# **Datrict Integrated Summary**



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SAT®
SAT Subject Tests<sup>TM</sup>
Advanced Placement Program®
PSAT/NMSOT®
ReadiStep<sup>TM</sup>



#### OVERVIEW

SAT®

 AP® (continued)

PSAT/NMSQT®

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# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

OVERVIEW: Number of Students Taking SAT, SAT Subject Tests, AP, PSAT/NMSQT and ReadiStep.

**OVERVIEW:** 

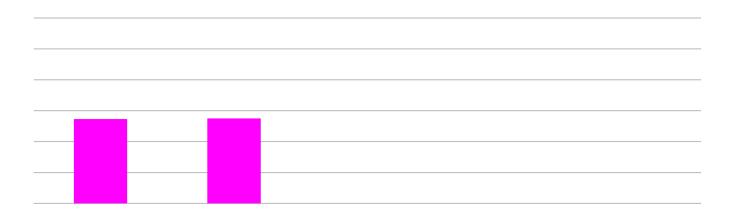
### SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

**OVERVIEW:** Fee Waivers/Fee Reduction for SAT, AP and PSAT/NMSQT

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# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

**SAT: Performance and Number of Test-Takers (Part 1 of 2)** 

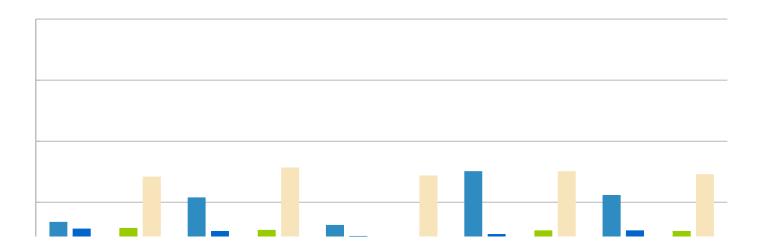


# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

SAT: Performance and Number of Test-Takers (Part 2 of 2)

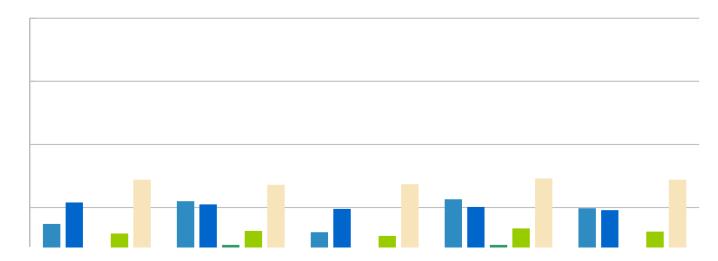
#### SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

#### **SAT: Critical Reading Performance by Ethnic Group**



#### SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

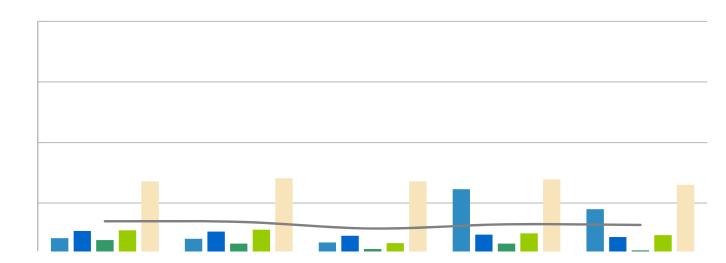
#### **SAT: Mathematics Performance by Ethnic Group**



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

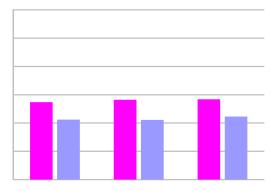
# **SAT: Writing Performance by Ethnic Group**

Writing Mean



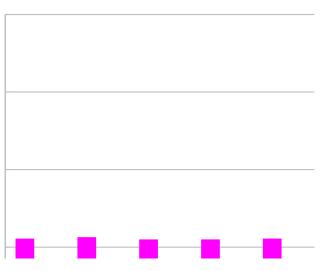
### SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

**SAT: Performance Based on Self-Reported PSAT/NMSQT Participation** 



### SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

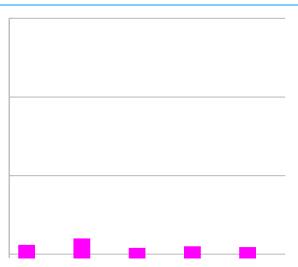
**SAT: Critical Reading Performance by Trends in Academic Preparation** 

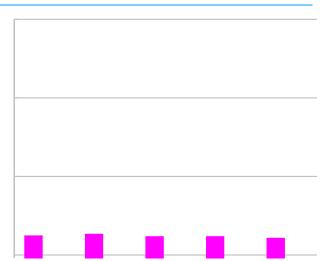


#### SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

### **SAT: Mathematics Performance by Trends in Academic Preparation**

SACRAMENT O CITY UNIFIED SCHOOL DISTRICT





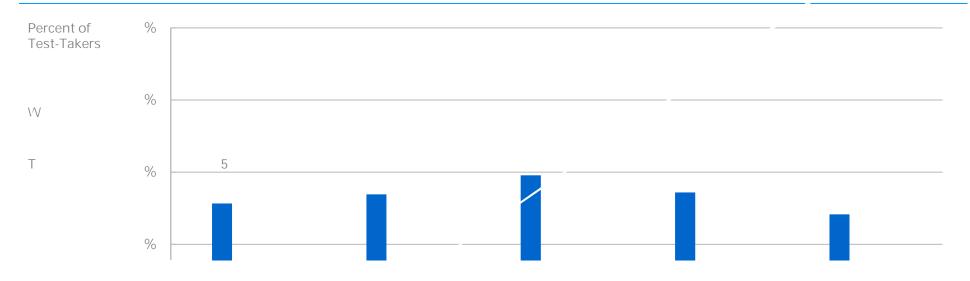


	# of Test-Takers	% of Total	# of Tests Taken	# of Test-Takers	% of Total	# of Tests Taken	# of Test-Takers	% of Total	# of Tests Taken
Total Change from last year	151 -33.2%	100.0%	371 -30.3%	45,841 -14.1%	100.0%	113,805 -15.8%	154,858 -7.4%	100.0%	384,794 -8.3%
Female Change from last year	65 -50.0%	43.0%	165 -47.1%	24,959 -15.8%	54.4%	61,754 -17.6%	82,394 -8.9%	53.2%	204,321 -9.9%
Male Change from last year	86	57.0%	206	20,882	45.6%	52,051	72,464	46.8%	180,473

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### **SAT Subject Tests:** Percent Participation by Ethnic Group



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# AP: Exam Participation and Performance (Part 1 of 3)

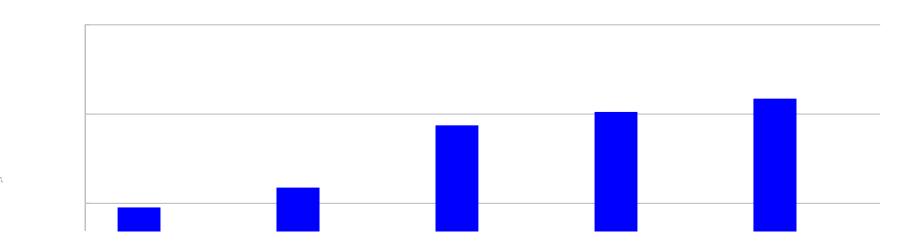
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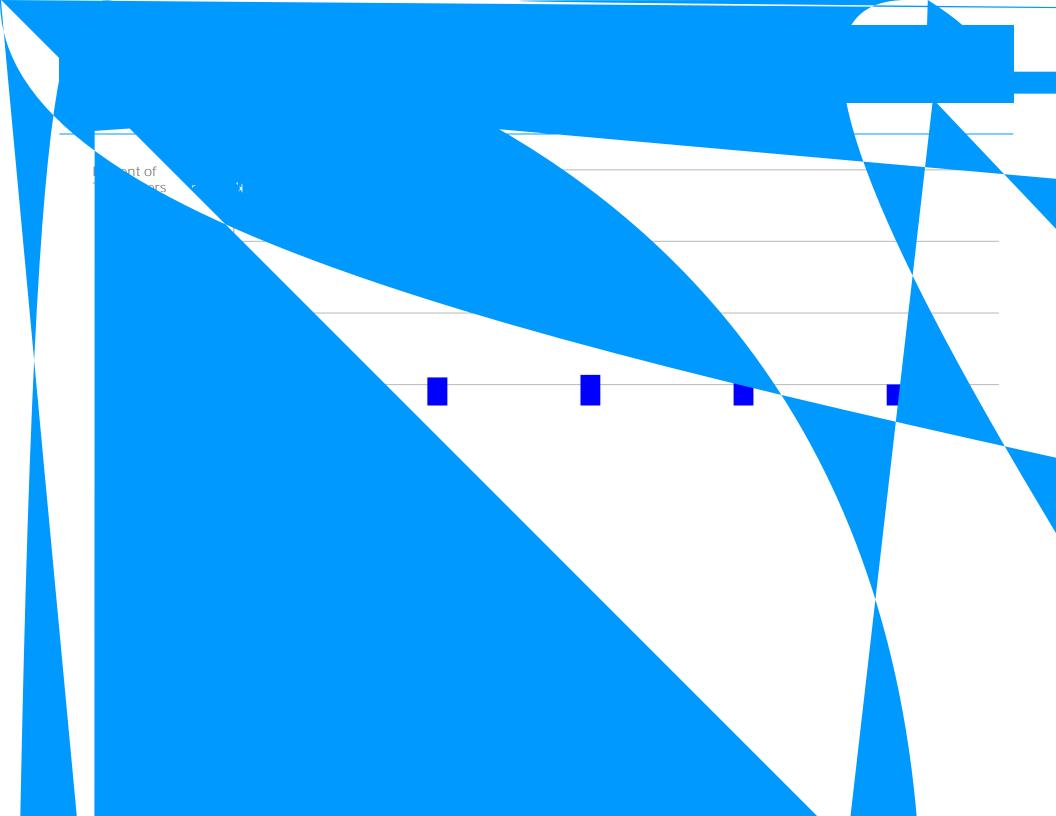
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### SACRAMENTO CITY UNIFIED SCHOOL DISTRICT



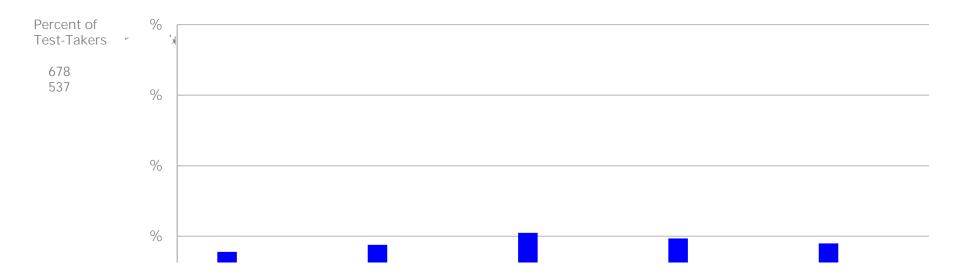
# AP: Number of Examinations and Number of Examinations with Grades of 3, 4 or 5





#### SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

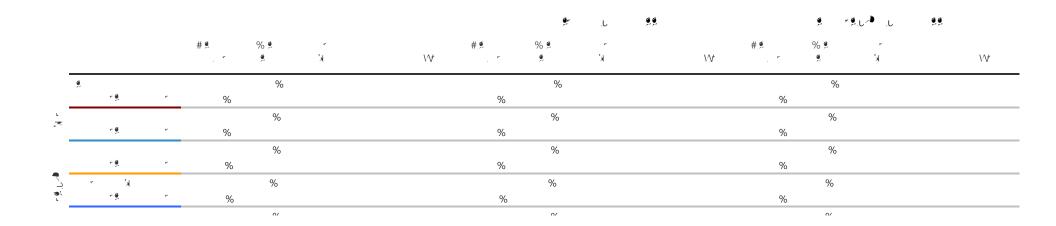
# AP: Participation by Ethnic Groups with Grades 3, 4 or 5



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**PSAT/NMSQT:** Sophomore Part3C e P0ACR20 gu⊠nininiic Schools

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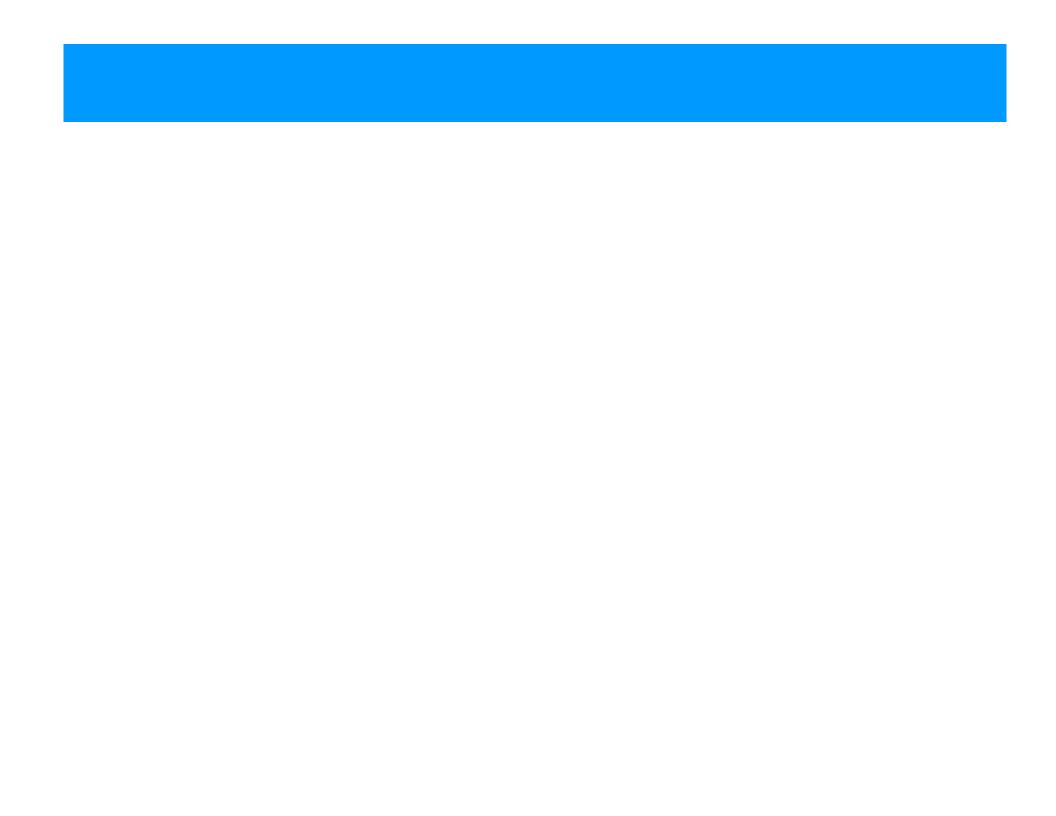


# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT



# **PSAT/NMSQT:** Junior Participation and Performance Overview

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# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

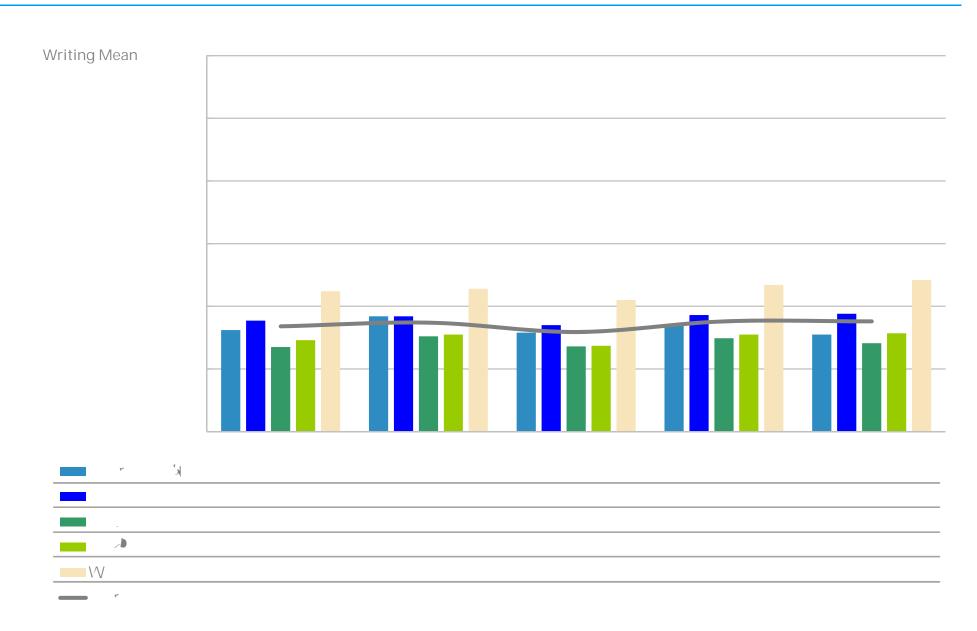
# **PSAT/NMSQT:** Sophomore Mathematics Performance by Ethnic Group

Mathematics Mean	





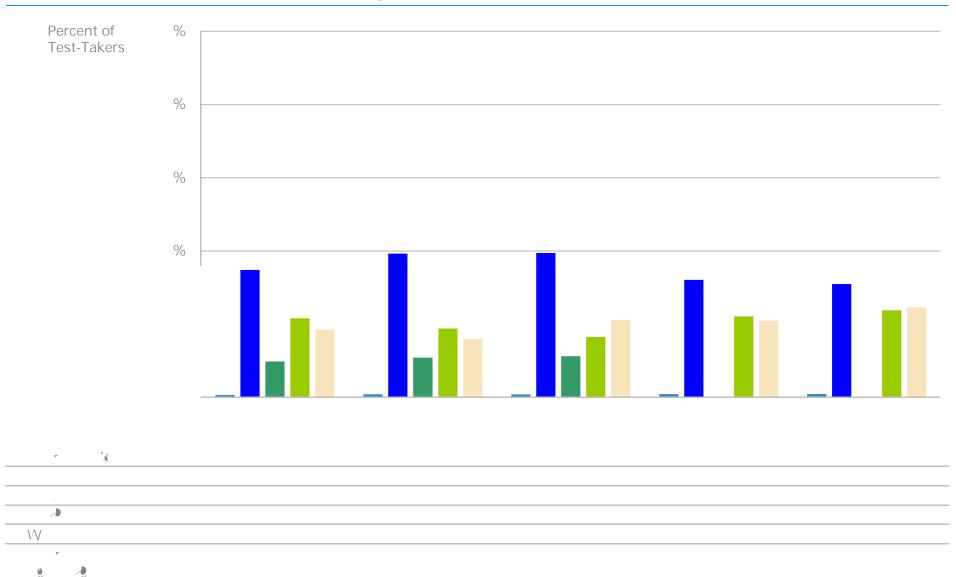
# **PSAT/NMSQT:** Sophomore Writing Performance by Ethnic Group







# **PSAT/NMSQT:** Junior Participation by Ethnic Group



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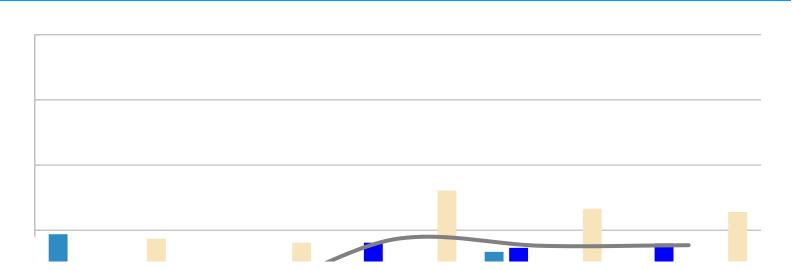
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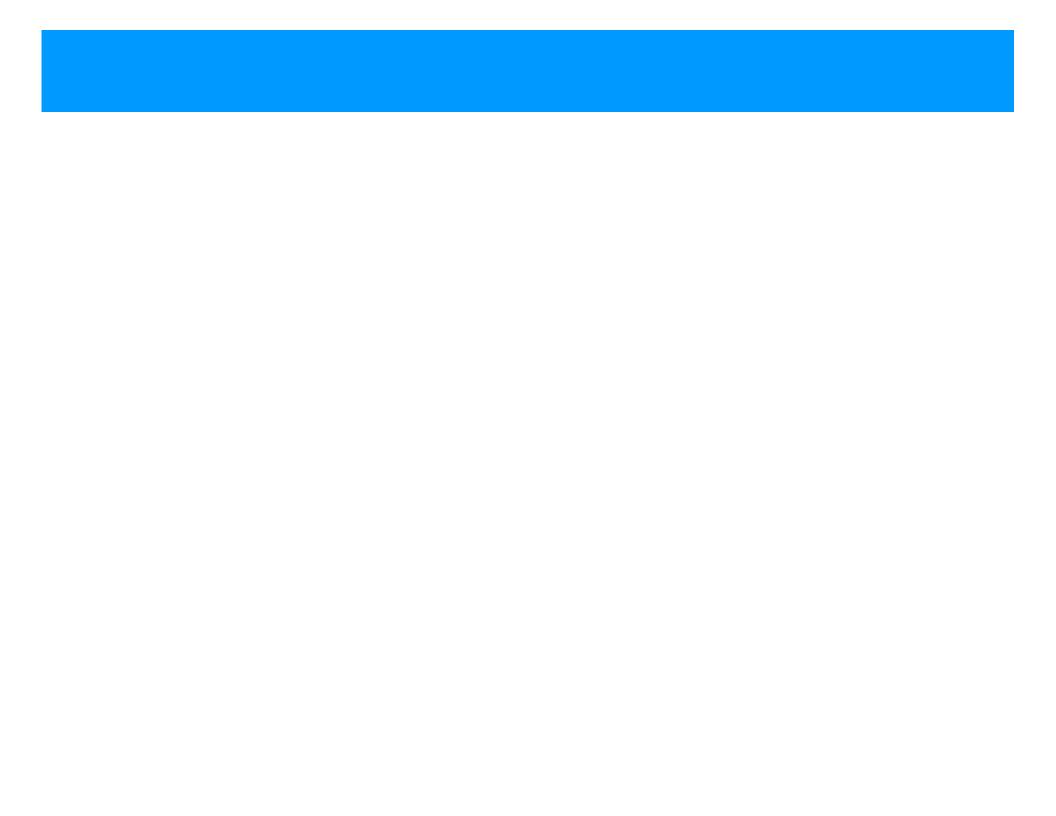
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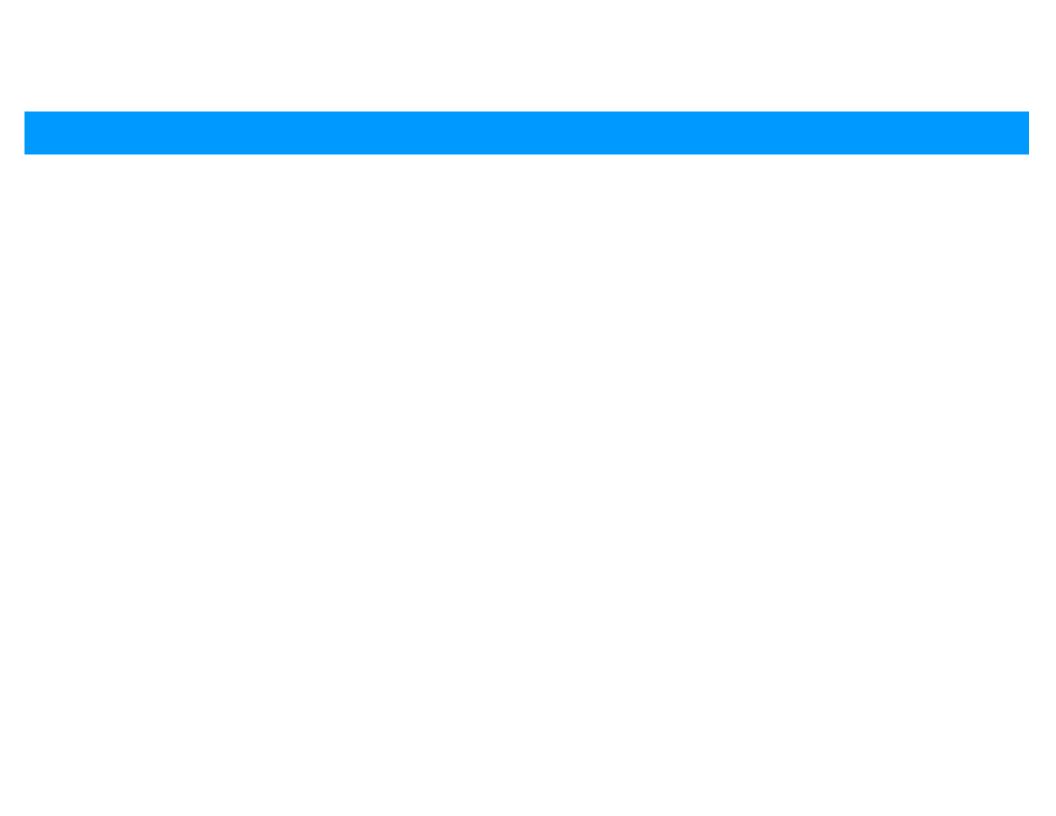
### RAMENTO CITY UNIFIED SCHOOL DISTRICT

# **'MSOT:** Junior Critical Reading Performance by Ethnic Group









#### **Data Notes**

tatistical information about SAT and SAT Subject test-takers is based on a year's graduating seniors and may include tudent's high school career. Students are counted only once, no matter how often they tested, and only their latest aire responses are summarized.

tests are administered in May each year. Statistical Information about AP test-takers is based on all students taking

PSAT tests are administered in October each year. Statistical Information about PSAT test-takers is summarized by Juniors taking the PSAT for each year reported. Only those students having a critical reading, mathematics and

<u>ce:</u> ReadiStep tests have been administered during the fall and spring of each academic year. For District-level eadiStep test-takers is summarized by education level for all 7th and 8th grade students taking the ReadiStep for each ing a critical reading, mathematics and writing score are included.

lete an optional questionnaire that asks them to indicate their ethnic group membership. The groupings provided for laskan Native; Asian, Asian American, or Pacific Islander; African American or black; Mexican or Mexican an, South American, Central American, or other Hispanic or Latino; white; and Other. A small percentage of students sponse.

dicated Mexican or Mexican American; Puerto Rican; Other Hispanic, Latino, or Latin American. ponse and indicated any ethnic group other than white are included in this group.

om last year for frequency data (number of test-takers or exams) is represented as a percent change. It is obtained by me the current year and then dividing this difference by the previous year's total, which is then multiplied by 100. represented by the actual change in scale score. It is calculated by subtracting the previous year's mean score from

pres: Many factors can contribute to fluctuations in SAT school participation levels and mean scores, including efforts ademic preparedness of test-takers and changes in student self-reported information during SAT registration. ge of students providing their high school's unique code can influence year-over-year differences in school ne in the number of students providing their high school's unique code among the classes of 2009 and 2010 resulted articipation in many states for those years. The College Board carefully monitors changes in student data and has equire students to report their school affiliation. As a result, school's unique code can, ented as a percent-re, pubSsnts to rep