

ACT Profile Report - District

Tennessee State Testing 2013 - Grade 11 Tested Students-No State Accom.
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ACT, INC. -- CONFIDENTIAL



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This report provides information about the performance of your students who took the ACT as part of the Tennessee State Testing (Grade 11 Tested Students-No State Accom.).

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

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

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

8% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 71 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 70% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.2 reports 7% of the cohort took less than three years of math courses. Of these students, 0% were college ready. 11% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 13% of these students were college ready. In comparison, 23% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 4% of the cohort took less than three years of natural science courses. 0% of these students were college ready. In comparison, 15% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 75% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

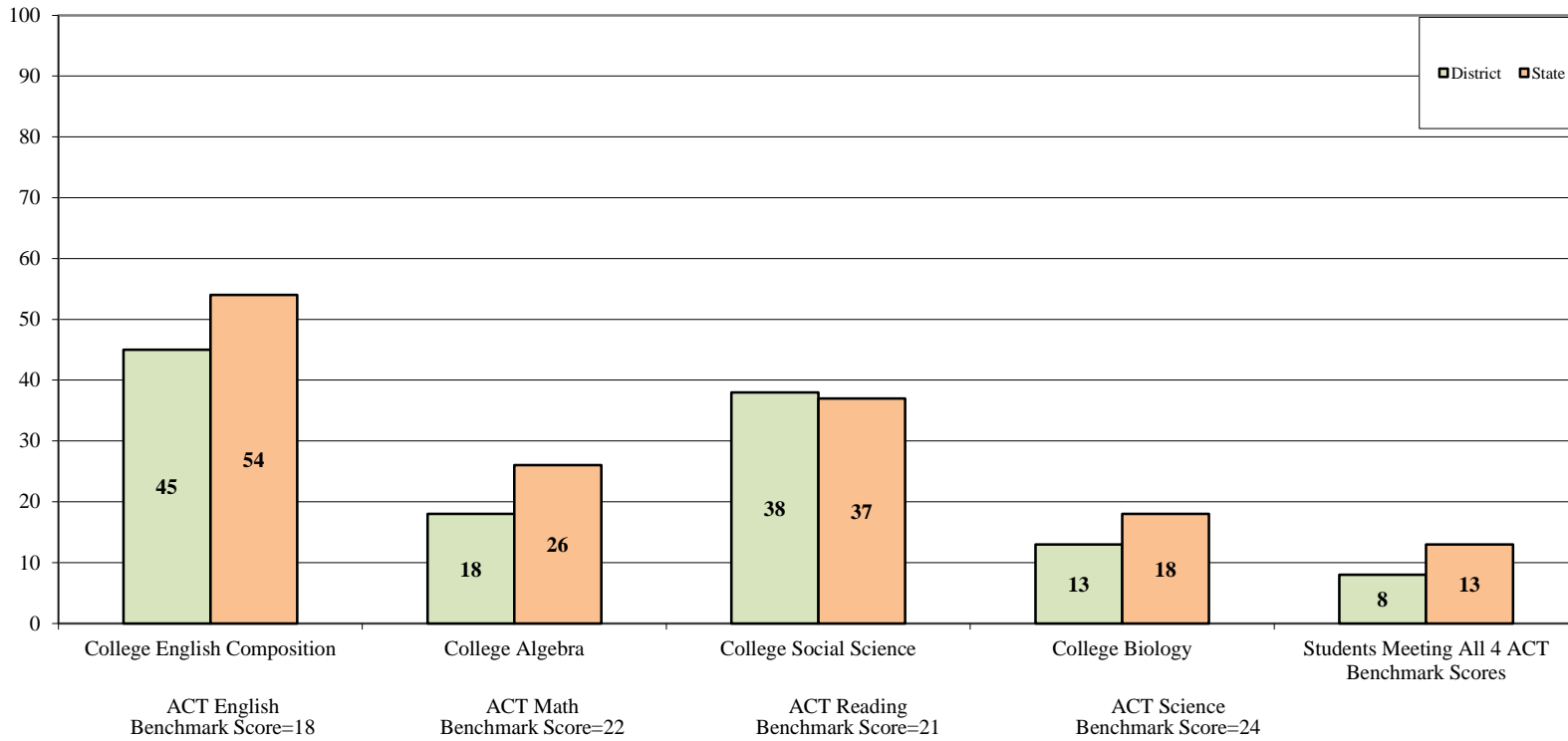
For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.

Section I

Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



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 course.

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	District	State	District	State	District	State	District	State	District	State	District	State
2009	68	55,455	40	50	9	20	21	35	9	13	6	10
2010	72	57,953	47	49	19	20	26	32	10	15	4	10
2011	69	57,092	43	50	16	22	26	34	7	15	6	11
2012	67	57,227	45	50	21	22	33	36	7	16	7	12
2013	71	56,829	45	54	18	26	38	37	13	18	8	13

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2009	68	55,455	16.6	18.0	17.4	18.1	16.6	18.8	17.4	18.6	17.1	18.5
2010	72	57,953	17.9	17.9	18.3	18.2	18.1	18.5	18.8	18.5	18.3	18.4
2011	69	57,092	17.1	18.2	17.4	18.3	18.2	18.8	18.0	18.7	17.8	18.6
2012	67	57,227	16.7	17.9	17.9	18.3	17.9	18.7	17.6	18.6	17.7	18.5
2013	71	56,829	18.0	18.5	17.9	18.7	18.9	19.0	17.9	18.8	18.4	18.9

Table 1.3. Five Year Trends—Average ACT Scores Statewide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2009	55,455	18.0	18.1	18.8	18.6	18.5
2010	57,953	17.9	18.2	18.5	18.5	18.4
2011	57,092	18.2	18.3	18.8	18.7	18.6
2012	57,227	17.9	18.3	18.7	18.6	18.5
2013	56,829	18.5	18.7	19.0	18.8	18.9

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
2009	33	33	49	49	18.9	14.2	18.8	15.8	19.2	13.8	19.7	15.0	19.3	14.8
2010	45	27	63	38	19.7	14.9	19.4	16.5	19.7	15.4	20.1	16.8	19.7	16.0
2011	44	25	64	36	18.7	14.3	18.6	15.3	19.5	15.9	19.0	16.2	19.1	15.5
2012	52	12	78	18	17.6	13.7	18.4	15.4	18.8	13.7	18.0	15.8	18.4	14.8
2013	50	15	70	21	18.7	16.6	18.2	17.7	19.5	17.4	18.4	16.8	18.9	17.3

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

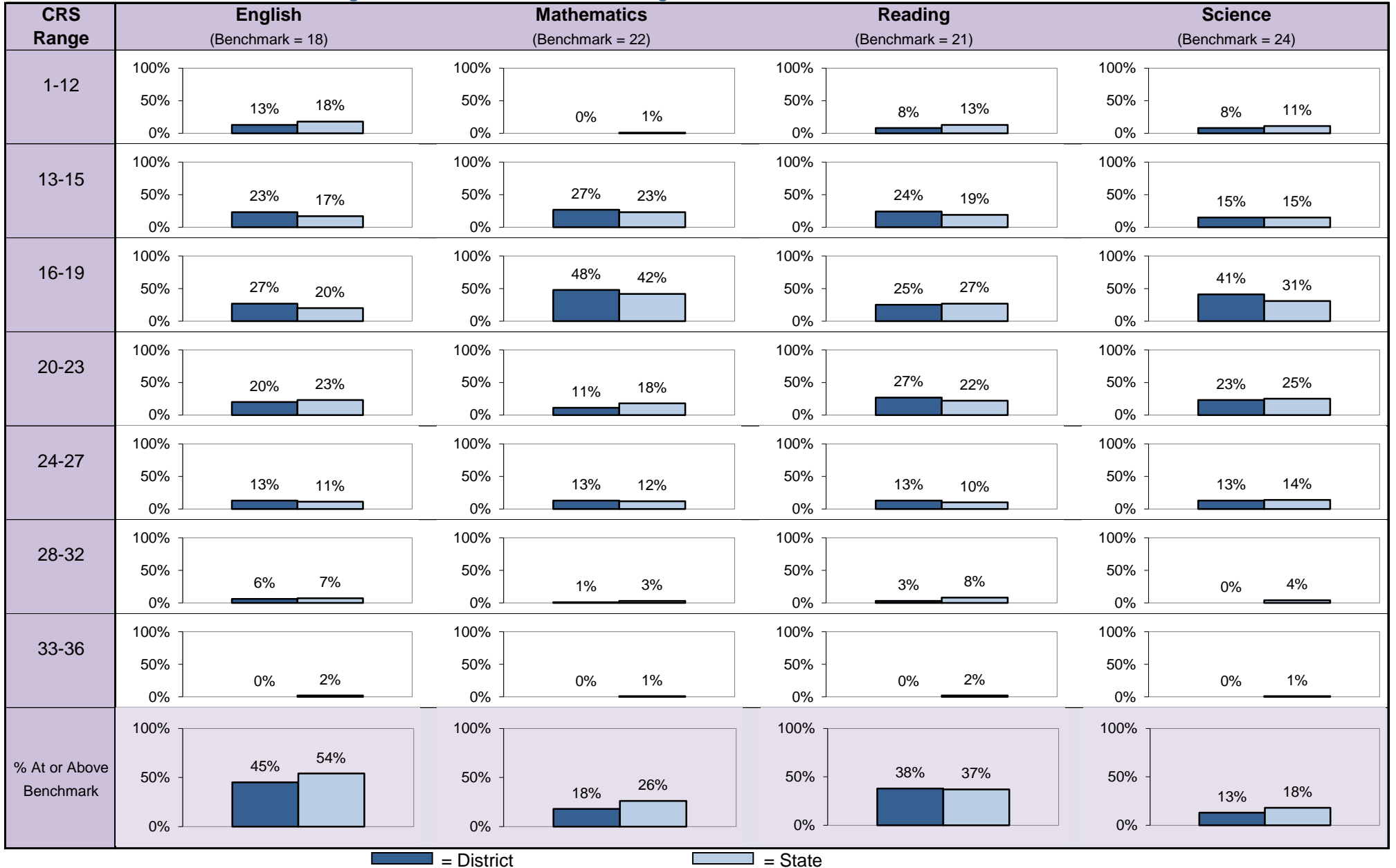
²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

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

	2009			2010			2011			2012			2013		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	68	100	17.1	72	100	18.3	69	100	17.8	67	100	17.7	71	100	18.4
Black/African American	6	9	16.0	8	11	17.0	8	12	14.1	9	13	16.0	9	13	15.1
American Indian/Alaska Native	1	1	10.0	0	0	.	0	0	.	0	0	.	0	0	.
White	57	84	17.4	58	81	18.6	57	83	18.1	57	85	18.0	56	79	19.0
Hispanic/Latino	1	1	17.0	2	3	16.0	1	1	15.0	0	0	.	2	3	15.0
Asian	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	1	1	23.0	2	3	19.0	1	1	21.0	1	1	15.0	1	1	24.0
Prefer not to respond/No response	2	3	12.5	2	3	18.5	2	3	24.0	0	0	.	3	4	17.0

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

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



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Section II

Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	0	100	0	100	0	100	0	100	0	100	36
35	0	100	0	100	0	100	0	100	0	100	35
34	0	100	0	100	0	100	0	100	0	100	34
33	0	100	0	100	0	100	0	100	0	100	33
32	0	100	0	100	1	100	0	100	0	100	32
31	0	100	0	100	0	99	0	100	0	100	31
30	2	100	1	100	0	99	0	100	0	100	30
29	0	97	0	99	1	99	0	100	0	100	29
28	2	97	0	99	0	97	0	100	2	100	28
27	0	94	0	99	3	97	0	100	0	97	27
26	2	94	1	99	4	93	1	100	3	97	26
25	4	92	4	97	1	87	4	99	2	93	25
24	3	86	4	92	1	86	4	93	3	90	24
23	5	82	1	86	9	85	0	87	1	86	23
22	2	75	2	85	1	72	3	87	5	85	22
21	3	72	3	82	6	70	6	83	4	77	21
20	4	68	2	77	3	62	7	75	5	72	20
19	3	62	5	75	12	58	7	65	7	65	19
18	2	58	6	68	1	41	6	55	3	55	18
17	8	55	5	59	2	39	6	46	10	51	17
16	6	44	18	52	3	37	10	38	9	37	16
15	7	35	10	27	5	32	4	24	4	24	15
14	3	25	8	13	8	25	3	18	7	18	14
13	6	21	1	1	4	14	4	14	4	8	13
12	2	13	0	1	3	8	2	8	1	3	12
11	2	10	0	1	2	4	2	6	0	1	11
10	1	7	0	1	0	1	0	3	1	1	10
9	1	6	0	1	1	1	1	3	0	1	9
8	2	4	0	1	0	1	0	1	0	1	8
7	0	1	0	1	0	1	1	1	0	1	7
6	1	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	18.0 (5.4)		17.9 (3.7)		18.9 (5.0)		17.9 (4.0)		18.4 (4.1)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subscore Averages

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	0	100	0	100	0	100	0	100	0	100	0	100	0	100	18
17	1	100	0	100	0	100	1	100	0	100	0	100	0	100	17
16	1	99	0	100	1	100	2	99	1	100	0	100	1	100	16
15	3	97	1	100	1	99	6	96	4	99	2	100	0	99	15
14	3	93	5	99	1	97	6	87	1	93	0	97	4	99	14
13	2	89	4	92	10	96	0	79	5	92	4	97	1	93	13
12	4	86	8	86	8	82	9	79	7	85	3	92	3	92	12
11	7	80	7	75	9	70	3	66	3	75	10	87	7	87	11
10	6	70	8	65	8	58	6	62	6	70	13	73	6	77	10
9	6	62	6	54	9	46	6	54	4	62	8	55	23	69	9
8	12	54	12	45	6	34	9	45	7	56	20	44	12	37	8
7	4	37	6	28	4	25	4	32	16	46	0	15	9	20	7
6	12	31	8	20	7	20	5	27	7	24	6	15	0	7	6
5	4	14	3	8	5	10	8	20	7	14	0	7	4	7	5
4	2	8	2	4	2	3	3	8	3	4	2	7	0	1	4
3	1	6	0	1	0	1	3	4	0	1	0	4	1	1	3
2	3	4	1	1	0	1	0	1	0	1	2	4	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1
Avg (SD)	8.7 (3.4)		9.2 (2.9)		9.6 (2.9)		9.4 (3.8)		8.8 (3.2)		9.0 (2.7)		9.1 (2.3)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	23	20	23	21	21
Q2 (50th Percentile)	17	16	19	18	17
Q1 (25th Percentile)	14	15	14	16	16

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
District	All Students	71	70	18.9	17.3
	Black/African American	9	67	16.5	12.3
	American Indian/Alaska Native	0	.	.	.
	White	56	75	19.1	19.7
	Hispanic/Latino	2	0	.	15.0
	Asian	0	.	.	.
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or more races	1	100	24.0	.
	Prefer not/No Response	3	33	17.0	15.0
State	All Students	56,829	56	20.0	17.6
	Black/African American	11,367	45	17.0	15.5
	American Indian/Alaska Native	224	47	18.3	16.2
	White	36,827	61	20.7	18.6
	Hispanic/Latino	3,381	51	18.8	16.8
	Asian	871	62	23.0	19.7
	Native Hawaiian/Other Pac. Isl.	72	56	19.7	18.0
	Two or more races	1,600	58	20.4	18.2
	Prefer not/No Response	2,487	42	19.7	16.5

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Race/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
District	All Students	18.0	17.9	18.9	17.9	18.4
	Black/African American	13.6	15.1	15.8	15.2	15.1
	American Indian/Alaska Native	.	.	.	.	.
	White	18.9	18.4	19.5	18.4	19.0
	Hispanic/Latino	13.5	15.0	16.5	14.5	15.0
	Asian	.	.	.	.	.
	Native Hawaiian/Other Pac. Isl.	.	.	.	.	.
	Two or more races	25.0	25.0	21.0	24.0	24.0
	Prefer not/No Response	15.0	17.0	18.7	17.3	17.0
State	All Students	18.5	18.7	19.0	18.8	18.9
	Black/African American	15.2	16.4	16.0	16.1	16.1
	American Indian/Alaska Native	16.1	17.1	17.5	17.0	17.0
	White	19.7	19.4	20.1	19.8	19.9
	Hispanic/Latino	16.8	17.9	17.9	17.8	17.7
	Asian	21.1	22.2	21.0	21.5	21.6
	Native Hawaiian/Other Pac. Isl.	18.9	18.6	19.8	19.4	19.3
	Two or more races	19.3	19.1	19.9	19.3	19.5
	Prefer not/No Response	16.9	17.8	17.7	17.6	17.6

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
District	33 to 36	0	0	0	0	0	0	0	0
	28 to 32	4	6	1	1	2	3	0	0
	24 to 27	9	13	9	13	9	13	9	13
	20 to 23	14	20	8	11	19	27	16	23
	16 to 19	19	27	34	48	18	25	29	41
	13 to 15	16	23	19	27	17	24	11	15
	01 to 12	9	13	0	0	6	8	6	8
State	33 to 36	1,382	2	507	1	1,318	2	477	1
	28 to 32	3,792	7	1,878	3	4,614	8	2,127	4
	24 to 27	6,435	11	6,561	12	5,609	10	7,830	14
	20 to 23	13,290	23	10,168	18	12,283	22	14,392	25
	16 to 19	11,618	20	24,059	42	15,281	27	17,516	31
	13 to 15	9,881	17	12,943	23	10,604	19	8,504	15
	01 to 12	10,431	18	713	1	7,120	13	5,983	11

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
District	Males	35	49	17.0	18.2	18.7	18.1	18.2
	Females	35	49	19.0	17.7	19.0	17.7	18.5
	Missing	1	1	17.0	17.0	22.0	19.0	19.0
State	Males	27,838	49	17.8	19.0	18.5	18.9	18.7
	Females	28,468	50	19.3	18.5	19.6	18.7	19.2
	Missing	523	1	14.7	16.5	15.9	15.9	15.9

Table 2.8. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
District	Males	37	20	31	20	11
	Females	54	17	43	6	6
State	Males	49	28	33	21	15
	Females	59	23	41	16	12

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
District	Core or More ²	50	52	18.7	22	18.2	40	19.5	14	18.4	10	18.9
	Less than Core	15	33	16.6	13	17.7	33	17.4	13	16.8	7	17.3
	Missing ³	6	17	16.2	0	16.3	33	17.8	0	17.2	0	17.2
State	Core or More	31,953	63	19.9	32	19.5	44	20.2	23	19.8	17	20.0
	Less than Core	17,209	43	16.9	18	17.7	28	17.8	13	17.7	9	17.6
	Missing	7,667	38	16.4	17	17.5	25	17.3	12	17.3	8	17.2

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite CRB% results reflect students who met all four subject-area benchmarks.

Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
District	Core or More ²	58	45	17.9	60	22	18.3	57	42	19.7	62	15	18.2
	Less than Core	7	71	20.7	5	0	15.4	8	13	14.3	3	0	13.7
	Missing ³	6	17	16.2	6	0	16.3	6	33	17.8	6	0	17.2
State	Core or More	43,863	58	19.2	47,138	28	19.0	38,769	43	20.0	42,902	20	19.1
	Less than Core	6,064	35	15.6	2,669	6	15.8	10,832	22	16.8	6,548	18	18.3
	Missing	6,902	39	16.5	7,022	17	17.5	7,228	26	17.3	7,379	12	17.3

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

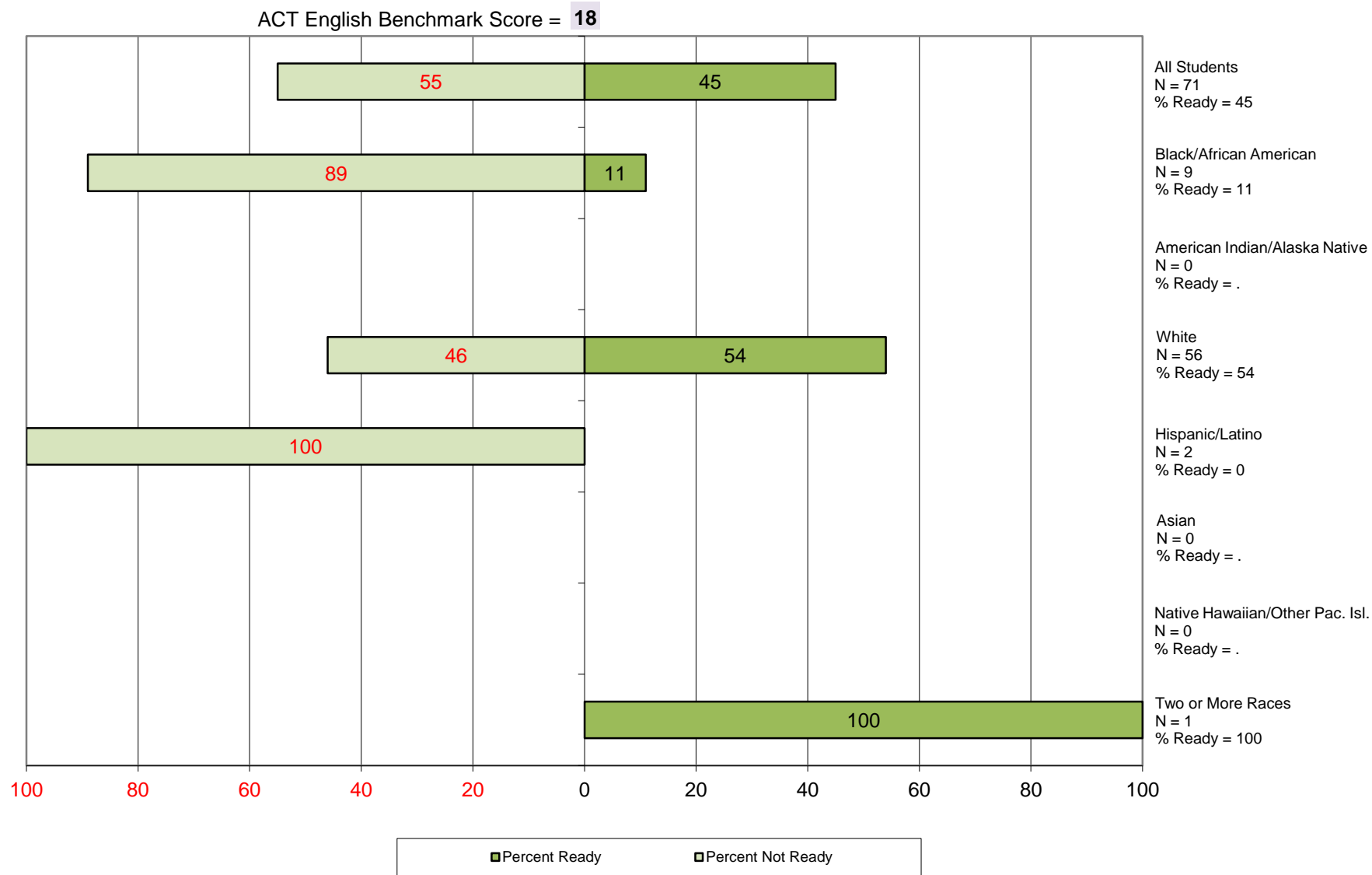
³ Zero years or no coursework information reported in the specified content area.

Section III

College Readiness and the Impact of Course Rigor

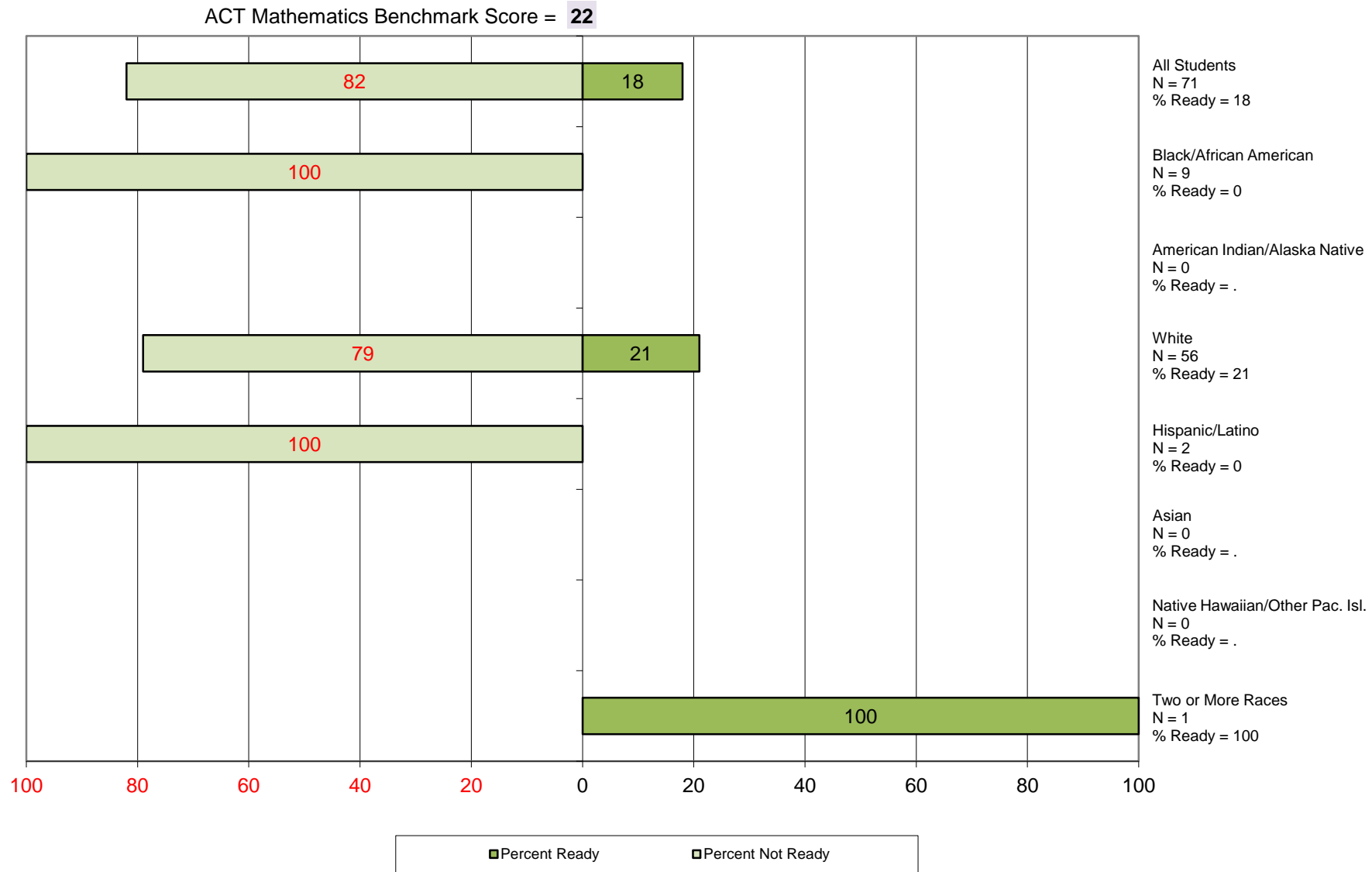
Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Figure 3.1. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



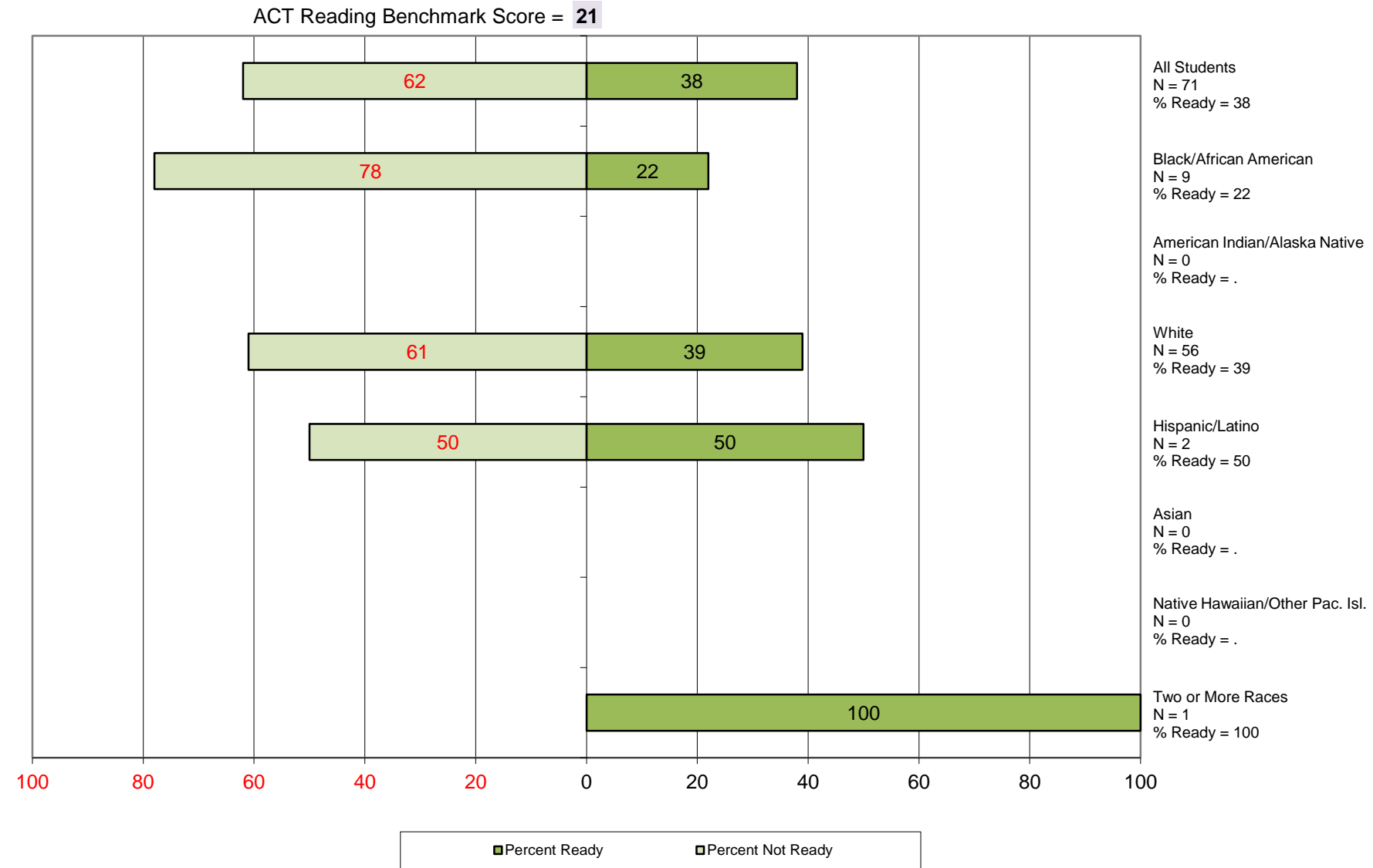
¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.2. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS



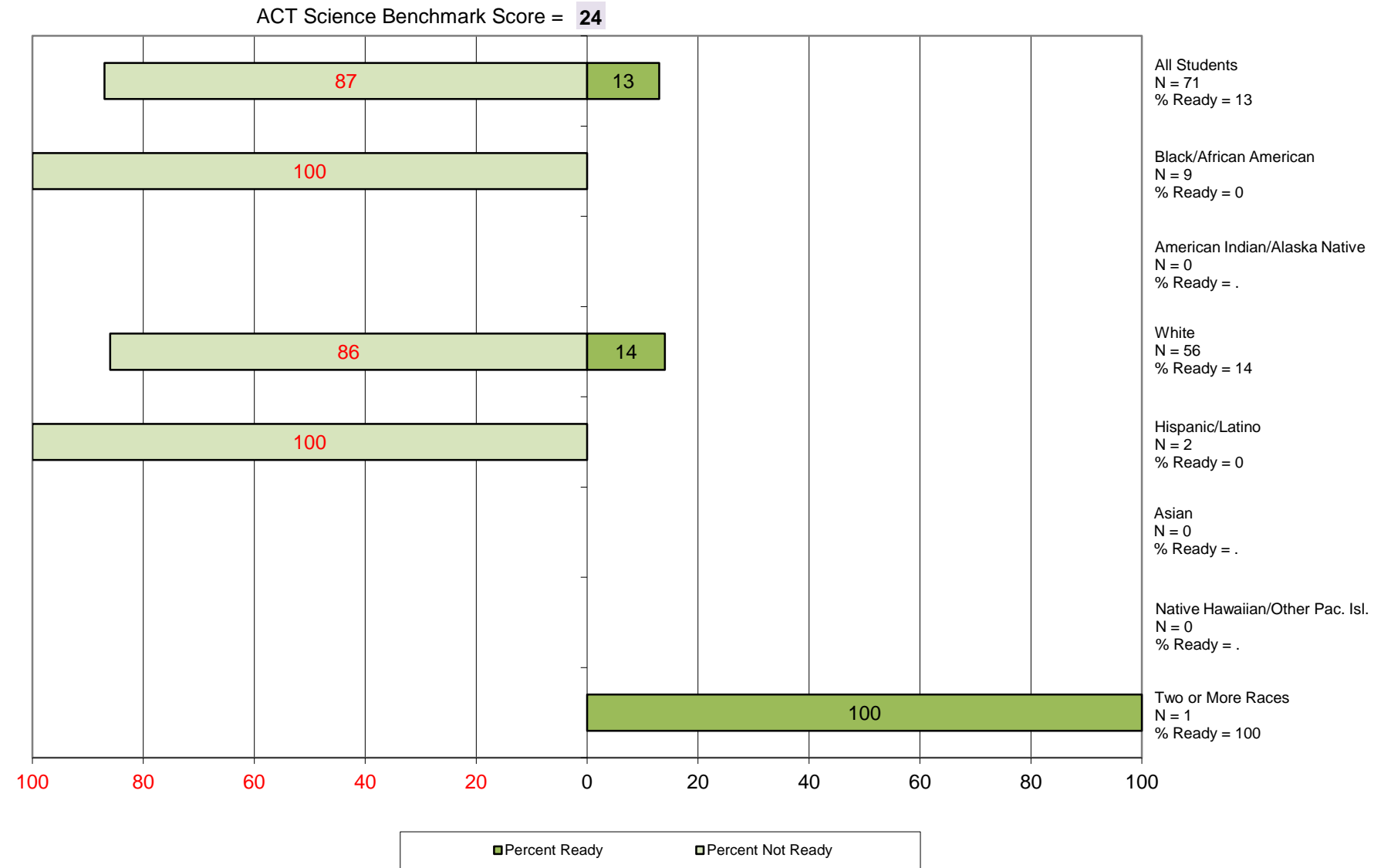
¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING



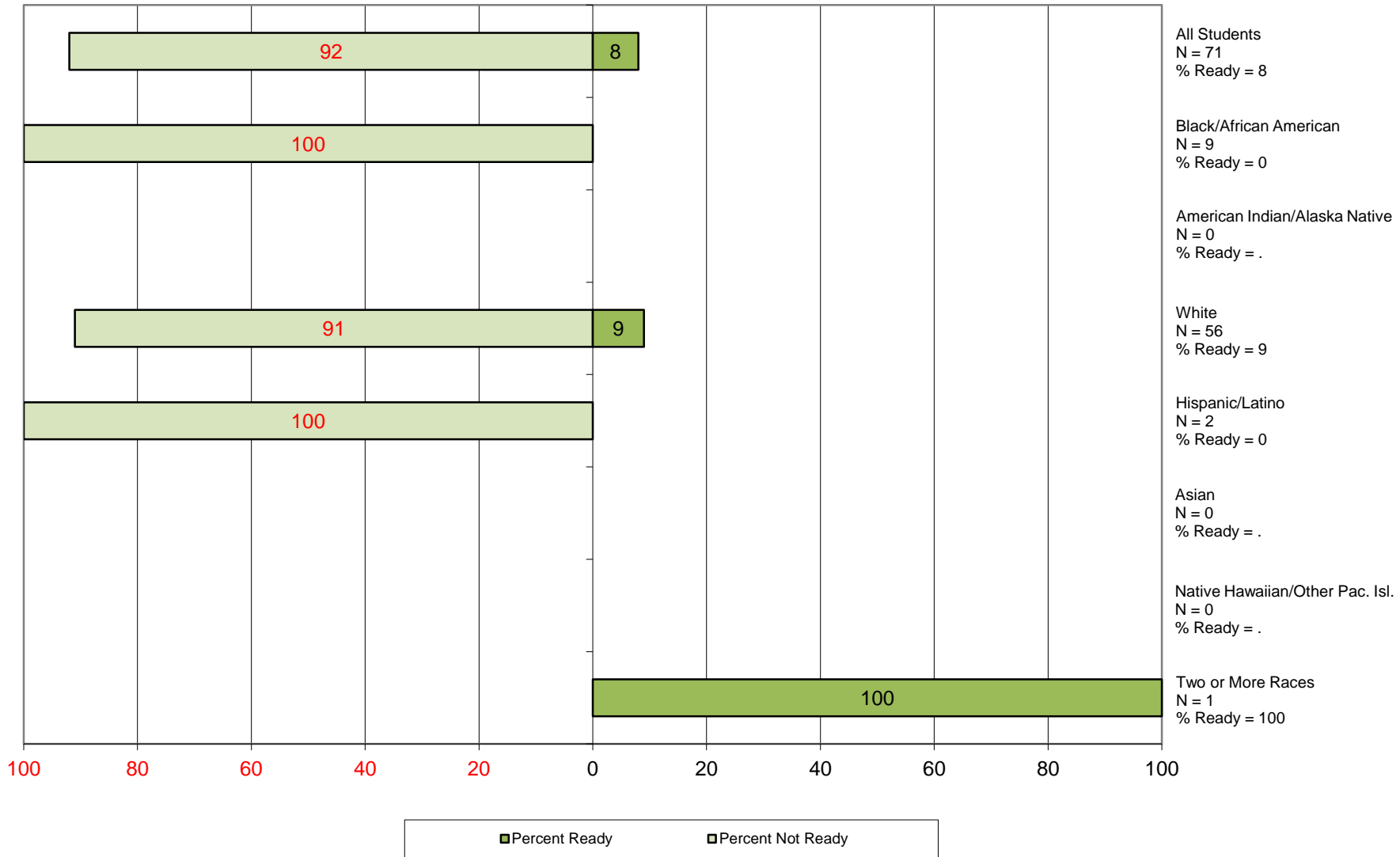
¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.4. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.5. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ALL FOUR



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5	7	24.8	4.1	3	9	26.0	6.6	2	6	23.0	-1.0
Eng 9, Eng 10, Eng 11, Eng 12	53	75	17.2	-3.5	25	71	15.9	-3.5	28	80	18.4	-5.6
Less than 4 years of English	7	10	20.7	-	5	14	19.4	-	2	6	24.0	-
Zero years / no English courses reported	6	8	16.2	-	2	6	11.5	-	3	9	19.0	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	1	1	17.0	1.6	0	0	.	.	1	3	17.0	1.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	7	10	23.6	8.2	4	11	24.3	9.0	3	9	22.7	6.7
Alg 1, Alg 2, Geom, & Trig	4	6	17.0	1.6	2	6	16.0	0.7	2	6	18.0	2.0
Alg 1, Alg 2, Geom, & Other Adv Math	23	32	17.9	2.5	11	31	18.2	2.9	12	34	17.7	1.7
Other comb of 4 or more years of Math	7	10	19.1	3.7	3	9	19.7	4.4	4	11	18.8	2.8
Alg 1, Alg 2, & Geom	8	11	16.9	1.5	7	20	17.0	1.7	1	3	16.0	0.0
Other comb of 3 or 3.5 years of Math	10	14	16.7	1.3	2	6	17.5	2.2	8	23	16.5	0.5
Less than 3 years of Math	5	7	15.4	-	4	11	15.3	-	1	3	16.0	-
Zero years / no Math courses reported	6	8	16.3	-	2	6	17.0	-	3	9	15.7	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	0	0	.	.	0	0	.	.	0	0	.	.
Other comb of 4 or more years Social Science	32	45	19.9	5.6	11	31	19.9	5.6	21	60	20.0	6.0
US Hist, World Hist, & Am Gov	4	6	20.0	5.7	4	11	20.0	5.7	0	0	.	.
Other comb of 3 or 3.5 years of Social Science	21	30	19.3	5.0	11	31	20.7	6.4	10	29	17.7	3.7
Less than 3 years of Social Science	8	11	14.3	-	7	20	14.3	-	1	3	14.0	-
Zero years / no Social Science courses reported	6	8	17.8	-	2	6	14.5	-	3	9	18.7	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	36	51	19.1	5.4	17	49	20.2	7.7	19	54	18.1	2.1
Bio, Chem, Phys	0	0	.	.	0	0	.	.	0	0	.	.
Gen Sci ² , Bio, Chem	26	37	17.0	3.3	14	40	16.8	4.3	12	34	17.3	1.3
Other comb of 3 years of Natural Science	0	0	.	.	0	0	.	.	0	0	.	.
Less than 3 years of Natural Science	3	4	13.7	-	2	6	12.5	-	1	3	16.0	-
Zero years / no Natural Science courses reported	6	8	17.2	-	2	6	15.0	-	3	9	18.0	-

¹Course value added is defined as the average ACT score change compared to course sequences in which students took less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	District				State			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5	7	24.8	100	4,040	7	21.2	71
Eng 9, Eng 10, Eng 11, Eng 12	53	75	17.2	40	39,823	70	19.0	57
Less than 4 years of English	7	10	20.7	71	6,064	11	15.6	35
Zero years / no English courses reported	6	8	16.2	17	6,902	12	16.5	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	1	1	17.0	0	2,150	4	19.9	36
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	7	10	23.6	71	3,668	6	20.7	44
Alg 1, Alg 2, Geom, & Trig	4	6	17.0	0	6,207	11	18.0	18
Alg 1, Alg 2, Geom, & Other Adv Math	23	32	17.9	17	16,955	30	18.4	22
Other comb of 4 or more years of Math	7	10	19.1	29	9,321	16	21.9	54
Alg 1, Alg 2, & Geom	8	11	16.9	13	6,233	11	16.5	7
Other comb of 3 or 3.5 years of Math	10	14	16.7	10	2,604	5	18.2	21
Less than 3 years of Math	5	7	15.4	0	2,669	5	15.8	6
Zero years / no Math courses reported	6	8	16.3	0	7,022	12	17.5	17
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	0	0	.	.	306	1	17.9	30
Other comb of 4 or more years Social Science	32	45	19.9	47	14,686	26	20.8	49
US Hist, World Hist, & Am Gov	4	6	20.0	25	1,745	3	17.6	26
Other comb of 3 or 3.5 years of Social Science	21	30	19.3	38	22,032	39	19.7	41
Less than 3 years of Social Science	8	11	14.3	13	10,832	19	16.8	22
Zero years / no Social Science courses reported	6	8	17.8	33	7,228	13	17.3	26
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	36	51	19.1	22	12,763	22	19.5	24
Bio, Chem, Phys	0	0	.	.	2,934	5	22.8	47
Gen Sci ¹ , Bio, Chem	26	37	17.0	4	26,144	46	18.6	14
Other comb of 3 years of Natural Science	0	0	.	.	1,061	2	18.7	17
Less than 3 years of Natural Science	3	4	13.7	0	6,548	12	18.3	18
Zero years / no Natural Science courses reported	6	8	17.2	0	7,379	13	17.3	12

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	1	1	21.0	0	0	.	0	0	.
Architecture	0	0	.	0	0	.	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	6	8	23.7	0	0	.	6	12	23.7
Business	3	4	17.7	1	11	17.0	2	4	18.0
Communications	0	0	.	0	0	.	0	0	.
Community, Family, & Personal Services	8	11	17.1	2	22	15.0	5	10	18.4
Computer Science & Mathematics	2	3	18.0	0	0	.	2	4	18.0
Education	1	1	24.0	0	0	.	1	2	24.0
Engineering	2	3	25.0	0	0	.	2	4	25.0
Engineering Technology & Drafting	1	1	16.0	0	0	.	1	2	16.0
English & Foreign Languages	1	1	14.0	0	0	.	1	2	14.0
Health Administration & Assisting	4	6	17.5	1	11	23.0	3	6	15.7
Health Sciences & Technologies	21	30	18.8	2	22	16.0	19	38	19.1
Philosophy, Religion, & Theology	0	0	.	0	0	.	0	0	.
Repair, Production, & Construction	0	0	.	0	0	.	0	0	.
Sciences: Biological & Physical	0	0	.	0	0	.	0	0	.
Social Sciences & Law	2	3	16.0	1	11	17.0	1	2	15.0
Undecided	5	7	18.8	0	0	.	4	8	20.5
No Response	14	20	15.9	2	22	16.5	3	6	15.0

¹Refer to the section header on page 25 for a description of educational major changes.

²2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

³Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic¹ Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	2	14.5	0	.	0	.	2	14.5	0	.
2-yr College Degree	7	17.6	1	14.0	0	.	6	18.2	0	.
Bachelors Degree	25	19.3	3	14.3	0	.	17	20.8	2	15.0
Graduate Study	6	17.0	2	14.5	0	.	4	18.3	0	.
Prof. Level Degree	19	19.8	2	18.0	0	.	17	20.0	0	.
Other	3	16.0	0	.	0	.	3	16.0	0	.
No Response	9	16.1	1	14.0	0	.	7	16.0	0	.

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	2	14.5	0	.	0	.	0	.	0	.
2-yr College Degree	7	17.6	0	.	0	.	0	.	0	.
Bachelors Degree	25	19.3	0	.	0	.	1	24.0	2	16.0
Graduate Study	6	17.0	0	.	0	.	0	.	0	.
Prof. Level Degree	19	19.8	0	.	0	.	0	.	0	.
Other	3	16.0	0	.	0	.	0	.	0	.
No Response	9	16.1	0	.	0	.	0	.	1	19.0

¹Refer to the section header on page 25 for a description of race/ethnicity changes.

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

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
BETHEL UNIVERSITY	Tennessee	19	11	8	0	16	47	26	11	0	0
UNIVERSITY OF TENNESSEE-MARTIN	Tennessee	19	7	12	5	11	26	32	26	0	0
JACKSON STATE COMM COLLEGE	Tennessee	16	9	7	0	25	56	13	6	0	0
MIDDLE TENNESSEE STATE UNIVERSITY	Tennessee	12	1	11	8	17	8	33	25	8	0
STATE-COLLEGE/NO REPORTS NOW	Iowa	12	12	0	0	25	42	17	8	8	0
UNIVERSITY OF TENNESSEE-KNOXVILLE	Tennessee	9	0	9	11	0	33	22	22	11	0
AUSTIN PEAY STATE UNIVERSITY	Tennessee	8	1	7	0	0	50	38	13	0	0
UNIVERSITY OF MEMPHIS	Tennessee	8	2	6	0	0	38	25	25	13	0
UNION UNIVERSITY	Tennessee	6	0	6	0	0	83	17	0	0	0
MURRAY STATE UNIVERSITY	Kentucky	5	3	2	20	0	0	20	60	0	0
TENNESSEE TECHNOLOGICAL UNIVERSITY	Tennessee	5	2	3	0	0	60	20	0	20	0
VANDERBILT UNIVERSITY	Tennessee	5	0	5	0	20	20	40	20	0	0
STATE-NO COLLEGE PLANS	Iowa	4	4	0	0	75	25	0	0	0	0
UNIVERSITY OF TENNESSEE-CHATTANOOGA	Tennessee	4	0	4	0	25	50	25	0	0	0
FREED-HARDEMAN UNIVERSITY	Tennessee	3	1	2	0	0	67	33	0	0	0
ALABAMA STATE UNIVERSITY	Alabama	2	2	0	50	0	50	0	0	0	0
DYERSBURG STATE COMMUNITY COLLEGE	Tennessee	2	0	2	0	0	100	0	0	0	0
KNOXVILLE COLLEGE	Tennessee	2	0	2	0	0	50	50	0	0	0
MISSISSIPPI STATE UNIVERSITY	Mississippi	2	1	1	50	0	0	50	0	0	0
UNIVERSITY OF MISSISSIPPI	Mississippi	2	0	2	0	0	50	50	0	0	0
Code not found		1	0	1	0	0	0	0	100	0	0
Code not found		1	0	1	0	0	0	0	100	0	0
Code not found		1	1	0	0	0	100	0	0	0	0
ALASKA PACIFIC UNIVERSITY	Alaska	1	0	1	0	0	100	0	0	0	0
ALICE LLOYD COLLEGE	Kentucky	1	1	0	0	100	0	0	0	0	0
AMERICAN BAPTIST COLLEGE	Tennessee	1	0	1	0	100	0	0	0	0	0
AMERICAN MUSICAL AND DRAMATIC ACADEMY	New York	1	1	0	0	0	0	0	100	0	0
ARKANSAS TECH UNIVERSITY	Arkansas	1	1	0	0	0	100	0	0	0	0
ARMY ROTC SCHOLARSHIP	Kentucky	1	1	0	0	0	100	0	0	0	0
AUBURN UNIVERSITY	Alabama	1	0	1	100	0	0	0	0	0	0
All Other Institutions		27	4	23	4	7	48	30	11	0	0
Total		182	65	117	4	13	41	24	15	3	0

Section V

Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity¹ and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	District	State	District	State	District	State	District	State
All Students	0	519	.	26.1	.	7.6	.	24.7
Black/African American	0	18	.	21.9	.	7.3	.	21.2
American Indian/Alaska Native	0	0	.	.	.	.	.	.
White	0	420	.	26.2	.	7.6	.	24.7
Hispanic/Latino	0	14	.	23.7	.	8.3	.	23.7
Asian	0	33	.	28.4	.	8.3	.	26.8
Native Hawaiian/Other Pac. Isl.	0	0	.	.	.	.	.	.
Two or more races	0	10	.	23.4	.	7.6	.	22.5
Prefer not/No Response	0	24	.	27.4	.	7.7	.	25.7
Males	0	215	.	25.8	.	7.5	.	24.2
Females	0	304	.	26.4	.	7.8	.	25.0
Missing	0	0	.	.	.	.	.	.

¹Refer to the section header on page 29 for a description of race/ethnicity changes.

