

2009-10 ACT Profile Information

Below you'll find a summary of our most recent ACT test results. ACT stresses among other factors that "establishing high expectations for all" is correlated to higher scores. Embracing greater rigor certainly is one of our priorities. Please note as mentioned in prior correspondence, SAT scores are only one measure of performance; it provides us one piece, an incomplete snapshot, to measure the school's or a particular student's performance

THE OVERALL COMPOSITE NUMBER:

- **Hanson exceeded state composite results in 3 of 4 categories** (see chart 3, below), and tied in mathematics; **our composite score is up a half point** (see chart 1, below), from '08-09's **20.8** to '09-10's **21.3**, but we're not out of the woods.
- In composite scores by gender, performance is equivalent, suggesting that even though particular disciplines subtly varied, the overall results indicate that our teachers provide assured levels of gender equity with respect to each student's learning.

If any of the following results do not look outstanding at first glance, please keep in mind that our results are better or not radically lower from comparative state and national trends, which indicates that we measure up to the education obtained at other schools. We're getting the job done. Is there room for improvement, absolutely! I ask teachers to constantly assess how they can make learning more engaging and more effective.

ENGLISH:

- **English results are dominant winners, with 88% hitting the minimum benchmark** (see chart 2, below) **indicated for college success** (compared to 65% state), and **increased** from last year by nearly a full point, + .9.
National score: 20.5; State = 20.1; **Hanson = 22.3**.

READING:

- The reading score (also a social science predictor) is negligibly lower than last year's score, - .1, **but indicates only 50% are ready to attack post-secondary reading loads** (state readiness is less, 45%). Not surprisingly, students in college often boast of not reading the material; those students who do rank higher.
National score = 21.3; State = 20.2; **Hanson = 21.2**.

MATHEMATICS:

- **60% of our test-takers fell into the lowest three mathematics score ranges**, a tie with state results (19.6 score) of students hitting the minimum benchmark (see chart 2 for benchmarks). **Our mathematics score decreased by - .3 from last year**, but we would expect now for these scores to gradually rise; this result is likely a product of turn-over of Algebra and Geometry instructors during these students' tenure at Hanson. We're 1.4 below the national average score, so obviously we can do better, but we're not substantially distant from the norm. **National = 21.0**; State = 19.6; Hanson = 19.6.

SCIENCE:

- We exceeded both national and state scores, yet overall, science shows the lowest minimum benchmark percentage, 28%, but **our composite score increased by .8** from last year. Comparatively, the state average is an even lower 22%. **Chemistry is now a required Core 4 subject.**
National score = 20.9; State = 20.2; **Hanson = 21.0.**

Indicators:

- As mentioned in my year opening letter to parents, on an average of two retakes, individual scores improved by 2.82 points. Students practiced in the test score higher.
- Not surprisingly, students who take a minimum of Algebra I, Algebra 2, and Geometry typically score higher in mathematics.
- Also, students taking Biology and Chemistry in combination with Physics earn higher scores in science.
- **TOPS is more rigorous for incoming freshman.** Chemistry is now required for 2014 graduates, and we'll be designing our scheduling options accordingly for sophomores and freshmen and incoming students. Very little wiggle room will be allowed in scheduling of courses. Our school does not track (that's actually a positive); we're a mainstreamed environment (which means, among other characteristics, that students are evaluated according to each one's abilities). However, given the greater rigor required by TOPS, if one wanted to identify a difference or "track," it's those very, very few who will have an option to opt out of TOPS by taking one or two less rigorous courses-- that's the least fruitful track. According to ACT, and common sense, opting out equals lower scores.
- To the degree that standardized tests are used to predict success in college, the distribution of the 2010 graduating class's test scores demonstrated that every one of our graduates who took the test could (and should) enroll and succeed in college.
- Any standardized test is only one, and an incomplete and somewhat flawed, indicator of predicting success in college or the merits of one's high school education. Beware.
- Research has repeatedly indicated that income is the #1 correlate to performance; i.e., the greater opportunities and privileges offered a child, the better school performance tends to be (this is particularly related to the depth of one's background knowledge, books in the home, etc., reinforcement of the need for academics, or those cumulative experiences that weave a stronger cognitive web developed by learners). This is as true for public schools as it is for private schools. Thus, I don't find comparing our school's scores to the Diocese averages very productive. Local geographic comparisons are a bit more useful.

Footnote: "According to an annual *U.S. News* report, Louisiana high schools overall ranked 30th in the nationwide survey. A three-step process determined the best high schools. The first two steps ensured the schools serve all students well, using state proficiency standards as the measuring benchmarks. For the schools that cleared the first two steps, the third step assessed the degree to which schools prepare students for college-level work"

(<http://www.louisianaschools.net/lde/comm/pressrelease.aspx?PR=1361>). The *U. S. News* article can be found at: <http://www.usnews.com/sections/education/high-schools/index.html>.

14-year trend charts follow; high scores logged in a particular year are highlighted:

Chart 1. Composite Scores

	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
National	21.0	21.0	21.0	21.0	21.0	20.8	20.8	20.9	20.9	21.1	21.2	21.1	21.1	21
Diocese	20.8	20.8	20.8	21.2	21.0	21.3	21.4	21.5	21.7	21.5	22.0	22.0	22.1	22.3
State	19.4	19.5	19.6	19.6	19.6	19.6	19.6	19.8	19.8	20.1	20.1	20.3	20.1	20.1
Hanson	20.1	19.0	19.3	19.5	20.4	20.9	20.8	21.0	19.9	19.6	20.3	20.3	20.8	21.3

Chart 2. Benchmark Scores

(’06-’10), the minimum score to indicate a 50% chance of obtaining a “B” or 75 % chance of obtaining a “C” in college courses:

Content Area	ACT Test	Benchmark
English	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

Chart 3. Comparative Scores by Discipline

English Mathematics Reading

	EH	ES	EN	MH	MS	MN	RH	RS	RN	SH	SS	SN	CH	C	CN
02-03	20.8	19.7	20.3	19.7	18.9	20.6	21.3	19.8	21.2	20.6	19.6	20.8	20.8	19.6	20.8
03-04	21.1	19.9	20.4	20.4	19.2	20.7	21.0	19.9	21.3	21.3	19.7	20.9	21.0	19.8	20.9
04-05	19.8	19.9	20.4	19.4	19.2	20.7	19.6	19.8	21.3	20.2	19.7	20.9	19.9	19.8	20.9
05-06	20.0	20.3	20.6	18.5	19.4	20.8	20.1	20.1	21.4	19.0	19.9	20.9	19.6	20.1	21.1
06-07	20.7	20.3	20.7	20.1	19.5	21	20.5	20.2	21.5	19.7	19.9	21	20.3	20.1	21.2
07-08	20.9	20.5	20.6	19.7	19.7	21	20.5	20.5	21.4	19.5	19.5	20.8	20.3	20.3	21.1
08-09	21.4	20.3	20.6	19.9	19.6	21	21.3	20.2	21.4	20.2	20.0	20.9	20.8	20.1	21.1
09-10	22.3	20.1	20.5	19.6	19.6	21	21.2	20.2	21.3	21	20.2	20.9	21.3	20.1	21

EH = English Hanson
 ES = English State
 EN = English Nation