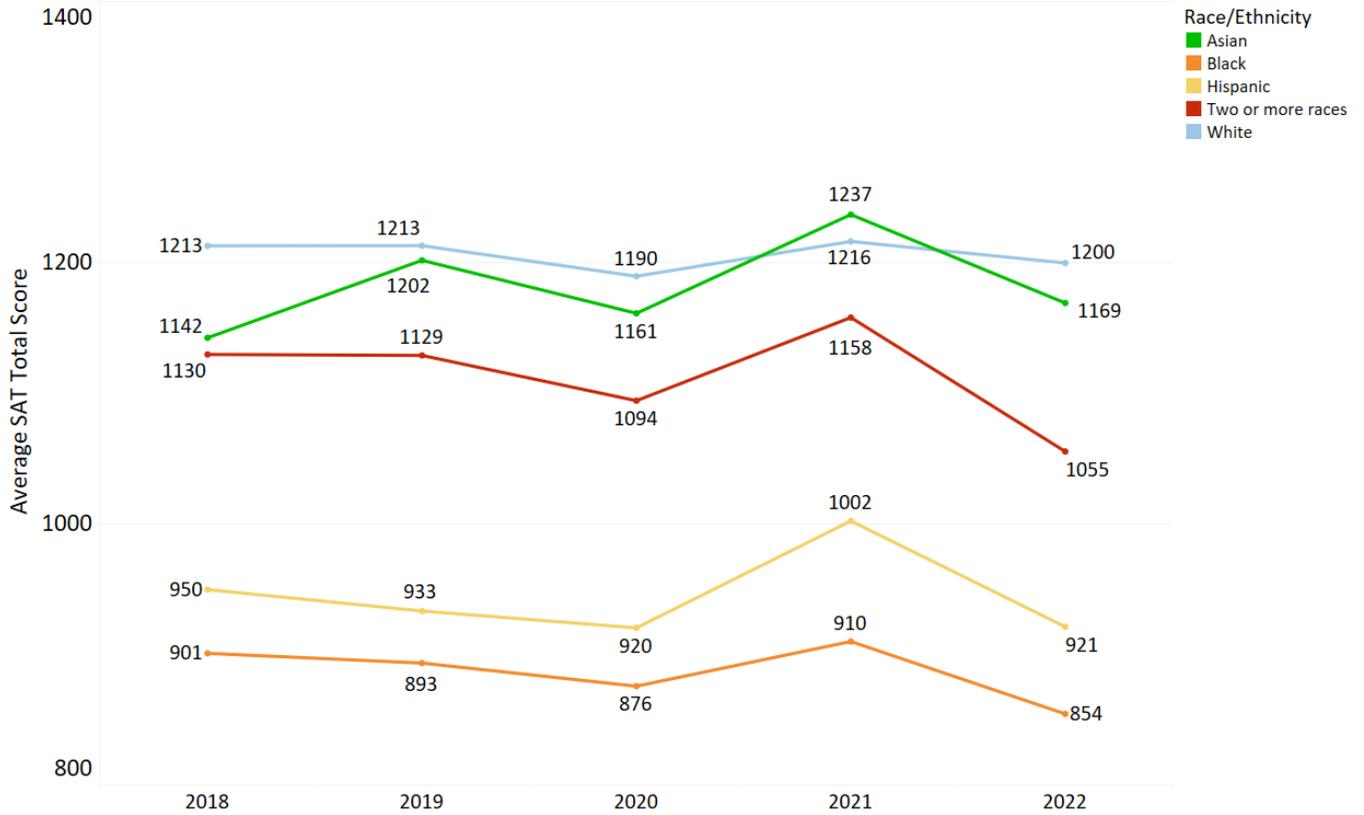
Figure 6. Average SAT Total Score by Race/Ethnicity, SY2022



Notes. Figure 6 used the federal race/ethnicity categories from Atlanta Public Schools. Racial/ethnic categories with fewer than 10 students are not shown in the graph. The N size (N = number) refers to the number of students within the category that took the SAT in SY2022. 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). These percentages are based on final student enrollment at the end of the school year.

This substantial variation in average SAT total scores by race/ethnicity has historical precedence that is displayed in Figure 7.

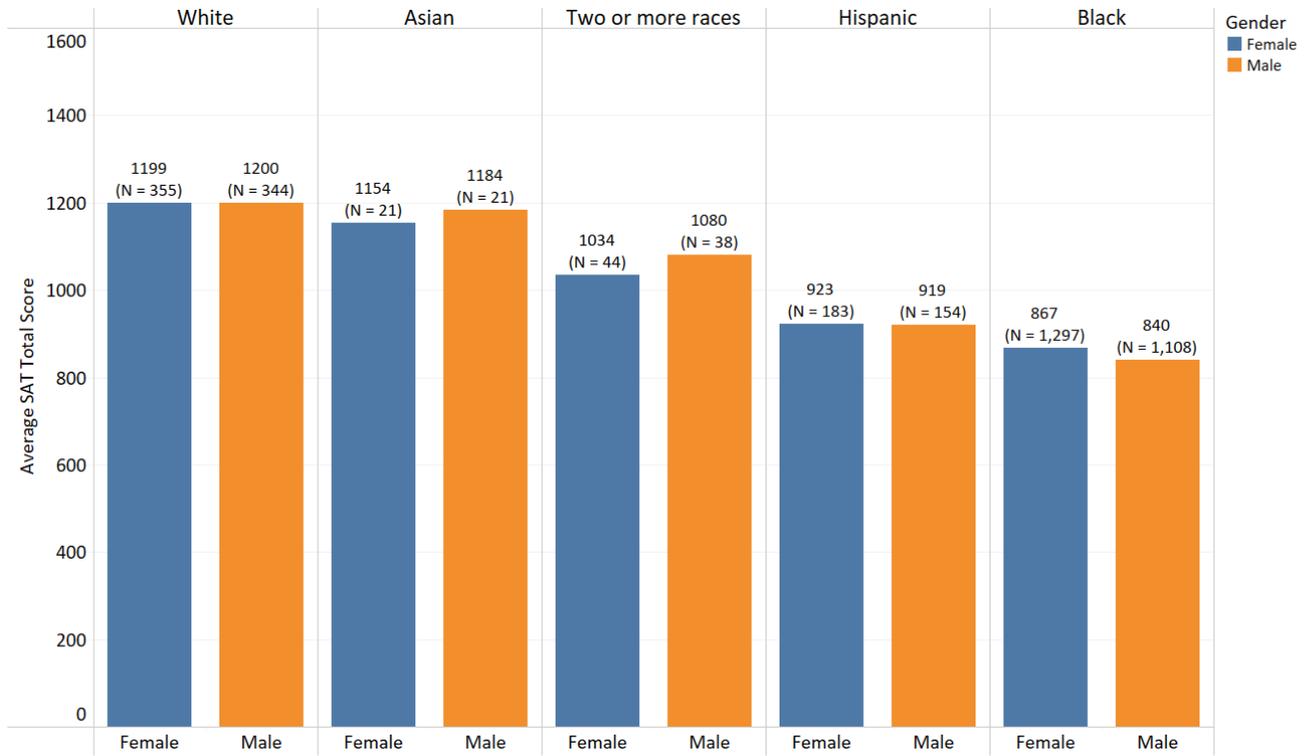
Figure 7. Average SAT Total Score by Race/Ethnicity, SY2018 to SY2022



Notes. Figure 7 used the race/ethnicity identifications from Atlanta Public Schools. It is important to note that the COVID-19 pandemic began in the Spring of 2020 and continued throughout the 2020 – 2021 school year.

Figure 8 displays the average SAT total score aggregated by gender within each racial/ethnic group. Except for Asian students, more female students took the SAT in relation to male students within each racial/ethnic group.

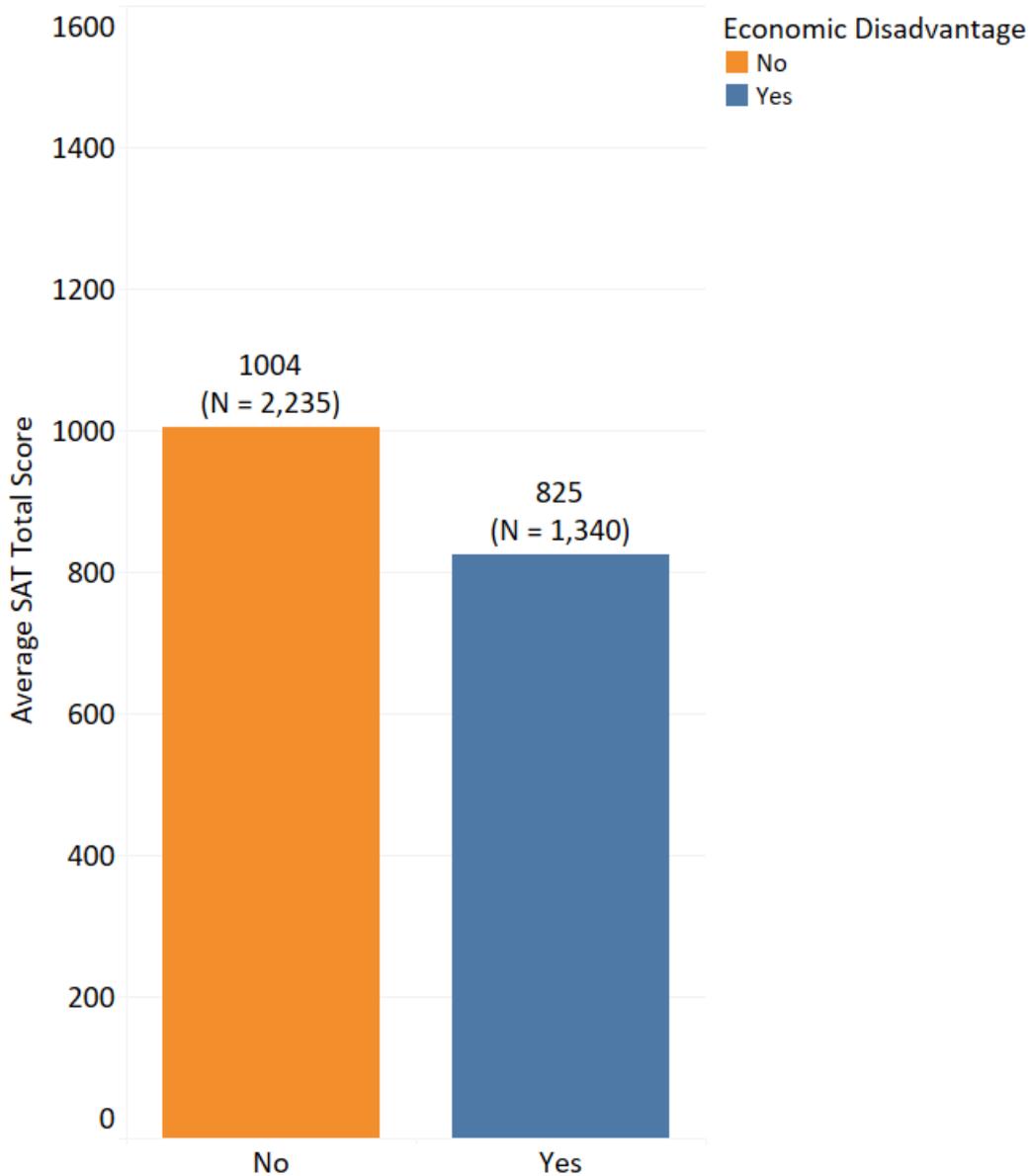
Figure 8. Average SAT Total Score by Race/Ethnicity and Gender, SY2022



Note. Figure 8 used the gender and race/ethnicity identifications from Atlanta Public Schools. The N size (N = number) refers to the number of students within the category that took the SAT in SY2022.

In figure 9, students were separated by economic disadvantage status. On average, economically disadvantaged students scored significantly lower on the SAT in relation to non-economically disadvantaged students. It is also important to note that more non-economically disadvantaged students took the SAT in 2022 in comparison to economically disadvantaged students.

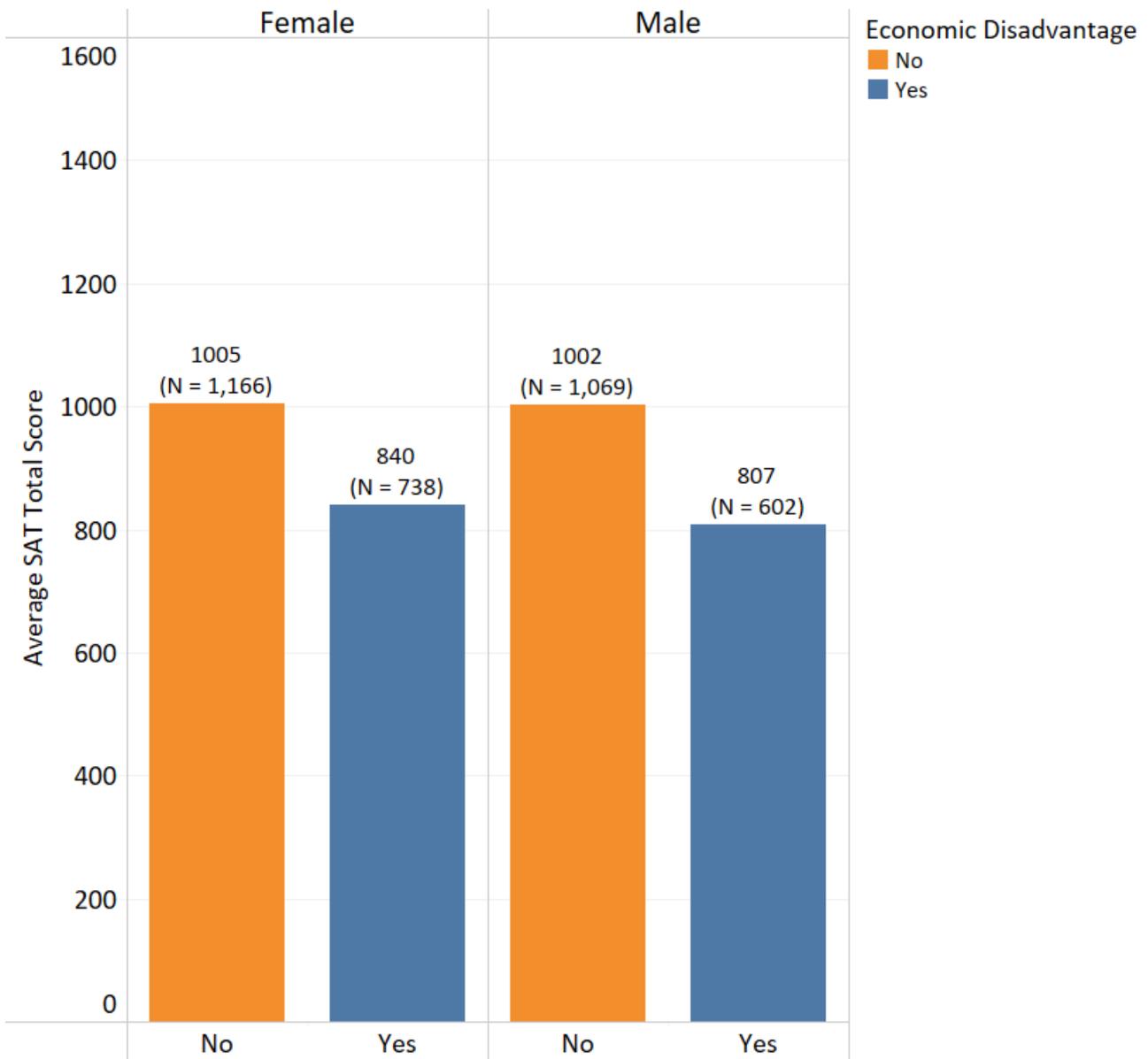
Figure 9. Average SAT Total Score by Economic Disadvantage, SY2022



Note. Figure used the economic disadvantage identification based on students from families that receive SNAP or TANF and students identified as homeless, foster, unaccompanied, or migrant. The N size (N= number) refers to the number of students within the category that took the SAT in SY2022.

In Figure 10, students were separated by economic disadvantage status and gender. The average SAT score among non-economically disadvantaged female students in SY2022 was similar to the average SAT score among non-economically disadvantaged male students. However, the average SAT score for economically disadvantaged female students was noticeably higher than the average SAT total score for economically disadvantaged male students. Additionally, more economically disadvantaged female students took the SAT in SY2022 compared to economically disadvantaged male students.

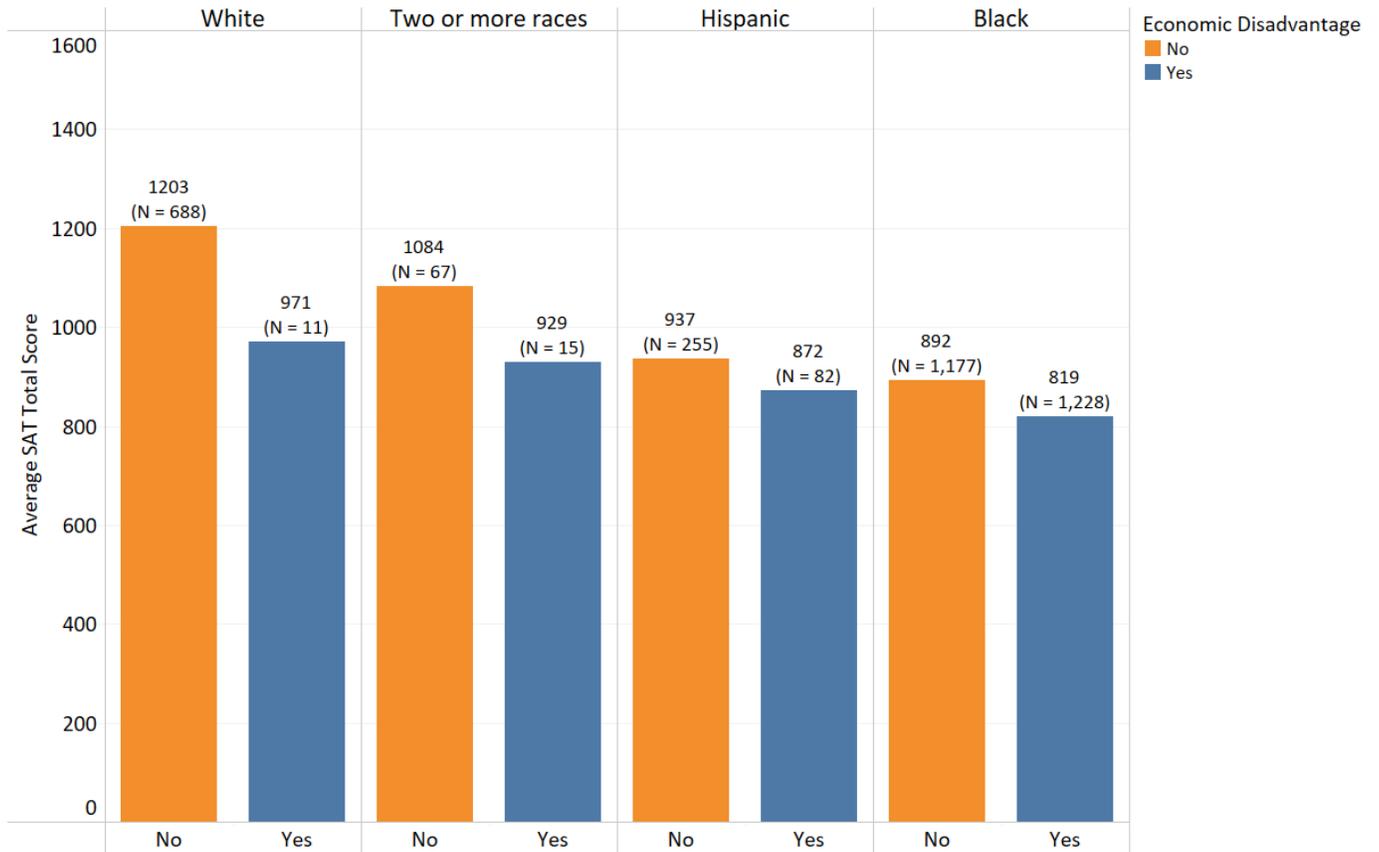
Figure 10. Average SAT Total Score by Economic Disadvantage and Gender, SY2022



Note. Figure 10 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. The N size (N = number) refers to the number of students within the category that took the SAT in SY2022.

In Figure 11, students were separated by economic disadvantage status and race/ethnicity. Within each racial/ethnic group, non-economically disadvantaged students on average scored higher on the SAT than economically disadvantaged students. Within each racial/ethnic group, more non-economically disadvantaged students took the SAT in relation to economically disadvantaged students, with the exception of Black students.

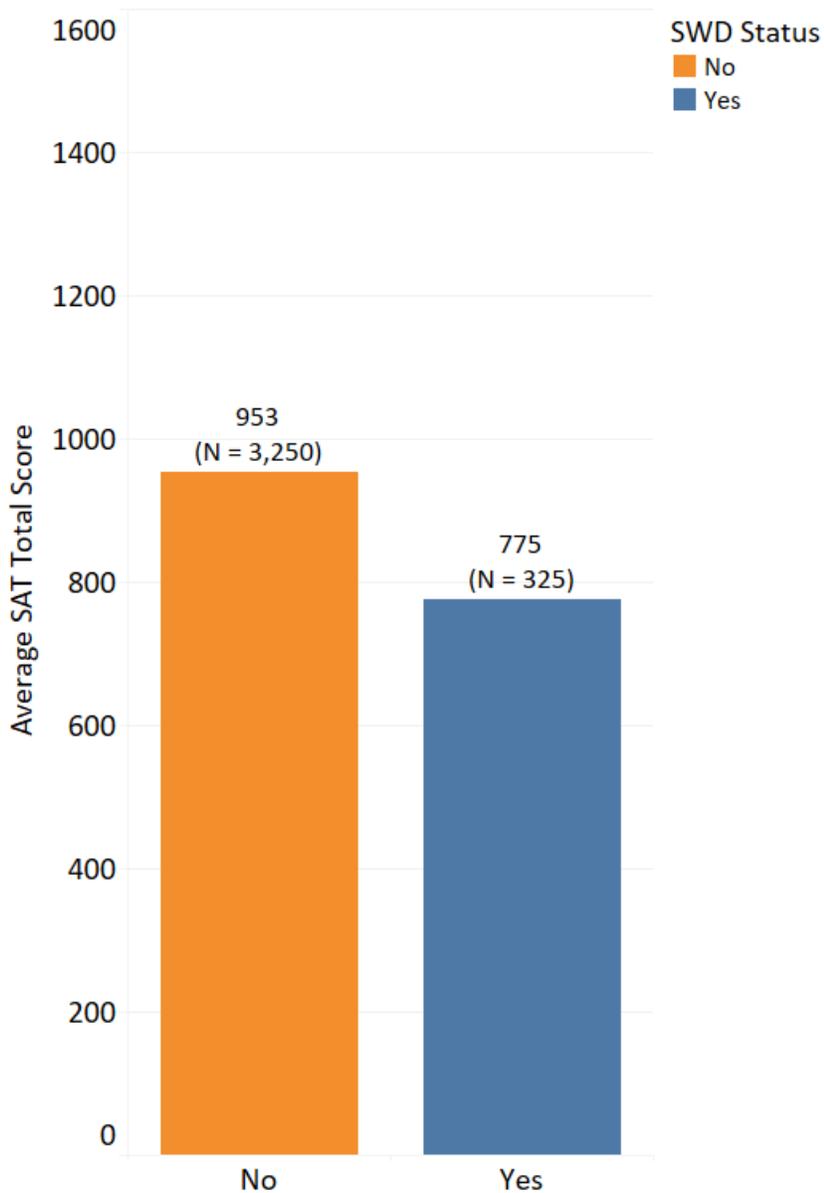
Figure 11. Average SAT Total Score by Economic Disadvantage and Race/Ethnicity, SY2022



Notes. Figure 11 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. The N size (N = number) refers to the number of students within the category that took the SAT in SY2022.

Students with disabilities (SWD) on average scored lower on the SAT in relation to students without disabilities as observed in Figure 12. It is important to note that the number of non-SWD status students who took the SAT was ten times greater than the number of SWD status students.

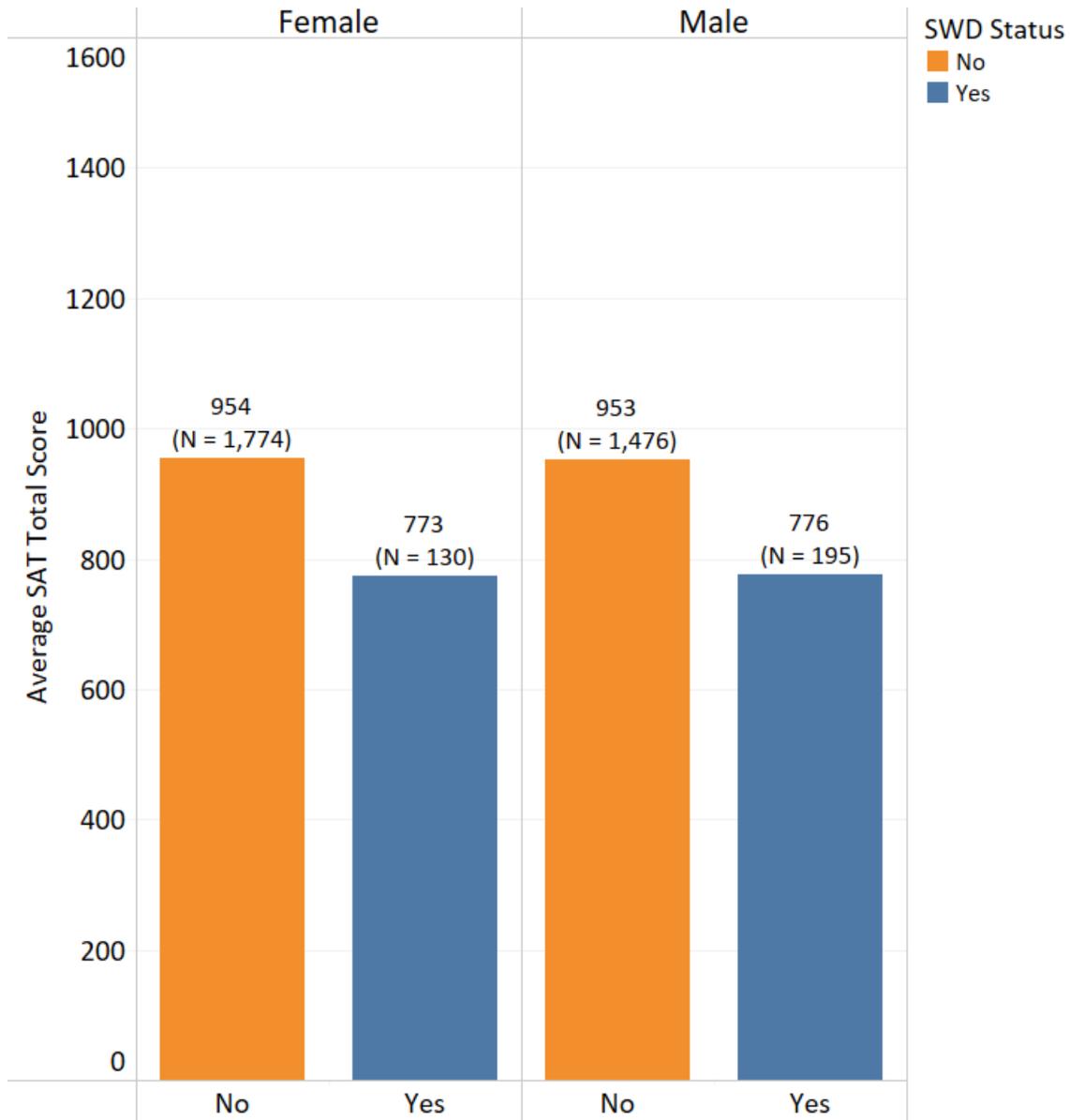
Figure 12. Average SAT Total Score by SWD Status, SY2022



Note. Figure 12 used the SWD status identification from Atlanta Public Schools. The N size (N = number) refers to the number of students within the category that took the SAT in SY2022.

Figure 13 shows a non-substantial difference in average SAT score between female SWD students and male SWD students.

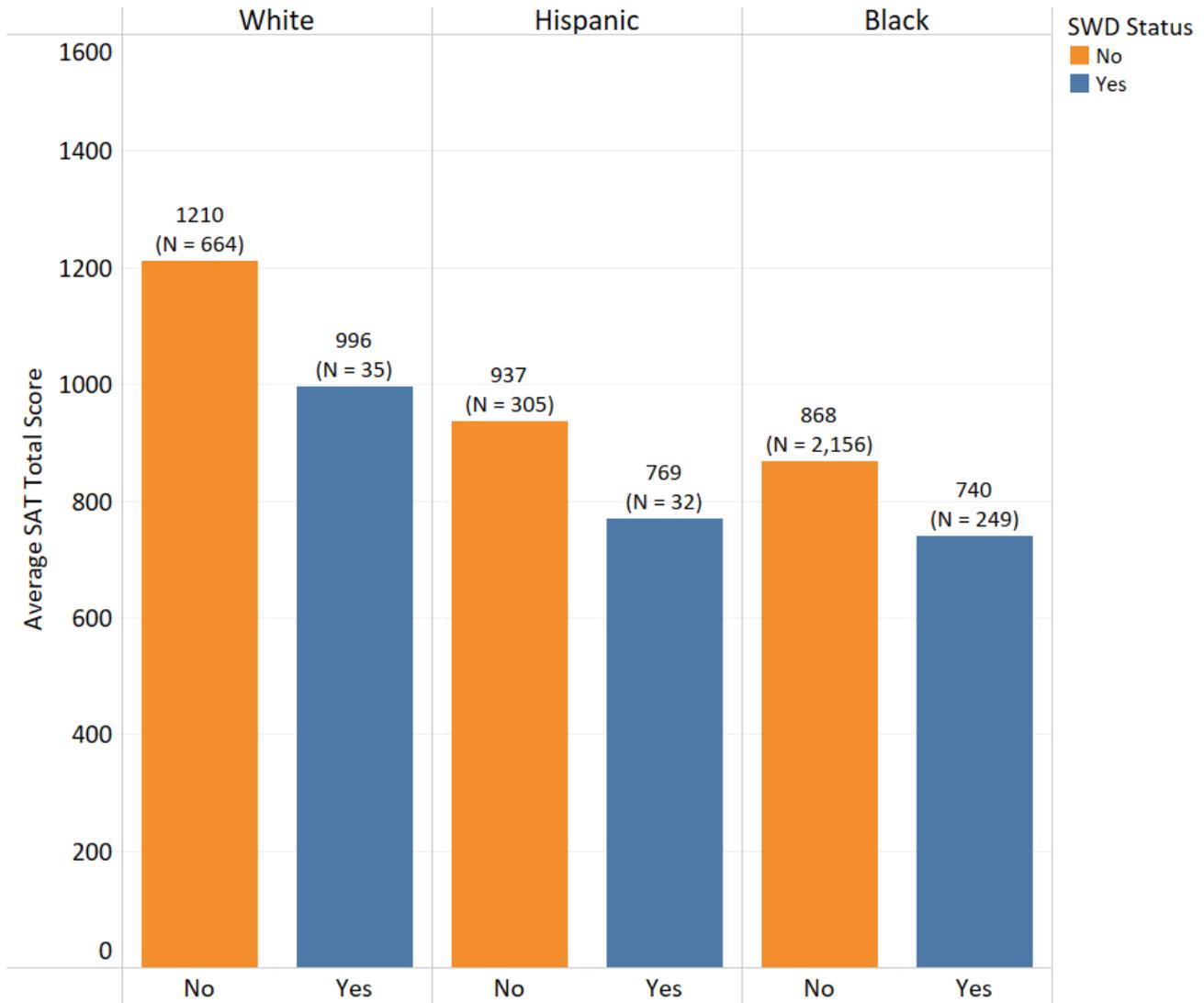
Figure 13. Average SAT Total Score by SWD Status and Gender, SY2022



Notes. Figure 13 used the SWD status and gender identification from Atlanta Public Schools. The N size (N = number) refers to the number of students within the category that took the SAT in SY2022.

Figure 14 shows that significant racial/ethnic differences in average performance on the SAT remain after disaggregating students by SWD status.

Figure 14. Average SAT Total Score by SWD Status and Race/Ethnicity, SY2022



Notes. Figure 14 used the SWD status and racial/ethnic identifications from Atlanta Public Schools. The N size (N = number) refers to the number of students within the category that took the SAT in SY2022.

Appendix A. Average SAT Subject Score

Figure 1A. Average SAT ERW Score, SY2018 to SY2022

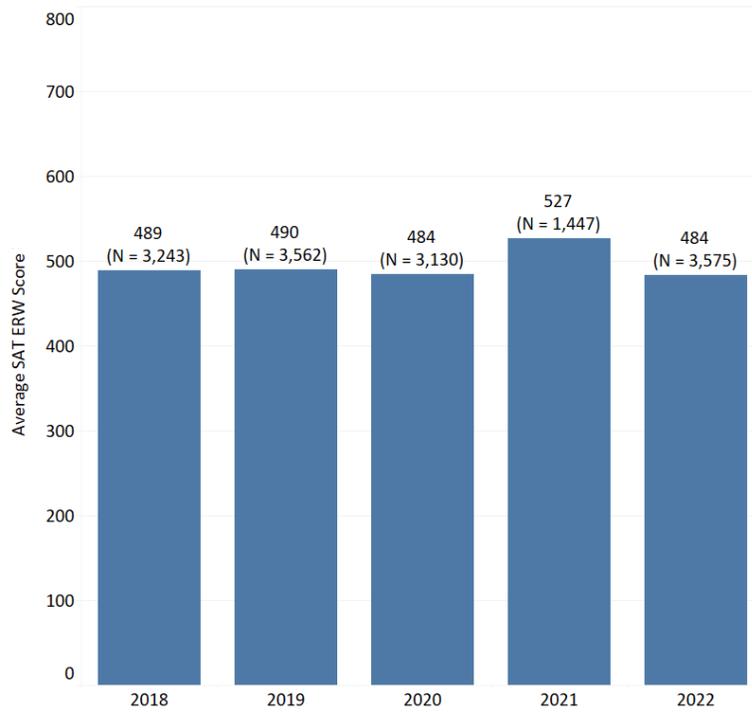
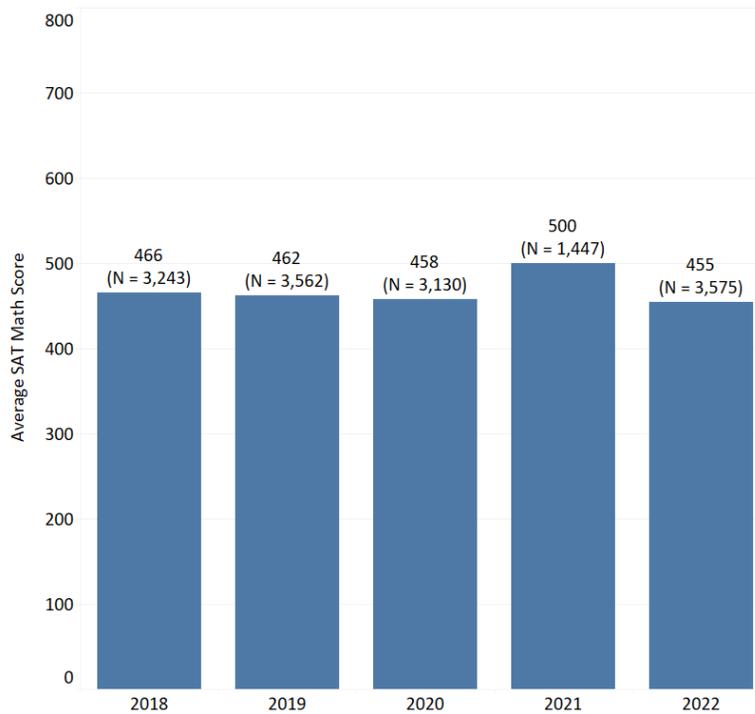
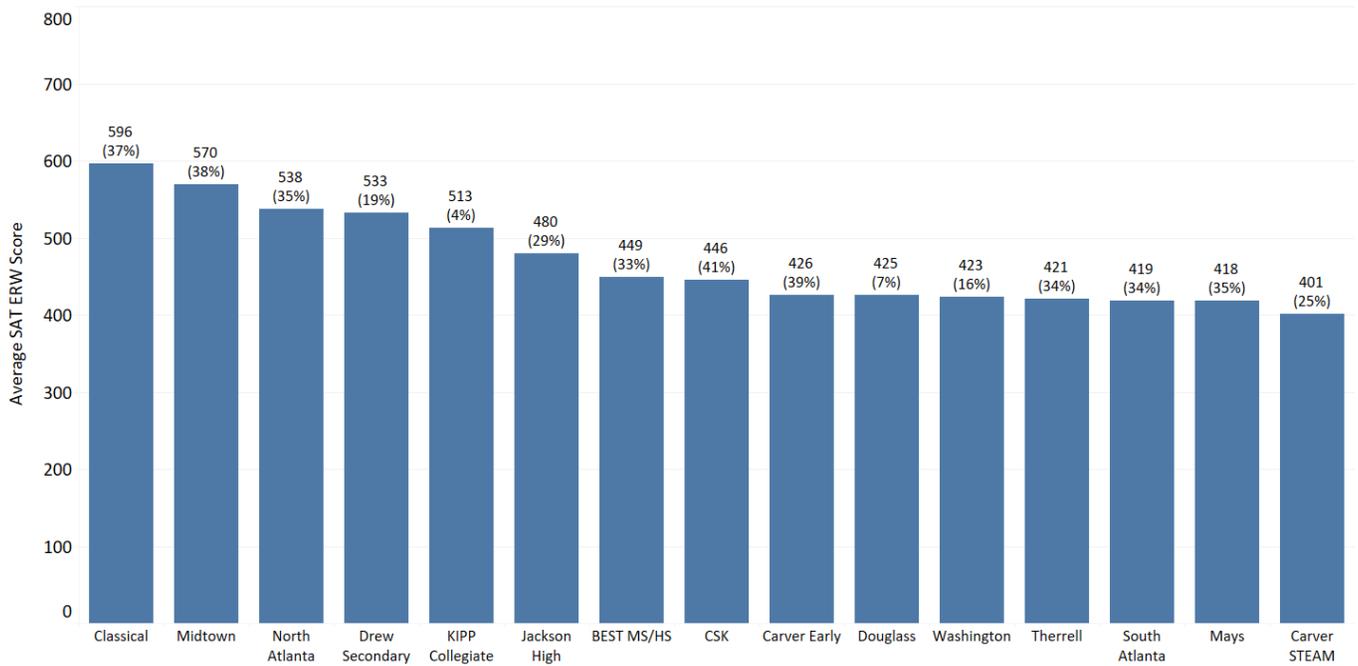


Figure 2A. Average SAT Math Score, SY2018 to SY2022



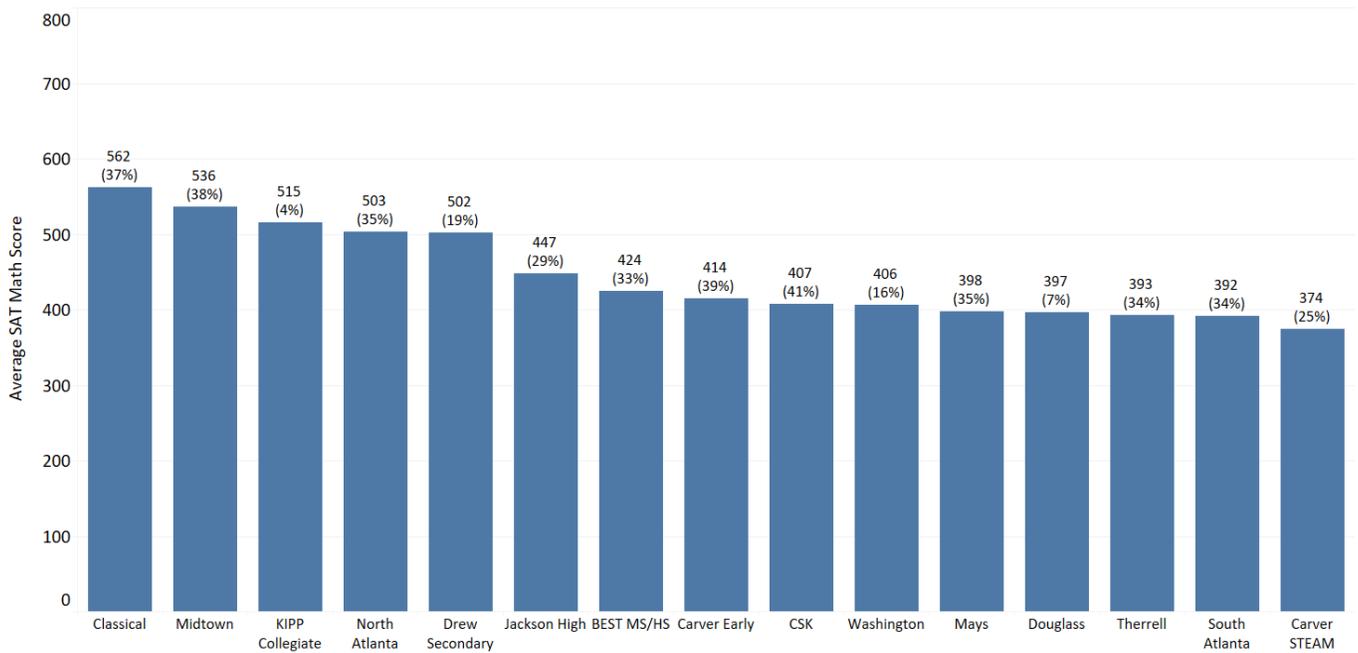
Appendix B. Average SAT Subject Score by School

Figure 1B. Average SAT ERW Score by School, SY2022



Note. The SAT participation rate for each school can be found in the parentheses.

Figure 2B. Average SAT Math Score by School, SY2022



Note. The SAT participation rate for each school can be found in the parentheses.

Appendix C. Average SAT Subject Score by Race/Ethnicity and Gender

Figure 1C. Average SAT ERW Score by Race/Ethnicity and Gender, SY2022

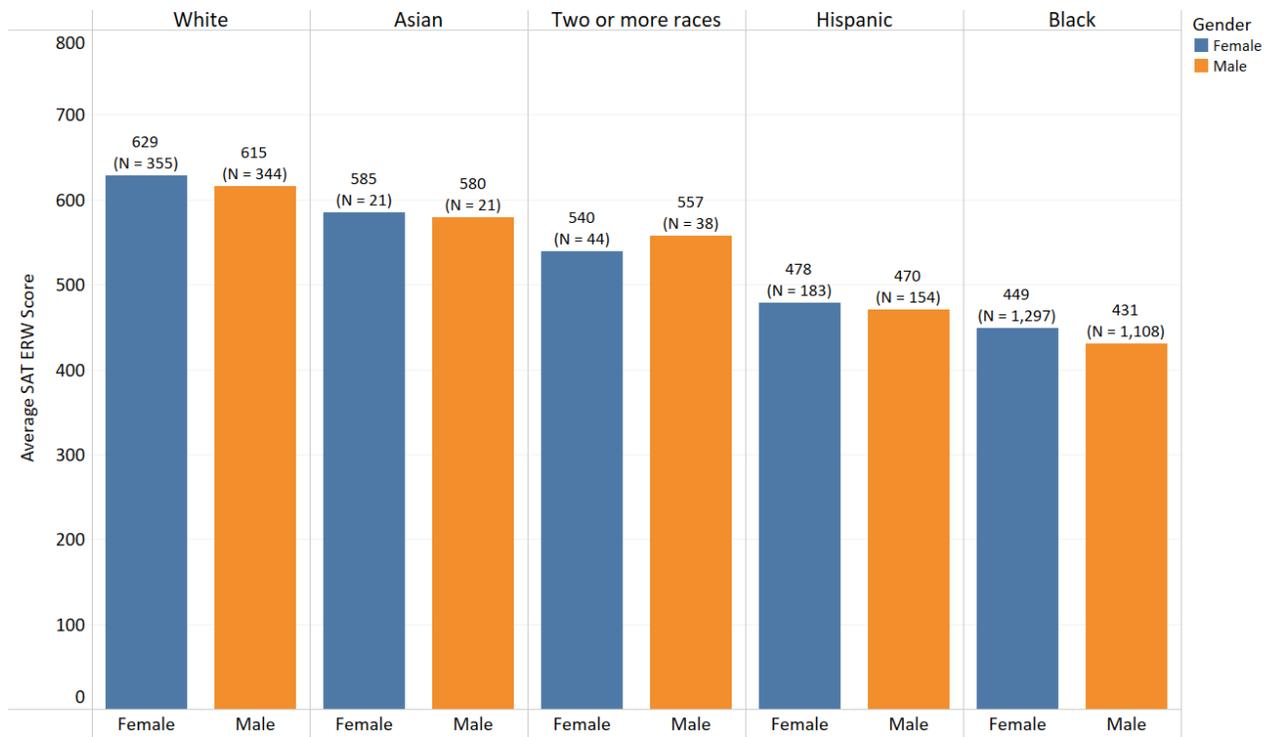
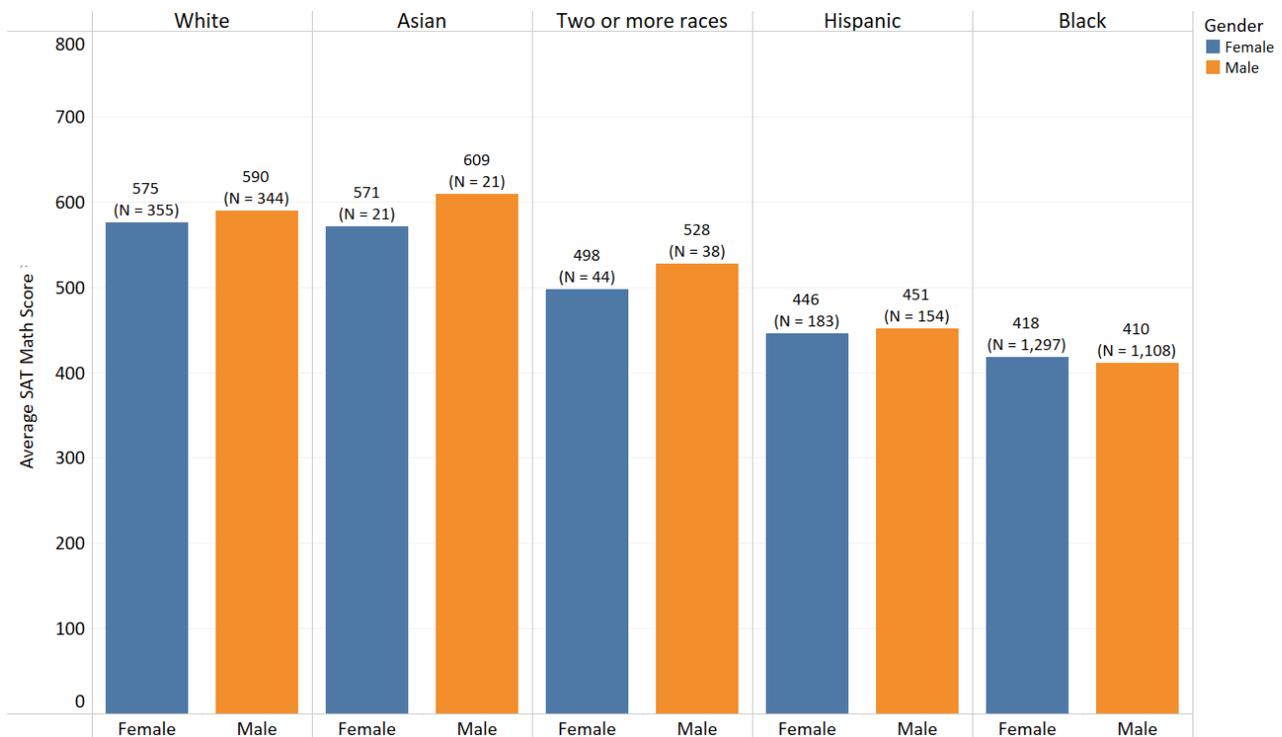


Figure 2C. Average SAT Math Score by Race/Ethnicity and Gender, SY2022



Appendix D. Average SAT Subject Score by Economic Disadvantage

Figure 1D. Average SAT ERW Score by Economic Disadvantage, SY2022

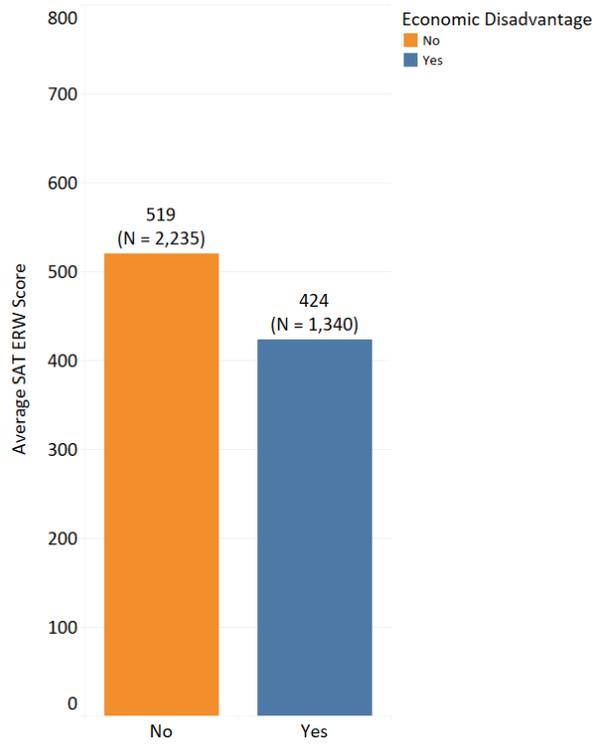
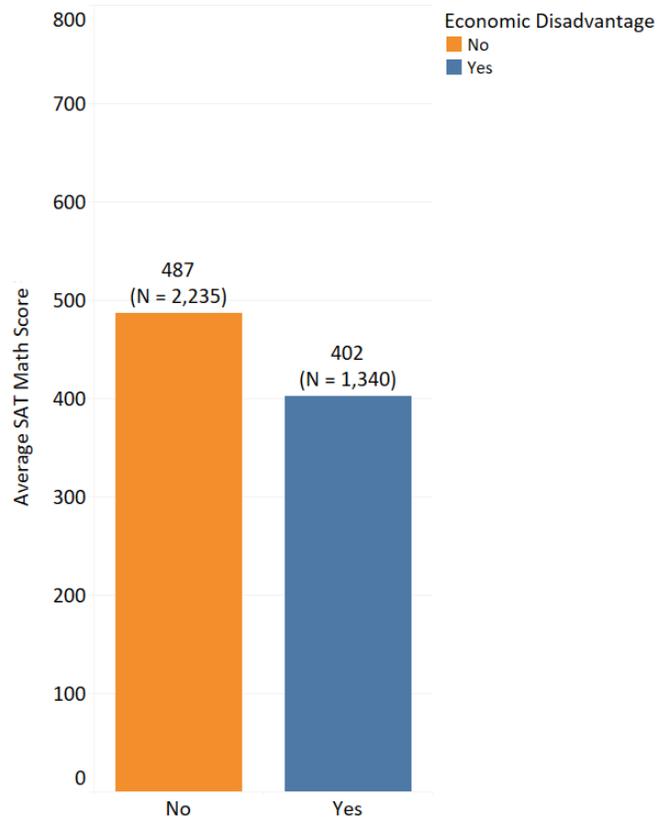


Figure 2D. Average SAT Math Score by Economic Disadvantage, SY2022



Appendix E. Average SAT Subject Score by SWD Status

Figure 1E. Average SAT ERW Score by SWD Status, SY2022

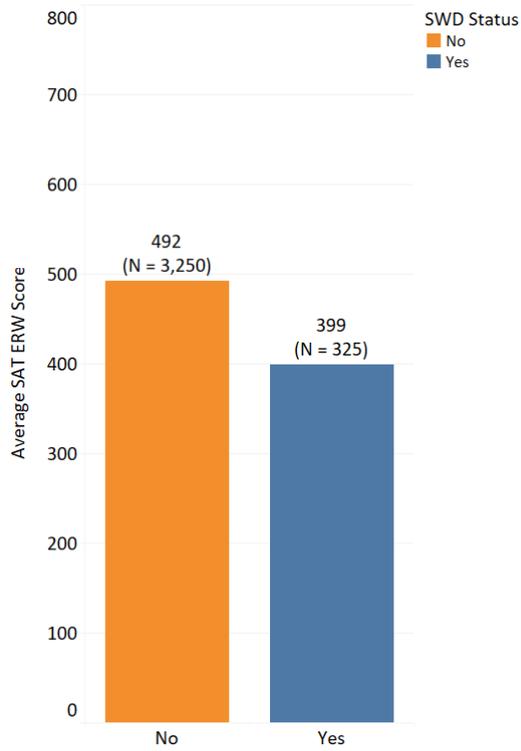
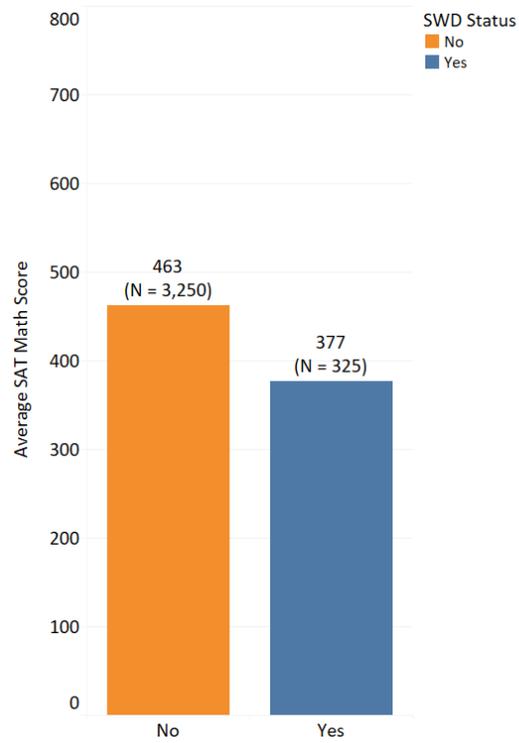


Figure 2E. Average SAT Math Score by SWD Status, SY2022



Appendix F. Minimum and Maximum SAT Total Scores

Figure 1F. Minimum and Maximum SAT Total Scores, SY2022

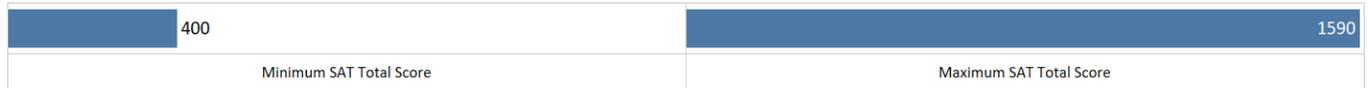


Figure 2F. Minimum and Maximum SAT Total Scores by Race/Ethnicity, SY2022

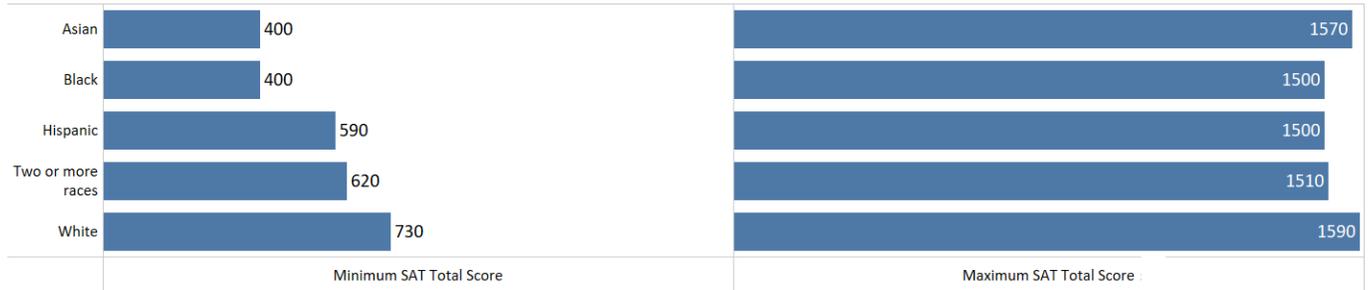
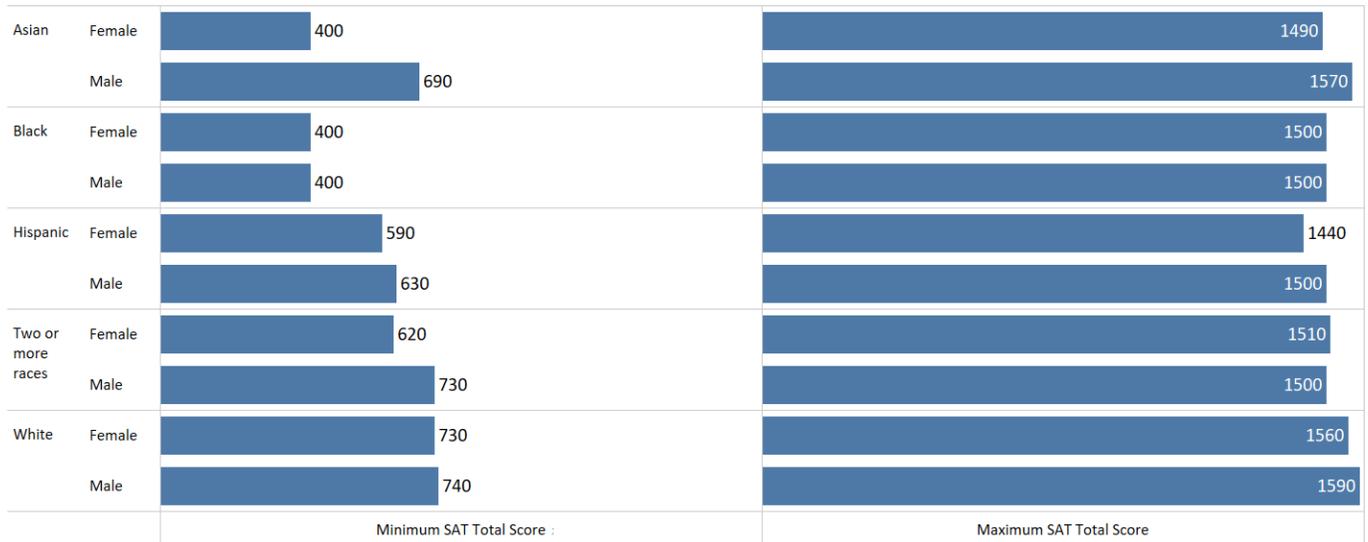


Figure 3F. Minimum and Maximum SAT Total Scores by Race/Ethnicity and Gender, SY2022



Note. The SAT total score ranges from 400 to 1600 points.

Appendix G. Mean SAT Test Scores for the 2022 Graduating Class

The mean SAT scores for the 2022 graduating class from APS were taken directly from the *2022 SAT Cohort Final Report: Atlanta Public Schools*. The mean SAT scores for the 2022 graduation class from the state of Georgia were taken directly from the *2022 SAT Suite Annual Report: Georgia*. The mean SAT scores for the 2022 graduating class for the nation were taken directly from the *2022 SAT Cohort Final Report: Total Group*. The mean scores were calculated from students' most recent SAT score.

Table G1 contains the mean SAT scores for all students. The mean scores for the district were based on 1,968 test takers. The mean scores for the state of Georgia were based on 64,886 test takers. The mean scores for the nation were based on 1,737,678 test takers.

Table G1. Mean SAT Scores for the 2022 Graduating Class

SAT	Mean District Score	Mean Georgia Score	Mean National Score
Total	947	1060	1050
ERW	487	541	529
Math	460	520	521

Table G2 contains the mean SAT Total scores by race/ethnicity for the groups depicted in Figure 6 and Figure 7.

Table G2. Mean SAT Total Scores for the 2022 Graduating Class by Race/Ethnicity

Race/Ethnicity	Mean District Score	Mean Georgia Score	Mean National Score
Asian	1122	1222	1229
Black	865	953	926
Hispanic	912	1024	964
White	1209	1112	1098
Two or More Races	1035	1081	1102

Table G3 contains the mean SAT ERW scores by race/ethnicity for the groups depicted in Figure 6 and Figure 7.

Table G3. Mean SAT ERW Scores for the 2022 Graduating Class by Race/Ethnicity

Race/Ethnicity	Mean District Score	Mean Georgia Score	Mean National Score
Asian	557	599	596
Black	446	490	474
Hispanic	471	521	491
White	621	569	556
Two or More Races	531	553	559

Table G4 contains the mean SAT Math scores by race/ethnicity for the groups depicted in Figure 6 and Figure 7.

Table G4. Mean SAT Total Math for the 2022 Graduating Class by Race/Ethnicity

Race/Ethnicity	Mean District Score	Mean Georgia Score	Mean National Score
Asian	565	622	633
Black	419	462	452
Hispanic	441	503	473
White	588	543	543
Two or More Races	504	529	543