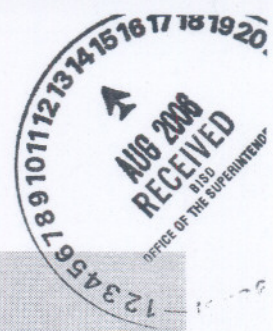




By date



**College Readiness Report for:
BEEVILLE IND SCHOOL DISTRICT**

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7/30/2006
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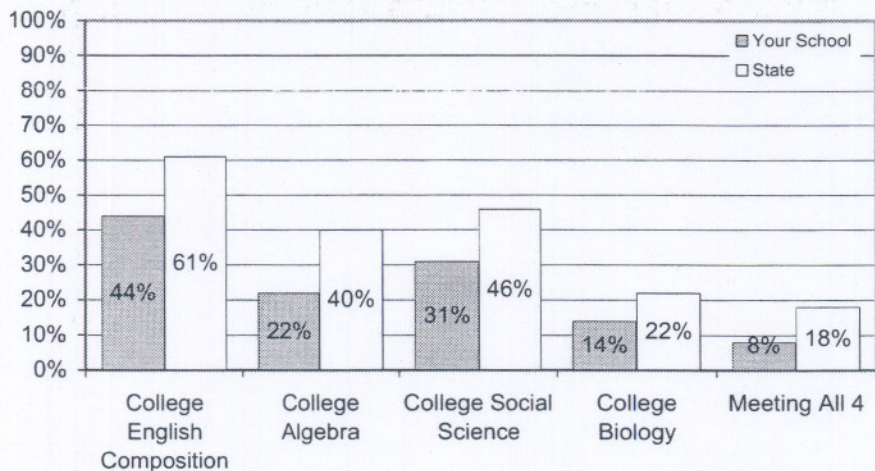
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your high school's 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 Trend - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	Local	State	Local	State	Local	State	Local	State	Local	State	Local	State
2001-2002	89	67,842	17.2	19.3	18.4	20.1	17.1	20.3	19.5	20.1	18.1	20.1
2002-2003	103	73,145	17.0	19.3	17.6	20.0	18.5	20.3	18.6	20.1	18.1	20.1
2003-2004	109	71,696	16.4	19.4	17.9	20.3	18.0	20.5	18.6	20.2	17.9	20.2
2004-2005	121	72,294	15.8	19.3	17.8	20.3	16.9	20.3	18.2	20.2	17.3	20.2
2005-2006	99	73,524	16.9	19.4	18.9	20.6	18.8	20.5	19.1	20.3	18.6	20.3

Figure 1. Percent of ACT-Tested Students College Ready



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 Math Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

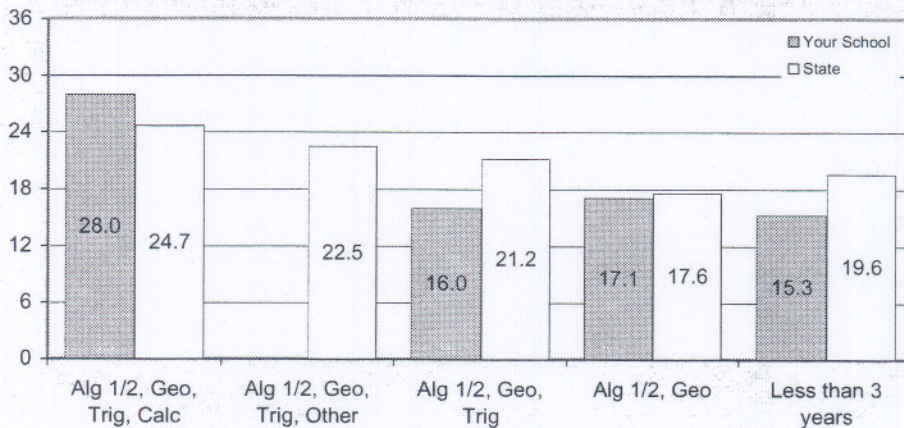
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Report has been sent to the Principal of each high school.

College Readiness Report for: BEEVILLE IND SCHOOL DISTRICT

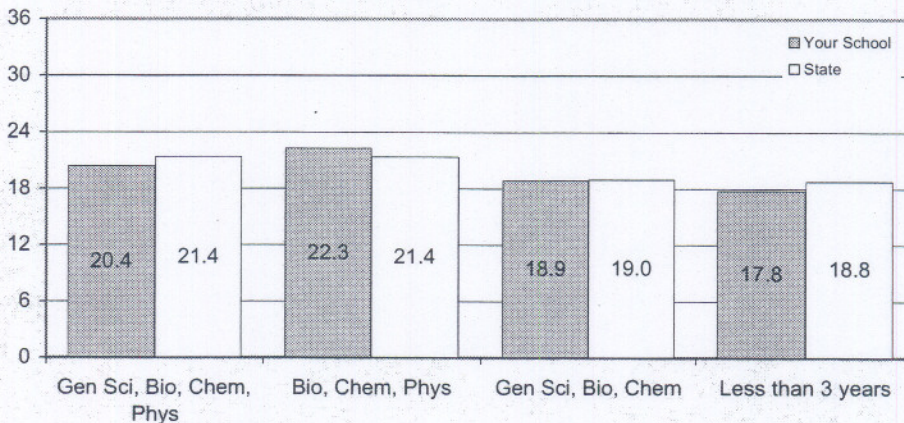
ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in math and science respectively.

Figure 2. Average ACT Math Scores by Course Sequence



Value Added by Math Courses
Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Math scores than students who take less than three years of math. In addition, students who take more advanced math courses substantially increase their ACT Math 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 at your school, contact your ACT Regional Director at 512-345-1949, or email Austin@act.org.