



Profile Report - District

Kentucky State Testing 2018-2019
Grade 11 Tested Students
SPENCER COUNTY

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New to your 2018-2019 Profile Report

ACT Composite score ranges associated with likely National Career Readiness Certificate (NCRC) level attainment have been updated. The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum.

Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified in Table 3.4 as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'. Visit www.act.org/NCRC-indicator to learn more.

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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

18% 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: 220 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. 39% 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. 17% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 8% of these students were college ready. In comparison, 31% 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. 11% of these students were college ready. In comparison, 37% 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 67% 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*

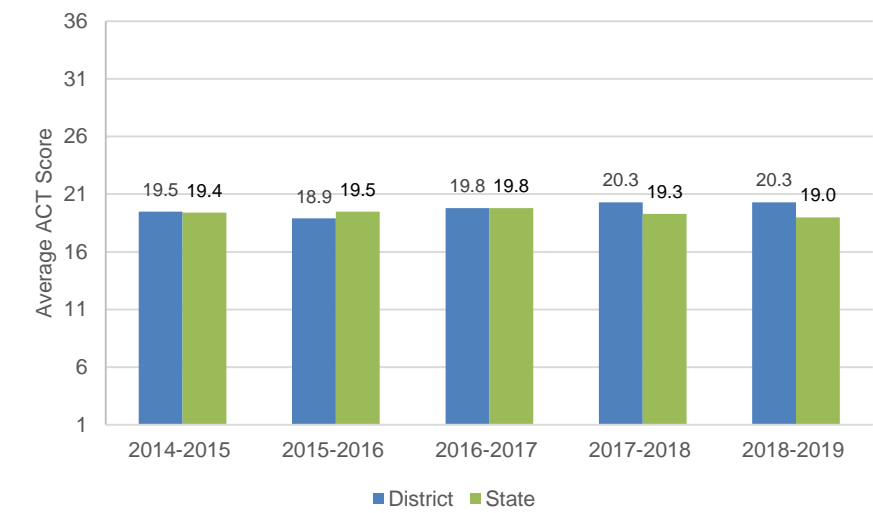


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

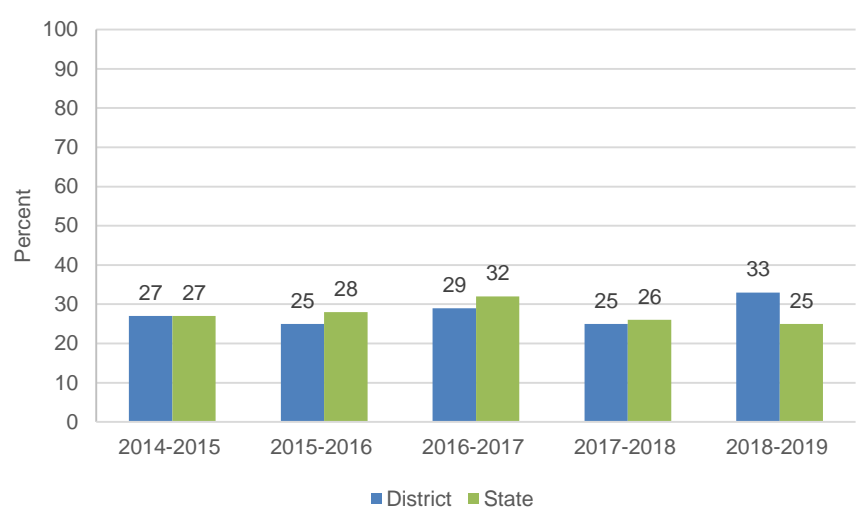


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

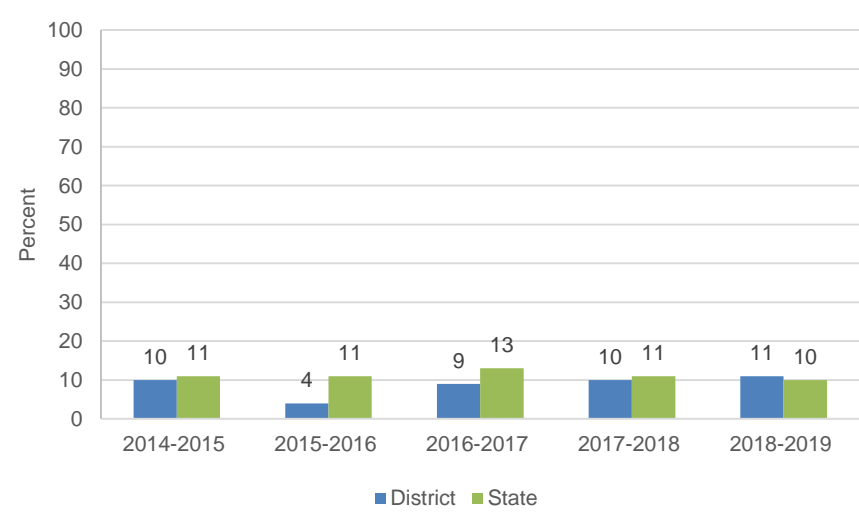
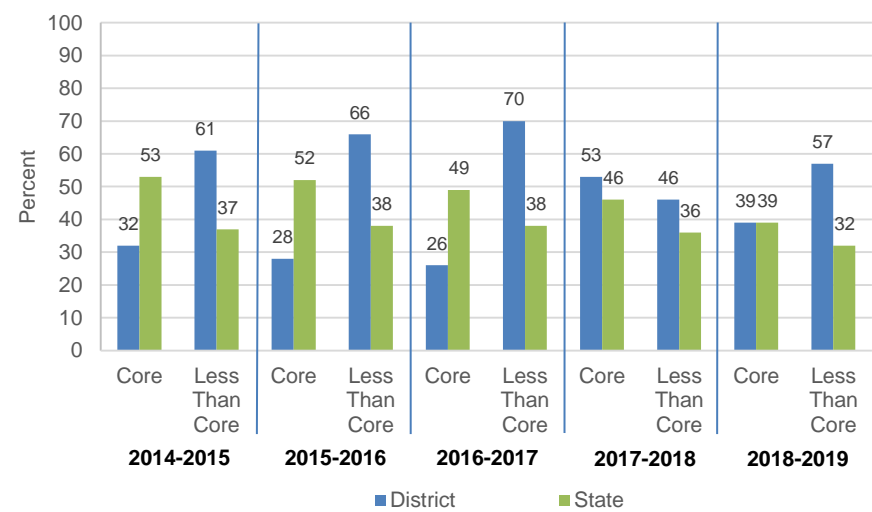


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* 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
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	45,670	60	51	23	26	44	35	25	27	14	17
2018-2019	220	45,217	61	49	25	24	48	34	34	26	18	15

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
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	45,670	20.1	18.8	18.8	18.8	21.6	19.8	20.1	19.2	20.3	19.3
2018-2019	220	45,217	20.0	18.2	18.9	18.5	21.3	19.5	20.6	19.1	20.3	19.0

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
2014-2015	203	45,110	19.2	18.5	19.9	19.6	19.5
2015-2016	210	45,379	18.5	18.2	19.4	19.0	18.9
2016-2017	223	45,805	19.4	18.9	20.6	19.9	19.8
2017-2018	230	45,670	20.1	18.8	21.6	20.1	20.3
2018-2019	220	45,217	20.0	18.9	21.3	20.6	20.3

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
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
2018-2019	85	126	39	57	20.8	20.0	19.6	18.7	21.9	21.3	21.3	20.5	20.9	20.3

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	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	203	100	19.5	210	100	18.9	223	100	19.8	230	100	20.3	220	100	20.3
Black/African American	0	0	.	2	1	16.0	2	1	18.5	0	0	.	2	1	19.0
American Indian/Alaska Native	0	0	.	2	1	13.5	0	0	.	1	0	12.0	1	0	18.0
White	16	8	15.7	48	23	17.9	24	11	19.2	28	12	19.0	193	88	20.5
Hispanic/Latino	2	1	16.0	1	0	16.0	0	0	.	2	1	27.5	10	5	19.3
Asian	0	0	.	0	0	.	0	0	.	1	0	19.0	2	1	23.0
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	0	0	.	3	1	16.0	1	0	13.0	0	0	.	6	3	16.8
Prefer not to respond/No response	185	91	19.8	154	73	19.4	196	88	19.9	198	86	20.4	6	3	19.3

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
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	45,670	19.7	19.3	10	11	27.7	28.1	28.7	28.3
2018-2019	220	45,217	20.0	19.1	11	10	26.8	28.0	28.8	28.8

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
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	28,545	53	63	69	10,615	30	23	23.7	23.4	39	6,510
2018-2019	128	29,925	58	66	59	9,552	27	21	24.7	23.6	33	5,740

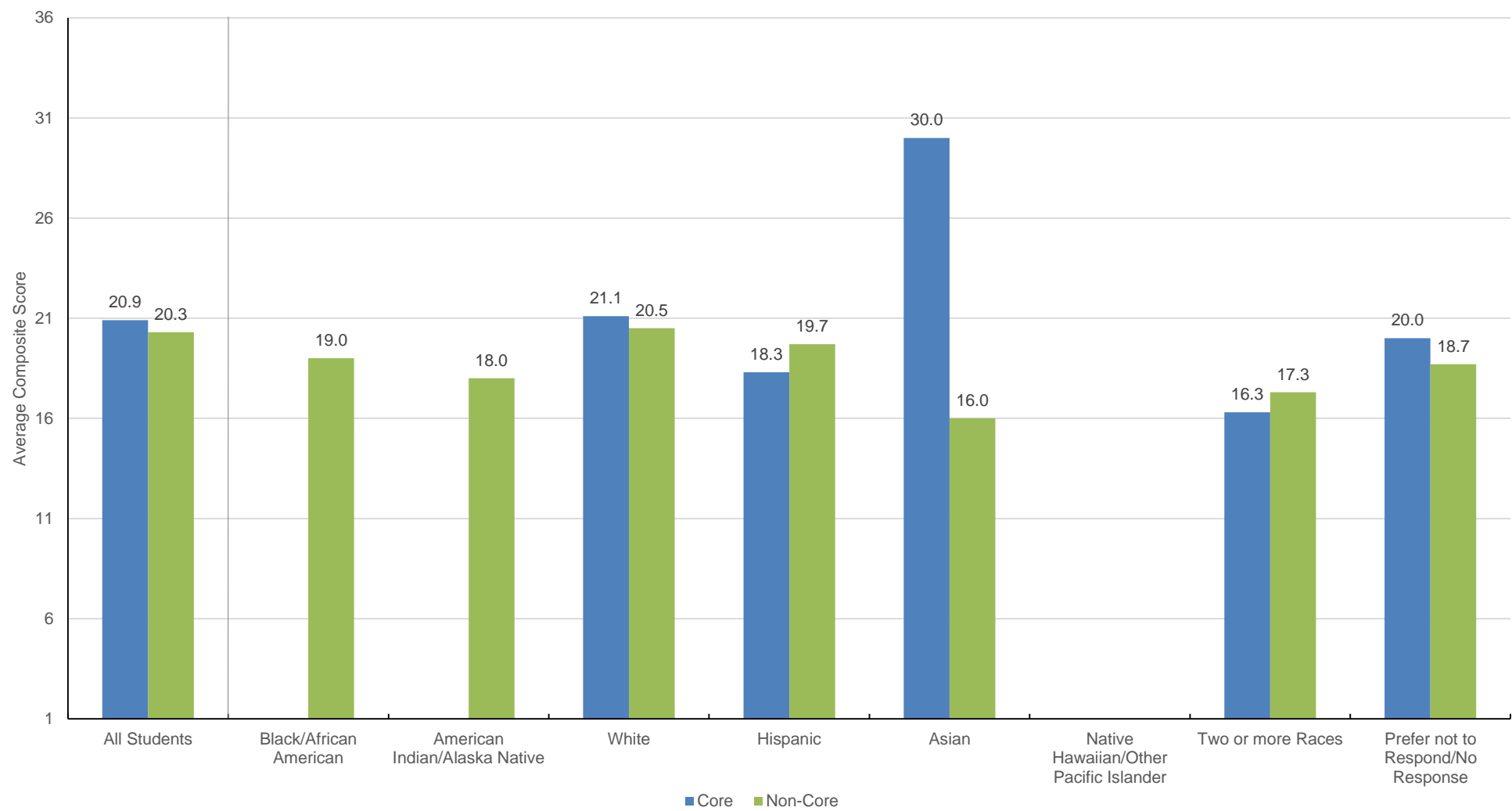
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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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	2	100	1	100	0	100	0	100	0	.	36
35	6	99	0	100	4	99	0	99	0	100	0	100	0	.	35
34	2	97	0	100	4	97	2	99	1	100	0	100	0	.	34
33	2	96	0	100	2	95	0	99	3	99	2	100	0	.	33
32	6	95	0	100	10	95	1	99	1	98	0	99	0	.	32
31	0	92	1	100	3	90	3	98	2	98	1	99	0	.	31
30	2	92	1	99	9	89	2	97	5	97	2	99	0	.	30
29	4	91	3	99	0	85	0	96	3	95	4	98	0	.	29
28	5	90	1	98	3	85	9	96	4	93	3	96	0	.	28
27	5	87	7	97	6	83	3	92	5	91	4	95	0	.	27
26	7	85	9	94	9	80	12	90	10	89	8	93	0	.	26
25	10	82	7	90	6	76	8	85	7	85	6	89	0	.	25
24	7	77	8	87	8	74	14	81	14	81	14	86	0	.	24
23	11	74	11	83	25	70	20	75	16	75	12	80	0	.	23
22	8	69	6	78	15	59	22	66	14	68	19	75	0	.	22
21	21	65	13	75	12	52	11	56	12	61	19	66	0	.	21
20	14	56	6	70	14	46	15	51	14	56	15	57	0	.	20
19	13	50	19	67	8	40	17	44	18	50	17	50	0	.	19
18	10	44	23	58	11	36	12	36	19	41	23	43	0	.	18
17	10	39	26	48	14	31	25	31	18	33	25	32	0	.	17
16	17	35	40	36	10	25	13	20	18	25	19	21	0	.	16
15	19	27	16	18	12	20	7	14	13	16	8	12	0	.	15
14	14	18	21	10	5	15	10	10	12	10	18	9	0	.	14
13	3	12	2	1	12	13	8	6	7	5	1	1	0	.	13
12	6	10	0	1	8	7	3	2	4	2	0	1	0	.	12
11	9	8	0	1	5	4	1	1	0	1	0	1	0	.	11
10	5	4	0	1	3	1	1	1	0	1	0	1	0	.	10
9	1	1	0	1	0	1	0	1	0	1	0	1	0	.	9
8	2	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)	20.0 (6.3)		18.9 (4.1)		21.3 (6.4)		20.6 (4.8)		20.3 (4.9)		20.0 (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 Categories

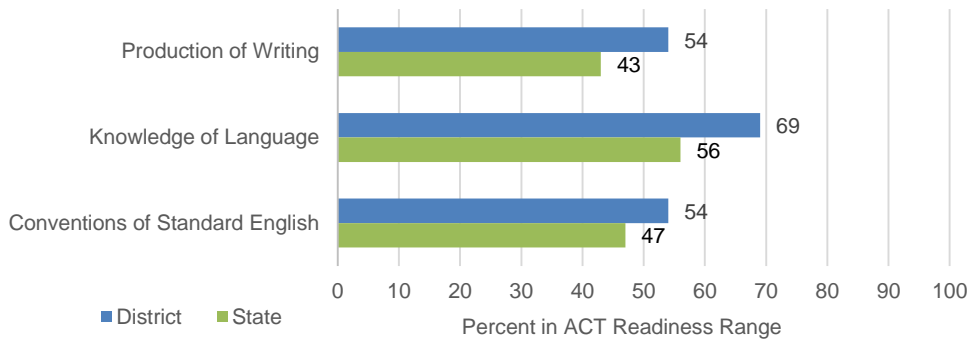


Figure 2.4. Reading Reporting Categories

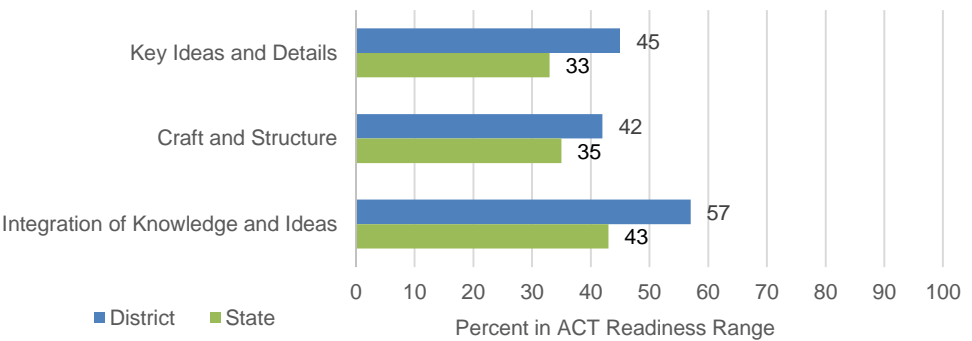


Figure 2.5. Science Reporting Categories

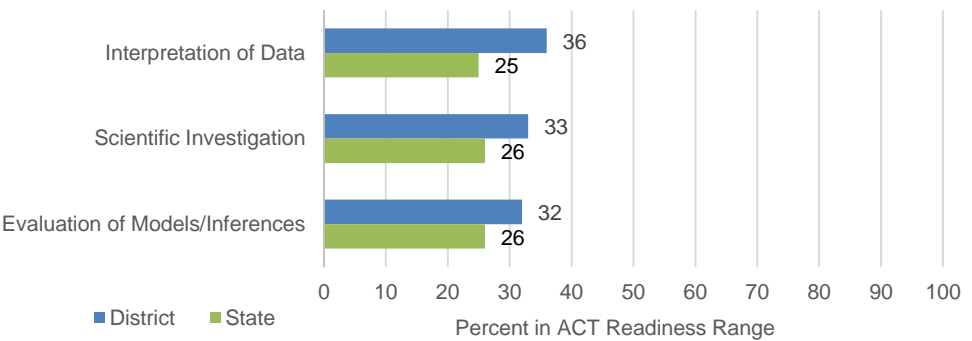
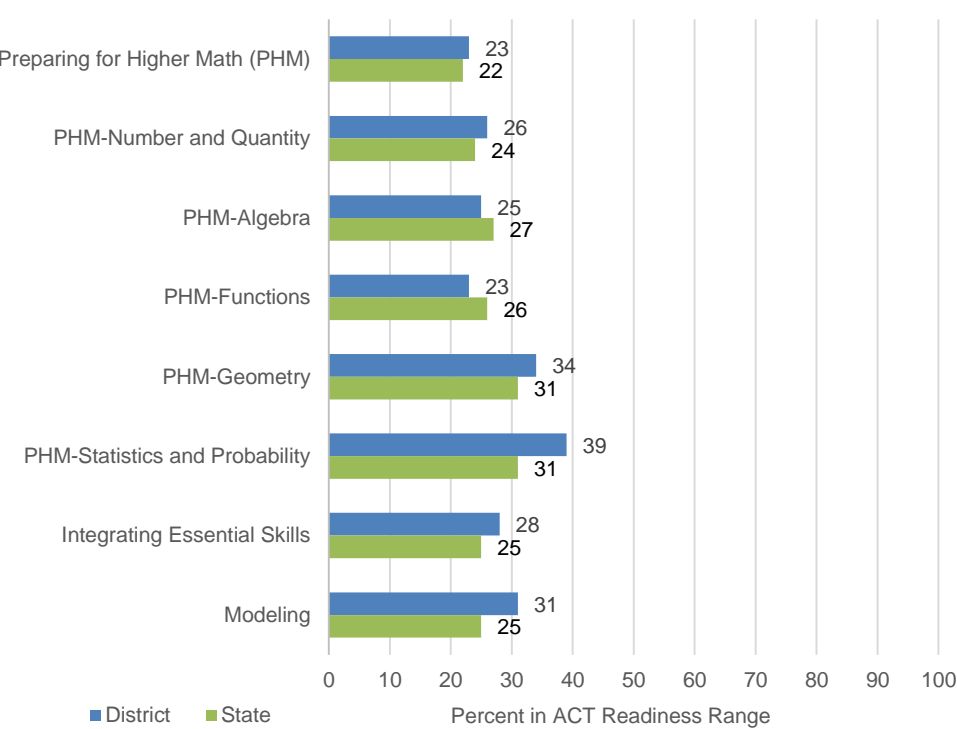


Figure 2.3. Math Reporting Categories



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.

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	220	39	20.9	20.3
	Black/African American	2	0	.	19.0
	American Indian/Alaska Native	1	0	.	18.0
	White	193	39	21.1	20.5
	Hispanic/Latino	10	30	18.3	19.7
	Asian	2	50	30.0	16.0
	Native Hawaiian/Other Pacific Islander	0	.	.	.
	Two or More Races	6	50	16.3	17.3
	Prefer not/No Response	6	50	20.0	18.7
State	All Students	45,217	39	20.2	18.5
	Black/African American	3,654	29	17.0	15.9
	American Indian/Alaska Native	179	34	15.7	16.2
	White	30,672	42	20.6	18.9
	Hispanic/Latino	2,747	35	18.4	17.2
	Asian	792	45	23.2	20.3
	Native Hawaiian/Other Pacific Islander	55	45	18.2	15.3
	Two or More Races	1,704	40	20.0	18.4
	Prefer not/No Response	5,414	31	19.5	17.8

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	220	100	20.0	18.9	21.3	20.6	20.3	20.0
	Black/African American	2	1	17.0	16.5	21.5	19.0	19.0	18.0
	American Indian/Alaska Native	1	0	17.0	16.0	21.0	17.0	18.0	17.0
	White	193	88	20.3	19.1	21.5	20.7	20.5	20.2
	Hispanic/Latino	10	5	17.9	17.2	22.2	19.0	19.3	18.4
	Asian	2	1	25.0	22.0	22.5	21.0	23.0	21.5
	Native Hawaiian/Other Pacific Islander	0	0	.	.	.	.	.	.
	Two or More Races	6	3	14.5	16.8	16.0	19.5	16.8	18.5
	Prefer not/No Response	6	3	20.0	18.2	18.2	20.2	19.3	19.5
State	All Students	45,217	100	18.2	18.5	19.5	19.1	19.0	19.1
	Black/African American	3,654	8	14.6	16.2	16.1	16.1	15.8	16.4
	American Indian/Alaska Native	179	0	14.2	16.2	15.8	16.3	15.8	16.6
	White	30,672	68	19.0	19.0	20.2	19.8	19.6	19.6
	Hispanic/Latino	2,747	6	16.2	17.3	17.7	17.7	17.4	17.8
	Asian	792	2	20.5	22.1	21.2	21.4	21.4	22.0
	Native Hawaiian/Other Pacific Islander	55	0	14.8	16.8	17.0	16.8	16.6	17.1
	Two or More Races	1,704	4	18.3	18.5	19.8	19.3	19.1	19.2
	Prefer not/No Response	5,414	12	16.8	17.6	18.4	18.1	17.9	18.1

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	113	40	20.3	20.3
	Females	107	37	21.7	20.3
	No Response	0	.	.	.
State	Males	22,843	37	20.0	18.2
	Females	22,161	42	20.4	18.8
	No Response	213	16	16.7	15.0

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 Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	113	51	19.1	19.3	20.6	20.7	20.0	20.3
	Females	107	49	21.0	18.5	22.1	20.4	20.6	19.7
	No Response	0	0	.	.	.	.	.	.
State	Males	22,843	51	17.3	18.6	18.9	19.2	18.6	19.1
	Females	22,161	49	19.1	18.5	20.1	19.2	19.3	19.1
	No Response	213	0	13.3	15.5	14.8	15.5	14.9	15.7

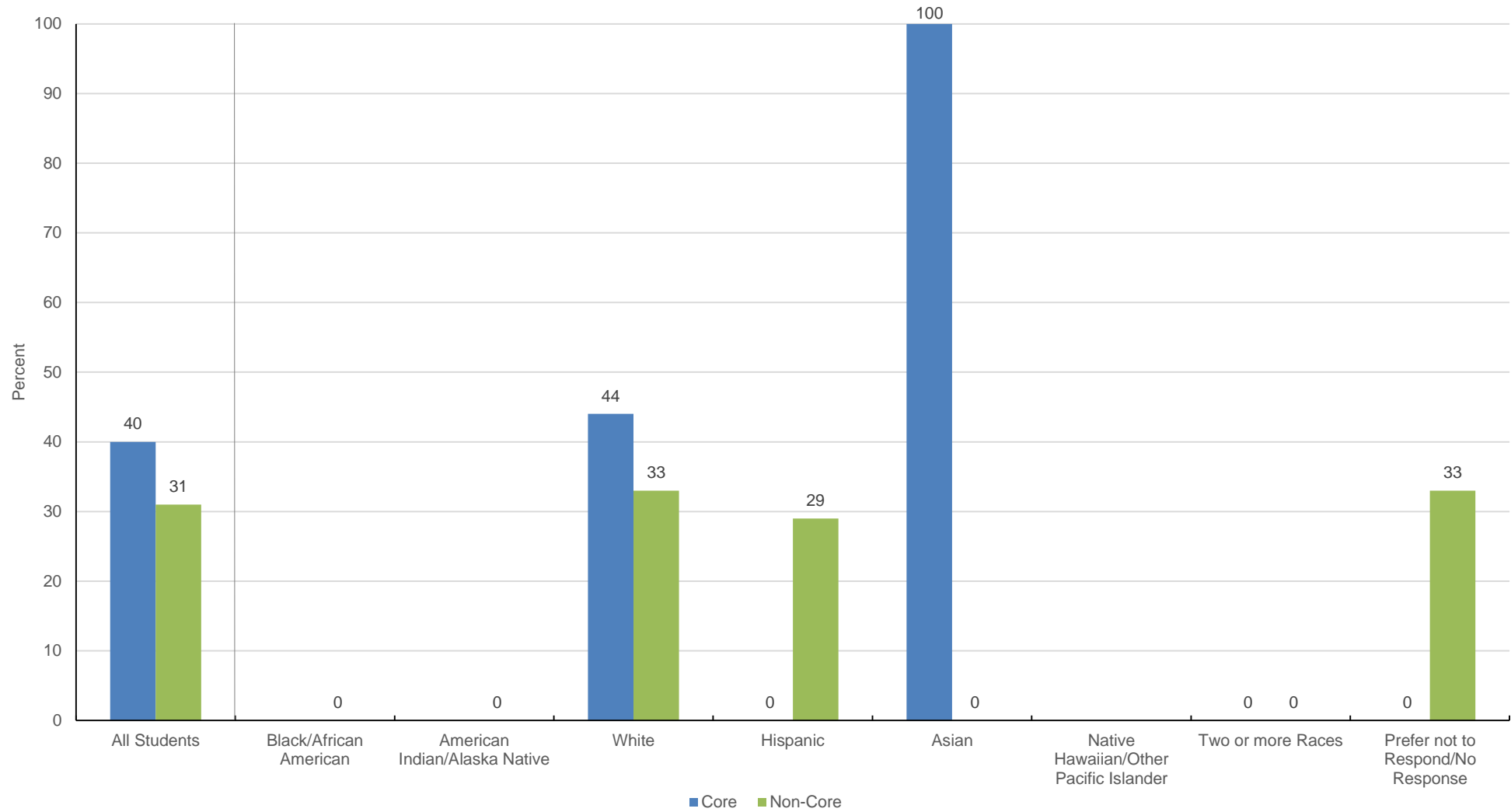
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	24	21	25	24	24
Q2 (50th Percentile)	20	18	21	20	20
Q1 (25th Percentile)	15	16	17	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	0	0	12	5	3	1
	28 to 32	17	8	6	3	25	11	15	7
	24 to 27	29	13	31	14	29	13	37	17
	20 to 23	54	25	36	16	66	30	68	31
	16 to 19	50	23	108	49	43	20	67	30
	13 to 15	36	16	39	18	29	13	25	11
	01 to 12	23	10	0	0	16	7	5	2
State	33 to 36	1,571	3	498	1	2,220	5	793	2
	28 to 32	2,380	5	1,766	4	3,261	7	1,930	4
	24 to 27	4,807	11	5,634	12	4,923	11	5,853	13
	20 to 23	9,261	20	6,045	13	10,388	23	10,925	24
	16 to 19	8,784	19	18,329	41	10,327	23	13,935	31
	13 to 15	8,492	19	12,598	28	8,292	18	7,628	17
	01 to 12	9,922	22	347	1	5,806	13	4,153	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	54	27	42	35	19
	Females	68	21	54	34	16
	No Response	.	.	.	.	.
State	Males	43	24	31	27	16
	Females	56	23	37	25	15
	No Response	15	4	10	6	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	220	61	25	48	34	18	11
	Black/African American	2	50	0	50	0	0	0
	American Indian/Alaska Native	1	0	0	0	0	0	0
	White	193	64	27	50	37	20	12
	Hispanic/Latino	10	50	10	50	20	0	0
	Asian	2	50	50	50	50	50	50
	Native Hawaiian/Other Pacific Islander	0	.	.	.	.	.	.
	Two or More Races	6	17	0	17	0	0	0
	Prefer Not to Respond	6	50	0	17	17	0	0
State	All Students	45,217	49	24	34	26	15	10
	Black/African American	3,654	23	7	13	8	3	2
	American Indian/Alaska Native	179	20	7	11	9	2	2
	White	30,672	55	27	38	30	18	12
	Hispanic/Latino	2,747	36	15	22	15	8	5
	Asian	792	58	49	45	43	32	29
	Native Hawaiian/Other Pacific Islander	55	27	11	20	15	7	4
	Two or More Races	1,704	50	23	34	27	15	9
	Prefer Not to Respond	5,414	40	17	27	19	11	7

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

Student Group	ACT NCRC Level	N	%	Average Composite
District	Platinum	24	11	29.6
	Gold	61	28	23.7
	Silver	81	37	18.8
	Bronze	50	23	14.8
	Needs Improvement	4	2	12.0
State	Platinum	4,381	10	29.6
	Gold	8,474	19	23.6
	Silver	15,159	34	18.9
	Bronze	14,247	32	14.5
	Needs Improvement	2,956	7	11.7

¹ The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.

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	85	67	20.8	32	19.6	53	21.9	44	21.3	29	20.9	18	20.7
	Less than Core	126	61	20.0	21	18.7	47	21.3	30	20.5	11	20.3	7	19.8
	Missing ³	9	0	13.1	11	15.7	22	16.0	0	15.2	0	15.2	0	15.7
State	Core or More	17,784	59	19.6	30	19.5	42	20.8	33	20.3	21	20.2	14	20.1
	Less than Core	14,267	45	17.6	20	18.1	30	19.0	22	18.7	13	18.5	8	18.6
	Missing	13,166	40	16.8	18	17.7	27	18.3	20	18.0	11	17.8	7	18.1

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	180	65	20.5	197	26	19.2	116	47	21.1	198	37	20.8
	Less than Core	37	46	18.2	15	7	16.3	100	50	21.7	18	11	18.6
	Missing ³	3	0	14.0	8	13	15.8	4	50	19.0	4	0	15.8
State	Core or More	28,192	55	19.0	31,062	27	19.0	22,444	38	20.3	27,050	31	20.0
	Less than Core	4,602	35	16.2	1,512	6	16.1	9,896	32	19.2	5,277	15	17.6
	Missing	12,423	40	16.9	12,643	18	17.7	12,877	27	18.3	12,890	20	18.1

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	16.8	40	3,165	7	21.0	67
Eng 9, Eng 10, Eng 11, Eng 12	175	80	20.6	66	25,027	55	18.8	54
Less than 4 years of English	37	17	18.2	46	4,602	10	16.2	35
Zero years / no English courses reported	3	1	14.0	0	12,423	27	16.9	40
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	23.3	71	1,095	2	20.0	36
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	11	5	19.5	27	1,569	3	20.8	44
Alg 1, Alg 2, Geom, & Trig	11	5	16.9	9	1,655	4	17.5	14
Alg 1, Alg 2, Geom, & Other Adv Math	60	27	19.7	28	10,312	23	18.4	21
Other comb of 4 or more years of Math	50	23	20.5	40	7,579	17	21.8	50
Alg 1, Alg 2, & Geom	38	17	17.1	8	6,591	15	16.5	8
Other comb of 3 or 3.5 years of Math	20	9	18.5	15	2,261	5	18.1	20
Less than 3 years of Math	15	7	16.3	7	1,512	3	16.1	6
Zero years / no Math courses reported	8	4	15.8	13	12,643	28	17.7	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	8	4	24.0	63	892	2	19.7	34
Other comb of 4 or more years Social Science	39	18	18.5	31	7,402	16	20.4	39
US Hist, World Hist, & Am Gov	34	15	20.6	44	6,077	13	19.0	30
Other comb of 3 or 3.5 years of Social Science	35	16	23.8	63	8,073	18	21.3	44
Less than 3 years of Social Science	100	45	21.7	50	9,896	22	19.2	32
Zero years / no Social Science courses reported	4	2	19.0	50	12,877	28	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	42	19	20.0	33	8,868	20	20.2	33
Bio, Chem, Phys	7	3	18.1	14	3,134	7	21.8	45
Gen Sci ¹ , Bio, Chem	109	50	21.3	43	14,054	31	19.5	27
Other comb of 3 years of Natural Science	40	18	21.0	28	994	2	19.1	24
Less than 3 years of Natural Science	18	8	18.6	11	5,277	12	17.6	15
Zero years / no Natural Science courses reported	4	2	15.8	0	12,890	29	18.1	20

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	16.8	40	4	4	15.8	25	1	1	21.0	100	
Eng 9, Eng 10, Eng 11, Eng 12	175	80	20.6	66	93	82	19.8	59	82	77	21.6	73	
Less than 4 years of English	37	17	18.2	46	14	12	16.4	36	23	21	19.3	52	
Zero years / no English courses reported	3	1	14.0	0	2	2	13.0	0	1	1	16.0	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	7	3	23.3	71	6	5	24.3	83	1	1	17.0	0	
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	11	5	19.5	27	5	4	18.8	20	6	6	20.0	33	
Alg 1, Alg 2, Geom, & Trig	11	5	16.9	9	8	7	17.5	13	3	3	15.3	0	
Alg 1, Alg 2, Geom, & Other Adv Math	60	27	19.7	28	16	14	20.4	38	44	41	19.5	25	
Other comb of 4 or more years of Math	50	23	20.5	40	33	29	21.1	45	17	16	19.4	29	
Alg 1, Alg 2, & Geom	38	17	17.1	8	18	16	17.3	6	20	19	16.9	10	
Other comb of 3 or 3.5 years of Math	20	9	18.5	15	13	12	18.7	15	7	7	18.1	14	
Less than 3 years of Math	15	7	16.3	7	10	9	16.3	0	5	5	16.4	20	
Zero years / no Math courses reported	8	4	15.8	13	4	4	15.3	0	4	4	16.3	25	
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	8	4	24.0	63	6	5	22.2	50	2	2	29.5	100	
Other comb of 4 or more years Social Science	39	18	18.5	31	23	20	17.0	22	16	15	20.6	44	
US Hist, World Hist, & Am Gov	34	15	20.6	44	19	17	21.0	42	15	14	20.1	47	
Other comb of 3 or 3.5 years of Social Science	35	16	23.8	63	13	12	22.5	62	22	21	24.6	64	
Less than 3 years of Social Science	100	45	21.7	50	49	43	21.6	47	51	48	21.7	53	
Zero years / no Social Science courses reported	4	2	19.0	50	3	3	16.7	33	1	1	26.0	100	
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	42	19	20.0	33	27	24	20.2	33	15	14	19.5	33	
Bio, Chem, Phys	7	3	18.1	14	5	4	18.8	20	2	2	16.5	0	
Gen Sci ¹ , Bio, Chem	109	50	21.3	43	32	28	21.7	53	77	72	21.1	39	
Other comb of 3 years of Natural Science	40	18	21.0	28	33	29	21.8	33	7	7	17.3	0	
Less than 3 years of Natural Science	18	8	18.6	11	13	12	18.6	8	5	5	18.4	20	
Zero years / no Natural Science courses reported	4	2	15.8	0	3	3	15.0	0	1	1	18.0	0	

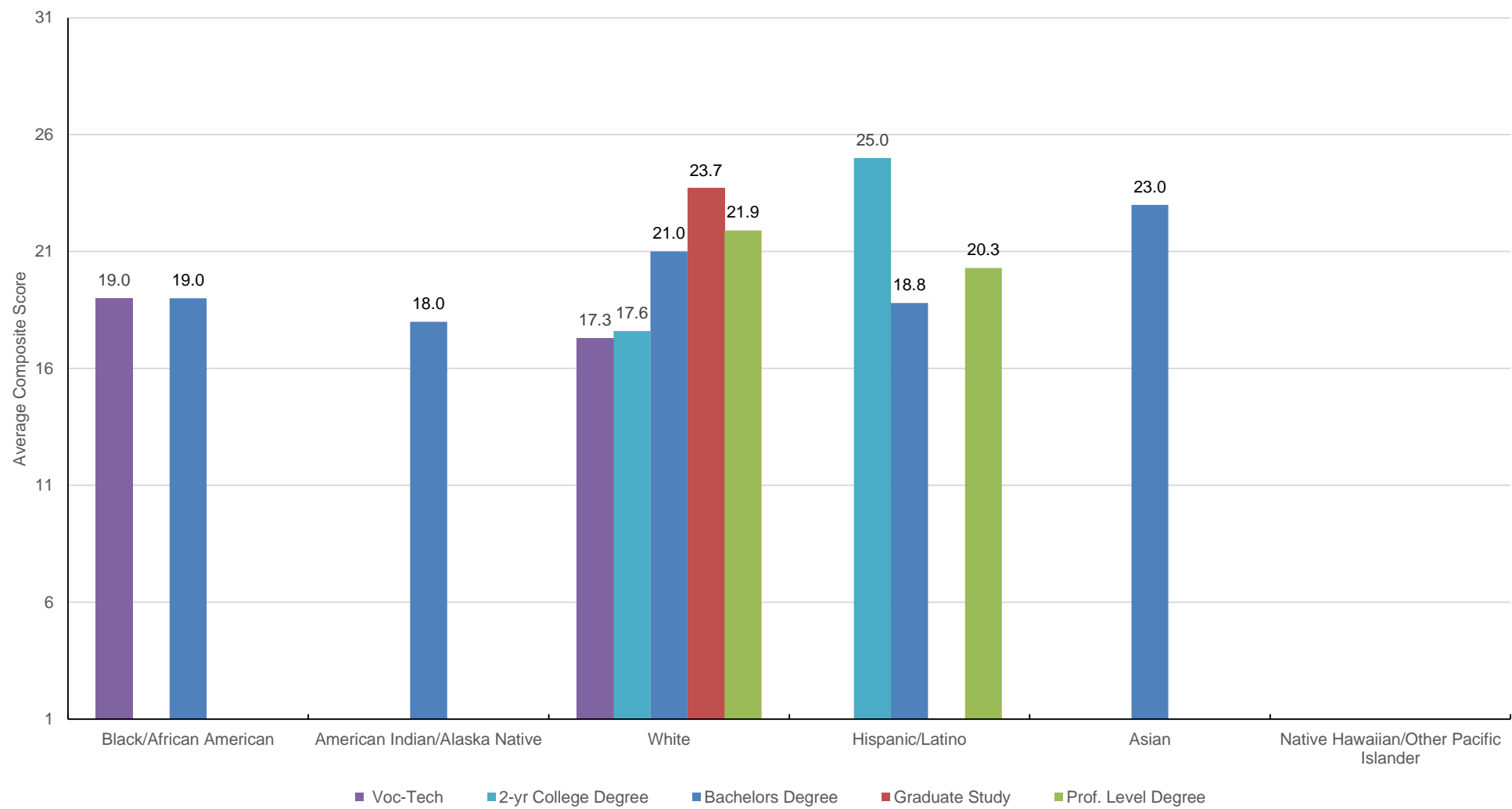
¹Includes General, Physical and Earth Sciences.

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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	13	6	19.2	5	12	17.0	8	5	20.5
Architecture	3	1	22.7	1	2	17.0	2	1	25.5
Area, Ethnic, & Multidisciplinary Studies	1	0	14.0	1	2	14.0	0	0	.
Arts: Visual & Performing	12	5	19.3	2	5	16.5	8	5	20.9
Business	11	5	23.5	2	5	21.0	9	6	24.0
Communications	1	0	16.0	0	0	.	1	1	16.0
Community, Family, & Personal Services	18	8	18.2	2	5	14.0	16	10	18.7
Computer Science & Mathematics	8	4	26.8	0	0	.	7	4	28.9
Education	8	4	20.9	1	2	16.0	7	4	21.6
Engineering	16	7	22.0	2	5	25.0	12	7	22.1
Engineering Technology & Drafting	5	2	19.0	1	2	14.0	3	2	21.0
English & Foreign Languages	1	0	31.0	0	0	.	1	1	31.0
Health Administration & Assisting	7	3	19.3	2	5	21.5	4	2	18.3
Health Sciences & Technologies	45	20	20.9	1	2	15.0	44	27	21.1
Philosophy, Religion, & Theology	1	0	16.0	0	0	.	1	1	16.0
Repair, Production, & Construction	7	3	16.4	7	17	16.4	0	0	.
Sciences: Biological & Physical	6	3	23.3	1	2	14.0	5	3	25.2
Social Sciences & Law	12	5	22.1	0	0	.	12	7	22.1
Undecided	23	10	19.7	7	17	19.1	14	9	20.6
No Response	17	8	17.2	3	7	15.3	8	5	18.0

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	21	17.3	1	19.0	0	.	17	17.3	0	.
2-yr College Degree	21	17.9	0	.	0	.	20	17.6	1	25.0
Bachelors Degree	96	20.8	1	19.0	1	18.0	85	21.0	5	18.8
Graduate Study	21	23.7	0	.	0	.	20	23.7	0	.
Prof. Level Degree	46	21.5	0	.	0	.	39	21.9	3	20.3
Other	8	16.3	0	.	0	.	6	16.8	1	13.0
No Response	7	17.1	0	.	0	.	6	16.8	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	21	17.3	0	.	0	.	1	17.0	2	16.5
2-yr College Degree	21	17.9	0	.	0	.	0	.	0	.
Bachelors Degree	96	20.8	2	23.0	0	.	2	16.5	0	.
Graduate Study	21	23.7	0	.	0	.	0	.	1	23.0
Prof. Level Degree	46	21.5	0	.	0	.	1	16.0	3	20.0
Other	8	16.3	0	.	0	.	1	16.0	0	.
No Response	7	17.1	0	.	0	.	1	19.0	0	.

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

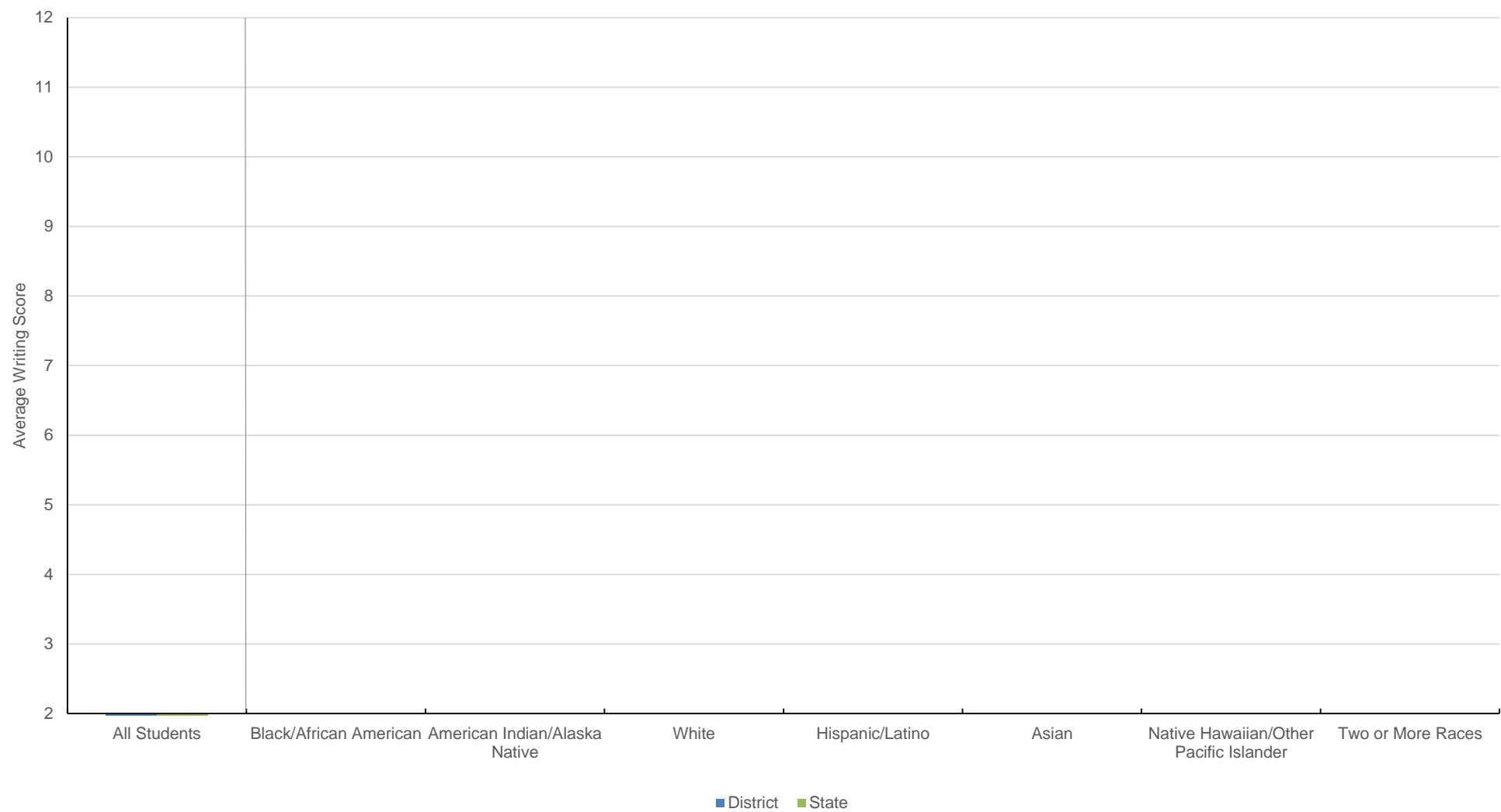
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF LOUISVILLE	Kentucky	96	34	62	0	7	34	23	25	8	2
UNIVERSITY OF KENTUCKY	Kentucky	87	28	59	0	10	30	25	21	11	2
JEFFERSON TECHNICAL COLLEGE	Kentucky	73	42	31	1	19	36	26	14	3	1
WESTERN KENTUCKY UNIVERSITY	Kentucky	38	13	25	0	8	39	32	13	8	0
BELLARMINE UNIVERSITY	Kentucky	28	11	17	0	7	21	29	29	11	4
CAMPBELLVILLE UNIVERSITY	Kentucky	26	3	23	0	8	38	23	19	12	0
EASTERN KENTUCKY UNIVERSITY	Kentucky	26	6	20	0	8	27	42	15	8	0
JEFFERSON COMM & TECH COLL-DOWNTOWN	Kentucky	18	4	14	0	6	50	22	17	0	6
MOREHEAD STATE UNIVERSITY	Kentucky	15	5	10	7	0	40	40	13	0	0
MURRAY STATE UNIVERSITY	Kentucky	14	1	13	0	7	29	36	14	14	0
STATE-NO COLLEGE PLANS	Iowa	12	12	0	0	42	33	17	8	0	0
LINDSEY WILSON COLLEGE	Kentucky	11	3	8	0	9	64	18	9	0	0
ASBURY UNIVERSITY	Kentucky	10	3	7	0	10	20	40	20	10	0
KENTUCKY STATE UNIVERSITY	Kentucky	10	4	6	20	0	20	30	30	0	0
SPALDING UNIVERSITY	Kentucky	8	0	8	0	0	38	50	13	0	0
SULLIVAN UNIVERSITY	Kentucky	8	2	6	0	0	38	38	25	0	0
GEORGETOWN COLLEGE	Kentucky	7	1	6	0	0	57	29	0	14	0
NORTHERN KENTUCKY UNIVERSITY	Kentucky	7	2	5	0	0	29	0	29	29	14
JEFFERSON COMM & TECH COLL-SOUTHWEST	Kentucky	6	4	2	0	0	33	50	0	0	17
TRANSYLVANIA UNIVERSITY	Kentucky	6	1	5	0	0	17	0	50	17	17
GALEN COLLEGE OF NURSING-LOUISVILLE	Kentucky	5	4	1	0	40	60	0	0	0	0
CENTRE COLLEGE	Kentucky	4	2	2	0	0	75	0	0	25	0
MIDWAY UNIVERSITY	Kentucky	4	0	4	0	0	50	50	0	0	0
PURDUE UNIVERSITY	Indiana	4	1	3	0	0	0	25	25	50	0
AUBURN UNIVERSITY	Alabama	3	2	1	0	0	33	33	33	0	0
BEREA COLLEGE	Kentucky	3	1	2	0	0	100	0	0	0	0
COLUMBUS COLLEGE OF ART AND DESIGN	Ohio	3	2	1	0	0	67	33	0	0	0
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Massachusetts	3	0	3	0	0	0	0	67	33	0
OHIO STATE UNIVERSITY THE	Ohio	3	1	2	0	0	0	33	33	33	0
SPENCERIAN COLLEGE	Kentucky	3	0	3	0	0	100	0	0	0	0
All Other Institutions		92	20	72	3	10	23	28	25	11	0
Total		633	212	421	1	9	33	27	20	8	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	.	.	.	.	.

