

The Condition of College and Career Readiness | 2011

Arkansas





ACT is an independent, not-for-profit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development. Each year we serve millions of people in high schools, colleges, professional associations, businesses, and government agencies, nationally and internationally. Though designed to meet a wide array of needs, all ACT programs and services have one guiding purpose—helping people achieve education and workplace success.

A copy of this report can be found at
www.act.org/readiness/2011

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The Condition of College and Career Readiness | Class of 2011

Annually, ACT provides a snapshot of the college and career readiness of ACT-tested high school graduates. We offer this report as a service to inform policymakers and practitioners about selected indicators of effectiveness and how that translates into readiness. It is designed to stimulate discussion, inquiry, and action. In interpreting and using the results, keep in mind that the number and percentage of 2011 graduates who took the ACT in your state determine how representative these findings are.

Our Unique Added Value

ACT has been measuring the academic achievement of 11th- and 12th-grade students since 1959, their career aspirations since 1969, and their academic preparation in high school since 1985. ACT's data system includes each of these areas for 8th and 10th graders and has been monitoring student readiness and success for nearly two decades. Since 1996, and every three to five years thereafter, ACT surveys thousands of high school and college educators to pinpoint the knowledge and skills needed for first-year college coursework. ACT is the only organization with decades of empirical data showing exactly what happens to high school graduates once they get to college or to work and how they can maximize success—based on their preparation from kindergarten through high school. These unique data sets are an

invaluable resource as ACT works closely with states and school districts to transform the nation's P–16 education system.

College and Career Readiness Defined

ACT has long defined college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) without the need for remediation. ACT's definition of college and career readiness was adopted by the Common Core State Standards Initiative, which serves as validation of our extensive research and ACT's College and Career Readiness Standards.™

Using This Report¹

This report is designed to help inform the following questions that are driving national efforts to strengthen P–16 education.

- Are your students prepared for college and career?
- Are enough of your students taking core courses?
- Are your core courses rigorous enough?
- Are your younger students on target for college and career?
- What other dimensions of college and career readiness should we track?

ACT's College Readiness Benchmarks

Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English

Composition, College Algebra, Biology, and an introductory social science course. Based on a nationally representative sample, the Benchmarks are median course placement values for these institutions and as such represent a *typical* set of expectations. The ACT College Readiness Benchmarks are:

College Course	Subject Area Test	EXPLORE® Benchmark	PLAN® Benchmark	ACT® Benchmark
English Composition	English	13	15	18
Social Sciences	Reading	15	17	21
College Algebra	Mathematics	17	19	22
Biology	Science	20	21	24

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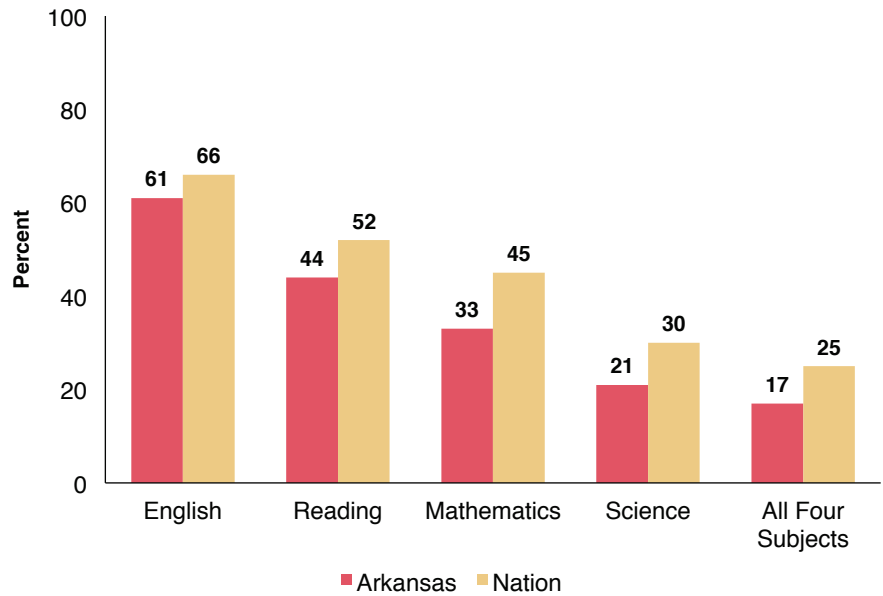
Attainment of College and Career Readiness

- 27,020 of your graduates, which is an estimated 91% of your graduating class, took the ACT.*
- From 2007–2011, the number of ACT test-taking graduates has increased by 26.2%, while the number of graduates in your state has increased by 1.4%.

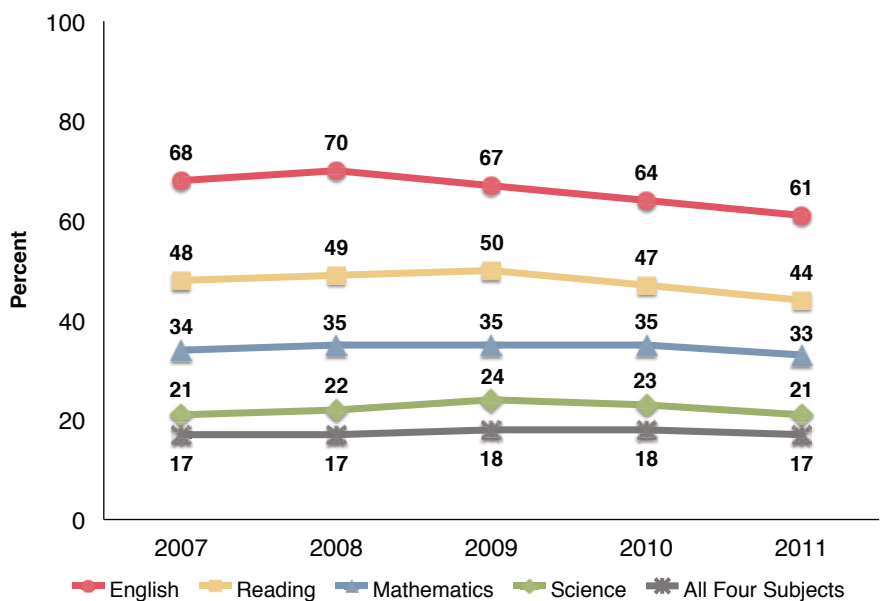
* Totals for graduating seniors were obtained from *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022*, 7th edition. © March 2008 by the Western Interstate Commission for Higher Education.

Note: Percents in this report may not sum to 100% due to rounding.

Percent of 2011 ACT-Tested High School Graduates Meeting College Readiness Benchmarks by Subject

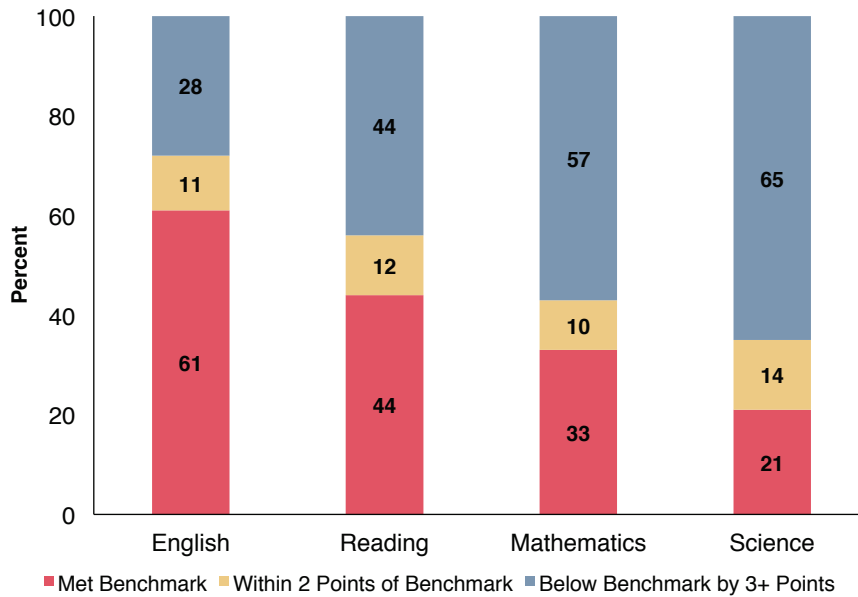


Percent of 2007–2011 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks



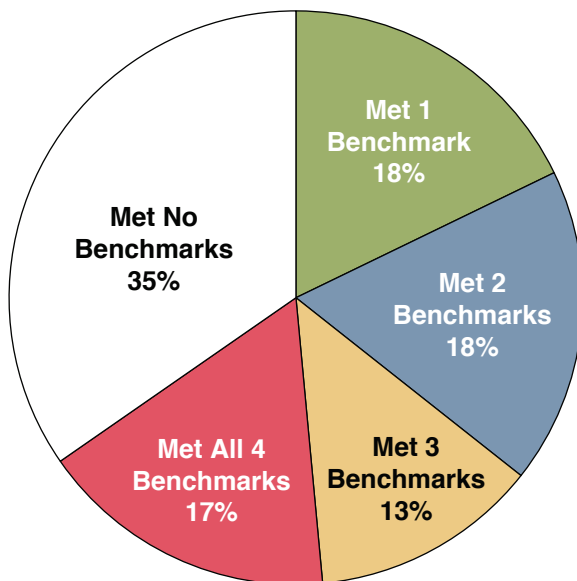
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Percent of 2011 ACT-Tested High School Graduates by Benchmark Attainment and Subject



Near Attainment of College and Career Readiness

Percent of 2011 ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks Attained

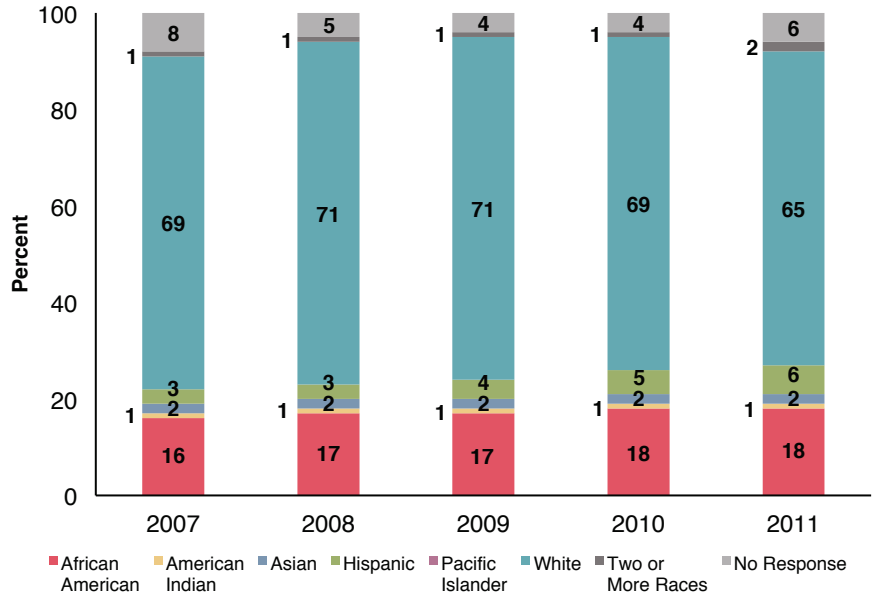


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Participation and Opportunity

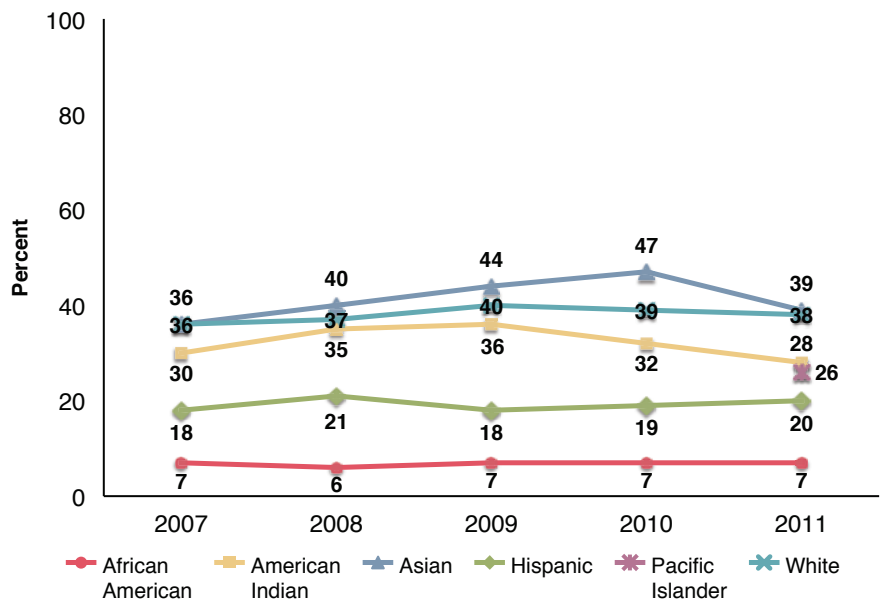
Over the past decade, ACT has experienced unprecedented growth in the number of students tested, as well as statewide partnerships in ten different states and in many districts across the country. As a result, the 2011 *Condition of College and Career Readiness* report provides a much deeper and more representative sample in comparison to a purely self-selected college-going population.

Percent of 2007–2011 ACT-Tested High School Graduates by Race/Ethnicity*



Note: Less than 0.5% will not appear.

Percent of 2007–2011 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity*

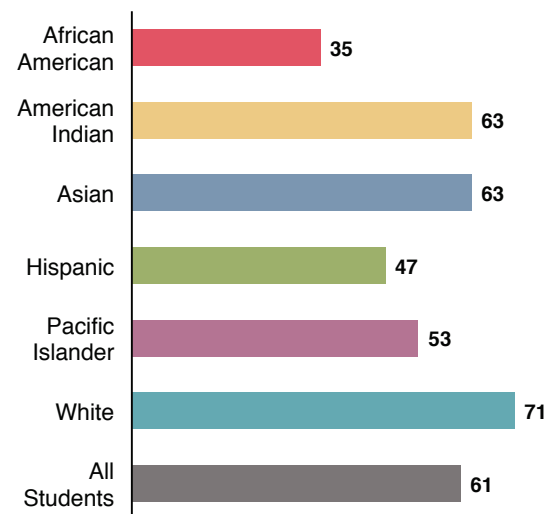


* Race/ethnicity categories have been changed to reflect updated US Department of Education reporting requirements.²

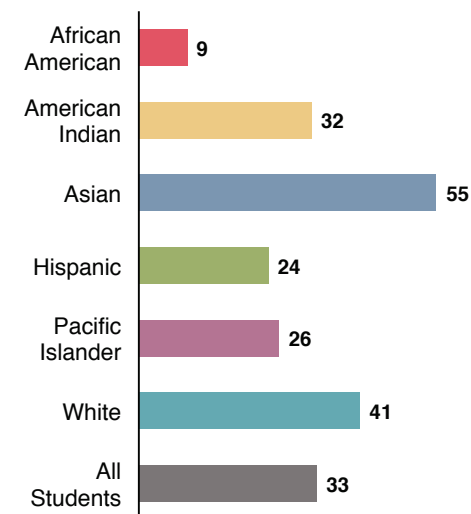
Participation and Opportunity by Subject

Percent of 2011 ACT-Tested High School Graduates Meeting College Readiness Benchmarks by Race/Ethnicity and Subject*

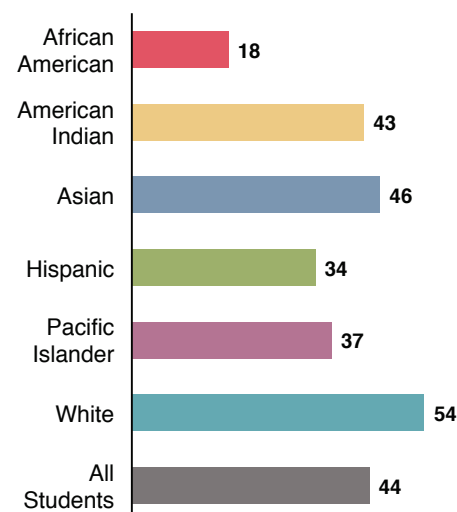
English



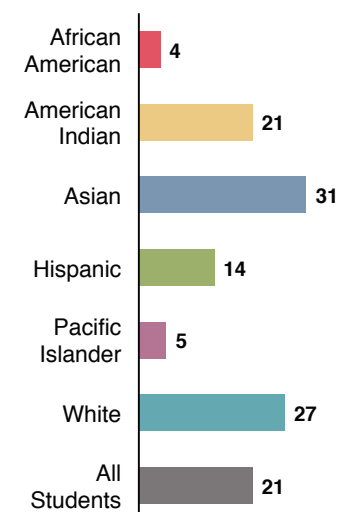
Mathematics



Reading



Science

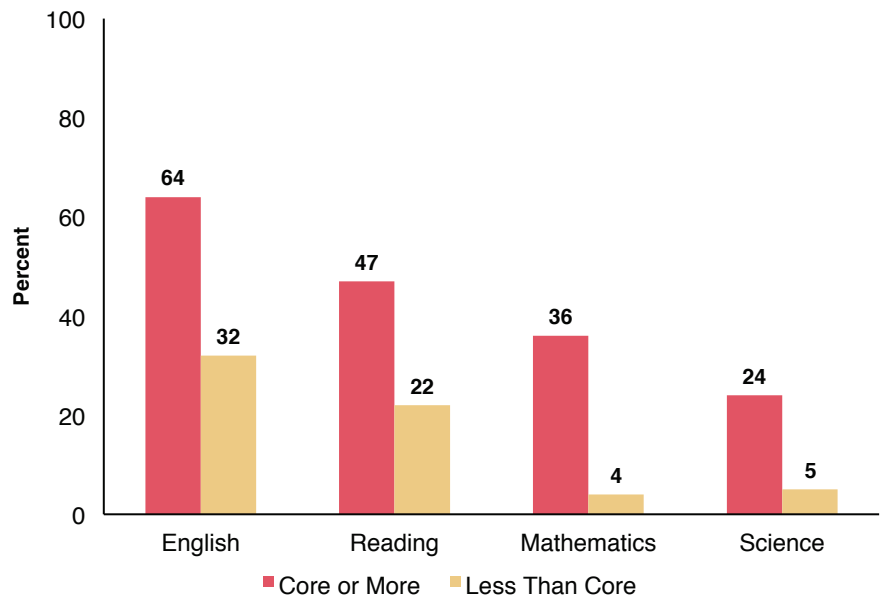


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Course-Taking Patterns and Benchmark Performance

Within subjects, ACT has consistently found that students who take the recommended core curriculum are more likely to be ready for college or career than those who do not. A core curriculum is defined as four years of English and three years each of mathematics, social studies, and science.³

Percent of 2011 ACT-Tested High School Graduates in Core or More vs. Less Than Core Courses Meeting College Readiness Benchmarks by Subject



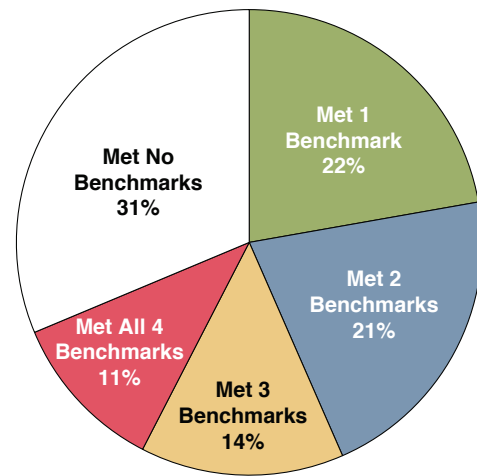
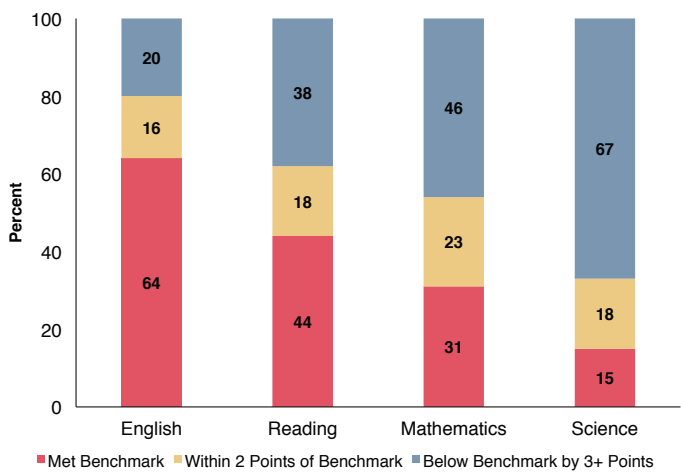
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Early Preparation

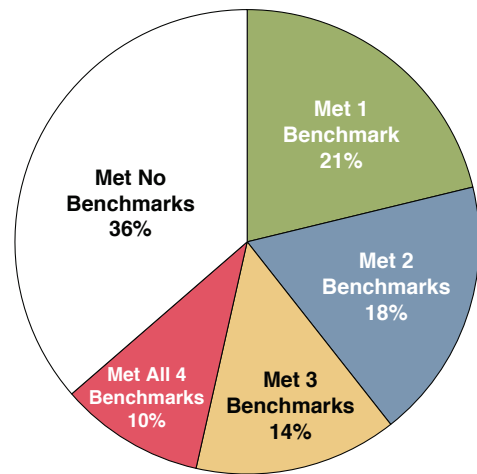
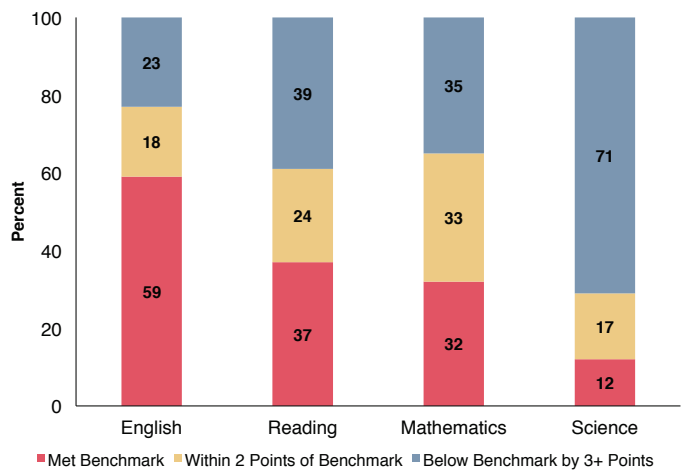
ACT research shows that younger students who take a rigorous curricula are more prepared to graduate from high school ready for college or career. Moreover, our recent research (*The Forgotten Middle*, 2008) found that

“the level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate high school than anything that happens academically in high school.”

Percent of 2010–2011 PLAN-Tested 10th Graders Meeting College Readiness Benchmarks (N=23,211)



Percent of 2010–2011 EXPLORE-Tested 8th Graders Meeting College Readiness Benchmarks (N=32,597)

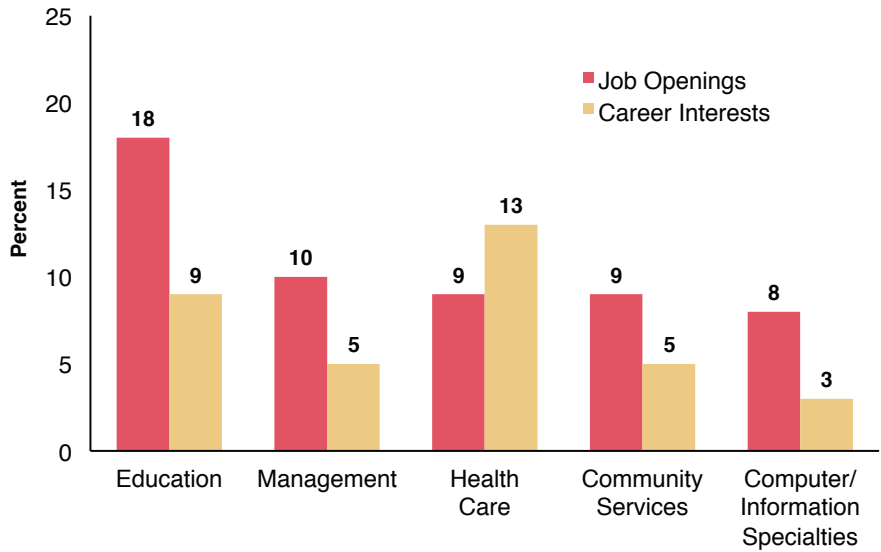


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Other College and Career Readiness Factors

ACT has found several other substantial factors that impact college and career readiness for students. They include career and educational planning and the academic behaviors of students.

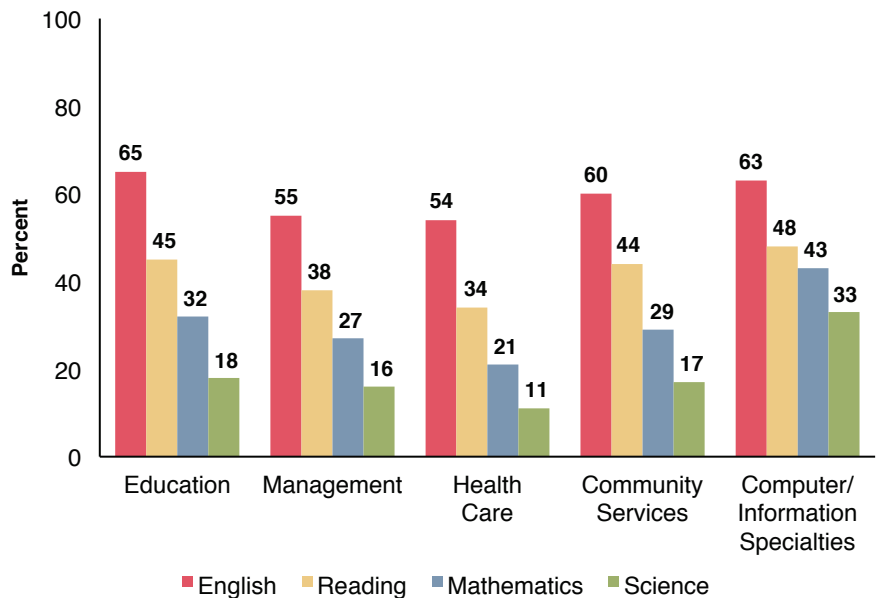
Percent of 2011 ACT-Tested High School Graduates with Career Interests in Jobs Calling for a Two-Year Degree or More in the State's Five Fastest-Growing Career Fields⁴



Preparation for Careers in High-Growth Fields

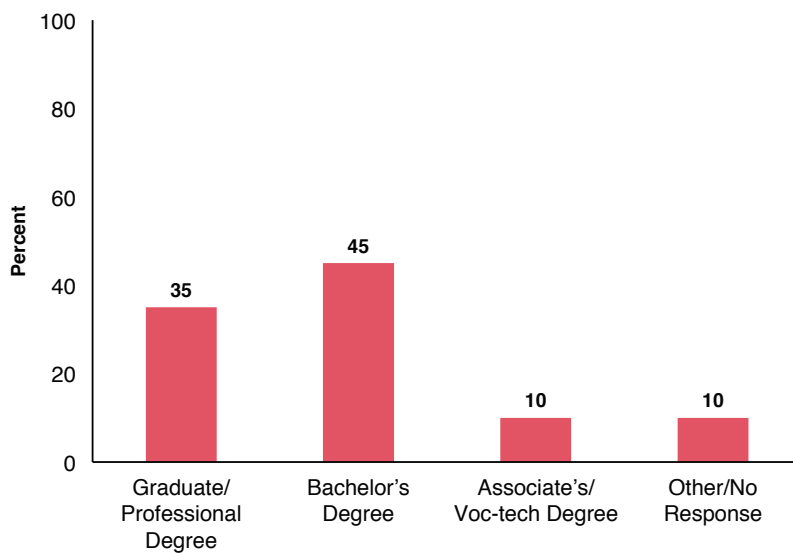
Many students who are interested in these career areas fall short of meeting ACT's College Readiness Benchmarks, suggesting that they are not on the right path to take advantage of career opportunities in these high-growth fields.

Percent of 2011 ACT-Tested High School Graduates Interested in High-Growth Careers Meeting College Readiness Benchmarks by Subject



Other College and Career Readiness Factors

Percent of 2011 ACT-Tested High School Graduates by Educational Aspirations

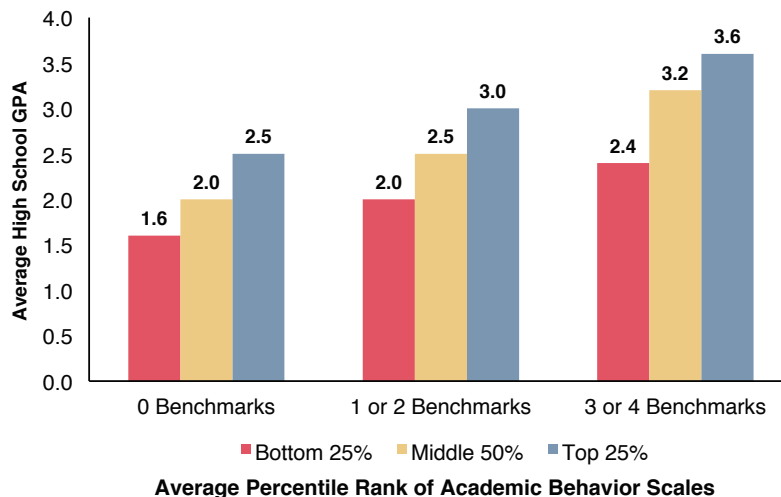


Aligning Student Behaviors, Planning, and Aspirations

Most students aspire to a post-high school credential. To help them meet those aspirations, educational planning, monitoring, and interventions must be aligned to their aspirations, begin early, and continue throughout their educational careers.

Academic Achievement and Academic Behaviors

Average High School GPA by EXPLORE Benchmarks and Academic Behavior Scales



Impact of Academic Behaviors on High School Performance

ACT research based on a large sample shows that the combination of academic achievement (as measured with EXPLORE) and academic behaviors (as measured with ENGAGE™) provide the strongest prediction of high school academic performance and success. This chart highlights the need to address students' academic behaviors to improve performance across all achievement levels.⁵

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2011 State Percent of High School Graduates Tested, Average Composite Score, and Percent Meeting Benchmarks by Subject

State	Percent of Graduates Tested*	Average Composite Score	Percent Meeting English Benchmark	Percent Meeting Reading Benchmark	Percent Meeting Math Benchmark	Percent Meeting Science Benchmark
Alabama	81	20.3	65	48	32	22
Alaska	40	21.2	65	56	47	30
Arizona	34	19.7	53	43	39	22
Arkansas	91	19.9	61	44	33	21
California	24	22.1	72	57	57	34
Colorado	100	20.7	63	49	40	29
Connecticut	26	23.9	86	72	68	46
Delaware	16	22.4	74	60	57	39
District of Columbia	28	20.0	53	45	38	26
Florida	66	19.6	55	44	36	20
Georgia	47	20.6	63	48	41	25
Hawaii	24	21.3	68	52	50	30
Idaho	64	21.7	72	59	47	32
Illinois	100	20.9	65	48	42	28
Indiana	29	22.3	75	62	57	36
Iowa	61	22.3	77	62	52	40
Kansas	79	22.0	73	60	51	34
Kentucky	100	19.6	57	43	28	21
Louisiana	100	20.2	67	45	33	21
Maine	9	23.3	82	68	63	40
Maryland	20	22.1	72	58	53	36
Massachusetts	22	24.2	86	74	73	47
Michigan	100	20.0	58	44	35	26
Minnesota	72	22.9	78	64	62	43
Mississippi	100	18.7	52	33	20	13
Missouri	71	21.6	73	56	44	32
Montana	60	22.1	75	63	53	35
Nebraska	76	22.1	76	60	50	36

Arkansas

2011 State Percent of High School Graduates Tested, Average Composite Score, and Percent Meeting Benchmarks by Subject

State	Percent of Graduates Tested*	Average Composite Score	Percent Meeting English Benchmark	Percent Meeting Reading Benchmark	Percent Meeting Math Benchmark	Percent Meeting Science Benchmark
Nevada	31	21.4	68	55	47	30
New Hampshire	18	23.7	85	71	66	43
New Jersey	19	23.2	81	67	66	41
New Mexico	72	19.8	55	44	32	21
New York	28	23.4	80	67	68	45
North Carolina	18	21.9	70	58	56	34
North Dakota	98	20.7	63	48	43	26
Ohio	69	21.8	71	58	49	35
Oklahoma	76	20.7	67	52	35	25
Oregon	35	21.5	66	55	49	32
Pennsylvania	17	22.3	75	62	58	37
Rhode Island	12	23.0	81	68	59	38
South Carolina	56	20.1	59	45	39	23
South Dakota	81	21.8	72	58	52	37
Tennessee	100	19.5	58	41	27	20
Texas	36	20.8	60	48	48	28
Utah	73	21.8	73	60	47	33
Vermont	28	22.7	78	63	58	39
Virginia	24	22.3	76	61	55	36
Washington	20	22.8	76	64	60	40
West Virginia	65	20.6	70	53	32	23
Wisconsin	71	22.2	75	60	54	39
Wyoming	100	20.3	61	49	36	24
National	49	21.1	66	52	45	30

* Totals for graduating seniors were obtained from *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022*, 7th edition. © March 2008 by the Western Interstate Commission for Higher Education.

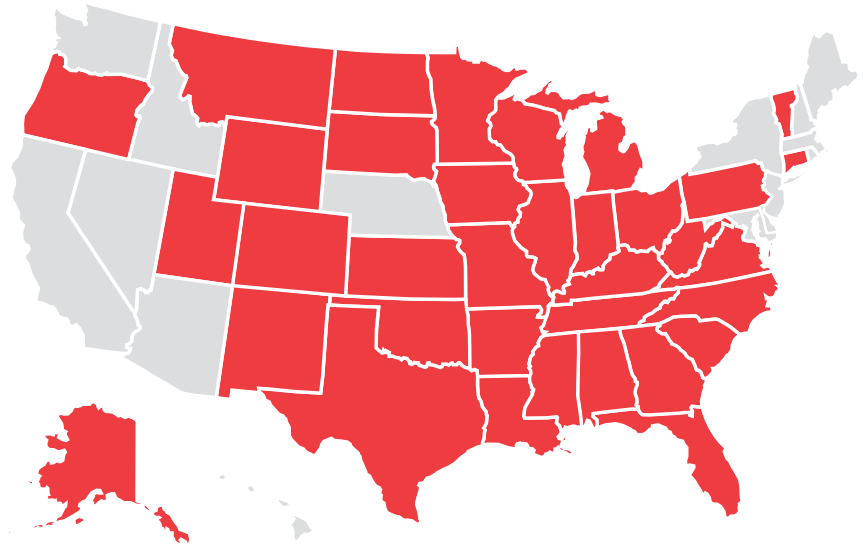
Resources





States that incorporate ACT's college and career readiness solutions as part of their statewide assessments provide greater access to higher education and increase the likelihood of student success in postsecondary education. Educators also have the ability to establish a longitudinal plan using ACT's assessments, which provide high schools, districts, and states with unique student-level data that can be used for effective student intervention plans.

State administration of ACT's programs and services:

- Increases opportunities for minority and middle- to low-income students.
- Promotes student educational and career planning.
- Reduces the need for remediation.
- Correlates with increases in college enrollment, persistence, and student success.
- Aligns with state standards.

Statewide Partnerships in College and Career Readiness



 EXPLORE	 PLAN	 ACT	 QualityCore	 WorkKeys		
8th- and 9th-grade students	10th-grade students	11th- and 12th-grade students	8th- thru 12th-grade students	11th- and 12th-grade students	National Career Readiness Certificates	WorkKeys®-based certificates
Alabama	Arkansas	Arkansas	Kentucky	Illinois	Alaska	Alabama
Arkansas	Florida	Colorado		Michigan	Connecticut	Arkansas
Illinois	Illinois	Illinois		North Dakota	Iowa	Colorado
Kentucky	Kentucky	Kentucky		Wyoming	Kentucky	Florida
Louisiana	Louisiana	Michigan			Louisiana	Georgia
Minnesota	Minnesota	North Dakota			Michigan	Indiana
Oklahoma	Oklahoma	Tennessee			Missouri	Kansas
South Carolina	South Carolina	Texas			Montana	Mississippi
Tennessee	Tennessee	Utah			New Mexico	North Carolina
Texas	Texas	Wyoming			North Dakota	Oklahoma
Utah	Utah				Ohio	South Carolina
West Virginia	West Virginia				Oregon	Virginia
Wyoming					Pennsylvania	West Virginia
					South Dakota	Wyoming
					Tennessee	
					Utah	
					Vermont	
					Wisconsin	

Policies & Practices

How to Increase College Readiness

Nationally, approximately 28% of all 2011 ACT-tested high school graduates did not meet any of the College Readiness Benchmarks, meaning they were not prepared academically for first-year college courses in English Composition, College Algebra, Biology, and social sciences. States and schools can implement six policies and practices that can systemically increase the percentage of their students who are ready for college-level work.

Essential Standards. Since ACT first released *Making the Dream a Reality* in 2008, we have called for states to adopt essential standards that prepare all students for the rigors of college or career training programs. With the adoption of the Common Core State Standards by 45 states and the District of Columbia, most states have taken that first step on the road to ensuring all students are ready for college or career. It is imperative now that policymakers and practitioners continue this process by aligning all aspects of their systems to college and career readiness.

Common Expectations. All states—especially those that have adopted the Common Core State Standards—should be aligning college and career readiness standards to a rigorous core curriculum for *all* high school students whether they are bound for college or work. The levels of expectation for college readiness and workforce training readiness should be comparable. To ensure students master the knowledge and skills to succeed after high school, ACT supports the core curriculum recommendations of *A Nation at Risk: The Imperative for Educational Reform*, specifically, that students take a core curriculum consisting of at least four years of English and three years each of mathematics, science, and social studies.

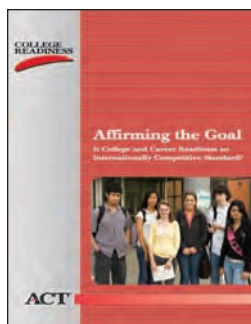
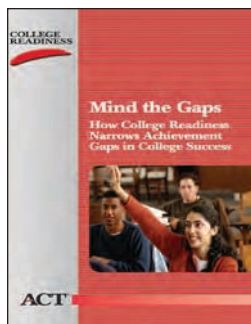
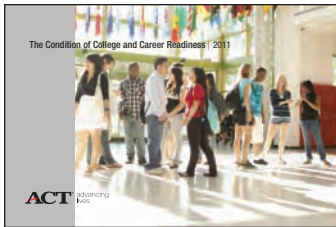
Clear Performance Standards. States must define “how good is good enough” for college and career readiness. In addition to a consistent, rigorous set of essential K–12 *content* standards, states must define performance standards so that students, parents, and teachers know how well students must perform academically to have a reasonable chance of success at college or on the job. Based on decades of student performance data, ACT defines “college readiness” as students having a 50% chance of earning a grade of B or higher or about a 75% chance of earning a grade of C or higher in first-year college English Composition; College Algebra; Biology; or History, Psychology, Sociology, Political Science, or Economics.

Rigorous High School Courses. Having appropriate and aligned standards, coupled with a core curriculum, will adequately prepare high school students *only* if the courses are truly challenging. That is, taking the right *kinds* of courses matters more than taking the right *number* of courses. Students who take a rigorous core curriculum should be ready for credit-bearing first-year college courses without remediation.

Early Monitoring and Intervention. We know from our empirical data that students who take challenging curricula are much better prepared to graduate high school ready for college or career training opportunities. If students are to be ready for college or career when they graduate, their progress must be monitored closely so that deficiencies in foundational skills can be identified and remediated early, in upper elementary and middle school. In addition, age-appropriate career assessment, exploration, and planning activities that encourage students to consider and focus on personally relevant career options should be a part of this process so that students can plan their high school coursework accordingly.

Data-Driven Decisions. States have been hard at work in developing longitudinal P–16 data systems—this work must continue and accelerate. If states are serious about ensuring more of their students are prepared for college and work in the 21st century, they must develop systems that allow schools and districts to closely monitor student performance at every stage of the learning pipeline, from preschool through the elementary, middle, and high school grades, all the way through college. Use of a longitudinal data system enables educators to identify students who are in need of academic interventions at an early stage, thus giving teachers and students more time to strengthen these skills before graduation. Longitudinal data systems provide a tool to schools to ensure all their students take and complete the right number and kinds of courses before graduation. Using a longitudinal assessment system also permits schools to evaluate the value added by each core course in helping students to become ready for college and career. Such systems also allow colleges to offer feedback reports to high schools that examine how well prepared each high school’s graduates are for college. These reports can be used to strengthen high school curricula.

Resources



ACT Research

As a not-for-profit educational research organization, ACT is committed to producing research that focuses on key issues in education and workforce development. Our goal is to serve as a data resource. We strive to provide policymakers with the information they need to inform education and workforce development policy and to give educators the tools they need to lead more students toward college and career success. What follows are some of ACT's recent and most groundbreaking research studies. To review these studies, go to www.act.org/research/summary.

The Condition of College and Career Readiness

Using ACT test scores and the ACT College Readiness Benchmarks, *The Condition of College and Career Readiness 2011* provides a series of graphics highlighting the college and career readiness of the ACT-tested high school class of 2011. This report is updated annually.

A First Look at the Common Core

Forty-five states have adopted the Common Core State Standards. Now, efforts to implement the standards take on primary importance. ACT provides this first look at student performance relative to the Common Core State Standards and college and career readiness.

Mind the Gaps

In the research report *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success*, ACT looks at steps that can be taken to improve college and career readiness and success among underserved populations. As a nation, we must close the achievement gap across racial/ethnic and family income groups. The report shows the types of policies that work to improve college and career readiness and success.

Affirming the Goal

In our most recent research report, *Affirming the Goal: Is College and Career Readiness an Internationally Competitive Standard?*, we examine how performance standards in reading and math on PLAN compare to performance on the Programme for International Student Assessment (PISA), a worldwide assessment of 15-year-old students' academic achievement.

Resources

Rigor at Risk

Among the motivations behind the federal government’s publication of *A Nation at Risk* in 1983 were the desire to see more students graduate from high school prepared for college and work and the need for more students to attend and graduate from college. *A Nation at Risk* proposed that every US high school require graduates to take a “core” curriculum—a minimum number of courses that would provide students with a “foundation of success for the after-school years.” Nearly a quarter-century later, in a climate in which US workers are dealing with new forms of technology and facing the challenges of a global economy, it is not only reasonable but increasingly urgent to ask: Have we succeeded in fulfilling the goals of *A Nation at Risk*?

On Course for Success

In *On Course for Success*, ACT and The Education Trust examine ten high schools with challenging student populations that have overcome the odds by fostering greater access to college. We found that when students are provided with high-level courses, qualified and experienced teachers, teaching that is flexible and responsive to students, and extra support when they need it, all students can be prepared to succeed.

ACT National Curriculum Survey®

Obtained every three to four years from middle, secondary, and postsecondary educators, this study collects data about what entering college students should know and be able to do to be ready for college-level coursework in English, math, reading, and science. The survey results inform ongoing efforts to develop, refine, and update common academic standards such as the Common Core State Standards, as well as to inform policymakers and educators. Results are also used to guide development of ACT’s curriculum-based assessments to ensure they meet the needs of college and career readiness.

Breaking New Ground

Breaking New Ground: Building a National Workforce Skills Credentialing System introduces the need and associated benefits for establishing a national workforce credentialing system. The report outlines the importance of bringing together a critical mass of state, national, and public and private workforce leaders to co-construct this foundational framework to address our national workforce challenges.



Endnotes

1. The data presented herein are based on the ACT Profile Report—State: Graduating Class 2011 for each respective state, and accessible at www.act.org/readiness/2011. With the exception of the top graph on page 6, data related to students who did not provide information or who responded “Other” to questions about gender, race/ethnicity, high school curriculum, etc., are not presented explicitly.
2. The race/ethnicity categories have been changed from previous editions to now reflect updated US Department of Education reporting requirements; trends to previous reports may not be available for all race/ethnicity categories.
3. Data reflects content-specific curriculum. For example, English “Core or More” results pertain to students who took more than four years of English, regardless of courses taken in other content areas.
4. State long-term occupational projections for 2008–2018 (based on job growth and job replacement provided by Arkansas Department of Workforce Services). The occupations that are used to calculate the projected high-growth career fields are based on a combination of the following: the occupational criteria used by the US Bureau of Labor Statistics to obtain state-level occupation data, occupational shifts that reflect a state’s economic situation, and the ACT Career Classification System that organizes occupations into career fields. Career interests and achievement results based on 2011 ACT-tested Arkansas students (n=19,325) with valid career information and subject scores. Sample occupations within state high-growth career fields are Education (secondary teachers, administrators, etc.); Management (convention planners, hotel/restaurant managers, etc.); Health Care (nurses, occupational therapists, etc.); Community Services (social workers, school counselors, etc.); Computer/Information Specialties (computer programmers, database administrators, etc.).
5. As 7th or 8th graders, 3,289 students were tested with EXPLORE, as well as with an assessment of academic behaviors. The students came from 22 middle schools across eight states; the data reported in the graph are not specific to any particular state. The students were followed over time and most completed high school in 2011. The chart presents the mean high school GPA for nine groups of students. Each student’s group is determined by the number of EXPLORE Benchmarks met (0, 1 or 2, 3 or 4) and by the average percentile rank of ten academic behavior scales measuring motivation, self-regulation, and social engagement. ACT’s ENGAGE Grades 6–9 assessment was used to measure academic behaviors. Performance in high school courses was higher for students with more EXPLORE Benchmarks met, and also higher for students with greater motivation, self-regulation, and social engagement. The combination of pre-high school academic achievement and academic behaviors provided the strongest prediction of high school academic performance. These data highlight the need to address students’ academic behaviors to improve their future academic performance.

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Telephone: 517/327-5919

Columbus Office

700 Taylor Road
Suite 210
Gahanna, Ohio 43230-3318
Telephone: 614/470-9828

Northeast Region

Boston Office

144 Turnpike Road
Suite 370
Southborough, Massachusetts
01772-2121
Telephone: 508/229-0111

Southeast Region

Atlanta Office

3355 Lenox Road NE
Suite 320
Atlanta, Georgia 30326-1332
Telephone: 404/231-1952

Tallahassee Office

1315 East Lafayette Street
Suite A
Tallahassee, Florida 32301-4757
Telephone: 850/878-2729

NCEA

Austin Office

8701 N. MoPac Expressway
Suite 200
Austin, Texas 78759-8364
Telephone: 512/320-1800

ACT National and Regional Offices

A copy of this report can be found at
www.act.org/readiness/2011



ACT Profile Report - District

Graduating Class 2011
LITTLE ROCK SCHOOL DISTRICT

047528
Superintendent
LITTLE ROCK SCHOOL DISTRICT
810 W MARKHAM ST

LITTLE ROCK, AR 72201





College Readiness Letter for:
LITTLE ROCK SCHOOL DISTRICT

July 18, 2011
Code: 047528

SUPERINTENDENT
LITTLE ROCK SCHOOL DISTRICT
810 W MARKHAM ST
LITTLE ROCK, AR 72201



143750470



011062110

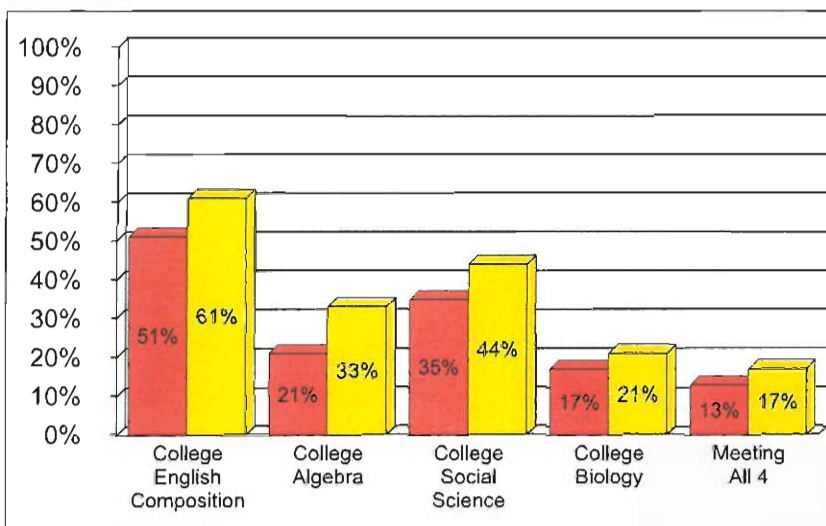
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2007	958	21,403	19.5	20.5	18.7	19.9	19.8	20.9	19.4	20.2	19.5	20.5
2008	1,091	22,545	20.2	20.7	19.0	20.1	20.4	21.0	19.9	20.3	20.0	20.6
2009	1,008	22,523	18.8	20.6	18.3	20.1	19.2	21.0	18.9	20.2	18.9	20.6
2010	1,272	24,578	18.3	20.1	18.0	19.9	18.8	20.6	18.9	20.2	18.6	20.3
2011	1,271	27,020	18.4	19.6	18.1	19.7	18.9	20.2	18.7	19.8	18.7	19.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

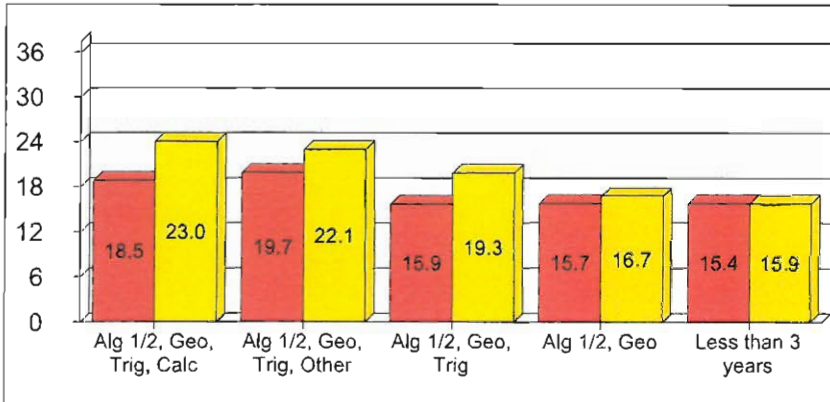
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for: LITTLE ROCK SCHOOL DISTRICT

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

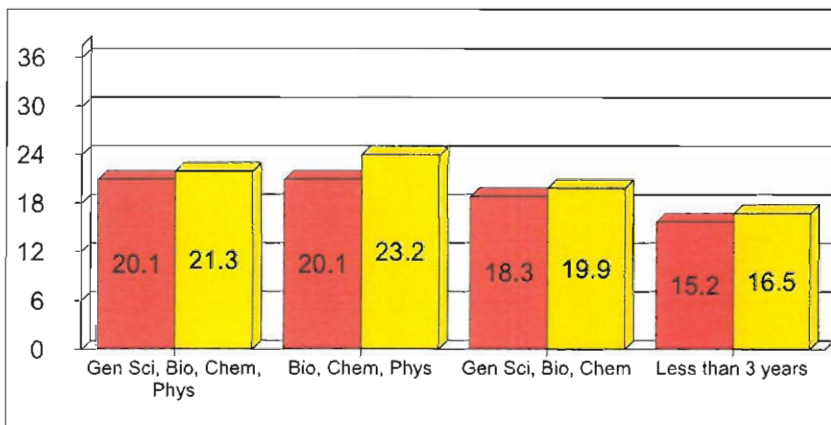
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 512-320-1850 or email Austin@act.org.

Total Students in Report: 1,271

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

Year	Number of Students Tested		Percent Meeting Benchmarks									
	District	State	English		Mathematics		Reading		Science		Meeting All Four	
	District	State	District	State	District	State	District	State	District	State	District	State
2007	958	21,403	58	68	25	34	38	48	21	21	15	17
2008	1,091	22,545	63	70	27	35	43	49	20	22	16	17
2009	1,008	22,523	52	67	21	35	34	50	17	24	12	18
2010	1,272	24,578	50	64	19	35	34	47	16	23	12	18
2011	1,271	27,020	51	61	21	33	35	44	17	21	13	17

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	District	State	English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2007	958	21,403	19.5	20.5	18.7	19.9	19.8	20.9	19.4	20.2	19.5	20.5
2008	1,091	22,545	20.2	20.7	19.0	20.1	20.4	21.0	19.9	20.3	20.0	20.6
2009	1,008	22,523	18.8	20.6	18.3	20.1	19.2	21.0	18.9	20.2	18.9	20.6
2010	1,272	24,578	18.3	20.1	18.0	19.9	18.8	20.6	18.9	20.2	18.6	20.3
2011	1,271	27,020	18.4	19.6	18.1	19.7	18.9	20.2	18.7	19.8	18.7	19.9

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores									
	District	State	English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2007	1,300,599		20.7	21.0	21.0	21.0	21.5	21.0	21.0	21.2	21.0	21.1
2008	1,421,941		20.6	21.0	21.0	21.0	21.4	20.8	20.8	21.1	20.8	21.1
2009	1,480,469		20.6	21.0	21.0	21.0	21.4	20.9	20.9	21.1	20.9	21.1
2010	1,568,835		20.5	21.0	21.0	21.0	21.3	20.9	20.9	21.0	20.9	21.0
2011	1,623,112		20.6	21.1	21.1	21.1	21.3	20.9	20.9	21.1	20.9	21.1

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		
2007	679	148	71	15	19.8	17.0	18.8	17.6	20.1	18.0	19.6	18.0	19.7	17.8		
2008	915	122	84	11	20.6	16.6	19.4	16.7	20.8	18.2	20.2	17.5	20.4	17.4		
2009	876	103	87	10	19.2	15.3	18.6	16.1	19.6	17.0	19.2	16.9	19.3	16.5		
2010	974	190	77	15	19.6	13.9	18.7	15.8	19.8	15.8	19.8	16.0	19.6	15.5		
2011	971	191	76	15	19.6	14.6	18.8	15.9	19.9	15.6	19.7	15.7	19.6	15.6		

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
All Students	958	100	1,091	100	1,008	100	1,272	100	1,271	100
Black/African American	535	56	603	55	627	62	795	63	776	61
American Indian/Alaska Native	7	1	4	0	1	0	5	0	7	1
White	278	29	348	32	257	25	308	24	267	21
Hispanic/Latino	23	2	29	3	43	4	48	4	48	4
Asian	16	2	27	2	25	2	22	2	34	3
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
Two or more races	20	2	23	2	16	2	27	2	38	3
Prefer not to respond/No response	79	8	57	5	39	4	67	5	101	8
Avg	19.5	19.5	20.0	20.0	18.9	18.9	18.9	18.6	18.6	18.7
Avg	16.8	16.8	17.3	17.3	16.8	16.8	16.6	16.6	16.6	16.7
Avg	22.6	22.6	23.0	23.0	20.0	20.0	18.2	18.2	16.0	16.0
Avg	23.7	23.7	24.0	24.0	23.4	23.4	23.8	23.8	23.7	23.7
Avg	20.0	20.0	20.2	20.2	17.9	17.9	17.7	17.7	17.9	17.9
Avg	25.3	25.3	25.6	25.6	24.8	24.8	24.1	24.1	22.6	22.6
Avg	20.9	20.9	21.4	21.4	17.5	17.5	19.4	19.4	22.7	22.7
Avg	21.0	21.0	21.0	21.0	21.9	21.9	21.9	17.9	17.9	17.9

¹Refer to the section header on page 5 for a description of race/ethnicity changes.



College Readiness Letter for:
LITTLE ROCK CENTRAL HIGH SCH

June 29, 2011
Code: 041422

PRINCIPAL
LITTLE ROCK CENTRAL HIGH SCH
1500 S PARK ST
LITTLE ROCK, AR 72202



161480276



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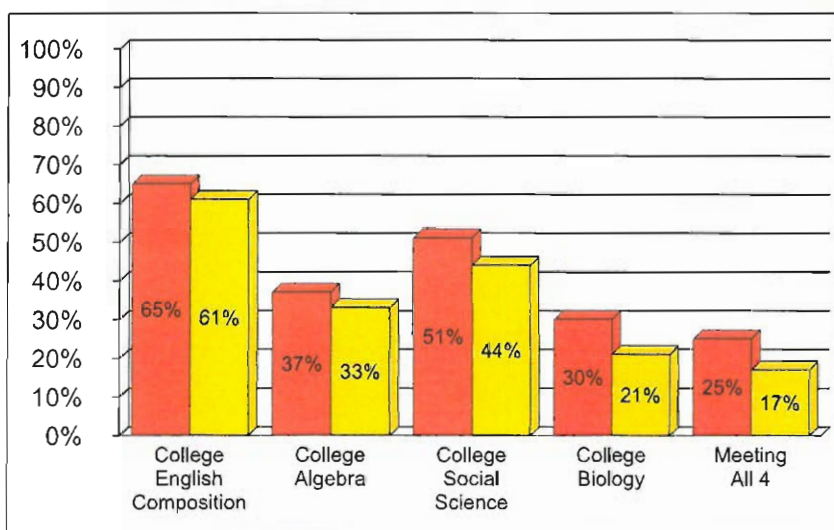
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	387	21,403	22.0	20.5	20.7	19.9	21.9	20.9	21.1	20.2	21.6	20.5
2008	477	22,545	22.8	20.7	21.2	20.1	22.8	21.0	21.7	20.3	22.3	20.6
2009	410	22,523	21.3	20.6	20.1	20.1	21.5	21.0	20.5	20.2	21.0	20.6
2010	478	24,578	21.1	20.1	20.0	19.9	21.3	20.6	20.9	20.2	20.9	20.3
2011	479	27,020	21.0	19.6	20.0	19.7	21.2	20.2	20.9	19.8	20.9	19.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

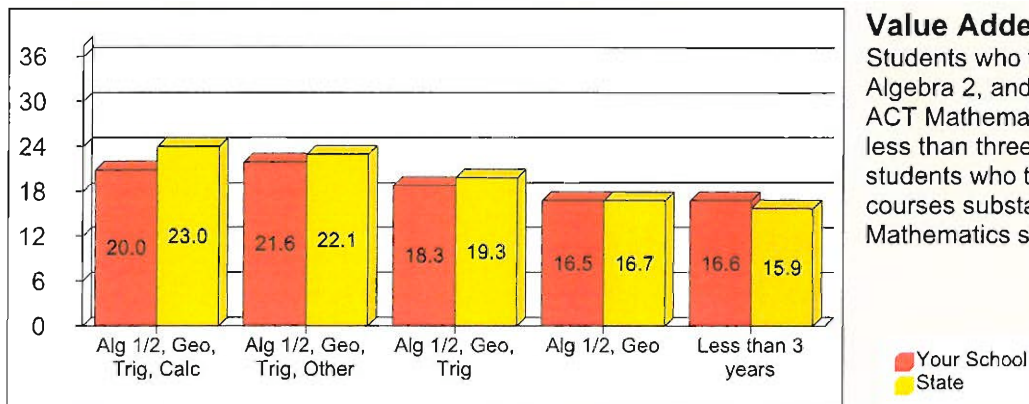
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: LITTLE ROCK CENTRAL HIGH SCH

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

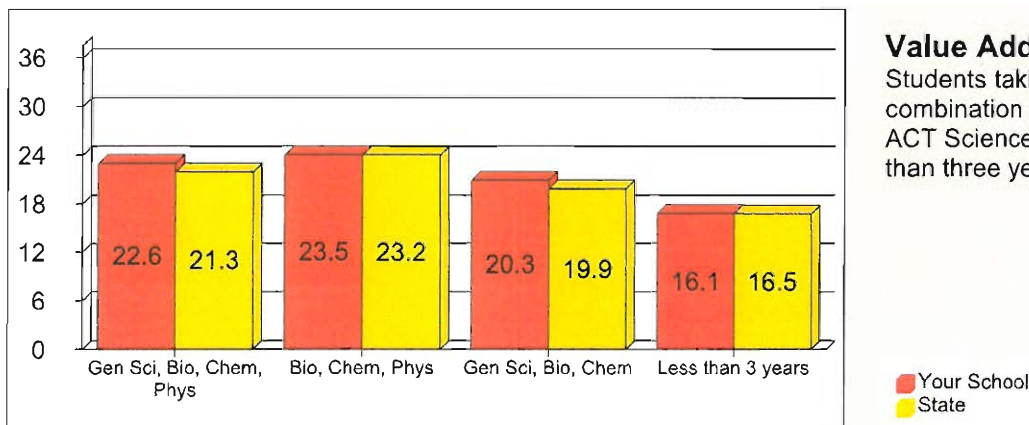
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

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- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 512-320-1850 or email Austin@act.org.

Total Students in Report: 479

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

Year	Number of Students Tested		Percent Meeting Benchmarks				Meeting All Four	
	School	State	English	Mathematics	Reading	Science	School	State
2007	387	21,403	72	40	53	32	26	17
2008	477	22,545	78	44	59	32	29	17
2009	410	22,523	68	36	50	27	22	18
2010	478	24,578	65	33	51	27	23	18
2011	479	27,020	65	37	51	30	25	17

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores					
	School	State	English	Mathematics	Reading	Science	Composite	
2007	387	21,403	22.0	20.7	21.9	21.1	20.5	
2008	477	22,545	22.8	21.2	22.8	21.7	20.6	
2009	410	22,523	21.3	20.1	21.5	20.5	20.6	
2010	478	24,578	21.1	20.0	21.3	20.9	20.3	
2011	479	27,020	21.0	20.0	21.2	20.9	20.3	

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores				
	School	State	English	Mathematics	Reading	Science	Composite
2007	1,300,599	1,421,941	20.7	21.0	21.5	21.0	21.2
2008	1,421,941	1,480,469	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	1,568,835	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	1,623,112	20.5	21.0	21.3	20.9	21.0
2011	1,623,112		20.6	21.1	21.3	20.9	21.1

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	Avg	Core or More	Less than Core	Avg	Core or More	Less than Core	Avg	Core or More	Less than Core	Avg	Core or More	Less than Core	Avg
2007	260	62	67	16	22.2	19.4	20.9	19.4	22.1	19.8	21.2	20.1	21.7	19.9					
2008	418	35	88	7	23.2	18.2	21.5	17.9	23.0	19.8	22.0	18.8	22.6	18.8					
2009	375	25	91	6	21.6	18.4	20.3	17.9	21.7	19.7	20.6	18.8	21.2	18.8					
2010	401	63	84	13	21.8	17.3	20.4	17.4	21.9	18.0	21.4	18.3	21.5	17.9					
2011	386	55	81	11	22.4	15.6	20.8	17.0	22.5	15.8	21.8	17.1	22.0	16.6					

¹Core or More² 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/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	387	100	21.6	477	100	22.3	410	100	21.0	478	100	20.9	479	100	20.9
Black/African American	146	38	17.2	176	37	18.5	191	47	17.5	219	46	17.3	200	42	17.5
American Indian/Alaska Native	3	1	25.3	1	0	19.0	1	0	20.0	1	0	26.0	1	0	25.0
White	169	44	24.7	237	50	24.6	169	41	24.1	203	42	24.3	180	38	24.8
Hispanic/Latino	8	2	23.3	8	2	22.1	10	2	20.2	11	2	20.8	9	2	21.6
Asian	9	2	27.6	16	3	28.2	13	3	27.9	11	2	29.3	22	5	24.1
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	8	2	23.0	9	2	23.0	4	1	19.3	9	2	22.6	13	3	22.7
Prefer not to respond/No response	44	11	22.5	30	6	22.6	22	5	23.7	24	5	20.6	54	11	18.6

¹Refer to the section header on page 5 for a description of race/ethnicity changes.



College Readiness Letter for:
HALL HIGH SCHOOL

June 29, 2011
Code: 041423

PRINCIPAL
HALL HIGH SCHOOL
6700 H ST
LITTLE ROCK, AR 72205



181480279



011061110

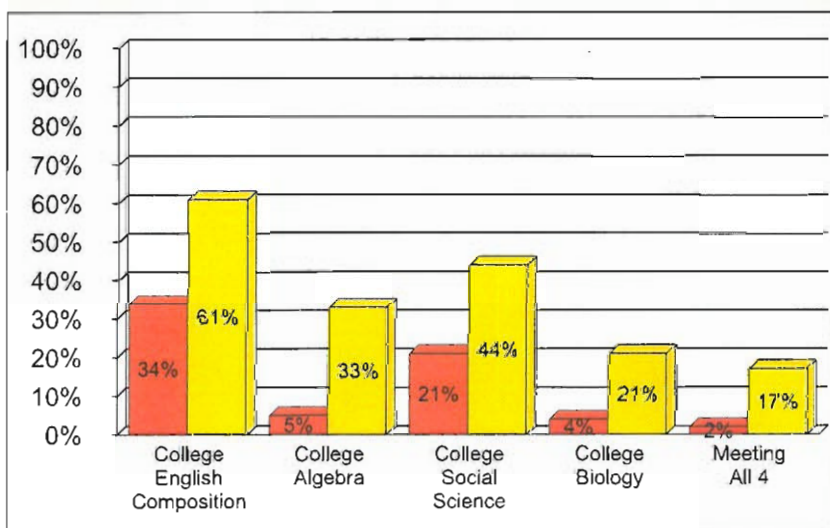
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- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	126	21,403	16.5	20.5	16.7	19.9	17.0	20.9	17.5	20.2	17.0	20.5
2008	163	22,545	17.3	20.7	16.7	20.1	17.5	21.0	17.7	20.3	17.4	20.6
2009	159	22,523	15.5	20.6	16.3	20.1	16.5	21.0	17.0	20.2	16.4	20.6
2010	231	24,578	14.8	20.1	15.8	19.9	15.9	20.6	16.5	20.2	15.9	20.3
2011	262	27,020	15.9	19.6	16.0	19.7	16.9	20.2	16.5	19.8	16.4	19.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



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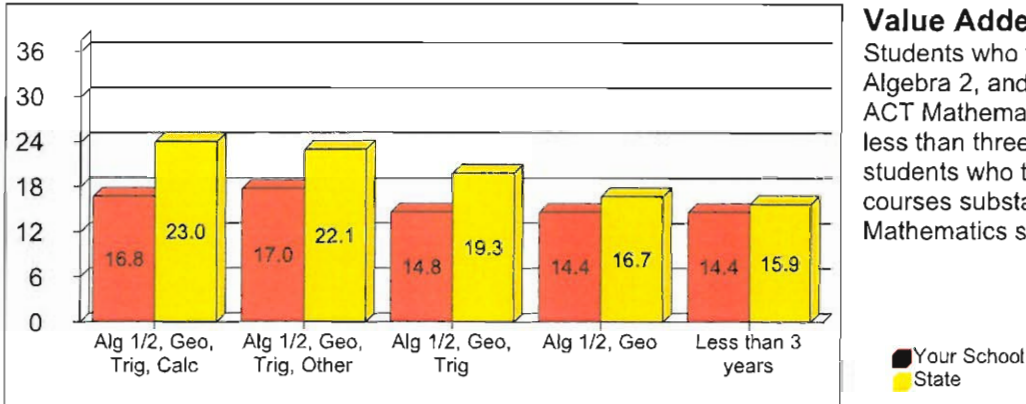
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: HALL HIGH SCHOOL

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

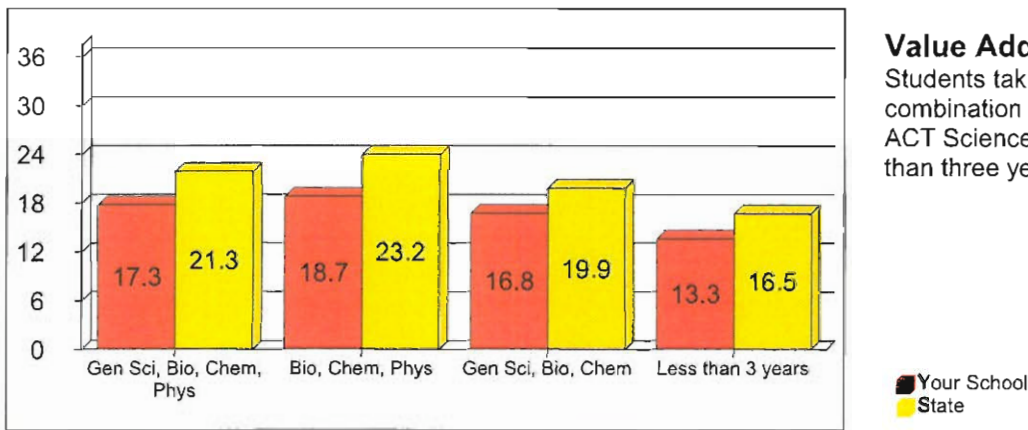
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 512-320-1850 or email Austin@act.org.

Total Students in Report: 262

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

Year	Number of Students Tested		Percent Meeting Benchmarks						Meeting All Four		
	School	State	English	Mathematics	Reading	Science	State	School	State		
2007	126	21,403	42	7	20	9	48	20	21	6	17
2008	163	22,545	47	9	22	5	49	22	22	2	17
2009	159	22,523	33	6	18	4	50	24	24	2	18
2010	231	24,578	28	3	16	2	47	23	23	1	18
2011	262	27,020	34	5	21	4	44	21	21	2	17

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores						Composite	
	School	State	English	Mathematics	Reading	Science	State	School	State	
2007	126	21,403	16.5	16.7	17.0	17.5	20.9	17.0	20.5	
2008	163	22,545	17.3	16.7	17.5	17.7	21.0	17.4	20.6	
2009	159	22,523	15.5	16.3	16.5	17.0	21.0	16.4	20.6	
2010	231	24,578	14.8	15.8	15.9	16.5	20.6	15.9	20.3	
2011	262	27,020	15.9	16.0	16.9	16.5	20.2	16.4	19.9	

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores						Composite	
	School	State	English	Mathematics	Reading	Science	State	School	State	
2007	1,300,599		20.7	21.0	21.5	21.0		21.2		
2008	1,421,941		20.6	21.0	21.4	20.8		21.1		
2009	1,480,469		20.6	21.0	21.4	20.9		21.1		
2010	1,568,835		20.5	21.0	21.3	20.9		21.0		
2011	1,623,112		20.6	21.1	21.3	20.9		21.1		



College Readiness Letter for:
J A FAIR HIGH SCHOOL

June 29, 2011
Code: 041429

PRINCIPAL
J A FAIR HIGH SCHOOL
13420 DAVID O DODD RD
LITTLE ROCK, AR 72210



181480261



011061110

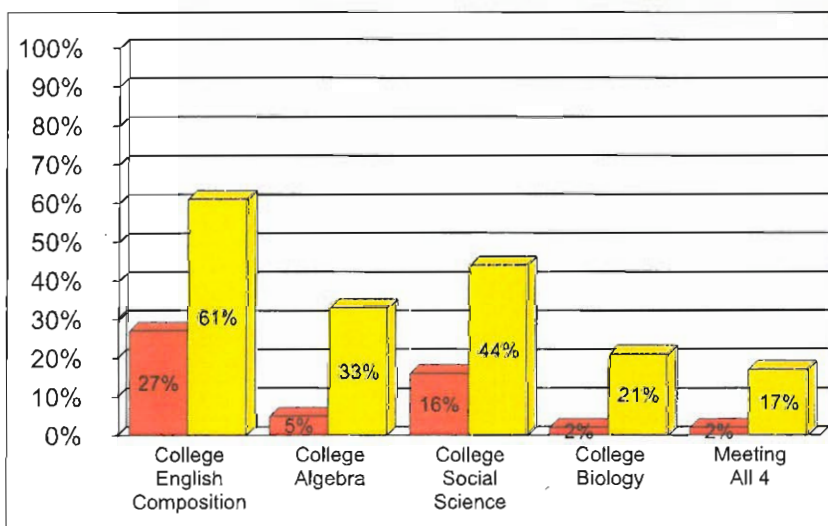
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	113	21,403	15.2	20.5	15.6	19.9	16.5	20.9	16.7	20.2	16.1	20.5
2008	122	22,545	15.4	20.7	15.8	20.1	16.2	21.0	16.5	20.3	16.1	20.6
2009	117	22,523	14.5	20.6	16.1	20.1	15.4	21.0	16.6	20.2	15.8	20.6
2010	177	24,578	14.4	20.1	15.9	19.9	15.0	20.6	16.3	20.2	15.5	20.3
2011	124	27,020	14.4	19.6	16.1	19.7	15.7	20.2	15.8	19.8	15.6	19.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

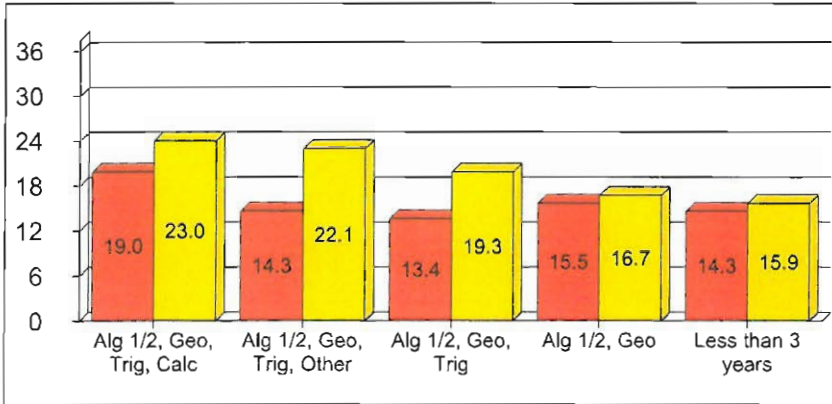
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: J A FAIR HIGH SCHOOL

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

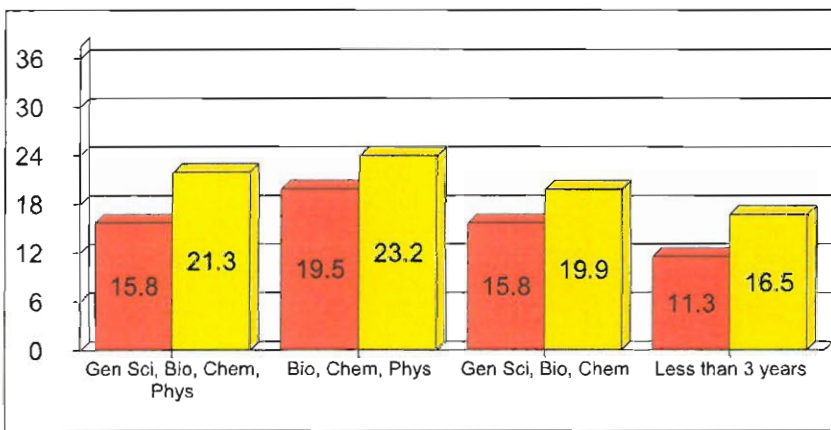
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 512-320-1850 or email Austin@act.org.

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

Year	Number of Students Tested		Percent Meeting Benchmarks						Meeting All Four	
	School	State	English	Mathematics	Reading	Science	State	School	State	
2007	113	21,403	30	1	16	4	21	1	17	
2008	122	22,545	32	4	18	2	22	0	17	
2009	117	22,523	23	4	9	2	24	0	18	
2010	177	24,578	27	4	10	1	23	0	18	
2011	124	27,020	27	5	16	2	21	2	17	

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores					
	School	State	English	Mathematics	Reading	Science	Composite	
2007	113	21,403	15.2	15.6	16.5	16.7	16.1	
2008	122	22,545	15.4	15.8	16.2	16.5	16.1	
2009	117	22,523	14.5	16.1	15.4	16.6	15.8	
2010	177	24,578	14.4	15.9	15.0	16.3	15.5	
2011	124	27,020	14.4	16.1	15.7	15.8	15.6	

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores				Composite
	School	State	English	Mathematics	Reading	Science	
2007	1,300,599	21.0	20.7	21.0	21.5	21.0	21.2
2008	1,421,941	21.0	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	21.0	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	21.0	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	21.1	20.6	21.1	21.3	20.9	21.1

Total Students in Report: 124

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

Year	Number of Students Tested		Percent ² Core or More Less than Core		Average ACT Scores											
					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		
2007	81	28	72	25	15.6	14.1	15.6	15.4	16.9	15.6	17.1	15.3	16.4	15.2		
2008	106	15	87	12	15.8	13.3	15.3	15.3	16.3	15.3	16.7	15.0	16.2	14.9		
2009	104	11	89	9	14.7	12.2	15.7	14.5	15.6	14.5	16.8	16.1	15.9	14.8		
2010	135	34	76	19	15.6	10.8	14.6	13.5	15.5	13.5	17.1	13.4	16.3	13.2		
2011	94	28	76	23	14.8	13.4	15.2	14.4	16.1	14.4	16.3	14.3	16.0	14.4		

¹Core or More² 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/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
	All Students	113	100	16.1	122	100	16.1	117	100	15.8	177	100	15.5	124	100
Black/African American	99	88	15.8	102	84	15.7	105	90	15.7	163	92	15.4	104	84	15.2
American Indian/Alaska Native	1	1	19.0	1	1	24.0	0	0	.	1	1	11.0	0	0	.
White	6	5	16.8	5	4	18.2	3	3	14.7	4	2	20.0	4	3	19.8
Hispanic/Latino	0	0	.	3	2	17.0	3	3	16.7	1	1	11.0	5	4	16.6
Asian	0	0	.	2	2	19.0	3	3	17.0	0	0	.	1	1	18.0
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	4	4	18.0	2	2	15.5	3	3	17.3	0	0	.	3	2	22.0
Prefer not to respond/No response	3	3	19.7	7	6	18.1	0	0	.	8	5	16.0	7	6	15.3

¹Refer to the section header on page 5 for a description of race/ethnicity changes.



College Readiness Letter for:
PARKVIEW ARTS SCI MAGNET HS

June 29, 2011
 Code: 041443

PRINCIPAL
 PARKVIEW ARTS SCI MAGNET HS
 2501 JOHN BARROW RD
 LITTLE ROCK, AR 72204



1814802d7



011061110

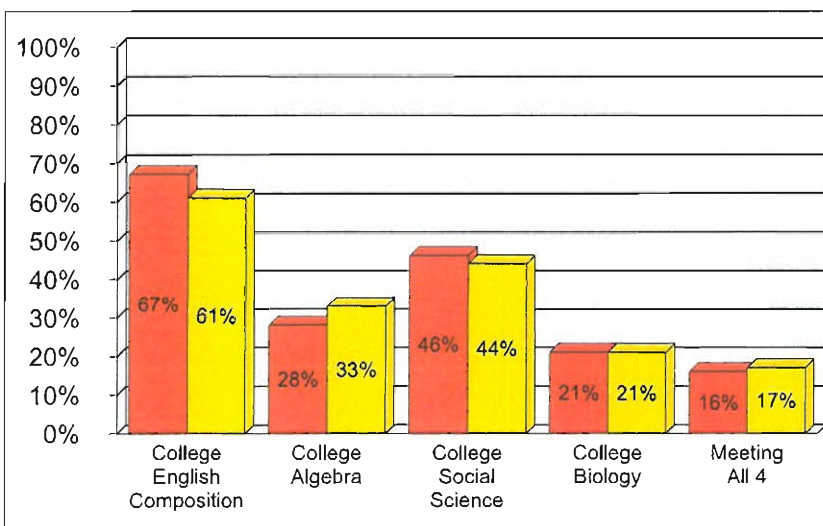
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- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	225	21,403	20.6	20.5	19.0	19.9	20.8	20.9	20.2	20.2	20.3	20.5
2008	222	22,545	21.2	20.7	19.2	20.1	21.2	21.0	20.5	20.3	20.7	20.6
2009	213	22,523	20.5	20.6	18.7	20.1	20.7	21.0	19.9	20.2	20.1	20.6
2010	271	24,578	20.7	20.1	18.9	19.9	21.0	20.6	20.3	20.2	20.4	20.3
2011	246	27,020	20.4	19.6	19.0	19.7	20.4	20.2	20.3	19.8	20.1	19.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

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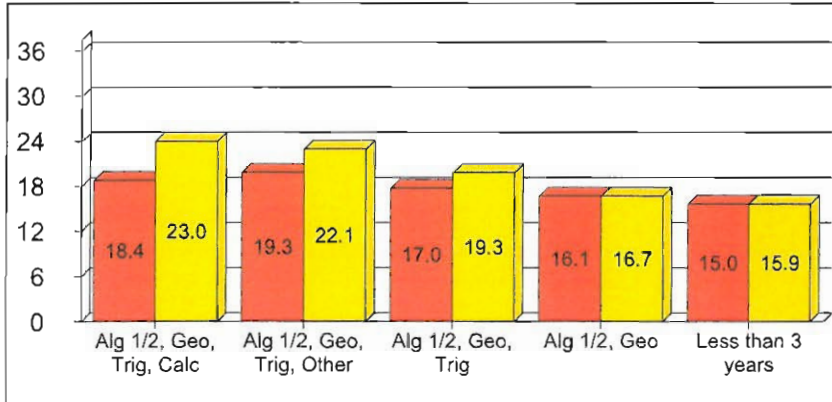
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: PARKVIEW ARTS SCI MAGNET HS

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

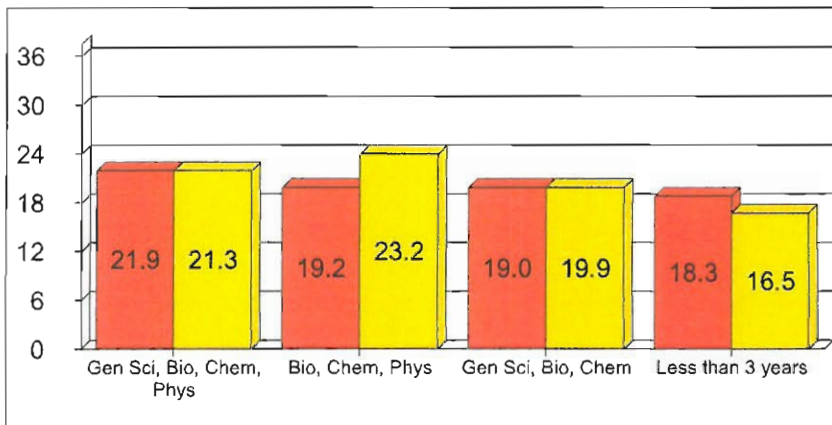
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

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Total Students in Report: 246

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

Year	Number of Students Tested		Percent Meeting Benchmarks									
	School	State	English		Mathematics		Reading		Science		Meeting All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	225	21,403	67	68	28	34	44	48	25	21	18	17
2008	222	22,545	72	70	27	35	48	49	22	22	16	17
2009	213	22,523	67	67	23	35	42	50	22	24	13	18
2010	271	24,578	68	64	25	35	46	47	20	23	14	18
2011	246	27,020	67	61	28	33	46	44	21	21	16	17

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	School	State	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	225	21,403	20.6	20.5	19.0	19.9	20.8	20.9	20.2	20.2	20.3	20.5
2008	222	22,545	21.2	20.7	19.2	20.1	21.2	21.0	20.5	20.3	20.7	20.6
2009	213	22,523	20.5	20.6	18.7	20.1	20.7	21.0	19.9	20.2	20.1	20.6
2010	271	24,578	20.7	20.1	18.9	19.9	21.0	20.6	20.3	20.2	20.4	20.3
2011	246	27,020	20.4	19.6	19.0	19.7	20.4	20.2	20.3	19.8	20.1	19.9

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores									
	School	State	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	1,300,599		20.7		21.0		21.5		21.0		21.2	
2008	1,421,941		20.6		21.0		21.4		20.8		21.1	
2009	1,480,469		20.6		21.0		21.4		20.9		21.1	
2010	1,568,835		20.5		21.0		21.3		20.9		21.0	
2011	1,623,112		20.6		21.1		21.3		20.9		21.1	

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

Year	Number of Students Tested		Percent ² Core or More	Average ACT Scores														
				English			Mathematics			Reading			Science			Composite		
				Core or More	Less than Core	Avg	Core or More	Less than Core	Avg	Core or More	Less than Core	Avg	Core or More	Less than Core	Avg	Core or More	Less than Core	Avg
2007	176	28	78	21.2	18.2	19.2	19.2	17.6	21.2	19.4	20.6	17.8	20.7	18.3				
2008	180	34	81	21.6	19.2	19.6	17.5	21.5	20.3	20.8	19.3	21.0	21.0	19.2				
2009	185	25	87	21.0	17.9	19.1	16.1	21.0	18.4	20.2	18.2	20.5	20.5	17.9				
2010	239	29	88	21.3	15.0	19.3	15.9	21.5	17.2	20.7	16.8	20.8	20.8	16.4				
2011	197	35	80	21.3	16.6	19.6	16.6	21.1	17.3	20.9	17.3	20.8	20.8	17.1				

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/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
	All Students	225	100	20.3	222	100	20.7	213	100	20.1	271	100	20.4	246	100
Black/African American	104	46	17.9	104	47	18.0	113	53	18.3	132	49	18.8	129	52	18.6
American Indian/Alaska Native	2	1	22.0	1	0	29.0	0	0	28.0	1	0	28.0	4	2	14.5
White	82	36	22.6	79	36	23.5	72	34	22.6	90	33	23.0	67	27	21.9
Hispanic/Latino	8	4	20.6	8	4	21.6	9	4	19.9	15	6	19.2	13	5	19.6
Asian	5	2	25.2	7	3	23.6	6	3	20.5	8	3	19.9	5	2	21.8
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	5	2	22.6	9	4	22.4	2	1	21.5	9	3	20.1	16	7	24.3
Prefer not to respond/No response	19	8	20.6	14	6	20.8	11	5	21.9	16	6	19.3	12	5	23.7

¹Refer to the section header on page 5 for a description of race/ethnicity changes.



College Readiness Letter for:
JOHN L MCCLELLAN HIGH SCHOOL

June 29, 2011
 Code: 041485

PRINCIPAL
 JOHN L MCCLELLAN HIGH SCHOOL
 9417 GEYER SPRINGS RD
 LITTLE ROCK, AR 72209



101480295



011061110

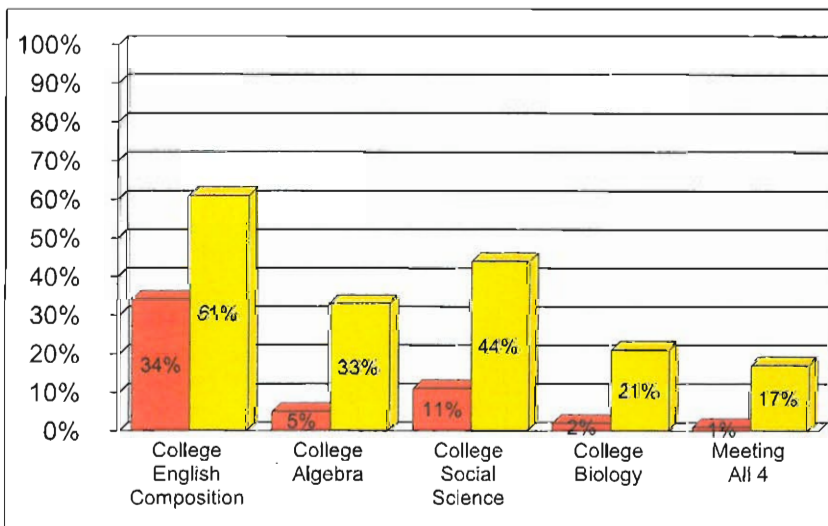
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- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	107	21,403	15.9	20.5	16.4	19.9	16.8	20.9	16.6	20.2	16.6	20.5
2008	97	22,545	16.4	20.7	16.4	20.1	17.2	21.0	17.7	20.3	17.0	20.6
2009	103	22,523	15.2	20.6	16.1	20.1	15.7	21.0	16.5	20.2	16.0	20.6
2010	100	24,578	14.5	20.1	16.0	19.9	15.3	20.6	16.6	20.2	15.7	20.3
2011	148	27,020	14.9	19.6	16.0	19.7	15.6	20.2	15.9	19.8	15.7	19.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

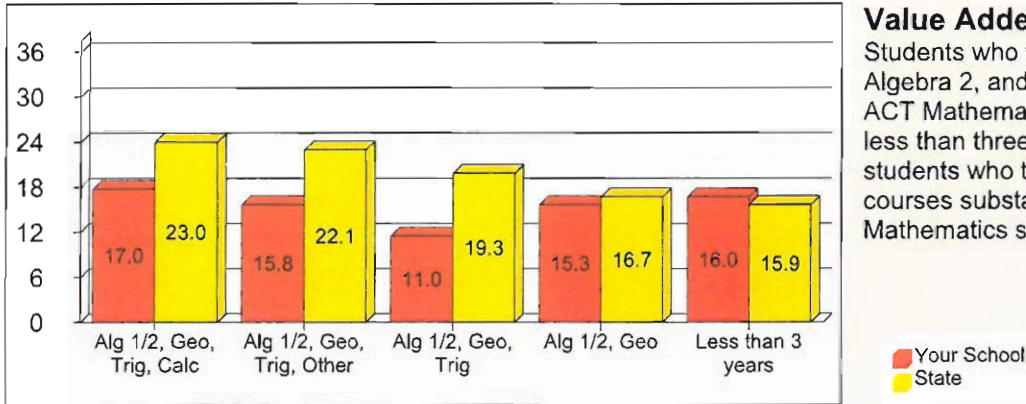
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: JOHN L MCCLELLAN HIGH SCHOOL

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

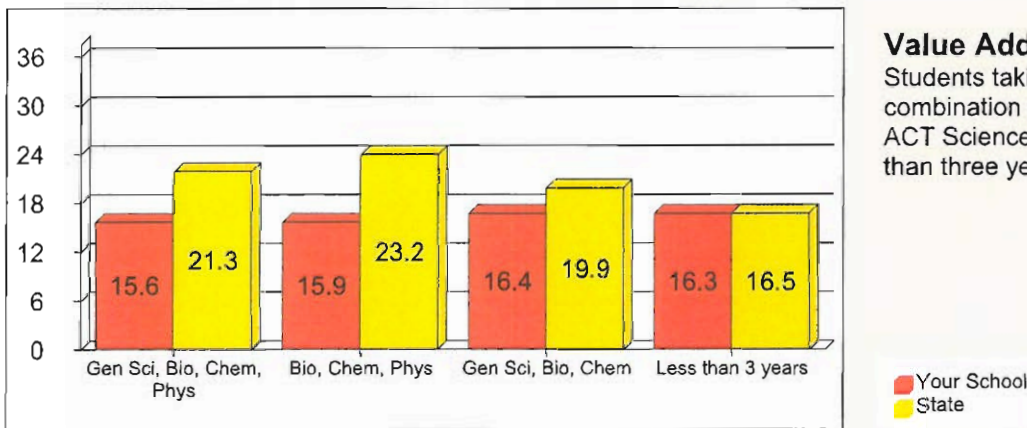
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 512-320-1850 or email Austin@act.org.

Total Students in Report: 148

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

Year	Number of Students Tested		Percent Meeting Benchmarks									
	School	State	English		Mathematics		Reading		Science		Meeting All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	107	21,403	42	68	7	34	14	48	1	21	1	17
2008	97	22,545	41	70	9	35	20	49	5	22	2	17
2009	103	22,523	26	67	5	35	10	50	5	24	3	18
2010	100	24,578	27	64	7	35	13	47	6	23	2	18
2011	148	27,020	34	61	5	33	11	44	2	21	1	17

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	School	State	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	107	21,403	15.9	20.5	16.4	19.9	16.8	20.9	16.6	20.2	16.6	20.5
2008	97	22,545	16.4	20.7	16.4	20.1	17.2	21.0	17.7	20.3	17.0	20.6
2009	103	22,523	15.2	20.6	16.1	20.1	15.7	21.0	16.5	20.2	16.0	20.6
2010	100	24,578	14.5	20.1	16.0	19.9	15.3	20.6	16.6	20.2	15.7	20.3
2011	148	27,020	14.9	19.6	16.0	19.7	15.6	20.2	15.9	19.8	15.7	19.9

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores									
	School	State	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	1,300,599		20.7		21.0		21.5		21.0		21.2	
2008	1,421,941		20.6		21.0		21.4		20.8		21.1	
2009	1,480,469		20.6		21.0		21.4		20.9		21.1	
2010	1,568,835		20.5		21.0		21.3		20.9		21.0	
2011	1,623,112		20.6		21.1		21.3		20.9		21.1	

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

Year	Number of Students Tested		Percent ² Core or More Less than Core		Average ACT Scores														
					English			Mathematics			Reading			Science			Composite		
					Core or More	Less than Core	Avg	Core or More	Less than Core	Avg	Core or More	Less than Core	Avg	Core or More	Less than Core	Avg	Core or More	Less than Core	Avg
2007	71	16	66	15	12.5	16.5	15.1	14.6	16.9	15.1	14.6	16.9	15.1	14.4					
2008	69	11	71	11	13.9	16.5	15.5	17.0	18.0	15.6	17.2	18.0	15.5						
2009	80	14	78	14	12.5	16.2	15.3	14.3	16.8	15.1	16.0	16.8	15.1	14.4					
2010	51	22	51	22	11.9	16.3	14.7	13.4	17.0	15.2	16.2	17.0	15.2	14.0					
2011	108	23	73	16	13.4	16.2	15.5	14.5	16.3	15.1	15.8	16.3	15.1	14.7					

¹Core 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/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
	All Students	107	100	16.6	97	100	17.0	103	100	16.0	100	100	15.7	148	100
Black/African American	93	87	16.2	86	89	16.5	90	87	15.8	82	82	15.7	127	86	15.7
American Indian/Alaska Native	1	1	19.0	1	1	20.0	0	0	.	2	2	13.0	1	1	17.0
White	3	3	22.0	6	6	21.8	4	4	20.5	2	2	22.0	4	3	15.3
Hispanic/Latino	3	3	18.3	1	1	22.0	6	6	15.8	4	4	15.8	9	6	16.9
Asian	0	0	.	1	1	26.0	0	0	.	1	1	21.0	0	0	.
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	1	1	18.0	0	0	.	1	1	23.0	6	6	14.5	1	1	23.0
Prefer not to respond/No response	6	6	17.5	2	2	16.0	2	2	12.5	3	3	15.3	6	4	13.8

¹Refer to the section header on page 5 for a description of race/ethnicity changes.