

About the ACT. The ACT is a national college admissions examination developed and administered by ACT, Inc. that consists of the following subject area tests: English, mathematics (math), reading, and scientific reasoning. The highest score possible on each section of the ACT is 36. Students generally take the ACT during their junior or senior year of high school, and many colleges and universities use the ACT to make admission decisions. ACT, Inc. provides an annual summary of student performance at the end of each academic year. Results from that annual summary are described in this brief.

Austin Independent School District (AISD) participation in the ACT increased. AISD students' participation in ACT testing increased in 2011, compared with their participation in prior years; this increase continued a trend over the past several years. The 2011 ACT test participation increased for almost student groups, but the number of African American students remained constant.

Figure 1. Number of AISD Students Taking the ACT

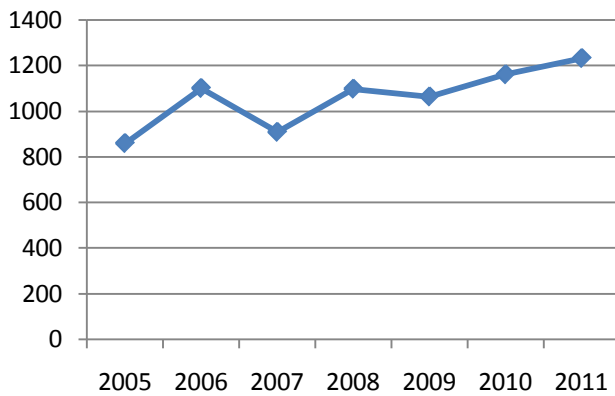
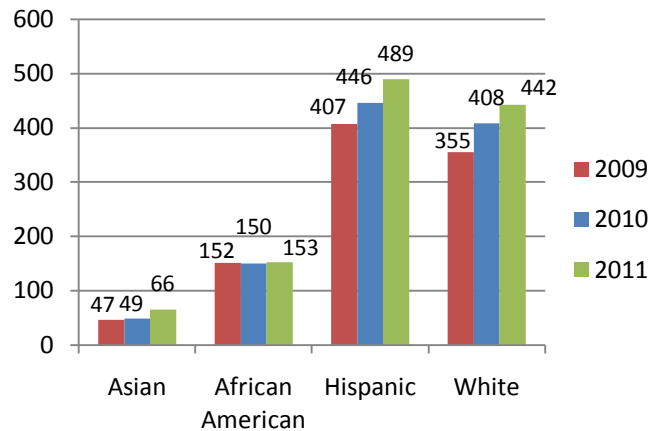


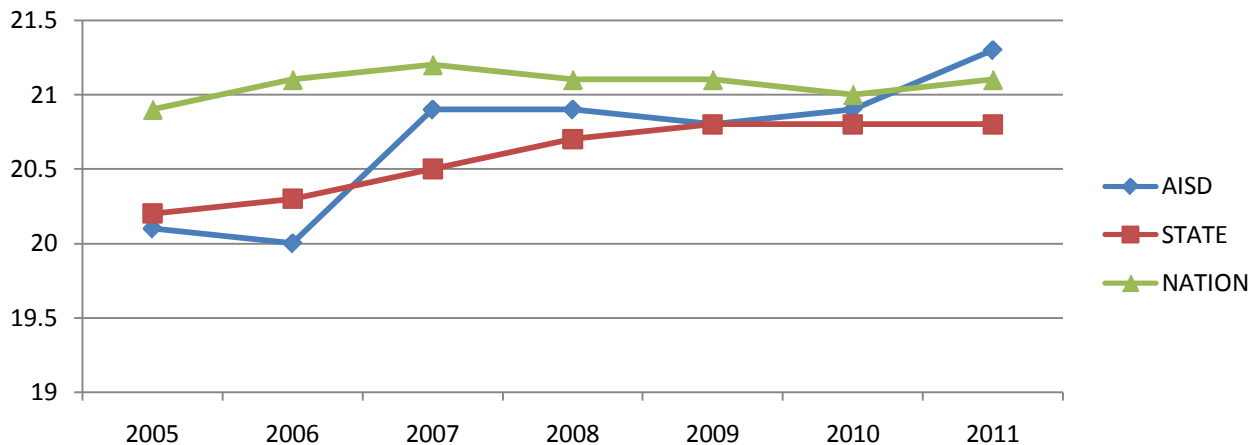
Figure 2. Description of AISD Students Taking the ACT



Source. ACT Profile Report, 2011

The average composite ACT score (21.3) for AISD students increased in 2011, continuing the trend over the past several years, while the state and national average composite scores remained the same. In 2011, AISD student performance exceeded the state (20.8) and national (21.1) averages.

Figure 3. AISD, State, and National Overall Average ACT Scores, 2005–2011



Source. ACT Profile Report, 2011

ACT Test Results Summary, 2010-2011

In 2011, AISD average ACT scores in every subject area increased over the prior years' scores. AISD average ACT scores exceeded state average ACT scores in every subject area and exceeded national average ACT scores in math and science.

Figure 4. ACT Average Scores: English

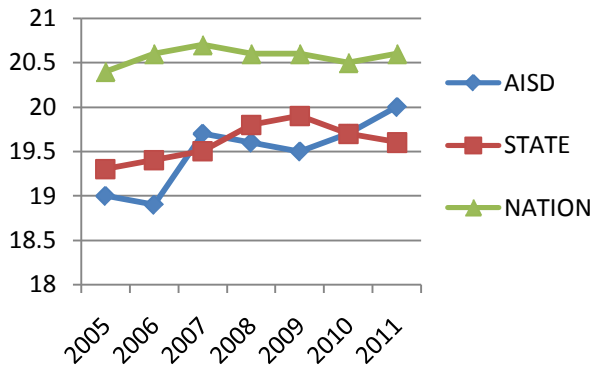


Figure 5. ACT Average Scores: Math

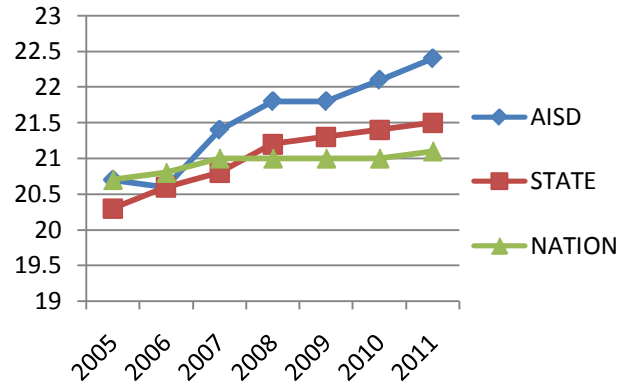


Figure 6. ACT Average Score: Reading

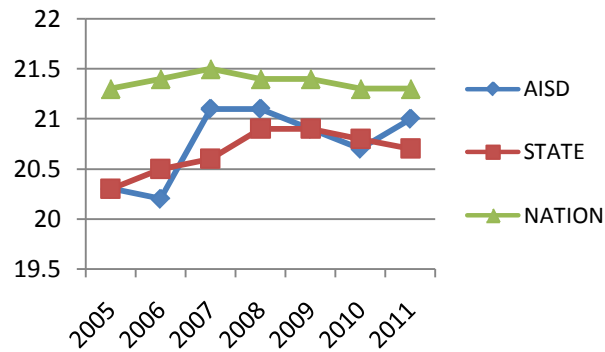
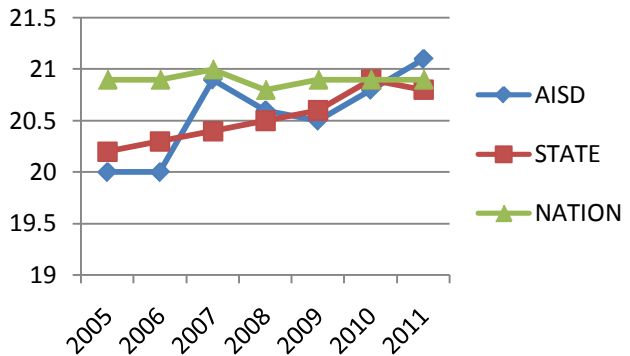


Figure 7. ACT Average Score: Scientific Reasoning



Source. ACT Profile Report, 2011

Average ACT scores continue to vary across student groups by subject. From 2010 to 2011, average ACT scores increased for Hispanic/Latino and White students in every subject area (Table 1). Average ACT English and math scores for Black/African American students increased, while their average reading and science scores decreased. The average ACT English scores decreased for Asian students.

Table 1. 1-Year Change in ACT Average Score, by Ethnicity

	English			Math			Reading			Science		
	2010	2011	1 yr diff.	2010	2011	1 yr diff.	2010	2011	1 yr diff.	2010	2011	1 yr diff.
Asian	23.1	22.7	-0.4	26.5	26.7	1.1	23.6	23.0	0.1	23.9	23.7	1.0
African American	14.9	16.0	0.6	17.3	17.9	0.1	16.0	16.2	-0.8	16.5	16.9	-0.3
Hispanic	16.7	16.9	0.3	19.8	20.1	0.5	18.0	18.6	0.4	18.9	19.0	0.5
White	24.1	24.8	1.0	25.8	26.0	0.6	24.8	25.3	0.3	24.0	24.5	0.7

Source. ACT Profile Report, 2010

Note. Ethnicity categories changed to reflect federal definitions in the 2010–2011 school year. In compliance with federal confidentiality guidelines, data for American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students are not reported because each category had fewer than five students.

ACT Test Results Summary, 2010-2011

Since 2005, average ACT scores increased for Hispanic/Latino, Asian, and White students in every subject area (Table 2). Average ACT English, math, and science scores for Black/African American students increased, while their average reading and composite scores remained about the same.

Table 2. Change in ACT Average Score Between 2005 and 2011, by Ethnicity

	English			Math			Reading			Science		
	2005	2011	7 yr diff.	2005	2011	7 yr diff.	2005	2011	7 yr diff.	2005	2011	7 yr diff.
Asian	19.0	22.7	3.7	22.7	26.7	4.0	19.8	23.0	3.2	20.9	23.7	2.8
African American	15.3	16.0	0.7	16.9	17.9	1.0	16.3	16.2	-0.1	16.5	16.9	0.4
Hispanic	16.3	16.9	0.6	18.7	20.1	1.4	17.8	18.6	0.8	18.5	19.0	0.5
White	22.9	24.8	1.9	23.7	26.0	2.3	24.0	25.3	1.3	22.8	24.5	1.7

Source. ACT Profile Report, 2011.

Note. Ethnicity categories changed to reflect federal definitions in 2010–2011 school year. In compliance with federal confidentiality guidelines, data for American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students are not reported because each category had fewer than five students.

* No Native Americans took the ACT test in 2006.

Compared with last year, the percentage of all AISD students meeting the ACT college readiness benchmark increased in all subject areas (Table 3). Increases were noted in most areas, with exception of the following: (a) decreased percentages of Asian students met college readiness benchmarks in reading and science and (b) decreased percentages of Black/African American students met college readiness benchmarks in science. Compared with the state in 2011, AISD had a greater percentage of students meeting the college readiness benchmark in every area except English. In English, AISD and the state both had 60% of students meeting the college readiness benchmark.

Table 3. ACT Percentage College Ready, by Ethnicity, 2010 and 2011

	English (benchmark score = 18)			Math (benchmark score = 22)			Reading (benchmark score = 24)			Science (benchmark score = 18)		
	2010	2011	1 yr diff.	2010	2011	1 yr diff.	2010	2011	1 yr diff.	2010	2011	1 yr diff.
Asian	69%	73%	4%	76%	80%	4%	65%	61%	-4%	61%	48%	-13%
Black/African American	26%	29%	3%	17%	19%	2%	15%	18%	3%	7%	5%	-2%
Hispanic/Latino	41%	43%	2%	35%	36%	1%	30%	36%	6%	13%	17%	4%
White	87%	88%	1%	78%	82%	4%	75%	76%	1%	54%	59%	5%
All AISD students	58%	60%	2%	51%	54%	9%	47%	50%	3%	30%	33%	3%
State	61%	60%	-1%	46%	48%	14%	48%	48%	0%	29%	28%	-1%

Source. ACT Profile Report, 2011

Note. As reported by ACT, "The benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English composition, algebra, social science, and biology. These scores were empirically derived based on the actual performance of students in college."

Although average ACT scores increased among most student groups, gaps in average scores and percentages of students meeting college readiness benchmarks were found between African American and Hispanic students and their White and Asian peers.

ACT Test Results Summary, 2010-2011

Although the district overall ACT average composite score was greater than both the national and state averages, performance by campus varied widely across the district (Table 4 and Figure 8).

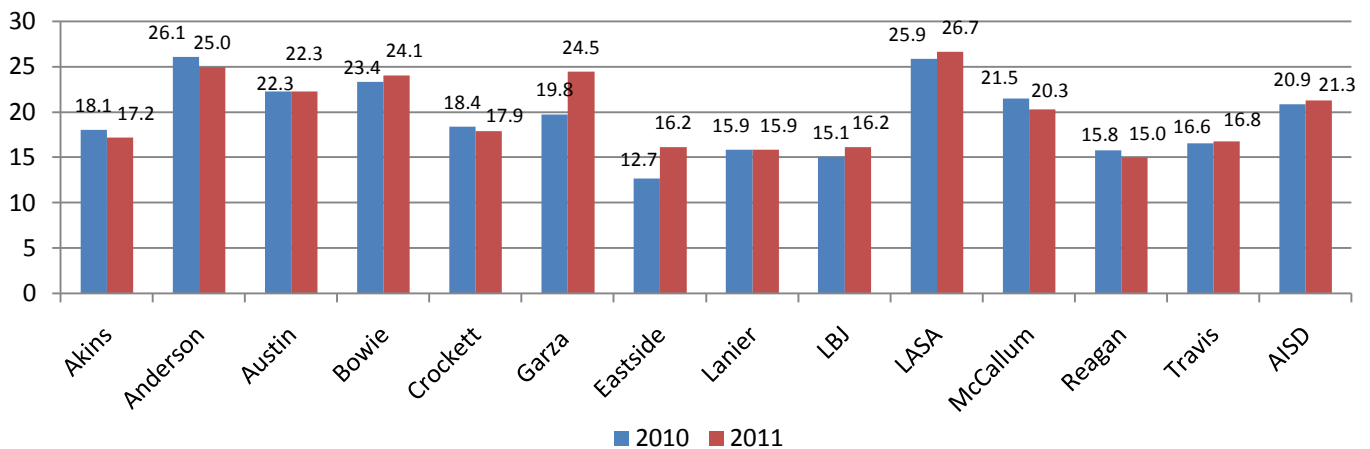
Variation was found by subject area and performance between school years. LASA and Anderson High Schools had the highest composite scores. Green Tech, Lanier, and Reagan High Schools had the lowest average scores.

Table 4. ACT Campus, District, State, and National Average Scores, by Subject

Campus	Number tested	English	Math	Reading	Science	Composite
Akins	112	15.7	18.6	16.8	17.3	17.2
Anderson	180	23.8	26.6	24.7	24.4	25.0
Austin	172	21.2	23.1	22.5	22.0	22.3
Bowie	215	23.3	25.5	23.7	23.6	24.1
Crockett	114	16.3	18.5	17.6	18.5	17.9
Garza	8	24.6	24.4	23.9	24.5	24.5
Eastside Memorial- Green Tech	15	14.3	17.8	15.4	17.1	16.2
Lanier	49	13.7	17.1	15.7	16.3	15.9
LBJ	68	13.9	17.2	16.4	16.7	16.2
LASA	105	26.7	26.8	27.0	26.2	26.7
McCallum	97	19.1	21.2	20.0	20.1	20.3
Reagan	20	12.0	16.9	14.3	16.2	15.0
Travis	76	14.1	19.5	16.1	17.0	16.8
AISSD	1,231	20.0	22.4	21.0	21.1	21.3
State	101,569	19.6	21.5	20.7	20.8	20.8
National	1,623,112	20.6	21.1	21.3	20.9	21.1

Source: ACT Profile Report, 2011

Figure 8. ACT Average Composite Scores, by Campus and School Year



Reference

ACT (2011). *Graduating class 2011 district profile report*. Iowa City, IA: ACT.