

ACT:

A BENCHMARK FOR COLLEGE READINESS

2007 - 2011



ACT: A BENCHMARK FOR COLLEGE READINESS

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Acknowledgments

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Sources

ACT. (2011). CGCS and national five-year trends in ACT-tested graduate scores and College Readiness Benchmark percents: 2007-2011. Unpublished data.

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
CHARACTERISTICS OF CGCS AND NATIONAL ACT TEST TAKERS	2
AVERAGE ACHIEVEMENT 2007 COMPARED TO 2011	2
AVERAGE ACT ACHIEVEMENT GAP BETWEEN WHITE AND AFRICAN AMERICAN STUDENTS.....	3
AVERAGE ACT ACHIEVEMENT GAP BETWEEN WHITE AND HISPANIC STUDENTS	3
MOST IMPROVED DISTRICTS ON THE ACT	3
INTRODUCTION	5
CHARACTERISTICS OF CGCS AND NATIONAL TEST TAKERS	8
ANALYSIS OF ACT SCORES- COMPOSITE	12
ANALYSIS OF ACT SCORES- ENGLISH	20
ANALYSIS OF ACT SCORES- READING	24
ANALYSIS OF ACT SCORES- MATHEMATICS	28
ANALYSIS OF ACT SCORES- SCIENCE	32
MOST IMPROVED DISTRICTS ON ACT.....	36
APPENDICES:	42
A. AVERAGE ACT SCORE FOR MALES BY RACE/ETHNICITY	42
B. AVERAGE ACT SCORE FOR FEMALES BY RACE/ETHNICITY	43
C. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARKS FOR MALES BY RACE/ETHNICITY	44
D. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARKS FOR FEMALES BY RACE/ETHNICITY	45
E. NUMBER OF ACT TEST TAKERS IN CGCS DISTRICTS, 2007 – 2011.....	46
F. STATE PARTICIPATION RATES FOR ACT, 2011.....	48

FIGURES

Figure 1. Number Of ACT Test Takers, 2007 -2011	8
Figure 2. Percentage Of ACT Test Takers By Race/Ethnicity, CGCS: 2007 - 2011	8
Figure 3. Percentage Of ACT Test Takers By Race/Ethnicity, Nation: 2007 - 2011.....	9
Figure 4. Percentage Of ACT Test Takers By Gender, CGCS And Nation: 2007 - 2011	9
Figure 5. CGCS As Percentage Of National ACT Test Takers By Race/Ethnicity: 2007 - 2011 ...	9
Figure 6. Percentage Of the Nation’s Male ACT Test Takers Who Are From the CGCS Districts By Race/Ethnicity: 2007-2011	10
Figure 7. Percentage Of the Nation’s Female ACT Test Takers Who Are From the CGCS Districts By Race/Ethnicity: 2007-2011.....	10
Figure 8. Average ACT Composite Scores, CGCS And Nation: 2007 - 2011	12
Figure 9. Percentage Of Students Meeting All Four ACT College Readiness Benchmarks:CGCS And Nation: 2007 - 2011.....	12
Figure 10. Average ACT Composite Scores By Race/Ethnicity, CGCS: 2007 - 2011.....	13
Figure 11. Average ACT Composite Scores By Race/Ethnicity, Nation: 2007 - 2011	13
Figure 12. Percentage Of Students Meeting All Four ACT College Readiness Benchmarks By Race/Ethnicity, CGCS: 2007 - 2011	14
Figure 13. Percentage Of Students Meeting All Four ACT College Readiness Benchmarks By Race/Ethnicity, Nation: 2007 - 2011	14
Figure 14. Average ACT Composite Scores For Males By Race/Ethnicity, CGCS: 2007 - 2011	15
Figure 15. Average ACT Composite Scores For Males By Race/Ethnicity, Nation: 2007 - 2011	15
Figure 16. Average ACT Composite Scores For Females By Race/Ethnicity, CGCS: 2007 - 2011	16
Figure 17. Average ACT Composite Scores For Females By Race/Ethnicity, Nation: 2007 – 2011	16
Figure 18. Percentage Of Students Meeting All Four ACT College Readiness Benchmarks For Males By Race/Ethnicity, CGCS: 2007 – 2011	17

FIGURES

Figure 19. Percentage Of Students Meeting All Four ACT College Readiness Benchmarks For Males By Race/Ethnicity, Nation: 2007 – 2011	17
Figure 20. Percentage Of Students Meeting All Four ACT College Readiness Benchmarks For Females By Race/Ethnicity, CGCS: 2007 - 2011	18
Figure 21. Percentage Of Students Meeting All Four ACT College Readiness Benchmarks For Females By Race/Ethnicity, Nation: 2007 - 2011	18
Figure 22. Average ACT English Scores, CGCS And Nation: 2007 - 2011	20
Figure 23. Percentage Of Students Meeting ACT College Readiness Benchmark, English, CGCS And Nation: 2007 – 2011	20
Figure 24. Average ACT English Scores By Race/Ethnicity, CGCS: 2007 - 2011	21
Figure 25. Average ACT English Scores By Race/Ethnicity, Nation: 2007 - 2011	21
Figure 26. Percentage Of Students Meeting ACT College Readiness Benchmark By Race/Ethnicity, English: CGCS: 2007- 2011	22
Figure 27. Percentage Of Students Meeting ACT College Readiness Benchmark By Race/Ethnicity, English: Nation: 2007- 2011	22
Figure 28. Average ACT English Scores By Gender, CGCS: 2007 - 2011	23
Figure 29. Average ACT English Scores By Gender, Nation: 2007 - 2011	23
Figure 30. Average ACT Reading Scores, CGCS And Nation: 2007 - 2011	24
Figure 31. Percentage Of Students Meeting ACT College Readiness Benchmark, Reading Scores, CGCS And Nation: 2007 – 2011	24
Figure 32. Average ACT Reading Scores By Race/Ethnicity, CGCS: 2007 – 2011.....	25
Figure 33. Average ACT Reading Scores By Race/Ethnicity, Nation: 2007 – 2011.....	25
Figure 34. Percentage Of Students Meeting ACT College Readiness Benchmark By Race/Ethnicity, Reading, CGCS: 2007 - 2011.....	26
Figure 35. Percentage Of Students Meeting ACT College Readiness Benchmark By Race/Ethnicity, Reading, Nation: 2007 – 2011	26
Figure 36. Average ACT Reading Scores By Gender, CGCS: 2007 – 2011	27
Figure 37. Average ACT Reading Scores By Gender, Nation: 2007 – 2011	27
Figure 38. Average ACT Mathematics Scores, CGCS And Nation: 2007 - 2011.....	28

FIGURES

Figure 39. Percentage Of Students Meeting ACT College Readiness Benchmark, Mathematics Scores, CGCS And Nation: 2007 - 2011	28
Figure 40. Average ACT Mathematics Scores By Race/Ethnicity, CGCS: 2007 - 2011	29
Figure 41. Average ACT Mathematics Scores By Race/Ethnicity, Nation: 2007 - 2011	29
Figure 42. Percentage Of Students Meeting ACT College Readiness Benchmark, Mathematics, CGCS: 2007 – 2011	30
Figure 43. Percentage Of Students Meeting ACT College Readiness Benchmark By Race/Ethnicity, Mathematics: Nation: 2007 - 2011	30
Figure 44. Average ACT Mathematics Scores By Gender, CGCS: 2007 – 2011	31
Figure 45. Average ACT Mathematics Scores By Gender, Nation: 2007 – 2011	31
Figure 46. Average ACT Science Scores, CGCS And Nation: 2007 - 2011	32
Figure 47. Percentage Of Students Meeting ACT College Readiness Benchmark, Science: CGCS And Nation: 2007 – 2011	32
Figure 48. Average ACT Science Scores By Race/Ethnicity, CGCS: 2007 - 2011	33
Figure 49. Average ACT Science Scores By Race/Ethnicity, Nation: 2007 - 2011	33
Figure 50. Percentage Of Students Meeting ACT College Readiness Benchmark By Race/Ethnicity, Science, CGCS: 2007 – 2011	34
Figure 51. Percentage Of Students Meeting ACT College Readiness Benchmark By Race/Ethnicity, Science, Nation: 2007 – 2011	34
Figure 52. Average ACT Science Scores By Gender, CGCS: 2007 – 2011	35
Figure 53. Average ACT Science Scores Total By Gender, Nation: 2007 - 2011	35
Figure 54. Most Improved Average ACT Composite Scores By CGCS Districts: 2007-2011	37
Figure 55. Percentage Point Increases in the Most Improved CGCS Districts Meeting All Four ACT College Readiness Benchmarks: 2007 - 2011	37
Figure 56. Most Improved Average ACT Scores by CGCS Districts, English: 2007 - 2011	38
Figure 57. Percentage Point Increases by Most Improved CGCS Districts Meeting ACT College Readiness Benchmarks, English: 2007 – 2011	38

FIGURES

Figure 58. Most Improved Average ACT Scores by CGCS District Reading: 2007 – 2011	39
Figure 59. Percentage Point Increases by Most Improved CGCS Districts Meeting ACT College Readiness Benchmarks, Reading: 2007 – 2011	39
Figure 60. Most Improved Average ACT Scores by CGCS District Mathematics: 2007 – 2011	40
Figure 61. Percentage Point Increases by Most Improved CGCS Districts Meeting ACT College Mathematics Benchmarks, Mathematics: 2007 – 2011.....	40
Figure 62. Most Improved Average ACT Scores by CGCS District Science: 2007 – 2011	41
Figure 63. Percentage Point Increases by Most Improved CGCS Districts Meeting ACT College Science Benchmarks, Science: 2007 – 2011.....	41



EXECUTIVE SUMMARY

ACT: A Benchmark for College Readiness: 2007 - 2011 was prepared by the Council of Great City Schools in collaboration with ACT to collect and analyze urban student performance between 2007 and 2011 and to examine student achievement by race and gender. Following is a summary of the study's findings.

Characteristics of CGCS and National ACT Test Takers

- The total number of ACT test takers increased both nationally and in CGCS districts between 2007 and 2011.
- The nation saw a 25 percent increase in ACT test takers; CGCS districts saw a 49 percent increase in ACT test takers.
- CGCS districts made up approximately 11 percent of the nation's ACT test takers.

Average Achievement 2007 Compared to 2011*

Average ACT Scores					
	Composite	English	Reading	Mathematics	Science
CGCS	Decreased	Decreased	Decreased	No Change	Decreased
Nation	Decreased	Decreased	Decreased	Increased	Decreased
2007 Average ACT Scores for African American Students					
	Composite	English	Reading	Mathematics	Science
CGCS	Decreased	Decreased	Decreased	Decreased	Decreased
Nation	No Change	Decreased	Decreased	Increased	Decreased
2007 Average ACT Scores for Hispanic Students					
	Composite	English	Reading	Mathematics	Science
CGCS	Decreased	Decreased	Decreased	No Change	Decreased
Nation	No Change	No Change	Increased	Increased	No Change
Percentage of Students Meeting ACT College Ready Benchmarks					
	All Four Subjects	English	Reading	Mathematics	Science
CGCS	Increased	Decreased	Decreased	No Change	No Change
Nation	Increased	Decreased	Decreased	Increased	Increased
Percentage of African American Students Meeting ACT College Ready Benchmarks					
	All Four Subjects	English	Reading	Mathematics	Science
CGCS	No Change	Decreased	Decreased	No Change	No Change
Nation	Increased	Decreased	No Change	Increased	Increased
Percentage of Hispanic Students Meeting ACT College Ready Benchmarks					
	All Four Subjects	English	Reading	Mathematics	Science
CGCS	Increased	Decreased	Decreased	Increased	No Change
Nation	Increased	Decreased	Increased	Increased	Increased

Average ACT Achievement GAP Between White and African-American Students

	All Four Subjects	English	Reading	Mathematics	Science
CGCS	Increased	Increased	Increased	Increased	Increased
Nation	Increased	Increased	Increased	Increased	Increased

Average ACT Achievement Gap Between White and Hispanic Students

	All Four Subjects	English	Reading	Mathematics	Science
CGCS	Increased	Increased	Increased	Increased	Increased
Nation	Increased	Increased	Increased	Increased	Increased

Most Improved District on the ACT**

- Between 2007 and 2011, the Charleston County School District improved at a faster rate than other CGCS districts on the ACT composite, reading, mathematics and science scores.
- Between 2007 and 2011, Minneapolis was the most improved district in ACT English and the second most improved district on ACT composite, mathematics and science scores.
- Between 2007 and 2011, the percentage of students meeting all four College Readiness Benchmarks increased more in Charleston County School District than any other CGCS district; Minneapolis showed the second most improvement.
- Charleston Country School District showed the most improvement in the percentage of students meeting College Readiness Benchmarks in ACT English, reading, and mathematics between 2007 and 2011; and Minneapolis showed the most gain on ACT science scores.

*No tests of significance were conducted.

**Compared with all other CGCS districts where a majority of eligible students took the ACT

INTRODUCTION

The Council of the Great City Schools (CGCS) and ACT published their first joint report in 1998. That report summarized the relationship between high school course-taking patterns and urban public school students' ACT scores.

The 1998 report, *Charting the Right Course*, showed that students who take college-preparatory coursework—including four years of English, three or more years of mathematics beginning with Algebra I, three or more years of social studies and three or more years of science—earned higher ACT scores than students who did not take these core courses. They were also better prepared for college. The report provided strong evidence, moreover, that it was important for students to take not only the right number of courses, but also the most rigorous ones.

Another report by CGCS and ACT, *A Decade of ACT Results in the Nation's Urban Schools*, examined ten years of trend data on member districts from 1990 to 1999. It also compared and contrasted urban trends with national trends. This report was one of the first that looked at urban and national achievement gaps over time. All trend data and gaps were reported by race, gender, course preparation, poverty and subject area.

This most recent report, *ACT: A Benchmark for College Readiness* also compares and contrasts urban and national trends over time; 2007 to 2011. This report differs from earlier reports examining college-preparatory coursework and analyzes ACT College Readiness Benchmarks. These data are also reported and analyzed by race, gender and subject area. It is important to note that no test of significance were conducted.

Data used to produce this report were received from ACT for each of the 67 Council member districts that participated in the ACT. This data file included data for each individual CGCS district and the nation. Districts for which there were fewer than 100 ACT test takers were not included in the analysis of the most improved districts. However, their students' scores were included for all other analyses. Data included: ACT average scores in English, reading, mathematics, science, and for the composite. Also data were included on the percentage of students meeting ACT College Readiness Benchmarks for each subject and students that met all four ACT Benchmarks.

Readers should note that the number and percentage of students who take the ACT assessment vary widely from city to city. A list of districts which the report is based on is included in the appendices. The list also includes the number of test takers for each Council-member district.

This report begins with an examination of the demographics of the test takers in the big city school districts and across the nation. We follow that with data on five areas - composite, English, reading, mathematics, and science. These sections are followed by individual district data and additional gender/ethnicity scores.

Background on ACT:

The ACT was first administered in 1959. The ACT assessment measures high school students' general educational development and their capability to complete college-level work with the multiple choice tests covering four skill areas: English, mathematics, reading, and science. ACT scores on each skill area range from 1 (low) to 36 (high). The

Composite score is an average of the four scores.

ACT's College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses—English composition, social sciences courses, college algebra, or biology. Students who meet a Benchmark criterion on the ACT have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses.

College Course or Course Area	Test	Minimum ACT College Readiness Benchmark Score
English Composition	English	18
Social Sciences	Reading	21
College Algebra	Mathematics	22
Biology	Science	24



CHARACTERISTICS OF CGCS AND NATIONAL TEST TAKERS

The Council of the Great City Schools (CGCS) represents 67 of the largest urban school districts in the country. These Great City School districts are either the largest school district in their states or have enrollments of at least 35,000 students in cities that typically have more than 250,000 residents. The following data describe the demographics of the ACT test takers in CGCS districts and the nation.

- The total number of all ACT test takers increased both nationally and in CGCS districts.
- The nation saw a 25 percent increase in ACT test takers between 2007 and 2011; CGCS districts saw a 49 percent increase.
- CGCS districts made up about 11 percent of all ACT test takers in 2011.
- In 2011, 65 percent of ACT test takers in CGCS districts were children of color; approximately 60 percent of ACT test takers nationally were Caucasian.
- Of all ACT test takers in CGCS districts, the percentage who were African American increased from 37 percent in 2007 to 38 percent in 2011; of all the ACT test takers in the nation, the percentage who were African American increased from 12 percent in 2007 to 14 percent in 2011.
- Of all ACT test takers in CGCS districts, the percentage who were Hispanic increased from 17 percent in 2007 to 27 percent in 2011; of all ACT test takers in the nation, the percentage who were Hispanic increased from 7 percent in 2007 to 12 percent in 2011.
- Of all ACT test takers in CGCS districts, the percentage who were Caucasian decreased from 21 percent in 2007 to 19 percent in 2011; of all ACT test takers in the nation, the percentage who were Caucasian remain unchanged at 60 percent between 2007 to 2011.

FIGURE 1. NUMBER OF TEST TAKERS 2007 - 2011

	2007	2008	2009	2010	2011
CGCS Total	117,508	132,845	148,895	168,392	174,968
National Total	1,300,599	1,421,941	1,480,469	1,568,835	1,623,112

FIGURE 2. PERCENTAGE OF ACT TEST TAKERS BY RACE/ETHNICITY, CGCS: 2007 - 2011

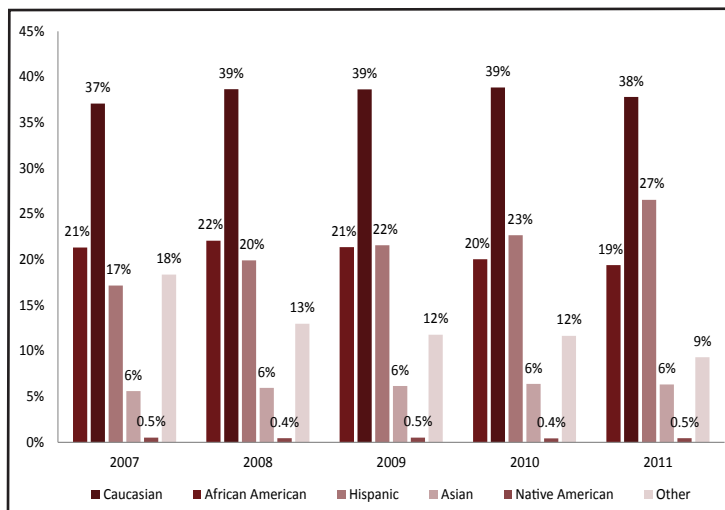


FIGURE 3. PERCENTAGE OF ACT TEST TAKERS BY RACE/ETHNICITY, NATION: 2007 - 2011

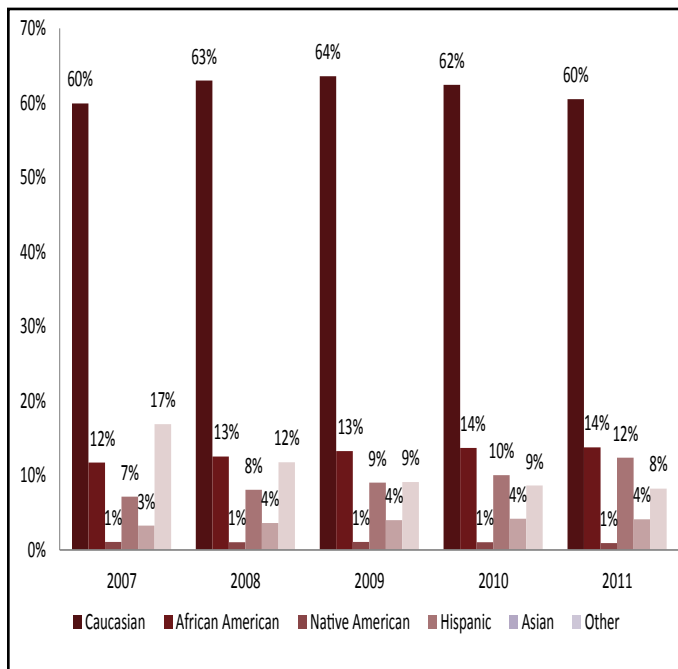


FIGURE 4. PERCENTAGE OF ACT TEST TAKERS BY GENDER, CGCS AND NATION: 2007 - 2011

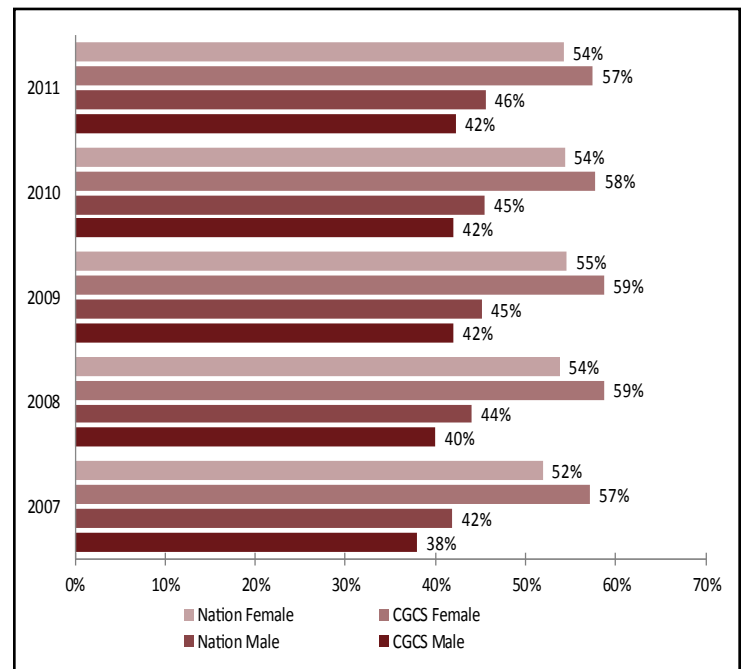
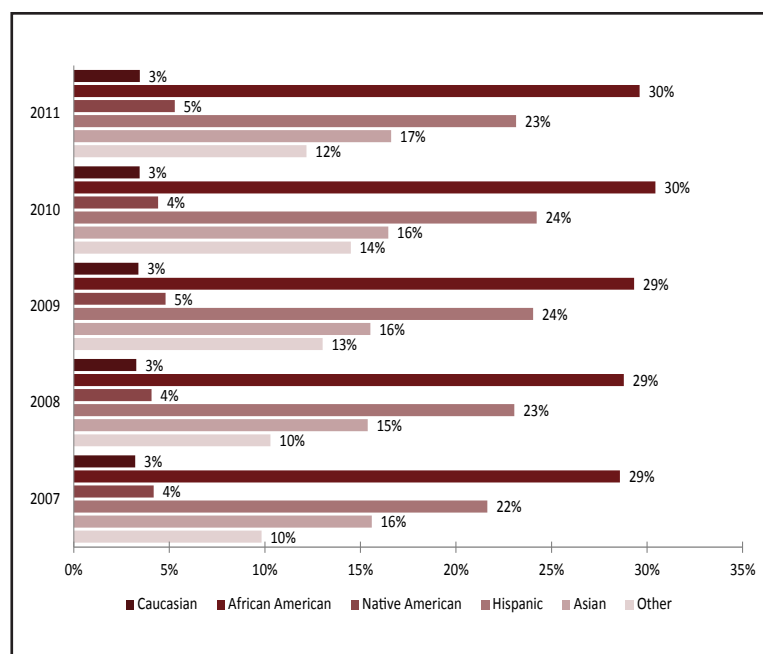


FIGURE 5. CGCS AS PERCENTAGE OF NATION ACT TEST TAKERS BY RACE/ETHNICITY: 2007 - 2011



CHARACTERISTICS OF CGCS AND NATIONAL TEST TAKERS

FIGURE 6. PERCENTAGE OF NATION'S MALE ACT TEST TAKERS WHO ARE FROM CGCS DISTRICTS BY RACE/ETHNICITY: 2007-2011

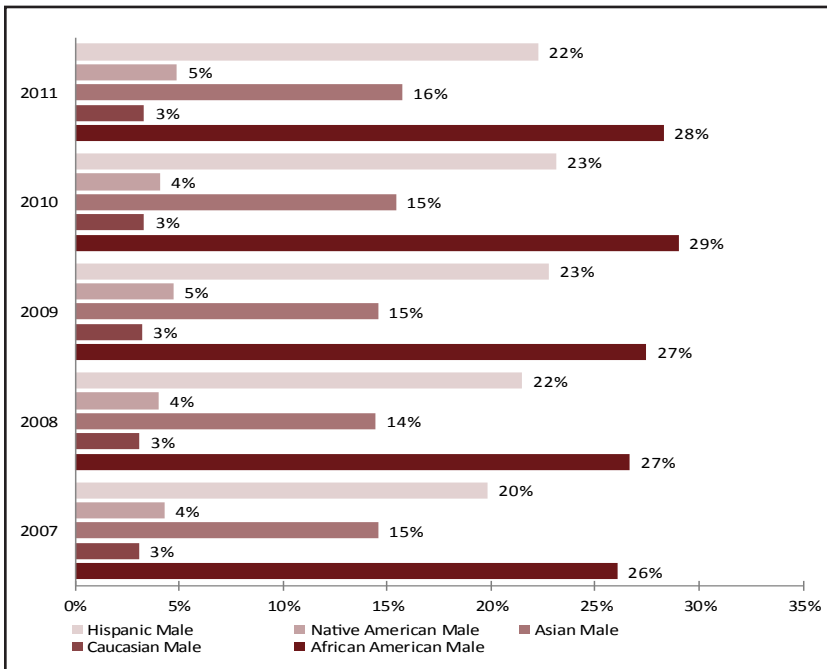
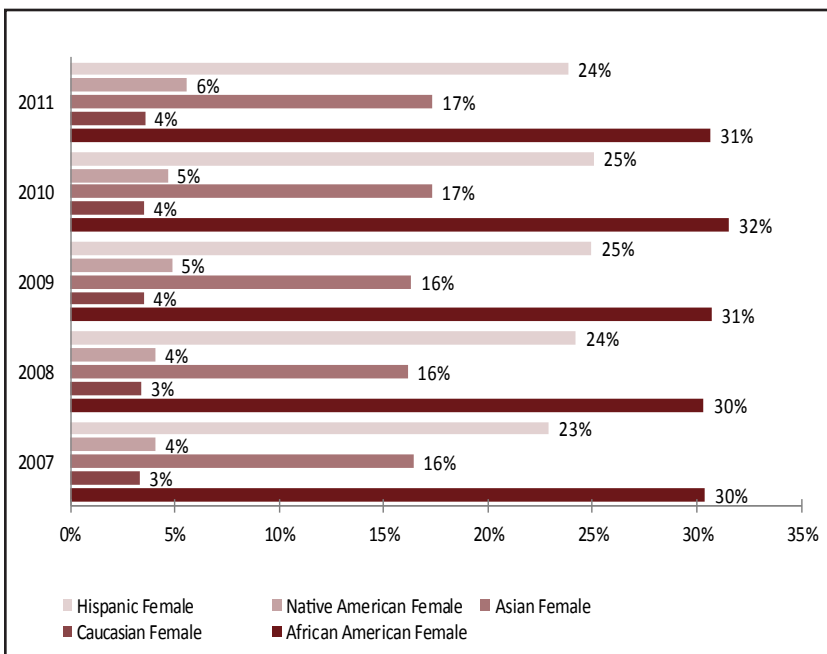


FIGURE 7. PERCENTAGE OF NATION'S FEMALE ACT TEST TAKERS WHO ARE FROM CGCS DISTRICTS BY RACE/ETHNICITY:

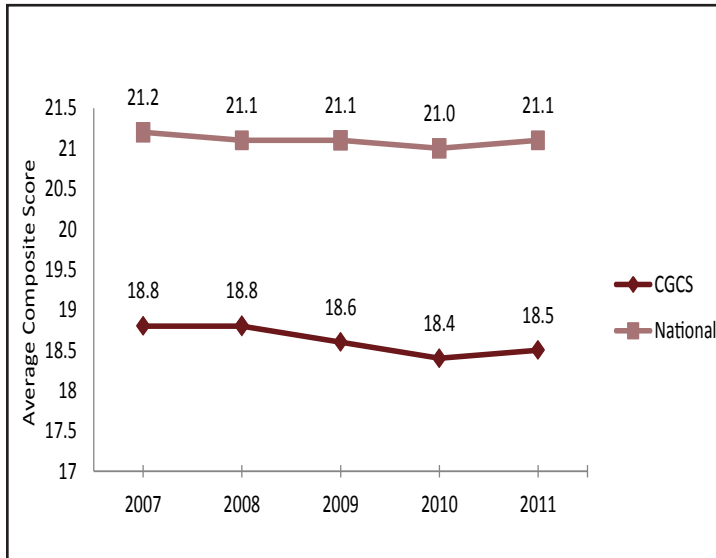




ANALYSIS OF ACT SCORES – COMPOSITE

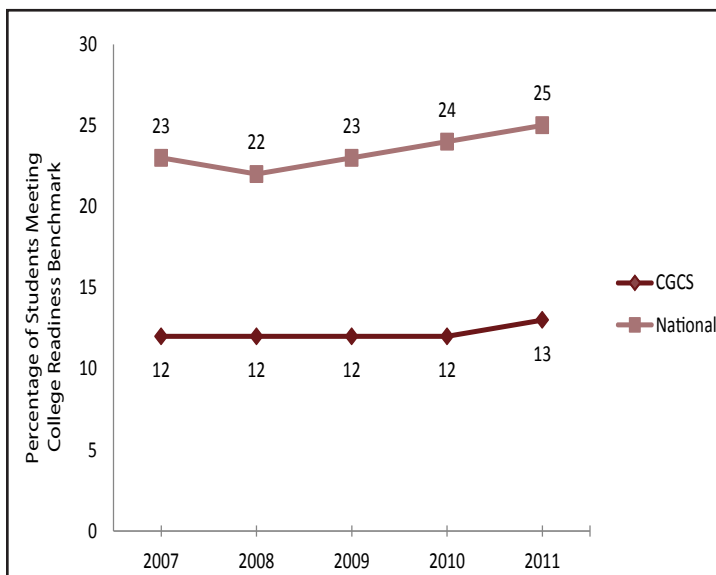
This section examines average ACT composite scores of students in CGCS districts and the nation between 2007 and 2011. The ACT composite score is the average of the four test scores -- English, reading, mathematics and science -- for each student, rounded to the nearest tenth. In addition, this section presents the percentage of students meeting all four -- English, reading, mathematics, and science -- ACT College Readiness Benchmarks in between 2007 and 2011.

FIGURE 8. AVERAGE ACT COMPOSITE SCORES, CGCS AND NATION: 2007 - 2011



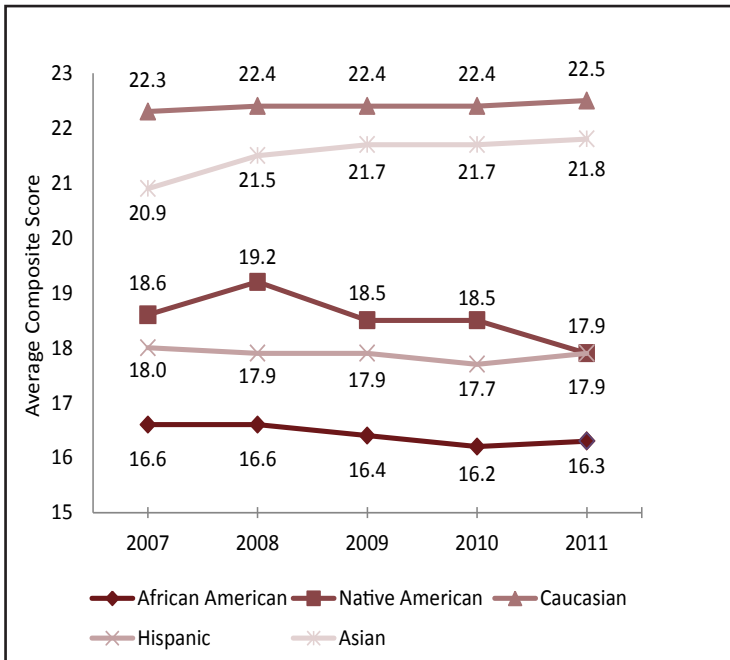
- Between 2007 and 2011, average ACT composite scores decreased by 0.1 point nationally and by 0.3 points for CGCS districts.
- The gap between average ACT composite scores nationally and CGCS districts increased from 2.4 to 2.6 points between 2007 and 2011.

FIGURE 9. PERCENTAGE OF STUDENTS MEETING ALL FOUR ACT COLLEGE READINESS BENCHMARKS: CGCS AND NATION: 2007 - 2011



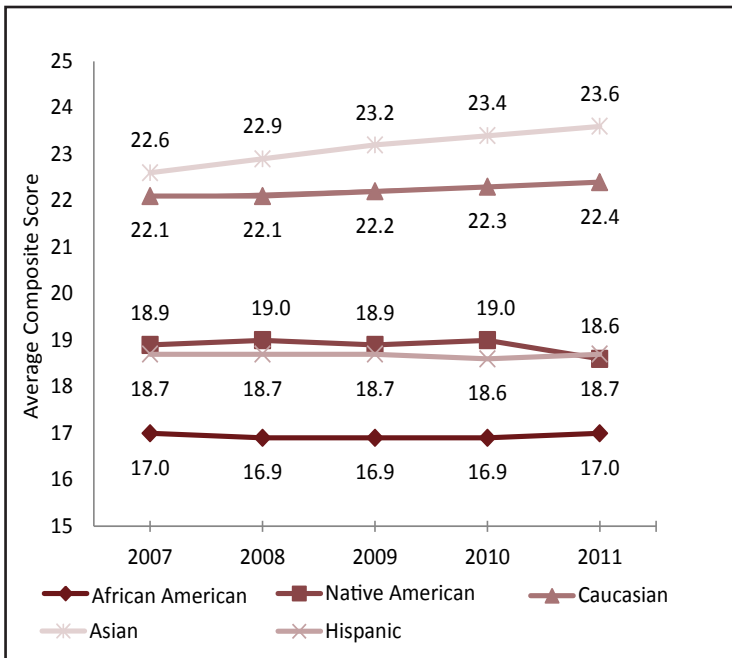
- Between 2007 and 2011, the percentage of students meeting the ACT Benchmarks on all four tests increased nationally and in CGCS districts.
- The gap between the percentages of students nationally and in CGCS districts meeting the ACT Benchmarks on all four tests increased from 11 to 12 percentage points between 2007 and 2011.

FIGURE 10. AVERAGE ACT COMPOSITE SCORES BY RACE/ETHNICITY CGCS: 2007 - 2011



- Between 2007 and 2011, average ACT composite scores of Caucasian students in CGCS districts increased; but average scores for both Hispanic and African American students in CGCS districts decreased.
- The gap between average ACT composite scores of Caucasian and African American students in CGCS districts increased from 5.7 to 6.2 points between 2007 and 2011. The gap between average ACT composite scores of Caucasian and Hispanic students in CGCS districts increased from 4.3 to 4.6 points.

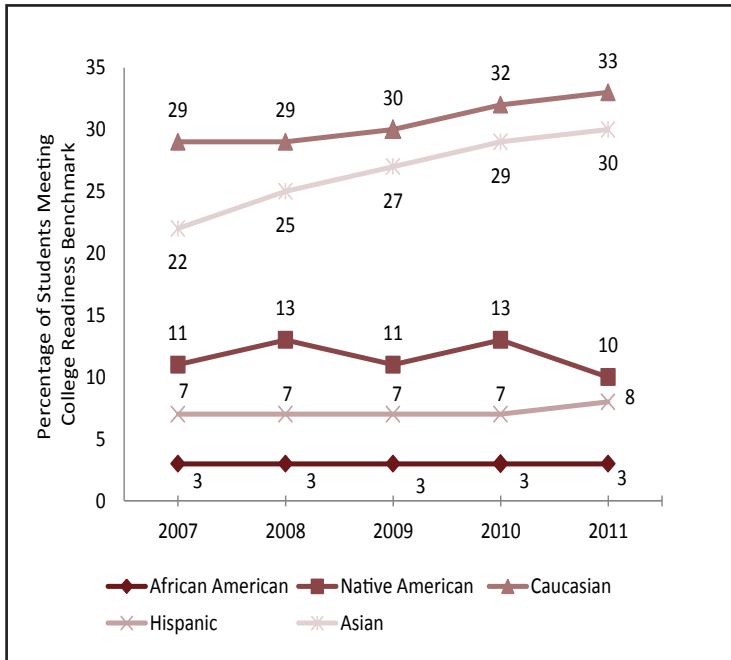
FIGURE 11. AVERAGE ACT COMPOSITE SCORES BY RACE/ETHNICITY NATION: 2007 - 2011



- Between 2007 and 2011, average ACT composite scores of Caucasian students nationally increased. Between 2007 and 2011, scores of Hispanic and African American students nationally fluctuated before returning to 2007 levels.
- The gap between average ACT composite scores of Caucasian and African American students nationally increased from 5.1 to 5.4 points between 2007 and 2011. The gap between average ACT composite scores of Caucasian and Hispanic students nationally increased from 3.4 to 3.7 points over the same period.

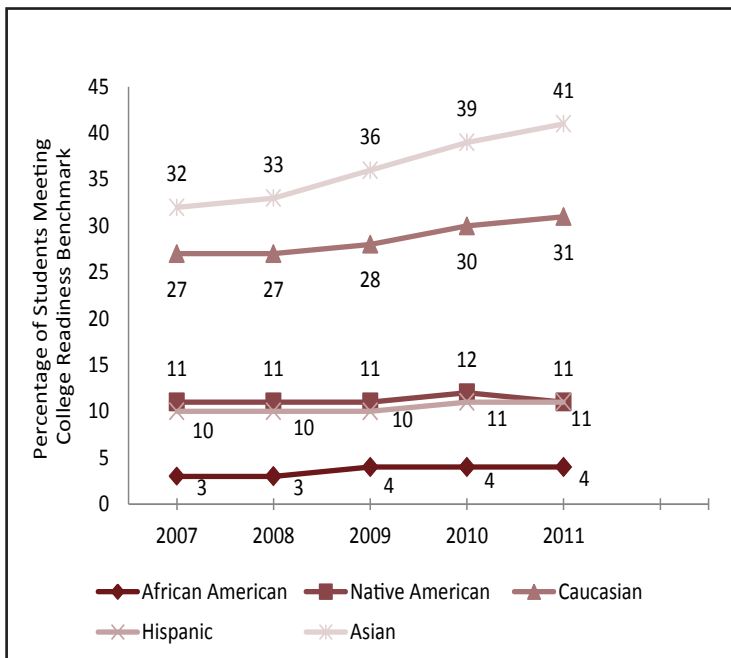
ANALYSIS OF ACT SCORES – COMPOSITE

FIGURE 12. PERCENTAGE OF STUDENTS MEETING ALL FOUR ACT COLLEGE READINESS BENCHMARKS BY RACE/ETHNICITY: CGCS: 2007 - 2011



- Between 2007 and 2011, the percentage of students meeting all four ACT Benchmarks increased among Caucasian and Hispanic students in CGCS districts. The percentage of African American students in CGCS districts meeting all four ACT Benchmarks remained constant.
- Between 2007 and 2011, the achievement gap between the percentage of Caucasian and African American students meeting all four ACT Benchmarks increased from 26 to 30 percentage points in CGCS districts. The gap between Caucasian and Hispanic students in CGCS districts increased from 22 to 25 percentage points.

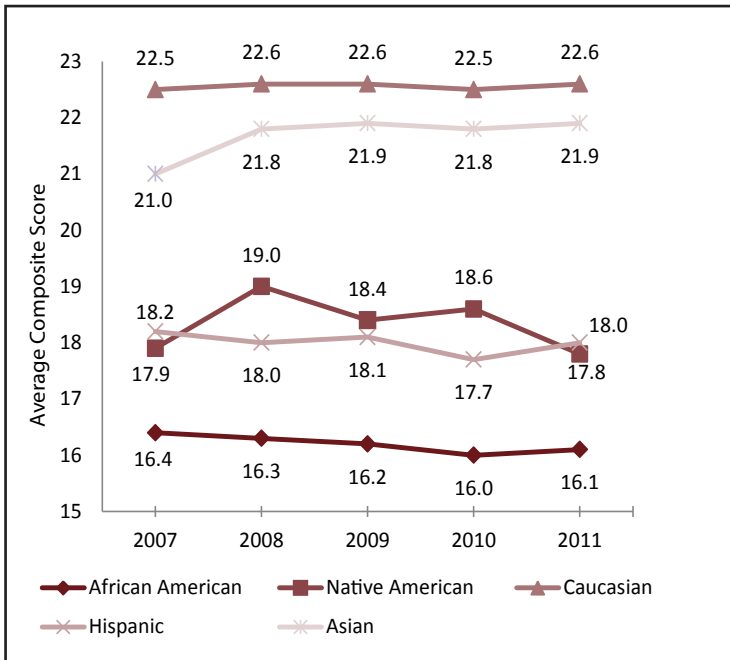
FIGURE 13. PERCENTAGE OF STUDENTS MEETING ALL FOUR ACT COLLEGE READINESS BENCHMARKS BY RACE/ETHNICITY: NATION: 2007 - 2011



- Between 2007 and 2011, the percentage of Caucasian, Hispanic and African American students nationally meeting all four ACT Benchmarks increased.
- Despite gains in achievement among African American students, the gap between the percentage of Caucasian and African American students meeting all four ACT Benchmarks increased from 24 to 27 percentage points nationally from 2007 to 2011. The gap between Caucasian and Hispanic students nationally increased from 17 to 20 percentage points.

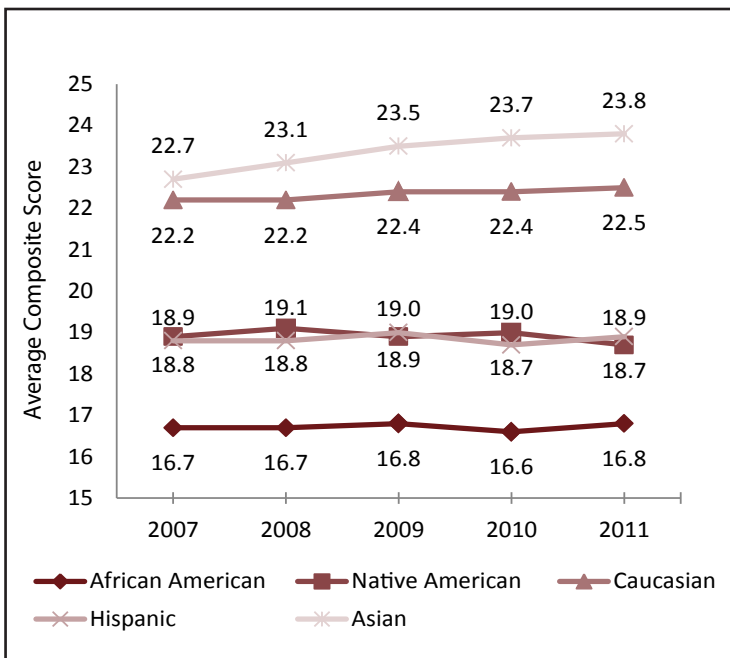
ANALYSIS OF ACT SCORES – COMPOSITE

FIGURE 14. AVERAGE ACT COMPOSITE SCORES FOR MALES BY RACE/ETHNICITY, CGCS: 2007 - 2011



- Between 2007 and 2011, average ACT composite scores of Caucasian males in the CGCS districts increased. During the same period, performance for Hispanic and African American males in CGCS districts decreased.
- The gap between average ACT composite scores of Caucasian and African American males in CGCS districts increased from 6.1 to 6.5 points between 2007 and 2011. The gap between average ACT composite scores of Caucasian and Hispanic males in CGCS districts increased from 4.3 to 4.6 points.

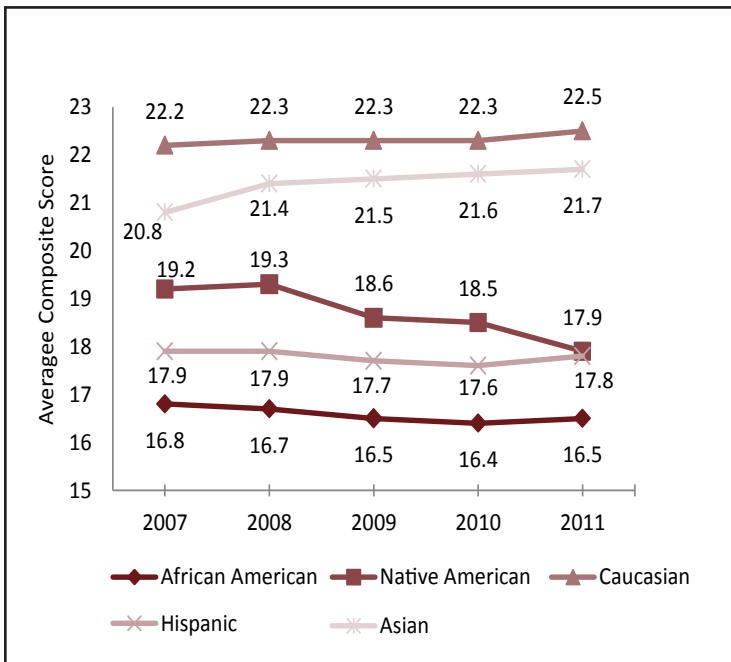
FIGURE 15. AVERAGE ACT COMPOSITE SCORES FOR MALES BY RACE/ETHNICITY, NATION: 2007 - 2011



- Between 2007 and 2011, average ACT composite scores of Caucasian, Hispanic and African American males nationally increased.
- The gap between average ACT composite scores of Caucasian and African American males nationally increased from 5.5 to 5.7 points between 2007 and 2011. The gap between average ACT composite scores of Caucasian and Hispanic males nationally also increased from 3.4 to 3.6 points.

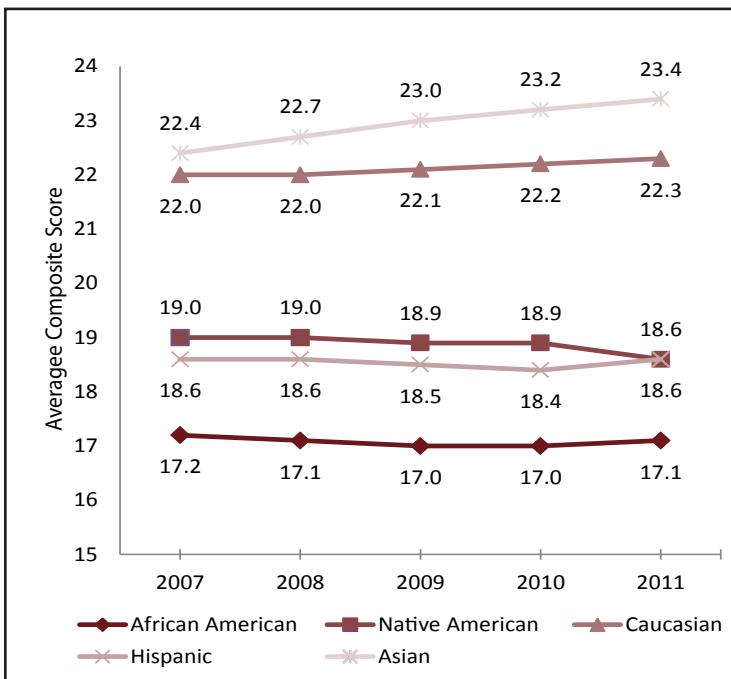
ANALYSIS OF ACT SCORES – COMPOSITE

FIGURE 16. AVERAGE ACT COMPOSITE SCORES FOR FEMALES BY RACE/ETHNICITY, CGCS: 2007 - 2011



- Between 2007 and 2011, average ACT composite scores of Caucasian females in CGCS districts increased. Performance decreased for African American and Hispanic females in CGCS districts.
- The gap between average ACT composite scores of Caucasian and African American females in CGCS districts increased from 5.4 to 6.0 points between 2007 and 2011. The gap between average ACT composite scores of Caucasian and Hispanic females in CGCS districts also increased from 4.3 to 4.7 points.

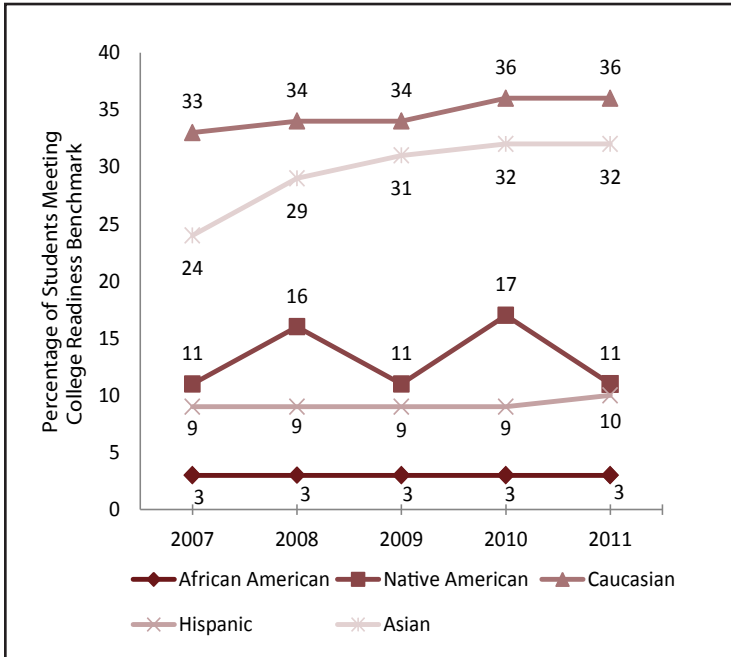
FIGURE 17. AVERAGE ACT COMPOSITE SCORES FOR FEMALES BY RACE/ETHNICITY, NATION: 2007 – 2011



- Between 2007 and 2011, average ACT composite scores of Caucasian females nationally increased. Performance decreased for African American females and remained unchanged for Hispanic females in the nation.
- The gap between average ACT composite scores of Caucasian and African American females in the nation increased from 4.8 to 5.2 points between 2007 and 2011. The gap between average ACT composite scores of Caucasian and Hispanic females in the nation increased from 3.4 to 3.7 points.

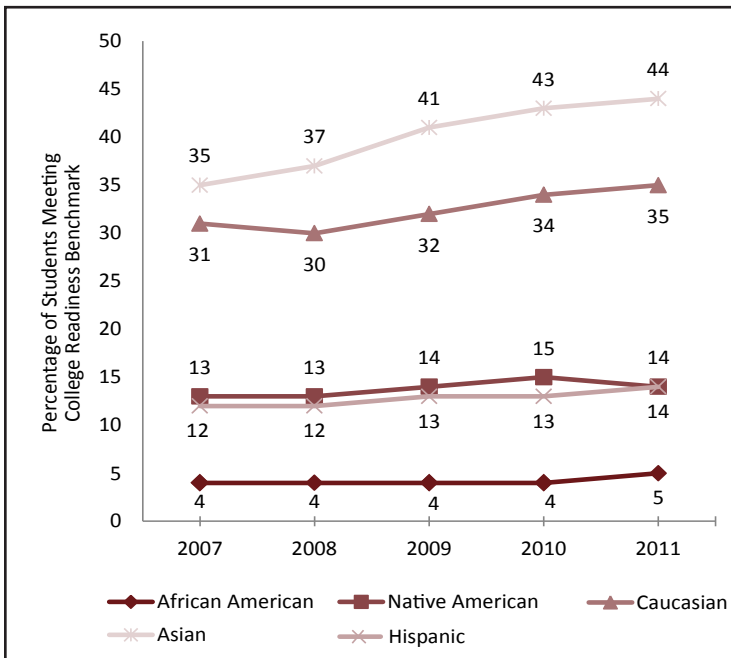
ANALYSIS OF ACT SCORES – COMPOSITE

FIGURE 18. PERCENTAGE OF STUDENTS MEETING ALL FOUR ACT COLLEGE READINESS BENCHMARKS FOR MALES BY RACE/ETHNICITY, CGCS: 2007 – 2011



- Between 2007 and 2011, the percentage of Caucasian and Hispanic males meeting all four ACT Benchmarks increased in CGCS districts. The percentage of African American males in CGCS districts meeting all four ACT Benchmarks remained unchanged.
- The gap between the percentage of Caucasian and African American males meeting all four ACT Benchmarks increased from 30 to 33 percentage points in CGCS districts from 2007 to 2011. The gap between Caucasian and Hispanic males in CGCS districts increased from 24 to 26 percentage points.

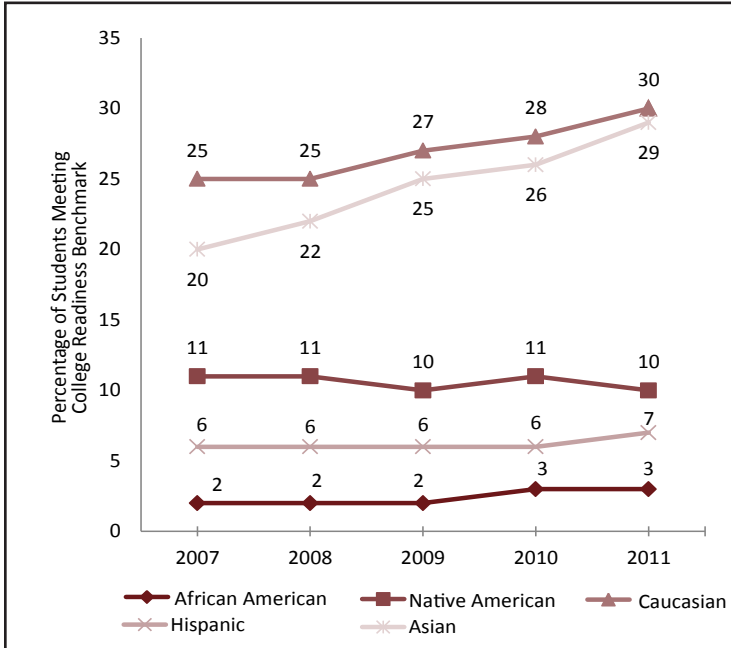
FIGURE 19. PERCENTAGE OF STUDENTS MEETING ALL FOUR ACT COLLEGE READINESS BENCHMARKS FOR MALES BY RACE/ETHNICITY, NATION: 2007 – 2011



- Between 2007 and 2011, the percentage of Caucasian, African American and Hispanic males in the nation meeting all four ACT Benchmarks increased.
- The gap between the percentage of Caucasian and African American males nationally meeting all four ACT Benchmarks increased from 27 to 30 percentage points between 2007 and 2011. The gap between Caucasian and Hispanic males nationally increased from 19 to 21 percentage points.

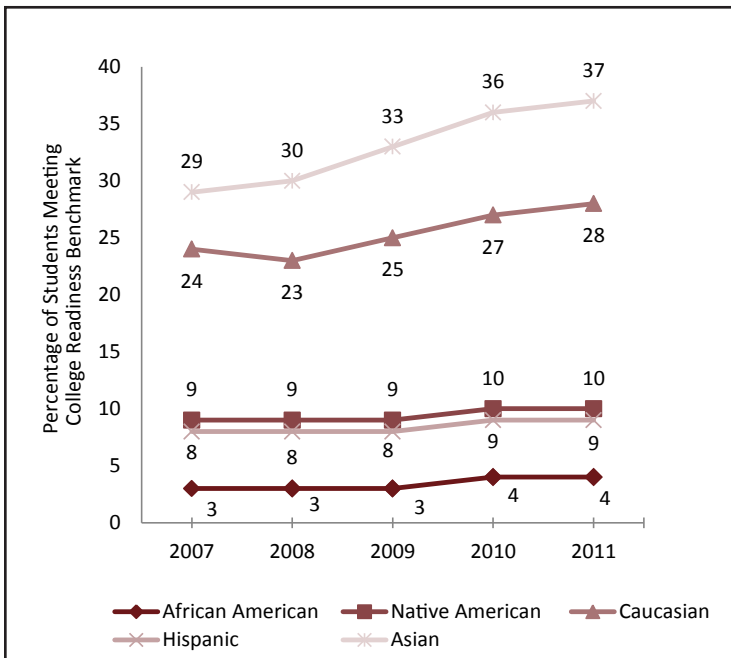
ANALYSIS OF ACT SCORES – COMPOSITE

FIGURE 20. PERCENTAGE OF STUDENTS MEETING ALL FOUR ACT COLLEGE READINESS BENCHMARKS FOR FEMALES BY RACE/ETHNICITY, CGCS: 2007 - 2011



- Between 2007 and 2011, the percentage of Caucasian, African American and Hispanic females meeting all four ACT Benchmarks increased in CGCS districts.
- Between 2007 and 2011, the gap between the percentage of Caucasian and African American females meeting all four ACT Benchmarks increased from 23 to 27 percentage points in CGCS districts. The gap between Caucasian and Hispanic females in CGCS districts also increased from 19 to 23 percentage points.

FIGURE 21. PERCENTAGE OF STUDENTS MEETING ALL FOUR ACT COLLEGE READINESS BENCHMARKS FOR FEMALES BY RACE/ETHNICITY, NATION: 2007 - 2011



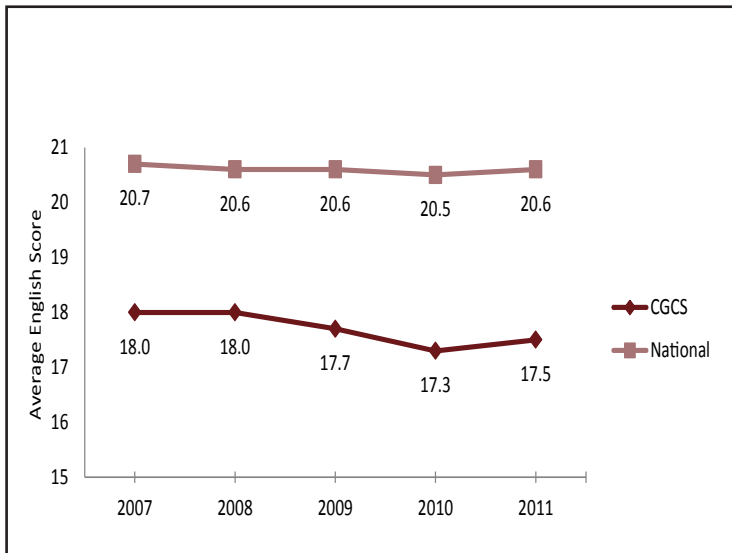
- Between 2007 and 2011, the percentage of Caucasian, African American and Hispanic females nationally meeting all four ACT College Readiness Benchmarks increased.
- Between 2007 and 2011, the gap between the percentage of Caucasian and African American females nationally meeting all four ACT Benchmarks increased from 21 to 24 percentage points. The gap between Caucasian and Hispanic females nationally increased from 16 to 19 percentage points.



ANALYSIS OF ACT SCORES – ENGLISH

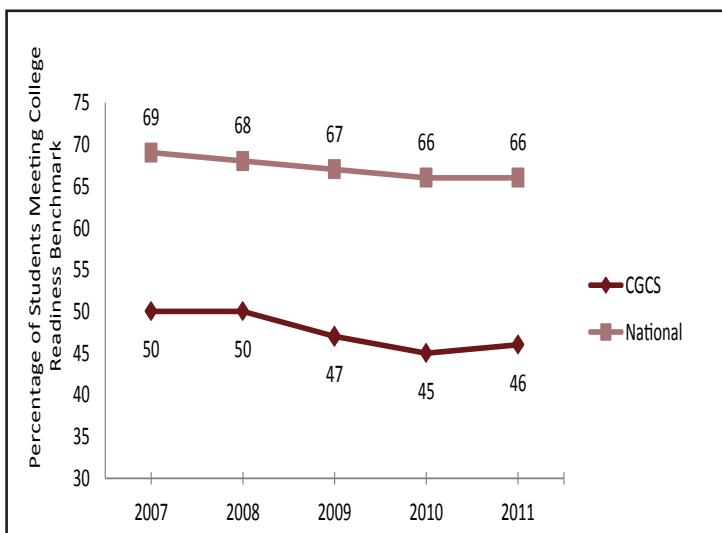
This section examines results of students in CGCS districts and the nation on the ACT English test between 2007 and 2011. In addition, this section examines the percentage of students meeting the ACT College Readiness Benchmark in English. These results are displayed overall, by race and by gender. The English section of the ACT assesses a student's language usage/mechanics and rhetorical skills. The ACT English Benchmark is a score of 18.

FIGURE 22. AVERAGE ACT ENGLISH SCORES CGCS AND NATION: 2007 - 2011



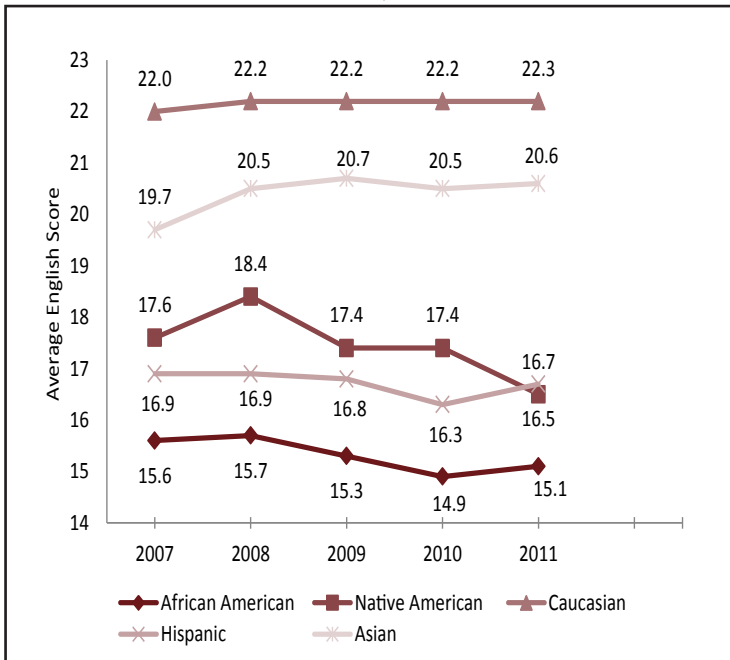
- Between 2007 and 2011, average ACT English scores decreased for students nationally and in CGCS districts.
- The gap between average ACT English scores for students nationally and in CGCS districts increased from 2.7 to 3.1 points between 2007 and 2011.

FIGURE 23. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK, ENGLISH: CGCS AND NATION: 2007 – 2011



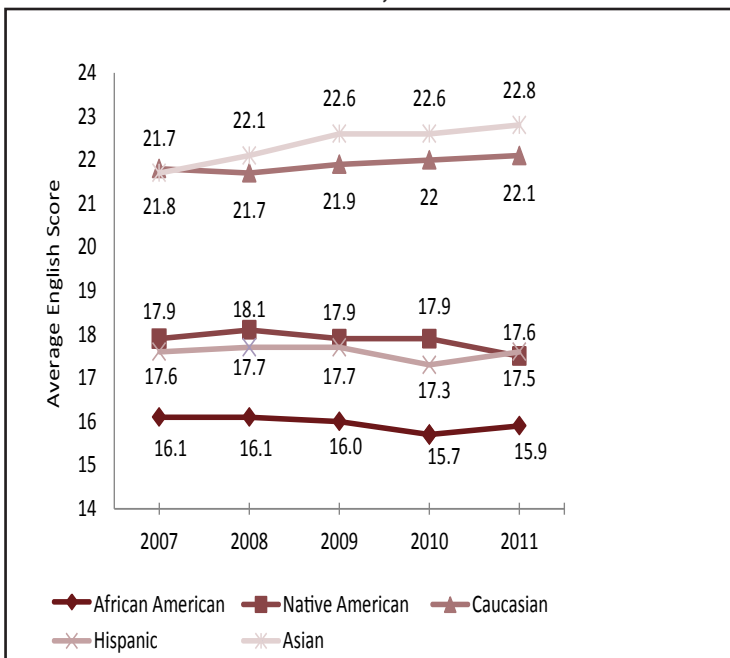
- Between 2007 and 2011, the percentage of students meeting the ACT English Benchmark decreased among students nationally and in CGCS districts.
- The gap between the percentage of students meeting the ACT English Benchmark nationally and in CGCS districts increased from 19 to 20 percentage points between 2007 and 2011.

FIGURE 24. AVERAGE ACT ENGLISH SCORES TOTAL TESTED BY RACE/ETHNICITY, CGCS: 2007 - 2011



- Between 2007 and 2011, the average ACT English scores of Caucasian students in CGCS districts increased. Scores decreased among Hispanic and African American students in CGCS districts.
- The gap between average ACT English scores of Caucasian and African American students in CGCS districts increased from 6.4 to 7.2 points between 2007 and 2011. The gap between Caucasian and Hispanic students in CGCS districts increased from 5.1 to 5.6 points.

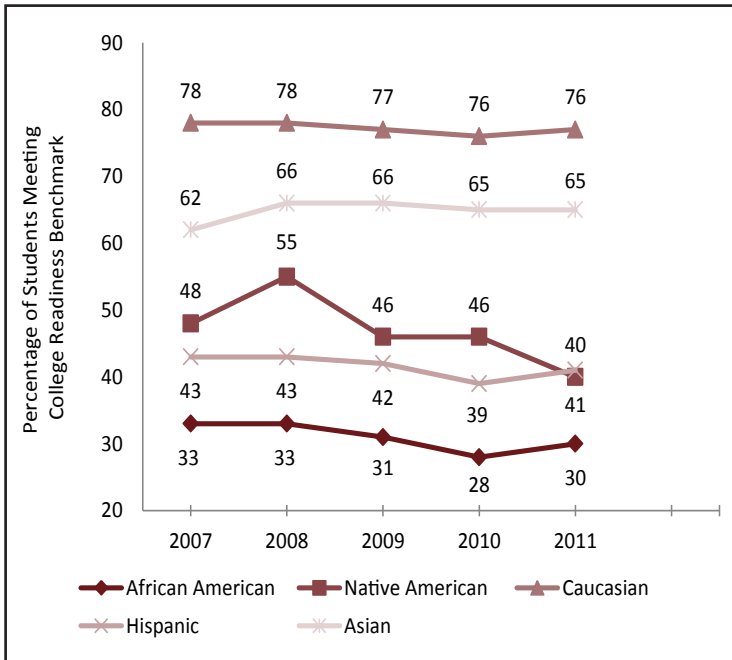
FIGURE 25. AVERAGE ACT ENGLISH SCORES TOTAL TESTED BY RACE/ETHNICITY, NATION: 2007 - 2011



- Between 2007 and 2011, average ACT English scores of Caucasian students nationally increased. Scores among Hispanic students fluctuated but returned to 2007 levels. Performance decreased among African American students nationally.
- The gap between average ACT English scores of Caucasian and African American students nationally increased from 5.7 to 6.2 points between 2007 and 2011. The gap between average ACT English scores of Caucasian and Hispanic students nationally increased from 4.2 to 4.5 points.

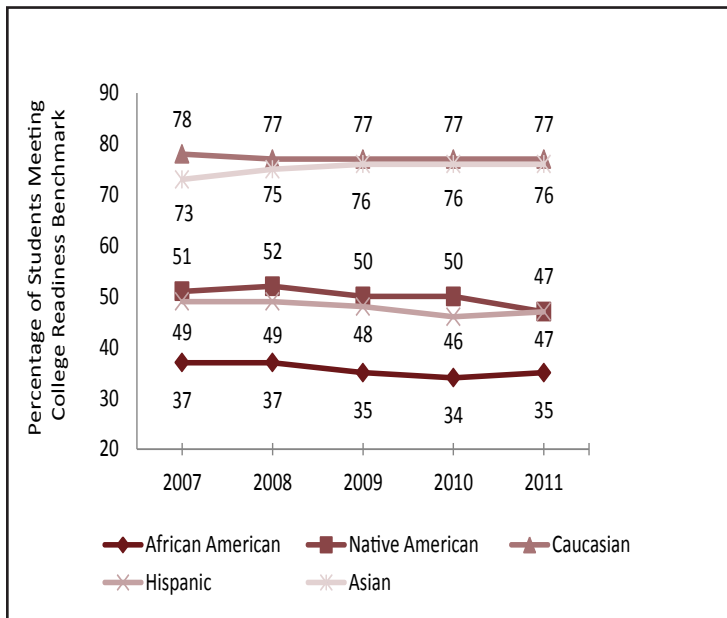
ANALYSIS OF ACT SCORES – ENGLISH

FIGURE 26. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK BY RACE/ETHNICITY, ENGLISH: CGCS: 2007- 2011



- Between 2007 and 2011, the percentage of African American, Caucasian and Hispanic students meeting the ACT English Benchmark decreased in CGCS districts.
- The gap between the percentage of Caucasian and African American students meeting the ACT English Benchmark increased from 45 to 46 percentage points in CGCS districts from 2007 to 2011. The gap between Caucasian and Hispanic students in CGCS districts remained the same.

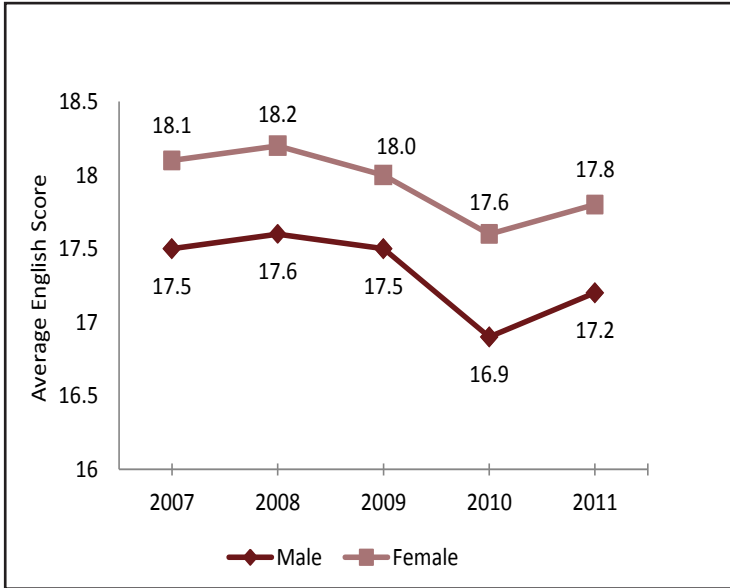
FIGURE 27. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK BY RACE/ETHNICITY, ENGLISH: NATION: 2007- 2011



- Between 2007 and 2011, the percentage of Caucasian, Hispanic and African American students meeting the ACT English Benchmark decreased in the nation.
- The gap between the percentage of Caucasian and African American students nationally meeting the ACT English Benchmark increased from 41 to 42 percentage points. The gap between Caucasian and Hispanic students nationally increased from 29 to 30 percentage points.

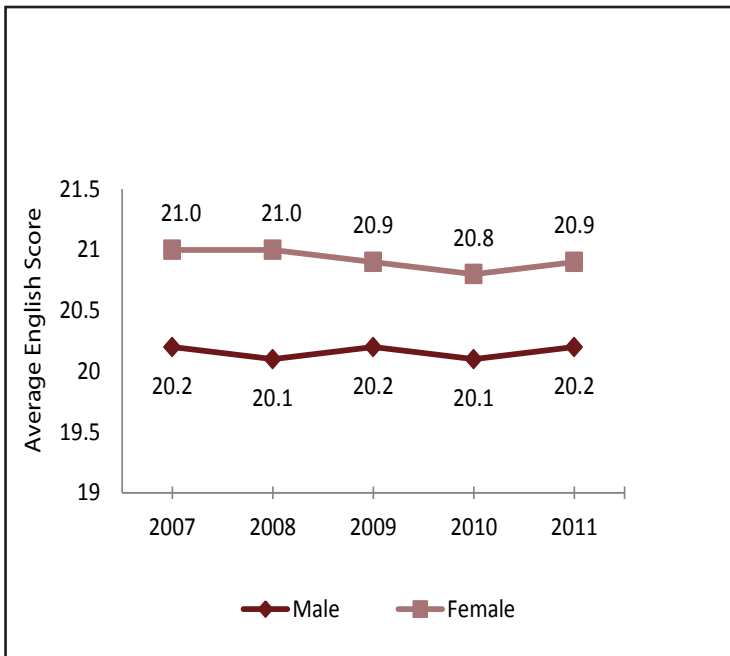
ANALYSIS OF ACT SCORES – ENGLISH

FIGURE 28. AVERAGE ACT ENGLISH SCORES BY GENDER, CGCS: 2007 - 2011



- Average ACT English scores decreased for both female and male students in CGCS districts between 2007 and 2011.
- Between 2007 and 2011, the gap between average ACT English scores among males and females in CGCS districts remained unchanged.

FIGURE 29. AVERAGE ACT ENGLISH SCORES BY GENDER, NATION: 2007 - 2011

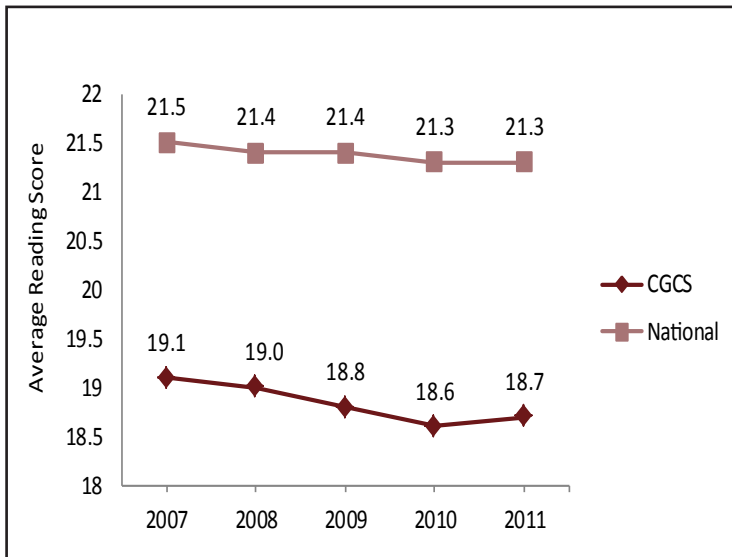


- Between 2007 and 2011, average ACT English scores for male students nationally fluctuated but returned to 2007 levels. During the same period, scores for female students nationally decreased.
- The gap between average ACT English scores among males and females nationally decreased from 0.8 to 0.7 points from 2007 to 2011.

ANALYSIS OF ACT SCORES – READING

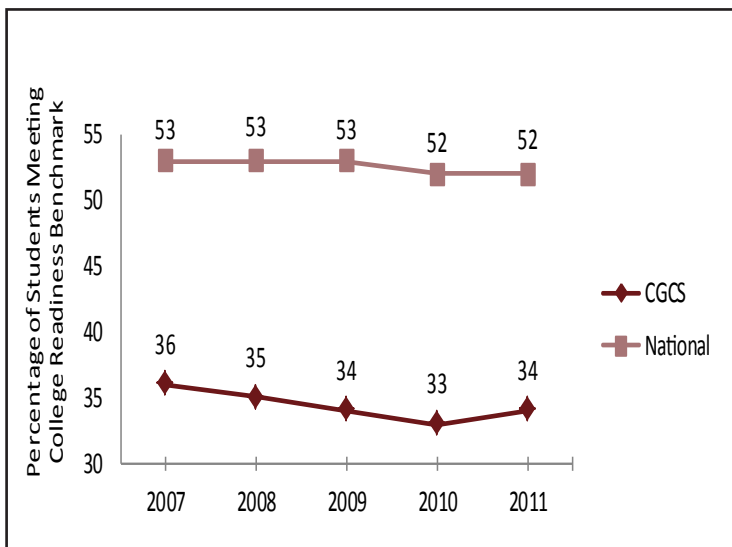
This section examines results of students in CGCS districts and the nation on the ACT reading test between 2007 and 2011. In addition, this section examines the percentage of students meeting the ACT College Readiness Benchmark in reading. These results are displayed overall, by race and by gender. The reading section of the ACT assesses a student's reading comprehension on four passages on prose, fiction, social science, and humanities. The ACT reading Benchmark is a score of 21.

FIGURE 30. AVERAGE ACT READING SCORES CGCS AND NATION: 2007 - 2011



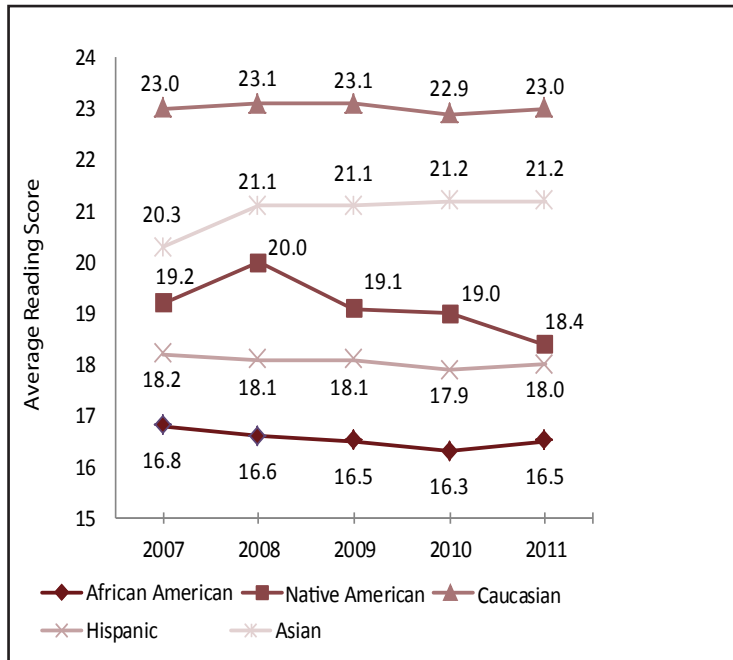
- Between 2007 and 2011, average ACT reading scores decreased for students nationally and in CGCS districts.
- The gap between average ACT reading scores for students nationally and in CGCS districts increased from 2.4 to 2.6 points between 2007 and 2011.

FIGURE 31. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK, READING SCORE: CGCS AND NATION: 2007 – 2011



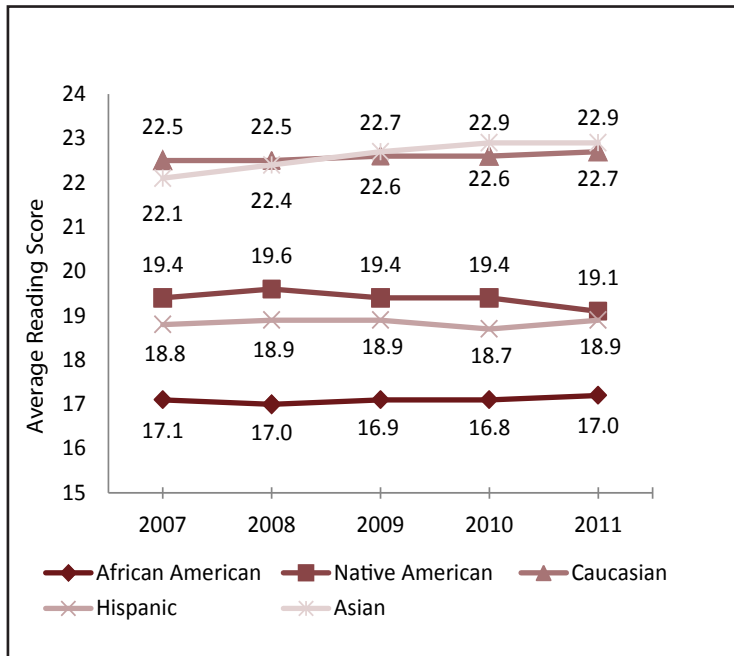
- The percentage of students meeting the ACT Reading Benchmark decreased for both the nation and CGCS districts.
- The gap between the percentage of students meeting the ACT Reading Benchmark for the nation and CGCS districts increased from 17 to 18 percentage points between 2007 and 2011.

FIGURE 32. AVERAGE ACT READING SCORES BY RACE/ETHNICITY, CGCS: 2007 – 2011



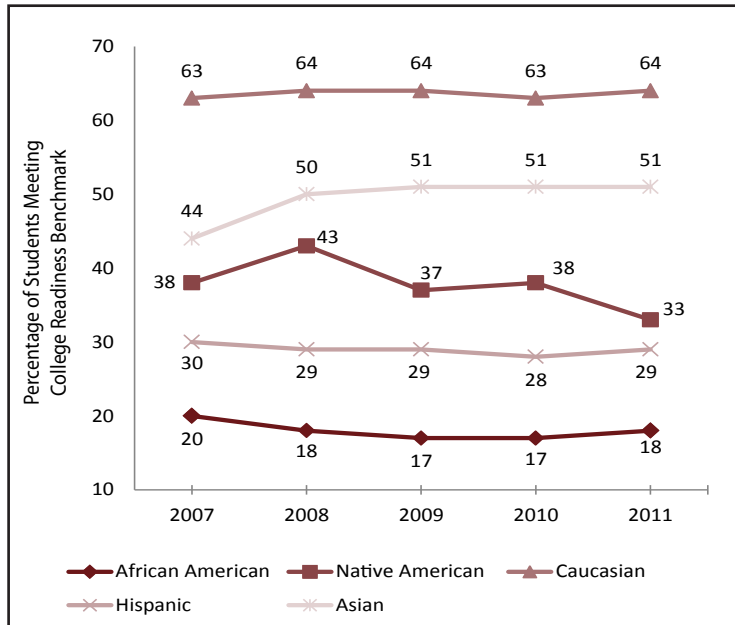
- Between 2007 and 2011, average ACT reading scores decreased for both Hispanic and African American students and remained the same for Caucasian students in CGCS districts.
- The gap between average ACT reading scores of Caucasian and African American students in CGCS districts increased from 6.2 to 6.5 points between 2007 and 2011. The gap between average ACT reading scores of Caucasian and Hispanic students in the CGCS districts increased from 4.8 to 5.0 points.

FIGURE 33. AVERAGE ACT READING SCORES BY RACE/ETHNICITY, NATION: 2007 – 2011



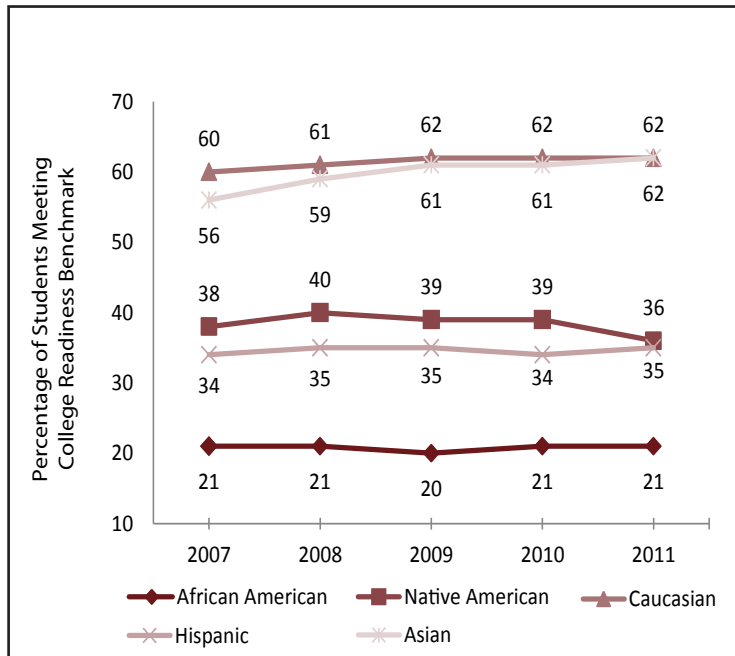
- Between 2007 and 2011, ACT reading scores for Caucasian, Hispanic and African American students increased nationally.
- The gap between average ACT reading scores of Caucasian and African American students nationally increased from 5.4 to 5.7 points between 2007 and 2011. The gap between average ACT reading scores of Caucasian and Hispanic students nationally increased from 3.7 to 3.8 points.

FIGURE 34. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK BY RACE/ETHNICITY, READING: CGCS: 2007 - 2011



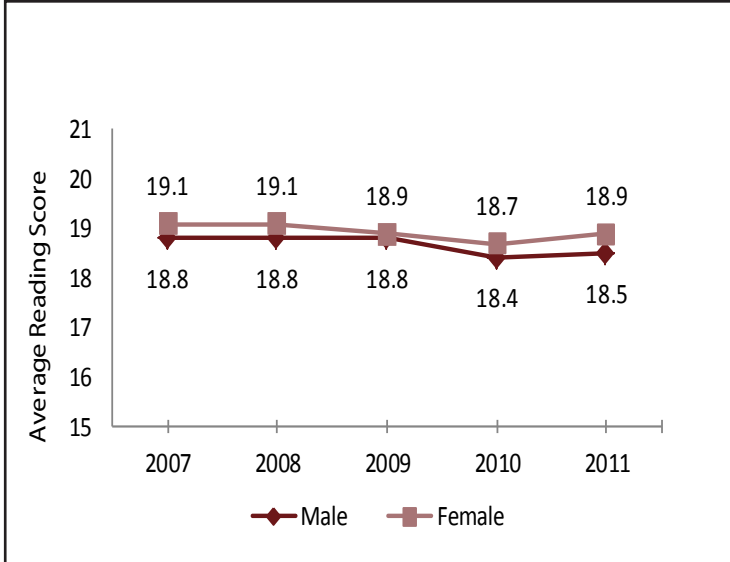
- Between 2007 and 2011, the percentage of Caucasian students meeting the ACT Reading Benchmark increased in CGCS districts. The percentage of Hispanic and African American students in CGCS districts meeting the ACT Reading Benchmark decreased during the same period.
- The gap between the percentage of Caucasian and African American students meeting the ACT Reading Benchmark increased from 43 to 46 percentage points in CGCS districts from 2007 to 2011. The gap between Caucasian and Hispanic students in CGCS districts increased from 33 to 35 percentage points.

FIGURE 35. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK BY RACE/ETHNICITY, READING: NATION: 2007 – 2011



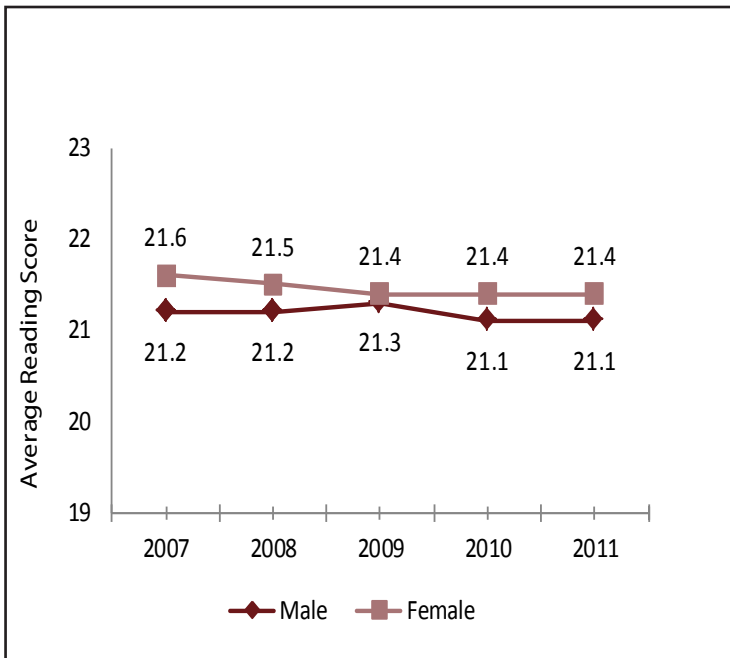
- Between 2007 and 2011, the percentage of Caucasian students meeting the ACT Reading Benchmark increased nationally. The percentage of African American students nationally meeting the ACT Reading Benchmark fluctuated but returned to 2007 levels.
- The gap between the percentage of Caucasian and African American students nationally meeting the ACT Reading Benchmark increased from 39 to 41 percentage points. The gap between Caucasian and Hispanic students nationally increased from 26 to 27 percentage points.

FIGURE 36. AVERAGE ACT READING SCORES BY GENDER, CGCS: 2007 – 2011



- Between 2007 and 2011, average ACT reading scores for both male and female students in CGCS districts decreased.
- The gap between average ACT reading scores for males and females in CGCS increased from 0.3 to 0.4 point between 2007 and 2011.

FIGURE 37. AVERAGE ACT READING SCORES BY GENDER, NATION: 2007 – 2011

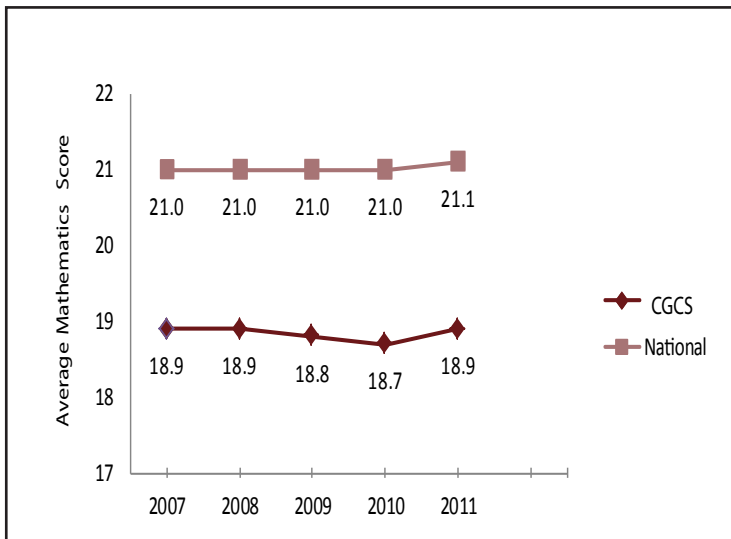


- Between 2007 and 2011, average ACT reading scores for both male and female students decreased nationally.
- The gap between average ACT reading scores for males and females nationally decreased from 0.4 to 0.3 point from 2007 to 2011.

ANALYSIS OF ACT SCORES – MATHEMATICS

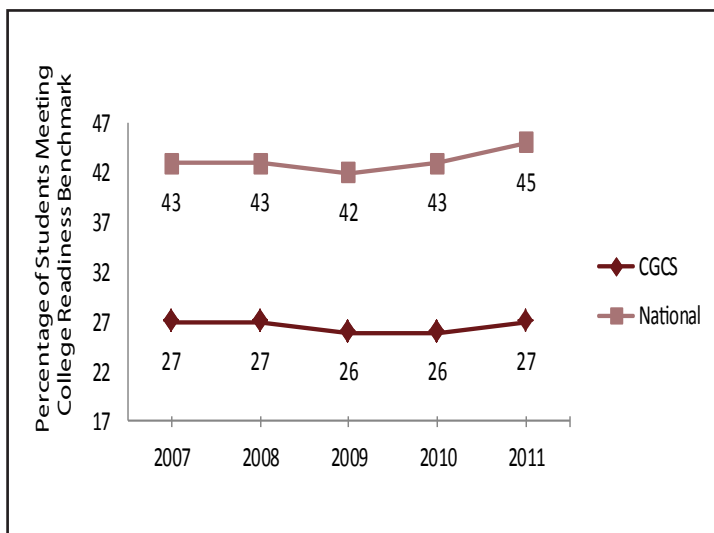
This section examines results of students in CGCS districts and the nation on the ACT mathematics test between 2007 and 2011. In addition, this section examines the percentage of students meeting the ACT College Readiness Benchmark in mathematics. These results are displayed overall, by race and by gender. The mathematics test assesses a student’s knowledge of pre-algebra, algebra, geometry and trigonometry. The ACT Mathematics Benchmark is a score of 22.

FIGURE 38. AVERAGE ACT MATHEMATICS SCORES, CGCS AND NATION: 2007 - 2011



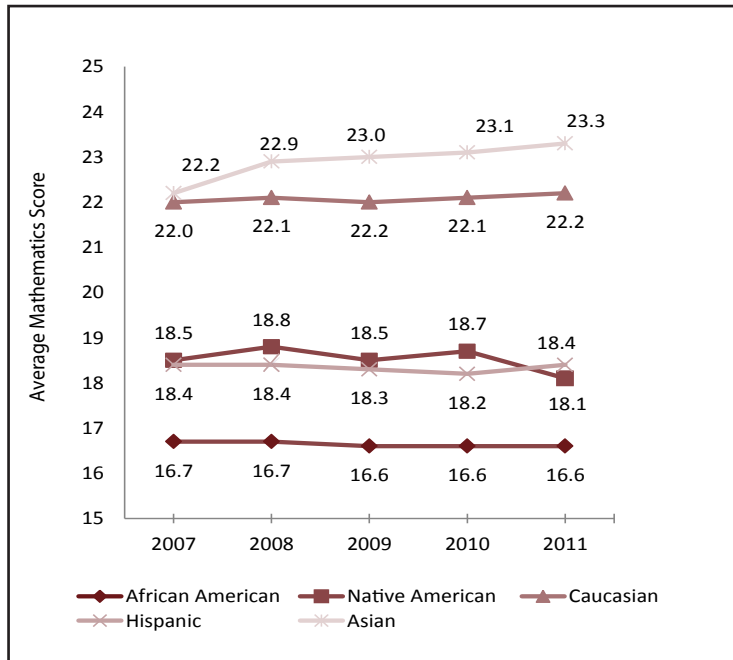
- Between 2007 and 2011, average ACT mathematics scores increased nationally. However, between 2007 and 2011, performance in CGCS districts fluctuated before returning to 2007 levels.
- The gap between average ACT mathematics scores nationally and CGCS districts increased from 2.1 to 2.2 points between 2007 and 2011.

FIGURE 39. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK, MATHEMATICS: CGCS AND NATION: 2007 - 2011



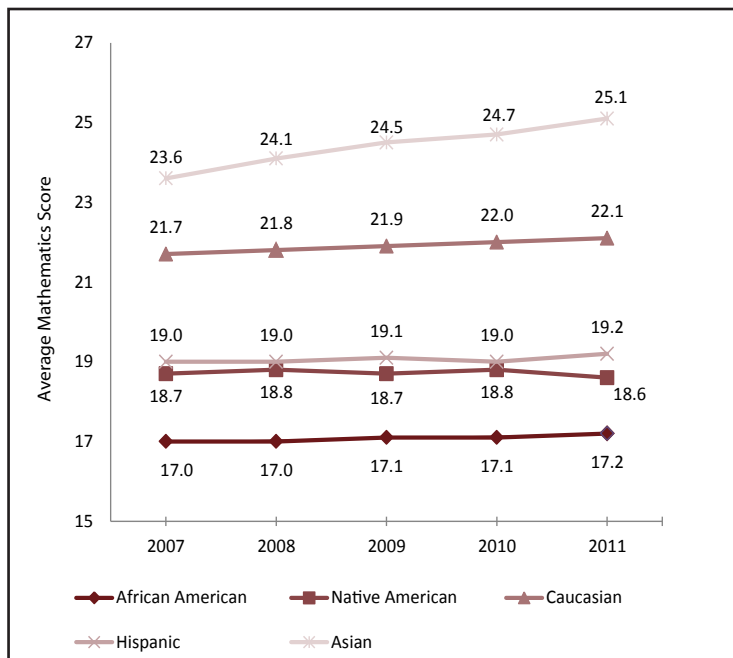
- The percentage of students meeting the ACT Mathematics Benchmark increased nationally. However, between 2007 and 2011, performance in CGCS districts fluctuated before returning to 2007 levels.
- The gap between the percentage of students meeting the ACT Mathematics Benchmark nationally and in CGCS districts increased from 16 to 18 percentage points between 2007 and 2011.

FIGURE 40. AVERAGE ACT MATHEMATICS SCORES BY RACE/ETHNICITY, CGCS: 2007 - 2011



- Between 2007 and 2011, average ACT mathematics scores of Caucasian students in CGCS districts increased. Scores fluctuated before returning to 2007 levels for Hispanic students and decreased for African American students in CGCS districts.
- The gap between average ACT mathematics scores of Caucasian and African American students in CGCS districts increased from 5.3 to 5.6 points between 2007 and 2011. The gap between average ACT mathematics scores of Caucasian and Hispanic students in CGCS districts increased from 3.6 to 3.8 points.

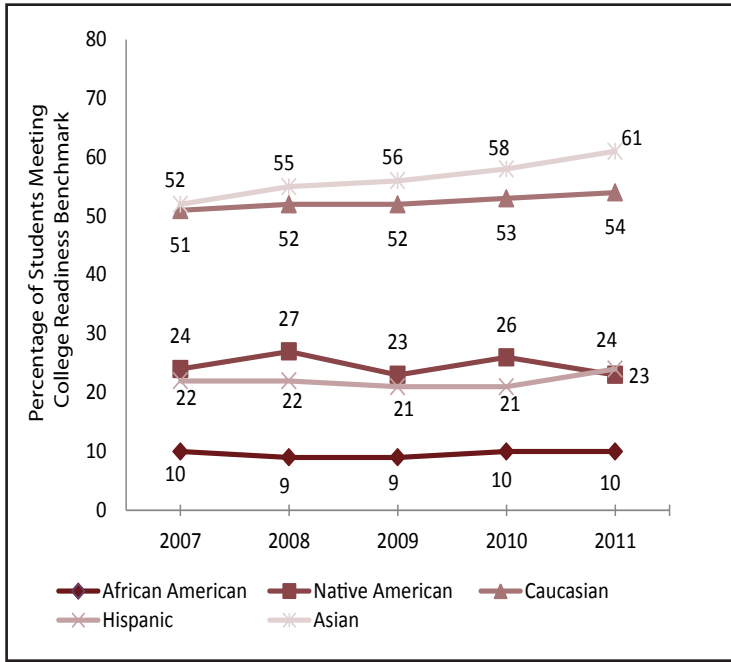
FIGURE 41. AVERAGE ACT MATHEMATICS SCORES BY RACE/ETHNICITY, NATION: 2007 - 2011



- Between 2007 and 2011, average ACT mathematics scores for Caucasian, Hispanic and African American students increased nationally.
- Despite gains in African American student scores, the gap between average ACT mathematics scores of Caucasian and African American students nationally increased from 4.7 to 4.9 points between 2007 and 2011. The gap between average ACT mathematics scores of Caucasian and Hispanic students nationally increased from 2.7 to 2.9 points.

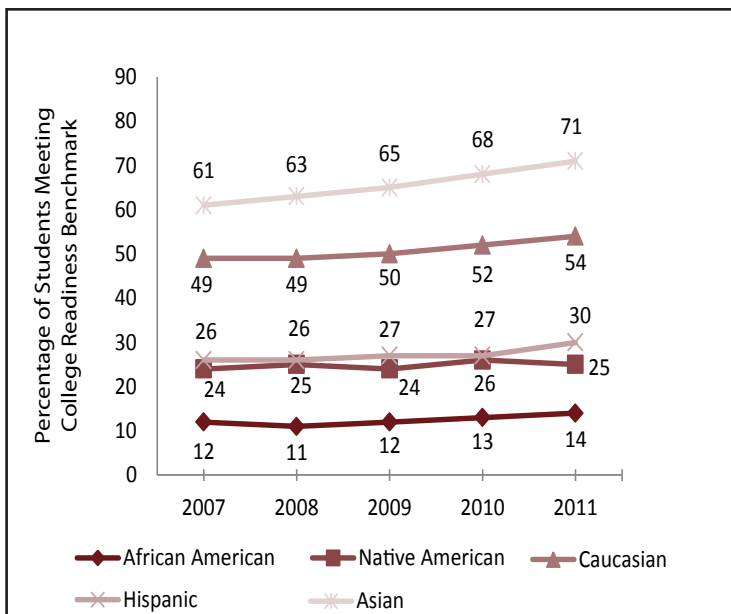
ANALYSIS OF ACT SCORES – MATHEMATICS

FIGURE 42. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK, MATHEMATICS, CGCS: 2007 – 2011



- Between 2007 and 2011, the percentage of Caucasian and Hispanic students in CGCS districts meeting the ACT Mathematics Benchmark increased. However, between 2007 and 2011, performance of African American students in CGCS districts fluctuated before returning to 2007 levels.
- Between 2007 and 2011, the gap between the percentage of Caucasian and African American students in CGCS districts meeting the ACT Mathematics Benchmark increased from 41 to 44 percentage points. The gap between Caucasian and Hispanic students in CGCS districts increased from 29 to 30 percentage points.

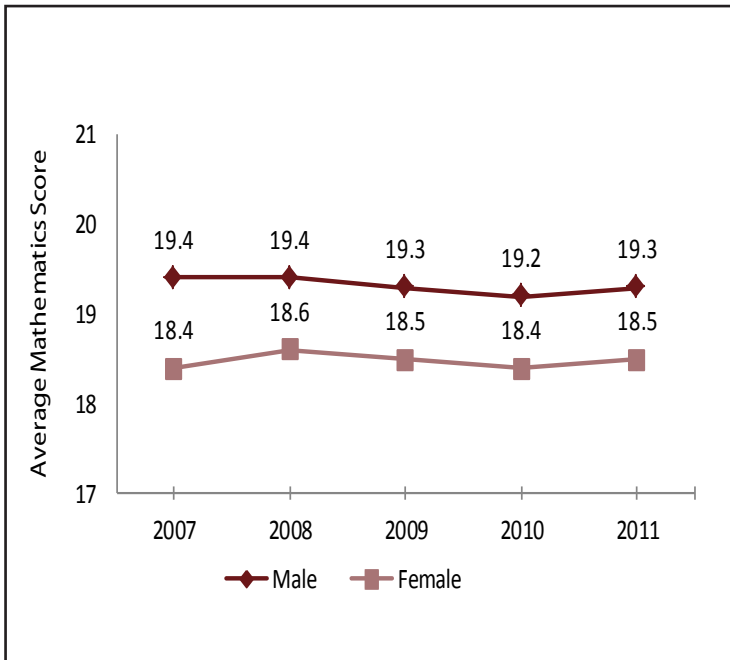
FIGURE 43. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK BY RACE/ ETHNICITY, MATHEMATICS: NATION: 2007 - 2011



- Between 2007 and 2011, the percentage of Caucasian, Hispanic and African American students nationally meeting the ACT Mathematics Benchmark increased.
- Despite gains in scores for African American students, the gap between the percentage of Caucasian and African American students nationally meeting the ACT Mathematics Benchmark increased from 37 to 40 percentage points from 2007 to 2011. The gap between Caucasian and Hispanic students nationally increased from 23 to 24 percentage points.

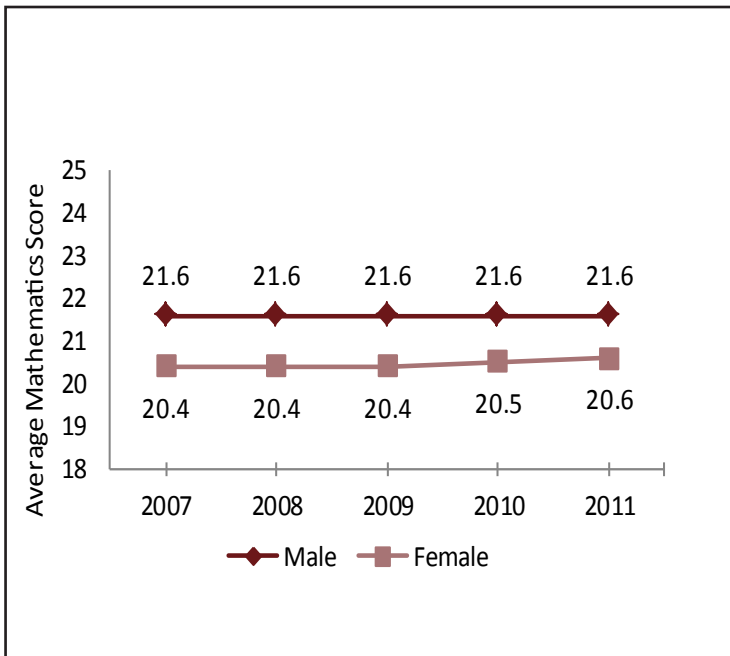
ANALYSIS OF ACT SCORES – MATHEMATICS

FIGURE 44. AVERAGE ACT MATHEMATICS SCORES BY GENDER, CGCS: 2007 – 2011



- Between 2007 and 2011 average ACT mathematics scores for female students increased in CGCS districts. During the same period, scores for male students decreased in CGCS districts.
- The gap between average ACT mathematics scores for males and females in CGCS districts decreased from 1.0 to 0.8 point between 2007 and 2011.

FIGURE 45. AVERAGE ACT MATHEMATICS SCORES BY GENDER, NATION: 2007 – 2011

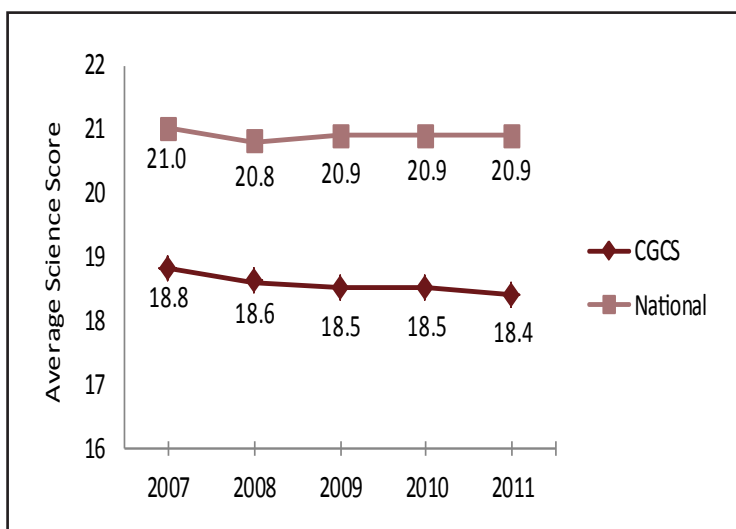


- Between 2007 and 2011 average ACT mathematics scores for females increased and scores for males remained unchanged nationally.
- The gap between average ACT mathematics scores for males and females in the nation decreased from 1.2 points to 1.0 point from 2007 to 2011.

ANALYSIS OF ACT SCORES – SCIENCE

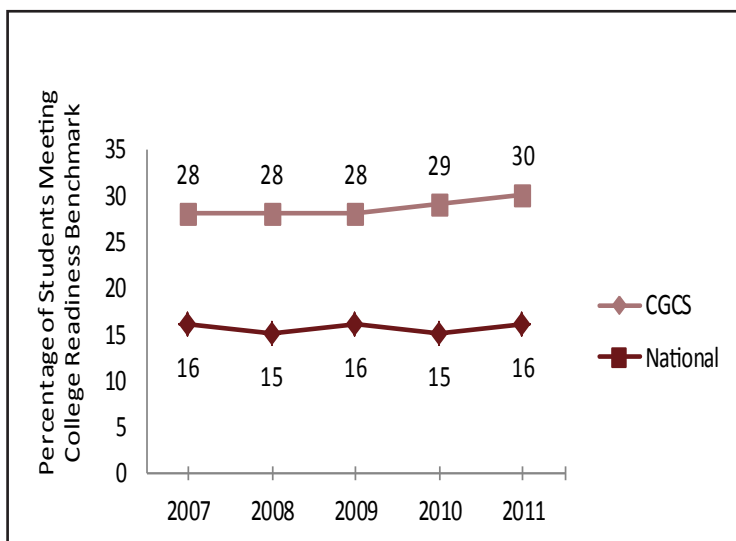
This section examines results of students in CGCS districts and the nation on the ACT science test between 2007 and 2011. In addition, this section examines the percentage of students meeting the ACT College Readiness Benchmark in science. These results are displayed overall, by race and by gender. The science test assesses a student's ability to interpret, analyze, evaluate, reason and problem-solve science-related material. The ACT science Benchmark is a score of 24.

FIGURE 46. AVERAGE ACT SCIENCE SCORES CGCS AND NATION: 2007 - 2011



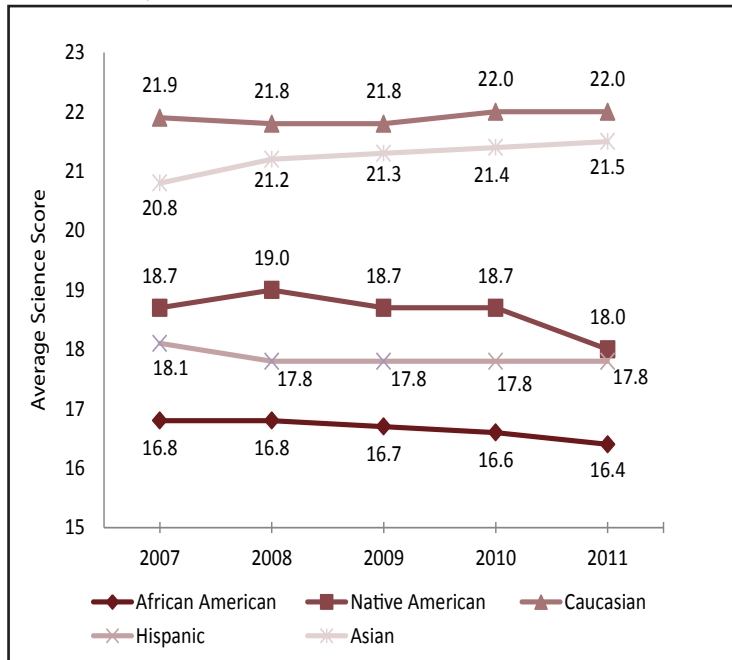
- Between 2007 and 2011, average ACT science scores for students nationally and in CGCS districts decreased.
- The gap between average ACT science scores nationally and CGCS districts increased from 2.2 to 2.5 points between 2007 and 2011.

FIGURE 47. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK, SCIENCE: CGCS AND NATION: 2007 – 2011



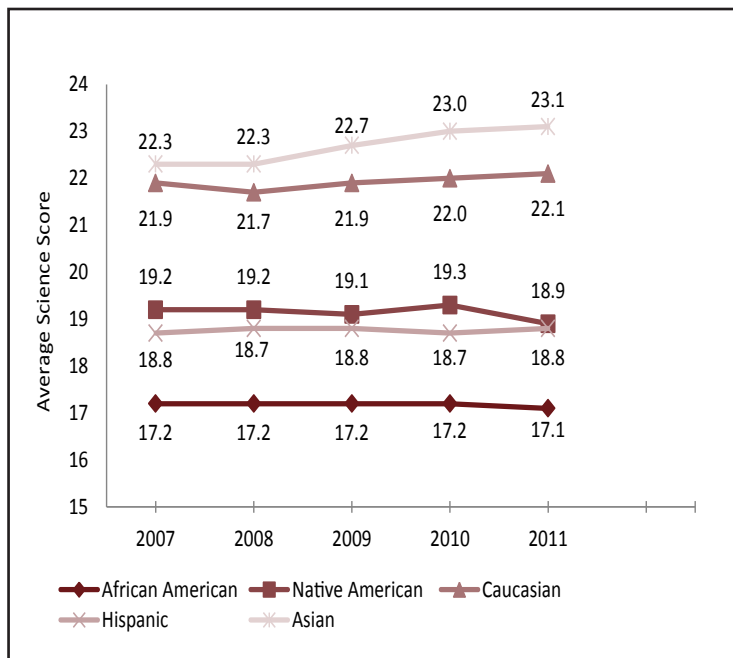
- Between 2007 and 2011, the percentage of students meeting the ACT Science Benchmark increased nationally. However, between 2007 and 2011, performance in CGCS districts fluctuated before returning to 2007 levels.
- The gap between the percentage of students meeting the ACT Science Benchmark nationally and CGCS districts increased from 12 to 14 percentage points between 2007 and 2011.

FIGURE 48. AVERAGE ACT SCIENCE SCORES BY RACE/ETHNICITY, CGCS: 2007 - 2011



- Between 2007 and 2011, average ACT science scores for Caucasian students in CGCS districts increased; while performance of Hispanic and African American students in CGCS districts decreased.
- The gap between average ACT science scores of Caucasian and African American students in CGCS districts increased from 5.1 to 5.6 points between 2007 and 2011. The gap between average ACT science scores of Caucasian and Hispanic students in CGCS districts increased from 3.8 to 4.2 points.

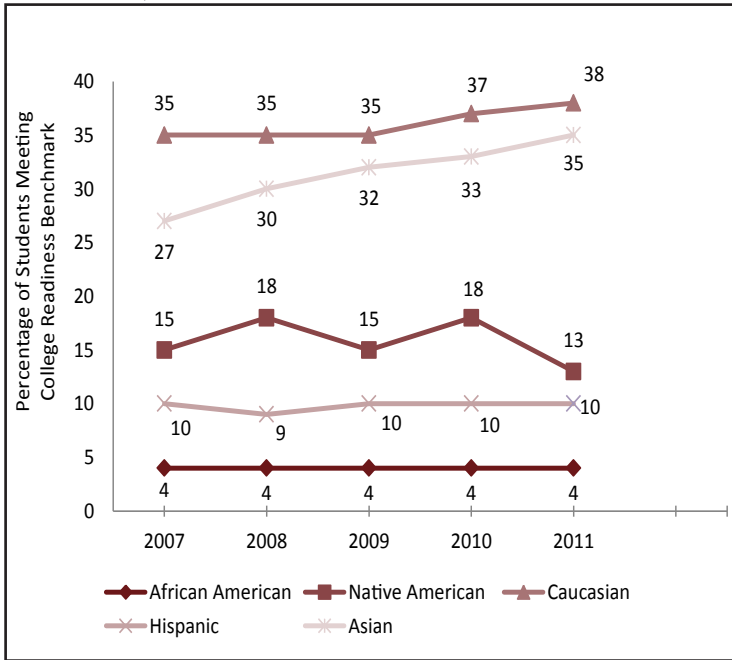
FIGURE 49. AVERAGE ACT SCIENCE SCORES BY RACE/ETHNICITY, NATION: 2007 - 2011



- Between 2007 and 2011, average ACT science scores for Caucasian students increased nationally. Performance for Hispanic students fluctuated between 2007 and 2011, before returning to to 2007 levels. Scores decreased nationally for African American students.
- The gap between average ACT science scores of Caucasian and African American students nationally increased from 4.7 to 5.0 points between 2007 and 2011. The gap between average ACT science scores of Caucasian and Hispanic students nationally increased from 3.1 to 3.3 points.

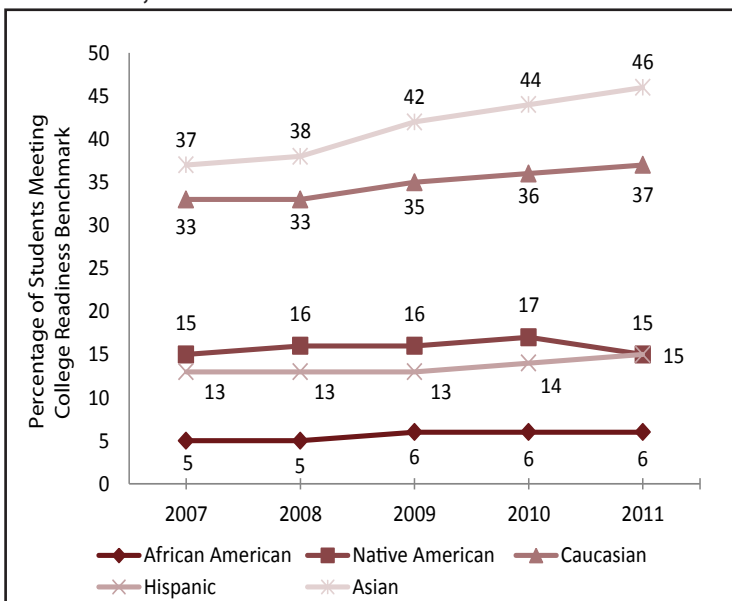
ANALYSIS OF ACT SCORES – SCIENCE

FIGURE 50. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK BY RACE/ETHNICITY, SCIENCE: CGCS: 2007 – 2011



- Between 2007 and 2011, the percentage of Caucasian students meeting the ACT Science Benchmark increased in CGCS districts. During the same period, scores for African American students in CGCS districts remained unchanged. However, between 2007 and 2011, performance for Hispanic students in CGCS districts fluctuated but returned to 2007 scores.
- The gap between the percentage of Caucasian and African American students meeting the ACT Science Benchmark increased from 31 to 34 percentage points in CGCS districts from 2007 to 2011. The gap between Caucasian and Hispanic students in CGCS districts increased from 25 to 28 percentage points.

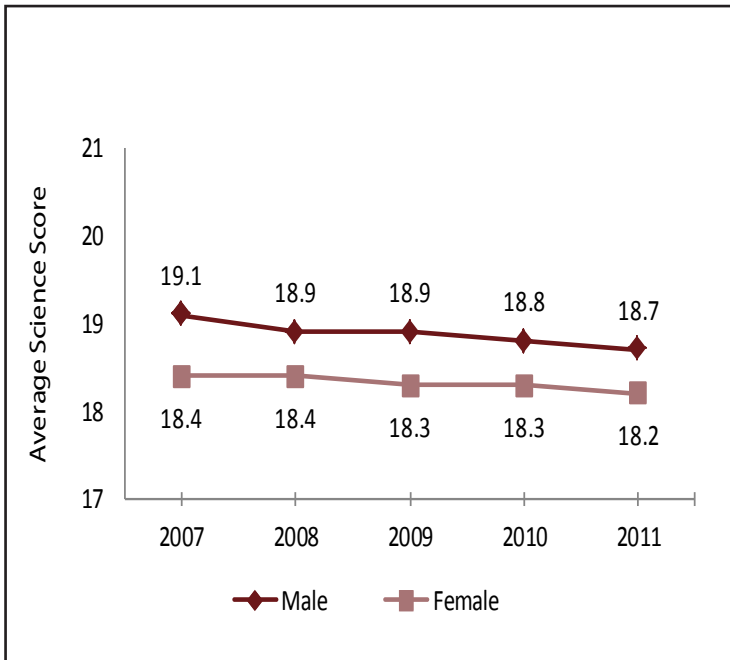
FIGURE 51. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK BY RACE/ETHNICITY, SCIENCE: NATION: 2007 – 2011



- Between 2007 and 2011, the percentage of African American, Hispanic and Caucasian students nationally meeting the ACT Science Benchmark increased.
- Despite the gain in performance of African American students, the gap between the percentage of Caucasian and African American students meeting the ACT Science Benchmark increased from 28 to 31 percentage points nationally between 2007 and 2011. The gap between Caucasian and Hispanic students nationally increased from 20 to 22 percentage points.

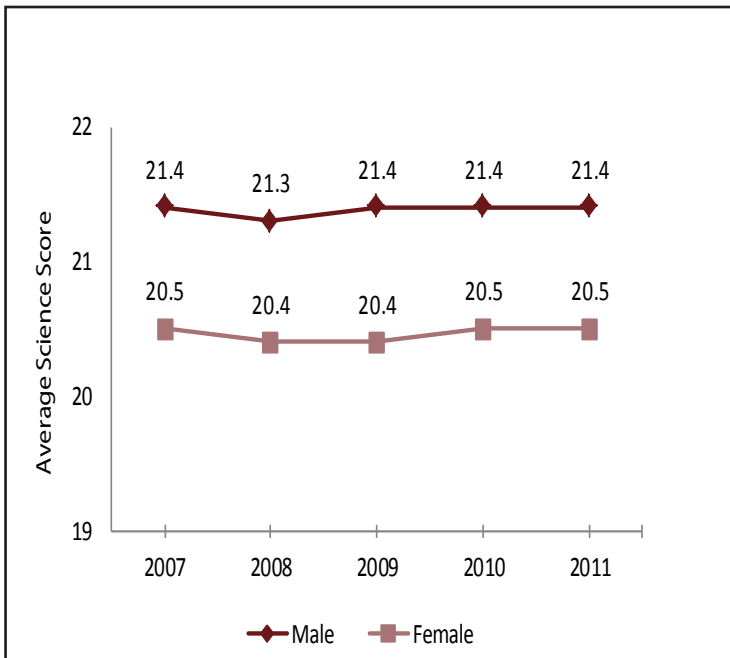
ANALYSIS OF ACT SCORES – SCIENCE

FIGURE 52. AVERAGE ACT SCIENCE SCORES BY GENDER, CGCS: 2007 – 2011



- Between 2007 and 2011 average ACT science scores decreased for both male and female students in CGCS districts.
- The gap between average ACT science scores for males and females in CGCS districts decreased from 0.7 to 0.5 point between 2007 and 2011.

FIGURE 53. AVERAGE ACT SCIENCE SCORES BY GENDER, NATION: 2007 - 2011



- Between 2007 and 2011, the average ACT science scores fluctuated for both male and female students nationally before returning to 2007 levels.
- The gap between average ACT science scores for males and females in the nation remained the same between 2007 and 2011.

MOST IMPROVED DISTRICTS ON ACT

Finally, this section identifies the most improved CGCS districts based on ACT scores. Most improved districts were determined in two different ways:

1. Improved on average ACT scores in English, reading, mathematics, science, or composite
2. Increased the percentage of students meeting the ACT College Readiness Benchmarks in English, reading, mathematics, science, or for all four subject areas.

This analysis was completed for districts with an average minimum of 100 ACT test takers for each year from 2007 to 2011 and for districts in states where 50 percent or more graduates take the ACT.

- Between 2007 and 2011, the Charleston County District improved at a faster rate than other CGCS districts on ACT composite, reading, mathematics and science scores.
- Minneapolis was the most improved in ACT English and the second most improved district on ACT composite, mathematics and science scores between 2007 and 2011.
- Between 2007 and 2011, the percentage of students meeting all four ACT College Readiness Benchmarks increased more in Charleston County School District than any other CGCS district; Minneapolis showed the second most improvement.
- Charleston County School District showed the most improvement in the percentage of students meeting College Readiness Benchmarks in ACT English, reading, and mathematics between 2007 and 2011; and Minneapolis improved most on ACT Science scores.

FIGURE 54. MOST IMPROVED AVERAGE ACT COMPOSITE SCORES BY CGCS DISTRICTS: 2007-2011

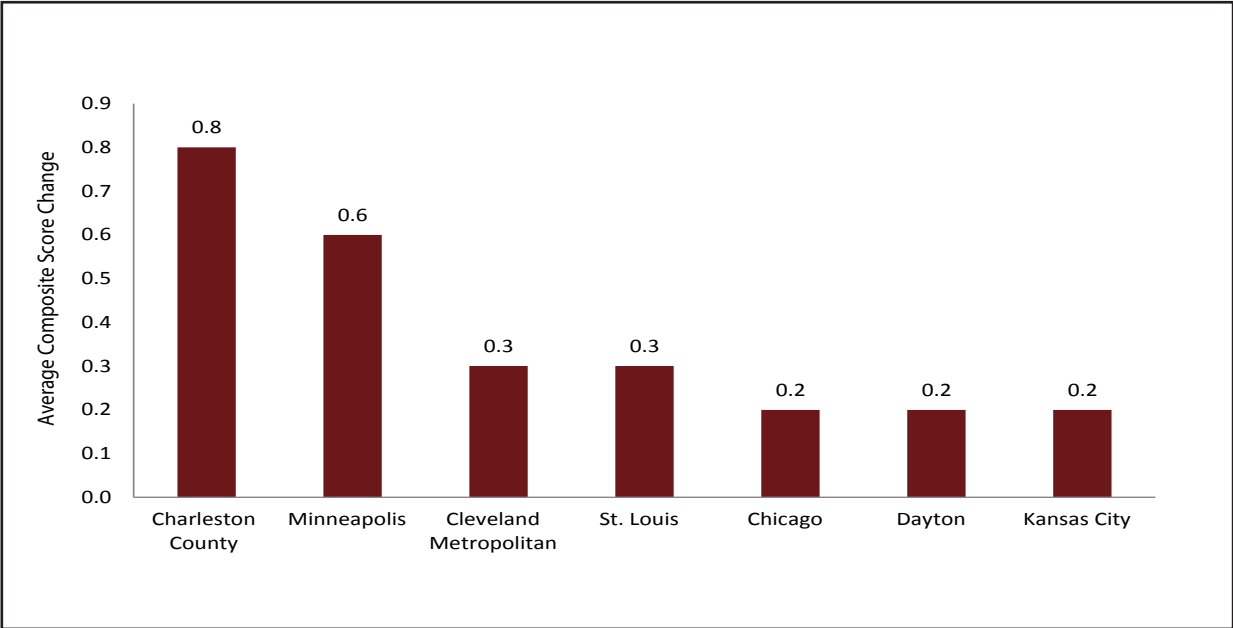
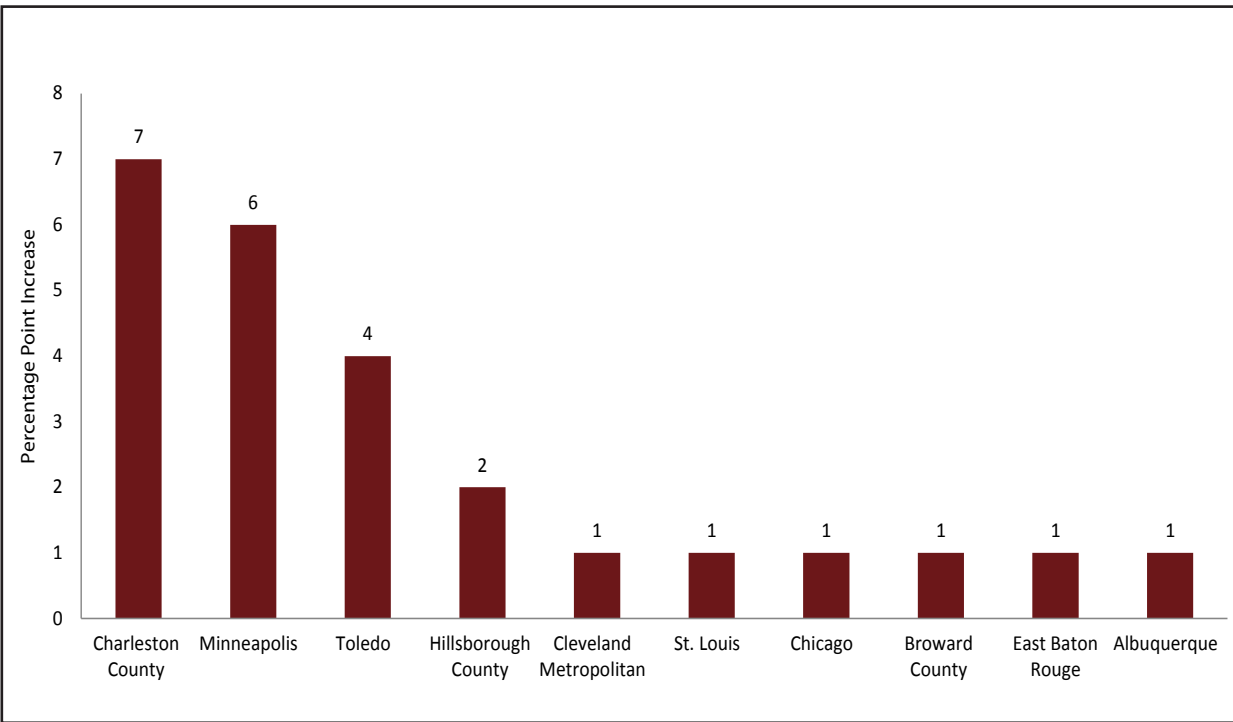


FIGURE 55. PERCENTAGE POINT INCREASES BY THE MOST IMPROVED CGCS DISTRICTS MEETING ALL FOUR ACT COLLEGE READINESS BENCHMARKS: 2007 - 2011



MOST IMPROVED DISTRICTS ON ACT

FIGURE 56. MOST IMPROVED AVERAGE ACT SCORES BY CGCS DISTRICTS, ENGLISH: 2007 - 2011

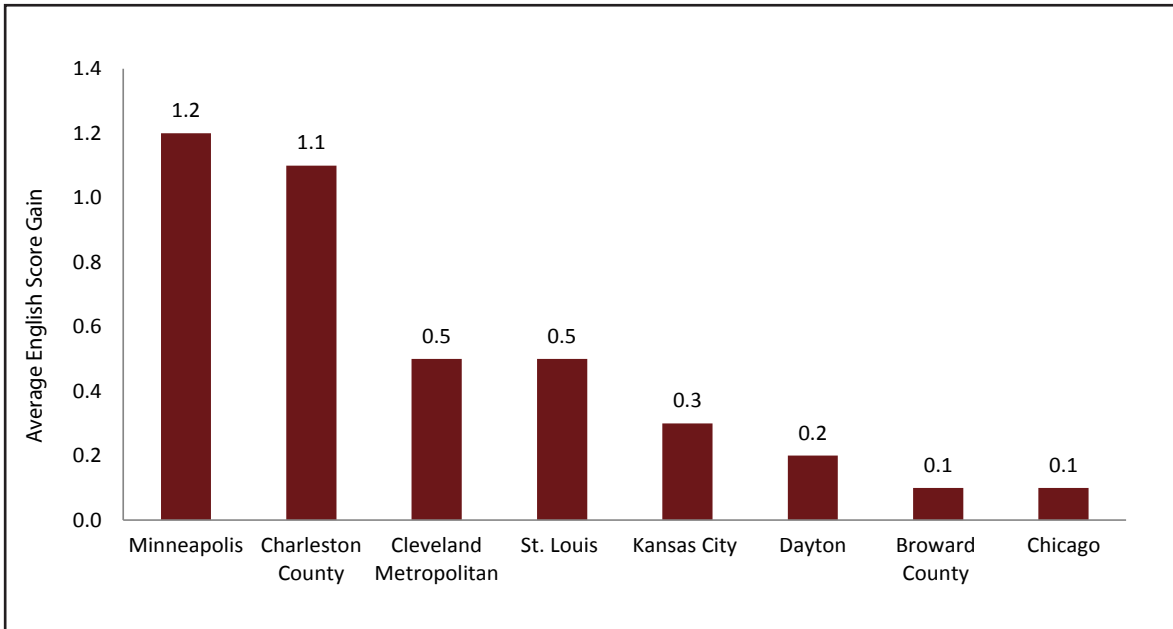
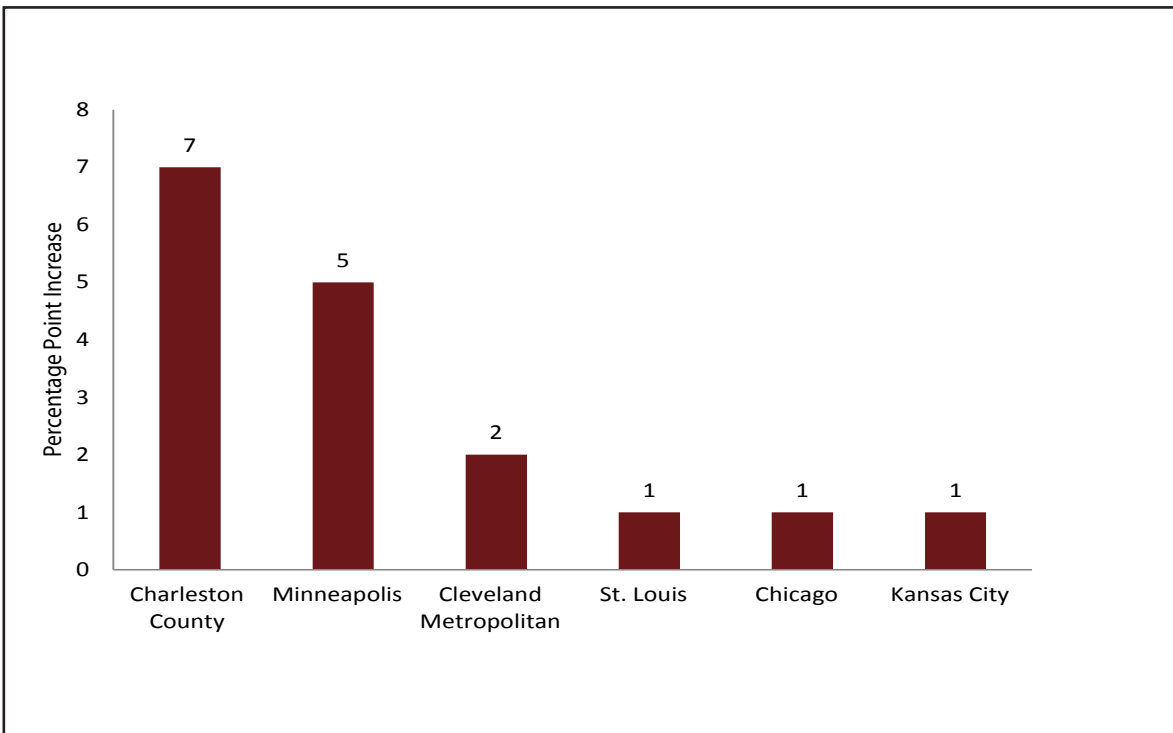


FIGURE 57. PERCENTAGE POINT INCREASES BY THE MOST IMPROVED CGCS DISTRICTS MEETING ACT COLLEGE READINESS BENCHMARK, ENGLISH: 2007 - 2011



MOST IMPROVED DISTRICTS ON ACT

FIGURE 58. MOST IMPROVED AVERAGE ACT SCORES BY CGCS DISTRICTS, READING: 2007 – 2011

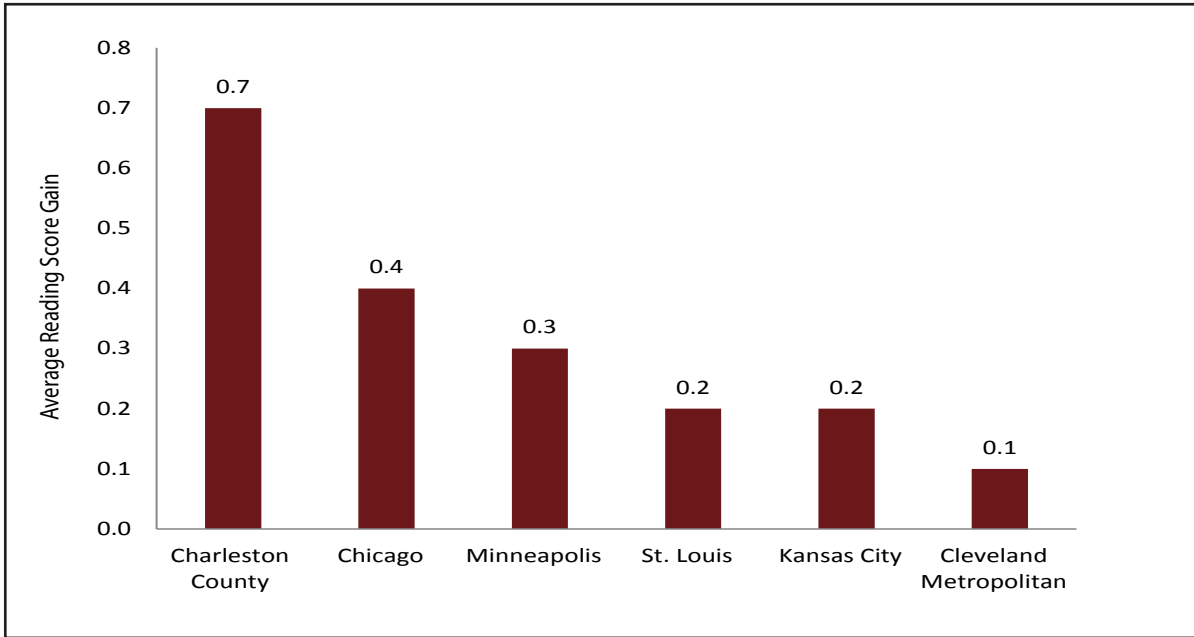
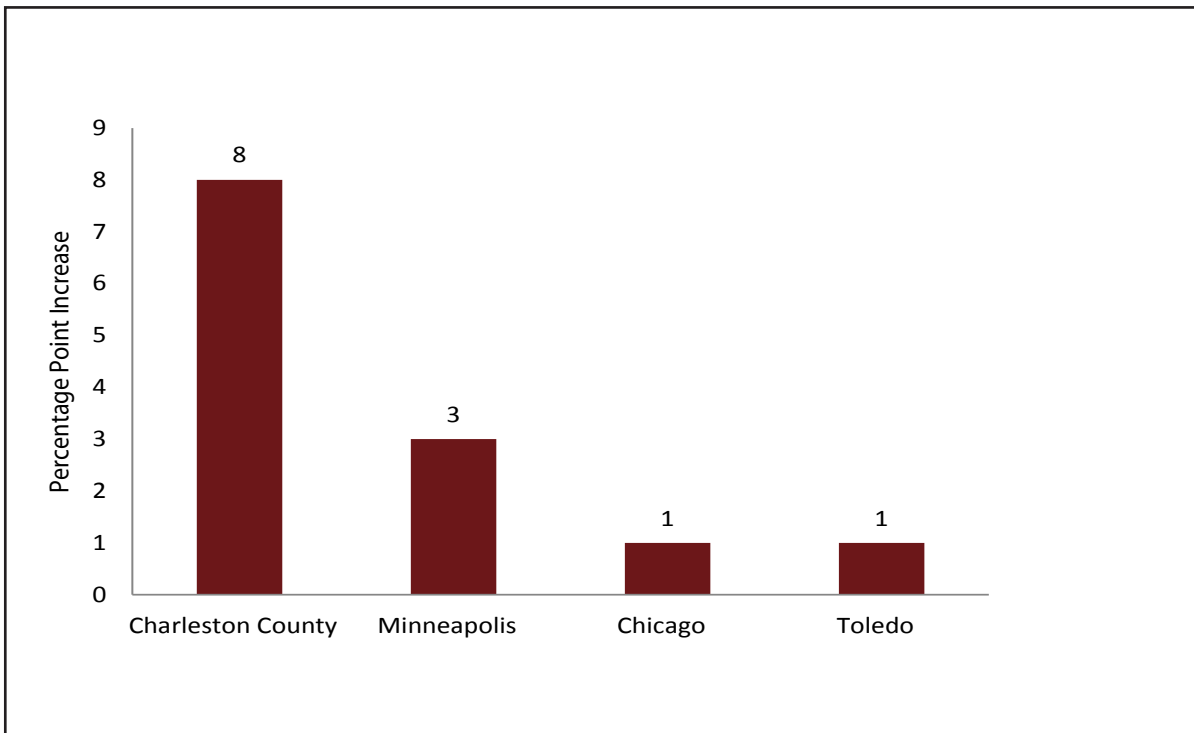


FIGURE 59. PERCENTAGE POINT INCREASES BY THE MOST IMPROVED CGCS DISTRICTS MEETING ACT COLLEGE READINESS BENCHMARK, READING: 2007 – 2011



MOST IMPROVED DISTRICTS ON ACT

FIGURE 60. MOST IMPROVED AVERAGE ACT SCORES BY CGCS DISTRICTS, MATHEMATICS: 2007 - 2011

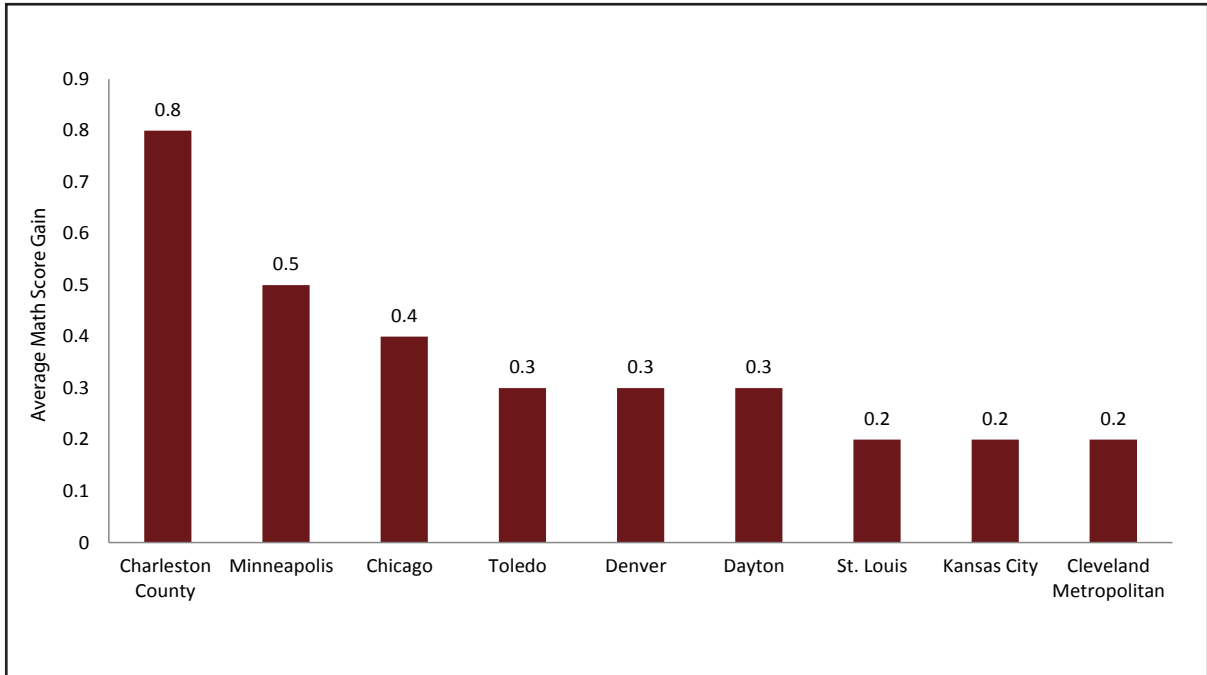
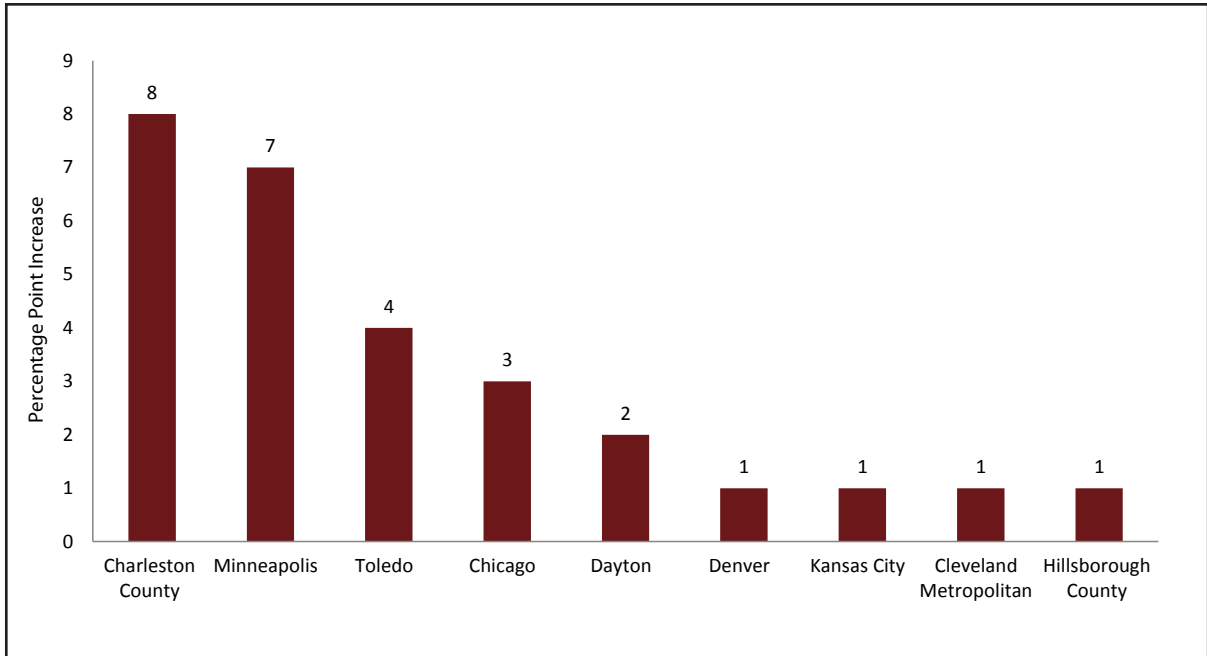


FIGURE 61. PERCENTAGE POINT INCREASES BY THE MOST IMPROVED CGCS DISTRICTS MEETING ACT COLLEGE READINESS BENCHMARK, MATHEMATICS: 2007 - 2011



MOST IMPROVED DISTRICTS ON ACT

FIGURE 62. MOST IMPROVED AVERAGE ACT SCORES BY CGCS DISTRICTS, SCIENCE: 2007 – 2011

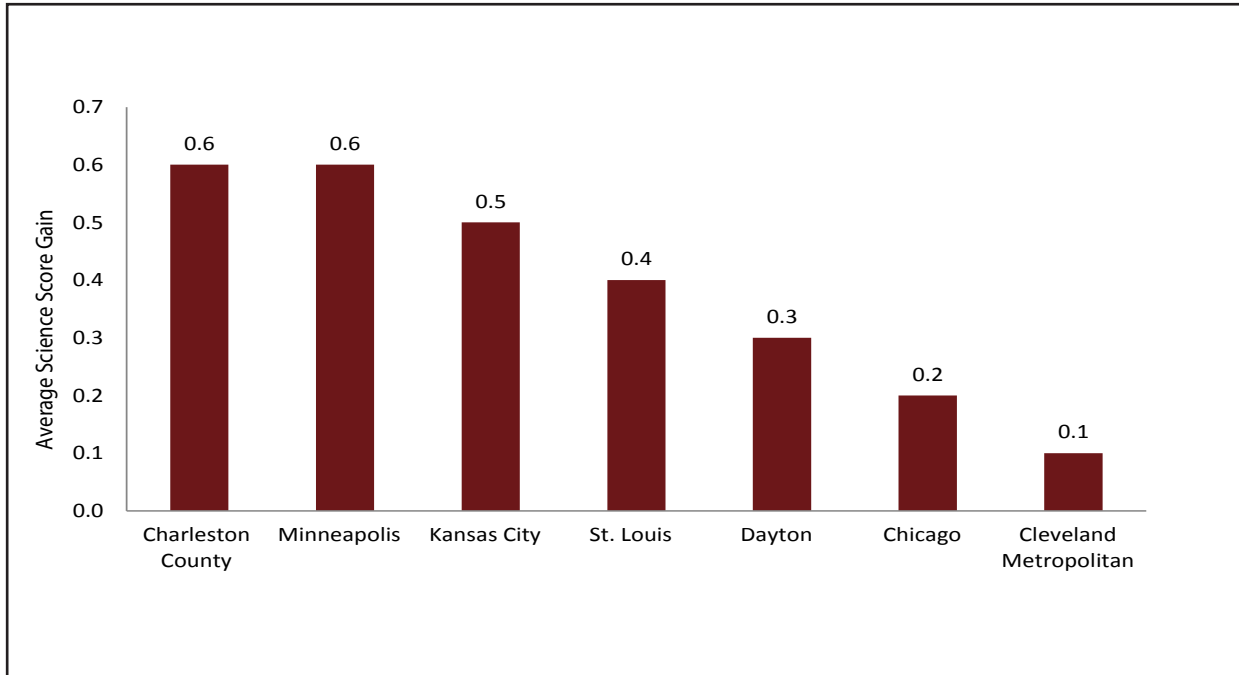
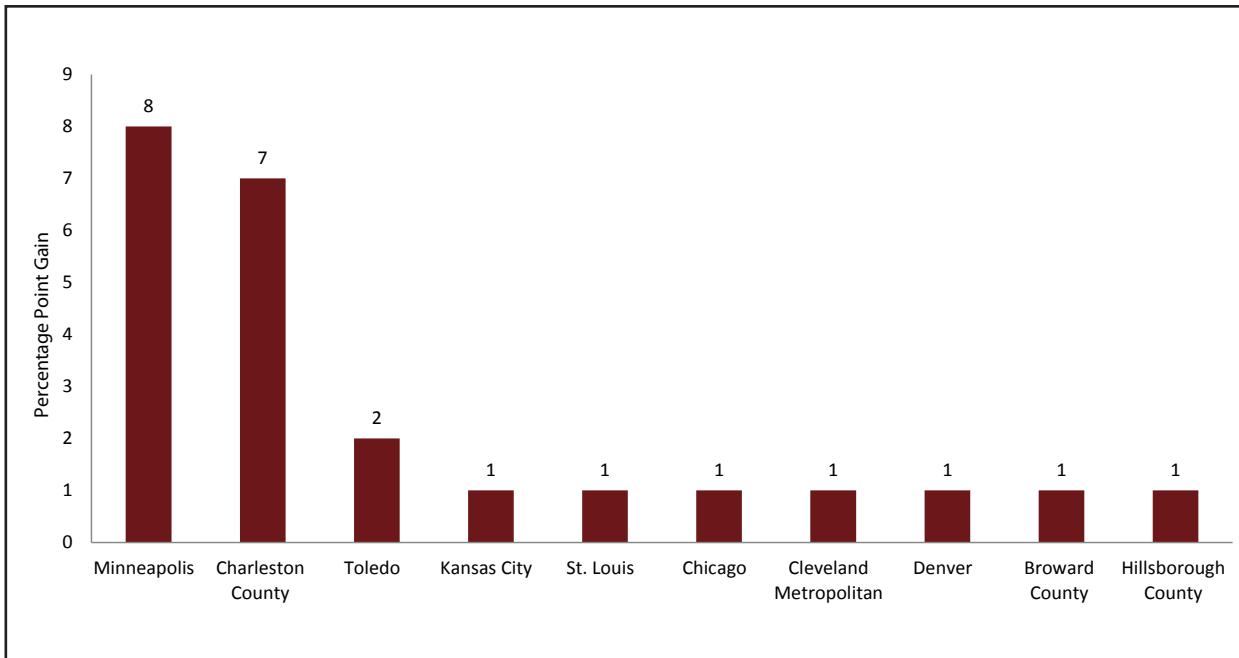


FIGURE 63. PERCENTAGE POINT INCREASES BY THE MOST IMPROVED CGCS DISTRICTS MEETING ACT COLLEGE READINESS BENCHMARK, SCIENCE: 2007 – 2011



APPENDIX A. AVERAGE ACT SCORES FOR MALES BY RACE/ETHNICITY

African American Male -CGCS						African American Male -Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	15.0	15.0	14.8	14.3	14.6	English	15.4	15.5	15.4	15.1	15.4
Mathematics	16.8	16.7	16.7	16.7	16.7	Mathematics	17.2	17.2	17.2	17.2	17.3
Reading	16.3	16.1	16.1	15.8	16.1	Reading	16.6	16.5	16.6	16.4	16.6
Science	16.8	16.7	16.6	16.5	16.4	Science	17.2	17.1	17.3	17.2	17.2
Caucasian Male -CGCS						Caucasian Male -Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	21.5	21.7	21.8	21.6	21.7	English	21.3	21.2	21.5	21.5	21.7
Mathematics	22.7	22.9	22.9	22.8	22.8	Mathematics	22.4	22.5	22.5	22.6	22.7
Reading	22.7	22.9	23.0	22.7	22.7	Reading	22.3	22.3	22.5	22.5	22.4
Science	22.5	22.4	22.4	22.5	22.5	Science	22.4	22.2	22.4	22.5	22.6
Asian Male -CGCS						Asian Male -Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	19.3	20.2	20.3	20.1	20.2	English	21.3	21.7	22.3	22.3	22.6
Mathematics	22.7	23.6	23.6	23.7	23.8	Mathematics	24.3	24.8	25.2	25.4	25.7
Reading	20.1	21.1	21.1	21.0	21.0	Reading	21.9	22.3	22.7	22.8	22.8
Science	21.4	21.8	21.9	21.9	21.9	Science	22.8	22.9	23.3	23.6	23.8
Native American Male -CGCS						Native American Male -Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	16.3	17.9	16.8	16.9	15.9	English	17.4	17.6	17.4	17.4	17.1
Mathematics	18.4	19.1	18.9	19.1	18.3	Mathematics	19.1	19.3	19.4	19.3	19.0
Reading	18.1	19.6	18.7	18.7	18.1	Reading	19.0	19.3	19.2	19.2	18.9
Science	18.3	19.2	18.8	19.0	18.1	Science	19.4	19.5	19.5	19.6	19.2
Hispanic Male -CGCS						Hispanic Male -Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	16.6	16.6	16.7	16.0	16.4	English	17.4	17.4	17.6	17.0	17.4
Mathematics	19.0	18.9	18.9	18.7	18.9	Mathematics	19.6	19.6	19.7	19.6	19.8
Reading	18.1	18.0	18.0	17.7	17.9	Reading	18.7	18.8	19.0	18.6	18.8
Science	18.5	18.2	18.2	18.1	18.2	Science	19.2	19.0	19.2	19.1	19.2

APPENDIX B. AVERAGE ACT SCORES FOR FEMALES BY RACE/ETHNICITY

African American Female-CGCS						African American Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	16.0	16.1	15.7	15.3	15.5	English	16.5	16.6	16.4	16.2	16.4
Mathematics	16.6	16.6	16.5	16.5	16.6	Mathematics	16.9	16.9	17.0	17.0	17.2
Reading	17.1	16.9	16.7	16.6	16.8	Reading	17.5	17.3	17.2	17.2	17.4
Science	16.8	16.8	16.7	16.7	16.5	Science	17.2	17.2	17.2	17.3	17.1
Caucasian Female-CGCS						Caucasian Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	22.3	22.5	22.5	22.6	22.7	English	22.2	22.2	22.3	22.5	22.6
Mathematics	21.4	21.6	21.6	21.6	21.7	Mathematics	21.2	21.2	21.3	21.4	21.6
Reading	23.1	23.2	23.2	23.1	23.3	Reading	22.7	22.6	22.7	22.8	22.9
Science	21.5	21.3	21.4	21.5	21.6	Science	21.4	21.3	21.4	21.6	21.7
Asian Female-CGCS						Asian Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	20.0	20.7	20.9	20.8	20.9	English	22.0	22.4	22.8	22.9	23.0
Mathematics	21.8	22.4	22.6	22.7	23.0	Mathematics	23.1	23.6	23.8	24.1	24.5
Reading	20.5	21.1	21.2	21.3	21.3	Reading	22.3	22.5	22.7	22.9	23.1
Science	20.4	20.7	20.9	21.1	21.2	Science	21.8	21.8	22.1	22.5	22.6
Native American Female-CGCS						Native American Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	18.7	18.7	18.0	17.7	16.9	English	18.4	18.4	18.3	18.2	17.8
Mathematics	18.6	18.6	18.2	18.4	18.0	Mathematics	18.4	18.4	18.4	18.4	18.3
Reading	20.1	20.3	19.4	19.2	18.5	Reading	19.7	19.8	19.6	19.6	19.2
Science	18.9	18.8	18.6	18.4	17.8	Science	18.9	18.9	18.8	19.0	18.6
Hispanic Female-CGCS						Hispanic Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	17.0	17.1	16.9	16.5	16.8	English	17.8	17.9	17.8	17.5	17.8
Mathematics	18.0	18.0	17.9	17.9	18.1	Mathematics	18.5	18.6	18.6	18.6	18.8
Reading	18.3	18.2	18.1	18.0	18.1	Reading	18.9	19.0	18.8	18.8	18.9
Science	17.8	17.6	17.6	17.5	17.6	Science	18.4	18.4	18.4	18.4	18.4

APPENDIX C. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARKS FOR MALES BY RACE/ETHNICITY

African American Male-CGCS						African American Male-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	29	28	27	25	26	English	31	32	31	30	31
Mathematics	11	11	10	10	11	Mathematics	13	13	13	14	15
Reading	17	16	16	15	16	Reading	19	18	19	18	19
Science	5	5	5	5	5	Science	6	6	7	7	7
Caucasian Male-CGCS						Caucasian Male-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	75	76	75	74	73	English	75	74	74	74	74
Mathematics	56	58	58	58	58	Mathematics	54	54	55	56	58
Reading	61	62	63	62	61	Reading	58	59	61	60	60
Science	33	34	34	36	36	Science	31	30	32	34	35
Asian Male-CGCS						Asian Male-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	59	64	63	62	63	English	71	73	74	74	74
Mathematics	55	59	60	61	63	Mathematics	65	67	69	72	74
Reading	42	50	50	50	49	Reading	55	58	60	61	61
Science	32	35	36	37	38	Science	42	43	47	50	51
Native American Male-CGCS						Native American Male-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	40	51	41	43	37	English	47	48	47	47	44
Mathematics	23	29	27	30	26	Mathematics	28	30	27	30	29
Reading	32	39	34	36	33	Reading	36	38	38	38	35
Science	15	21	17	22	14	Science	18	20	19	21	19
Hispanic Male-CGCS						Hispanic Male-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	42	41	41	37	39	English	47	46	47	44	46
Mathematics	27	26	26	25	28	Mathematics	31	31	32	32	35
Reading	30	29	30	28	29	Reading	34	34	36	34	35
Science	13	12	13	12	13	Science	17	16	17	18	18

APPENDIX D. PERCENTAGE OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARKS FOR FEMALES BY RACE/ETHNICITY

African American Female-CGCS						African American Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	36	36	33	31	32	English	40	40	38	37	38
Mathematics	9	9	8	9	10	Mathematics	11	10	11	12	13
Reading	21	20	18	19	19	Reading	23	22	21	23	23
Science	4	4	4	4	4	Science	5	5	5	6	6
Caucasian Female-CGCS						Caucasian Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	80	80	79	79	79	English	80	80	80	80	80
Mathematics	47	48	48	49	51	Mathematics	44	44	45	48	50
Reading	64	65	65	65	66	Reading	62	62	63	63	64
Science	31	30	31	33	34	Science	29	29	30	32	33
Asian Female-CGCS						Asian Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	64	68	68	67	67	English	75	77	78	78	78
Mathematics	49	52	53	55	60	Mathematics	58	60	62	65	69
Reading	45	49	52	52	53	Reading	57	59	61	62	63
Science	24	26	29	29	32	Science	34	34	37	40	41
Native American Female-CGCS						Native American Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	55	58	50	47	43	English	54	55	53	53	49
Mathematics	25	25	20	23	20	Mathematics	21	22	21	22	22
Reading	44	47	39	39	32	Reading	40	41	40	40	37
Science	15	15	13	15	12	Science	13	13	13	14	12
Hispanic Female-CGCS						Hispanic Female-Nation					
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011
English	44	45	42	40	43	English	50	50	49	47	49
Mathematics	19	19	18	19	21	Mathematics	23	23	23	24	26
Reading	30	29	29	28	30	Reading	35	35	34	34	35
Science	8	8	8	8	8	Science	10	11	11	11	12

APPENDIX E. NUMBER OF ACT TEST TAKERS IN CGCS DISTRICTS, 2007 – 2011

District Name	2007	2008	2009	2010	2011	Avg. N size
Albuquerque	2,801	2,783	2,850	3,196	3,175	2,961
Anchorage	715	616	637	659	1,406	807
Atlanta	626	801	974	1,237	1,425	1,013
Austin Independent	908	1,097	1,063	1,160	1,231	1,092
Baltimore City	201	153	214	233	318	224
Birmingham City	971	873	806	832	904	877
Broward County	7,435	9,002	10,415	10,997	11,497	9,869
Buffalo City	62	75	98	114	157	101
Caddo Parish	1,371	1,348	1,424	1,534	1,513	1,438
Charleston County	769	769	834	924	1,035	866
Charlotte-Mecklenburg	1,148	837	931	1,490	1,547	1,191
Chicago	18,543	18,681	19,686	21,298	21,237	19,889
Cincinnati	1,001	1,138	1,181	1,168	1,548	1,207
Clark County	2,631	3,271	3,415	3,553	3,744	3,323
Cleveland Metropolitan	1,292	1,368	1,307	1,504	1,541	1,402
Columbus City	1,425	1,470	1,598	1,720	1,794	1,601
Dallas Independent	1,199	1,456	1,809	2,229	2,932	1,925
Dayton	412	411	400	422	487	426
Denver	2,696	3,022	3,056	3,228	3,456	3,092
Des Moines	740	836	821	1,592	1,465	1,091
Detroit	3,695	5,489	5,683	5,401	4,702	4,994
District of Columbia	387	307	535	515	490	447
Duval County	2,782	3,041	3,306	3,758	4,233	3,424
East Baton Rouge	1,530	1,513	1,301	1,485	1,409	1,448
Fort Worth Independent	718	630	710	844	964	773
Fresno Unified	418	502	532	785	1,026	653
Guilford County	299	387	399	512	642	448
Hillsborough County	4,652	5,246	6,117	5,891	5,972	5,576
Houston Independent	1,395	1,458	1,895	2,449	2,692	1,978
Indianapolis	490	359	491	528	552	484
Jackson	1,084	1,118	1,101	1,233	1,248	1,157
Jefferson County	3,472	3,658	5,779	5,872	5,904	4,937
Kansas City	866	1,001	665	668	629	766
Little Rock	958	1,091	1,008	1,272	1,271	1,120
Long Beach Unified	592	687	1,014	1,172	1,159	925
Los Angeles Unified	4,552	5,735	7,182	9,097	10,343	7,382
Memphis City	4,287	4,604	5,020	6,422	6,774	5,421
Metropolitan Nashville	2,678	2,821	2,892	3,654	3,960	3,201
Miami-Dade County	8,235	9,762	11,513	12,686	13,990	11,237
Milwaukee	2,086	2,071	2,334	3,846	3,812	2,830
Minneapolis	1,108	1,209	1,195	1,245	1,206	1,193
New Orleans Parrish	1,076	1,229	950	948	1,056	1,052
New York City	2,849	3,473	4,542	5,164	5,623	4,330
Newark	166	162	186	241	297	210
Norfolk	282	323	351	411	442	362
Oakland Unified	400	534	534	554	604	525

APPENDIX E. NUMBER OF ACT TEST TAKERS IN CGCS DISTRICTS, 2007 – 2011 (Cont.)

District Name	2007	2008	2009	2010	2011	Avg. N size
Omaha	1,361	1,471	1,572	1,673	1,632	1,542
Orange County	3,709	4,796	5,478	5,881	6,462	5,265
Palm Beach County	4,334	5,331	6,438	7,496	7,175	6,155
Philadelphia	579	793	1,896	3,817	2,286	1,874
Pittsburgh	202	237	239	238	265	236
Portland	409	2,198	2,090	2,177	2,173	1,809
Richmond	172	131	128	210	270	182
Sacramento City Unified	476	444	623	696	792	606
San Diego Unified	1,140	1,240	1,465	1,564	1,638	1,409
San Francisco Unified	829	856	997	1,335	1,308	1,065
Seattle	467	614	703	754	771	662
St. Louis	1,395	1,513	1,466	1,468	1,243	1,417
St. Paul	1,270	1,398	1,454	1,454	1,671	1,449
Toledo	855	792	798	816	775	807
Wichita	1,395	1,407	1,595	1,634	1,651	1,536
CGCS Total	117,508	132,845	148,895	168,392	174,968	148,522
National	1,300,599	1,421,941	1,480,469	1,568,835	1,623,112	1,478,991

APPENDIX F. STATE PARTICIPATION RATES FOR ACT, 2011

State	Percent of Graduates Tested	Average Composite Score	Average English Score	Average Math Score	Average Reading Score	Average Science Score
National	49	21.1	20.6	21.1	21.3	20.9
Colorado	100	20.7	20.1	20.4	20.9	20.7
Illinois	100	20.9	20.6	20.9	20.8	20.7
Kentucky	100	19.6	19.2	19.1	20.0	19.6
Louisiana	100	20.2	20.4	19.7	20.3	20.1
Michigan	100	20.0	19.3	19.9	20.1	20.3
Mississippi	100	18.7	18.6	18.2	18.8	18.7
Tennessee	100	19.5	19.4	19.0	19.7	19.4
Wyoming	100	20.3	19.4	20.0	20.8	20.4
North Dakota	98	20.7	19.8	20.8	20.8	20.8
Arkansas	91	19.9	19.6	19.7	20.2	19.8
Alabama	81	20.3	20.4	19.6	20.7	20.1
South Dakota	81	21.8	21.0	21.8	22.0	22.1
Kansas	79	22.0	21.4	21.8	22.3	21.9
Nebraska	76	22.1	21.8	21.7	22.3	22.0
Oklahoma	76	20.7	20.5	19.9	21.3	20.6
Utah	73	21.8	21.4	21.2	22.3	21.7
Minnesota	72	22.9	22.3	23.0	22.9	22.8
New Mexico	72	19.8	19.0	19.5	20.2	20.0
Missouri	71	21.6	21.5	21.0	21.9	21.6
Wisconsin	71	22.2	21.6	22.1	22.2	22.3
Ohio	69	21.8	21.1	21.5	22.1	21.8
Florida	66	19.6	18.8	19.9	20.2	19.1
West Virginia	65	20.6	20.6	19.5	21.2	20.5
Idaho	64	21.7	21.1	21.3	22.2	21.5
Iowa	61	22.3	21.7	21.9	22.6	22.4
Montana	60	22.1	21.3	21.9	22.7	22.0
South Carolina	56	20.1	19.4	20.3	20.3	20.1
Georgia	47	20.6	20.1	20.7	20.8	20.3
Alaska	40	21.2	20.3	21.4	21.7	21.0
Texas	36	20.8	19.6	21.5	20.7	20.8
Oregon	35	21.5	20.6	21.6	21.8	21.2
Arizona	34	19.7	18.6	20.3	19.9	19.6
Nevada	31	21.4	20.7	21.4	21.8	21.3
Indiana	29	22.3	21.7	22.4	22.6	21.9
District of Columbia	28	20.0	19.7	20.2	20.4	19.4
New York	28	23.4	22.7	23.8	23.5	23.0
Vermont	28	22.7	22.5	22.6	23.0	22.2
Connecticut	26	23.9	24.0	23.9	24.1	23.1
California	24	22.1	21.6	22.7	22.0	21.4
Hawaii	24	21.3	20.6	21.8	21.3	21.1
Virginia	24	22.3	22.1	22.2	22.7	21.8

APPENDIX F. STATE PARTICIPATION RATES FOR ACT, 2011 (Cont.)

State	Percent of Graduates Tested	Average Composite Score	Average English Score	Average Math Score	Average Reading Score	Average Science Score
Massachusetts	22	24.2	24.1	24.6	24.4	23.2
Maryland	20	22.1	21.8	22.2	22.2	21.6
Washington	20	22.8	22.3	22.9	23.1	22.3
New Jersey	19	23.2	23.1	23.7	23.3	22.4
New Hampshire	18	23.7	23.7	23.7	24.1	23.0
North Carolina	18	21.9	21.2	22.4	22.2	21.4
Pennsylvania	17	22.3	21.9	22.6	22.6	21.8
Delaware	16	22.4	22.0	22.4	22.7	22.0
Rhode Island	12	23.0	23.1	22.8	23.5	22.1
Maine	9	23.3	23.3	23.2	23.8	22.5

Note:

In spring 2010, all public high school eleventh graders in Colorado, Illinois, Kentucky, Michigan, Tennessee, and Wyoming were tested with the ACT as required by each state. Colorado, Illinois, Kentucky, Michigan, Tennessee, and Wyoming students who met ACT's 2011 graduating class criteria are included in the 2011 graduating class average score results. Consistent with ACT's reporting policies, graduating class test results are reported only for students tested under standard time conditions.



