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*Evaluation of Creek's Graduating Class of 2011*

The purpose of this study was to see if there was a significant difference between the ACT test scores of both gender and ethnicity, which is important so that schools can focus on the students who actually need more help on performing better on the ACT. The study was also important to perform in order to evaluate the students at Creek to see if students met the National ACT score benchmark. This study was also useful to see if there was a significant difference in the GPAs of both gender and ethnicity and if the GPA, ethnicity, or gender could predict the outcome of the ACT composite score. In 10th grade boys scored significantly better on the math part of the PLAN test, while girls scored significantly better on the English part of the PLAN test. Then on the ACT test, which was administered in 11th grade, boys performed significantly better on the science and math parts of the exam than girls. When it came to ethnicity, Caucasians generally scored significantly better on the ACT and PLAN tests than Hispanics and African Americans. On the other hand, Asians outperformed Caucasians significantly on the ACT and PLAN test. It was also found through regression calculation that the PLAN composite score, the weighted cumulative GPA, gender, Explorer composite score, and the unweighted GPA could all predict the future outcome of the ACT test score for a student. When it came to the difference between the weighted/unweighted cumulative GPA, and the ACT composite score between the genders and ethnicity, it was found that there was a significant difference between the weighted/unweighted GPAs between Caucasian girls and boys, with girls having a higher GPA in both, but the ACT composite score didn't show a significant difference between genders. The significant difference calculation for Asians showed no significant difference between the weighted/unweighted cumulative GPAs of boys and girls, but did show a significant difference in the ACT composite scores of both genders, with boys having a better ACT composite score. It was also found that 23.08% of African Americans didn't meet the benchmark score in the ACT English (18), their population having the highest percentage of not meeting the requirement. Hispanics had the highest percentage of not meeting the ACT Math benchmark (22), with 41.18%. Hispanics also had the highest percentage in not meeting the ACT Reading benchmark (21) and the ACT Science benchmark (24), with 29.41% and 52.94 %, respectively. There were big problems in the science part of the ACT, with 23% of Caucasians, 20% of Asians, almost 40% of African Americans, and 53% of Hispanics not meeting the science benchmark.