



Profile Report - District

Kentucky State Testing 2017-2018
Grade 11 Tested Students
SPENCER COUNTY

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New to your 2017-2018 Profile Report

Though ACT will continue to report English, mathematics, reading, and science subject scores, beginning in September 2016, subscores such as rhetorical skills and arts/literature will be omitted. Instead, a comprehensive set of reporting categories aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness will be included. This change will make it easier for students, parents, and educators to gain deeper insight into students' performance and better understand strengths and areas for improvement in each subject.

In this report, reporting category outcomes indicate the percentage of students with reporting category scores falling within associated ACT Readiness Ranges. These ranges reflect where a student who has met an associated ACT College Readiness Benchmark would typically perform in each reporting category.

This report includes percentage of students meeting/exceeding the ACT College Readiness Benchmark for English Language Arts (ELA). This benchmark reflects a score of 20.

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Average ACT Writing Scores by Race/Ethnicity
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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, STEM, and (optional) ELA and writing
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 and Career 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. College and Career 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, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

14% 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: 230 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. 53% 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 3% of the cohort took less than three years of math courses. Of these students, 0% were college ready. 24% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 16% 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 8% of the cohort took less than three years of natural science courses. 21% of these students were college ready. In comparison, 25% 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 and Career Readiness Standards score ranges. For example, approximately 69% 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 and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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

Figure 1.1. Average Composite Scores: 5 Years of Testing*

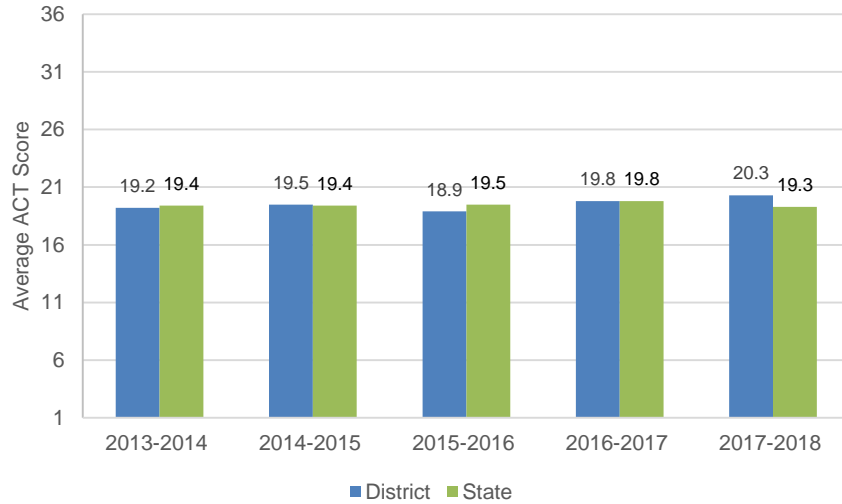


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

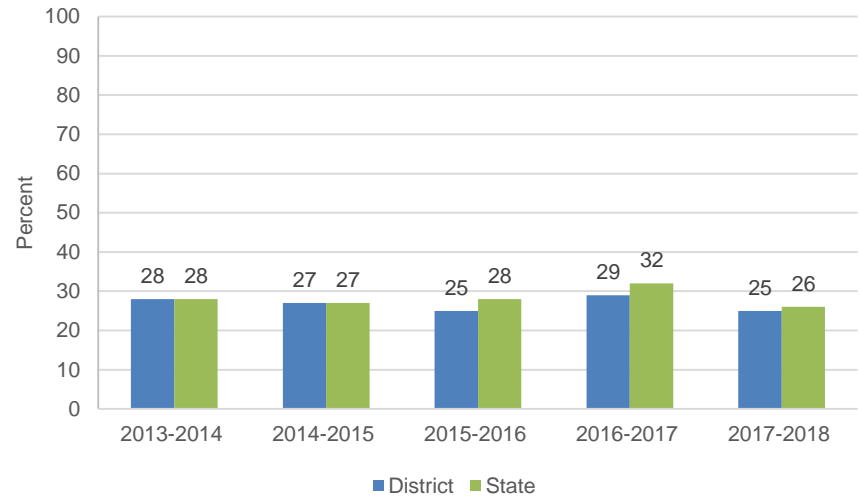


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

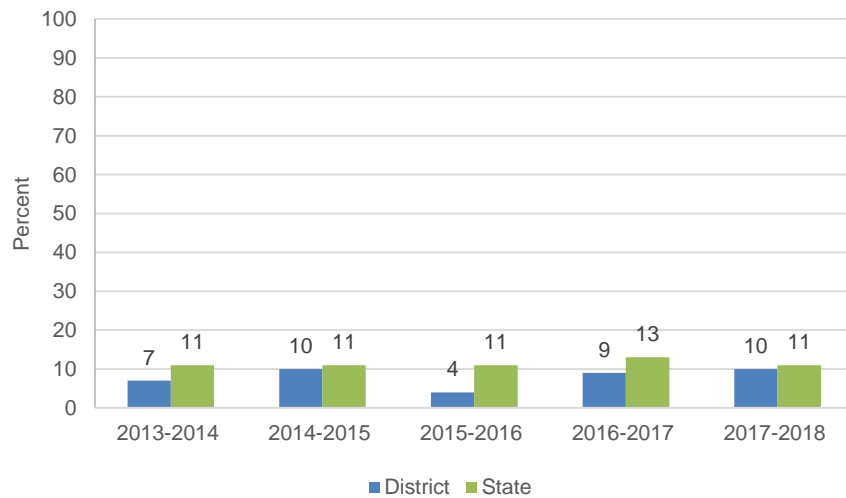
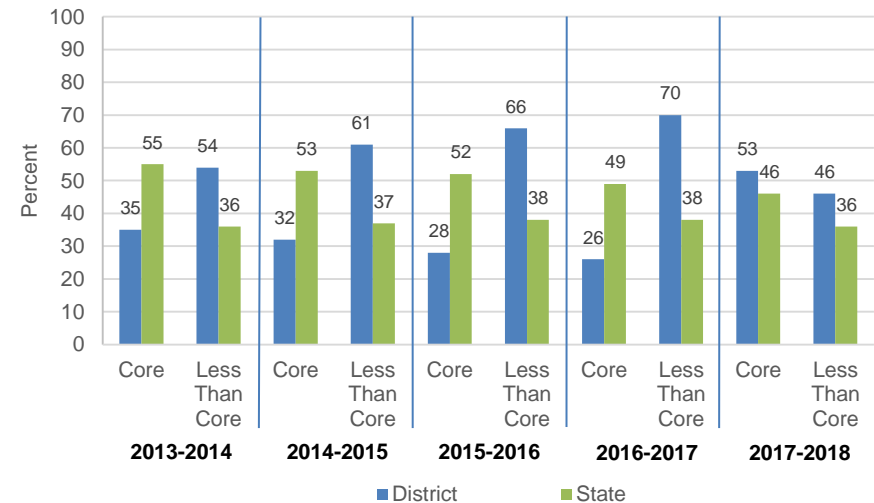


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* Missing columns in above graphs reflect years in which no students were tested.

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
	District	State	English		Mathematics		Reading		Science		Met All Four	
	District	State	District	State	District	State	District	State	District	State	District	State
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
2016-2017	223	45,805	58	56	26	31	39	41	29	32	19	21
2017-2018	230	45,672	60	51	23	26	44	35	25	27	14	17

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	District	State	English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
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
2016-2017	223	45,805	19.4	19.2	18.9	19.4	20.6	20.3	19.9	19.9	19.8	19.8
2017-2018	230	45,672	20.1	18.8	18.8	18.8	21.6	19.8	20.1	19.2	20.3	19.3

Table 1.3. Five Year Trends—Average ACT Scores Statewide

Year	Number of Students Tested		Average ACT Scores				
	District	State	English	Mathematics	Reading	Science	Composite
2013-2014	187	44,106	18.7	19.2	19.2	19.6	19.4
2014-2015	203	45,110	19.2	18.8	19.9	19.3	19.4
2015-2016	210	45,379	18.5	19.0	19.4	19.8	19.5
2016-2017	223	45,805	19.4	19.4	20.6	19.9	19.8
2017-2018	230	45,672	20.1	18.8	21.6	19.2	19.3

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					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
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
2016-2017	57	157	26	70	20.8	19.2	19.7	18.7	21.7	20.3	20.5	19.9	20.8	19.6
2017-2018	122	106	53	46	20.6	19.5	19.5	17.9	22.0	21.1	20.6	19.4	20.8	19.6

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.

²Percent 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

Race/Ethnicity	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	187	100	19.2	203	100	19.5	210	100	18.9	223	100	19.8	230	100	20.3
Black/African American	1	1	16.0	0	0	.	2	1	16.0	2	1	18.5	0	0	.
American Indian/Alaska Native	0	0	.	0	0	.	2	1	13.5	0	0	.	1	0	12.0
White	15	8	15.3	16	8	15.7	48	23	17.9	24	11	19.2	28	12	19.0
Hispanic/Latino	0	0	.	2	1	16.0	1	0	16.0	0	0	.	2	1	27.5
Asian	0	0	.	0	0	.	0	0	.	0	0	.	1	0	19.0
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	1	1	13.0	0	0	.	3	1	16.0	1	0	13.0	0	0	.
Prefer not to respond/No response	170	91	19.7	185	91	19.8	154	73	19.4	196	88	19.9	198	86	20.4

Table 1.6. Five Year Trends—Achievement in STEM¹

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	
	District	State	District	State	District	State	District	State	District	State
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
2016-2017	223	45,805	19.6	19.9	9	13	27.1	27.9	29.4	28.3
2017-2018	230	45,672	19.7	19.3	10	11	27.7	28.1	28.7	28.3

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

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Text Complexity Proficiency Level											
	Below Proficient			Proficient			Above Proficient					
	N	Percent	Avg. Reading	N	Percent	Avg. Reading	N	Percent	Avg. Reading	N	Percent	Avg. Reading
	District	State	District	State	District	State	District	State	District	State	District	State
2013-2014	0	0	.	.	0	0	.	.	0	0	.	.
2014-2015	0	0	.	.	0	0	.	.	0	0	.	.
2015-2016	128	26,237	61	58	58	13,195	28	29	23.3	23.2	24	5,947
2016-2017	131	26,997	59	59	51	11,086	23	24	23.5	23.3	41	7,722
2017-2018	122	28,546	53	63	69	10,615	30	23	23.7	23.4	39	6,511

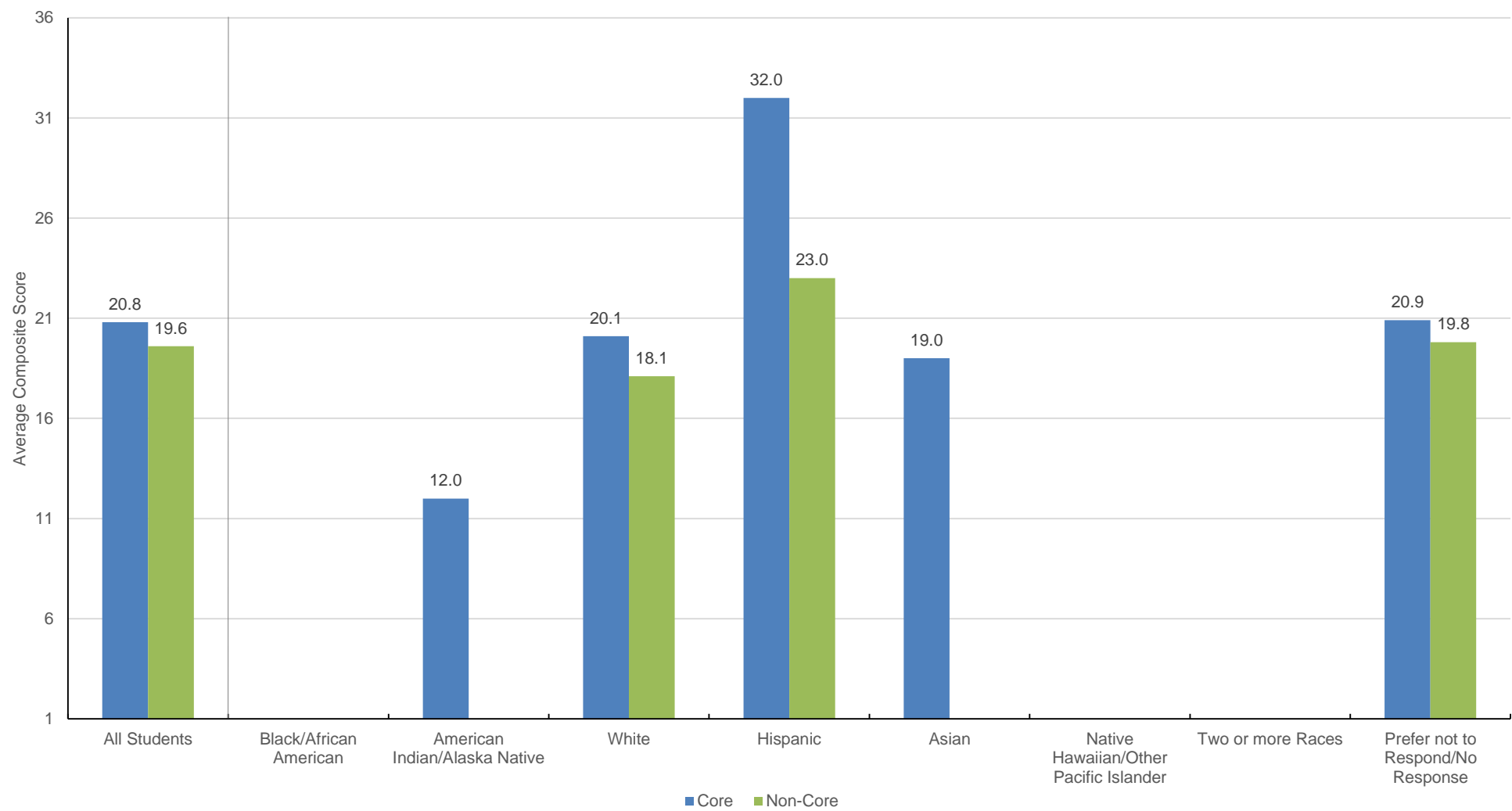
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II

Academic Achievement

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 2.1. ACT Score Distributions, Cumulative Percents (CP¹), and Score Averages

ACT Scale	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale
Score	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	Score
36	1	100	0	100	0	100	0	100	0	100	0	100	0	.	36
35	9	99	0	100	1	100	2	100	0	100	1	100	0	.	35
34	0	96	1	100	2	99	0	99	3	100	1	99	0	.	34
33	1	96	1	99	12	99	2	99	0	99	1	99	0	.	33
32	2	95	1	99	5	93	2	98	2	99	0	99	0	.	32
31	2	94	0	99	5	91	0	97	2	98	0	99	0	.	31
30	3	93	1	99	5	89	5	97	5	97	1	99	0	.	30
29	2	92	1	98	5	87	1	95	2	95	6	98	0	.	29
28	4	91	3	98	1	85	2	95	4	94	2	96	0	.	28
27	10	90	6	97	7	84	3	94	5	92	5	95	0	.	27
26	4	85	11	94	7	81	5	93	7	90	6	93	0	.	26
25	8	83	4	89	12	78	12	90	6	87	6	90	0	.	25
24	22	80	12	87	12	73	7	85	12	84	6	87	0	.	24
23	9	70	5	82	15	68	16	82	14	79	15	85	0	.	23
22	7	67	8	80	12	61	18	75	16	73	8	78	0	.	22
21	19	63	9	77	32	56	24	67	22	66	23	75	0	.	21
20	14	55	8	73	9	42	14	57	19	57	16	65	0	.	20
19	12	49	22	69	8	38	33	51	25	48	33	58	0	.	19
18	9	44	19	60	27	35	26	37	19	37	20	43	0	.	18
17	19	40	31	51	8	23	10	25	16	29	31	35	0	.	17
16	22	32	35	38	14	20	18	21	17	22	19	21	0	.	16
15	12	22	28	23	7	13	6	13	12	15	15	13	0	.	15
14	12	17	23	10	6	10	10	10	14	10	11	7	0	.	14
13	7	12	0	1	9	8	6	6	6	3	4	2	0	.	13
12	4	9	1	1	6	4	3	3	2	1	0	1	0	.	12
11	3	7	0	1	1	1	4	2	0	1	0	1	0	.	11
10	9	6	0	1	0	1	1	1	0	1	0	1	0	.	10
9	4	2	0	1	2	1	0	1	0	1	0	1	0	.	9
8	0	1	0	1	0	1	0	1	0	1	0	1	0	.	8
7	0	1	0	1	0	1	0	1	0	1	0	1	0	.	7
6	0	1	0	1	0	1	0	1	0	1	0	1	0	.	6
5	0	1	0	1	0	1	0	1	0	1	0	1	0	.	5
4	0	1	0	1	0	1	0	1	0	1	0	1	0	.	4
3	0	1	0	1	0	1	0	1	0	1	0	1	0	.	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	.	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	.	1
Avg (SD)	20.1 (6.1)		18.8 (4.2)		21.6 (5.8)		20.1 (4.5)		20.3 (4.6)		19.7 (4.1)		. (.)		Avg (SD)

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

² ELA scores are derived only for students with a valid writing score.

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

Figure 2.2. English Reporting Categories¹

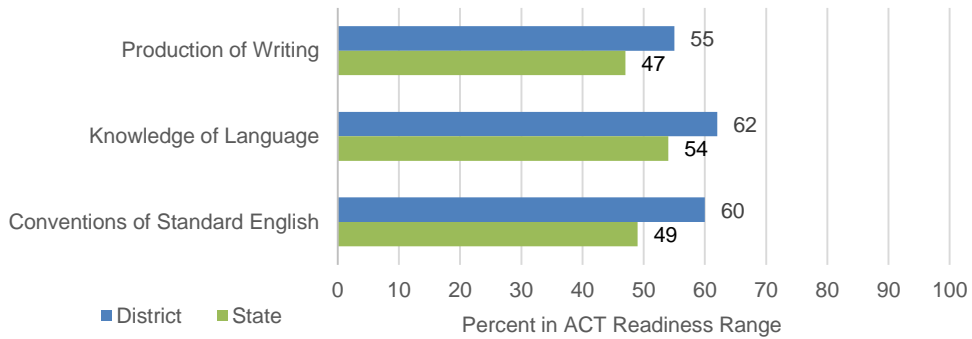


Figure 2.4. Reading Reporting Categories¹

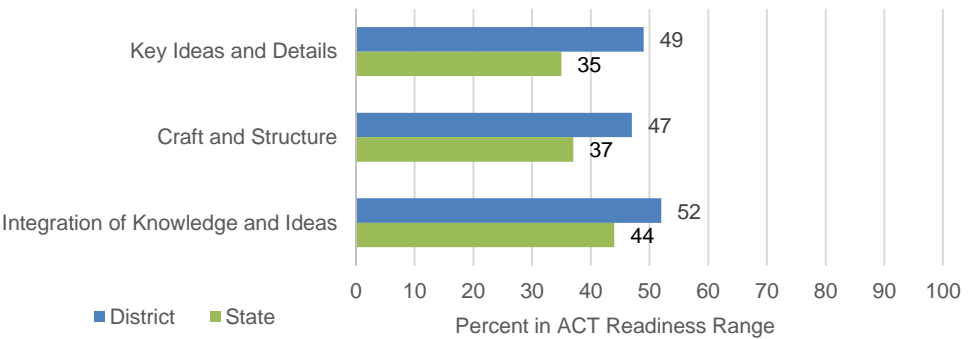


Figure 2.5. Science Reporting Categories¹

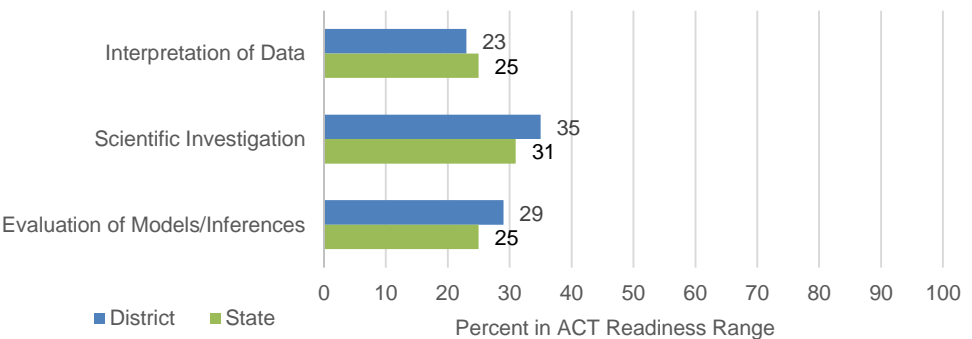
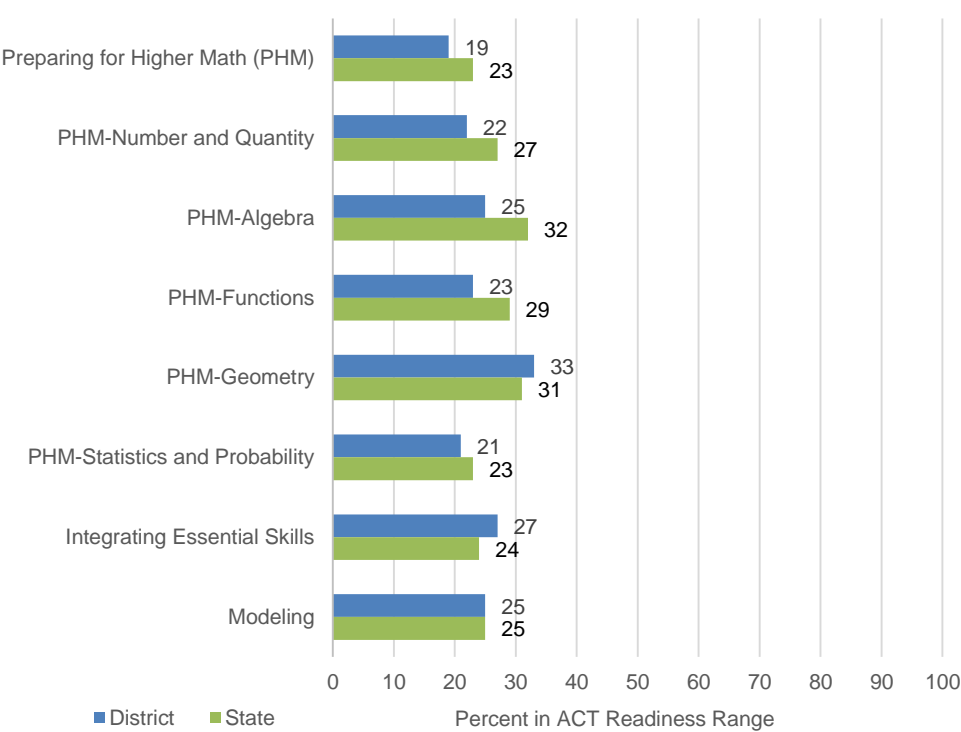


Figure 2.3. Math Reporting Categories¹



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

¹ Reporting Categories are reported only for testing events beginning September 2016.

Table 2.2. 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
District	All Students	230	53	20.8	19.6
	Black/African American	0	.	.	.
	American Indian/Alaska Native	1	100	12.0	.
	White	28	46	20.1	18.1
	Hispanic/Latino	2	50	32.0	23.0
	Asian	1	100	19.0	.
	Native Hawaiian/Other Pacific Islander	0	.	.	.
	Two or More Races	0	.	.	.
	Prefer not/No Response	198	54	20.9	19.8
State	All Students	45,672	46	20.4	18.3
	Black/African American	3,557	37	17.2	16.1
	American Indian/Alaska Native	185	44	17.0	15.6
	White	30,345	48	20.9	18.8
	Hispanic/Latino	2,469	42	19.1	17.1
	Asian	727	54	24.2	19.8
	Native Hawaiian/Other Pacific Islander	63	38	18.0	17.3
	Two or More Races	1,736	49	19.8	18.4
	Prefer not/No Response	6,590	39	19.6	17.6

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 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	All Students	230	100	20.1	18.8	21.6	20.1	20.3	19.7
	Black/African American	0	0	.	.	.	.	.	.
	American Indian/Alaska Native	1	0	9.0	14.0	14.0	11.0	12.0	13.0
	White	28	12	19.0	17.8	20.4	18.7	19.0	18.4
	Hispanic/Latino	2	1	29.0	23.5	31.5	25.5	27.5	24.5
	Asian	1	0	18.0	17.0	18.0	21.0	19.0	19.0
	Native Hawaiian/Other Pacific Islander	0	0	.	.	.	.	.	.
	Two or More Races	0	0	.	.	.	.	.	.
	Prefer not/No Response	198	86	20.2	18.9	21.7	20.2	20.4	19.8
State	All Students	45,672	100	18.8	18.8	19.8	19.2	19.3	19.3
	Black/African American	3,557	8	15.4	16.4	16.5	16.4	16.3	16.6
	American Indian/Alaska Native	185	0	14.8	16.6	16.7	16.6	16.3	16.9
	White	30,345	66	19.5	19.2	20.5	19.8	19.9	19.7
	Hispanic/Latino	2,469	5	17.0	17.7	18.2	17.9	17.8	18.1
	Asian	727	2	21.6	22.4	21.9	22.0	22.1	22.4
	Native Hawaiian/Other Pacific Islander	63	0	16.0	17.1	17.7	17.1	17.1	17.4
	Two or More Races	1,736	4	18.6	18.8	19.7	19.1	19.2	19.2
	Prefer not/No Response	6,590	14	17.9	18.2	19.0	18.5	18.5	18.6

Table 2.4. 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
District	Males	114	50	20.8	19.8
	Females	115	57	20.8	19.4
	No Response	1	0	.	15.0
State	Males	23,033	43	20.2	18.0
	Females	22,414	48	20.6	18.7
	No Response	225	20	16.2	15.7

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 Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	114	50	19.7	19.3	21.7	20.3	20.4	20.0
	Females	115	50	20.5	18.3	21.5	19.8	20.2	19.3
	No Response	1	0	14.0	14.0	16.0	15.0	15.0	15.0
State	Males	23,033	50	17.9	18.9	19.3	19.1	18.9	19.3
	Females	22,414	49	19.7	18.7	20.3	19.3	19.6	19.3
	No Response	225	0	14.3	15.6	15.6	15.8	15.5	16.0

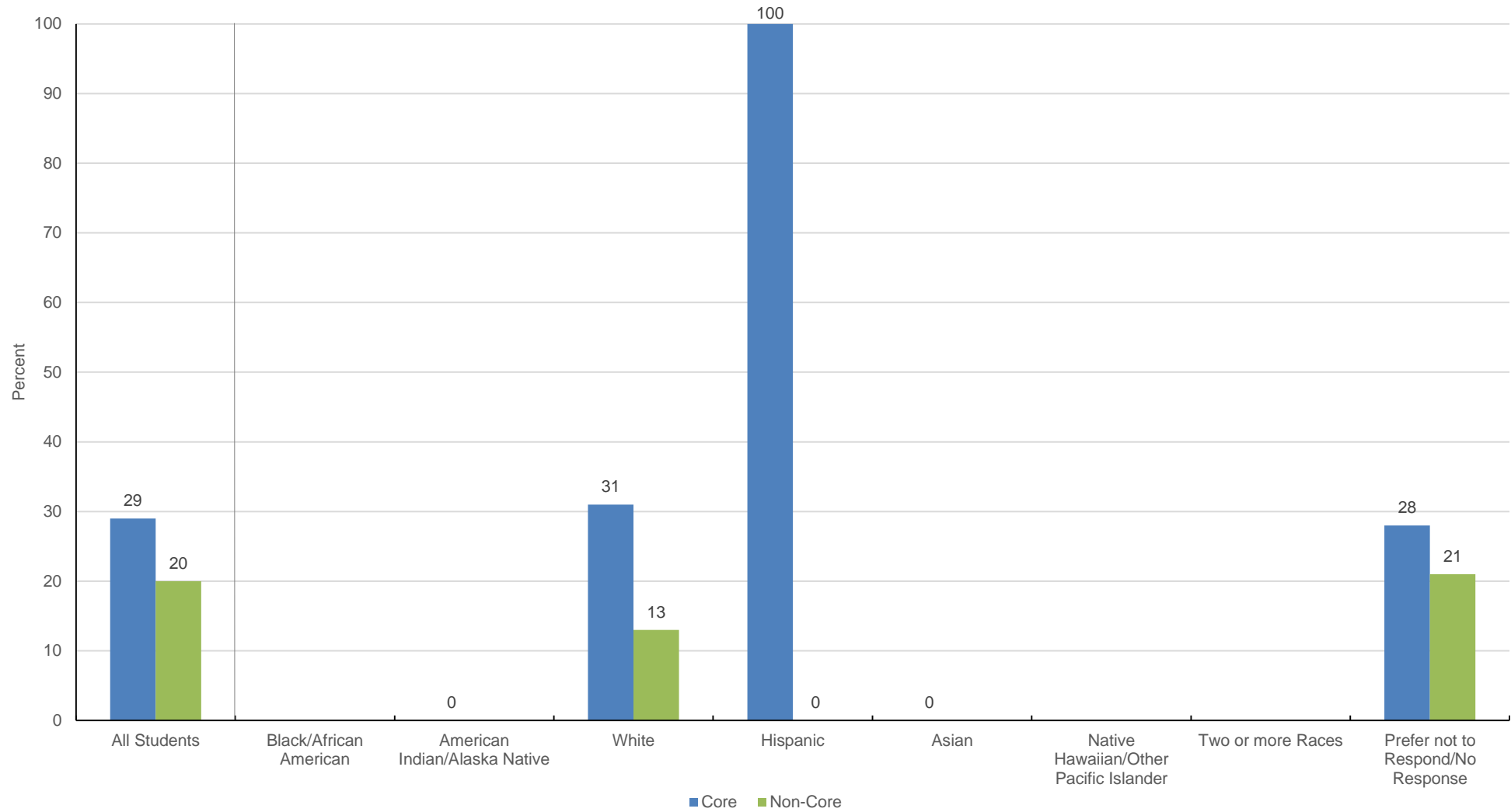
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	24	21	25	22	23
Q2 (50th Percentile)	20	17	21	19	20
Q1 (25th Percentile)	16	16	18	17	17

Section III

College and Career Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

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

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
District	33 to 36	11	5	2	1	15	7	4	2
	28 to 32	13	6	6	3	21	9	10	4
	24 to 27	44	19	33	14	38	17	27	12
	20 to 23	49	21	30	13	68	30	72	31
	16 to 19	62	27	107	47	57	25	87	38
	13 to 15	31	13	51	22	22	10	22	10
	01 to 12	20	9	1	0	9	4	8	3
State	33 to 36	1,612	4	512	1	2,135	5	626	1
	28 to 32	2,962	6	2,214	5	3,197	7	2,214	5
	24 to 27	5,391	12	6,129	13	5,767	13	6,274	14
	20 to 23	9,339	20	6,296	14	10,407	23	10,656	23
	16 to 19	9,537	21	18,436	40	12,260	27	14,968	33
	13 to 15	9,406	21	11,575	25	7,396	16	6,984	15
	01 to 12	7,425	16	510	1	4,510	10	3,950	9

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

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
District	Males	56	26	45	27	16
	Females	64	21	43	23	13
	No Response	0	0	0	0	0
State	Males	45	27	32	27	17
	Females	58	25	37	26	17
	No Response	17	4	10	4	2

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

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
District	All Students	230	60	23	44	25	14	10
	Black/African American	0	.	.	.	.	.	.
	American Indian/Alaska Native	1	0	0	0	0	0	0
	White	28	50	21	43	21	18	11
	Hispanic/Latino	2	100	50	100	50	50	50
	Asian	1	100	0	0	0	0	0
	Native Hawaiian/Other Pacific Islander	0	.	.	.	.	.	.
	Two or More Races	0	.	.	.	.	.	.
	Prefer Not to Respond	198	61	24	44	25	14	10
State	All Students	45,672	51	26	35	27	17	11
	Black/African American	3,557	26	8	13	8	3	2
	American Indian/Alaska Native	185	21	8	14	10	5	3
	White	30,345	56	29	39	30	19	13
	Hispanic/Latino	2,469	39	18	25	18	10	6
	Asian	727	62	50	47	46	35	30
	Native Hawaiian/Other Pacific Islander	63	33	14	24	19	11	6
	Two or More Races	1,736	51	24	33	24	15	10
	Prefer Not to Respond	6,590	45	21	30	22	13	9

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level ²	N	%	Average Composite
District	Gold or Higher	36	16	28.2
	Silver	143	62	20.2
	Bronze	49	21	14.8
	Needs Improvement	2	1	12.0
State	Gold or Higher	7,399	16	28.0
	Silver	22,097	48	20.0
	Bronze	14,238	31	14.6
	Needs Improvement	1,938	4	11.8

¹ The ACT Composite scores associated with a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as 'Needs Improvement', 13 to 16 as 'Bronze', 17 to 24 as 'Silver', and 25 or above as 'Gold or Higher' in the table above. For comparison, individual student score reports classify those who scored 12-13, 14-17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

² Additional information on the ACT NCRC 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
District	Core or More ²	122	66	20.6	31	19.5	48	22.0	27	20.6	16	20.8	11	20.3
	Less than Core	106	54	19.5	14	17.9	40	21.1	22	19.4	11	19.6	8	18.9
	Missing ³	2	50	21.5	50	20.5	50	23.5	50	23.0	50	22.0	50	22.0
State	Core or More	20,850	61	20.1	32	19.7	43	21.0	34	20.3	22	20.4	15	20.2
	Less than Core	16,300	43	17.6	20	18.0	28	18.8	20	18.4	12	18.3	8	18.4
	Missing	8,522	44	17.7	21	18.1	28	18.7	22	18.3	13	18.3	9	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
District	Core or More ²	202	61	20.2	222	24	18.9	149	46	21.9	209	25	20.2
	Less than Core	28	54	19.7	8	0	16.3	80	40	21.1	19	21	18.5
	Missing ³	0	.	.	0	.	.	1	0	14.0	2	50	23.0
State	Core or More	33,363	55	19.3	36,006	27	19.1	26,336	39	20.5	30,920	31	19.8
	Less than Core	4,331	34	16.4	1,552	5	15.8	11,100	29	18.9	6,435	13	17.3
	Missing	7,978	44	17.7	8,114	22	18.1	8,236	28	18.7	8,317	22	18.3

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		District			State			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5	2	13.8	20	3,816	8	21.4	68
Eng 9, Eng 10, Eng 11, Eng 12	197	86	20.3	62	29,547	65	19.0	53
Less than 4 years of English	28	12	19.7	54	4,331	9	16.4	34
Zero years / no English courses reported	0	0	.	.	7,978	17	17.7	44
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	0	0	.	.	1,219	3	20.5	41
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	3	1	18.7	33	1,655	4	21.0	46
Alg 1, Alg 2, Geom, & Trig	6	3	16.8	17	1,997	4	17.9	17
Alg 1, Alg 2, Geom, & Other Adv Math	120	52	18.6	23	12,238	27	18.5	22
Other comb of 4 or more years of Math	27	12	23.3	59	8,768	19	22.1	52
Alg 1, Alg 2, & Geom	56	24	17.9	16	7,525	16	16.4	7
Other comb of 3 or 3.5 years of Math	10	4	17.2	0	2,604	6	18.3	20
Less than 3 years of Math	8	3	16.3	0	1,552	3	15.8	5
Zero years / no Math courses reported	0	0	.	.	8,114	18	18.1	22
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	2	1	25.0	100	949	2	20.4	40
Other comb of 4 or more years Social Science	18	8	21.2	44	8,430	18	20.6	40
US Hist, World Hist, & Am Gov	13	6	19.8	46	7,323	16	19.2	31
Other comb of 3 or 3.5 years of Social Science	116	50	22.2	46	9,634	21	21.3	44
Less than 3 years of Social Science	80	35	21.1	40	11,100	24	18.9	29
Zero years / no Social Science courses reported	1	0	14.0	0	8,236	18	18.7	28
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	32	14	21.3	38	9,858	22	20.3	35
Bio, Chem, Phys	5	2	17.2	0	3,315	7	21.6	45
Gen Sci ¹ , Bio, Chem	98	43	20.8	28	16,577	36	19.3	26
Other comb of 3 years of Natural Science	74	32	19.0	18	1,170	3	18.6	21
Less than 3 years of Natural Science	19	8	18.5	21	6,435	14	17.3	13
Zero years / no Natural Science courses reported	2	1	23.0	50	8,317	18	18.3	22

¹Includes 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			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	
ENGLISH COURSE PATTERN													
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5	2	13.8	20	3	3	13.3	0	2	2	14.5	50	
Eng 9, Eng 10, Eng 11, Eng 12	197	86	20.3	62	98	86	20.1	59	98	85	20.6	65	
Less than 4 years of English	28	12	19.7	54	13	11	17.9	46	15	13	21.3	60	
Zero years / no English courses reported	0	0	.	.	0	0	.	.	0	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	0	0	.	.	0	0	.	.	0	0	.	.	
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	3	1	18.7	33	2	2	20.0	50	1	1	16.0	0	
Alg 1, Alg 2, Geom, & Trig	6	3	16.8	17	2	2	18.5	50	4	3	16.0	0	
Alg 1, Alg 2, Geom, & Other Adv Math	120	52	18.6	23	53	46	18.8	25	66	57	18.4	21	
Other comb of 4 or more years of Math	27	12	23.3	59	20	18	24.9	70	7	6	18.7	29	
Alg 1, Alg 2, & Geom	56	24	17.9	16	26	23	16.5	4	30	26	19.1	27	
Other comb of 3 or 3.5 years of Math	10	4	17.2	0	7	6	18.3	0	3	3	14.7	0	
Less than 3 years of Math	8	3	16.3	0	4	4	16.5	0	4	3	16.0	0	
Zero years / no Math courses reported	0	0	.	.	0	0	.	.	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	2	1	25.0	100	0	0	.	.	2	2	25.0	100	
Other comb of 4 or more years Social Science	18	8	21.2	44	6	5	20.0	33	12	10	21.8	50	
US Hist, World Hist, & Am Gov	13	6	19.8	46	5	4	21.6	40	8	7	18.8	50	
Other comb of 3 or 3.5 years of Social Science	116	50	22.2	46	59	52	21.6	46	57	50	22.7	46	
Less than 3 years of Social Science	80	35	21.1	40	44	39	22.0	45	35	30	20.2	34	
Zero years / no Social Science courses reported	1	0	14.0	0	0	0	.	.	1	1	14.0	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	32	14	21.3	38	18	16	23.3	56	14	12	18.8	14	
Bio, Chem, Phys	5	2	17.2	0	2	2	22.0	0	3	3	14.0	0	
Gen Sci ² , Bio, Chem	98	43	20.8	28	37	32	20.5	24	61	53	21.0	30	
Other comb of 3 years of Natural Science	74	32	19.0	18	45	39	19.1	20	29	25	18.9	14	
Less than 3 years of Natural Science	19	8	18.5	21	11	10	18.3	18	7	6	19.3	29	
Zero years / no Natural Science courses reported	2	1	23.0	50	1	1	32.0	100	1	1	14.0	0	

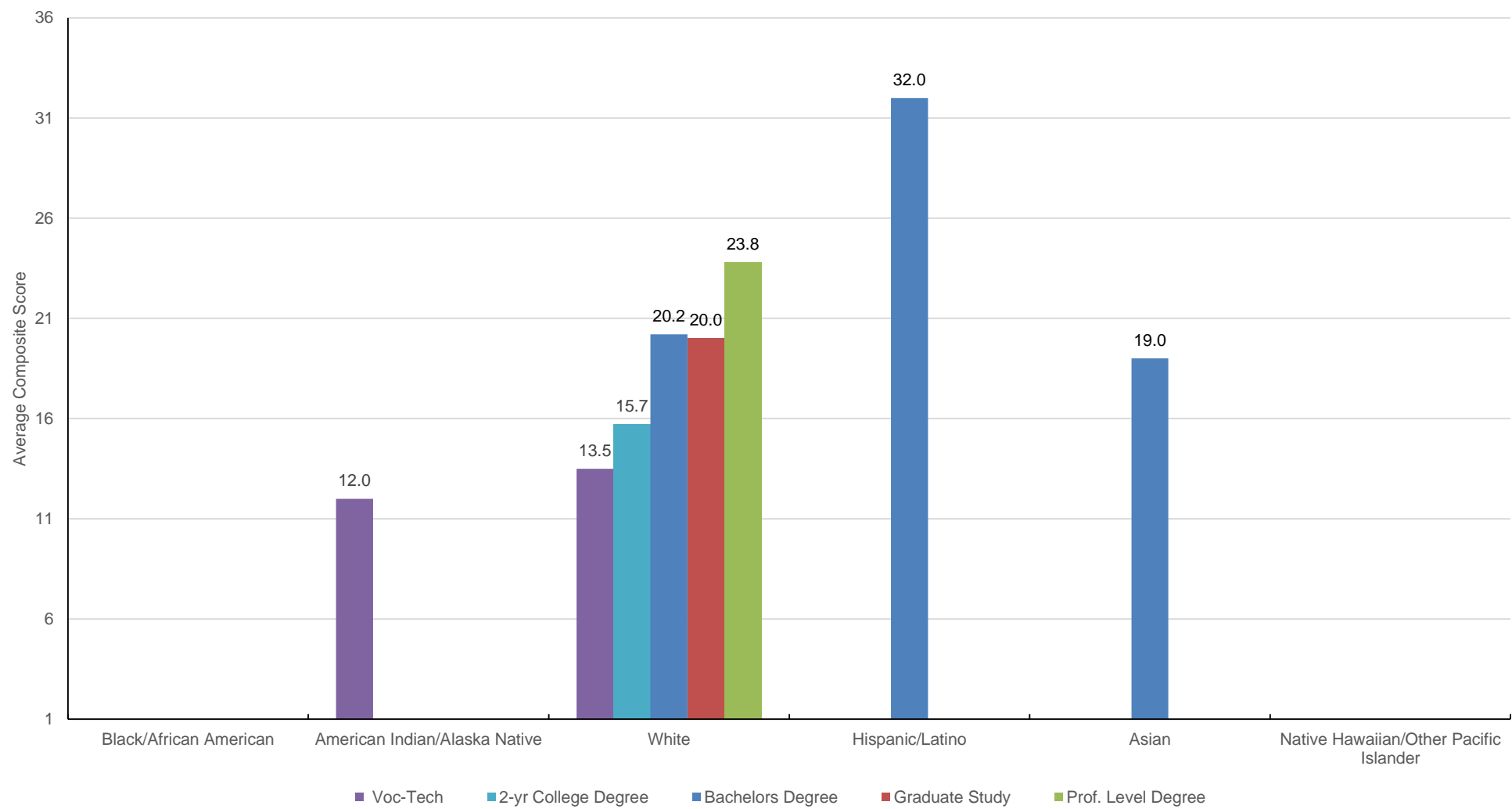
¹Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

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	5	2	21.8	0	0	.	5	3	21.8
Architecture	5	2	20.8	0	0	.	4	2	22.3
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	17	7	19.4	2	5	16.0	13	8	20.4
Business	11	5	20.5	1	2	14.0	10	6	21.1
Communications	2	1	17.0	0	0	.	2	1	17.0
Community, Family, & Personal Services	15	7	19.8	3	7	18.7	11	6	19.9
Computer Science & Mathematics	5	2	21.2	0	0	.	3	2	25.3
Education	13	6	22.4	0	0	.	13	8	22.4
Engineering	17	7	22.0	4	10	18.0	13	8	23.2
Engineering Technology & Drafting	6	3	20.8	3	7	19.7	3	2	22.0
English & Foreign Languages	0	0	.	0	0	.	0	0	.
Health Administration & Assisting	8	3	19.4	0	0	.	8	5	19.4
Health Sciences & Technologies	51	22	20.7	3	7	17.3	48	28	20.9
Philosophy, Religion, & Theology	2	1	18.5	0	0	.	2	1	18.5
Repair, Production, & Construction	15	7	18.5	11	27	18.7	3	2	19.3
Sciences: Biological & Physical	6	3	24.0	0	0	.	6	4	24.0
Social Sciences & Law	15	7	21.5	0	0	.	13	8	21.7
Undecided	13	6	20.1	3	7	18.3	9	5	20.6
No Response	24	10	17.2	11	27	16.9	4	2	18.3

¹2-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.

²Percent 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	20	17.9	0	.	1	12.0	2	13.5	0	.
2-yr College Degree	21	17.9	0	.	0	.	6	15.7	0	.
Bachelors Degree	108	20.5	0	.	0	.	10	20.2	1	32.0
Graduate Study	27	22.9	0	.	0	.	3	20.0	0	.
Prof. Level Degree	35	22.0	0	.	0	.	5	23.8	0	.
Other	10	17.9	0	.	0	.	1	15.0	0	.
No Response	9	16.4	0	.	0	.	1	15.0	1	23.0

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	20	17.9	0	.	0	.	0	.	17	18.7
2-yr College Degree	21	17.9	0	.	0	.	0	.	15	18.7
Bachelors Degree	108	20.5	1	19.0	0	.	0	.	96	20.4
Graduate Study	27	22.9	0	.	0	.	0	.	24	23.2
Prof. Level Degree	35	22.0	0	.	0	.	0	.	30	21.7
Other	10	17.9	0	.	0	.	0	.	9	18.2
No Response	9	16.4	0	.	0	.	0	.	7	15.7

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

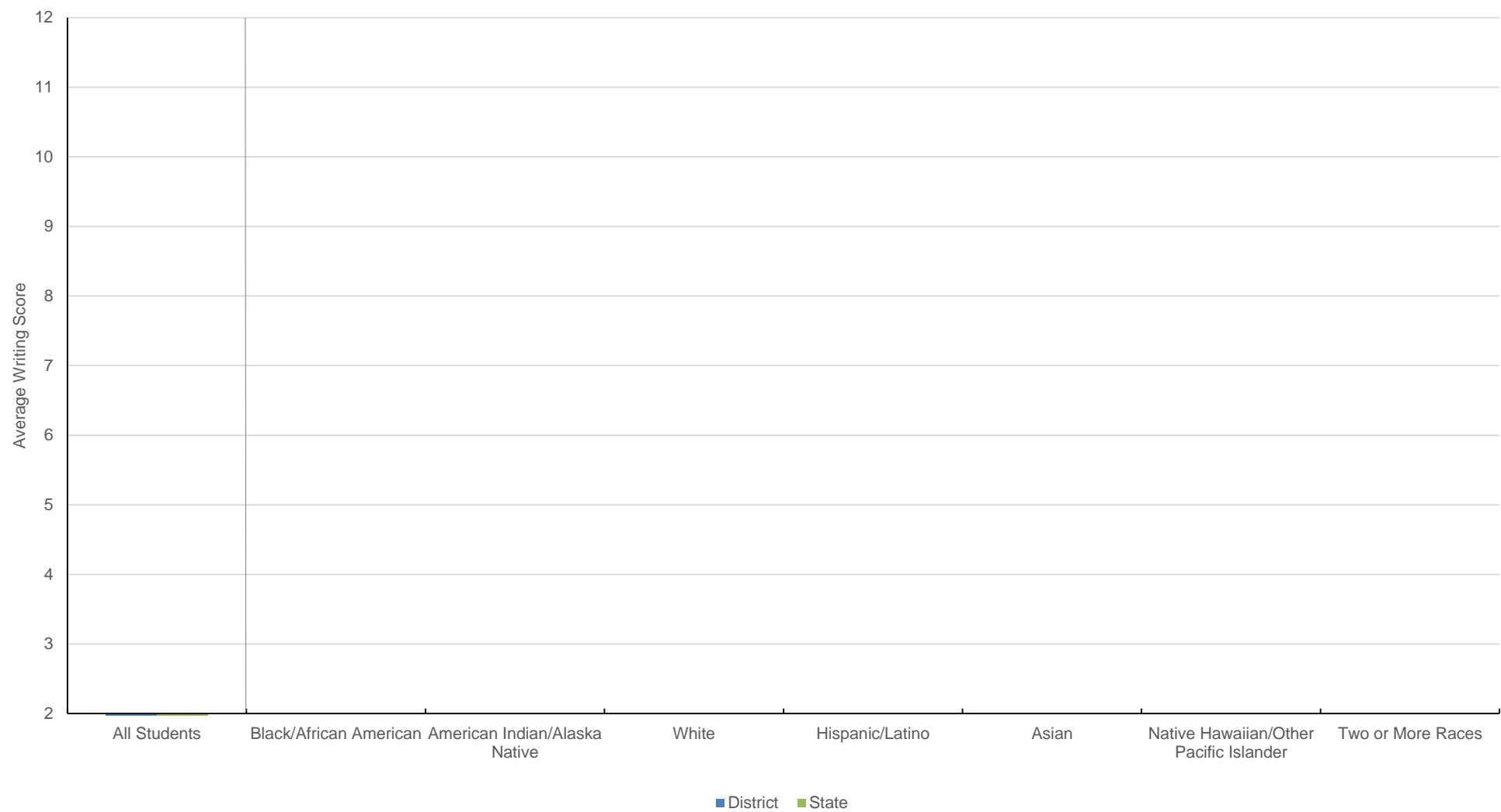
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF LOUISVILLE	Kentucky	94	37	57	1	3	29	36	20	9	2
UNIVERSITY OF KENTUCKY	Kentucky	89	30	59	0	9	30	30	19	9	2
WESTERN KENTUCKY UNIVERSITY	Kentucky	64	13	51	0	6	27	42	19	6	0
EASTERN KENTUCKY UNIVERSITY	Kentucky	43	15	28	0	7	35	33	21	5	0
BELLARMINE UNIVERSITY	Kentucky	33	9	24	0	6	18	36	27	12	0
CAMPBELLSVILLE UNIVERSITY	Kentucky	23	7	16	0	9	39	26	22	4	0
JEFFERSON TECHNICAL COLLEGE	Kentucky	20	6	14	0	20	35	40	0	5	0
MIDWAY UNIVERSITY	Kentucky	17	2	15	0	6	18	65	12	0	0
LINDSEY WILSON COLLEGE	Kentucky	16	3	13	0	19	44	31	0	0	6
JEFFERSON COMM & TECH COLL-DOWNTOWN	Kentucky	15	4	11	0	13	53	27	0	7	0
NORTHERN KENTUCKY UNIVERSITY	Kentucky	12	1	11	0	17	33	8	17	17	8
STATE-NO COLLEGE PLANS	Iowa	12	12	0	0	25	58	17	0	0	0
ASBURY UNIVERSITY	Kentucky	11	3	8	0	9	36	45	9	0	0
MURRAY STATE UNIVERSITY	Kentucky	11	3	8	0	0	18	64	9	9	0
SULLIVAN UNIVERSITY	Kentucky	11	4	7	0	18	36	27	18	0	0
MOREHEAD STATE UNIVERSITY	Kentucky	10	1	9	0	20	20	30	0	30	0
GALEN COLLEGE OF NURSING-LOUISVILLE	Kentucky	8	2	6	0	25	13	50	13	0	0
ELIZABETHTOWN COMM AND TECH COLLEGE	Kentucky	7	3	4	0	43	29	14	0	14	0
KENTUCKY STATE UNIVERSITY	Kentucky	7	1	6	0	14	29	29	29	0	0
SPALDING UNIVERSITY	Kentucky	7	0	7	0	14	14	57	14	0	0
GEORGETOWN COLLEGE	Kentucky	6	1	5	0	0	33	33	33	0	0
BEREA COLLEGE	Kentucky	5	1	4	0	20	20	20	40	0	0
TRANSYLVANIA UNIVERSITY	Kentucky	5	0	5	0	0	40	0	0	40	20
SPENCERIAN COLLEGE	Kentucky	4	0	4	0	0	50	50	0	0	0
UNIVERSITY OF TAMPA	Florida	4	2	2	0	25	50	25	0	0	0
CENTRE COLLEGE	Kentucky	3	0	3	0	0	0	0	0	67	33
KENTUCKY WESLEYAN COLLEGE	Kentucky	3	1	2	0	0	0	100	0	0	0
OHIO STATE UNIVERSITY THE	Ohio	3	0	3	0	0	33	0	33	33	0
SOUTHCENTRAL KY CTC/GLASGOW HLTH CMPS	Kentucky	3	1	2	0	67	33	0	0	0	0
UNIVERSITY OF CINCINNATI	Ohio	3	0	3	0	0	0	0	67	33	0
All Other Institutions		90	22	68	0	12	30	23	12	20	2
Total		639	184	455	0	10	30	33	16	9	2

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Section V

Optional Writing Test Results

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing

	N		Average ACT Scores					
			English		Reading		Writing	
	District	State	District	State	District	State	District	State
All Students	0	0	.	.	.	.	.	.
Black/African American
American Indian/Alaska Native
White
Hispanic/Latino
Asian
Native Hawaiian/Other Pacific Islander
Two or More Races
Prefer not/No Response
Males
Females
No Response

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender for Students Who Took ACT Writing

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
	District	State	District	State	District	State
All Students	0	0	.	.	.	.
Black/African American	0	.	.	.	.	.
American Indian/Alaska Native	0	.	.	.	.	.
White	0	.	.	.	.	.
Hispanic/Latino	0	.	.	.	.	.
Asian	0	.	.	.	.	.
Native Hawaiian/Other Pacific Islander	0	.	.	.	.	.
Two or More Races	0	.	.	.	.	.
Prefer not/No Response	0	.	.	.	.	.
Males	0	.	.	.	.	.
Females	0	.	.	.	.	.
No Response	0	.	.	.	.	.

