The ACT®

Profile Report - High School

Kentucky State Testing 2015-2016
Grade 11 Tested Students
SPENCER COUNTY HIGH SCHOOL

182535
Test Coordinator
SPENCER COUNTY HIGH SCHOOL
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TAYLORSVILLE, KY 40071

EVERY CHILD
PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

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New to your 2015-2016 Profile Report

In Fall 2015, ACT introduced additional test scores and indicators to provide students and educators with more insight into critical aspects of college and career readiness. Tables for these new scores and indicators (Writing scores from enhanced design, ELA score, STEM score, Understanding Complex Texts Indicator, and Progress Toward Career Readiness Indicator) are included in this report to describe available data. To determine where the new scores are summarized in this report, please consult the Table of Contents.

- **Writing scores from enhanced design:** Writing scores from enhanced design describe core writing competencies valued by high school and college educators. These competencies are summarized by the writing scores. The subject-level writing score is reported on ACT's familiar 1-36 scale. Writing scores earned prior to September 2015 are reported in a separate table.

- **ELA:** The English Language Arts (ELA) score is based upon student scores in ACT English, Reading, and Writing, and is intended to represent a measure of students' overall literacy skills. This score utilizes ACT's customary 1-36 scale.

- **STEM:** In response to the national focus on student performance in Science, Technology, Engineering, and Mathematics (STEM), a STEM score was developed to gauge students' overall performance in mathematics and science. This score, driven by ACT Matehmatics and Science scores, ranges from 1 to 36. Test scores from previous years have been calculated.

- **Understanding Complex Texts Indicator:** The Understanding Complex Texts indicator represents students' progress toward understanding the complex written material encountered in college and careers. The indicator is reported in three proficiency levels: Below Proficient, Proficient, and Above Proficient.

- **Progress Toward Career Readiness Indicator:** Progress toward career readiness indicator is based upon the ACT Composite score, representing the level at which students perform relative to the National Career Readiness Certificate (NCRC). Symbolizing attainment of workplace employability skills critical to job success, this indicator is reported in four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC.

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This report provides information about the performance of your students who took the ACT as part of the Kentucky State Testing (Grade 11 Tested Students).

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeded ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

Tests of academic achievement in English, math, reading, science, and writing (optional)
High school grade and course information
Student Profile Section
Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores, updated in August of 2013, are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

13% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 210 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 28% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.8 reports 7% of the cohort took less than three years of math courses. Of these students, 7% were college ready. 18% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 5% of these students were college ready. In comparison, 27% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.8 reports 9% of the cohort took less than three years of natural science courses. 5% of these students were college ready. In comparison, 29% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 73% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

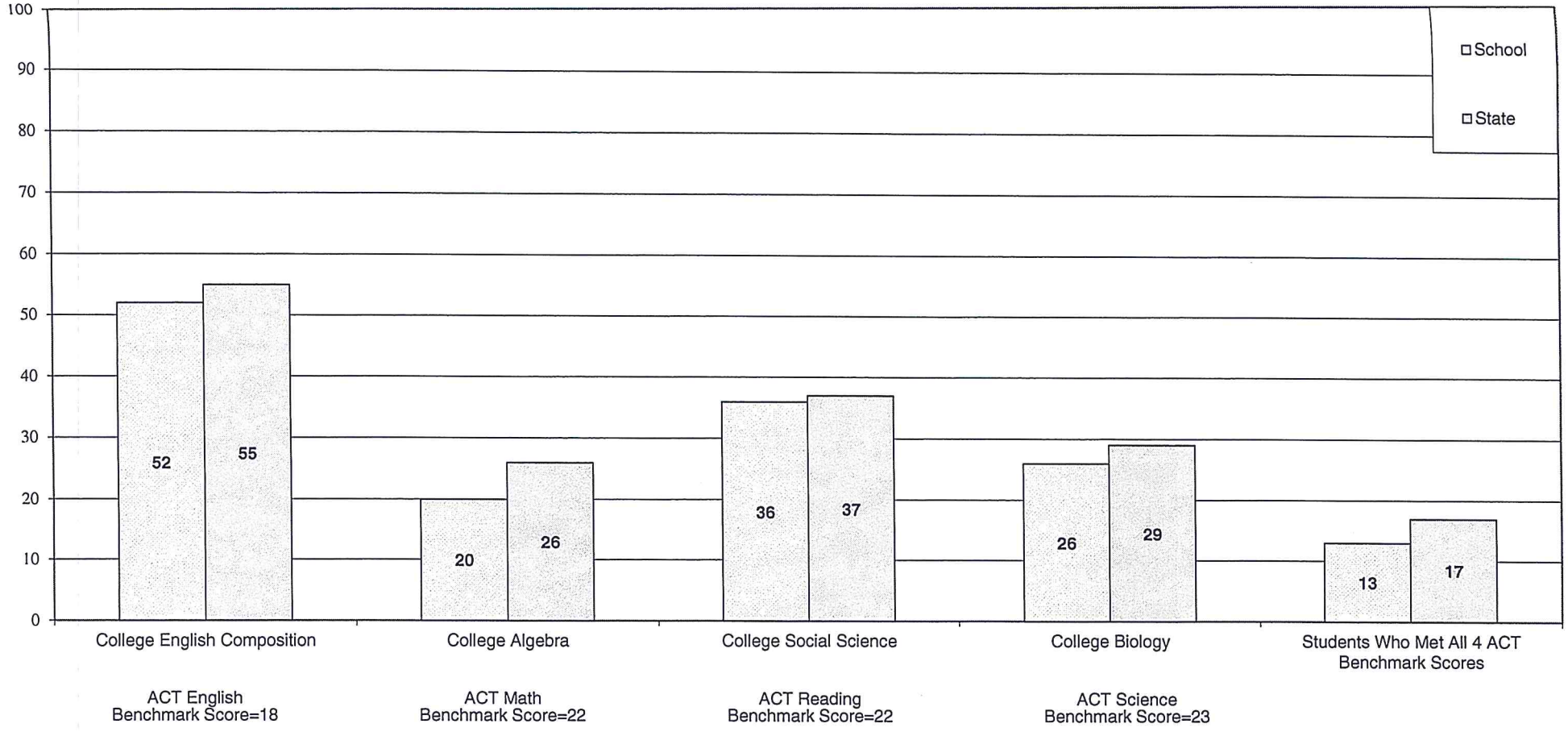
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether, among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

Section I
Executive Summary

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2011-2012	227	44,516	39	52	13	26	32	38	13	18	10	14
2012-2013	177	43,988	55	54	24	27	44	40	18	18	12	14
2013-2014	187	44,106	60	56	22	29	33	33	31	29	16	17
2014-2015	203	45,110	65	56	25	28	31	34	29	27	13	17
2015-2016	**210**	**45,379**	**52**	**55**	**20**	**26**	**36**	**37**	**26**	**29**	**13**	**17**

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2011-2012	227	44,516	16.8	18.4	17.2	18.8	18.2	19.0	18.1	19.1	17.8	19.0
2012-2013	177	43,988	18.4	18.4	18.6	18.9	20.0	19.4	19.6	19.5	19.2	19.2
2013-2014	187	44,106	18.7	18.7	18.6	19.2	19.2	19.6	19.9	19.6	19.2	19.4
2014-2015	203	45,110	19.2	19.0	18.5	18.8	19.9	19.8	19.6	19.3	19.5	19.4
2015-2016	**210**	**45,379**	**18.5**	**19.0**	**18.2**	**19.0**	**19.4**	**19.9**	**19.0**	**19.8**	**18.9**	**19.5**

Table 1.3. Five Year Trends—Average ACT Scores Statewide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2011-2012	44,516	18.4	18.8	19.0	19.1	19.0
2012-2013	43,988	18.4	18.9	19.4	19.5	19.2
2013-2014	44,106	18.7	19.2	19.6	19.6	19.4
2014-2015	45,110	19.0	18.8	19.8	19.3	19.4
2015-2016	**45,379**	**19.0**	**19.0**	**19.9**	**19.8**	**19.5**

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent[2]		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More[1]	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2011-2012	110	117	48	52	18.3	15.4	18.0	16.5	19.5	17.1	18.9	17.3	18.8	16.8
2012-2013	81	94	46	53	19.7	17.3	19.1	18.2	21.5	18.8	20.6	18.9	20.3	18.4
2013-2014	66	101	35	54	20.9	18.2	20.5	17.8	21.2	18.6	22.1	19.2	21.3	18.6
2014-2015	64	124	32	61	19.9	19.0	18.9	18.3	20.3	19.9	19.9	19.4	19.9	19.3
2015-2016	**58**	**138**	**28**	**66**	**19.6**	**18.3**	**18.8**	**18.2**	**20.0**	**19.4**	**19.8**	**18.9**	**19.7**	**18.9**

[1]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

[2]Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	**227**	**100**	**17.8**	**177**	**100**	**19.2**	**187**	**100**	**19.2**	**203**	**100**	**19.5**	**210**	**100**	**18.9**
Black/African American	7	3	15.9	4	2	16.0	1	1	16.0	0	0	.	**2**	**1**	**16.0**
American Indian/Alaska Native	1	0	19.0	1	1	24.0	0	0	.	0	0	.	**2**	**1**	**13.5**
White	196	86	17.7	149	84	19.1	15	8	15.3	16	8	15.7	**48**	**23**	**17.9**
Hispanic/Latino	3	1	20.7	8	5	19.9	0	0	.	2	1	16.0	**1**	**0**	**16.0**
Asian	2	1	18.5	0	0	.	0	0	.	0	0	.	**0**	**0**	**.**
Native Hawaiian/Other Pacific Islander	1	0	14.0	0	0	.	0	0	.	0	0	.	**0**	**0**	**.**
Two or more races	9	4	19.1	6	3	21.7	1	1	13.0	0	0	.	**3**	**1**	**16.0**
Prefer not to respond/No response	8	4	18.0	9	5	19.2	170	91	19.7	185	91	19.8	**154**	**73**	**19.4**

Table 1.6. Five Year Trends—Achievement in STEM[1]

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	School	State	School	State	School	State	School	State	School	State
2011-2012	227	44,516	17.9	19.2	7	10	25.2	28.0	28.0	27.9
2012-2013	177	43,988	19.4	19.4	7	10	27.4	27.9	28.0	27.7
2013-2014	187	44,106	19.5	19.7	7	11	27.3	27.8	29.0	27.9
2014-2015	203	45,110	19.3	19.3	10	11	25.9	27.9	27.7	28.1
2015-2016	**210**	**45,379**	**18.8**	**19.6**	**4**	**11**	**27.4**	**28.0**	**28.3**	**28.1**

[1]The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency In Understanding Complex Texts[1]

Year	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2011-2012	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2012-2013	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2013-2014	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2014-2015	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2015-2016	128	26,237	61	58	15.7	15.9	58	13,195	28	29	23.3	23.2	24	5,947	11	13	29.6	30.4

[1]The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II
Academic Achievement

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP[1]), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	0	100	0	100	0	100	0	100	0	100	0	100	36
35	0	100	0	100	0	100	0	100	0	100	0	100	35
34	0	100	0	100	0	100	0	100	0	100	0	100	34
33	1	100	1	100	3	100	1	100	0	100	0	100	33
32	2	100	0	100	3	99	1	100	1	100	1	100	32
31	4	99	1	100	4	97	0	99	1	100	0	100	31
30	3	97	0	99	4	95	1	99	1	99	2	100	30
29	0	95	2	99	4	93	0	99	2	99	0	99	29
28	1	95	2	98	2	91	0	99	3	98	0	99	28
27	3	95	0	97	7	90	3	99	2	96	3	99	27
26	9	93	5	97	3	87	1	97	4	95	2	97	26
25	5	89	4	95	13	86	9	97	8	93	5	96	25
24	12	87	14	93	7	80	14	92	14	90	14	94	24
23	11	81	10	86	10	76	25	86	9	83	15	87	23
22	15	76	4	81	16	71	10	74	14	79	7	80	22
21	9	69	8	80	12	64	19	69	15	72	13	77	21
20	16	64	5	76	9	58	13	60	13	65	24	70	20
19	10	57	14	73	9	54	16	54	14	59	23	59	19
18	8	52	26	67	19	50	14	46	20	52	11	48	18
17	10	48	27	54	13	40	12	40	20	42	18	43	17
16	18	43	34	41	12	34	29	34	12	33	28	34	16
15	13	35	27	25	12	29	13	20	21	27	22	21	15
14	18	29	15	12	19	23	7	14	19	17	15	10	14
13	10	20	9	5	7	14	12	10	11	8	6	3	13
12	11	15	2	1	7	10	1	5	5	3	1	1	12
11	12	10	0	1	6	7	8	4	1	1	0	1	11
10	5	4	0	1	2	4	0	1	0	1	0	1	10
9	2	2	0	1	6	3	1	1	0	1	0	1	9
8	2	1	0	1	0	1	0	1	0	1	0	1	8
7	0	1	0	1	1	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	18.5 (5.5)		18.2 (3.9)		19.4 (5.8)		19.0 (4.3)		18.9 (4.3)		18.8 (3.7)		Avg (SD)

[1]CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP[1]), and Subscore Averages

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	0	100	0	100	0	100	3	100	1	100	0	100	0	100	18
17	4	100	1	100	5	100	4	99	4	100	0	100	0	100	17
16	3	98	8	100	12	98	3	97	1	98	1	100	3	100	16
15	9	97	6	96	9	92	11	95	6	97	3	100	2	99	15
14	6	92	14	93	14	88	13	90	8	94	8	98	3	98	14
13	9	90	14	86	21	81	6	84	5	90	5	94	16	96	13
12	12	85	21	80	14	71	12	81	14	88	27	92	15	89	12
11	22	80	14	70	28	64	20	75	21	81	17	79	36	81	11
10	16	69	27	63	23	51	17	66	13	71	30	71	22	64	10
9	30	61	22	50	16	40	16	58	29	65	27	57	46	54	9
8	16	47	21	40	20	32	16	50	28	51	62	44	30	32	8
7	23	40	25	30	23	23	33	42	22	38	16	14	12	18	7
6	25	29	18	18	11	12	22	27	32	28	3	7	11	12	6
5	15	17	11	9	5	7	15	16	17	12	7	5	10	7	5
4	18	10	5	4	5	4	11	9	6	4	1	2	2	2	4
3	1	1	2	1	2	2	8	4	1	1	2	1	1	1	3
2	1	1	1	1	0	1	0	1	2	1	0	1	0	1	2
1	0	1	0	1	2	1	0	1	0	1	1	1	1	1	1
Avg (SD)	8.9 (3.3)		9.6 (3.2)		10.3 (3.4)		9.1 (3.7)		8.8 (3.1)		9.4 (2.4)		9.5 (2.5)		Avg (SD)

[1]CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	22	20	23	23	22
Q2 (50th Percentile)	18	17	19	19	18
Q1 (25th Percentile)	14	15	15	16	15

Table 2.4. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More[1]	Average ACT Composite Score	
				Core or More	Less Than Core
School	**All Students**	**210**	**28**	**19.7**	**18.9**
	Black/African American	2	0	.	16.0
	American Indian/Alaska Native	2	0	.	13.5
	White	48	25	17.9	18.4
	Hispanic/Latino	1	100	16.0	.
	Asian	0	.	.	.
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or More Races	3	0	.	16.5
	Prefer not/No Response	154	29	20.2	19.3
State	**All Students**	**45,379**	**52**	**20.5**	**18.6**
	Black/African American	3,455	44	17.7	16.5
	American Indian/Alaska Native	162	30	17.6	16.4
	White	30,601	54	21.0	19.0
	Hispanic/Latino	1,987	49	19.3	17.7
	Asian	520	60	24.0	19.2
	Native Hawaiian/Other Pac. Isl.	42	57	18.3	17.6
	Two or More Races	1,684	53	20.6	18.7
	Prefer not/No Response	6,928	49	19.8	18.0

[1]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	**All Students**	**210**	**100**	18.5	18.2	19.4	19.0	18.9	18.8
	Black/African American	2	1	15.0	17.0	14.0	16.5	16.0	17.0
	American Indian/Alaska Native	2	1	13.0	14.0	12.5	13.0	13.5	13.5
	White	48	23	17.4	17.4	18.1	18.1	17.9	17.9
	Hispanic/Latino	1	0	14.0	15.0	17.0	16.0	16.0	16.0
	Asian	0	0	.	.	.	.	.	.
	Native Hawaiian/Other Pac. Isl.	0	0	.	.	.	.	.	.
	Two or More Races	3	1	12.7	21.0	13.0	16.7	16.0	19.0
	Prefer not/No Response	154	73	19.1	18.5	20.1	19.5	19.4	19.2
State	**All Students**	**45,379**	**100**	19.0	19.0	19.9	19.8	19.5	19.6
	Black/African American	3,455	8	15.6	16.8	17.1	17.4	16.9	17.4
	American Indian/Alaska Native	162	0	15.3	16.7	16.7	17.3	16.6	17.2
	White	30,601	67	19.7	19.4	20.5	20.2	20.1	20.1
	Hispanic/Latino	1,987	4	17.3	18.1	18.7	18.8	18.4	18.7
	Asian	520	1	21.2	22.8	21.4	22.4	22.1	22.8
	Native Hawaiian/Other Pac. Isl.	42	0	17.5	17.8	18.4	18.9	18.3	18.6
	Two or More Races	1,684	4	19.0	18.9	20.1	19.8	19.6	19.6
	Prefer not/No Response	6,928	15	18.0	18.4	19.1	19.1	18.8	19.0

Table 2.6. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More[1]	Average ACT Composite Score	
				Core or More	Less Than Core
School	Males	41	22	16.7	18.2
	Females	20	25	19.6	17.1
	Missing	149	30	20.3	19.3
State	Males	20351	50	20.3	18.3
	Females	19789	55	20.9	19.0
	Missing	5239	50	19.9	18.2

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	Males	41	20	17.0	17.6	18.0	17.8	17.8	17.9
	Females	20	10	16.4	16.7	17.3	17.7	17.2	17.4
	Missing	149	71	19.1	18.6	20.1	19.6	19.5	19.3
State	Males	20,351	45	18.2	19.1	19.4	19.7	19.2	19.6
	Females	19,789	44	20.0	19.0	20.6	20.0	20.0	19.8
	Missing	5,239	12	18.3	18.5	19.3	19.3	19.0	19.1

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Section III
College and Career Readiness and the Impact of Course Rigor

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
School	33 to 36	1	0	1	0	3	1	1	0
	28 to 32	10	5	5	2	17	8	2	1
	24 to 27	29	14	23	11	30	14	27	13
	20 to 23	51	24	27	13	47	22	67	32
	16 to 19	46	22	101	48	53	25	71	34
	13 to 15	41	20	51	24	38	18	32	15
	01 to 12	32	15	2	1	22	10	10	5
State	33 to 36	1,305	3	434	1	1,232	3	601	1
	28 to 32	3,280	7	2,259	5	4,322	10	1,672	4
	24 to 27	6,068	13	6,374	14	6,073	13	7,476	16
	20 to 23	10,294	23	6,487	14	10,850	24	12,492	28
	16 to 19	8,890	20	19,423	43	10,688	24	15,094	33
	13 to 15	7,371	16	9,867	22	7,669	17	5,828	13
	01 to 12	8,171	18	535	1	4,545	10	2,216	5

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Met
		English	Mathematics	Reading	Science	All Four
School	Males	34	17	22	17	7
	Females	30	10	25	10	5
	Missing	60	23	42	31	15
State	Males	49	27	34	29	17
	Females	61	27	40	30	18
	Missing	50	22	33	25	14

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group		N	English Benchmark=18 %	Mathematics Benchmark=22 %	Reading Benchmark=22 %	Science Benchmark=23 %	All Four %	STEM %
School	**All Students**	**210**	**52**	**20**	**36**	**26**	**13**	4
	Black/African American	2	0	0	0	0	0	0
	American Indian/Alaska Native	2	0	0	0	0	0	0
	White	48	38	17	25	17	8	2
	Hispanic/Latino	1	0	0	0	0	0	0
	Asian	0	.	.	.	.	.	.
	Native Hawaiian/Other Pac. Isl	0	.	.	.	.	.	.
	Two or More Races	3	0	33	0	0	0	0
	Prefer Not to Respond	154	59	22	42	31	15	5
State	**All Students**	**45,379**	**55**	**26**	**37**	**29**	**17**	11
	Black/African American	3,455	30	10	16	12	5	3
	American Indian/Alaska Native	162	27	10	17	14	7	3
	White	30,601	60	30	41	33	20	13
	Hispanic/Latino	1,987	43	20	29	21	12	6
	Asian	520	64	53	46	49	33	30
	Native Hawaiian/Other Pac. Isl	42	40	14	21	17	10	10
	Two or More Races	1,684	56	25	37	27	15	9
	Prefer Not to Respond	6,928	48	21	32	24	14	9

Table 3.4. Progress Toward Career Readiness[1]

Student Group	Progress Toward NCRC[2] Level	N	%	Average Composite
School	Gold	121	58	21.9
	Silver	72	34	15.5
	Bronze	16	8	12.7
	Needs Improvement	1	0	11.0
State	Gold	27,356	60	22.6
	Silver	13,868	31	15.5
	Bronze	3,826	8	12.7
	Needs Improvement	329	1	10.9

[1] Progress reflects degree to which students are on track for attaining workplace employability skills critical to job success.

[2] Additional information on the ACT NCRC (National Career Readiness Certificate) can be found at www.act.org.

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken[1]	N	English		Mathematics		Reading		Science		Composite[4]		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
School	Core or More[2]	58	62	19.6	26	18.8	40	20.0	31	19.8	16	19.7	5	19.5
	Less than Core	138	51	18.3	20	18.2	36	19.4	25	18.9	12	18.9	4	18.8
	Missing[3]	14	21	14.9	7	15.6	21	17.4	21	17.1	7	16.3	0	16.6
State	Core or More	23,652	63	20.2	33	19.8	44	20.9	36	20.6	22	20.5	15	20.5
	Less than Core	17,154	47	17.8	20	18.2	30	18.9	23	18.9	12	18.6	7	18.8
	Missing	4,573	42	17.0	18	17.8	26	18.2	20	18.4	11	18.0	7	18.4

[1] "Curriculum Taken" reflects overall high school curriculum in this table.

[2] "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

[3] Zero years or no coursework information reported in one or more content areas.

[4] Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken[1]	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
School	Core or More[2]	163	56	18.9	182	23	18.6	66	38	19.9	180	29	19.4
	Less than Core	37	43	17.6	15	7	16.3	134	37	19.4	19	5	17.0
	Missing[3]	10	20	14.4	13	8	15.3	10	10	16.2	11	18	17.1
State	Core or More	36,034	58	19.5	39,330	28	19.3	29,190	41	20.5	34,863	33	20.2
	Less than Core	5,278	38	16.6	1,900	6	16.0	11,882	30	19.0	6,195	15	18.0
	Missing	4,067	43	17.2	4,149	18	17.9	4,307	27	18.3	4,321	20	18.5

[1] "Curriculum Taken" reflects content-specific curriculum in this table.

[2] "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively. For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

[3] Zero years or no coursework information reported in the specified content area.

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	School				State			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	8	4	19.6	75	3,916	9	21.6	71
Eng 9, Eng 10, Eng 11, Eng 12	155	74	18.9	55	32,118	71	19.3	57
Less than 4 years of English	37	18	17.6	43	5,278	12	16.6	38
Zero years / no English courses reported	10	5	14.4	20	4,067	9	17.2	43
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	7	3	17.9	29	1,562	3	20.6	41
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	7	3	18.6	29	1,831	4	21.2	47
Alg 1, Alg 2, Geom, & Trig	19	9	16.1	5	2,369	5	17.8	15
Alg 1, Alg 2, Geom, & Other Adv Math	58	28	19.6	33	12,579	28	18.8	24
Other comb of 4 or more years of Math	35	17	21.0	43	9,448	21	22.2	53
Alg 1, Alg 2, & Geom	38	18	16.8	5	8,511	19	16.6	8
Other comb of 3 or 3.5 years of Math	18	9	17.1	0	3,030	7	18.5	22
Less than 3 years of Math	15	7	16.3	7	1,900	4	16.0	6
Zero years / no Math courses reported	13	6	15.3	8	4,149	9	17.9	18
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	4	2	19.8	50	1,039	2	20.0	36
Other comb of 4 or more years Social Science	12	6	19.0	33	9,595	21	20.9	43
US Hist, World Hist, & Am Gov	17	8	20.5	35	7,704	17	19.2	32
Other comb of 3 or 3.5 years of Social Science	33	16	19.9	39	10,852	24	21.2	45
Less than 3 years of Social Science	134	64	19.4	37	11,882	26	19.0	30
Zero years / no Social Science courses reported	10	5	16.2	10	4,307	9	18.3	27
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci[1], Bio, Chem, & Phys	50	24	20.2	34	11,593	26	20.6	36
Bio, Chem, Phys	0	0	.	.	3,515	8	22.1	49
Gen Sci[1], Bio, Chem	91	43	19.3	27	18,597	41	19.8	29
Other comb of 3 years of Natural Science	39	19	18.6	26	1,158	3	19.1	23
Less than 3 years of Natural Science	19	9	17.0	5	6,195	14	18.0	15
Zero years / no Natural Science courses reported	11	5	17.1	18	4,321	10	18.5	20

[1]Includes General, Physical and Earth Sciences.

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	All Students				Males				Females			
ENGLISH COURSE PATTERN	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	8	4	19.6	75	0	0	.	.	0	0	.	.
Eng 9, Eng 10, Eng 11, Eng 12	155	74	18.9	55	30	73	17.9	43	16	80	16.7	31
Less than 4 years of English	37	18	17.6	43	10	24	15.1	10	1	5	24.0	100
Zero years / no English courses reported	10	5	14.4	20	1	2	8.0	0	3	15	12.3	0
MATHEMATICS COURSE PATTERN	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	7	3	17.9	29	2	5	14.5	0	1	5	15.0	0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	7	3	18.6	29	0	0	.	.	0	0	.	.
Alg 1, Alg 2, Geom, & Trig	19	9	16.1	5	5	12	14.2	0	1	5	15.0	0
Alg 1, Alg 2, Geom, & Other Adv Math	58	28	19.6	33	12	29	19.2	33	4	20	19.8	50
Other comb of 4 or more years of Math	35	17	21.0	43	9	22	20.8	33	1	5	16.0	0
Alg 1, Alg 2, & Geom	38	18	16.8	5	7	17	16.3	0	4	20	17.3	0
Other comb of 3 or 3.5 years of Math	18	9	17.1	0	3	7	16.7	0	3	15	17.3	0
Less than 3 years of Math	15	7	16.3	7	2	5	14.0	0	3	15	15.3	0
Zero years / no Math courses reported	13	6	15.3	8	1	2	13.0	0	3	15	14.0	0
SOCIAL SCIENCE COURSE PATTERN	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	4	2	19.8	50	0	0	.	.	0	0	.	.
Other comb of 4 or more years Social Science	12	6	19.0	33	4	10	16.0	0	2	10	16.0	0
US Hist, World Hist, & Am Gov	17	8	20.5	35	2	5	21.0	50	1	5	17.0	0
Other comb of 3 or 3.5 years of Social Science	33	16	19.9	39	5	12	15.4	0	3	15	20.7	67
Less than 3 years of Social Science	134	64	19.4	37	29	71	18.5	28	11	55	17.9	27
Zero years / no Social Science courses reported	10	5	16.2	10	1	2	17.0	0	3	15	12.3	0
NATURAL SCIENCE COURSE PATTERN	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark
Gen Sci[1], Bio, Chem, & Phys	50	24	20.2	34	11	27	18.6	27	2	10	16.5	0
Bio, Chem, Phys	0	0	.	.	0	0	.	.	0	0	.	.
Gen Sci[2], Bio, Chem	91	43	19.3	27	13	32	17.9	23	11	55	19.5	18
Other comb of 3 years of Natural Science	39	19	18.6	26	10	24	17.5	10	1	5	16.0	0
Less than 3 years of Natural Science	19	9	17.0	5	6	15	16.7	0	3	15	15.3	0
Zero years / no Natural Science courses reported	11	5	17.1	18	1	2	17.0	0	3	15	15.0	0

[1]Includes General, Physical and Earth Sciences.

Section IV
Career and Educational Aspirations

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N[1]	Percent[2]	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	7	3	19.9	2	6	17.0	5	4	21.0
Architecture	1	0	20.0	1	3	20.0	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	16	8	18.6	2	6	16.5	14	10	18.9
Business	7	3	21.4	0	0	.	7	5	21.4
Communications	3	1	18.3	0	0	.	3	2	18.3
Community, Family, & Personal Services	6	3	16.7	1	3	15.0	3	2	17.3
Computer Science & Mathematics	9	4	17.9	2	6	15.5	6	4	19.7
Education	10	5	21.2	0	0	.	10	7	21.2
Engineering	13	6	19.8	4	12	14.5	9	7	22.1
Engineering Technology & Drafting	5	2	16.4	1	3	13.0	4	3	17.3
English & Foreign Languages	2	1	26.0	0	0	.	2	1	26.0
Health Administration & Assisting	4	2	18.3	0	0	.	4	3	18.3
Health Sciences & Technologies	37	18	20.6	4	12	15.5	31	23	21.4
Philosophy, Religion, & Theology	0	0	.	0	0	.	0	0	.
Repair, Production, & Construction	5	2	17.2	3	9	17.7	1	1	15.0
Sciences: Biological & Physical	8	4	22.9	2	6	19.5	5	4	23.2
Social Sciences & Law	10	5	20.0	1	3	17.0	9	7	20.3
Undecided	14	7	18.8	2	6	16.0	10	7	19.6
No Response	47	22	16.7	5	15	13.8	10	7	19.3

[1]2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

[2]Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	11	15.2	1	15.0	0	.	2	14.0	0	.
2-yr College Degree	23	16.2	0	.	1	14.0	5	16.2	0	.
Bachelors Degree	84	19.4	1	17.0	0	.	17	18.4	1	16.0
Graduate Study	20	22.5	0	.	0	.	6	22.7	0	.
Prof. Level Degree	31	21.5	0	.	0	.	6	19.7	0	.
Other	7	17.4	0	.	0	.	0	.	0	.
No Response	34	16.6	0	.	1	13.0	12	15.4	0	.

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	11	15.2	0	.	0	.	1	14.0	7	15.7
2-yr College Degree	23	16.2	0	.	0	.	0	.	17	16.4
Bachelors Degree	84	19.4	0	.	0	.	1	19.0	64	19.8
Graduate Study	20	22.5	0	.	0	.	0	.	14	22.4
Prof. Level Degree	31	21.5	0	.	0	.	1	15.0	24	22.3
Other	7	17.4	0	.	0	.	0	.	7	17.4
No Response	34	16.6	0	.	0	.	0	.	21	17.5

Table 4.3. Students' Score Report Preferences at Time of Testing

		Number of Students			Percent of Students in College Readiness Standards Ranges						
Name	State	Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF LOUISVILLE	Kentucky	83	23	60	1	19	27	34	14	5	0
UNIVERSITY OF KENTUCKY	Kentucky	75	31	44	0	13	31	32	20	4	0
WESTERN KENTUCKY UNIVERSITY	Kentucky	61	13	48	2	11	33	31	18	5	0
EASTERN KENTUCKY UNIVERSITY	Kentucky	37	11	26	0	22	32	27	14	5	0
CAMPBELLSVILLE UNIVERSITY	Kentucky	31	12	19	3	32	29	26	10	0	0
BELLARMINE UNIVERSITY	Kentucky	25	7	18	0	8	36	28	28	0	0
STATE-NO COLLEGE PLANS	Iowa	25	25	0	8	52	28	8	0	4	0
JEFFERSON COMM & TECH COLL-DOWNTOWN	Kentucky	17	6	11	6	41	29	18	6	0	0
MURRAY STATE UNIVERSITY	Kentucky	15	5	10	0	7	27	47	13	7	0
MOREHEAD STATE UNIVERSITY	Kentucky	14	2	12	0	7	29	50	0	14	0
BEREA COLLEGE	Kentucky	12	5	7	0	8	33	50	8	0	0
SPALDING UNIVERSITY	Kentucky	12	2	10	0	17	50	25	8	0	0
MAYSVILLE COMM & TECH COLL-MOREHEAD	Kentucky	11	2	9	9	18	27	36	0	9	0
NORTHERN KENTUCKY UNIVERSITY	Kentucky	10	3	7	0	0	40	30	20	10	0
SPENCERIAN COLLEGE	Kentucky	10	3	7	10	30	40	20	0	0	0
GEORGETOWN COLLEGE	Kentucky	8	0	8	0	13	38	25	25	0	0
FULL SAIL UNIVERSITY	Florida	7	4	3	0	14	29	29	29	0	0
JEFFERSON COMM & TECH COLL-SOUTHWEST	Kentucky	7	1	6	14	14	29	43	0	0	0
SULLIVAN UNIVERSITY	Kentucky	6	0	6	0	17	67	17	0	0	0
KENTUCKY STATE UNIVERSITY	Kentucky	5	2	3	20	60	20	0	0	0	0
LINDSEY WILSON COLLEGE	Kentucky	5	2	3	0	40	0	20	40	0	0
SULLIVAN COLL OF TECH & DESIGN	Kentucky	5	2	3	0	20	40	40	0	0	0
JEFFERSON TECHNICAL COLLEGE	Kentucky	4	1	3	0	75	25	0	0	0	0
MIDWAY UNIVERSITY	Kentucky	4	1	3	25	0	50	0	25	0	0
OHIO STATE UNIVERSITY THE	Ohio	4	1	3	0	25	50	0	25	0	0
SAINT CATHARINE COLLEGE	Kentucky	4	0	4	0	25	25	25	25	0	0
UNIVERSITY OF THE CUMBERLANDS	Kentucky	4	0	4	0	25	25	0	50	0	0
AUBURN UNIVERSITY	Alabama	3	1	2	0	0	33	33	33	0	0
FLORIDA STATE UNIVERSITY	Florida	3	1	2	0	0	33	33	33	0	0
KENTUCKY CHRISTIAN UNIVERSITY	Kentucky	3	0	3	0	0	0	0	100	0	0
All Other Institutions		103	23	80	0	17	32	20	22	9	0
Total		613	189	424	2	19	31	27	16	4	0

Section V
Optional Writing Test Results

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 5.1. Average ACT Enhanced Writing and English/Language Arts Scores by Race/Ethnicity and Gender for students who took ACT Writing[1]

	N		Average ACT Scores							
			Enhanced Writing		English		Reading		English / Language Arts	
	School	State	School	State	School	State	School	State	School	State
All Students	**0**	**0**	.	.	.	.	.	.	.	.
Black/African American	.	.	.	.	.	.	.	.	.	.
American Indian/Alaska Native	.	.	.	.	.	.	.	.	.	.
White	.	.	.	.	.	.	.	.	.	.
Hispanic/Latino	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.
Native Hawaiian/Other Pac. Isl.	.	.	.	.	.	.	.	.	.	.
Two or More Races	.	.	.	.	.	.	.	.	.	.
Prefer not/No Response	.	.	.	.	.	.	.	.	.	.
Males	.	.	.	.	.	.	.	.	.	.
Females	.	.	.	.	.	.	.	.	.	.
Missing Gender	.	.	.	.	.	.	.	.	.	.

[1]Results apply only to students who took the ACT Enhanced Writing Assessment.