

Duluth Public Schools

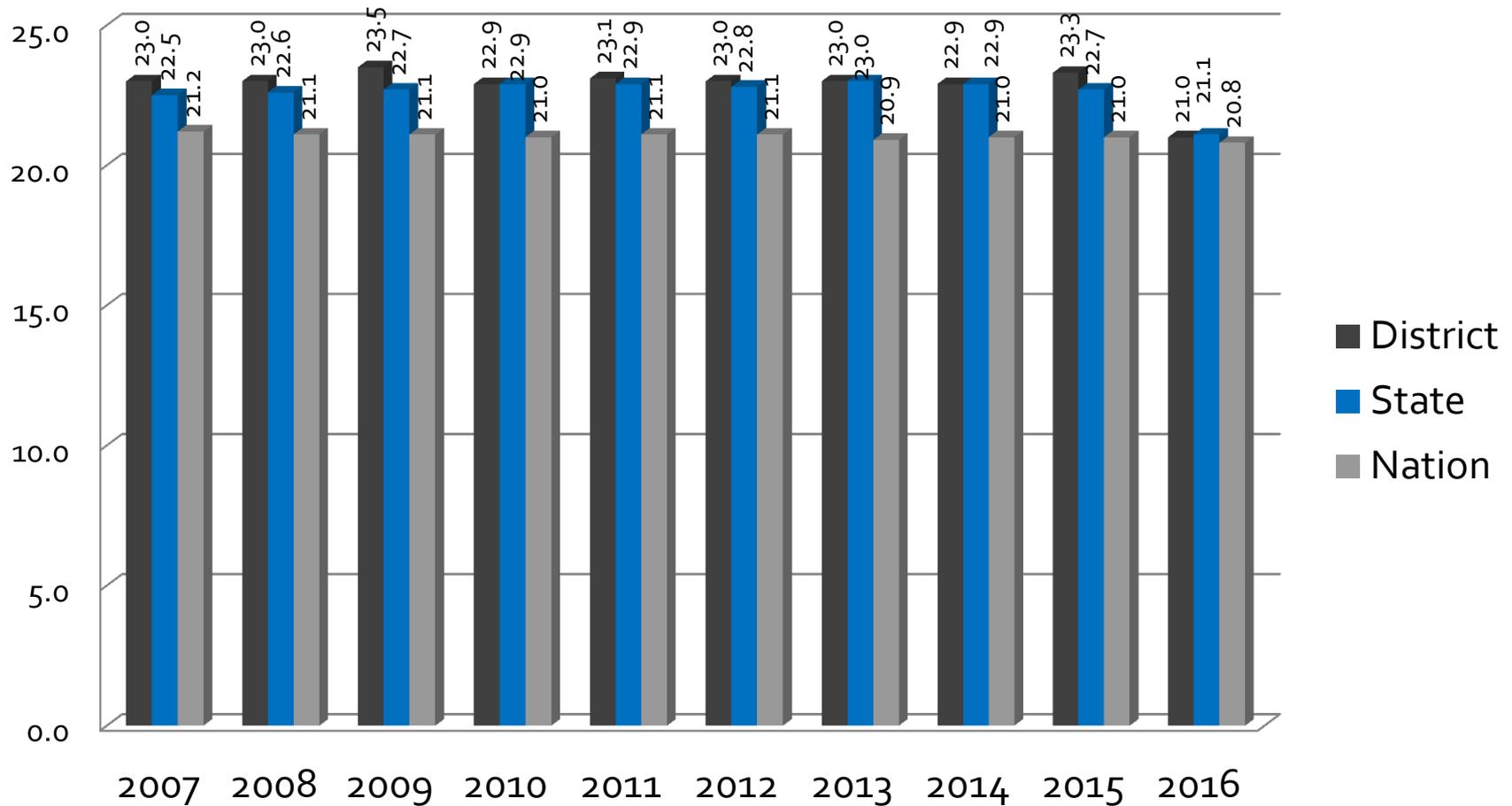
ACT Summary Report Graduating Class of 2016

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ACT Overview

- Curriculum-based measure that provides a readiness indicator for college-level work
- Tests achievement in 4 primary areas:
 - English (College English)
 - Math (College Algebra)
 - Reading (College Social Science)
 - Science (College Biology)
- First year to report results of all students - 658 students included in this cohort (vs 377 in 2015)

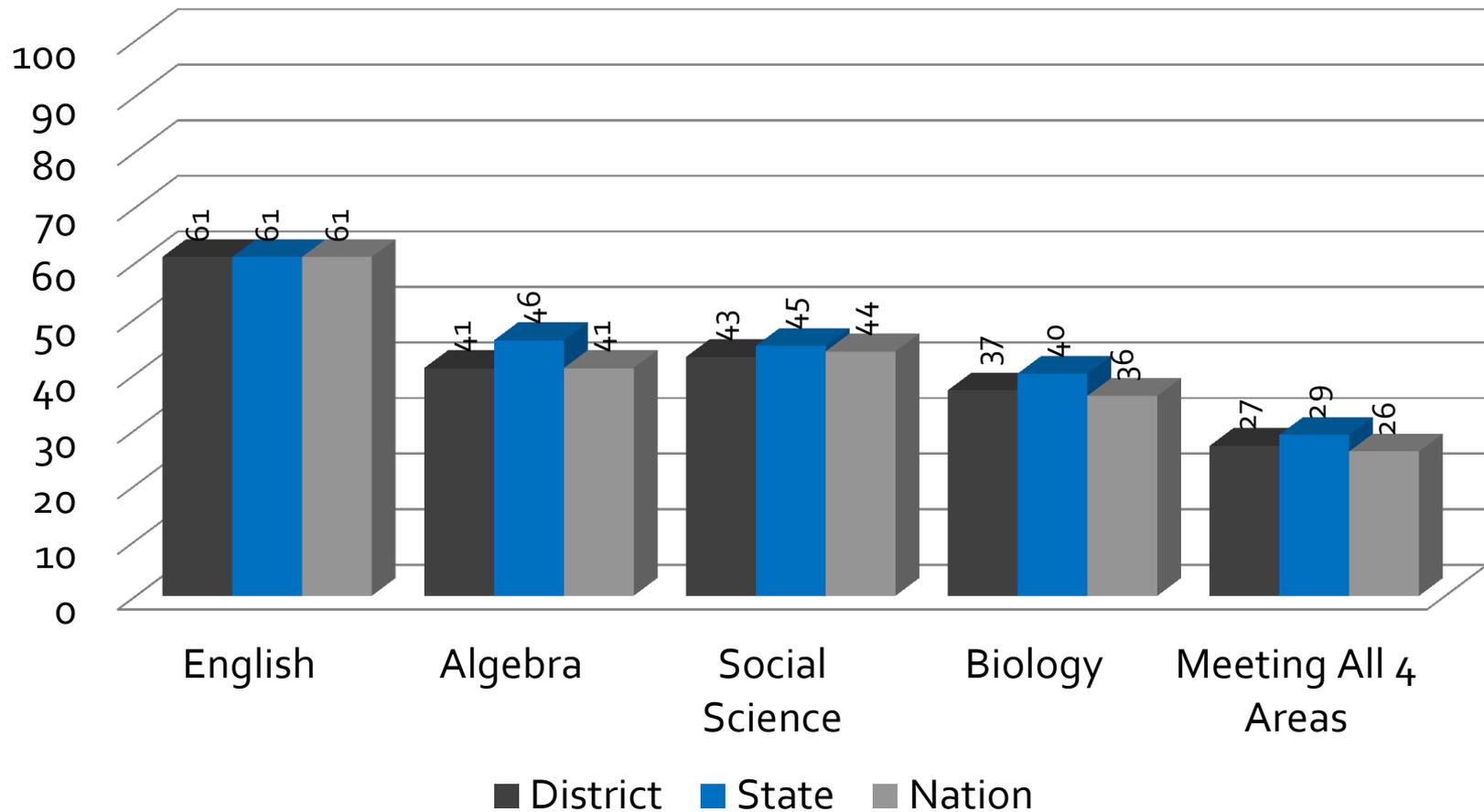
District Composite Scores Over Time



Composite Scores By Ethnicity

Students	Composite Score	Number of Students Tested
All Students	21.0	658
Black/African American	15.5	26
American Indian	*	9
White	21.8	512
Hispanic/Latino	19.5	15
Asian	*	7
Two or more races	18.7	45
Prefer not to respond	18.3	44

Percent of Students Ready for College-Level Coursework



School Composite Scores

School	Composite Score	Number of Students Tested
Area Learning Center	15.9	33
Denfeld	19.0	224
East	377	22.9
Merritt Creek Academy	*	5
Woodland Hills Academy	19	14.9

ACT Themes

- Students who take more advanced courses “Core or More” earn substantially higher ACT composite scores
 - Core or More = 4 or more years of English and 3 or more years each of math, social studies, natural science
 - 73% of our 2016 graduating class took “Core or More” (previous year was 93%)
 - Of the Duluth students who reported taking fewer than 3 math courses, 3% were considered college ready

Recommendations

- To increase college readiness, ACT recommends the following:
 - Increase access for students to take the ACT
 - Make “core or more” a curriculum focus
 - Make sure the students are taking the right kind of courses early in their schooling
 - Evaluate/increase the rigor of courses offered
 - Plan guidance activities based on students’ career and college aspirations

Questions?

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