WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING
Wednesday, October 5, 2022
10:30 AM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. **CALL TO ORDER**
II. **ROLL CALL**
III. **APPROVE AGENDA**
IV. **PUBLIC COMMENTS**
V. **SPRING 2022 STATE ASSESSMENT RESULTS** **3**
Amy and Tim will provide an overview of our Spring 2022 state assessment results.
VI. **ADVANCED PLACEMENT EXAM DATA** **63**
Tim will provide a brief update with our benchmark high school AP results 2017-2018 to 2020-2021. Updated state data should become available around March and an update will be provided in the spring.
VII. **DEI AUDIT RECOMMENDATIONS** **65**
Continue the introductory review from the previous meeting. At our next meeting this will build into decisions about what items the committee wants to monitor and/or explore in more

detail.

VIII. **ITEMS FOR FUTURE MEETINGS**

IX. **ADJOURN**

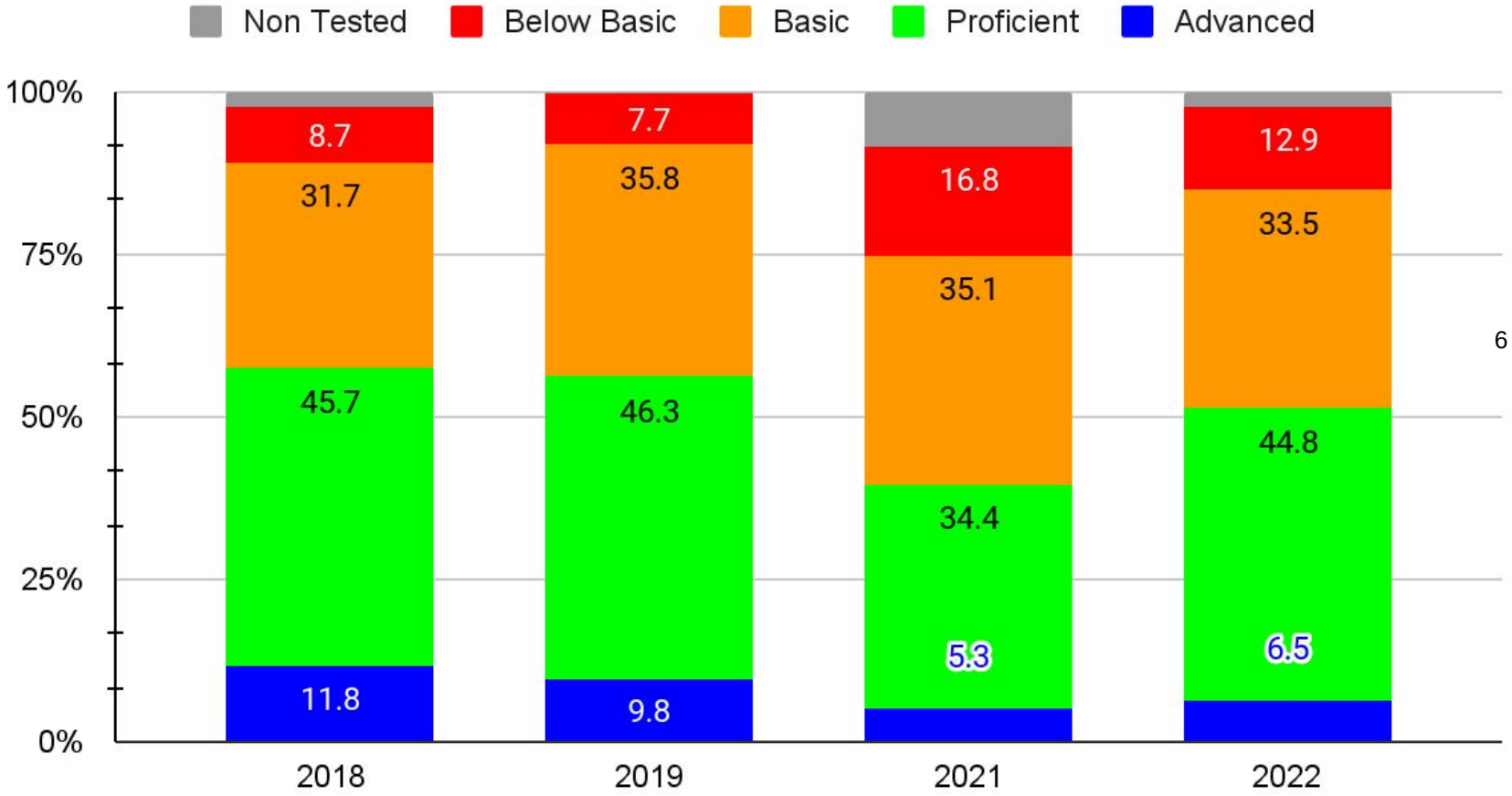
"Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request."

Spring 2022 Forward Results

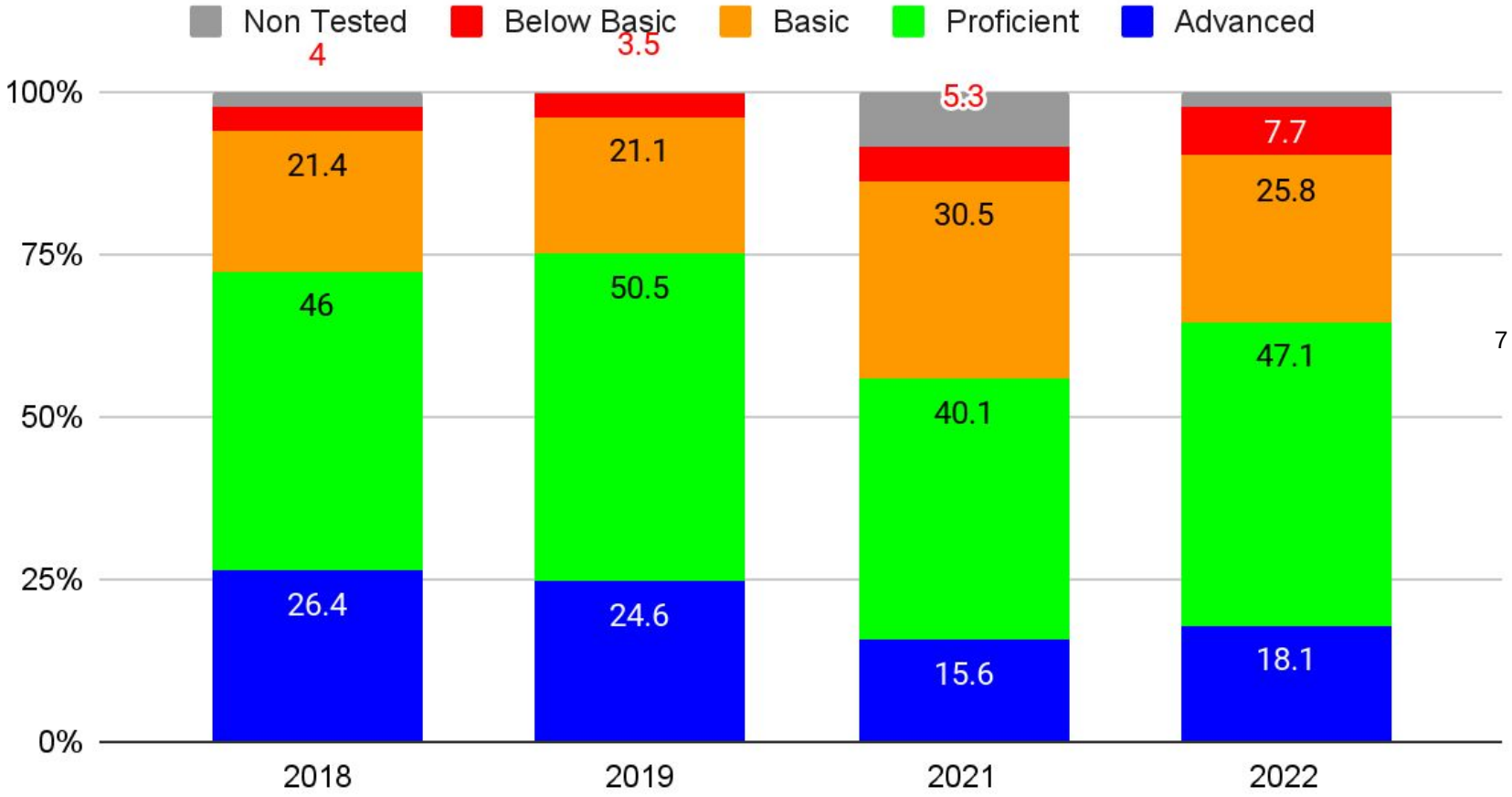
June 24 Initial DRC Release

Achievement Levels

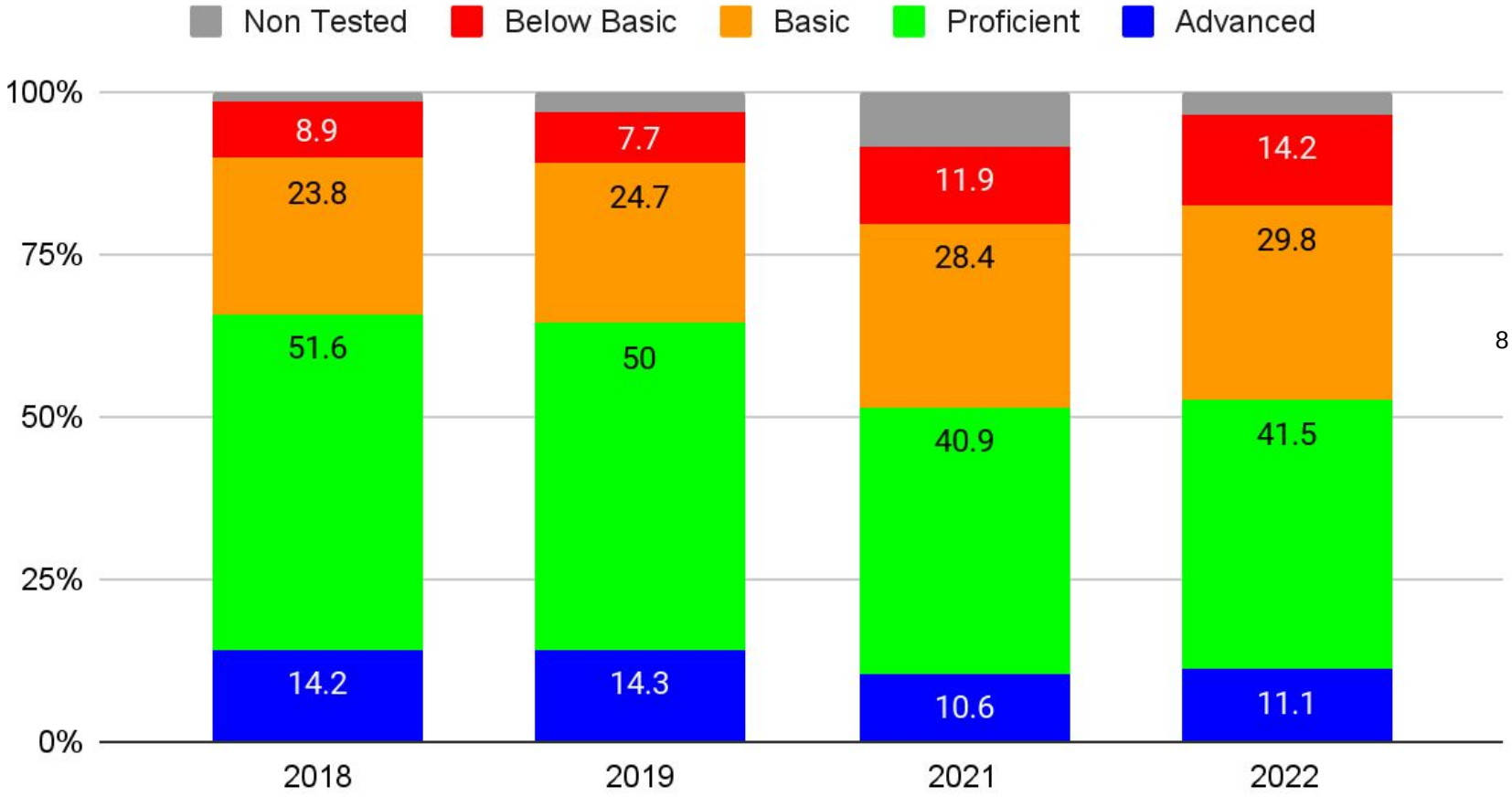
3rd Grade ELA



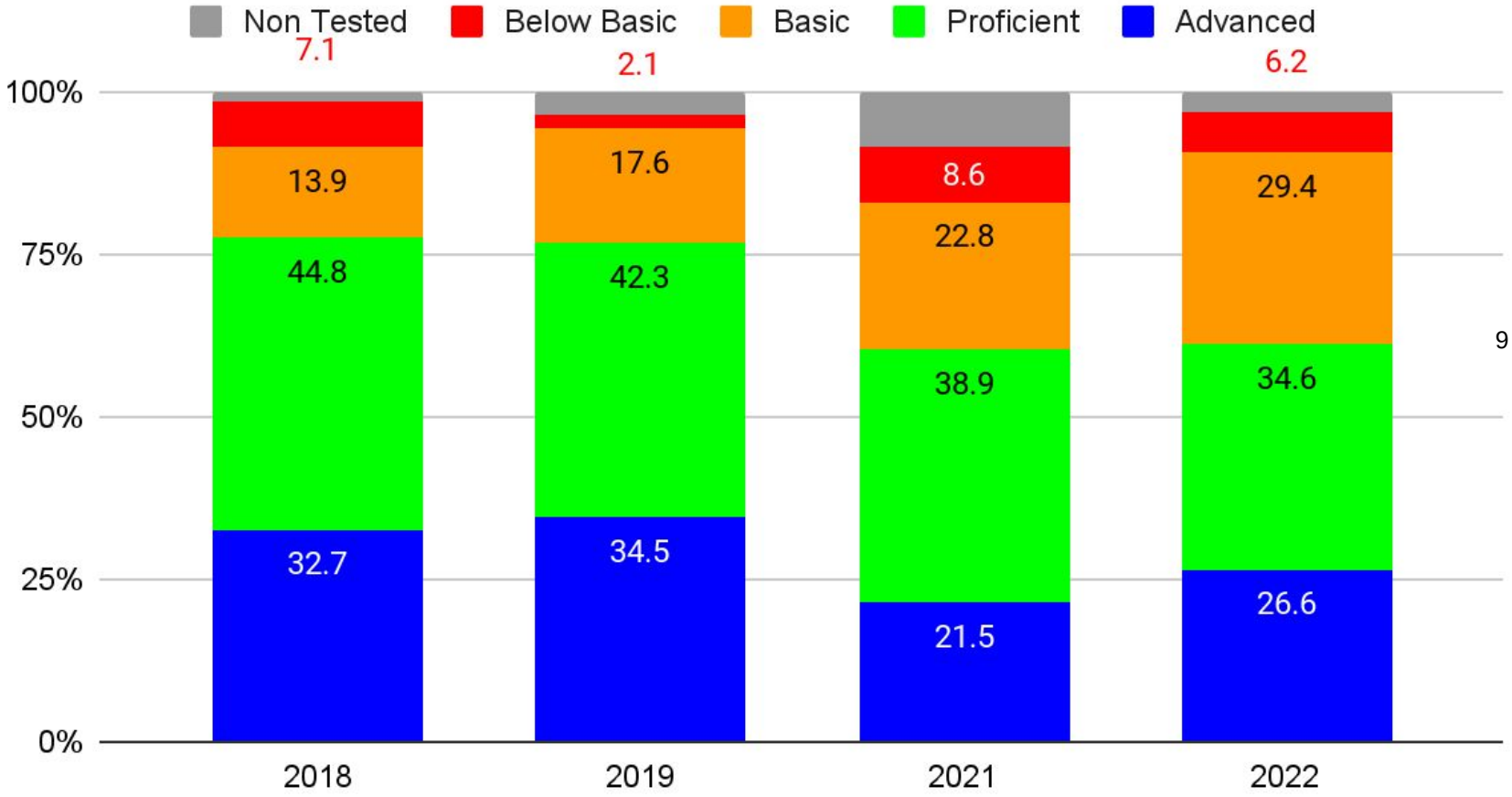
3rd Grade Mathematics



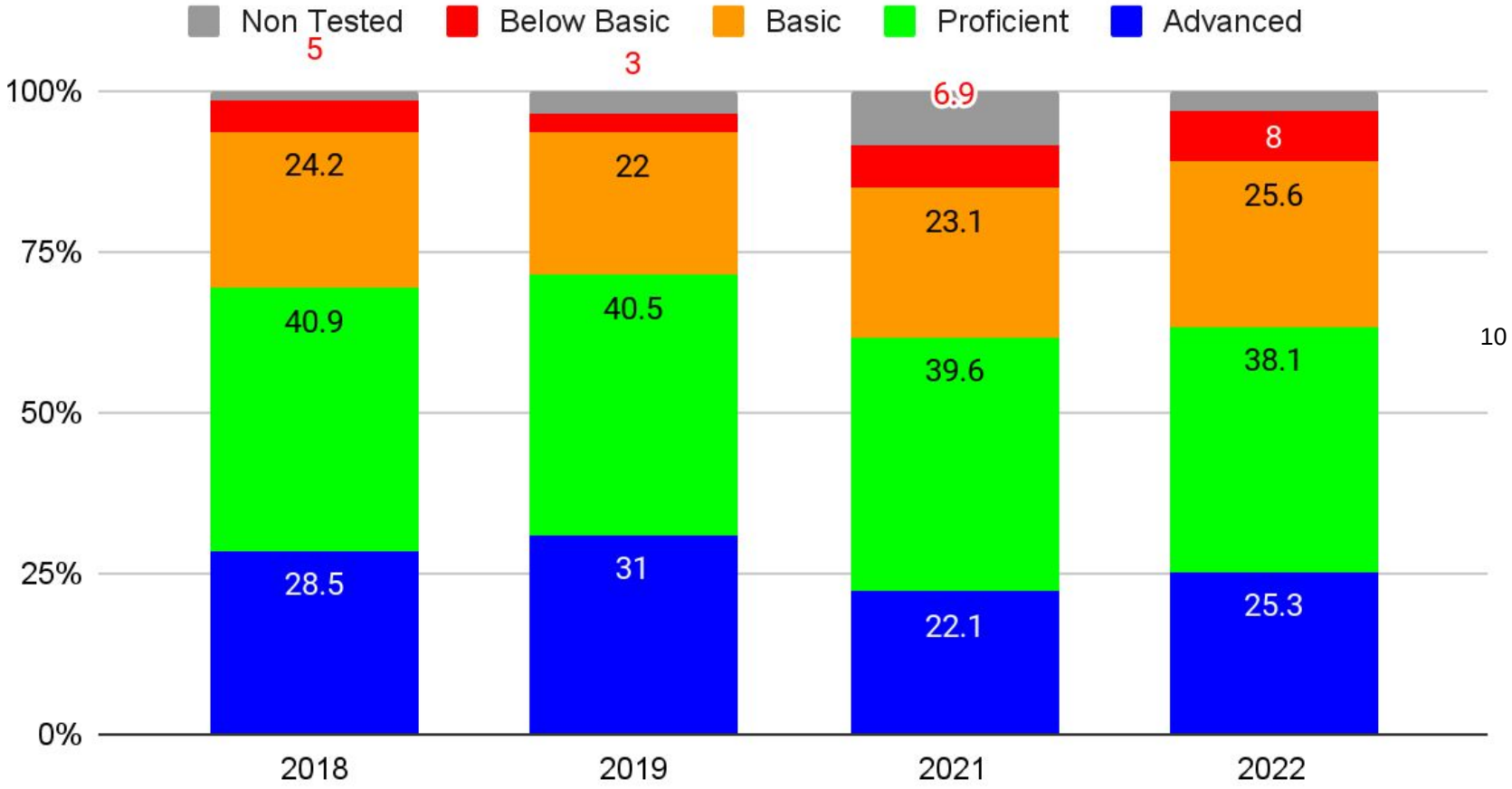
4th Grade ELA



4th Grade Mathematics

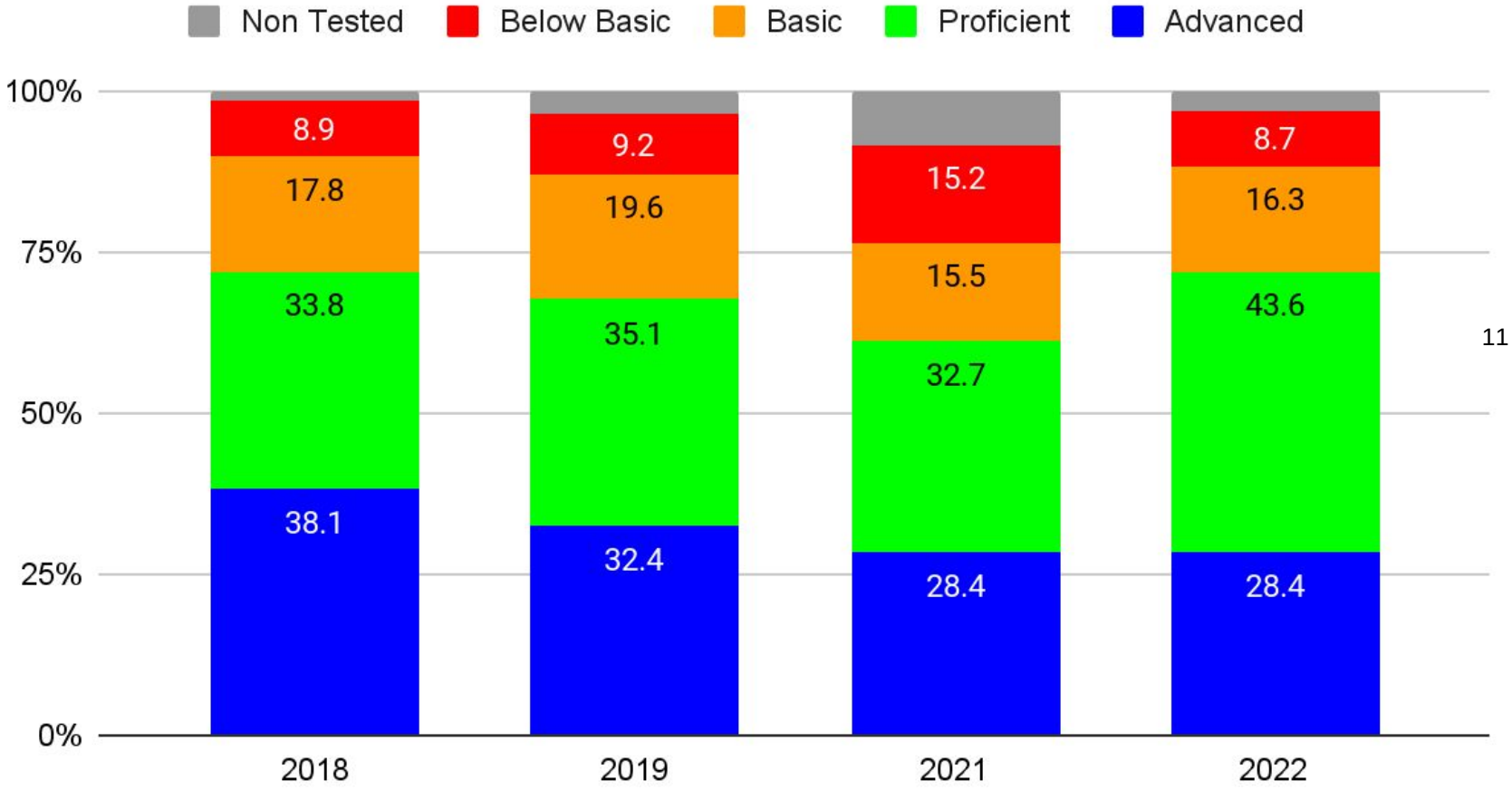


4th Grade Science

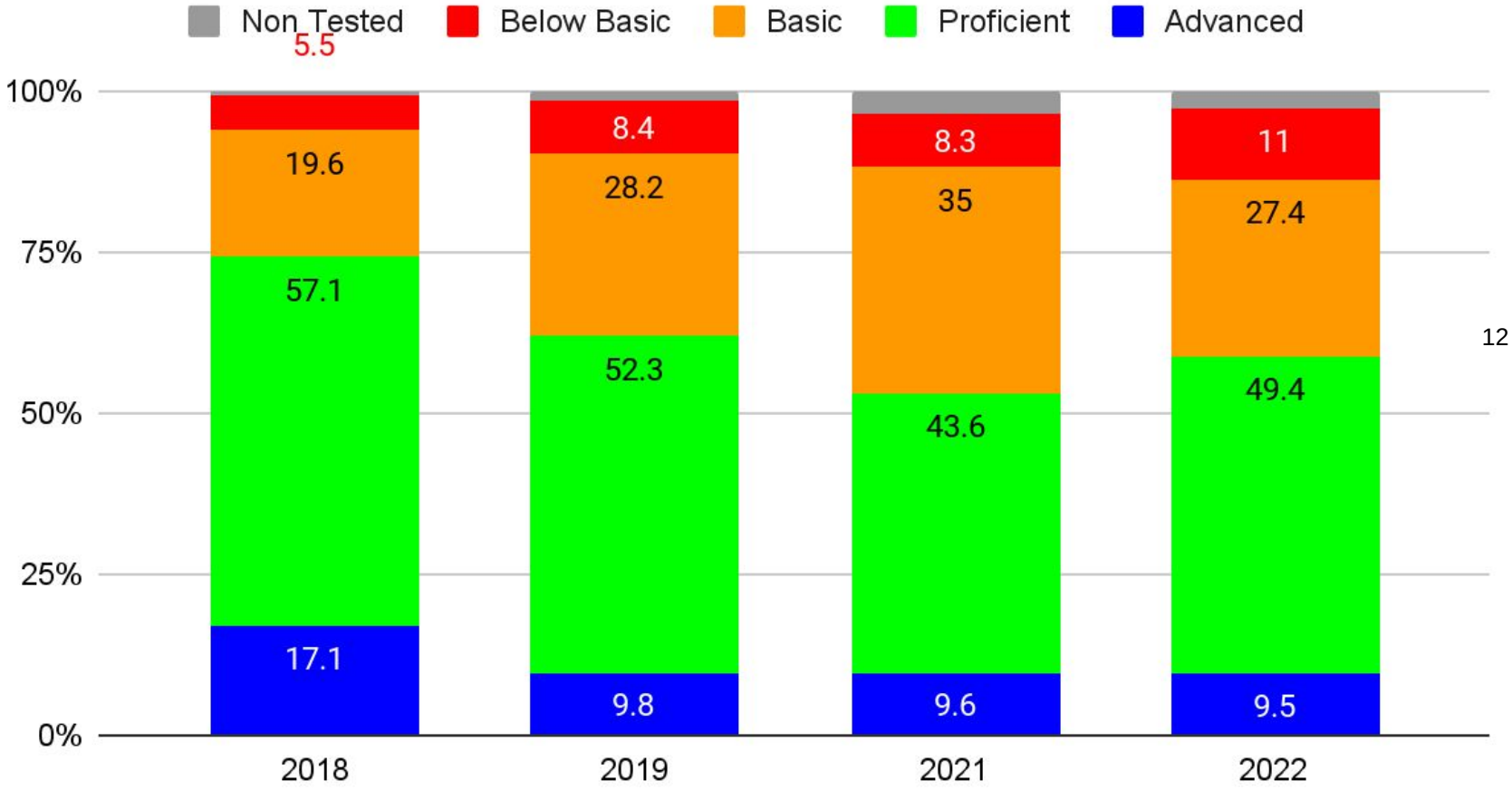


10

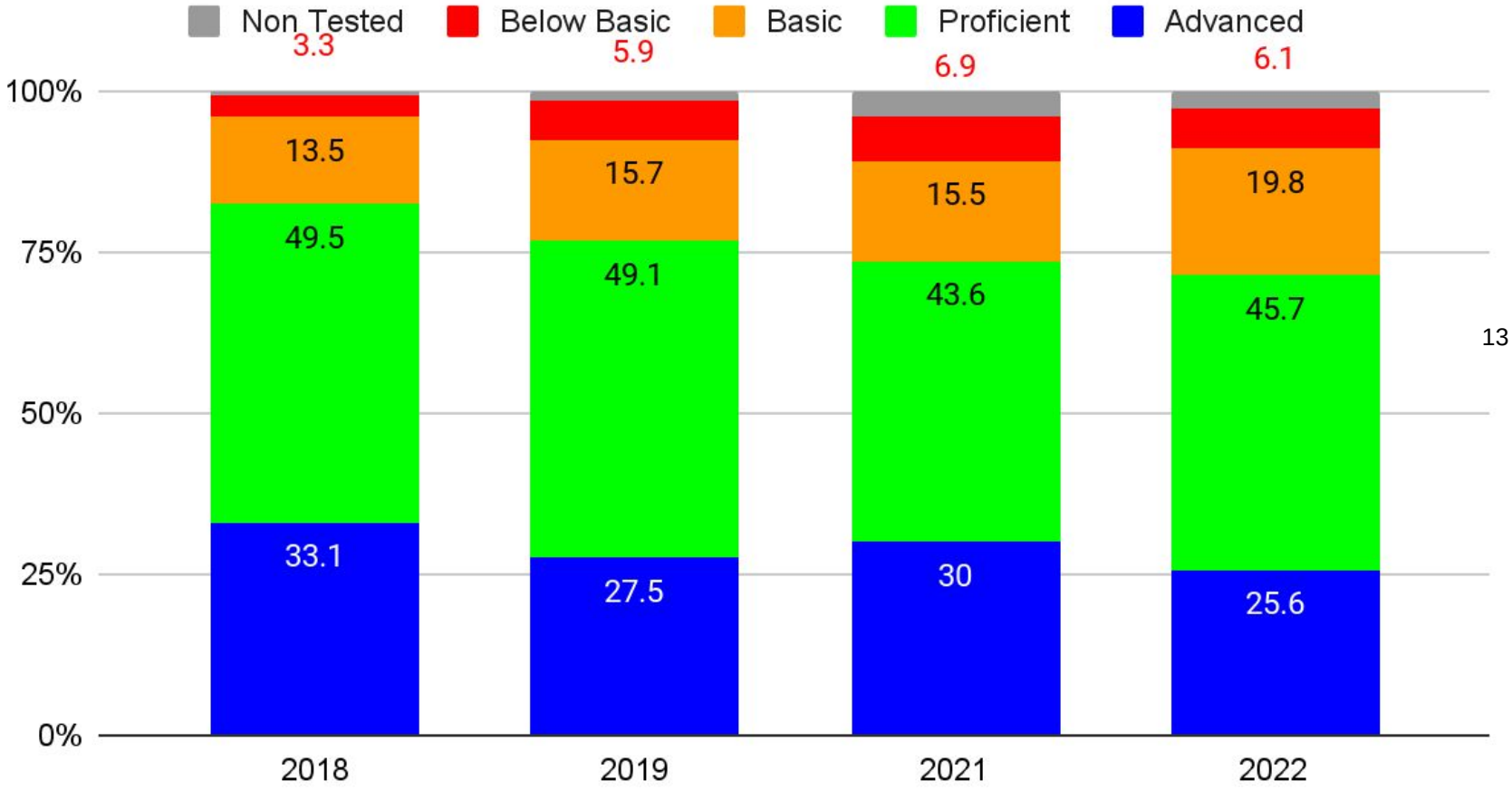
4th Grade Social Studies



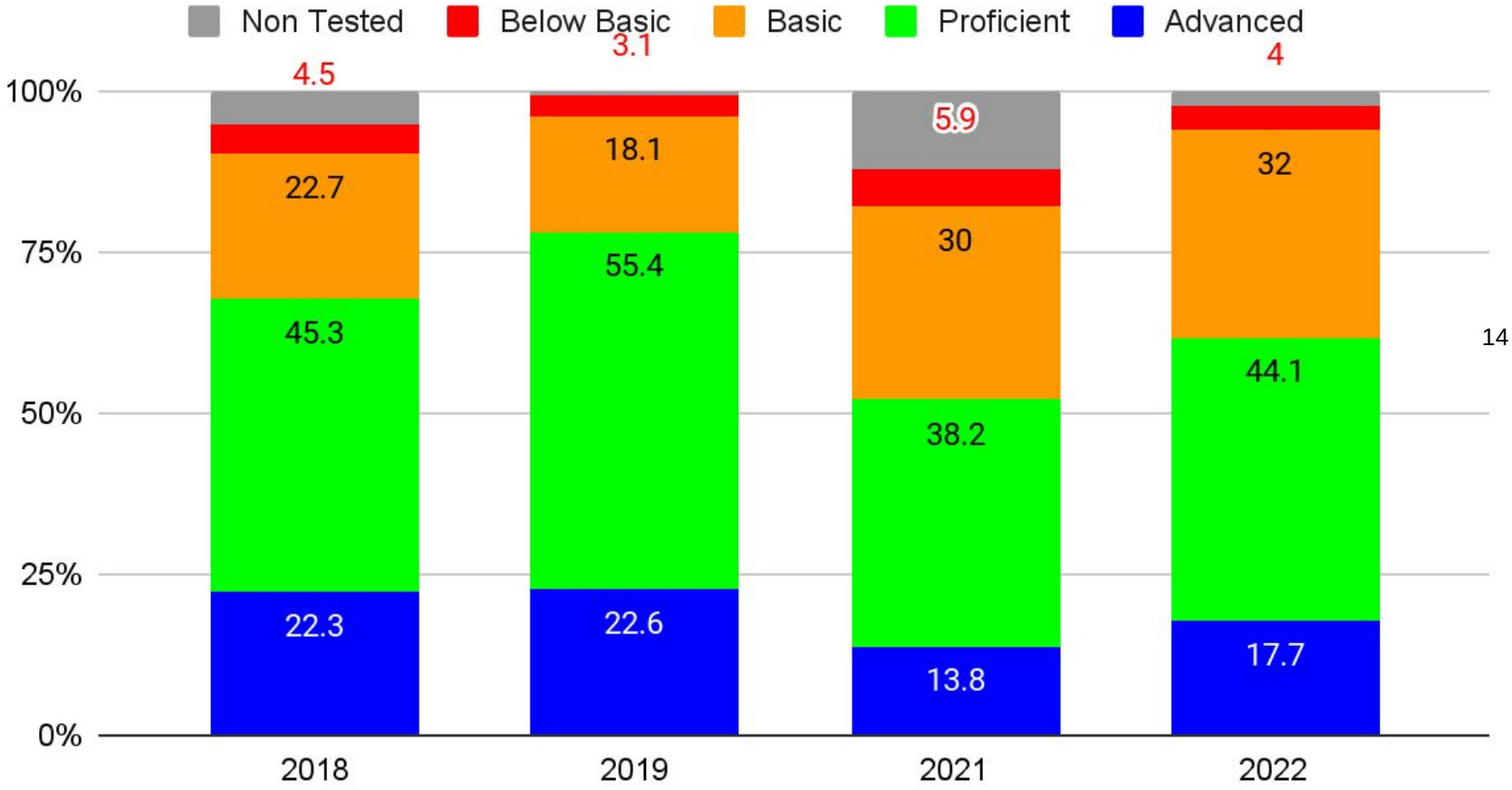
5th Grade ELA



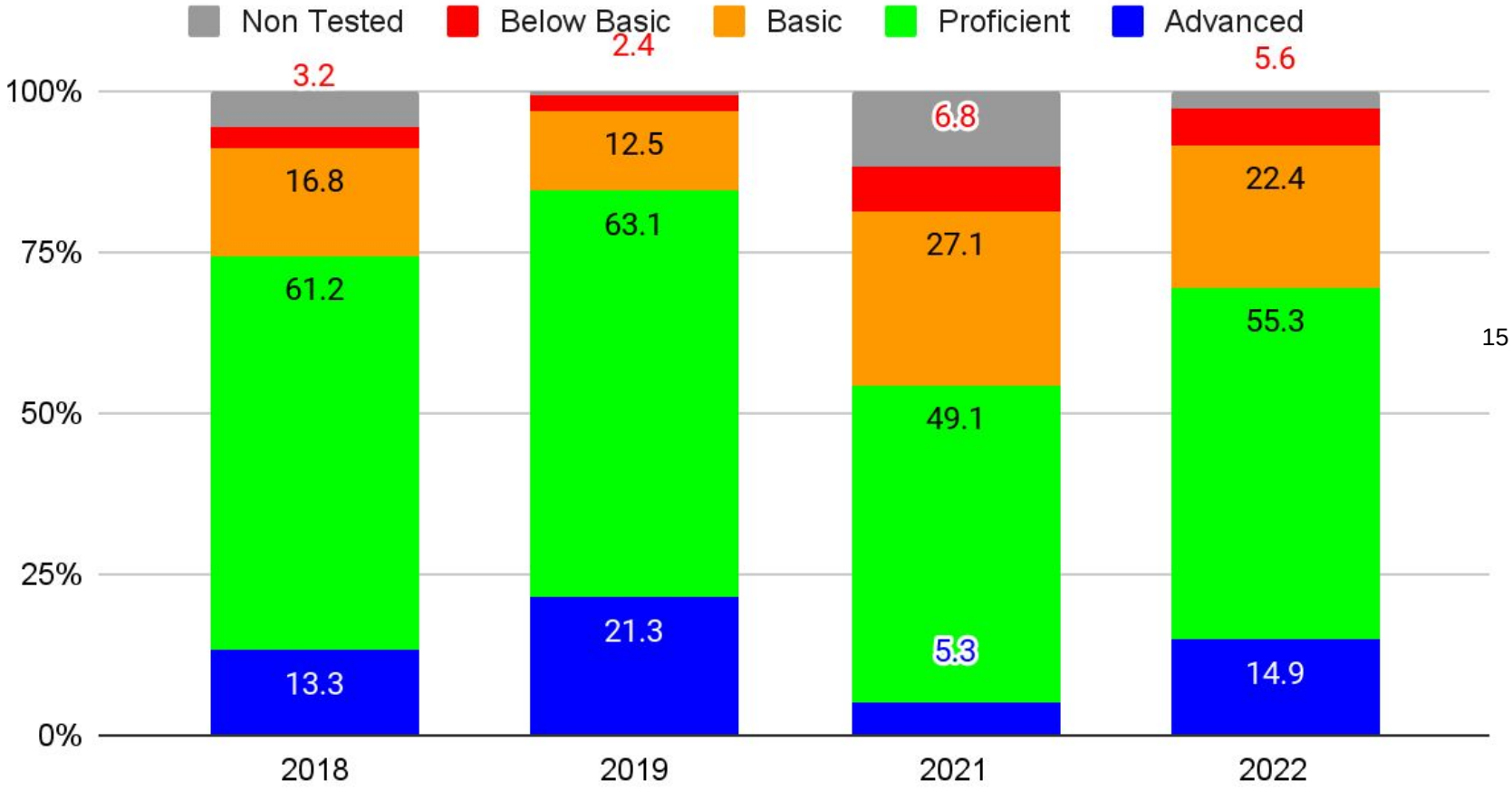
5th Grade Mathematics



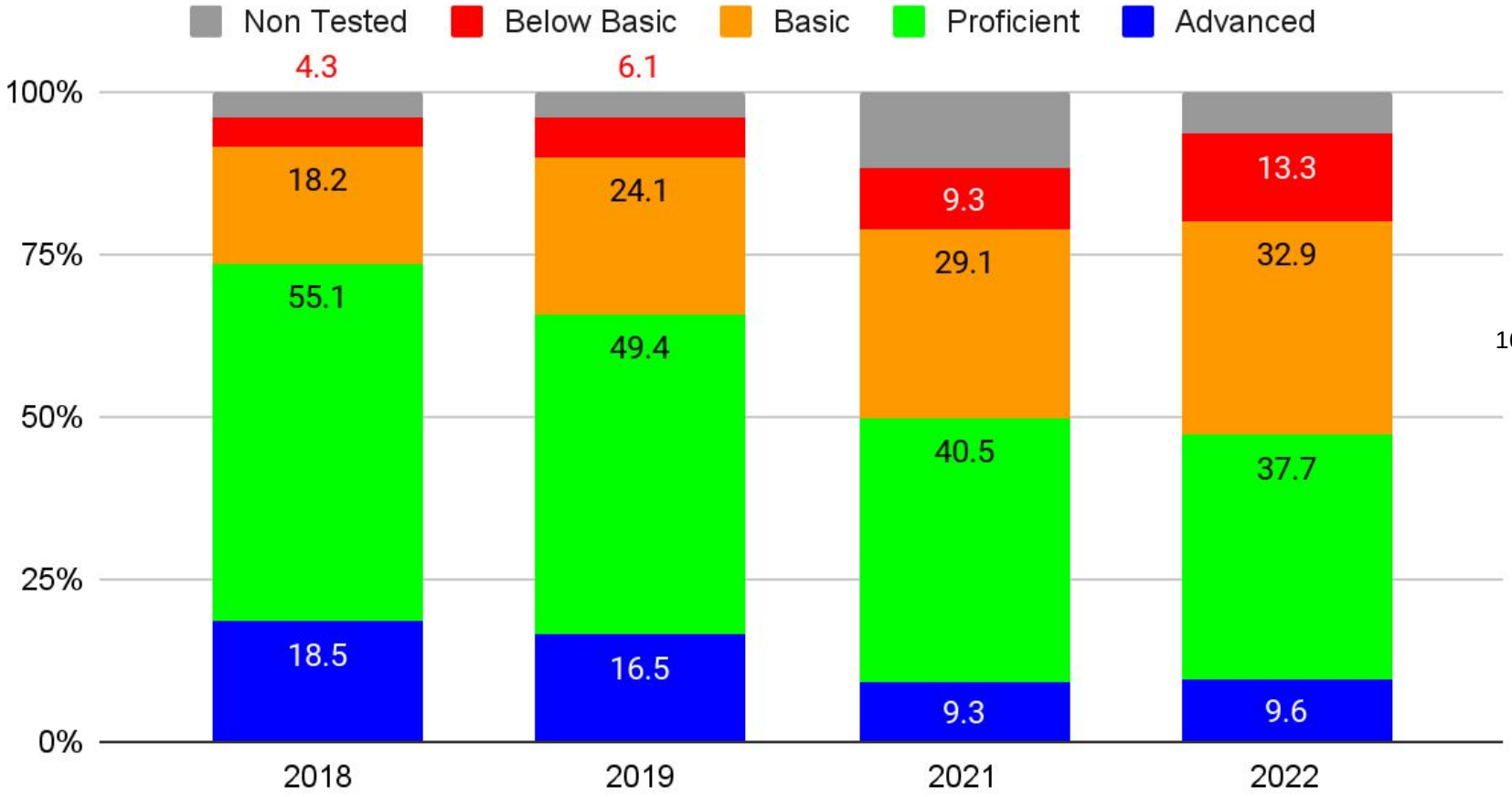
6th Grade ELA



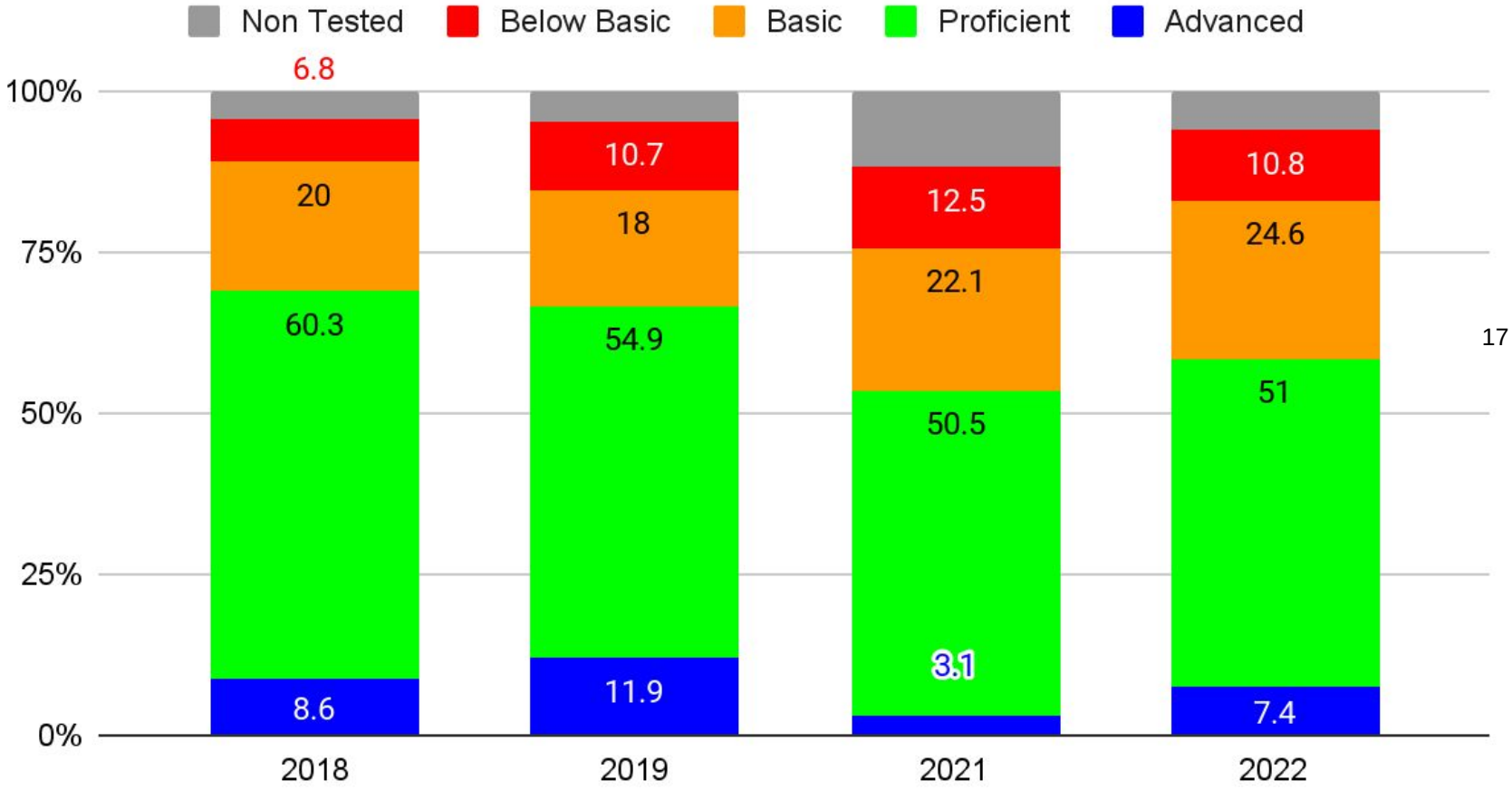
6th Grade Mathematics



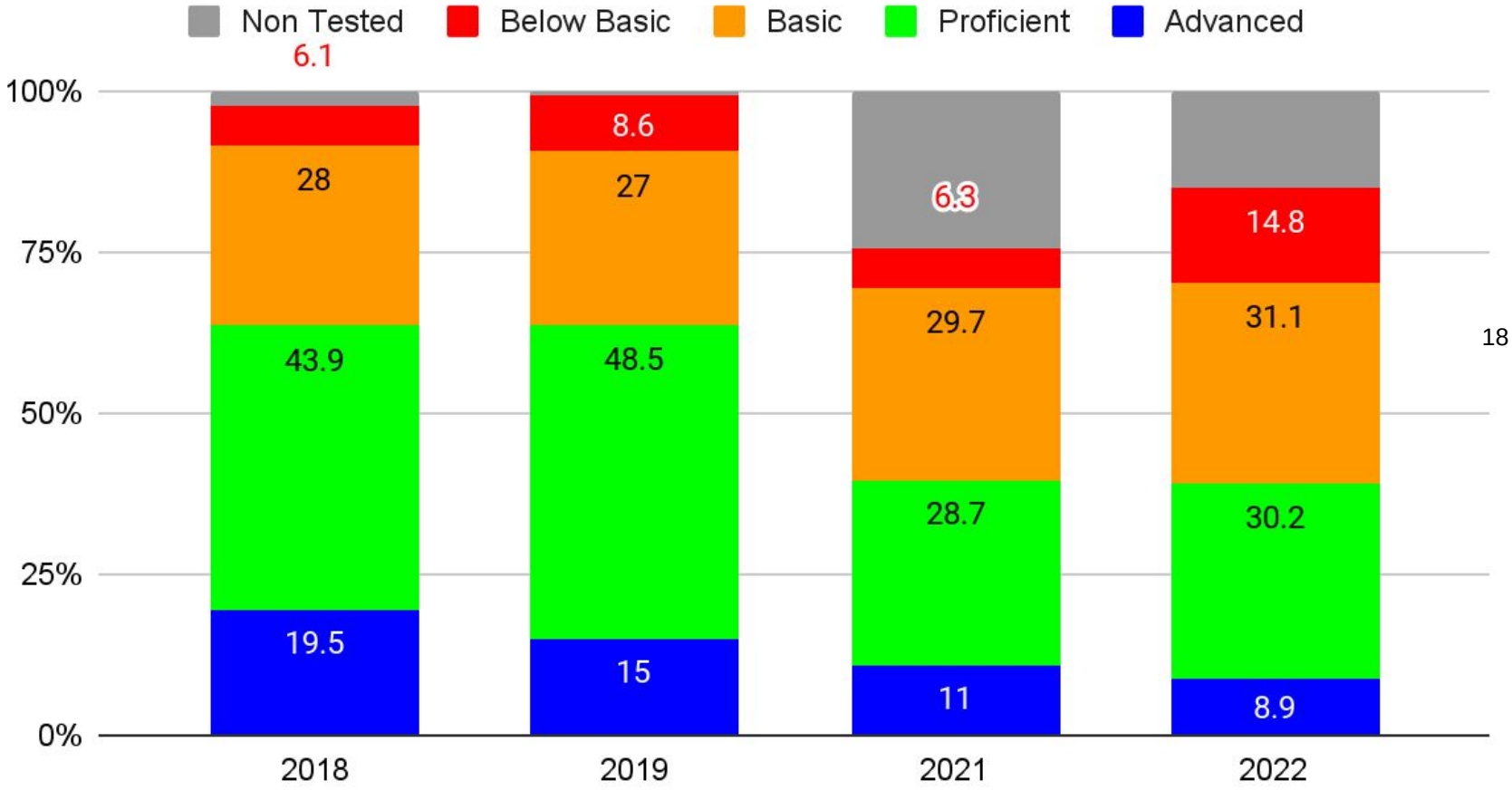
7th Grade ELA



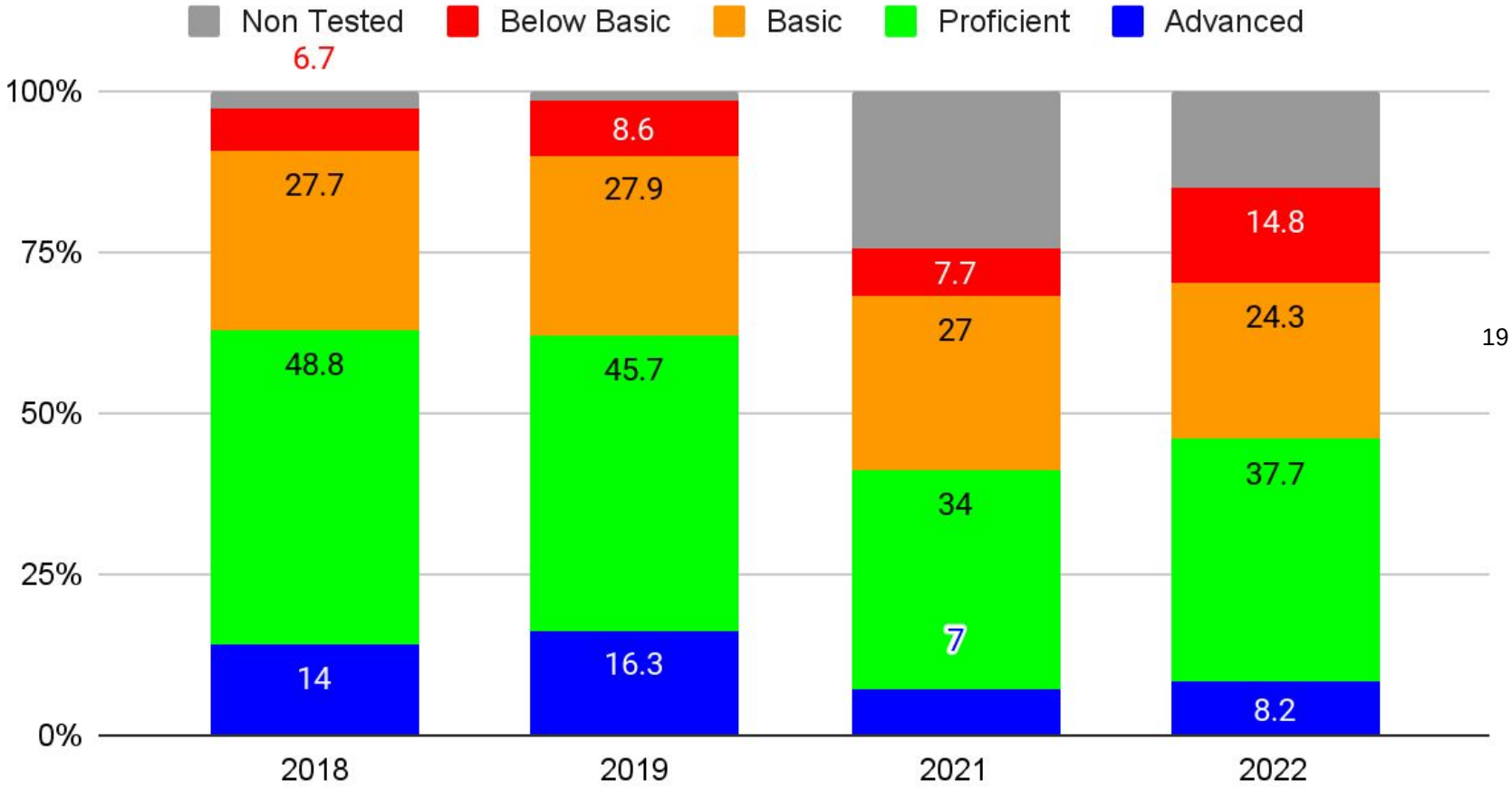
7th Grade Mathematics



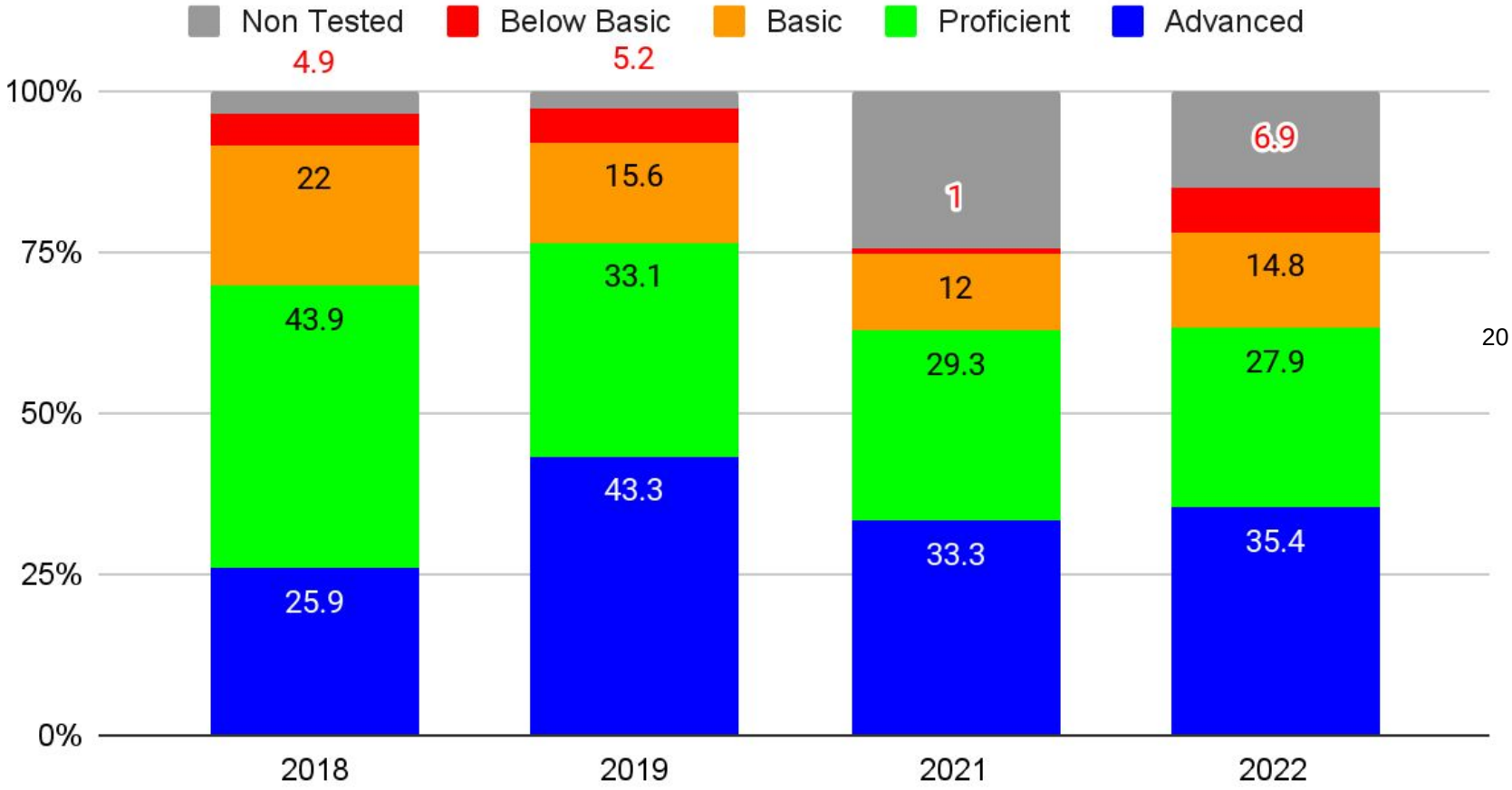
8th Grade ELA



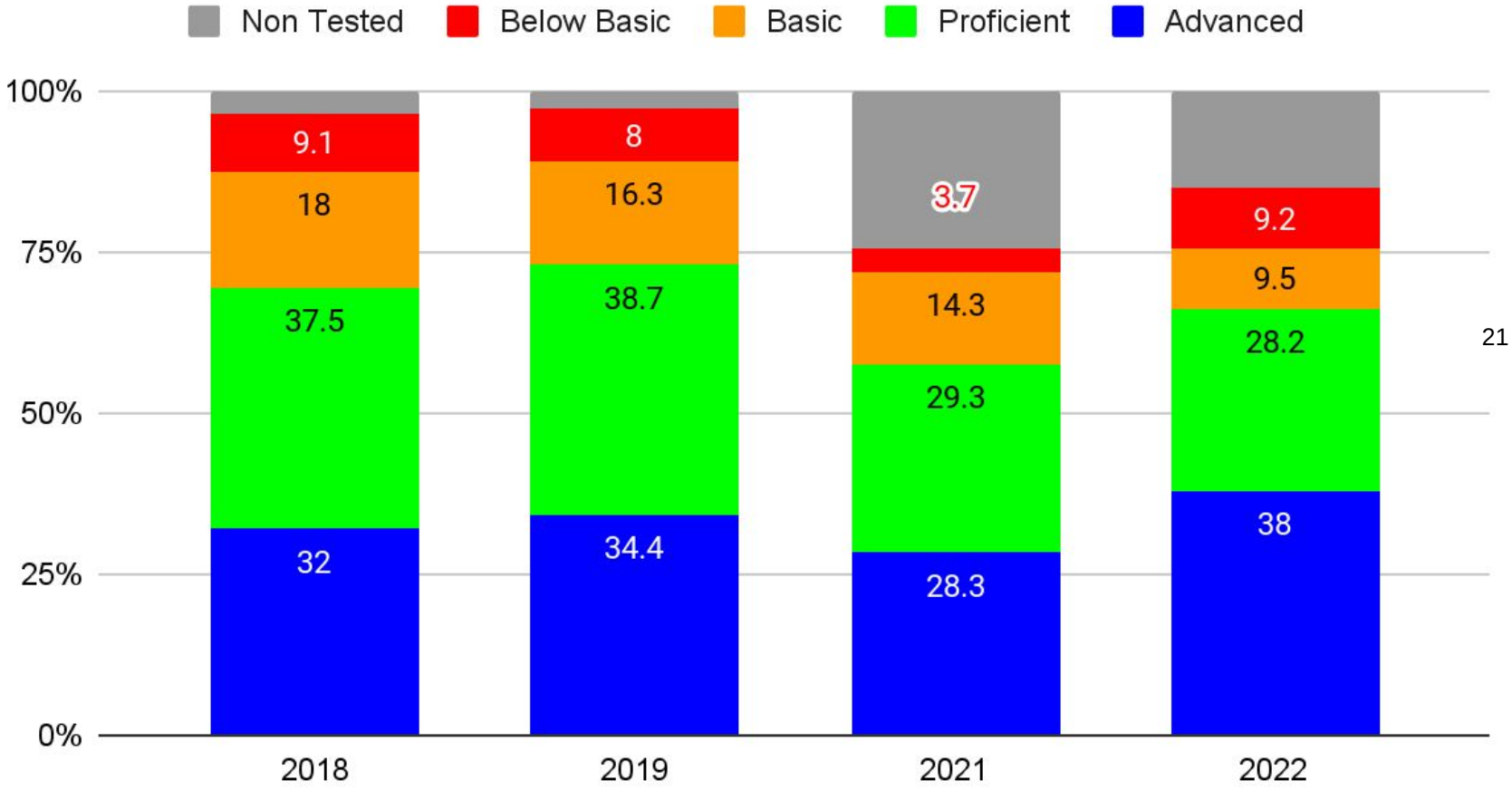
8th Grade Mathematics



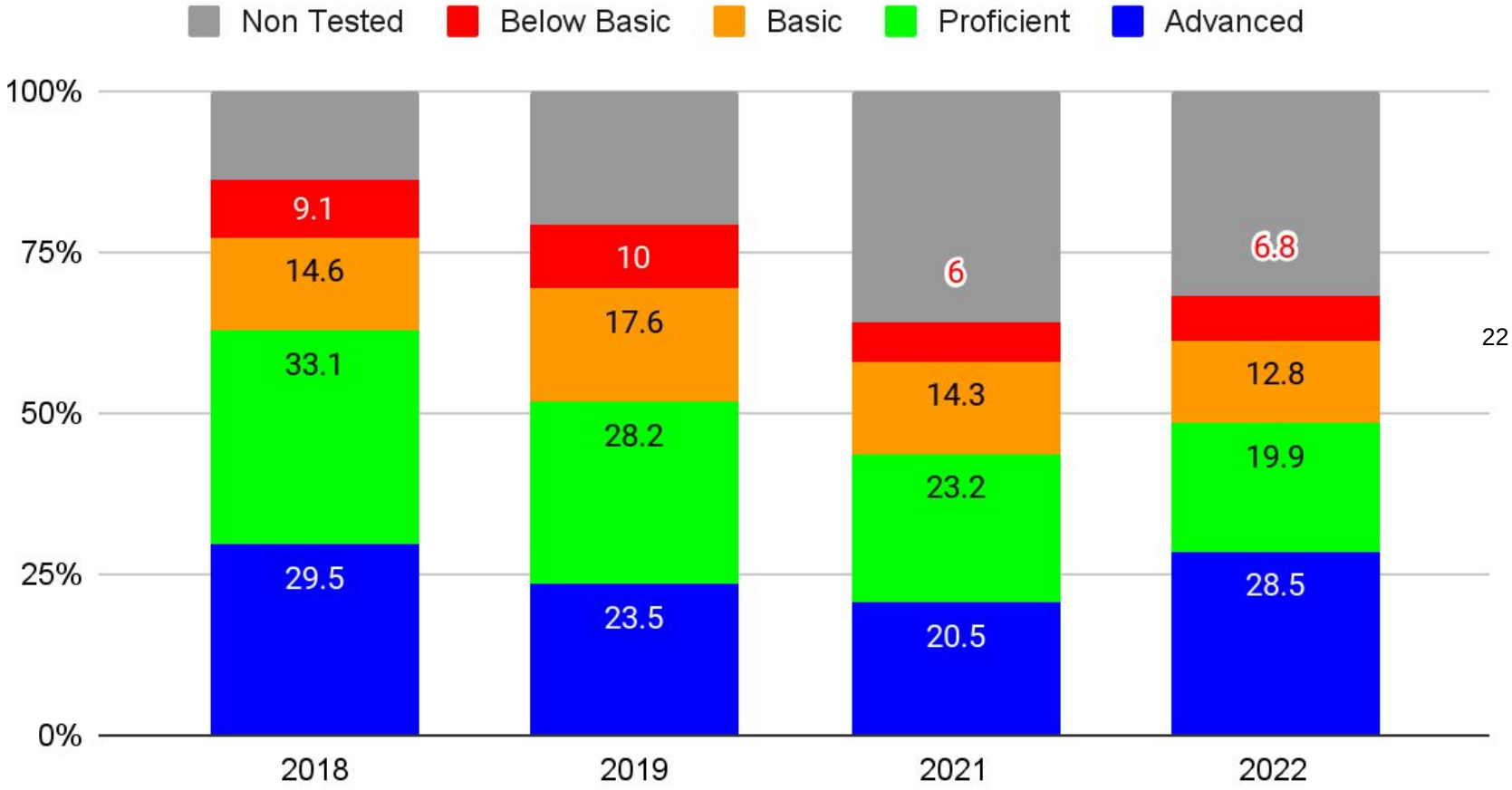
8th Grade Science



8th Grade Social Studies



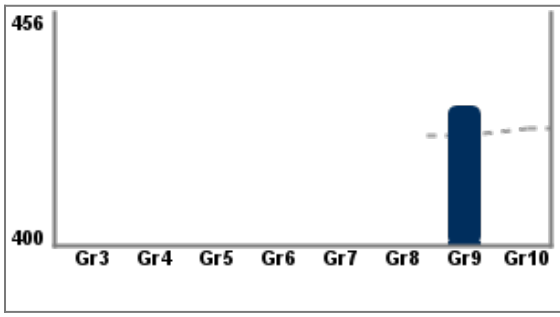
10th Grade Social Studies



Organization	Group	Tested Grade	Total Students Reported
WAUNAKEE HI (WI-6181-0040)	Tested Grade (All Students)	9	253

Average Scores: Current Progress and Predicted Path

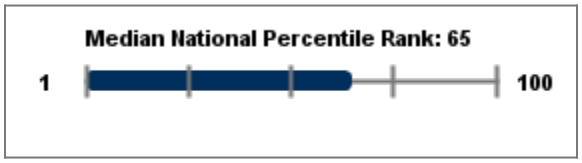
ENGLISH — EXCEEDING



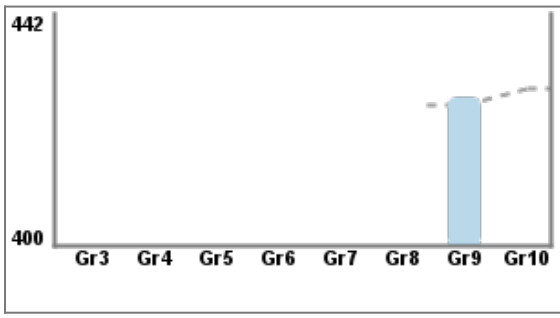
Grade	Average	Count
Gr3	n/a	n/a
Gr4	n/a	n/a
Gr5	n/a	n/a
Gr6	n/a	n/a
Gr7	n/a	n/a
Gr8	n/a	n/a
Gr9	**432.9**	**253**
Gr10*	n/a	0*

Current Average: 432.9
*Predicted Average: 434.6

ACT Readiness Benchmark: 426
National Average: 428.8



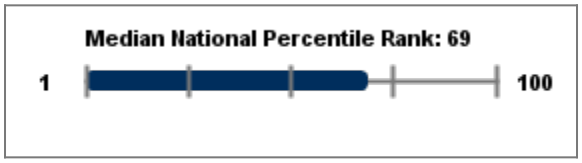
READING — READY



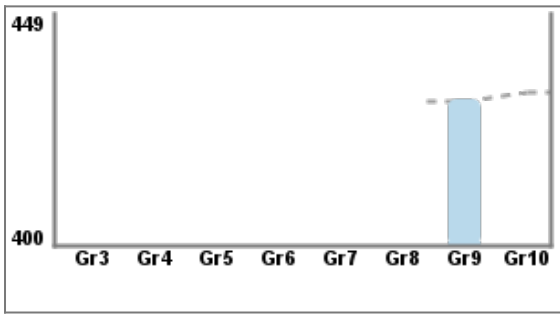
Grade	Average	Count
Gr3	n/a	n/a
Gr4	n/a	n/a
Gr5	n/a	n/a
Gr6	n/a	n/a
Gr7	n/a	n/a
Gr8	n/a	n/a
Gr9	**426.4**	**242**
Gr10*	n/a	0*

Current Average: 426.4
*Predicted Average: 426.4

ACT Readiness Benchmark: 425
National Average: 422.5



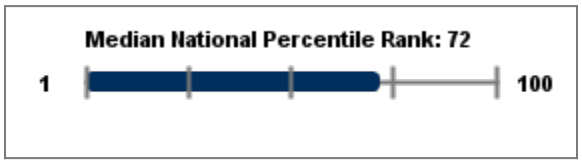
SCIENCE — READY



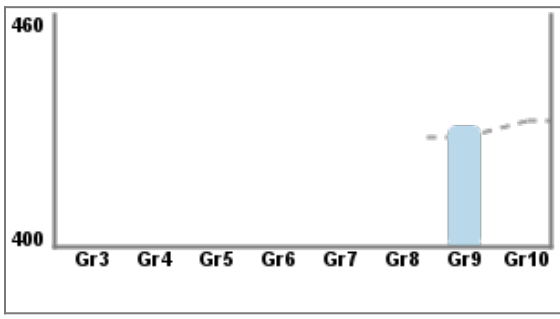
Grade	Average	Count
Gr3	n/a	n/a
Gr4	n/a	n/a
Gr5	n/a	n/a
Gr6	n/a	n/a
Gr7	n/a	n/a
Gr8	n/a	n/a
Gr9	**430.5**	**253**
Gr10*	n/a	0*

Current Average: 430.5
*Predicted Average: 431.3

ACT Readiness Benchmark: 430
National Average: 425.7



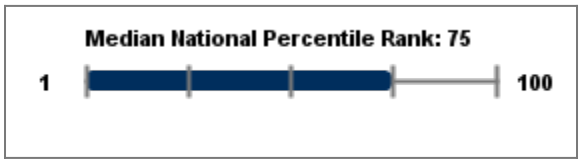
MATH — READY



Grade	Average	Count
Gr3	n/a	n/a
Gr4	n/a	n/a
Gr5	n/a	n/a
Gr6	n/a	n/a
Gr7	n/a	n/a
Gr8	n/a	n/a
Gr9	**430.5**	**242**
Gr10*	n/a	0*

Current Average: 430.5
*Predicted Average: 431.8

ACT Readiness Benchmark: 428
National Average: 425.2

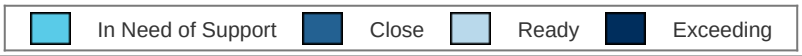


MEDIAN NATIONAL PERCENTILE RANK

The ranks show how this group performed in comparison to other grade 9 students in the nation. For example, if the median English score is at the 78 percentile, the typical student in this group achieved as well as or better than 78% of the students in the nation.

ABOUT PROGRESS

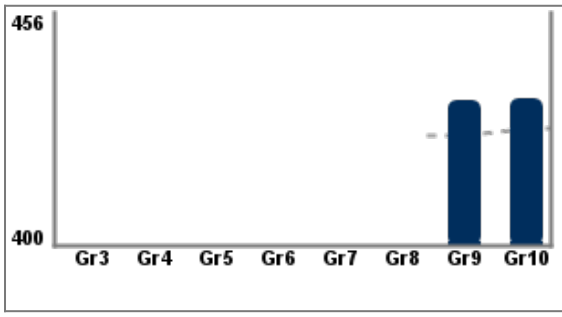
The progress charts summarize the performance of your students relative to the ACT Readiness Levels. For the current test administration, average scores are presented.
When available, prior year average scores are also presented. Based on current students and assuming typical growth, predicted next-year average ACT Aspire scores are presented.



Organization	Group	Tested Grade	Total Students Reported
WAUNAKEE HI (WI-6181-0040)	Tested Grade (All Students)	10	240

Average Scores: Current Progress and Predicted Path

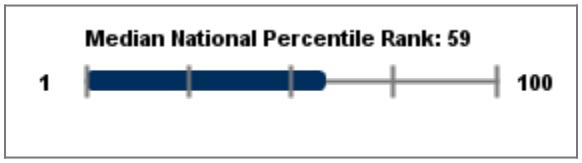
ENGLISH — EXCEEDING



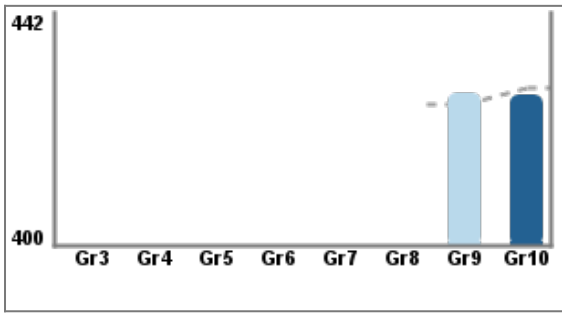
Grade	Average	Count
Gr3	n/a	n/a
Gr4	n/a	n/a
Gr5	n/a	n/a
Gr6	n/a	n/a
Gr7	n/a	n/a
Gr8	n/a	n/a
Gr9	434.2	180
Gr10	**434.7**	**239**

Current Average: 434.7
*Predicted Average: n/a

ACT Readiness Benchmark: 428
National Average: 431.1



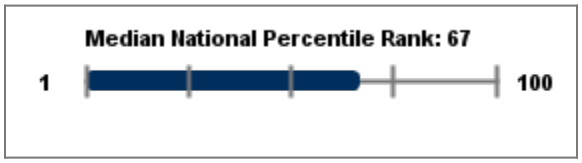
READING — CLOSE



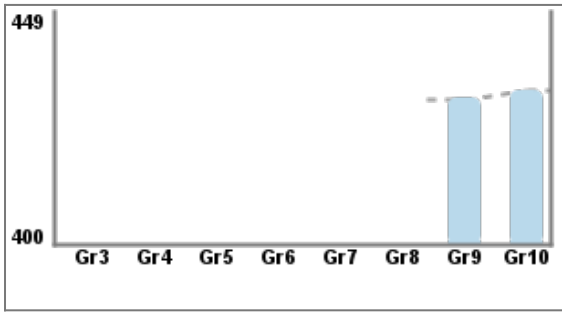
Grade	Average	Count
Gr3	n/a	n/a
Gr4	n/a	n/a
Gr5	n/a	n/a
Gr6	n/a	n/a
Gr7	n/a	n/a
Gr8	n/a	n/a
Gr9	426.9	179
Gr10	**426.8**	**234**

Current Average: 426.8
*Predicted Average: n/a

ACT Readiness Benchmark: 428
National Average: 423.5



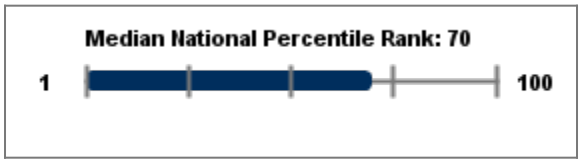
SCIENCE — READY



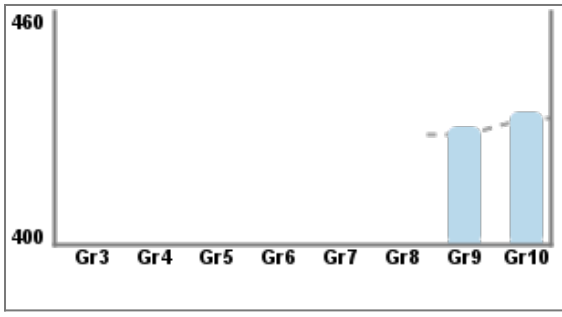
Grade	Average	Count
Gr3	n/a	n/a
Gr4	n/a	n/a
Gr5	n/a	n/a
Gr6	n/a	n/a
Gr7	n/a	n/a
Gr8	n/a	n/a
Gr9	430.4	180
Gr10	**432.0**	**239**

Current Average: 432.0
*Predicted Average: n/a

ACT Readiness Benchmark: 432
National Average: 427.2



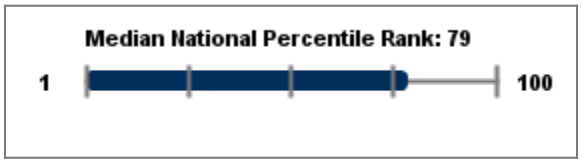
MATH — READY



Grade	Average	Count
Gr3	n/a	n/a
Gr4	n/a	n/a
Gr5	n/a	n/a
Gr6	n/a	n/a
Gr7	n/a	n/a
Gr8	n/a	n/a
Gr9	429.8	179
Gr10	**433.4**	**233**

Current Average: 433.4
*Predicted Average: n/a

ACT Readiness Benchmark: 432
National Average: 427.0

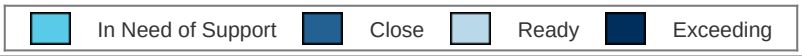


MEDIAN NATIONAL PERCENTILE RANK

The ranks show how this group performed in comparison to other grade 10 students in the nation. For example, if the median English score is at the 78 percentile, the typical student in this group achieved as well as or better than 78% of the students in the nation.

ABOUT PROGRESS

The progress charts summarize the performance of your students relative to the ACT Readiness Levels. For the current test administration, average scores are presented.
When available, prior year average scores are also presented. Based on current students and assuming typical growth, predicted next-year average ACT Aspire scores are presented.



Profile Report - District

Wisconsin State Testing 2021-2022
Grade 11 Tested Students
WAUNAKEE COMM SD

507162
District Assessment Coordinator
WAUNAKEE COMM SD
905 BETHEL CIRCLE

WAUNAKEE, WI 53597

ACT, INC. -- CONFIDENTIAL

* 0 1 1 2 W W 1 5 P D *

New to your 2021-2022 Profile Report

For 2021-2022, contents of the ACT Profile Report remain consistent with last year.

Table of Contents

Section I: Executive Summary **Page 5**
- Average Composite Scores: 5 Years of Testing
- Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing
- Percent Meeting STEM Benchmark: 5 Years of Testing
- Percent Taking A Core Curriculum: 5 Years of Testing
- Five Year Trends—Percent of Students Who Met College Readiness Benchmarks
- Five Year Trends—Average ACT Scores
- Five Year Trends—Average ACT Scores by Level of Preparation
- Five Year Trends—Percent and Average Composite Score by Race/Ethnicity
- Five Year Trends—Achievement in STEM
- Proficiency Toward Understanding Complex Text

Section II: Academic Achievement **Page 11**
- Average ACT Composite Scores by Race and Core Curriculum Status
- ACT Score Distributions, Cumulative Percents, and Averages
- Subject Area Reporting Categories
- Average ACT Composite Scores for Race/Ethnicity by Level of Preparation
- Average ACT Scores by Race/Ethnicity
- Average ACT Composite Scores for Gender by Level of Preparation
- Average ACT Scores by Gender
- ACT Score Quartile Values

Section III: College Readiness & Impact of Course Rigor **Page 17**
- Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status
- Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges
- Percent of Students Who Met ACT College Readiness Benchmark Scores by Gender
- Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity
- Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score
- College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum
- College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum
- College Readiness Benchmark Percent and Average ACT Scores by Common Course Patterns
- College Readiness Benchmark Percent and Average ACT Scores for Gender by Common Course Patterns

Section IV: Career and Educational Aspirations **Page 25**
- Average ACT Composite Scores by Race and Student Postsecondary Aspirations
- Distribution of Planned Educational Majors for All Students by College Plans
- Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations
- Students' Score Report Preferences at Time of Testing

Section V: Optional Writing Test Results **Page 31**
- Average ACT Writing Scores by Race/Ethnicity
- Average ACT Writing and English Language Arts Outcomes by Race/Ethnicity and Gender for Students Who Took Writing

This report provides information about the performance of your students who took the ACT as part of the Wisconsin State Testing (Grade 11 Tested Students).

This report focuses on:

Performance - student test performance in the context of college readiness

30

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 exceeded 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, STEM, and (optional) ELA and writing
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[31] 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 and Career 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. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

34% 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: 312 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.

32

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 22% 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 3.8 reports 1% of the cohort took less than three years of math courses. Of these students, 67% were college ready. 2% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 0% of these students were college ready. In comparison, 78% 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 3.8 reports 7% of the cohort took less than three years of natural science courses. 59% of these students were college ready. In comparison, 72% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 35% 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 and Career Readiness Standards at at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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 319-337-1365 or customerservices@act.org.

Section I
Executive Summary

Figure 1.1. Average Composite Scores: 5 Years of Testing*

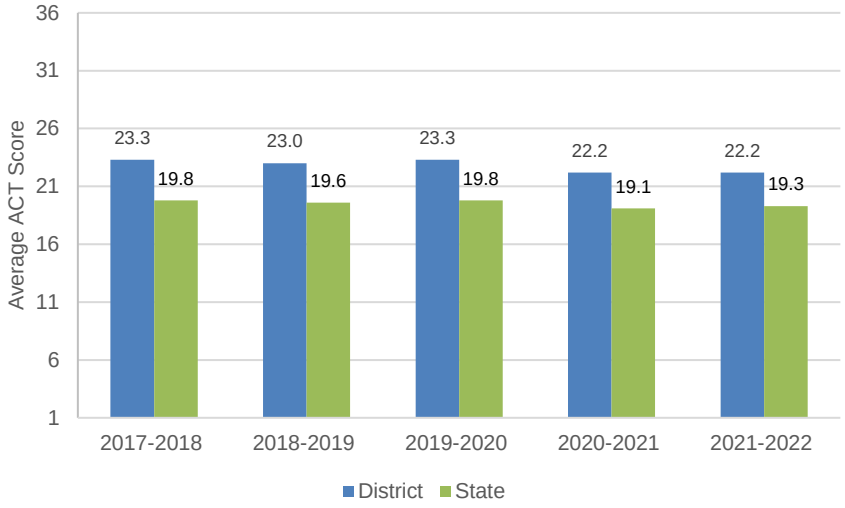


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

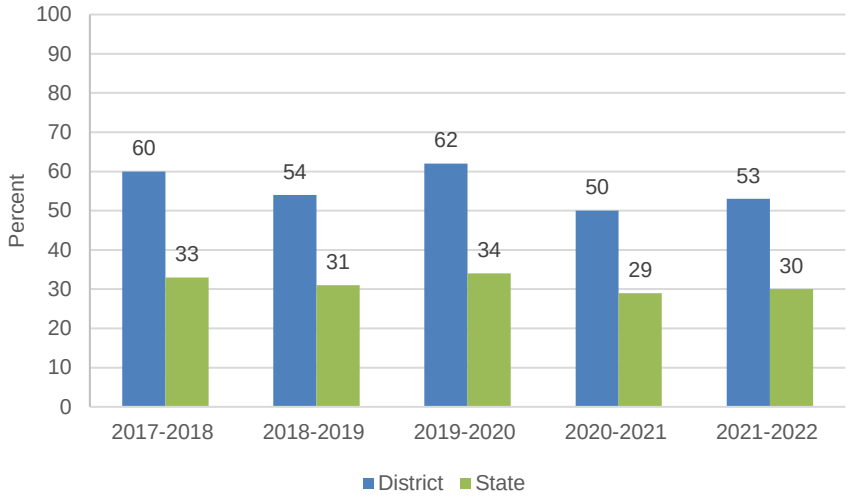


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

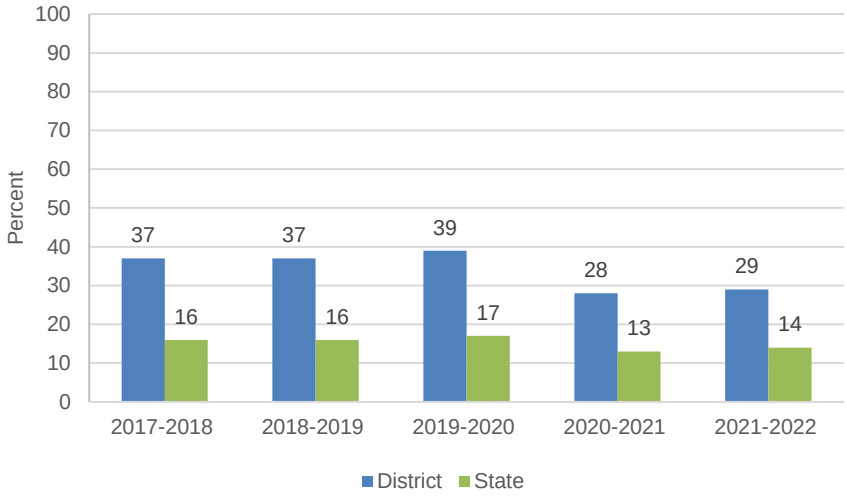
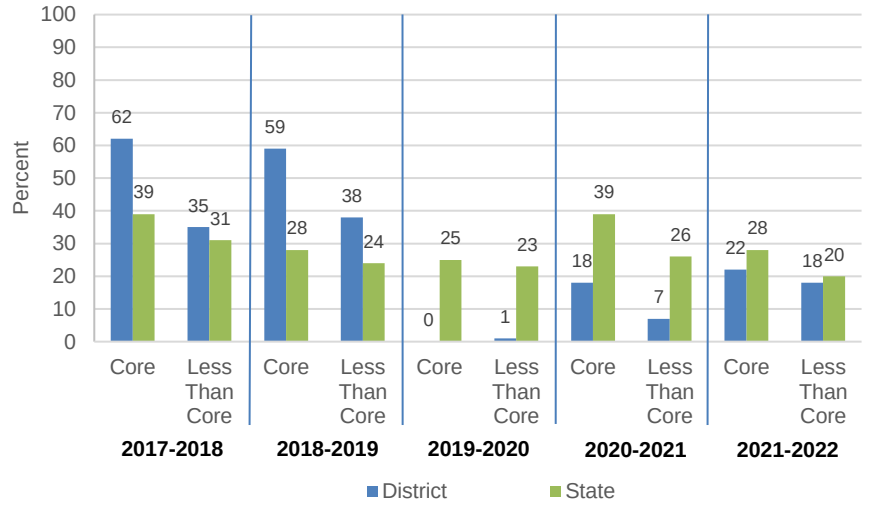


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* Missing columns in above graphs reflect years in which no students were tested.

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

	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
Year	District	State	District	State	District	State	District	State	District	State	District	State
2017-2018	295	63,877	76	52	66	37	60	36	61	33	42	22
2018-2019	303	62,946	71	52	58	31	55	38	57	33	40	21
2019-2020	319	61,465	78	53	67	36	59	38	64	35	45	23
2020-2021	319	59,901	67	48	52	29	59	36	52	30	38	18
2021-2022	**312**	**61,572**	**67**	**50**	**56**	**30**	**53**	**37**	**55**	**31**	**34**	**19**

35

Table 1.2. Five Year Trends—Average ACT Scores

	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
Year	District	State	District	State	District	State	District	State	District	State	District	State
2017-2018	295	63,877	22.3	18.8	23.6	19.9	23.4	19.9	23.5	20.2	23.3	19.8
2018-2019	303	62,946	21.5	18.5	23.3	19.5	23.1	20.1	23.6	19.9	23.0	19.6
2019-2020	319	61,465	21.9	18.7	23.8	19.8	23.3	20.0	23.7	20.3	23.3	19.8
2020-2021	319	59,901	20.7	17.9	22.1	19.1	22.7	19.4	22.8	19.6	22.2	19.1
2021-2022	**312**	**61,572**	**20.2**	**18.1**	**22.3**	**19.1**	**22.9**	**19.7**	**22.9**	**19.7**	**22.2**	**19.3**

Table 1.3. Five Year Trends—Average ACT Scores Statewide

	Number of Students	Average ACT Scores				
Year	Tested	English	Mathematics	Reading	Science	Composite
2017-2018	63,877	18.8	19.9	19.9	20.2	19.8
2018-2019	62,946	18.5	19.5	20.1	19.9	19.6
2019-2020	61,465	18.7	19.8	20.0	20.3	19.8
2020-2021	59,901	17.9	19.1	19.4	19.6	19.1
2021-2022	**61,572**	**18.1**	**19.1**	**19.7**	**19.7**	**19.3**

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

Year	Number of Students Tested		Percent[2]		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More[1]	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	Core or More	Less than Core	Core or More	Less than Core
2017-2018	184	102	62	35	23.9	19.8	24.9	21.6	24.7	21.2	24.7	21.8	24.7	21.2
2018-2019	178	115	59	38	23.1	19.0	24.8	21.2	24.4	21.2	25.0	21.7	24.4	20.9
2019-2020	0	3	0	1	.	28.0	.	25.0	.	30.7	.	26.7	.	27.7
2020-2021	59	22	18	7	24.4	21.9	25.4	23.1	25.2	24.0	25.6	24.2	25.3	23.4
2021-2022	**70**	**55**	**22**	**18**	**23.8**	**20.8**	**25.5**	**22.8**	**25.7**	**23.6**	**25.7**	**23.4**	**25.4**	**22.8**

[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.

[2]Percent 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/Ethnicity

Race/Ethnicity	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	**N**	**%**	**Avg**
All Students	**295**	**100**	**23.3**	**303**	**100**	**23.0**	**319**	**100**	**23.3**	**319**	**100**	**22.2**	**312**	**100**	**22.2**
Black/African American	2	1	16.5	4	1	18.0	8	3	17.6	0	0	.	**3**	**1**	**18.7**
American Indian/Alaska Native	4	1	19.5	0	0	.	0	0	.	2	1	17.0	**2**	**1**	**17.0**
White	254	86	23.7	259	85	23.1	271	85	23.6	271	85	22.5	**272**	**87**	**22.5**
Hispanic/Latino	17	6	19.8	17	6	19.5	13	4	18.5	12	4	17.7	**7**	**2**	**22.4**
Asian	2	1	22.5	8	3	26.3	4	1	26.3	6	2	20.2	**4**	**1**	**19.5**
Native Hawaiian/Other Pacific Islander	1	0	29.0	0	0	.	1	0	23.0	0	0	.	**0**	**0**	**.**
Two or more races	4	1	20.5	6	2	24.0	8	3	23.6	8	3	23.3	**9**	**3**	**23.9**
Prefer not to respond/No response	11	4	23.0	9	3	23.9	14	4	23.4	20	6	21.5	**15**	**5**	**18.6**

Table 1.6. Five Year Trends—Achievement in STEM[1]

	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
Year	District	State	District	State	District	State	District	State	District	State
2017-2018	295	63,877	23.8	20.3	37	16	28.6	28.3	28.0	28.0
2018-2019	303	62,946	23.7	20.0	37	16	29.2	28.5	29.6	28.8
2019-2020	319	61,465	24.0	20.3	39	17	28.8	28.5	28.2	28.3
2020-2021	319	59,901	22.7	19.6	28	13	28.0	28.5	29.8	28.5
2021-2022	**312**	**61,572**	**22.8**	**19.7**	**29**	**14**	**28.3**	**28.6**	**28.7**	**28.5**

[1]The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency In Understanding Complex Texts[1]

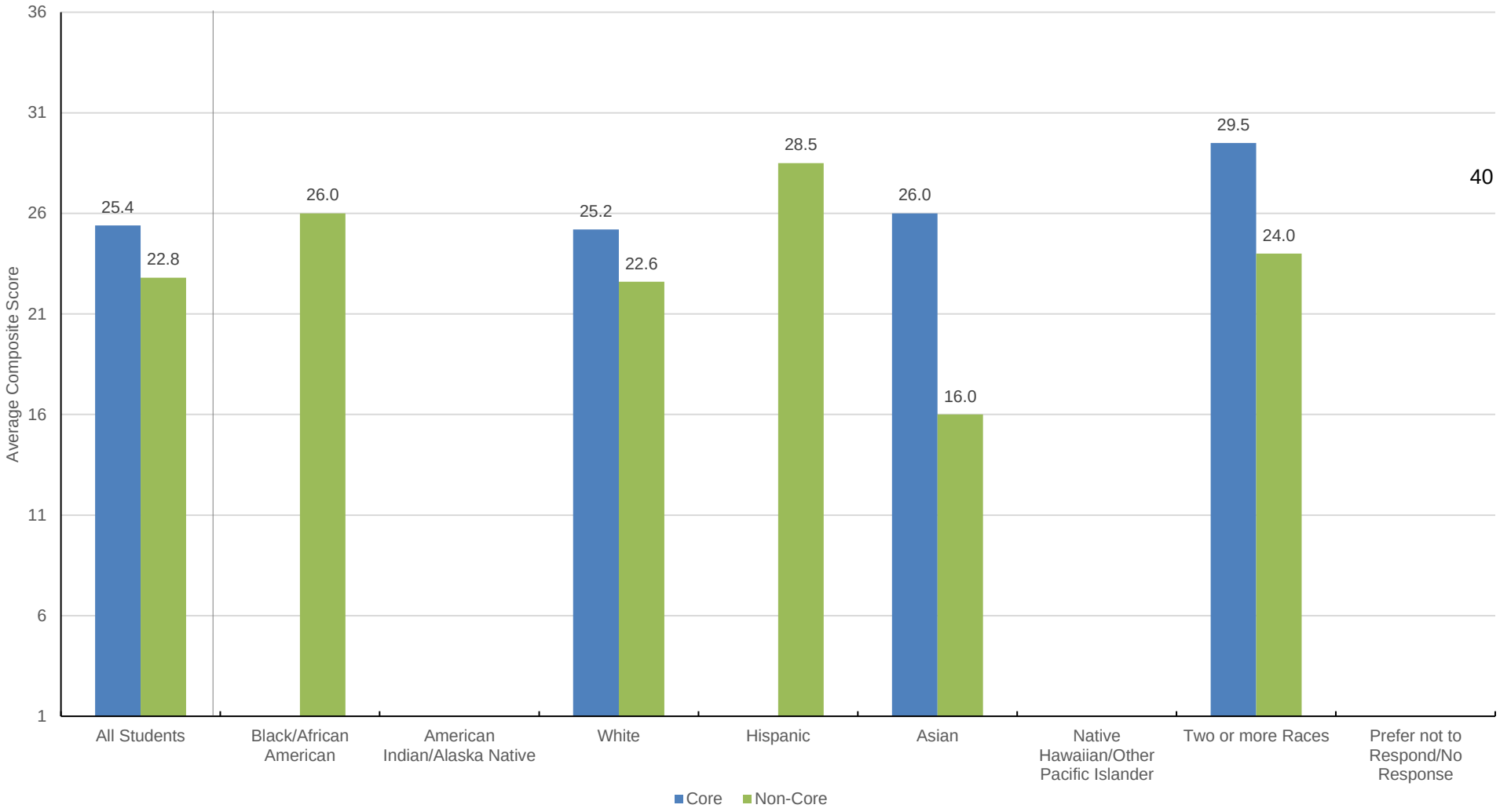
	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
Year	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
2017-2018	102	37,890	35	59	17.5	16.0	106	16,988	36	27	23.3	23.2	87	8,999	29	14	30.3	30.1
2018-2019	125	39,564	41	63	17.3	16.1	93	13,222	31	21	23.6	23.8	85	10,160	28	16	31.0	30.6
2019-2020	111	35,236	35	57	17.5	15.6	114	15,985	36	26	23.4	23.0	94	10,244	29	17	30.2	30.6
2020-2021	137	37,122	43	62	17.0	15.5	98	14,401	31	24	24.1	23.1	84	8,378	26	14	30.2	30.1
2021-2022	115	35,131	37	57	17.1	15.3	118	17,601	38	29	23.0	23.0	79	8,840	25	14	31.3	30.4

[1]The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

This page intentionally left blank.

Section II
Academic Achievement

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 2.1. ACT Score Distributions, Cumulative Percents (CP[1]), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA [2]		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	2	100	0	100	13	100	1	100	0	100	0	100	0	100	36
35	3	99	0	100	5	96	4	99	1	100	1	100	1	100	35
34	3	98	4	100	6	94	2	98	1	99	2	99	0	99	34
33	3	97	1	99	9	92	6	98	5	99	4	99	1	99	33
32	2	96	5	98	11	89	8	96	9	98	7	98	1	99	32
31	2	96	7	97	9	86	8	93	7	95	10	96	4	99	31
30	5	95	9	95	7	83	8	91	4	93	10	92	6	98	30
29	4	94	8	92	6	81	12	88	8	91	10	89	6	96	29
28	8	92	16	89	12	79	7	84	15	89	7	86	8	94	28
27	6	90	27	84	1	75	9	82	12	84	21	84	10	91	27
26	12	88	23	75	11	75	21	79	19	80	19	77	9	88	26
25	25	84	18	68	11	71	23	72	18	74	27	71	17	85	25
24	18	76	24	62	14	68	21	65	25	68	24	62	15	80	24
23	17	70	18	54	29	63	42	58	20	60	24	54	20	75	23
22	20	65	14	49	20	54	14	45	21	54	17	47	24	68	22
21	23	58	10	44	29	47	33	40	28	47	18	41	29	61	21
20	25	51	19	41	31	38	12	30	20	38	27	36	24	51	20
19	21	43	11	35	15	28	13	26	24	32	19	27	25	44	19
18	11	36	27	31	15	23	21	22	17	24	15	21	20	36	18
17	4	33	19	23	11	19	13	15	14	19	16	16	19	29	17
16	20	31	21	17	11	15	15	11	14	14	14	11	16	23	16
15	15	25	16	10	6	12	5	6	12	10	10	6	16	18	15
14	18	20	12	5	11	10	1	4	7	6	7	3	8	13	14
13	13	14	2	1	8	6	7	4	5	4	2	1	10	10	13
12	7	10	0	1	5	4	3	2	5	2	1	1	8	7	12
11	12	8	1	1	3	2	2	1	1	1	0	1	8	5	11
10	5	4	0	1	2	1	1	1	0	1	0	1	2	2	10
9	1	3	0	1	1	1	0	1	0	1	0	1	2	1	9
8	3	2	0	1	0	1	0	1	0	1	0	1	0	1	8
7	2	1	0	1	0	1	0	1	0	1	0	1	0	1	7
6	2	1	0	1	0	1	0	1	0	1	0	1	2	1	6
5	0	1	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	20.2 (6.0)		22.3 (5.2)		22.9 (6.4)		22.9 (5.2)		22.2 (5.1)		22.8 (4.9)		20.3 (5.1)		Avg (SD)

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

[2] ELA scores are derived only for students with a valid writing score.

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

Figure 2.2. English Reporting Categories

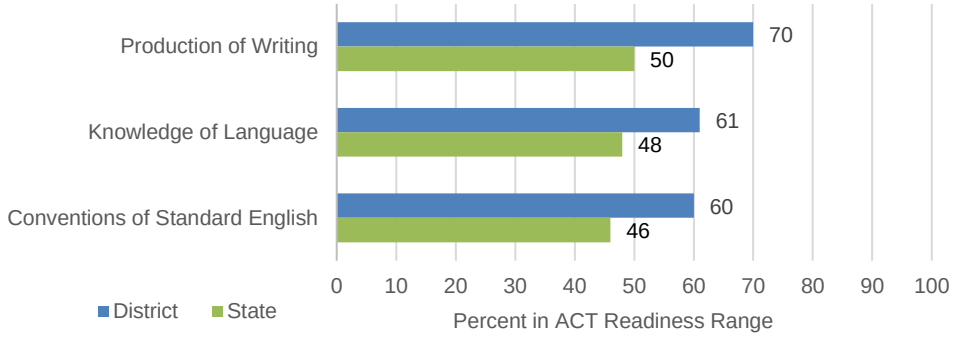


Figure 2.3. Math Reporting Categories

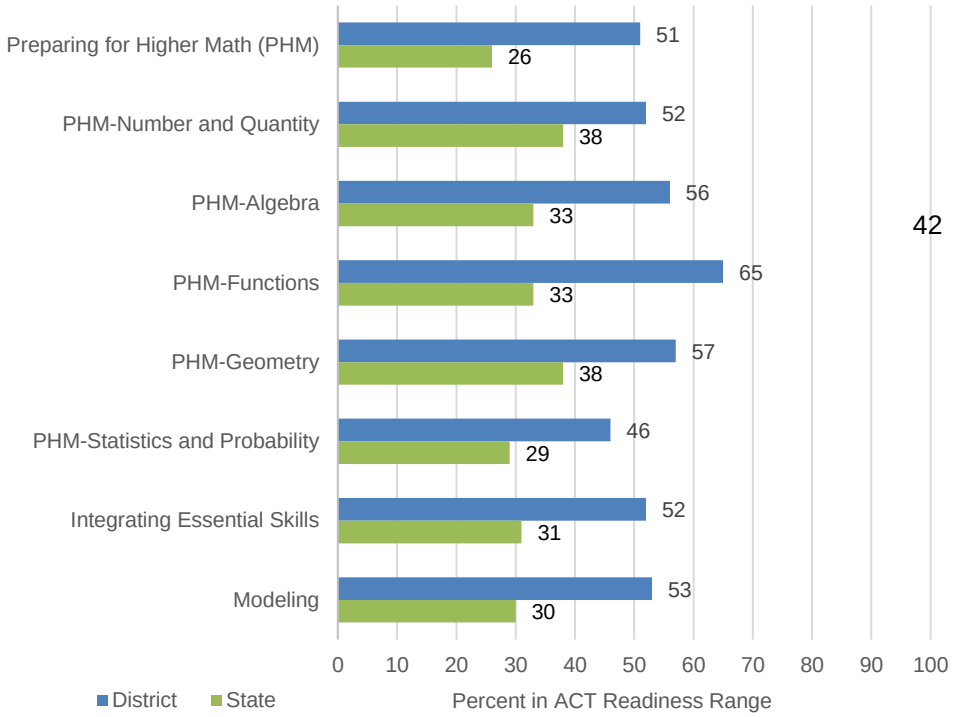


Figure 2.4. Reading Reporting Categories

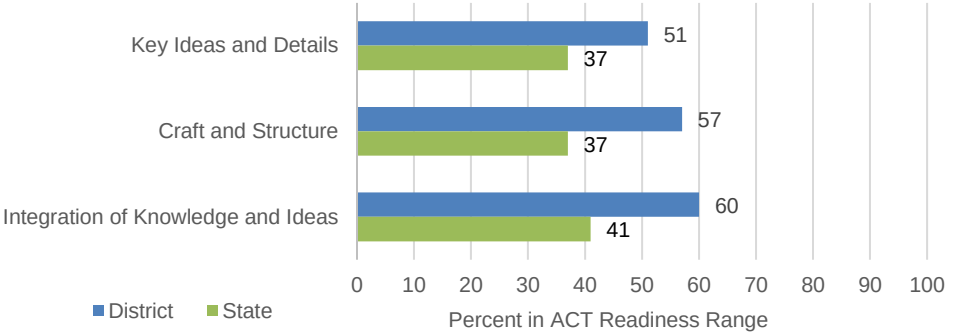
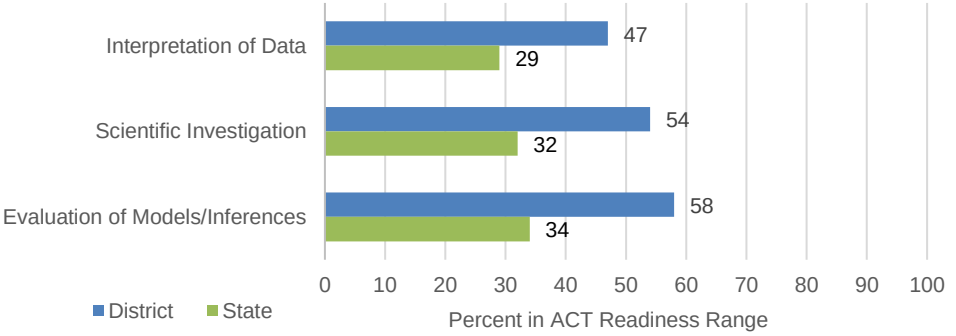


Figure 2.5. Science Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More[1]	Average ACT Composite Score	
				Core or More	Less Than Core
	All Students	**312**	**22**	**25.4**	**22.8**
	Black/African American	3	0	.	26.0
	American Indian/Alaska Native	2	0	.	.
	White	272	25	25.2	22.6
District	Hispanic/Latino	7	0	.	28.5
	Asian	4	25	26.0	16.0
	Native Hawaiian/Other Pacific Islander	0	.	.	.
	Two or More Races	9	22	29.5	24.0
	Prefer not/No Response	15	0	.	.
	All Students	**61,572**	**28**	**21.8**	**18.9**
	Black/African American	3,598	17	16.4	15.4
	American Indian/Alaska Native	498	18	18.3	15.6
	White	40,610	33	22.3	19.5
State	Hispanic/Latino	7,373	22	18.8	17.0
	Asian	2,267	32	22.9	19.1
	Native Hawaiian/Other Pacific Islander	59	31	20.3	17.7
	Two or More Races	2,636	26	21.2	18.6
	Prefer not/No Response	4,531	7	22.3	18.3

[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.

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
	All Students	**312**	**100**	20.2	22.3	22.9	22.9	22.2	22.8
	Black/African American	3	1	15.3	20.0	18.7	19.7	18.7	20.0
	American Indian/Alaska Native	2	1	15.5	14.5	19.0	18.5	17.0	16.5
	White	272	87	20.4	22.6	23.1	23.1	22.5	23.1
District	Hispanic/Latino	7	2	20.0	21.0	25.4	22.6	22.4	22.0
	Asian	4	1	17.8	20.0	20.0	19.8	19.5	20.0
	Native Hawaiian/Other Pacific Islander	0	0	.	.	.	.	.	.
	Two or More Races	9	3	22.7	23.1	24.7	25.3	23.9	24.4
	Prefer not/No Response	15	5	16.7	18.5	19.4	19.7	18.6	19.3
	All Students	**61,572**	**100**	18.1	19.1	19.7	19.7	19.3	19.7
	Black/African American	3,598	6	13.5	14.9	15.3	15.7	15.0	15.5
	American Indian/Alaska Native	498	1	14.4	16.2	16.5	16.7	16.1	16.7
	White	40,610	66	19.2	20.1	20.8	20.7	20.3	20.7
State	Hispanic/Latino	7,373	12	15.4	16.7	17.3	17.3	16.8	17.3
	Asian	2,267	4	18.8	20.2	20.0	20.3	20.0	20.5
	Native Hawaiian/Other Pacific Islander	59	0	17.2	18.4	17.7	18.5	18.1	18.6
	Two or More Races	2,636	4	17.7	18.5	19.5	19.2	18.8	19.1
	Prefer not/No Response	4,531	7	15.9	17.4	17.7	17.8	17.3	17.9

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender [1]	Number of Students Tested	Percent Taking Core or More [2]	Average ACT Composite Score	
				Core or More	Less Than Core
District	Males	151	20	25.4	20.9
	Females	144	27	25.4	23.5
	Other Responses	17	6	22.0	29.3
State	Males	29,769	26	21.8	18.5
	Females	28,536	32	21.7	19.3
	Other Responses	3,267	15	23.0	19.7

Table 2.5. Average ACT Scores by Gender

Student Group	Gender [1]	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	151	48	19.0	22.2	22.1	22.7	21.6	22.7
	Females	144	46	21.2	22.7	23.4	23.1	22.8	23.1
	Other Responses	17	5	21.4	19.6	26.0	22.9	22.6	21.5
State	Males	29,769	48	17.4	19.3	19.1	19.7	19.0	19.8
	Females	28,536	46	18.7	18.9	20.2	19.8	19.5	19.6
	Other Responses	3,267	5	18.3	18.4	20.1	19.2	19.1	19.0

Table 2.6. ACT Score Quartile Values

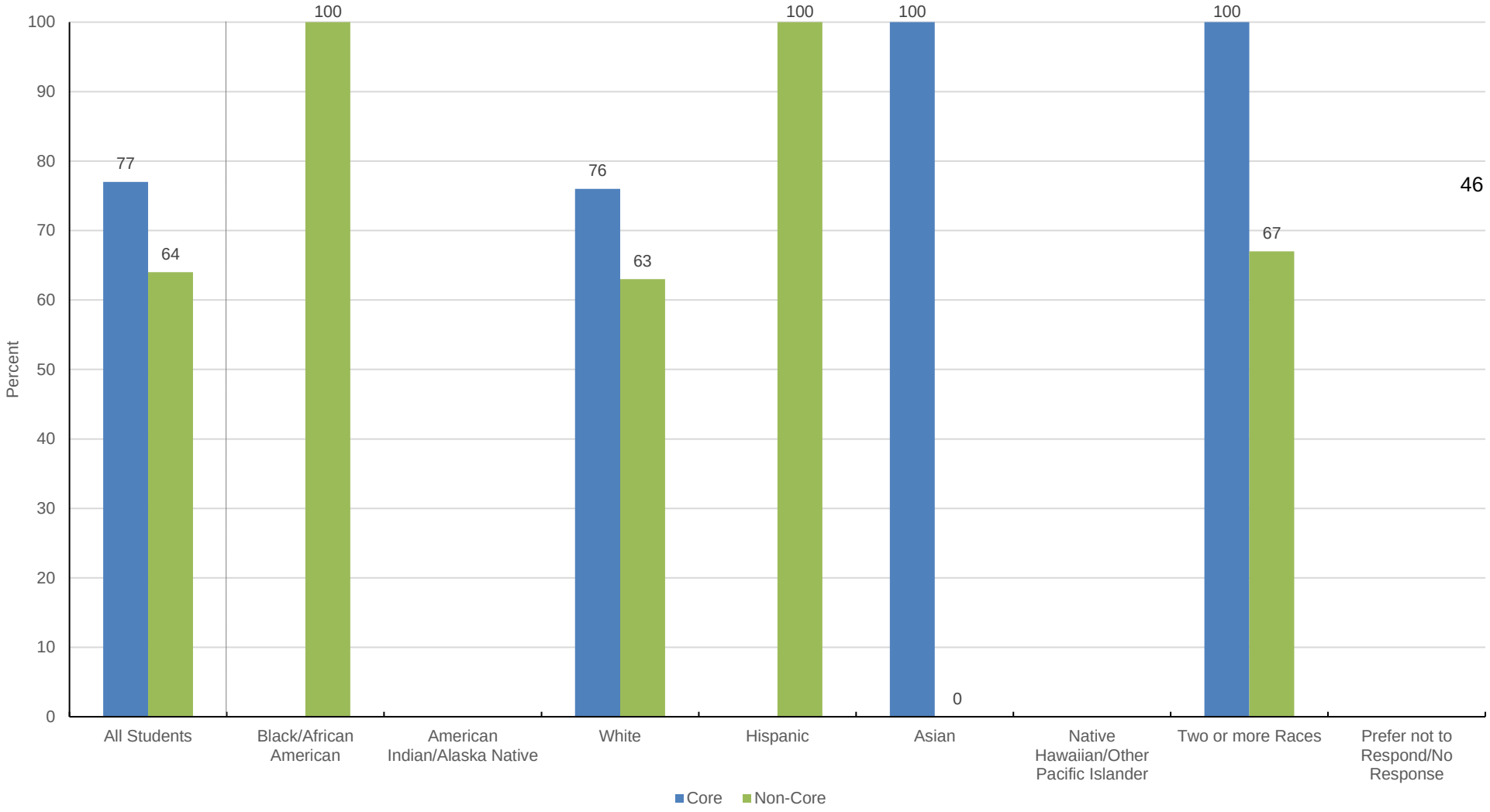
Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	24	26	28	26	26
Q2 (50th Percentile)	20	23	22	23	22
Q1 (25th Percentile)	16	18	19	19	19

[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

[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.

Section III
College and Career Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
District	33 to 36	11	4	5	2	33	11	13	4
	28 to 32	21	7	45	14	45	14	43	14
	24 to 27	61	20	92	29	37	12	74	24
	20 to 23	85	27	61	20	109	35	101	32
	16 to 19	56	18	78	25	52	17	62	20
	13 to 15	46	15	30	10	25	8	13	4
	01 to 12	32	10	1	0	11	4	6	2
State	33 to 36	2,157	4	1,218	2	2,802	5	1,400	2
	28 to 32	3,266	5	3,875	6	5,954	10	3,303	5
	24 to 27	6,465	10	9,189	15	6,506	11	9,065	15
	20 to 23	12,429	20	8,813	14	15,199	25	16,002	26
	16 to 19	12,127	20	20,415	33	11,501	19	18,474	30
	13 to 15	11,532	19	15,910	26	10,741	17	7,937	13
	01 to 12	13,596	22	2,152	3	8,869	14	5,391	9

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender [1]	Percent of Students				Met
		English	Mathematics	Reading	Science	All Four
District	Males	60	54	51	54	34
	Females	74	60	51	57	35
	Other Responses	76	29	76	47	29
State	Males	45	32	34	32	19
	Females	54	29	39	31	20
	Other Responses	51	25	40	28	18

[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
District	**All Students**	**312**	**67**	**56**	**53**	**55**	**34**	29
	Black/African American	3	33	33	33	33	**33**	33
	American Indian/Alaska Native	2	50	0	50	0	**0**	0
	White	272	69	59	53	57	**35**	31
	Hispanic/Latino	7	71	43	71	57	**43**	14
	Asian	4	50	25	25	25	**25**	25
	Native Hawaiian/Other Pacific Islander	0	.	.	.	.	**.**	.
	Two or More Races	9	78	67	67	89	**56**	44
	Prefer Not to Respond	15	47	20	40	27	**20**	0
State	**All Students**	**61,572**	**50**	**30**	**37**	**31**	**19**	14
	Black/African American	3,598	18	5	12	6	**3**	2
	American Indian/Alaska Native	498	23	10	16	12	**4**	2
	White	40,610	58	37	43	38	**24**	18
	Hispanic/Latino	7,373	31	13	22	14	**8**	5
	Asian	2,267	51	36	37	33	**23**	20
	Native Hawaiian/Other Pacific Islander	59	37	29	22	20	**12**	12
	Two or More Races	2,636	46	25	36	27	**15**	11
	Prefer Not to Respond	4,531	34	19	26	20	**11**	8

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score[1]

Student Group	ACT NCRC Level	N	%	Average Composite
District	Platinum	62	20	29.6
	Gold	103	33	23.9
	Silver	103	33	19.3
	Bronze	38	12	14.9
	Needs Improvement	6	2	11.8
State	Platinum	6,771	11	29.7
	Gold	12,850	21	23.7
	Silver	19,476	32	18.9
	Bronze	18,086	29	14.5
	Needs Improvement	4,389	7	11.4

[1] The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.
Visit www.act.org/NCRC-indicator to learn more.

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken[1]	N	English		Mathematics		Reading		Science		Composite[4]		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
District	Core or More[2]	70	91	23.8	80	25.5	66	25.7	74	25.7	51	25.4	47	25.9
	Less than Core	55	73	20.8	64	22.8	56	23.6	64	23.4	40	22.8	33	23.4
	Missing[3]	187	57	18.6	44	20.9	47	21.6	45	21.7	26	20.8	21	21.5
State	Core or More	17,383	69	20.9	47	21.5	52	22.1	48	22.0	32	21.8	25	22.0
	Less than Core	12,385	47	17.7	27	18.7	34	19.4	28	19.4	16	18.9	12	19.3
	Missing	31,804	40	16.7	22	18.0	29	18.5	23	18.5	13	18.0	9	18.5

[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 College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken[1]	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
District	Core or More[2]	125	83	22.5	124	73	24.5	79	63	25.2	105	72	25.1
	Less than Core	6	100	23.3	3	67	20.7	46	59	24.1	22	59	23.2
	Missing[3]	181	55	18.4	185	44	20.9	187	47	21.6	185	45	21.6
State	Core or More	30,456	59	19.5	27,932	42	20.8	23,726	46	21.3	23,755	45	21.5
	Less than Core	2,337	42	16.9	3,088	6	15.8	6,450	37	19.8	6,844	22	18.6
	Missing	28,779	40	16.6	30,552	22	17.9	31,396	30	18.5	30,973	23	18.5

[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.

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	District				State			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	34	11	22.7	82	9,571	16	19.7	62
Eng 9, Eng 10, Eng 11, Eng 12	91	29	22.5	84	20,885	34	19.5	58
Less than 4 years of English	6	2	23.3	100	2,337	4	16.9	42
Zero years / no English courses reported	181	58	18.4	55	28,779	47	16.6	40
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	13	4	26.3	85	915	1	22.3	56
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	37	12	24.2	78	2,911	5	21.3	48
Alg 1, Alg 2, Geom, & Trig	11	4	22.2	55	1,648	3	18.5	24
Alg 1, Alg 2, Geom, & Other Adv Math	9	3	20.3	44	5,755	9	19.7	34
Other comb of 4 or more years of Math	44	14	27.3	91	9,186	15	24.1	67
Alg 1, Alg 2, & Geom	7	2	16.7	0	5,747	9	16.9	11
Other comb of 3 or 3.5 years of Math	3	1	19.0	33	1,770	3	19.3	31
Less than 3 years of Math	3	1	20.7	67	3,088	5	15.8	6
Zero years / no Math courses reported	185	59	20.9	44	30,552	50	17.9	22
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	2	1	35.0	100	877	1	19.4	36
Other comb of 4 or more years Social Science	29	9	25.5	59	10,351	17	21.7	49
US Hist, World Hist, & Am Gov	3	1	24.3	33	2,274	4	18.5	29
Other comb of 3 or 3.5 years of Social Science	45	14	24.7	67	10,224	17	21.5	48
Less than 3 years of Social Science	46	15	24.1	59	6,450	10	19.8	37
Zero years / no Social Science courses reported	187	60	21.6	47	31,396	51	18.5	30
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci[1], Bio, Chem, & Phys	38	12	25.9	84	8,299	13	22.2	51
Bio, Chem, Phys	23	7	27.0	83	5,586	9	22.8	54
Gen Sci[1], Bio, Chem	43	14	23.5	58	8,879	14	20.3	34
Other comb of 3 years of Natural Science	1	0	18.0	0	991	2	19.0	25
Less than 3 years of Natural Science	22	7	23.2	59	6,844	11	18.6	22
Zero years / no Natural Science courses reported	185	59	21.6	45	30,973	50	18.5	23

[1]Includes General, Physical and Earth Sciences.

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	Males				Females				Other Responses [1]			
ENGLISH COURSE PATTERN	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	9	6	21.0	67	24	17	23.5	88	1	6	19.0	100
Eng 9, Eng 10, Eng 11, Eng 12	44	29	21.2	75	44	31	23.3	91	3	18	28.3	100
Less than 4 years of English	4	3	24.0	100	1	1	25.0	100	1	6	19.0	100
Zero years / no English courses reported	94	62	17.6	51	75	52	19.2	59	12	71	20.1	67
MATHEMATICS COURSE PATTERN	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	9	6	26.2	78	4	3	26.5	100	0	0	.	.
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	7	5	26.4	100	28	19	23.5	71	2	12	26.0	100
Alg 1, Alg 2, Geom, & Trig	6	4	24.0	83	5	3	20.0	20	0	0	.	.
Alg 1, Alg 2, Geom, & Other Adv Math	5	3	19.8	40	3	2	22.3	67	1	6	17.0	0
Other comb of 4 or more years of Math	19	13	27.5	84	25	17	27.2	96	0	0	.	.
Alg 1, Alg 2, & Geom	4	3	16.0	0	2	1	16.5	0	1	6	20.0	0
Other comb of 3 or 3.5 years of Math	2	1	16.5	0	1	1	24.0	100	0	0	.	.
Less than 3 years of Math	2	1	19.0	50	1	1	24.0	100	0	0	.	.
Zero years / no Math courses reported	97	64	21.0	45	75	52	21.1	45	13	76	18.8	23
SOCIAL SCIENCE COURSE PATTERN	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	1	1	34.0	100	1	1	36.0	100	0	0	.	.
Other comb of 4 or more years Social Science	12	8	23.9	58	17	12	26.6	59	0	0	.	.
US Hist, World Hist, & Am Gov	1	1	19.0	0	2	1	27.0	50	0	0	.	.
Other comb of 3 or 3.5 years of Social Science	21	14	25.2	67	23	16	24.0	65	1	6	29.0	100
Less than 3 years of Social Science	17	11	21.1	41	26	18	24.8	65	3	18	34.3	100
Zero years / no Social Science courses reported	99	66	21.3	48	75	52	21.7	40	13	76	23.8	69
NATURAL SCIENCE COURSE PATTERN	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark
Gen Sci[2], Bio, Chem, & Phys	18	12	24.9	83	19	13	26.6	84	1	6	29.0	100
Bio, Chem, Phys	14	9	27.6	71	8	6	25.5	100	1	6	32.0	100
Gen Sci[1], Bio, Chem	13	9	23.8	54	29	20	23.4	62	1	6	21.0	0
Other comb of 3 years of Natural Science	1	1	18.0	0	0	0	.	.	0	0	.	.
Less than 3 years of Natural Science	8	5	21.1	38	13	9	24.0	69	1	6	30.0	100
Zero years / no Natural Science courses reported	97	64	21.6	48	75	52	21.7	41	13	76	21.3	38

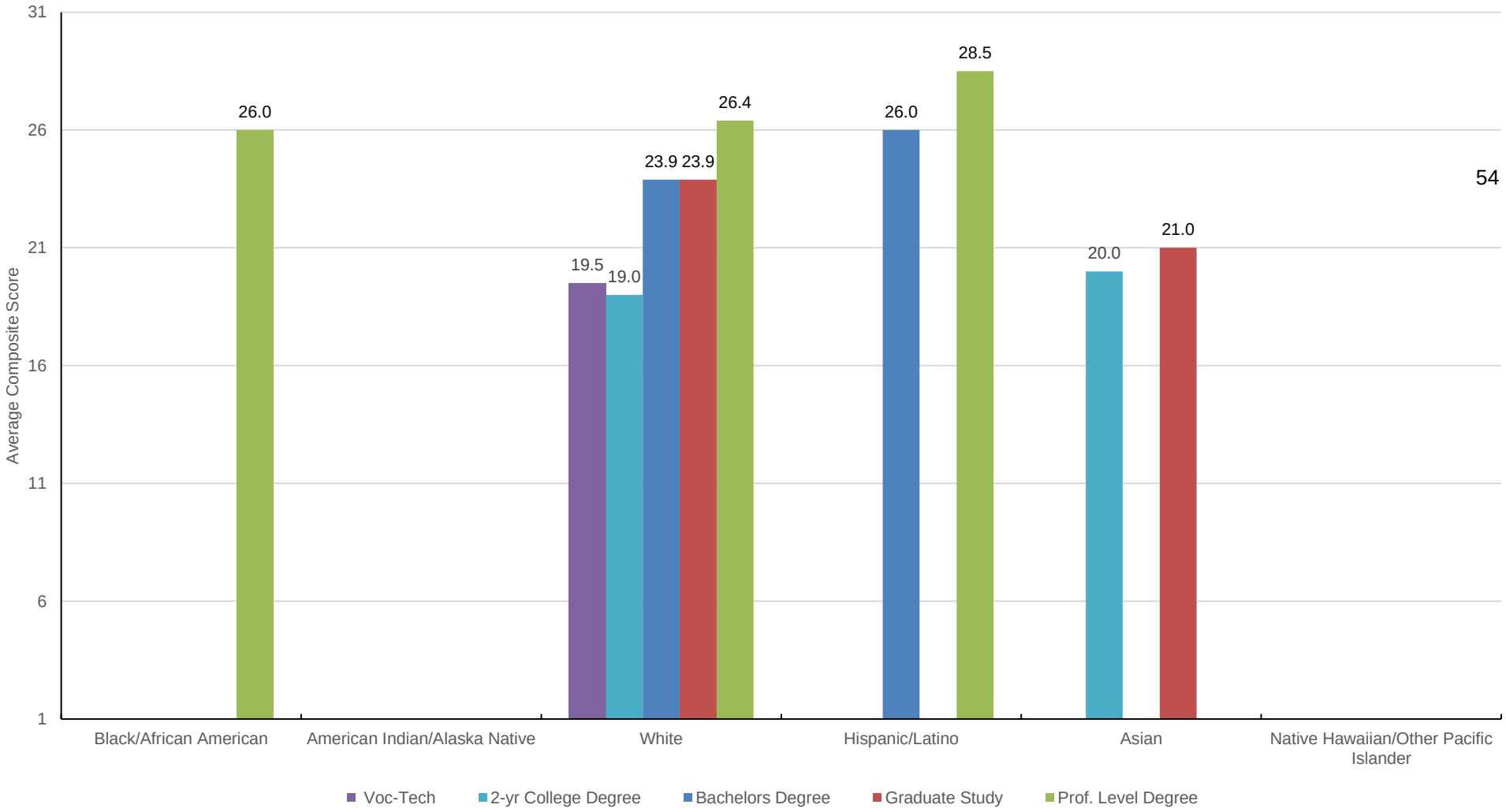
[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

[2] Includes General, Physical and Earth Sciences.

This page intentionally left blank.

Section IV
Career and Educational Aspirations

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

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

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N[1]	Percent[2]	Comp	N	Percent	Comp	N	Percent	Comp
Agriculture & Natural Resources Conservation	7	2	19.7	1	9	22.0	3	2	24.7
Architecture	0	0	.	0	0	.	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	5	2	24.2	1	9	23.0	3	2	25.3
Business	34	11	23.2	0	0	.	33	20	23.0
Communications	1	0	32.0	0	0	.	1	1	32.0
Community, Family, & Personal Services	4	1	20.8	1	9	16.0	3	2	22.3
Computer Science & Mathematics	12	4	27.1	2	18	15.5	10	6	29.4
Education	9	3	21.1	0	0	.	8	5	21.4
Engineering	9	3	26.6	0	0	.	8	5	25.8
Engineering Technology & Drafting	3	1	23.7	0	0	.	3	2	23.7
English & Foreign Languages	2	1	29.5	0	0	.	2	1	29.5
Health Administration & Assisting	2	1	22.5	0	0	.	2	1	22.5
Health Sciences & Technologies	14	4	22.4	1	9	27.0	12	7	22.1
Philosophy, Religion, & Theology	1	0	22.0	0	0	.	1	1	22.0
Repair, Production, & Construction	2	1	21.0	1	9	18.0	1	1	24.0
Sciences: Biological & Physical	21	7	25.2	1	9	20.0	20	12	25.5
Social Sciences & Law	11	4	25.0	0	0	.	10	6	24.7
Undecided	64	21	22.5	3	27	18.0	46	28	24.3
No Response	111	36	19.9	0	0	.	1	1	15.0

[1]2-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.

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

Table 4.2. Average ACT Composite Scores for Racial/Ethnic 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	19.5	0	.	0	.	2	19.5	0	.
2-yr College Degree	9	19.1	0	.	0	.	8	19.0	0	.
Bachelors Degree	100	23.9	0	.	0	.	95	23.9	1	26.0
Graduate Study	39	23.8	0	.	0	.	36	23.9	0	.
Prof. Level Degree	28	26.1	1	26.0	0	.	22	26.4	2	28.5
Other	2	18.0	0	.	0	.	2	18.0	0	.
No Response	128	20.0	2	15.0	2	17.0	103	20.4	4	18.5

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	19.5	0	.	0	.	0	.	0	.
2-yr College Degree	9	19.1	1	20.0	0	.	0	.	0	.
Bachelors Degree	100	23.9	0	.	0	.	3	25.3	1	24.0
Graduate Study	39	23.8	2	21.0	0	.	1	27.0	0	.
Prof. Level Degree	28	26.1	0	.	0	.	3	22.7	0	.
Other	2	18.0	0	.	0	.	0	.	0	.
No Response	128	20.0	1	16.0	0	.	2	22.0	14	18.2

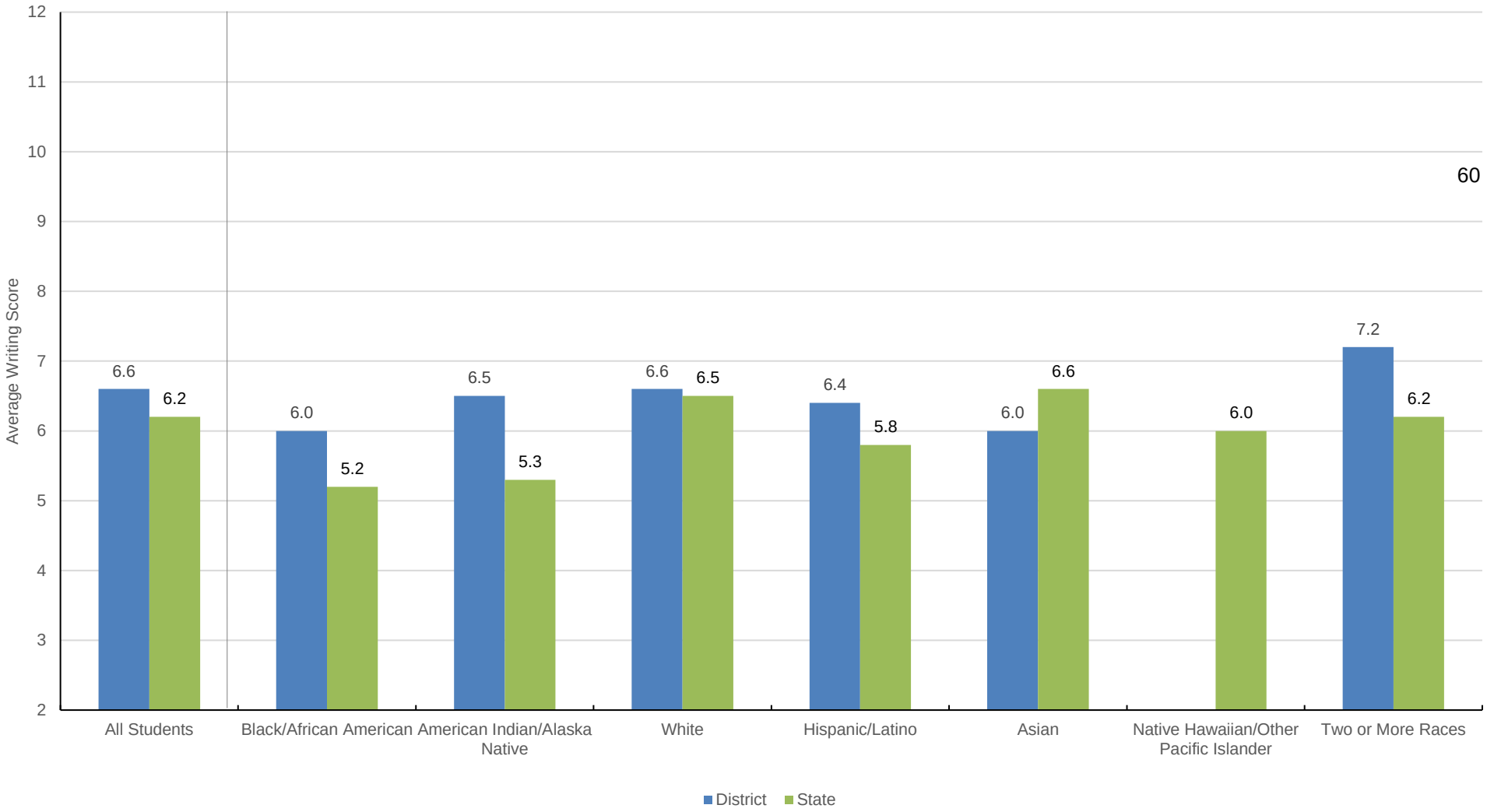
Table 4.3. Students' Score Report Preferences at Time of Testing

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
UNIV OF WISCONSIN-MADISON	Wisconsin	27	15	12	0	4	11	30	26	30	0
MADISON AREA TECHNICAL COLLEGE	Wisconsin	10	7	3	0	10	20	20	20	30	0
UNIV OF WISCONSIN-EAU CLAIRE	Wisconsin	8	1	7	0	0	13	50	25	13	0
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	8	1	7	0	0	0	25	25	50	0
UNIV OF WISCONSIN-LA CROSSE	Wisconsin	6	3	3	0	0	17	67	17	0	0
UNIV OF WISCONSIN-WHITEWATER	Wisconsin	6	2	4	0	0	33	17	17	33	0
ARIZONA STATE UNIVERSITY	Arizona	5	2	3	0	0	20	20	20	40	0
UNIV OF WISCONSIN-MILWAUKEE	Wisconsin	5	0	5	0	0	40	20	0	40	0
UNIV OF WISCONSIN-OSHKOSH	Wisconsin	5	0	5	0	0	20	20	40	20	0
UNIV OF WISCONSIN-PLATTEVILLE	Wisconsin	4	2	2	0	0	25	25	50	0	0
UNIV OF WISCONSIN-STOUT	Wisconsin	3	0	3	0	0	33	33	33	0	0
EDGEWOOD COLLEGE	Wisconsin	2	0	2	0	0	0	0	0	100	0
MINNESOTA STATE UNIVERSITY MANKATO	Minnesota	2	0	2	0	0	0	0	100	0	0
PURDUE UNIVERSITY	Indiana	2	0	2	0	0	0	50	50	0	0
UNIV OF COLORADO-BOULDER	Colorado	2	0	2	0	0	0	0	0	100	0
UNIV OF WISCONSIN-RIVER FALLS	Wisconsin	2	0	2	0	0	0	50	50	0	0
AUGUSTANA COLLEGE	Illinois	1	0	1	0	0	0	0	0	0	100
BELMONT UNIVERSITY	Tennessee	1	1	0	0	0	0	0	0	100	0
CALIFORNIA INSTITUTE OF TECHNOLOGY	California	1	0	1	0	0	0	100	0	0	0
CHICAGO STATE UNIVERSITY	Illinois	1	1	0	0	0	0	0	0	100	0
CLEMSON UNIVERSITY	South Carolina	1	1	0	0	0	0	0	0	100	0
COASTAL CAROLINA UNIVERSITY	South Carolina	1	0	1	0	0	0	0	0	100	0
COLLEGE OF CHARLESTON	South Carolina	1	0	1	0	0	0	0	0	100	0
COLUMBIA COLLEGE CHICAGO	Illinois	1	0	1	0	0	0	0	0	100	0
INDIANA UNIVERSITY BLOOMINGTON	Indiana	1	0	1	0	0	0	0	0	100	0
LIPSCOMB UNIVERSITY	Tennessee	1	0	1	0	0	0	0	0	100	0
MARQUETTE UNIVERSITY	Wisconsin	1	0	1	0	0	0	0	100	0	0
MASSACHUSETTS COLLEGE OF ART & DESIGN	Massachusetts	1	0	1	0	0	0	0	0	100	0
MILWAUKEE INSTITUTE OF ART AND DESIGN	Wisconsin	1	0	1	0	0	0	0	0	100	0
NORTHERN ARIZONA UNIVERSITY	Arizona	1	0	1	0	0	0	100	0	0	0
All Other Institutions		14	3	11	0	7	0	14	14	50	14
Total		125	39	86	0	2	12	26	22	35	2

This page intentionally left blank.

Section V
Optional Writing Test Results

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

	N		Average ACT Scores					
			English		Reading		Writing	
	District	State	District	State	District	State	District	State
All Students	**311**	**60,273**	**20.2**	**18.2**	**22.9**	**19.8**	**6.6**	**6.2**
Black/African American	3	3,452	15.3	13.6	18.7	15.5	6.0	5.2
American Indian/Alaska Native	2	481	15.5	14.5	19.0	16.7	6.5	5.3
White	271	40,021	20.4	19.3	23.1	20.9	6.6	6.5
Hispanic/Latino	7	7,144	20.0	15.5	25.4	17.4	6.4	5.8
Asian	4	2,225	17.8	18.9	20.0	20.1	6.0	6.6
Native Hawaiian/Other Pacific Islander	0	54	.	17.8	.	18.1	.	6.0
Two or More Races	9	2,575	22.7	17.8	24.7	19.6	7.2	6.2
Prefer not/No Response	15	4,321	16.7	16.1	19.4	17.9	5.6	5.6
Males	150	28,860	19.0	17.6	22.1	19.3	5.9	5.9
Females	144	28,248	21.2	18.8	23.4	20.3	7.2	6.6
Other Responses	17	3,165	21.4	18.4	26.0	20.3	6.6	6.1

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
	District	State	District	State	District	State
All Students	**311**	**60,273**	**20.3**	**18.2**	**56**	**40**
Black/African American	3	3,452	17.0	14.1	33	13
American Indian/Alaska Native	2	481	17.5	14.8	50	17
White	271	40,021	20.4	19.2	58	47
Hispanic/Latino	7	7,144	20.9	15.9	57	23
Asian	4	2,225	17.8	18.9	25	42
Native Hawaiian/Other Pacific Islander	0	54	.	17.3	.	31
Two or More Races	9	2,575	22.6	17.9	78	38
Prefer not/No Response	15	4,321	16.9	16.0	20	26
Males	150	28,860	18.8	17.4	45	35
Females	144	28,248	21.5	18.9	67	45
Other Responses	17	3,165	21.8	18.3	71	41

[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

High School	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Arrowhead	89.0	92.4	91.3	85.6	84.2	
Brookfield Central	79.0	76.8	73.4	76.4	73.1	
Brookfield East	75.2	79.4	78.4	75.2	75.8	
Cedarburg	84.4	82.1	79.7	79.1	72.8	
Franklin	75.7	73.7	73.5	76.1	67.4	
Germantown	82.4	85.7	83.8	80.9	80.0	
Hamilton	83.3	80.3	89.7	78.7	87.6	
Homestead	74.0	76.1	77.1	78.0	64.5	
Hortonville	65.1	55.9	57.2	63.0	56.0	
Hudson	77.2	79.8	75.4	74.8	69.7	
Kettle Moraine	64.9	66.6	60.0	63.8	54.5	
Kimberly	77.4	76.3	73.9	80.9	76.3	
McFarland	73.8	72.5	75.3	66.0	59.4	
Middleton	82.2	82.8	84.0	78.6	69.6	
Monona Grove	61.7	60.2	61.5	70.3	51.8	
Mount Horeb	88.0	78.7	84.0	76.7	66.8	
Mukwonago	74.1	76.0	72.6	68.5	68.4	
Muskego	72.2	73.0	68.4	78.8	75.8	
New Berlin Eisenhower	73.4	75.4	79.3	81.0	76.9	
New Berlin West	65.7	74.5	72.6	70.2	63.1	
Oconomowoc	46.0	51.3	51.0	61.3	58.3	
Oregon	81.6	76.5	81.7	76.0	73.9	
Pewaukee	79.0	69.7	74.3	76.1	65.5	
River Falls	72.4	66.5	70.3	65.9	61.5	
Slinger	67.9	70.6	72.0	63.6	69.6	
Union Grove	67.0	67.7	66.7	70.4	74.5	
Waterford	87.1	83.4	81.4	77.2	82.5	
Waunakee	**81.9**	**80.1**	**78.5**	**73.1**	**69.4**	***75.5***
Waukesha West	54.3	67.1	72.7	71.1	65.2	
Whitefish Bay	94.6	88.9	85.1	87.3	77.2	
WCSD Rank (Of 30)	**9**	**8**	**11**	**19**	**17**	
Percentage of 3+ Exams						

High School	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Arrowhead	32.1	32.2	34.0	37.0	36.0	
Brookfield Centra	32.6	36.7	31.8	33.8	36.3	
Brookfield East	36.6	38.2	34.5	39.4	39.0	
Cedarburg	54.2	58.2	57.0	52.4	48.2	
Franklin	28.0	28.8	29.5	30.0	33.0	
Germantown	27.1	27.2	31.4	27.9	26.1	
Hamilton	27.7	29.1	26.8	26.1	25.0	
Homestead	37.2	39.4	38.6	42.1	43.7	
Hortonville	25.3	25.3	23.2	27.1	18.9	
Hudson	34.0	34.5	35.9	31.4	36.5	
Kettle Moraine	26.5	28.1	29.3	26.9	28.8	
Kimberly	33.8	35.1	33.7	33.4	32.7	
McFarland	22.8	20.8	22.8	23.5	17.8	
Middleton	25.1	27.3	26.8	28.8	28.0	
Monona Grove	24.6	26.4	19.9	20.9	19.4	
Mount Horeb	27.6	33.2	26.7	26.3	23.5	
Mukwonago	26.7	28.3	29.9	37.5	25.5	
Muskego	29.7	27.5	29.5	30.9	32.6	
New Berlin Eisen	54.9	55.5	49.7	54.1	47.1	
New Berlin West	40.9	40.4	43.3	44.9	47.3	
Oconomowoc	35.6	34.6	36.2	35.5	32.6	
Oregon	18.2	20.6	28.0	26.9	23.9	
Pewaukee	27.9	33.0	33.3	31.1	25.7	
River Falls	16.0	19.4	20.6	15.1	10.4	
Slinger	26.7	25.8	25.1	28.1	27.1	
Union Grove	18.5	18.7	19.1	20.7	16.5	
Waterford	21.2	23.5	25.7	21.9	19.0	
Waunakee	**35.4**	**33.6**	**34.6**	**35.5**	**32.7**	***34.7***
Waukesha West	47.6	42.0	35.0	36.2	36.3	
Whitefish Bay	28.9	34.6	35.1	33.2	36.5	
WCSD Rank (Of	**8**	**12**	**9**	**9**	**12**	
Students with At Least One AP Exam as a Share of Total High School Enrollment						

DEI Ad Hoc Recommendations
Curriculum Committee

Item	Committee	Administrative Status Summary and Potential Next Steps
Offer ongoing professional learning opportunities that afford space/time to process, reflect, and apply new learning	Curriculum	Providing time to process and apply new learning is a valuable component of professional development that has been increased in recent years and is expected to continue.
Extend learning opportunities regarding culture and implicit bias to all staff;	Curriculum	There have been isolated learning opportunities in this area, but not consistently and district wide.
Work with building coaches to develop comfort/capacity in leading professional learning for staff around equity in education.	Curriculum	Our instructional coaches include equity topics in coaching cycles and in workshops as appropropriate.
Evaluate and monitor progress of students (response rates within RtI framework) of different abilities and from different backgrounds and report progress to the WCSD Board of Education	Curriculum	Reviewing our data to monitor whether our multi-tier systems of support serve all learners who need support well is important. Due to the relatively small numbers of students in disaggregated data at individual grades and schools, this may need to be a district level study.
Evaluate the level of awareness of and accessibility to WCSD 4K programs and wrap-around care that is available to all families in the district;	Curriculum	A high percentage of our families participate in 4K programming in our district or in other districts. There is also a high level of participation in busing and wrap around care.
Provide outreach to network with child care programs beyond 4K sites, including pre-K programs such as Head Start;	Curriculum	The district partners with sites for 4K with consultation available for any site. Head Start is not currently offered by non-profit groups in our community.
Provide professional learning opportunities and coaching to all staff/teachers in the areas of family and community including communication and relationship building. Such opportunities should be made available to all district staff who	Curriculum	We have offered trauma sensitive schools training to all our licensed staff in the past and may revisit it and extend it to all employee groups as this is an area of ongoing need. We will review other training approaches to strengthening home-school communication and relationship development.

Item	Committee	Administrative Status Summary and Potential Next Steps
interact with students and families in and outside of the classroom;		
Improve communication practices to remove barriers to information access. This may include communicating with families who move into the school district in the middle of the school-year and providing interpretation and translation services.	Curriculum	We have added staffing and improved our overall service level for translation and interpretation in recent years. This is an area where significant improvement has occurred. Supporting families who are new to the district is an area we can review for greater consistency.
Revisit adding the “Educators Rising” Program for students who may pursue education in the future and actively recruit BIPOC students to join;	Curriculum	We have an Educators Rising program and the opportunity is communicated broadly, including outreach to our affinity groups.
Provide outreach to families and to determine barriers that may exist for students who are preparing for college and/or careers beyond high school;	Curriculum	We will review our data to determine what gaps may exist. We currently do not offer much in the way of differentiated approaches to Academic and Career Planning and will engage our counselors in developing outreach strategies for provide additional support.
Increase accessibility and opportunities for students to participate in ACT preparation classes by eliminating fees and offering classes during school hours;	Curriculum	We will introduce Naviance earlier (Sophomore year instead of Junior year). We will increase awareness of free online options and the fee waiver process for the in person workshop.
Create opportunities to ensure equal representation of students of different abilities and backgrounds in Advanced Placement (AP) classes.	Curriculum	We will review our prerequisites to shift from a gatekeeping philosophy to a welcoming any student mindset.
Discontinue tracking systems that may exist based on perceived student abilities	Curriculum	We will review requirements to reduce gatekeeping barriers and reach out to all students, including underrepresented groups, to encourage them to take advanced coursework.
Provide consistent and repeated staff training, coaching, and feedback on inclusion practices;	Curriculum	We have been working to embed professional learning for staff that promotes co-teaching and understanding of universal practices for all students. This work needs to continue.

Item	Committee	Administrative Status Summary and Potential Next Steps
Explicit staff training (inviting paraeducators), in Universal Design for Learning (UDL), tied to coaching and feedback	Curriculum	See previous item.
Review and update curriculum and curricular resources/materials through a diverse lens (e.g. history and sociology)	Curriculum	We have begun to review district curriculum for an accurate and inclusive representation of all backgrounds. This work needs to continue.
Include BIPOC (Black, Indigenous, People of Color) stories/books from BIPOC authors, both fiction and nonfiction;	Curriculum	Our reading lists have broadened in the last decade and the new Multicultural Literature elective begins this year. Work on providing opportunities for student choice and reading lists that are inclusive and facilitate high levels of learning needs to continue and be refined.