



Profile Report - District

Kentucky State Testing 2019-2020
Grade 11 Tested Students
MENIFEE COUNTY SCHOOL DISTRICT

187286
District Assessment Coordinator
MENIFEE COUNTY SCHOOL DISTRICT
202 BACK ST

FRENCHBURG, KY 40322



ACT PROFILE REPORT- District

Kentucky State Testing 2019-2020

Grade 11 Tested Students

Total Students in Report: 78

Code 187286

MENIFEE COUNTY SCHOOL DISTRICT

FRENCHBURG, KY

New to your 2019-2020 Profile Report

Upon registration, students are now given the option to select gender values that include Male, Female, Another Gender, and Prefer Not to Respond. With this change, ACT Profile Reports will report outcomes for Males, Females, and those students providing Other Responses.

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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: 78 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. 58% 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 12% of the cohort took less than three years of math courses. Of these students, 11% were college ready. 12% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 0% of these students were college ready. In comparison, 33% 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. 14% 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 and Career 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 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*

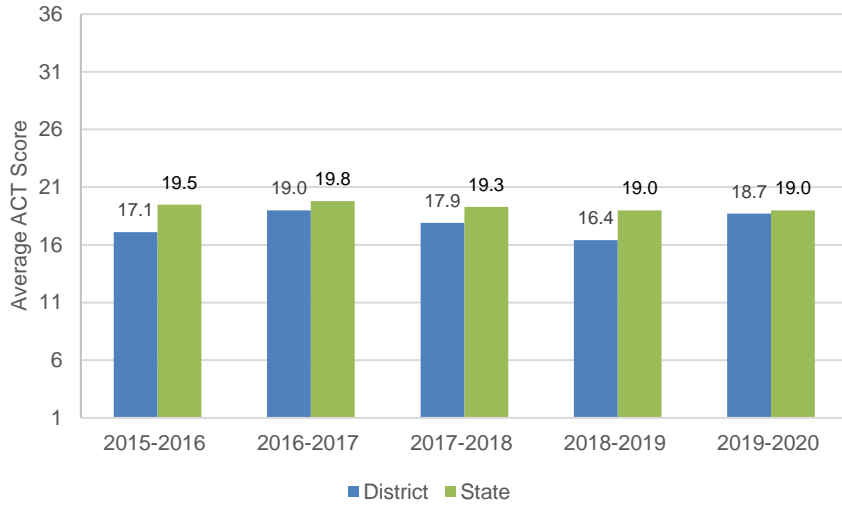


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

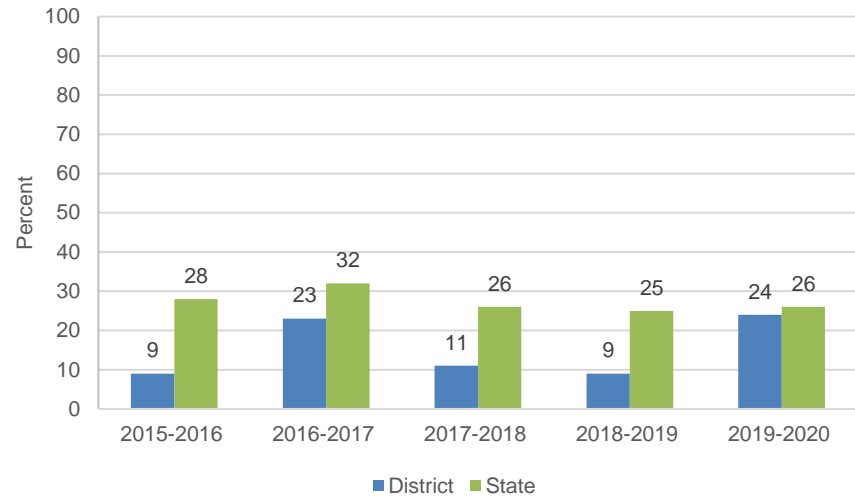


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

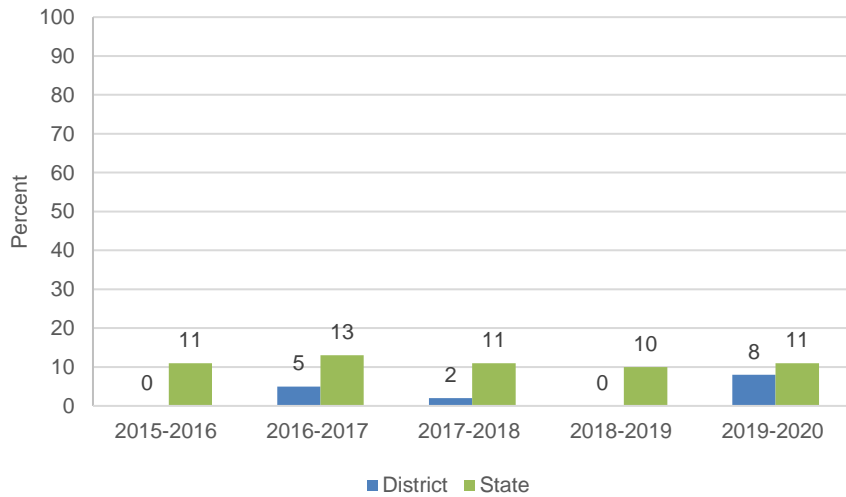
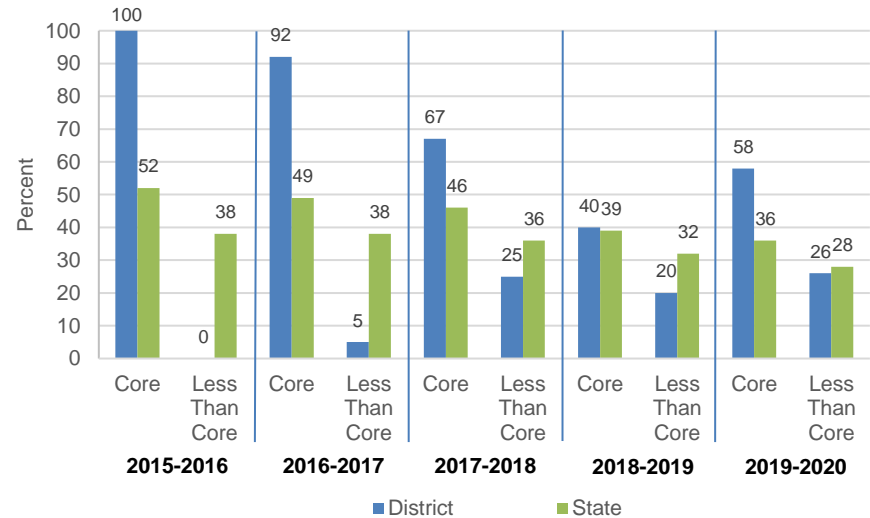


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* 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
2015-2016	70	45,379	34	55	3	26	27	37	13	29	1	17
2016-2017	73	45,805	45	56	19	31	34	41	26	32	15	21
2017-2018	57	45,670	37	51	11	26	28	35	14	27	7	17
2018-2019	55	45,217	24	49	5	24	18	34	13	26	2	15
2019-2020	78	42,308	47	50	23	27	40	34	24	24	18	16

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
2015-2016	70	45,379	15.7	19.0	16.3	19.0	17.7	19.9	17.9	19.8	17.1	19.5
2016-2017	73	45,805	18.3	19.2	18.1	19.4	20.0	20.3	19.1	19.9	19.0	19.8
2017-2018	57	45,670	16.6	18.8	16.8	18.8	19.4	19.8	18.3	19.2	17.9	19.3
2018-2019	55	45,217	14.8	18.2	16.0	18.5	17.4	19.5	16.8	19.1	16.4	19.0
2019-2020	78	42,308	18.2	18.5	17.8	18.7	19.5	19.4	19.0	19.1	18.7	19.0

Table 1.3. Five Year Trends—Average ACT Scores Statewide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2015-2016	45,379	19.0	19.0	19.9	19.8	19.5
2016-2017	45,805	19.2	19.4	20.3	19.9	19.8
2017-2018	45,670	18.8	18.8	19.8	19.2	19.3
2018-2019	45,217	18.2	18.5	19.5	19.1	19.0
2019-2020	42,308	18.5	18.7	19.4	19.1	19.0

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
2015-2016	70	0	100	0	15.7	.	16.3	.	17.7	.	17.9	.	17.1	.
2016-2017	67	4	92	5	18.2	20.0	18.0	20.0	20.0	22.0	19.1	21.8	18.9	21.0
2017-2018	38	14	67	25	17.1	15.3	17.0	16.7	19.9	18.4	19.0	17.8	18.4	17.1
2018-2019	22	11	40	20	16.5	14.3	16.9	16.0	19.5	17.1	18.5	16.8	18.0	16.2
2019-2020	45	20	58	26	19.6	17.0	18.7	17.0	20.7	19.5	20.6	17.2	20.0	17.7

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.

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	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	70	100	17.1	73	100	19.0	57	100	17.9	55	100	16.4	78	100	18.7
Black/African American	0	0	.	2	3	19.0	0	0	.	0	0	.	0	0	.
American Indian/Alaska Native	0	0	.	0	0	.	0	0	.	0	0	.	1	1	13.0
White	68	97	17.0	68	93	18.9	47	82	18.6	53	96	16.4	71	91	19.0
Hispanic/Latino	0	0	.	1	1	18.0	4	7	15.0	0	0	.	0	0	.
Asian	0	0	.	1	1	27.0	0	0	.	0	0	.	0	0	.
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	1	1	21.0	1	1	19.0	0	0	.	1	2	21.0	1	1	19.0
Prefer not to respond/No response	1	1	17.0	0	0	.	6	11	14.8	1	2	10.0	5	6	15.8

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
2015-2016	70	45,379	17.3	19.6	0	11	.	28.0	.	28.1
2016-2017	73	45,805	18.8	19.9	5	13	26.0	27.9	26.3	28.3
2017-2018	57	45,670	17.8	19.3	2	11	27.0	28.1	24.0	28.3
2018-2019	55	45,217	16.6	19.1	0	10	.	28.0	.	28.8
2019-2020	78	42,308	18.6	19.2	8	11	25.5	27.9	28.8	28.6

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	
District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	
2015-2016	46	26,237	66	58	14.8	15.9	21	13,195	30	29	22.4	23.2	3	5,947	4	13	30.0	30.4
2016-2017	48	26,997	66	59	17.0	16.3	14	11,086	19	24	22.6	23.3	11	7,722	15	17	29.9	29.6
2017-2018	37	28,545	65	63	17.0	16.1	16	10,615	28	23	22.9	23.4	4	6,510	7	14	27.5	30.3
2018-2019	43	29,925	78	66	15.8	16.0	11	9,552	20	21	22.5	23.6	1	5,740	2	13	30.0	30.7
2019-2020	52	27,938	67	66	16.3	15.8	15	8,209	19	19	23.9	23.5	11	6,161	14	15	28.7	29.9

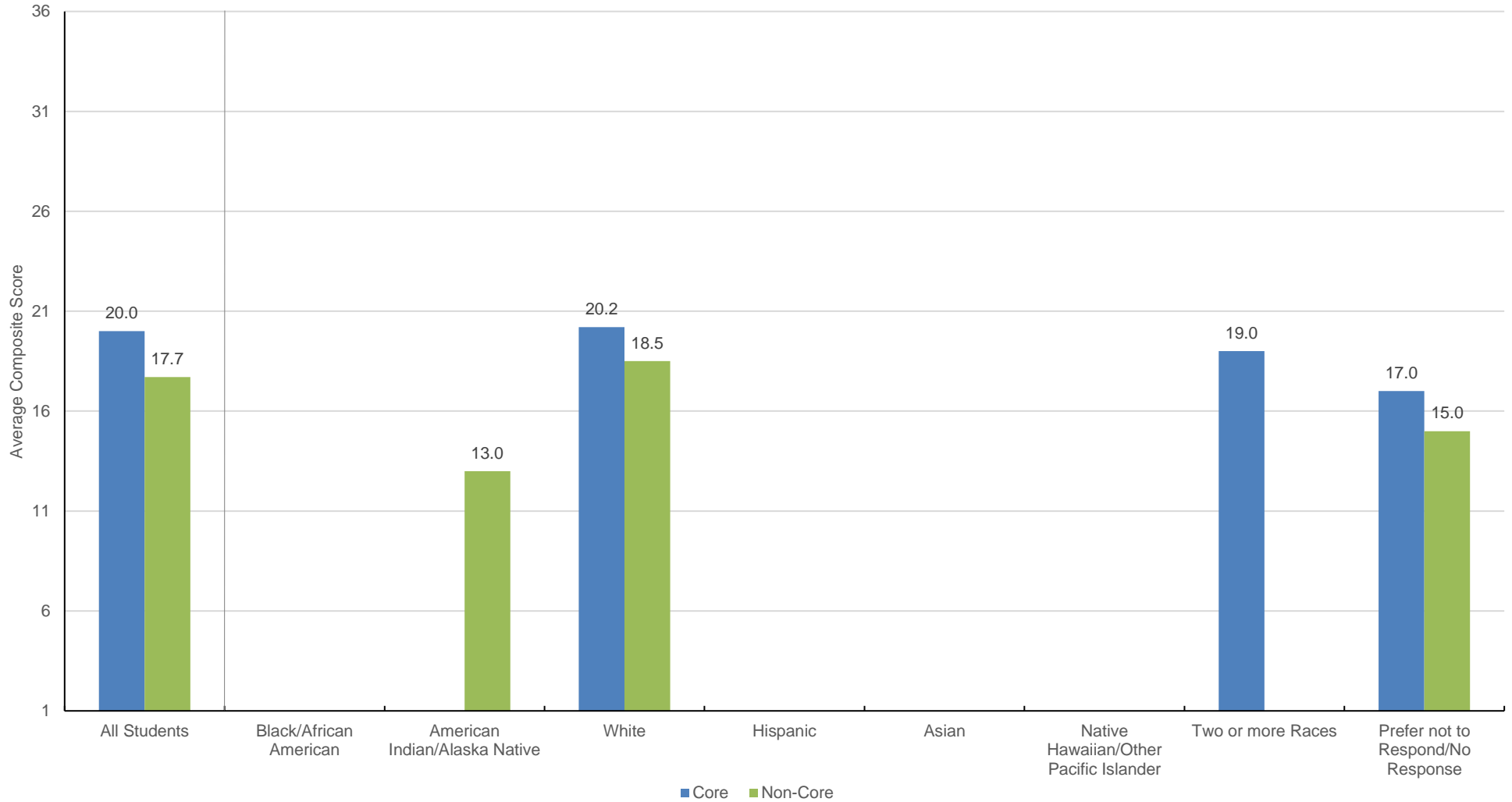
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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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 Score	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	
36	1	100	0	100	0	100	0	100	0	100	0	100	0	.	36
35	0	99	0	100	1	100	1	100	0	100	0	100	0	.	35
34	1	99	0	100	0	99	0	99	0	100	0	100	0	.	34
33	0	97	0	100	1	99	0	99	1	100	0	100	0	.	33
32	0	97	0	100	1	97	0	99	0	99	0	100	0	.	32
31	1	97	0	100	1	96	0	99	0	99	1	100	0	.	31
30	2	96	0	100	1	95	0	99	0	99	0	99	0	.	30
29	0	94	1	100	1	94	2	99	1	99	1	99	0	.	29
28	1	94	1	99	1	92	1	96	1	97	0	97	0	.	28
27	1	92	0	97	2	91	1	95	2	96	1	97	0	.	27
26	1	91	2	97	4	88	0	94	3	94	3	96	0	.	26
25	2	90	0	95	0	83	3	94	1	90	2	92	0	.	25
24	5	87	8	95	7	83	8	90	5	88	6	90	0	.	24
23	4	81	0	85	7	74	3	79	3	82	2	82	0	.	23
22	1	76	6	85	4	65	6	76	5	78	0	79	0	.	22
21	9	74	1	77	3	60	6	68	3	72	5	79	0	.	21
20	3	63	2	76	5	56	2	60	5	68	3	73	0	.	20
19	2	59	1	73	2	50	4	58	5	62	8	69	0	.	19
18	3	56	7	72	4	47	9	53	6	55	11	59	0	.	18
17	2	53	8	63	2	42	6	41	5	47	7	45	0	.	17
16	9	50	10	53	8	40	9	33	8	41	9	36	0	.	16
15	4	38	19	40	4	29	0	22	9	31	9	24	0	.	15
14	6	33	10	15	5	24	7	22	8	19	6	13	0	.	14
13	3	26	2	3	4	18	2	13	4	9	4	5	0	.	13
12	5	22	0	1	5	13	5	10	3	4	0	1	0	.	12
11	10	15	0	1	4	6	3	4	0	1	0	1	0	.	11
10	1	3	0	1	1	1	0	1	0	1	0	1	0	.	10
9	1	1	0	1	0	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)	18.2 (6.1)		17.8 (3.9)		19.5 (5.9)		19.0 (4.9)		18.7 (4.6)		18.6 (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

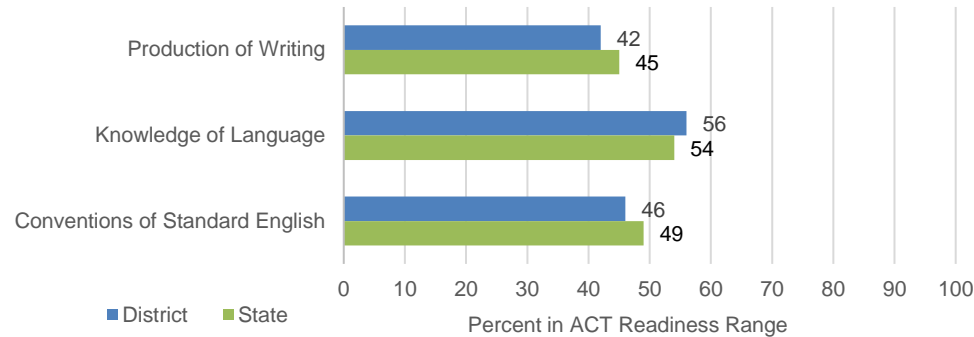


Figure 2.3. Math Reporting Categories

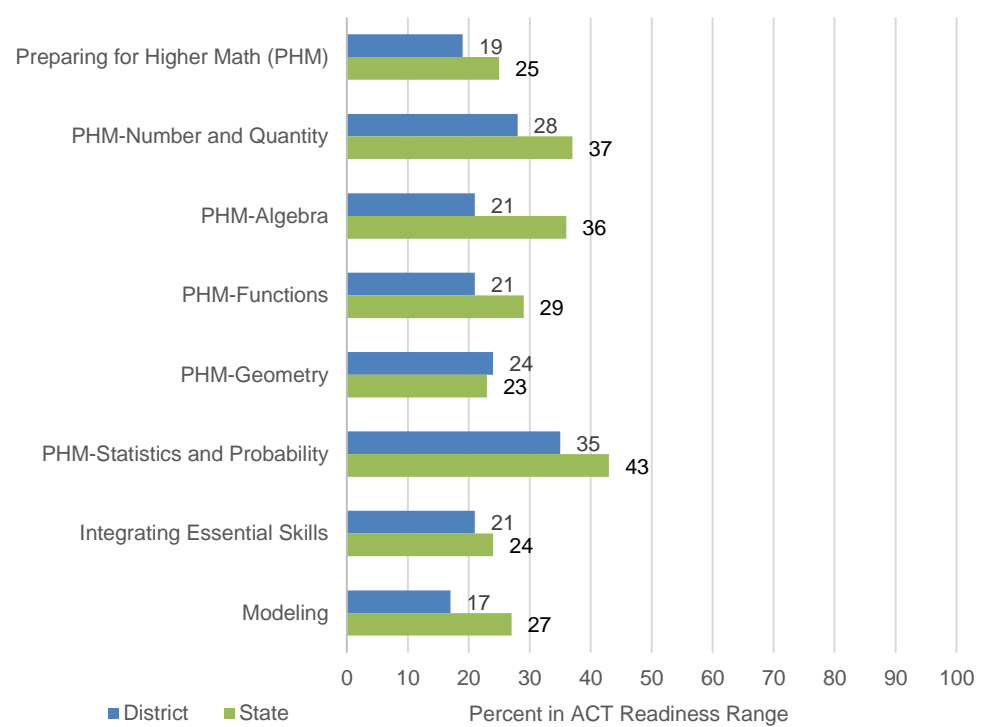


Figure 2.4. Reading Reporting Categories

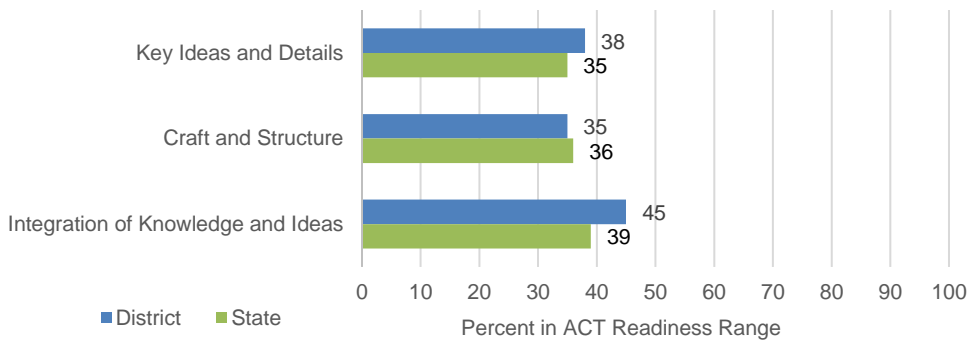
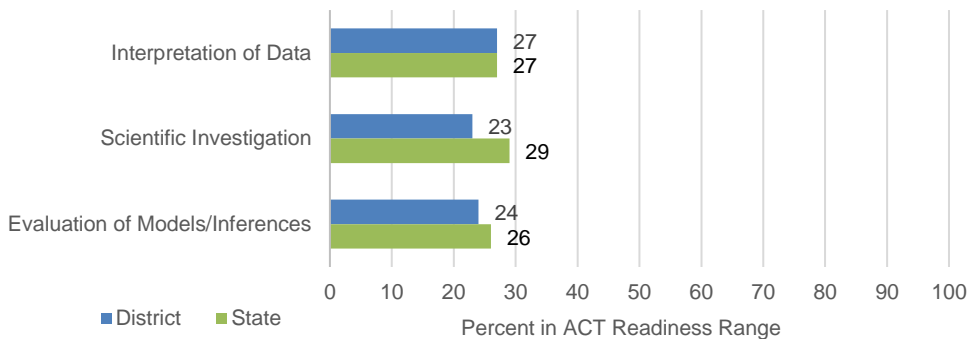


Figure 2.5. Science Reporting Categories



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	78	58	20.0	17.7
	Black/African American	0	.	.	.
	American Indian/Alaska Native	1	0	.	13.0
	White	71	59	20.2	18.5
	Hispanic/Latino	0	.	.	.
	Asian	0	.	.	.
	Native Hawaiian/Other Pacific Islander	0	.	.	.
	Two or More Races	1	100	19.0	.
	Prefer not/No Response	5	40	17.0	15.0
State	All Students	42,308	36	20.3	18.4
	Black/African American	3,359	26	17.2	15.9
	American Indian/Alaska Native	182	29	16.5	14.7
	White	28,396	39	20.7	18.8
	Hispanic/Latino	2,801	32	18.8	16.8
	Asian	796	41	24.0	20.1
	Native Hawaiian/Other Pacific Islander	45	29	16.5	16.3
	Two or More Races	1,847	37	20.3	18.4
	Prefer not/No Response	4,882	30	19.2	17.9

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.

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	All Students	78	100	18.2	17.8	19.5	19.0	18.7	18.6
	Black/African American	0	0	.	.	.	.	.	.
	American Indian/Alaska Native	1	1	11.0	15.0	12.0	12.0	13.0	14.0
	White	71	91	18.7	17.9	19.7	19.4	19.0	18.9
	Hispanic/Latino	0	0	.	.	.	.	.	.
	Asian	0	0	.	.	.	.	.	.
	Native Hawaiian/Other Pacific Islander	0	0	.	.	.	.	.	.
	Two or More Races	1	1	16.0	17.0	23.0	21.0	19.0	19.0
	Prefer not/No Response	5	6	13.0	16.2	17.6	15.0	15.8	15.8
State	All Students	42,308	100	18.5	18.7	19.4	19.1	19.0	19.2
	Black/African American	3,359	8	15.1	16.2	16.3	16.4	16.1	16.5
	American Indian/Alaska Native	182	0	14.2	16.2	15.5	16.0	15.6	16.4
	White	28,396	67	19.2	19.2	20.0	19.7	19.7	19.7
	Hispanic/Latino	2,801	7	16.4	17.4	17.7	17.6	17.4	17.7
	Asian	796	2	21.6	22.3	22.0	22.0	22.1	22.4
	Native Hawaiian/Other Pacific Islander	45	0	14.5	16.4	15.4	15.8	15.7	16.3
	Two or More Races	1,847	4	18.4	18.5	19.4	19.0	18.9	19.0
	Prefer not/No Response	4,882	12	17.2	17.8	18.3	18.2	18.0	18.2

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender ¹	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
District	Males	40	53	19.6	18.4
	Females	36	61	20.6	16.6
	Other Responses	2	100	17.0	.
State	Males	19,321	34	20.1	18.1
	Females	19,143	40	20.6	18.6
	Other Responses	3,844	31	19.5	18.5

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	40	51	17.7	17.7	19.4	18.9	18.5	18.5
	Females	36	46	18.8	18.1	19.7	19.3	19.1	18.9
	Other Responses	2	3	15.5	14.0	19.5	17.5	17.0	16.0
State	Males	19,321	46	17.8	18.7	18.8	18.9	18.7	19.1
	Females	19,143	45	19.3	18.8	20.0	19.5	19.5	19.4
	Other Responses	3,844	9	17.9	18.0	18.9	18.7	18.5	18.6

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	22	20	24	22	22
Q2 (50th Percentile)	17	16	20	18	18
Q1 (25th Percentile)	13	15	15	16	15

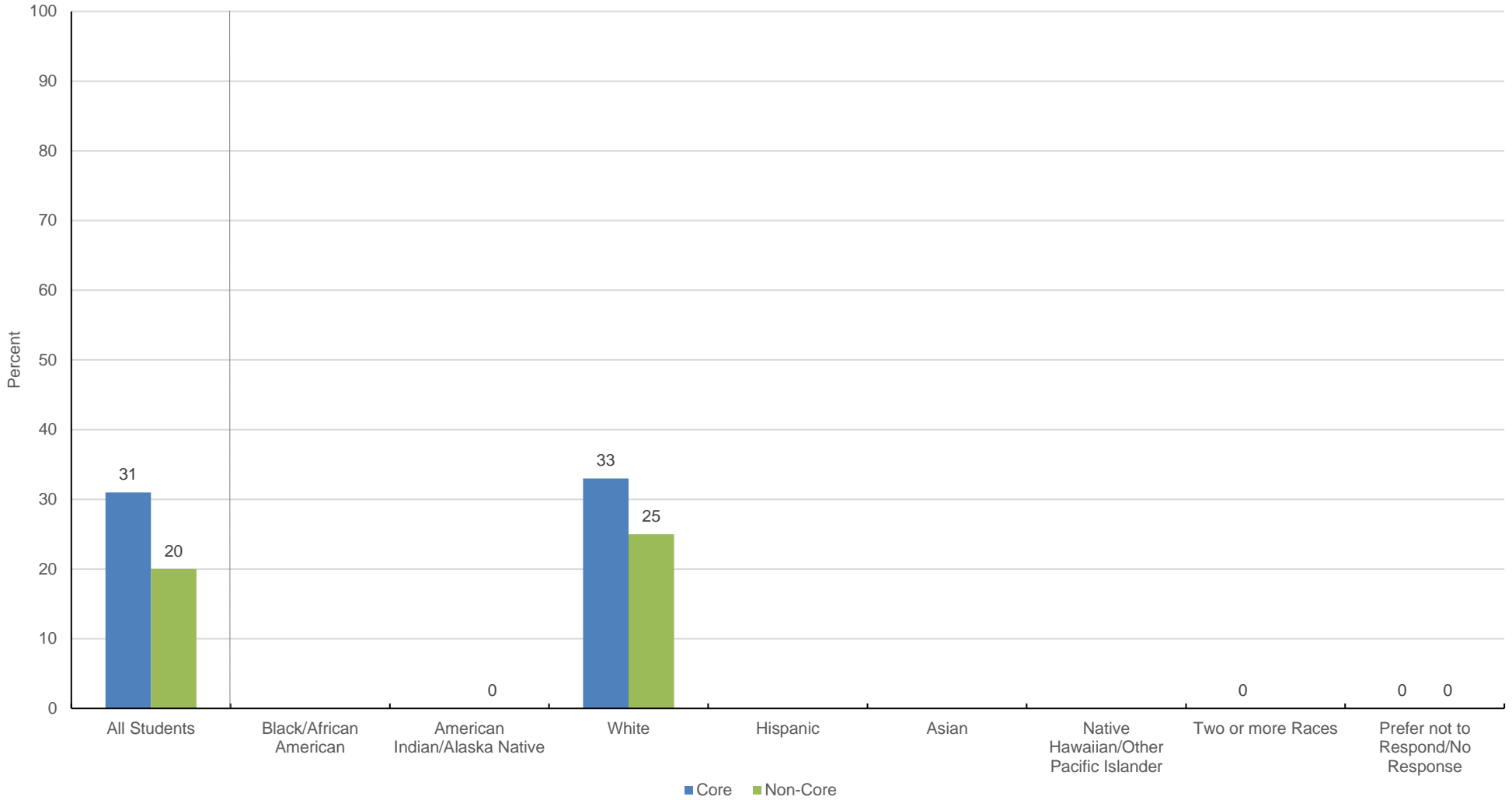
¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

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.

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	2	3	0	0	2	3	1	1
	28 to 32	4	5	2	3	5	6	3	4
	24 to 27	9	12	10	13	13	17	12	15
	20 to 23	17	22	9	12	19	24	17	22
	16 to 19	16	21	26	33	16	21	28	36
	13 to 15	13	17	31	40	13	17	9	12
	01 to 12	17	22	0	0	10	13	8	10
State	33 to 36	1,470	3	375	1	1,484	4	605	1
	28 to 32	2,357	6	1,848	4	3,772	9	2,186	5
	24 to 27	5,025	12	5,785	14	4,571	11	5,971	14
	20 to 23	8,626	20	6,154	15	9,493	22	10,940	26
	16 to 19	8,518	20	15,731	37	9,816	23	11,468	27
	13 to 15	8,128	19	11,487	27	6,914	16	7,056	17
	01 to 12	8,184	19	928	2	6,258	15	4,082	10

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

Student Group	Gender ¹	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
District	Males	43	23	38	23	13
	Females	53	25	42	28	25
	Other Responses	50	0	50	0	0
State	Males	45	27	32	25	17
	Females	56	27	37	25	17
	Other Responses	45	22	31	22	14

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

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	78	47	23	40	24	18	8
	Black/African American	0	.	.	.	.	.	.
	American Indian/Alaska Native	1	0	0	0	0	0	0
	White	71	51	24	41	27	20	8
	Hispanic/Latino	0	.	.	.	.	.	.
	Asian	0	.	.	.	.	.	.
	Native Hawaiian/Other Pacific Islander	0	.	.	.	.	.	.
	Two or More Races	1	0	0	100	0	0	0
	Prefer Not to Respond	5	20	20	20	0	0	0
State	All Students	42,308	50	27	34	24	16	11
	Black/African American	3,359	26	9	14	8	4	2
	American Indian/Alaska Native	182	19	5	13	5	3	2
	White	28,396	56	31	38	28	19	13
	Hispanic/Latino	2,801	35	16	23	14	8	6
	Asian	796	65	53	49	43	35	32
	Native Hawaiian/Other Pacific Islander	45	24	9	7	7	7	4
	Two or More Races	1,847	50	24	34	23	14	10
	Prefer Not to Respond	4,882	41	20	28	19	12	8

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	5	6	28.8
	Gold	17	22	23.6
	Silver	24	31	18.8
	Bronze	29	37	14.7
	Needs Improvement	3	4	12.0
State	Platinum	4,139	10	29.5
	Gold	8,461	20	23.7
	Silver	13,767	33	18.9
	Bronze	13,027	31	14.5
	Needs Improvement	2,914	7	11.6

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	45	56	19.6	31	18.7	49	20.7	33	20.6	27	20.0	13	19.9
	Less than Core	20	50	17.0	15	17.0	35	19.5	15	17.2	5	17.7	0	17.3
	Missing ³	13	15	15.2	8	15.8	15	15.7	8	16.2	8	15.8	0	16.4
State	Core or More	15,392	60	19.9	35	19.8	42	20.7	32	20.4	23	20.3	16	20.3
	Less than Core	11,896	45	17.7	21	18.1	29	18.6	19	18.5	12	18.4	8	18.5
	Missing	15,020	44	17.6	22	18.1	29	18.6	21	18.4	14	18.3	9	18.5

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	51	55	19.3	57	28	18.4	51	47	20.5	58	29	19.9
	Less than Core	15	53	16.9	9	11	16.7	15	33	19.3	7	14	17.1
	Missing ³	12	8	14.8	12	8	15.7	12	17	15.8	13	8	16.2
State	Core or More	24,109	56	19.3	26,545	30	19.1	19,334	39	20.3	22,982	29	19.9
	Less than Core	3,829	36	16.4	1,214	7	15.9	8,280	29	18.6	4,547	13	17.5
	Missing	14,370	44	17.6	14,549	23	18.1	14,694	30	18.6	14,779	21	18.4

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	6	8	20.5	67	3,114	7	20.9	67
Eng 9, Eng 10, Eng 11, Eng 12	45	58	19.2	53	20,995	50	19.1	54
Less than 4 years of English	15	19	16.9	53	3,829	9	16.4	36
Zero years / no English courses reported	12	15	14.8	8	14,370	34	17.6	44
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	0	0	.	.	886	2	20.5	42
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	2	3	20.0	50	1,179	3	21.1	49
Alg 1, Alg 2, Geom, & Trig	2	3	16.0	0	1,185	3	17.7	17
Alg 1, Alg 2, Geom, & Other Adv Math	31	40	19.3	39	8,925	21	18.7	25
Other comb of 4 or more years of Math	4	5	17.3	25	7,073	17	21.7	52
Alg 1, Alg 2, & Geom	9	12	15.8	0	5,399	13	16.5	8
Other comb of 3 or 3.5 years of Math	9	12	18.4	22	1,898	4	18.3	21
Less than 3 years of Math	9	12	16.7	11	1,214	3	15.9	7
Zero years / no Math courses reported	12	15	15.7	8	14,549	34	18.1	23
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	1	1	16.0	0	764	2	19.5	35
Other comb of 4 or more years Social Science	0	0	.	.	6,265	15	20.1	39
US Hist, World Hist, & Am Gov	42	54	20.4	45	5,423	13	19.1	31
Other comb of 3 or 3.5 years of Social Science	8	10	21.4	63	6,882	16	21.4	47
Less than 3 years of Social Science	15	19	19.3	33	8,280	20	18.6	29
Zero years / no Social Science courses reported	12	15	15.8	17	14,694	35	18.6	30
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	7	9	17.0	14	7,981	19	20.1	32
Bio, Chem, Phys	0	0	.	.	2,915	7	21.8	43
Gen Sci ¹ , Bio, Chem	51	65	20.3	31	11,226	27	19.4	25
Other comb of 3 years of Natural Science	0	0	.	.	860	2	18.3	19
Less than 3 years of Natural Science	7	9	17.1	14	4,547	11	17.5	13
Zero years / no Natural Science courses reported	13	17	16.2	8	14,779	35	18.4	21

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	Males				Females				Other Responses ¹			
	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	3	8	22.3	67	3	8	18.7	67	0	0	.	.
Eng 9, Eng 10, Eng 11, Eng 12	22	55	18.1	50	21	58	20.6	57	2	100	15.5	50
Less than 4 years of English	8	20	17.8	50	7	19	16.0	57	0	0	.	.
Zero years / no English courses reported	7	18	14.3	0	5	14	15.6	20	0	0	.	.
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	0	0	.	.	0	0	.	.	0	0	.	.
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1	3	24.0	100	1	3	16.0	0	0	0	.	.
Alg 1, Alg 2, Geom, & Trig	1	3	16.0	0	1	3	16.0	0	0	0	.	.
Alg 1, Alg 2, Geom, & Other Adv Math	12	30	20.2	50	18	50	19.1	33	1	50	14.0	0
Other comb of 4 or more years of Math	3	8	18.0	33	1	3	15.0	0	0	0	.	.
Alg 1, Alg 2, & Geom	4	10	16.3	0	4	11	15.8	0	1	50	14.0	0
Other comb of 3 or 3.5 years of Math	6	15	16.3	0	3	8	22.7	67	0	0	.	.
Less than 3 years of Math	6	15	17.2	17	3	8	15.7	0	0	0	.	.
Zero years / no Math courses reported	7	18	14.9	0	5	14	16.8	20	0	0	.	.
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	1	3	16.0	0	0	0	.	.	0	0	.	.
Other comb of 4 or more years Social Science	0	0	.	.	0	0	.	.	0	0	.	.
US Hist, World Hist, & Am Gov	18	45	20.2	39	22	61	20.7	50	2	100	19.5	50
Other comb of 3 or 3.5 years of Social Science	4	10	23.3	75	4	11	19.5	50	0	0	.	.
Less than 3 years of Social Science	10	25	20.3	40	5	14	17.4	20	0	0	.	.
Zero years / no Social Science courses reported	7	18	14.4	14	5	14	17.8	20	0	0	.	.
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	6	15	17.2	17	0	0	.	.	1	50	16.0	0
Bio, Chem, Phys	0	0	.	.	0	0	.	.	0	0	.	.
Gen Sci ¹ , Bio, Chem	22	55	20.7	32	28	78	20.0	32	1	50	19.0	0
Other comb of 3 years of Natural Science	0	0	.	.	0	0	.	.	0	0	.	.
Less than 3 years of Natural Science	5	13	17.0	20	2	6	17.5	0	0	0	.	.
Zero years / no Natural Science courses reported	7	18	15.9	0	6	17	16.7	17	0	0	.	.

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

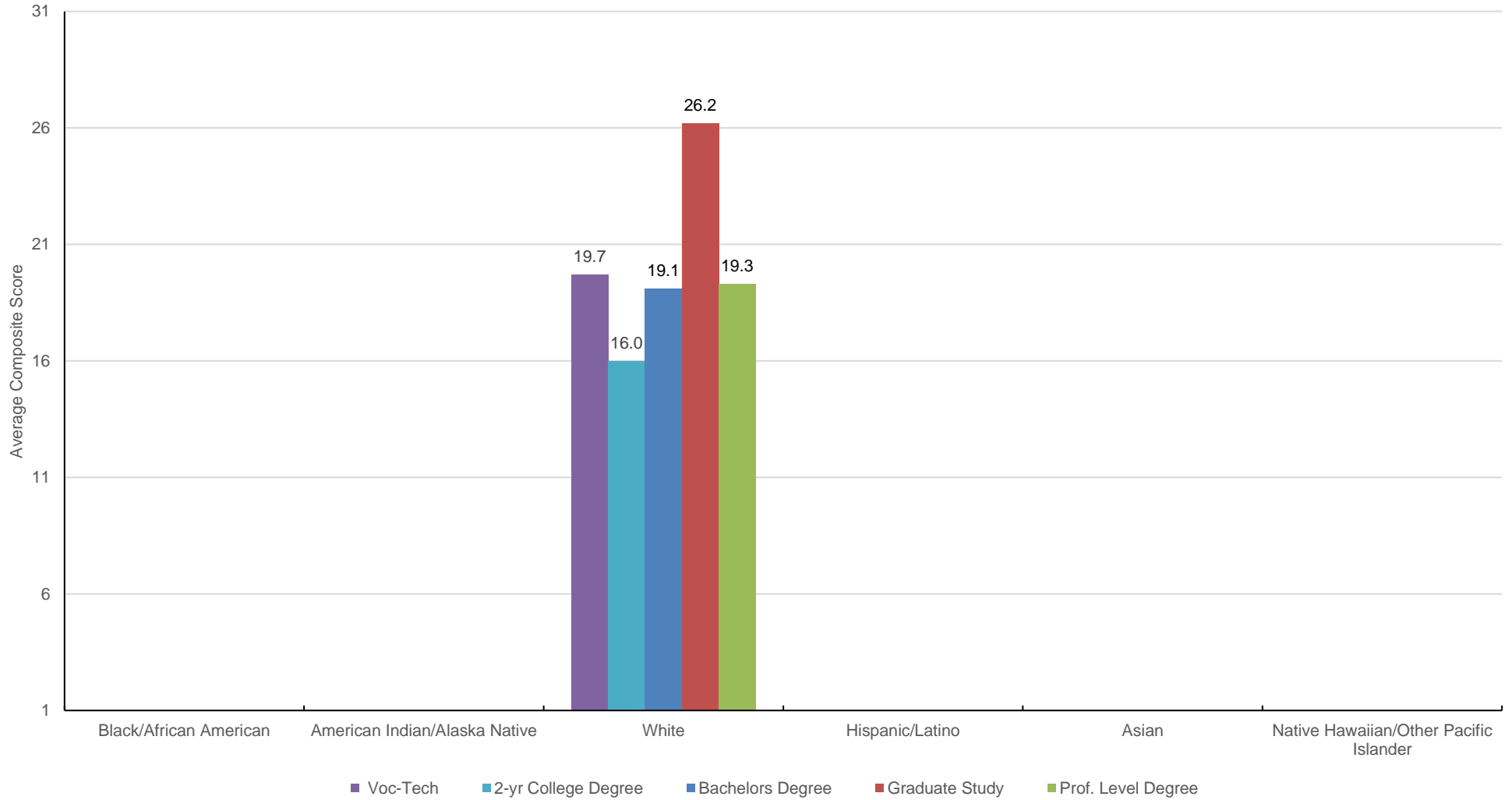
² Includes General, Physical and Earth Sciences.

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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	2	3	20.0	2	20	20.0	0	0	.
Architecture	1	1	17.0	0	0	.	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	4	5	20.0	0	0	.	3	7	20.3
Business	0	0	.	0	0	.	0	0	.
Communications	0	0	.	0	0	.	0	0	.
Community, Family, & Personal Services	4	5	19.0	0	0	.	4	10	19.0
Computer Science & Mathematics	1	1	24.0	0	0	.	1	2	24.0
Education	5	6	23.2	0	0	.	5	12	23.2
Engineering	1	1	24.0	0	0	.	1	2	24.0
Engineering Technology & Drafting	0	0	.	0	0	.	0	0	.
English & Foreign Languages	0	0	.	0	0	.	0	0	.
Health Administration & Assisting	1	1	26.0	0	0	.	1	2	26.0
Health Sciences & Technologies	15	19	18.1	3	30	19.7	11	26	18.2
Philosophy, Religion, & Theology	0	0	.	0	0	.	0	0	.
Repair, Production, & Construction	0	0	.	0	0	.	0	0	.
Sciences: Biological & Physical	2	3	24.0	0	0	.	2	5	24.0
Social Sciences & Law	7	9	18.1	0	0	.	7	17	18.1
Undecided	7	9	19.0	2	20	18.0	4	10	20.5
No Response	28	36	17.1	3	30	15.3	3	7	17.7

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	7	19.0	0	.	0	.	6	19.7	0	.
2-yr College Degree	3	16.0	0	.	0	.	3	16.0	0	.
Bachelors Degree	30	18.9	0	.	0	.	28	19.1	0	.
Graduate Study	7	24.7	0	.	0	.	6	26.2	0	.
Prof. Level Degree	5	19.2	0	.	0	.	4	19.3	0	.
Other	5	18.2	0	.	0	.	5	18.2	0	.
No Response	21	16.7	0	.	1	13.0	19	17.1	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	7	19.0	0	.	0	.	0	.	1	15.0
2-yr College Degree	3	16.0	0	.	0	.	0	.	0	.
Bachelors Degree	30	18.9	0	.	0	.	0	.	2	17.0
Graduate Study	7	24.7	0	.	0	.	0	.	1	16.0
Prof. Level Degree	5	19.2	0	.	0	.	1	19.0	0	.
Other	5	18.2	0	.	0	.	0	.	0	.
No Response	21	16.7	0	.	0	.	0	.	1	14.0

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

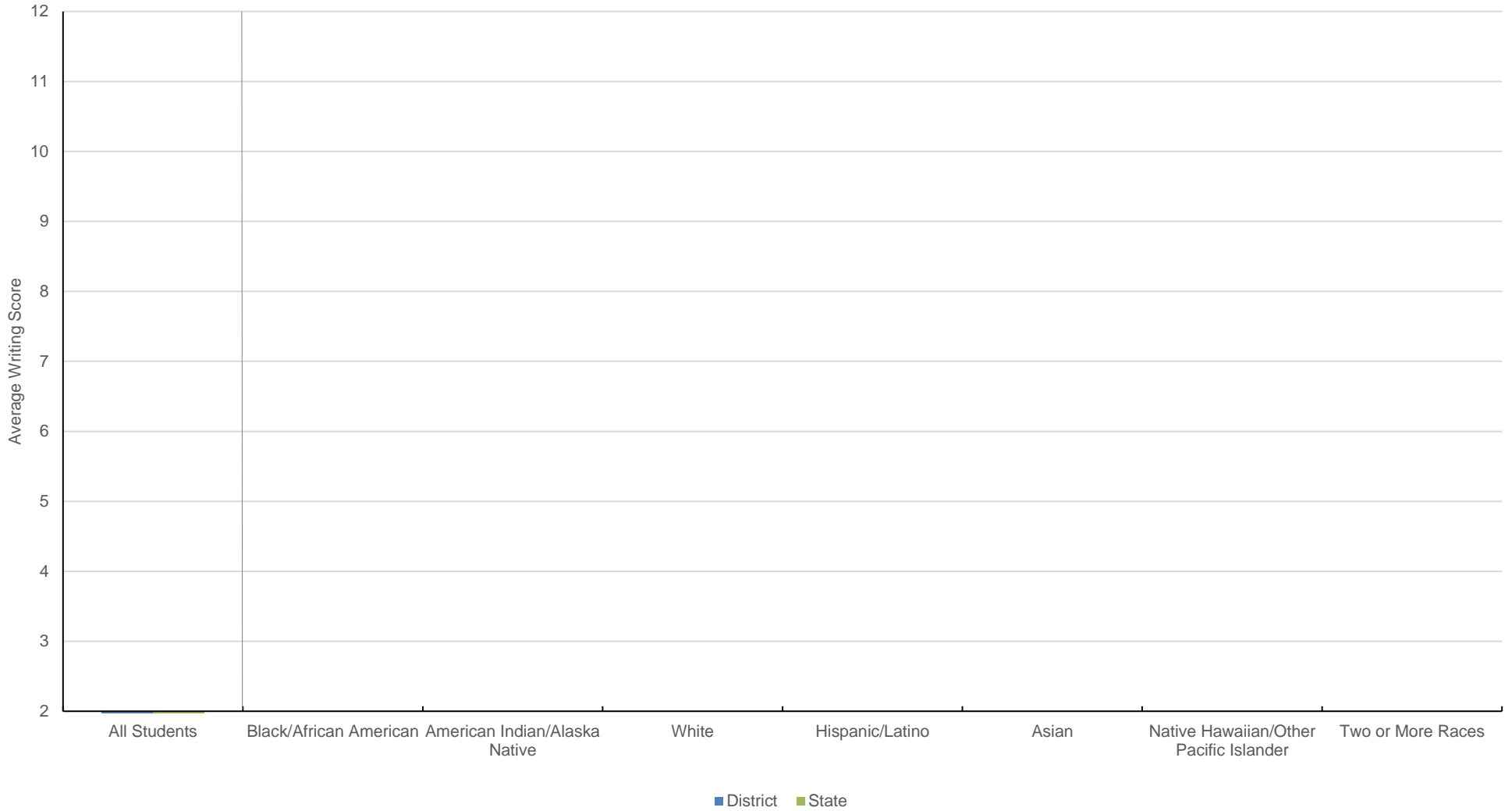
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
MOREHEAD STATE UNIVERSITY	Kentucky	66	37	29	5	24	32	18	17	3	2
EASTERN KENTUCKY UNIVERSITY	Kentucky	35	7	28	3	23	29	26	20	0	0
UNIVERSITY OF KENTUCKY	Kentucky	18	7	11	0	6	33	33	17	6	6
MAYSVILLE COMM & TECH COLL-MAYSVILLE	Kentucky	12	2	10	8	17	33	25	8	8	0
SULLIVAN UNIVERSITY	Kentucky	12	3	9	8	42	25	17	0	8	0
MAYSVILLE COMM & TECH COLL-MOREHEAD	Kentucky	11	3	8	9	27	27	18	9	9	0
ALICE LLOYD COLLEGE	Kentucky	9	3	6	11	44	22	0	22	0	0
KENTUCKY STATE UNIVERSITY	Kentucky	8	1	7	0	25	50	13	13	0	0
UNIVERSITY OF LOUISVILLE	Kentucky	7	1	6	0	0	29	57	14	0	0
BEREA COLLEGE	Kentucky	6	0	6	0	0	33	33	33	0	0
TRANSYLVANIA UNIVERSITY	Kentucky	4	1	3	0	25	25	0	25	0	25
UNIVERSITY OF PIKEVILLE	Kentucky	4	0	4	0	0	75	0	25	0	0
BISHOP'S UNIVERSITY		3	0	3	0	33	33	33	0	0	0
NORTHERN KENTUCKY UNIVERSITY	Kentucky	3	0	3	0	33	0	67	0	0	0
STATE-NO COLLEGE PLANS	Iowa	3	3	0	0	33	67	0	0	0	0
BLUEGRASS COMMUNITY & TECHNICAL COLLEGE	Kentucky	2	1	1	0	0	50	0	50	0	0
KENTUCKY CHRISTIAN UNIVERSITY	Kentucky	2	0	2	0	0	50	0	50	0	0
MANHATTAN SCHOOL OF MUSIC	New York	2	1	1	0	0	50	50	0	0	0
MURRAY STATE UNIVERSITY	Kentucky	2	0	2	0	50	50	0	0	0	0
OHIO STATE UNIVERSITY THE	Ohio	2	1	1	0	0	0	50	50	0	0
UNIVERSITY OF CINCINNATI	Ohio	2	1	1	0	0	0	50	50	0	0
AUBURN UNIVERSITY	Alabama	1	0	1	0	0	100	0	0	0	0
CAMPBELLSVILLE UNIVERSITY	Kentucky	1	0	1	0	100	0	0	0	0	0
CENTRAL OHIO TECHNICAL COLLEGE	Ohio	1	0	1	0	0	0	100	0	0	0
CLEVELAND STATE UNIVERSITY	Ohio	1	0	1	0	0	0	100	0	0	0
FULL SAIL UNIVERSITY	Florida	1	0	1	0	0	0	0	0	0	100
KENTUCKY WESLEYAN COLLEGE	Kentucky	1	0	1	0	0	0	0	0	100	0
LINCOLN MEMORIAL UNIVERSITY	Tennessee	1	0	1	0	0	0	100	0	0	0
MADISONVILLE COMMUNITY COLLEGE	Kentucky	1	1	0	0	0	0	100	0	0	0
MIDWAY UNIVERSITY	Kentucky	1	0	1	100	0	0	0	0	0	0
All Other Institutions		8	4	4	0	38	13	50	0	0	0
Total		230	77	153	4	22	30	24	15	3	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 Gender¹ for Students Who Took ACT Writing

	N		Average ACT Scores					
	District	State	English		Reading		Writing	
			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
Other Responses

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

	N		Average ACT Scores			
	District	State	Average ELA Score		Percent Who Met ELA Benchmark	
			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	.	.	.	.	.
Other Responses	0	.	.	.	.	.

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

