

## MEMORANDUM

December 13, 2019

TO: Board Members

FROM: Grenita Lathan  
Interim Superintendent of Schools

SUBJECT: **ACT RESULTS: CLASS OF 2019**

CONTACT: Carla Stevens, Research and Accountability, (713) 556-6700

The ACT results for the graduating Class of 2019 have been released by ACT, Inc. and are provided in this report along with historical ACT data. The ACT consists of four subject area tests and a composite score. The four subject area tests include: English, mathematics, reading, and science. In addition to subject scores, ACT has created College Readiness Benchmarks (CR), revised in 2013, that represent the minimum scores needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college courses. Scores on the ACT subject tests range from 1–36.

### Key findings include:

- From HISD's Class of 2019, 1,702 students took the ACT. Fewer HISD students took the ACT exam in 2019 than in any previous year since 2010.
- The average ACT composite score of 22.6 for the district reflects the highest score since 2016 and **exceeds both the state and national averages**. The district's average ACT scores in each subject area have increased since 2016 and **exceed state and national averages in all four subject areas**.
- HISD students from the major race/ethnicity groups exceeded state ACT composite averages. Students identified as Asian, White, and Two or More Races consistently scored higher on the ACT than African American or Hispanic students.
- Thirty-six percent of HISD students in the Class of 2019 met all four college readiness benchmarks, reflecting an increase of two percentage points from the prior year. District percentages of students who met all four college readiness benchmarks have shown an increase from 2016 to 2019 and **exceeded both state and national percentages**.
- ACT performance varied greatly among campuses. The average composite scores ranged from 15.4 to 30.9, and the percentage of students who met all four college-ready benchmarks ranged from 0 to 90.4 percent. Sixteen HISD high schools with at least five testers matched or exceeded the ACT composite national average of 20.7.

### Administrative Response

The district continues to promote the various college entrance assessment options that are available to students, including the ACT. The district's goal is to provide students with information about the multiple pathways to demonstrate college and career readiness. While ACT participation has decreased, the average composite score on the ACT has increased, exceeding both state and national average scores. The district continues to commit to centrally funding and administering a School Day SAT, which provides an accessible and cost-free opportunity for all juniors in the district to take a college readiness assessment. The student and educator resources for the SAT Suite of Assessments include a free K-12 assessment portal for

educators that produces reports to inform instruction and targeted interventions for our students. HISD offers the full SAT Suite of Assessments to students grades 8-12. Free personalized Official SAT Practice (OSP) through Khan Academy remains at the forefront of the district's initiative to prepare students for PSAT and SAT exams. In 2018, the ACT offered test preparation for the first time. ACT Academy™ is a free online learning tool and test practice program designed to help students get the best score possible on the ACT test, though there is currently no district monitoring feature on ACT Academy™. Additionally, HISD College & Career Readiness Advisers continue to assist students in the college-going process by connecting students with the various college entrance assessments.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.



GL

Attachment

cc: Superintendent's Direct Reports  
Area Superintendents  
School Support Officers  
High School Principals  
Montra Rogers  
Jharrett Bryantt



# RESEARCH

Educational Program Report

**ACT RESULTS: CLASS OF 2019**



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# ACT Results: Class of 2019

## Executive Summary

### Program Description

This report summarizes the Class of 2019 ACT participation and performance results. The ACT is a national college-admission exam, developed and administered by ACT, Inc. that assesses both the general education level of high school students and their readiness for college-level work.

### Highlights

- From HISD's Class of 2019, 1,702 students took the ACT. Fewer HISD students took the ACT exam in 2019 than in any previous year since 2010.
- The average ACT composite score of 22.6 for the district reflects the highest score since 2016 and exceeds both the state and national averages. The district's average ACT scores in each subject area have increased since 2016 and exceed state and national averages in English, mathematics, reading, and science.
- HISD students from the major race/ethnicity groups exceeded state ACT composite averages. Although average ACT scores by subject increased over the past six years for all student groups, students identified as Asian, White, and Two or More Races consistently scored higher on the ACT than African American or Hispanic students did.
- Thirty-six percent of HISD students in the Class of 2019 met all four college readiness benchmarks, which is the highest percentage since 2016 and exceeds both state and national percentages.
- While the district continued to show improvement over state and national percentages of students meeting college readiness benchmarks for all areas, various district student groups showed a marked difference in performance relative to these benchmarks. Within the district, students identified as Asian, White, or Two or More Races continued to outperform Hispanic and African American students.
- ACT performance varied greatly among campuses. The average composite scores ranged from 15.4 to 30.9, and the percentage of students who met all four college-ready benchmarks ranged from 0 to 90.4 percent. Sixteen HISD high schools with at least five testers matched or exceeded the ACT composite national average of 20.7.

## Introduction

This report summarizes the Class of 2019 ACT participation and performance results. The ACT is a national college-admission exam, developed and administered by ACT, Inc. that assesses both the general education level of high school students and their readiness for college-level work. The report includes all test-takers who self-reported that they would be graduating in 2019, no matter when they took the assessment.

The ACT consists of four subject area tests and a composite score. The four subject area tests include: English, mathematics, reading, and science. In addition to the subject scores, ACT has created College Readiness (CR) benchmarks, revised in 2013, that represent the minimum scores needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college courses. Scores on the ACT subject tests range from 1–36 and College Readiness Benchmarks are listed below:

- ACT English CR Benchmark Score: 18
- ACT Math CR Benchmark Score: 22
- ACT Reading CR Benchmark Score: 22
- ACT Science CR Benchmark Score: 23

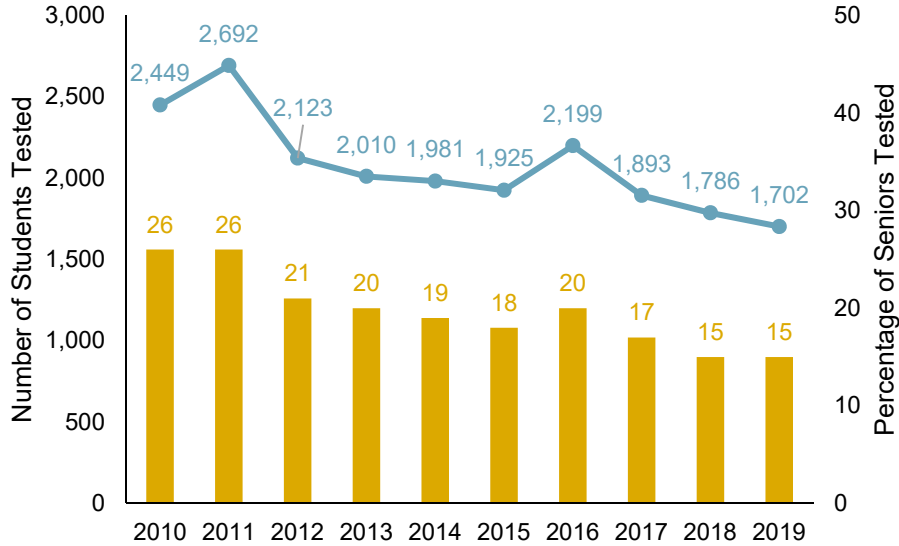
## Results

ACT provides summary reports, campus letters, and data files on ACT participation and performance of “College-Bound” seniors to districts and schools. These reports and data files provide an array of information self-reported by the students when they take the ACT exam. To be included on the file, all test-takers self-reported that they would be graduating in 2019. All race/ethnicity data were extracted from the district, state, and national profile reports.

**ACT Participation**

HISD students' participation in the ACT has decreased from 2010, with a slight rise in 2016 followed by a decrease (**Figure 1**).

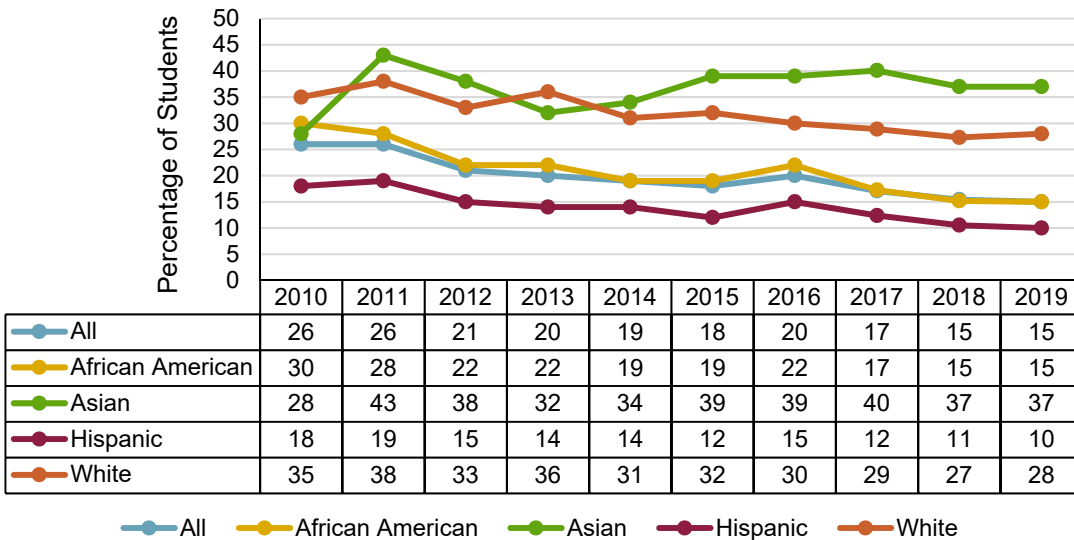
**Figure 1. HISD ACT Test Participation, Classes of 2010–2019**



Sources: The ACT Profile Report – District, Houston Independent School District, 2010–2019; PEIMS Fall Snapshot, 2010–2019

**Figure 2** shows the ACT HISD participation rate by student group. Participation rates for each group were determined by dividing the number of students within that group who took the ACT by the number of seniors within that group.

**Figure 2. ACT Participation Rate by Student Group, Classes of 2010–2019**



Sources: The ACT Profile Report – District, Houston Independent School District, 2010–2019; PEIMS Fall Snapshot, 2010–2019

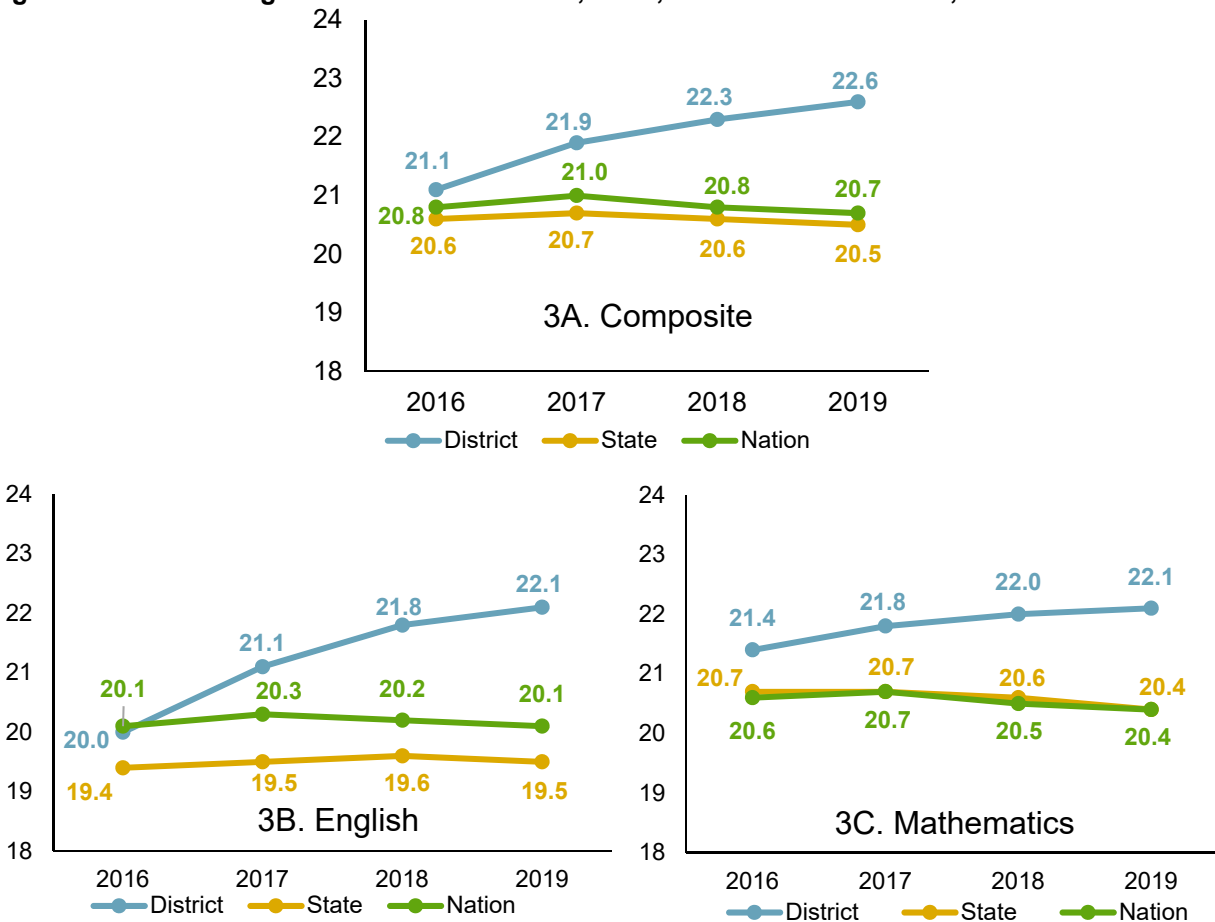
Figure 2 (p. 3) indicates the following:

- The percentage of HISD seniors taking the ACT has dropped from 26 percent in 2010 to 15 percent in 2019.
- African American students have experienced the greatest declines in the proportion of seniors who took the ACT, with a 15 percentage-point decrease in students taking the ACT in 2019 compared to 2010.
- Between 2010 and 2019, the proportion of seniors who took the ACT has declined for all student groups except Asian students.
- An increase of Asian students who took the exam can be seen from the figure, with a nine percentage-point increase in students taking the ACT in 2019 compared to 2010.

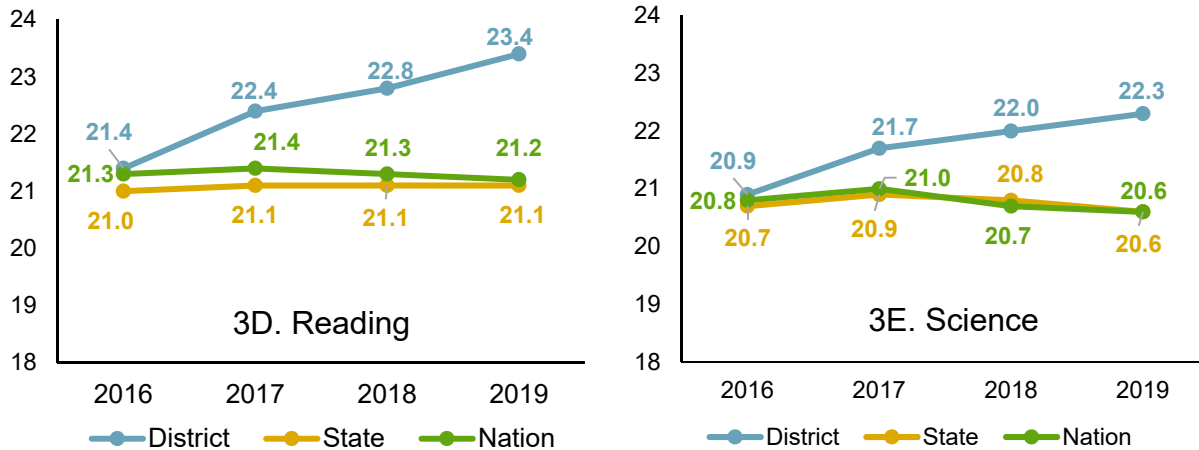
**ACT Performance**

The average ACT composite score of 22.6 for the district reflects the highest score since 2016 and exceeds both the state and the national averages (**Figure 3A**). The district’s average ACT score in each subject area continued to increase since 2016 and exceeded state and national averages in English, mathematics, reading, and science (**Figures 3B–3E**, pp. 4–5).

**Figures 3A–3E. Average ACT Scores of District, State, and National Students, Classes of 2016–2019**



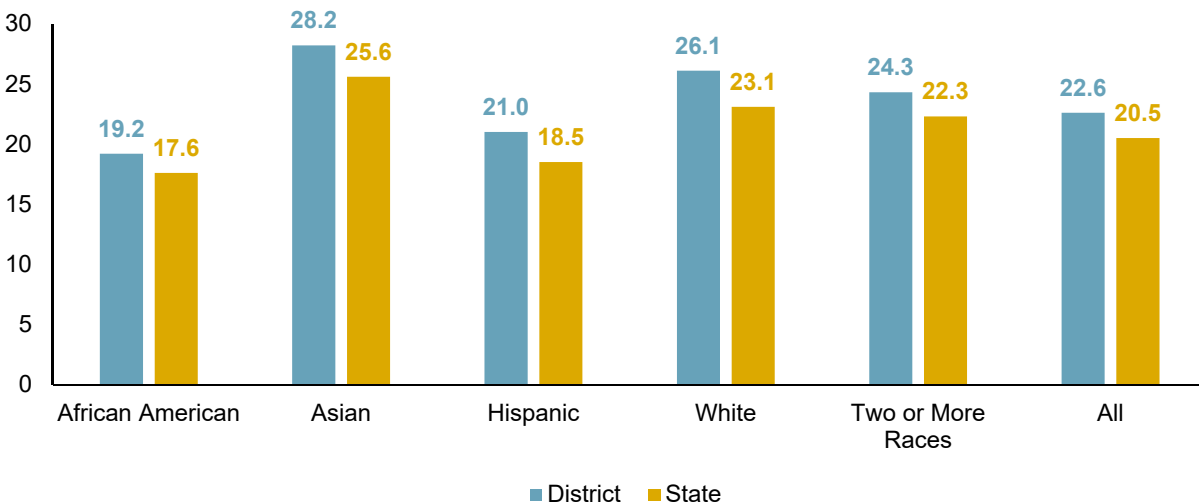




Sources: The ACT Profile Report – District, Houston Independent School District, Classes 2016–2019; The ACT Profile Report – National, Classes of 2016–2018; The Condition of College & Career Readiness 2019 National ACT

In 2019, HISD ACT test-takers from the major race/ethnicity groups exceeded the state’s average ACT composite score (**Figure 4**).

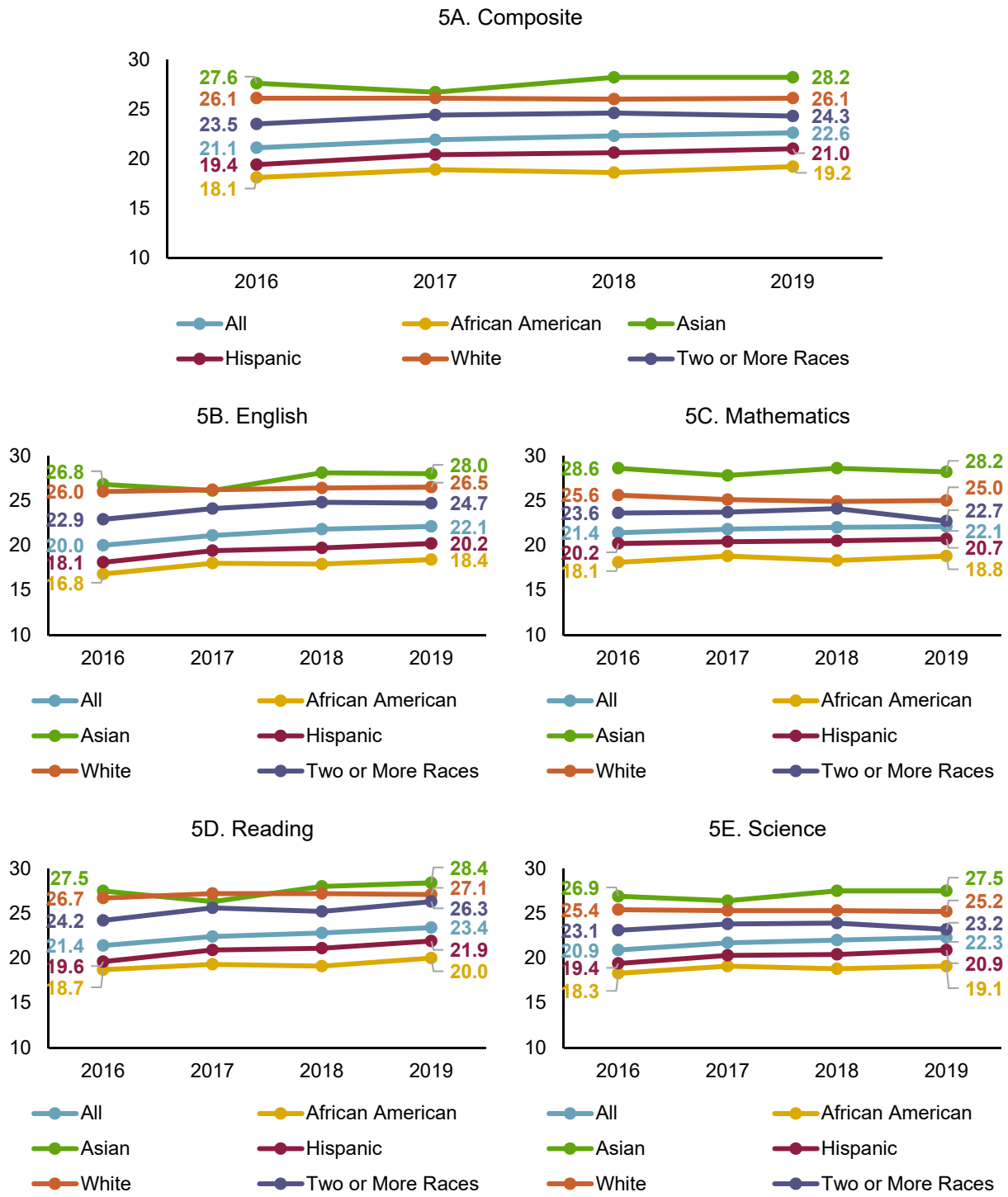
**Figure 4. Average ACT Composite Score by Student Race/Ethnicity, District and State, Class of 2019**



Source: The ACT Profile Report – District, Houston Independent School District, Class of 2019  
 Note: National data was not available at the time of publication.

Although average ACT scores by subject increased over the past four years for most student groups, students identified as Asian, White, and Two or More Races consistently score higher on the ACT than African American or Hispanic students (**Figures 5A–5E**, p. 6). From 2016 to 2019, African American and Hispanic students increased in all four content areas as well as composite scores.

Figures 5A–5E. Average ACT Scores by Subject and Race/Ethnicity, Classes of 2016–2019



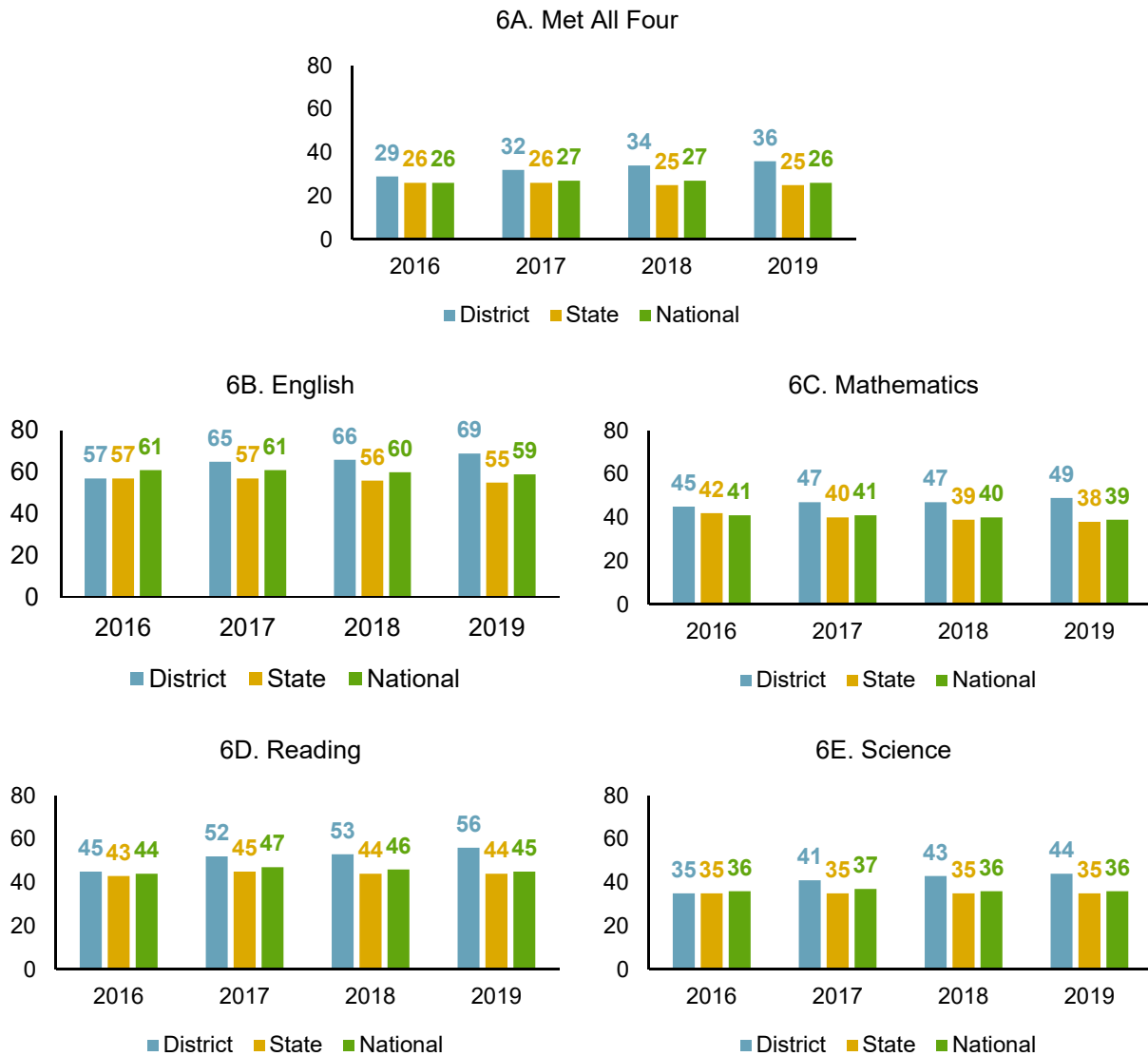
Sources: The ACT Profile Report – District, Houston Independent School District, Classes of 2016–2019

**ACT College Readiness Benchmarks**

Thirty-six percent of students in the HISD Class of 2019 who took the ACT met all four College Readiness (CR) benchmarks, reflecting an increase of two percentage points from the prior year (**Figure 6A**). District

percentages of students who met all four CR benchmarks have shown an increase from 2016 to 2019 and exceeded both state and national percentages. **Figures 6B** and **6D** show that the majority of HISD students met or exceeded the English and reading CR benchmarks (69 percent and 56 percent, respectively). A smaller proportion of HISD students met or exceeded the CR benchmarks for math (49 percent) and science (44 percent), displayed in **Figures 6C** and **6E**.

**Figures 6A–6E. Percentage of College-Ready Students, Classes of 2016–2019, District, State, and National**

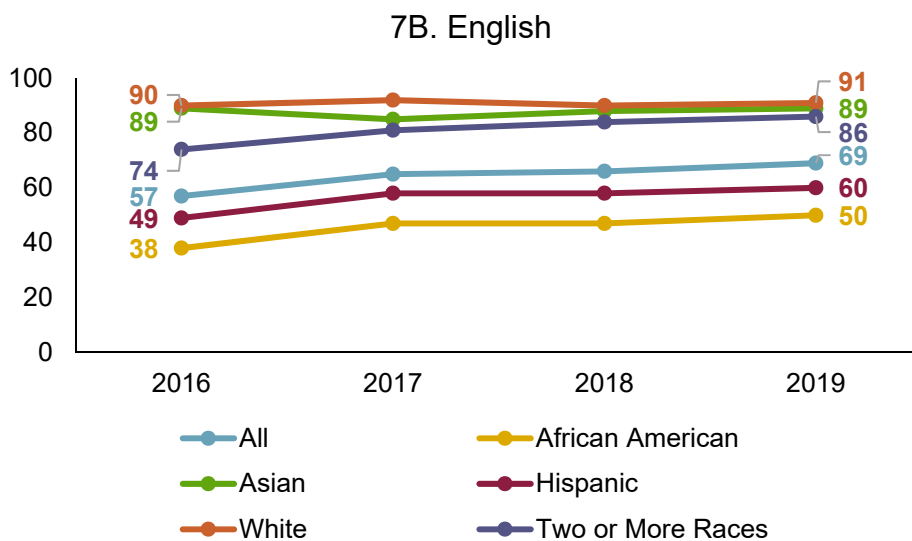
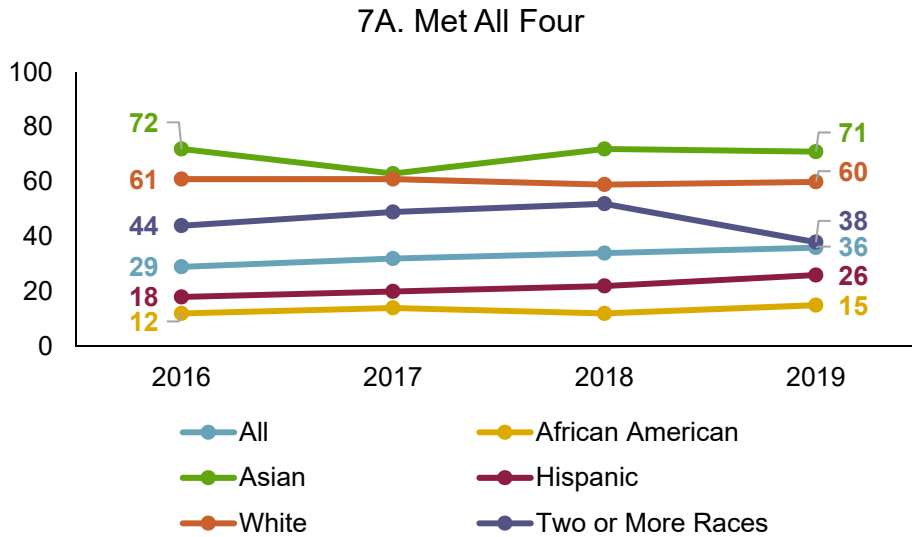


Sources: The ACT Profile Report – District, Houston Independent School District, Classes 2016–2019; The ACT Profile Report – National, Classes of 2016–2018; The Condition of College & Career Readiness 2019 National ACT

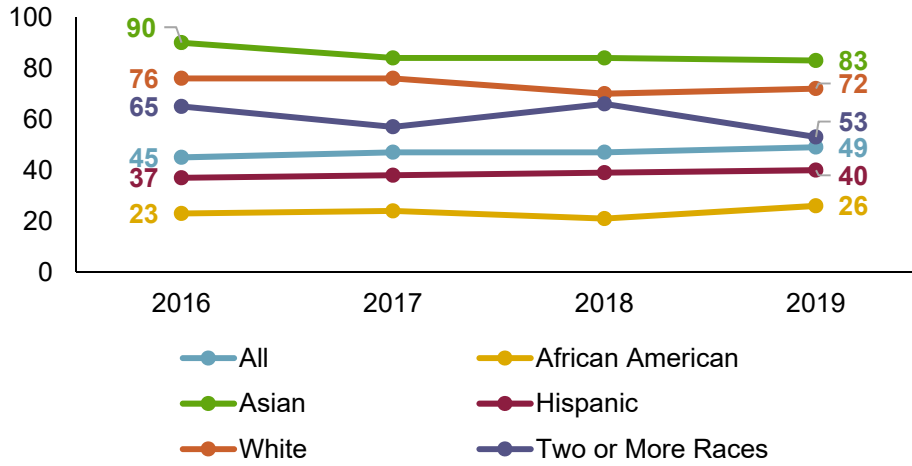
While the district continued to show improvement over state and national percentages of students meeting CR benchmarks for all areas, within the district the various student groups showed a marked difference in performance and meeting these benchmarks. Within the district, students identified as Asian, White, or Two or More Races continued to outperform Hispanic and African American students (**Figures 7A–7E**, pp. 8–

9). Seventy-one percent of students identified as Asian met all four CR benchmarks, but only 15 percent of African American students and 26 percent of Hispanic students achieved the same (Figure 7A). Ninety-one percent of White students, compared to 60 percent of Hispanic students and 50 percent of African American students, met the CR benchmark for English (Figure 7B). Seventy-six percent of Asian students met the CR benchmark for science while 20 percent of African American students achieved the same (Figure 7E, p. 9). Overall, all students showed more growth in English, reading, and science over the past four years. In mathematics, students showed less growth (Figure 7C, p. 9).

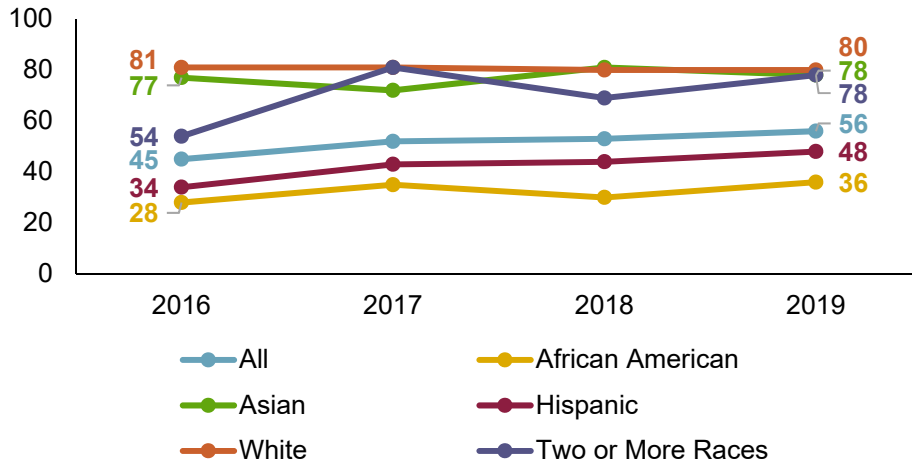
**Figures 7A–7E. HISD Students Met Benchmark by Student Group, Classes of 2016–2019**



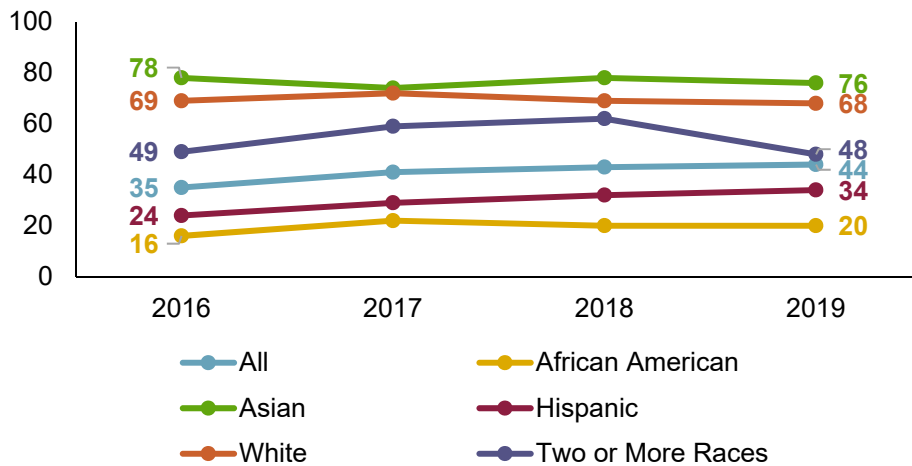
### 7C. Mathematics



### 7D. Reading



### 7E. Science



Sources: The ACT Profile Report – District, Houston Independent School District, Classes of 2016–2019

### ACT Performance by Campus

**Table 1** (p. 11) shows the participation, average composite score, and the percentage of students meeting all four College Readiness Benchmarks by campus. Twenty-three campuses showed an increase in the average composite score from 2018 to 2019. The highest increases in the average composite score were seen at Austin High School (4.6 points) and Challenge Early College High School (3.0 points) although fewer than 15 students tested in 2019 from each school. In both 2018 and 2019, DeBaKey High School had the highest average composite score (30.2 and 30.9, respectively). Seventeen campuses matched or exceeded the ACT state composite average of 20.5, and of those, 16 matched or exceeded the ACT national composite average of 20.7.

Twenty campuses showed an increase in the percentage of students who met all four CR benchmarks. Of those, five campuses had an increase of 10 percentage points or more from 2018 to 2019 although in some cases, the number of students tested was less than 20.

**Table 2** (p. 12) shows the average ACT scores for each of the four content areas by campus. Twenty-two campuses increased their average English score, 21 campuses increased their average mathematics score, 23 campuses increased their average reading score, and 22 campuses increased their average science score from 2018 to 2019.

**Table 1. Average ACT Composite Scores and Percent Met Benchmark by Campus, Classes of 2018 and 2019  
(Sorted by 2019 Avg Composite Score)**

Campus	Number Tested			Average Composite				Percent Met All Four College Readiness Benchmarks		
	2018	2019	Change	2018	2019	Change		2018	2019	Change
DeBaKey HS	100	73	-27	30.2	30.9	0.7		91.0	90.4	-0.6
Carnegie HS	131	109	-22	29.0	29.9	0.9		81.7	89.0	7.3
HS Perf. Vis. Arts	57	49	-8	27.9	28.3	0.4		68.4	73.5	5.1
Bellaire HS	205	213	8	25.5	26.0	0.5		54.6	56.8	2.2
Challenge ECHS	20	11	-9	22.8	25.8	3.0		20.0	72.7	52.7
Westside HS	132	176	44	22.8	23.0	0.2		36.4	38.6	2.2
Lamar HS	300	244	-56	22.4	22.7	0.3		34.3	36.5	2.2
East ECHS	42	28	-14	20.3	22.4	2.1		14.3	42.9	28.6
YWCPA	16	10	-6	20.6	22.3	1.7		12.5	20.0	7.5
Heights HS	37	46	9	20.5	22.1	1.6		18.9	28.3	9.4
E-STEM West HS	13	1	-12	20.8	*	*	*	38.5	*	*
Tx Conn. Acad	62	63	1	22.3	21.9	-0.4		33.9	27.0	-6.9
Leland YMCPA	5	13	8	20.6	21.6	1.0		40.0	23.1	-16.9
N. Houston ECHS	8	21	13	22.3	21.4	-0.9		37.5	28.6	-8.9
Eastwood Acad	8	7	-1	21.9	21.4	-0.5		25.0	28.6	3.6
Austin HS	37	12	-25	16.6	21.2	4.6		2.7	16.7	14.0
Sharpstown Intl	28	38	10	18.1	20.7	2.6		10.7	23.7	13.0
Chavez HS	58	33	-25	20.6	20.5	-0.1		15.5	24.2	8.7
Wisdom HS	23	13	-10	17.1	20.0	2.9		0.0	7.7	7.7
Energy Institute HS	146	157	11	19.9	19.9	0.0		17.1	19.1	2.0
HS for Law and Justice	4	19	15	*	19.5	*	*	*	10.5	*
Sharpstown HS	46	10	-36	17.8	19.1	1.3		6.5	10.0	3.5
Hou Acad. Intl.	20	117	97	22.0	19.0	-3.0		20.0	8.5	-11.5
Milby HS	24	12	-12	16.1	19.0	2.9		0.0	8.3	8.3
Mount Carmel Acad	7	8	1	22.0	18.8	-3.2		14.3	12.5	-1.8
Waltrip HS	33	19	-14	17.9	18.8	0.9		6.1	10.5	4.4
Long Acad	7	7	0	18.1	18.7	0.6		14.3	14.3	0.0
Yates HS	8	21	13	16.4	18.3	1.9		0.0	9.5	9.5
Scarborough HS	8	12	4	17.6	17.6	*	*	0.0	0.0	*
South ECHS	0	5	5	--	17.6	--	--	--	0.0	--
Houston MSTC HS	16	33	17	17.6	17.0	-0.6		12.5	3.0	-9.5
Furr HS	5	13	8	16.2	16.8	0.6		0.0	0.0	0.0
Washington HS	4	16	12	*	16.7	*	*	*	0.0	*
Westbury HS	31	13	-18	17.8	16.5	-1.3		6.5	0.0	-6.5
Madison HS	31	22	-9	15.5	16.3	0.8		0.0	0.0	0.0
E-STEM Central HS	8	5	-3	18.0	16.2	*	*	12.5	0.0	*
Sterling HS	14	9	-5	15.4	16.2	0.8		0.0	0.0	0.0
North Forest HS	13	7	-6	15.5	15.9	0.4		0.0	14.3	14.3
Wheatley HS	26	22	-4	16.4	15.4	-1.0		0.0	0.0	0.0
Jones HS	10	4	-6	16.2	*	*	*	0.0	*	*
Kashmere HS	1	3	2	*	*	*	*	*	*	*
Mid Coll - Fraga	0	1	1	--	*	*	*	--	*	*
Northside HS	7	4	-3	21.4	*	*	*	14.3	*	*
Worthing HS	14	3	-11	16.9	*	*	*	0.0	*	*
Liberty HS	7	0	-7	16.1	--	--	--	14.3	--	--
Mid Coll - Gulfton	0	0	0	--	--	--	--	--	--	--

Sources: ACT datafile, 2018 and 2019

Notes: \*Fewer than 5 students tested; --No students tested

**Table 2. Average ACT Scores by Campus and Subject, Classes of 2018 and 2019**

Campus	English			Mathematics			Reading			Science			
	2018	2019	Change	2018	2019	Change	2018	2019	Change	2018	2019	Change	
Austin HS	15.4	19.1	3.7	17.4	21.7	4.3	16.1	20.9	4.8	16.7	21.8	5.1	
Bellaire HS	25.6	26.3	0.7	25.5	25.2	-0.3	25.8	27.0	1.2	24.8	25.0	0.2	
Carnegie HS	29.1	30.0	0.9	28.9	29.4	0.5	29.7	31.1	1.4	27.9	28.5	0.6	
Challenge ECHS	23.2	25.4	2.2	21.4	24.5	3.1	25.3	27.3	2.0	21.2	25.8	4.6	
Chavez HS	19.7	19.7	0.0	20.7	19.8	-0.9	21.0	21.8	0.8	20.7	20.2	-0.5	
DeBakey HS	29.9	31.1	1.2	30.5	31.1	0.6	30.1	31.0	0.9	29.5	29.9	0.4	
East ECHS	19.4	21.5	2.1	20.7	22.6	1.9	20.8	22.5	1.7	19.9	22.4	2.5	
Eastwood Acad	19.9	19.1	-0.8	22.6	22.3	-0.3	22.6	19.9	-2.7	21.5	23.1	1.6	
Energy Institute HS	19.0	19.0	0.0	19.5	19.8	0.3	20.2	20.2	0.0	20.3	20.3	0.0	
E-STEM Central HS	17.1	14.0	-3.1	19.4	16.4	-3.0	18.8	17.0	-1.8	16.6	16.2	-0.4	
E-STEM West HS	21.1	*	*	20.9	*	*	20.5	*	*	20.3	*	*	
Furr HS	14.2	15.5	1.3	15.6	16.7	1.1	17.2	16.8	-0.4	17.2	17.0	-0.2	
Heights HS	20.8	21.9	1.1	19.2	20.8	1.6	21.6	23.4	1.8	20.4	21.7	1.3	
Hou Acad. Intl.	21.8	18.3	-3.5	20.6	19.1	-1.5	24.2	20.2	-4.0	21.1	17.9	-3.2	
Houston MSTC HS	16.1	15.8	-0.3	17.4	16.6	-0.8	16.9	17.6	0.7	19.2	17.5	-1.7	
HS for Law and Justice	*	18.6	*	*	17.8	*	*	21.5	*	*	19.6	*	*
HS Perf. Vis. Arts	29.5	29.7	0.2	25.7	25.8	0.1	28.9	30.0	1.1	26.5	27.3	0.8	
Jones HS	14.6	*	*	16.7	*	*	16.2	*	*	16.9	*	*	
Kashmere HS	*	*	*	*	*	*	*	*	*	*	*	*	
Lamar HS	22.2	22.6	0.4	21.4	21.5	0.1	23.5	23.8	0.3	22.2	22.3	0.1	
Leland YMCPA	20.6	21.0	0.4	22.0	21.7	-0.3	19.0	21.6	2.6	21.0	21.0	0.0	
Liberty HS	15.0	--	--	16.3	--	--	15.7	--	--	17.1	--	--	
Long Acad	16.7	17.6	0.9	18.9	20.3	1.4	17.6	17.6	0.0	18.9	19.1	0.2	
Madison HS	14.0	14.7	0.7	15.8	16.3	0.5	15.3	16.6	1.3	16.5	17.1	0.6	
Mid Coll - Fraga	--	*	--	--	*	--	--	*	--	--	*	--	
Mid Coll - Gulfton	--	--	--	--	--	--	--	--	--	--	--	--	
Milby HS	14.9	17.9	3.0	16.0	18.2	2.2	16.4	21.2	4.8	16.4	18.3	1.9	
Mount Carmel Acad	21.6	18.3	-3.3	22.7	19.3	-3.4	23.4	18.3	-5.1	20.1	19.1	-1.0	
North Forest HS	14.1	13.0	-1.1	16.2	17.3	1.1	14.5	16.4	1.9	16.6	16.1	-0.5	
N. Houston ECHS	22.5	21.0	-1.5	22.6	21.1	-1.5	22.3	21.3	-1.0	20.9	21.7	0.8	
Northside HS	22.6	*	*	21.6	*	*	21.6	*	*	19.6	*	*	
Scarborough HS	16.1	15.2	-0.9	17.1	18.9	1.8	19.0	17.3	-1.7	18.1	17.9	-0.2	
Sharpstown HS	15.9	17.6	1.7	18.3	19.8	1.5	17.9	18.5	0.6	18.6	19.7	1.1	
Sharpstown Intl	17.6	19.2	1.6	18.7	21.2	2.5	18.1	20.6	2.5	18.1	21.3	3.2	
South ECHS	--	14.6	--	--	18.6	--	--	18.6	--	--	19.2	--	
Sterling HS	13.5	15.3	1.8	16.0	16.2	0.2	15.5	16.0	0.5	16.5	16.9	0.4	
TX Conn. Acad	22.0	21.5	-0.5	20.9	20.2	-0.7	24.0	24.3	0.3	22.0	21.3	-0.7	
Waltrip HS	17.5	17.7	0.2	18.2	19.0	0.8	17.9	18.3	0.4	17.5	19.6	2.1	
Washington HS	*	15.8	*	*	16.8	*	*	16.9	*	*	16.4	*	*
Westbury HS	16.9	14.2	-2.7	17.7	15.4	-2.3	18.7	17.6	-1.1	17.7	18.7	1.0	
Westside HS	22.1	22.4	0.3	22.8	22.8	0.0	23.5	23.5	0.0	22.3	23.0	0.7	
Wheatley HS	14.2	13.9	-0.3	15.9	15.4	-0.5	17.7	15.7	-2.0	17.0	16.1	-0.9	
Wisdom HS	15.7	18.9	3.2	17.7	20.0	2.3	17.3	20.5	3.2	16.8	19.8	3.0	
Worthing HS	15.8	*	*	16.6	*	*	17.7	*	*	16.6	*	*	
Yates HS	14.3	17.7	3.4	17.1	17.9	0.8	18.4	19.3	0.9	14.9	17.9	3.0	
YWCPA	19.4	22.6	3.2	20.3	20.0	-0.3	20.9	26.2	5.3	21.5	20.5	-1.0	

Sources: ACT datafile, 2018 and 2019

Notes: \*Fewer than 5 students tested; --No students tested

## Conclusion

Between 2010 and 2019, the number of HISD students who have taken the ACT has steadily declined. The percentage of Asian students who took the exam has increased from just 28 percent in 2010 to 37 percent in 2019. Participation among other groups declined, but none as sharply as rates for African American students, which decreased from 30 percent participation in 2010 to 15 percent in 2019.

While participation rates are decreasing, performance on the ACT by students in HISD has improved and exceeds state and national averages for composite averages, as well as for all four content areas tested by the ACT exam. The composite average for the district increased from 21.1 in 2016 to 22.6 in 2019 while



the state and national averages have slightly decreased. Similar trends hold true for each of the four subject areas, with most state and national averages showing decreases.

Student groups also showed similar increases over both the state and national averages for each race/ethnicity. African American graduating seniors in HISD scored 1.6 points higher than African American graduating seniors statewide, and Hispanic graduating seniors in HISD scored 2.5 points higher than Hispanic graduating seniors statewide. Still, students who are Asian, White, and Two or More Races tend to score higher than African American and Hispanic students.

The percentage of students meeting college-ready benchmarks in all four content areas for the district has increased from 29 percent in 2016 to 36 percent in 2019. In fact, the percentage of district students meeting the college-ready benchmarks is higher than those statewide and nationwide in each of the four subject areas.

When looking across the district at individual campuses, performance varies markedly, with average composite scores ranging from 15.4 to 30.9, and with the percentage of students who met all four college-ready benchmarks ranging from 0 to 90.4 percent. While 17 campuses matched or exceeded the ACT composite state average of 20.5, 21 campuses did not.

Given the low ACT participation rate for HISD students, it is difficult to draw conclusions regarding district and campus performance from these results. The relatively high average scores and percentages of students meeting CR benchmarks at some campuses, however, indicates pockets of success. There is still work to be done to help all of our students become college-ready high school graduates.