



Profile Report - National

Graduating Class 2017

National



New to your 2017 Profile Report

Though ACT will continue to report English, mathematics, reading, and science subject scores, beginning in September 2016, subscores such as rhetorical skills and arts/literature will be omitted. Instead, a comprehensive set of reporting categories aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness will be included. This change will make it easier for students, parents, and educators to gain deeper insight into students' performance and better understand strengths and areas for improvement in each subject.

In this report, reporting category outcomes indicate the percentage of students with reporting category scores falling within associated ACT Readiness Ranges. These ranges reflect where a student who has met an associated ACT College Readiness Benchmark would typically perform in each reporting category.

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We are pleased to provide this 2017 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2017 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

This report focuses on:

Performance - student test performance in the context of college readiness

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.

Total Students in Report: 2,030,038

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, STEM, and writing (optional)
- 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 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.

Only 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 and STEM. 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

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

27% 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: 2,030,038 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.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 68% 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 5% of the cohort took less than three years of math courses. Of these students, 8% were college ready. 11% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 10% of these students were college ready. In comparison, 49% 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 12% of the cohort took less than three years of natural science courses. 17% of these students were college ready. In comparison, 42% 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 51% 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

Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning in August 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

To find the results of only standard time or extended time test takers, refer to Tables 1.8 and 1.9 on page 10.

Total Students in Report: 2,030,038

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

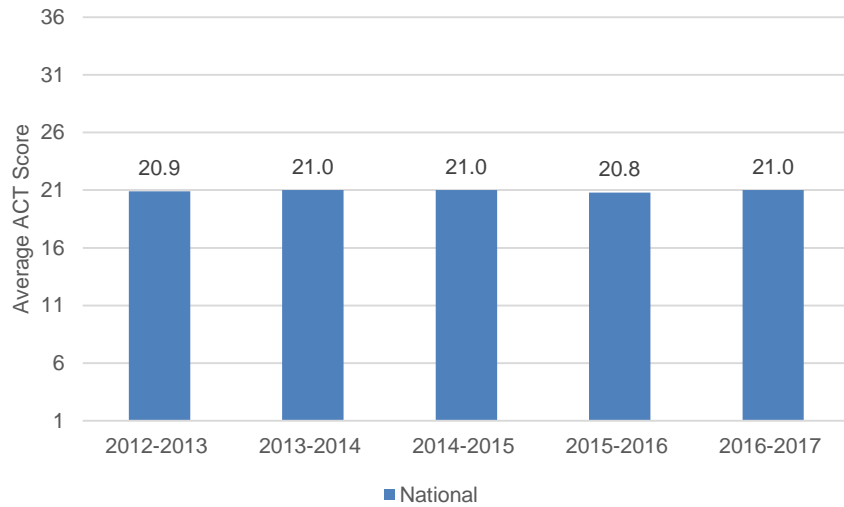


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

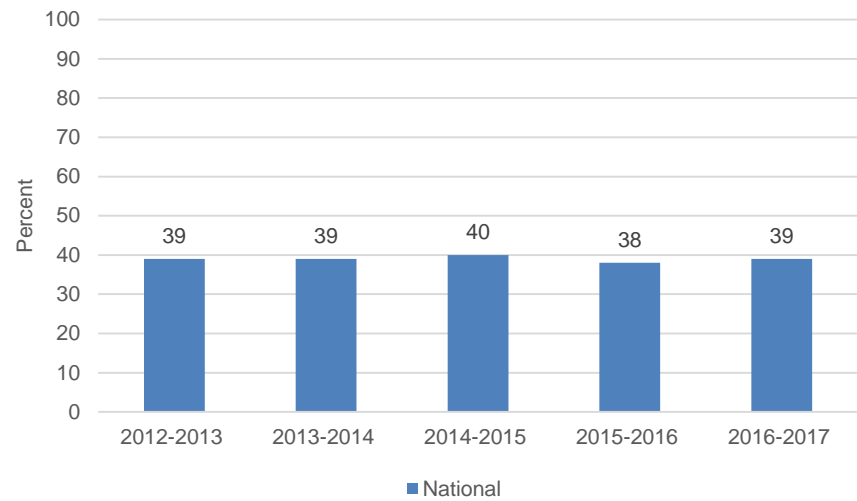


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

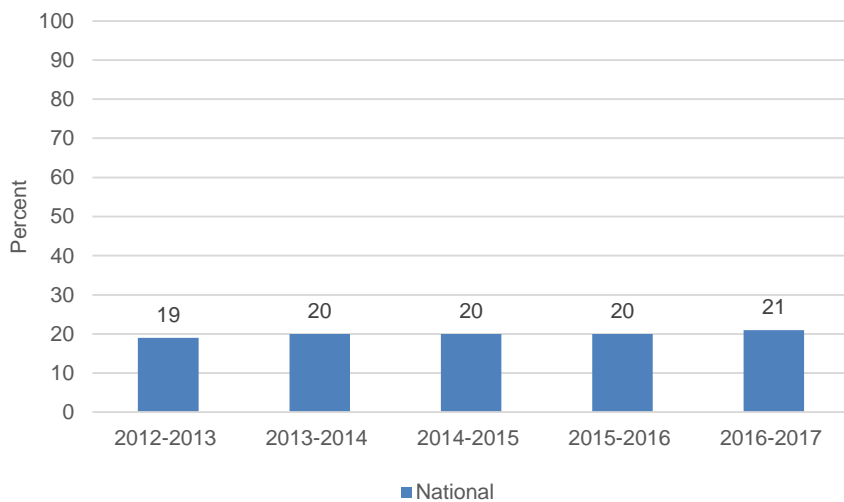
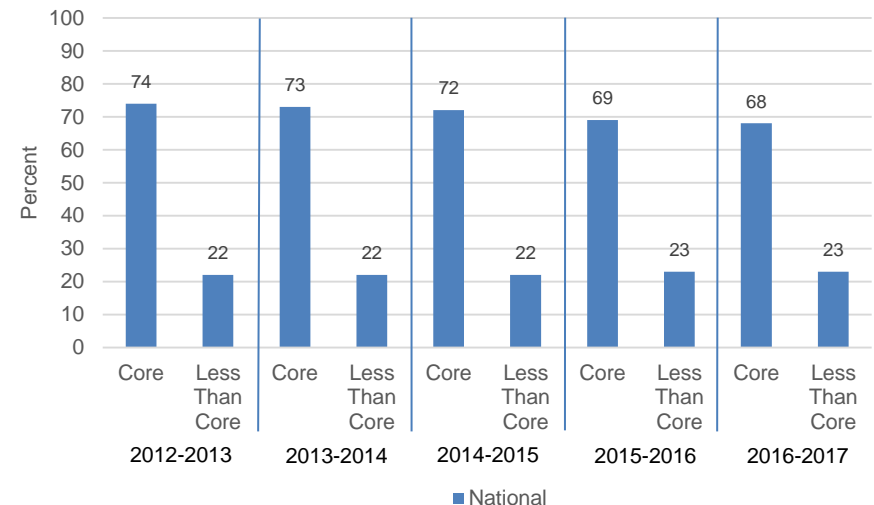


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



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

Total Students in Report: 2,030,038

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

Year	Number of Students	Percent Who Met Benchmarks				
	Tested National	English National	Mathematics National	Reading National	Science National	Met All Four National
2013	1,799,243	64	44	44	36	26
2014	1,845,787	64	43	44	37	26
2015	1,924,436	64	42	46	38	28
2016	2,090,342	61	41	44	36	26
2017	2,030,038	61	41	47	37	27

Table 1.2. Five Year Trends—Average ACT Scores (table omitted for this report)

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students	Average ACT Scores				
	Tested	English	Mathematics	Reading	Science	Composite
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8
2017	2,030,038	20.3	20.7	21.4	21.0	21.0

Total Students in Report: 2,030,038

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
2013	1,322,739	396,592	74	22	21.2	17.8	21.7	18.9	22.0	19.0	21.5	18.8	21.7	18.7
2014	1,347,997	405,073	73	22	21.4	17.9	21.7	18.9	22.2	19.2	21.6	18.9	21.8	18.9
2015	1,389,338	424,562	72	22	21.4	18.0	21.7	18.9	22.3	19.3	21.8	19.0	21.9	18.9
2016	1,441,538	483,335	69	23	21.3	17.8	21.5	18.7	22.3	19.2	21.7	18.8	21.9	18.7
2017	1,376,479	464,989	68	23	21.6	17.9	21.7	18.8	22.6	19.3	21.9	19.1	22.1	18.9

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.

²Percent 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	2013			2014			2015			2016			2017		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,799,243	100	20.9	1,845,787	100	21.0	1,924,436	100	21.0	2,090,342	100	20.8	2,030,038	100	21.0
Black/African American	239,598	13	16.9	241,678	13	17.0	252,566	13	17.1	272,363	13	17.0	256,756	13	17.1
American Indian/Alaska Native	14,217	1	18.0	14,263	1	18.0	14,711	1	17.9	16,183	1	17.7	16,135	1	17.5
White	1,034,712	58	22.2	1,038,435	56	22.3	1,057,803	55	22.4	1,119,398	54	22.2	1,062,439	52	22.4
Hispanic/Latino	259,741	14	18.8	281,216	15	18.8	299,920	16	18.9	337,280	16	18.7	347,906	17	18.9
Asian	71,677	4	23.5	80,370	4	23.5	87,499	5	23.9	93,493	4	24.0	96,097	5	24.3
Native Hawaiian/Other Pacific Islander	4,772	0	19.5	5,676	0	18.6	6,090	0	18.8	6,797	0	18.6	6,503	0	18.4
Two or more races	64,221	4	21.1	70,013	4	21.2	76,066	4	21.2	85,494	4	21.0	86,119	4	21.2
Prefer not to respond/No response	110,305	6	20.7	114,136	6	20.7	129,781	7	20.6	159,334	8	20.1	158,083	8	20.3

Total Students in Report: 2,030,038

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students			Students Meeting STEM Benchmarks	
	Number of Students Tested National	Avg. STEM Score National	Percent Meeting STEM Benchmark National	Avg. Mathematics Score National	Avg. Science Score National
2013	1,799,243	21.1	19	28.7	28.0
2014	1,845,787	21.1	20	28.7	28.3
2015	1,924,436	21.1	20	28.7	28.4
2016	2,090,342	20.9	20	28.7	28.6
2017	2,030,038	21.1	21	28.7	28.7

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

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Below Proficient			Text Complexity Proficiency Level Proficient			Above Proficient		
	N National	Percent National	Avg. Reading National	N National	Percent National	Avg. Reading National	N National	Percent National	Avg. Reading National
2013	0	.	.	0	.	.	0	.	.
2014	0	.	.	0	.	.	0	.	.
2015	0	.	.	0	.	.	0	.	.
2016	485,762	23	17.0	322,548	15	23.6	235,380	11	30.3
2017	999,708	49	16.2	596,096	29	23.4	427,075	21	30.8

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

Total Students in Report: 2,030,038

Table 1.8. Average ACT College Reportable Scores by Test Session Duration

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Standard Time	1,927,386	95	20.5	20.8	21.5	21.1	21.1
	Extended Time	102,652	5	17.5	18.5	19.5	18.9	18.7
	Total	2,030,038	100	20.3	20.7	21.4	21.0	21.0

Table 1.9. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
National	Standard Time	63	41	48	38	28
	Extended Time	42	25	36	26	19
	Total	61	41	47	37	27

Section II

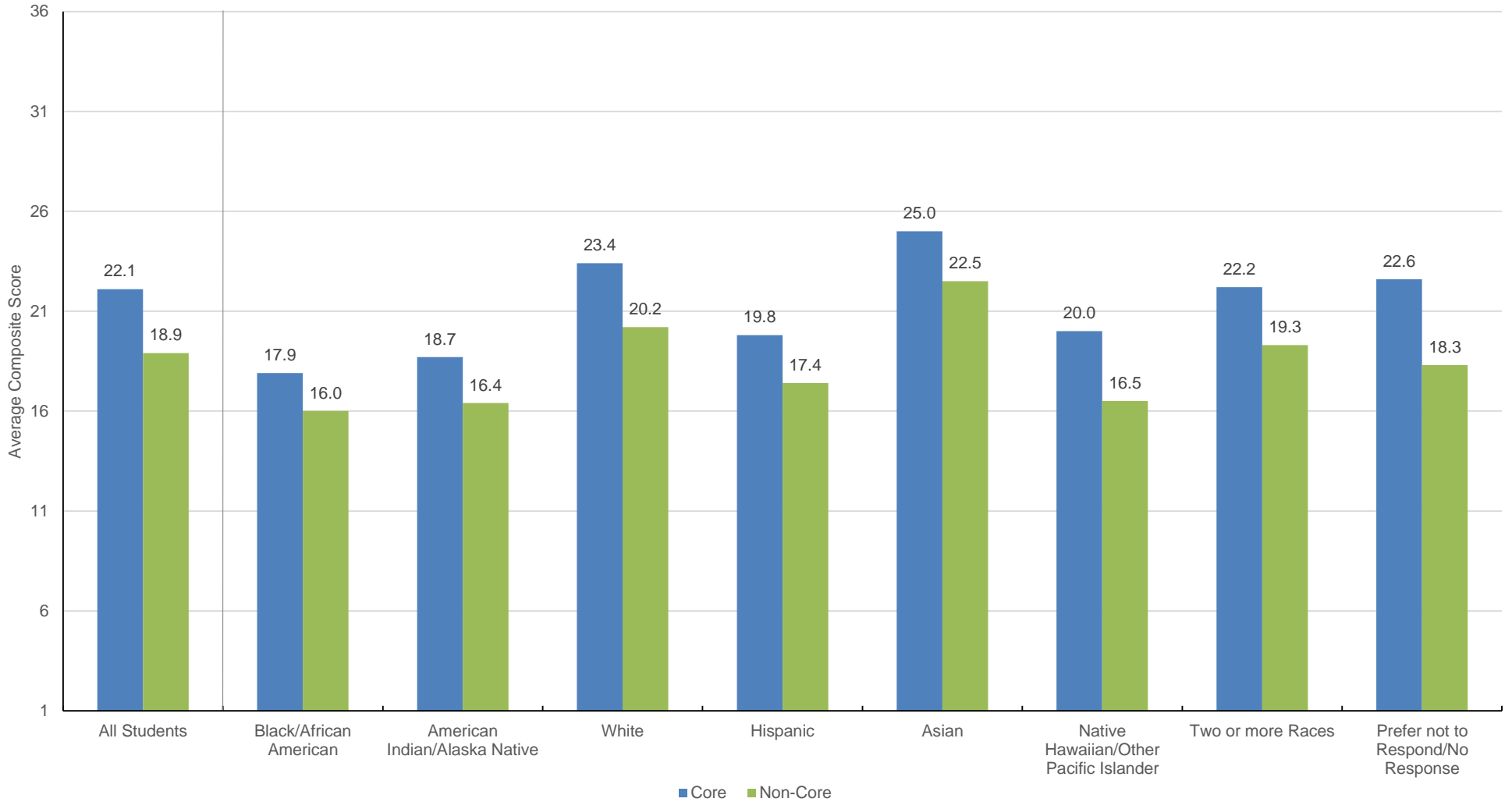
Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 2,030,038

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.

Total Students in Report: 2,030,038

Table 2.1. ACT Score Distributions, Cumulative Percents (CP¹), and Score Averages

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	16,679	100	7,437	100	24,343	100	13,433	100	2,760	100	6,581	100	36
35	51,213	99	16,804	99	29,138	99	15,490	99	12,386	99	12,431	99	35
34	35,844	97	15,103	99	42,355	97	22,168	99	20,499	99	17,144	99	34
33	32,940	95	21,727	98	45,546	95	28,545	97	26,920	98	20,462	98	33
32	23,556	93	24,806	97	55,334	93	13,818	96	33,115	97	25,716	97	32
31	29,873	92	23,803	96	56,480	90	29,086	95	39,554	95	31,777	96	31
30	48,006	91	32,711	95	51,780	88	32,923	94	47,628	93	36,696	94	30
29	37,675	88	43,738	93	55,062	85	38,041	92	52,031	91	45,664	93	29
28	41,108	86	67,030	91	58,212	82	45,770	90	61,476	88	57,021	90	28
27	59,738	84	95,048	88	48,916	79	56,957	88	70,473	85	72,283	88	27
26	56,436	81	95,669	83	63,270	77	77,204	85	80,088	82	91,295	84	26
25	91,312	79	98,944	78	71,592	74	94,709	82	91,462	78	105,937	79	25
24	97,269	74	114,839	73	103,926	70	142,790	77	103,229	73	114,063	74	24
23	113,492	69	86,956	68	101,120	65	139,678	70	112,286	68	113,516	69	23
22	109,389	64	80,079	63	146,261	60	157,816	63	119,860	63	114,353	63	22
21	119,635	58	79,563	59	101,480	53	135,053	55	125,682	57	123,576	57	21
20	112,096	53	83,206	55	123,272	48	148,246	49	128,865	51	137,268	51	20
19	87,700	47	113,468	51	108,073	42	134,870	41	130,082	44	150,933	45	19
18	83,622	43	150,012	46	128,168	37	133,760	35	133,229	38	158,544	37	18
17	87,763	39	184,568	38	95,322	30	127,961	28	131,539	31	160,040	29	17
16	113,646	34	238,499	29	95,406	26	117,285	22	128,329	25	150,956	21	16
15	139,650	29	186,831	18	92,513	21	86,435	16	120,464	19	122,638	14	15
14	99,601	22	104,067	8	93,040	16	74,574	12	108,348	13	86,915	8	14
13	68,246	17	41,439	3	89,222	12	66,197	8	83,017	7	46,517	4	13
12	70,128	13	15,235	1	58,746	7	36,993	5	43,740	3	18,319	1	12
11	80,035	10	4,747	1	47,509	5	30,500	3	15,169	1	5,628	1	11
10	62,087	6	1,877	1	20,570	2	15,298	1	4,646	1	2,044	1	10
9	29,288	3	751	1	11,367	1	7,627	1	1,840	1	864	1	9
8	17,079	2	319	1	6,256	1	3,563	1	743	1	441	1	8
7	8,677	1	293	1	2,313	1	946	1	327	1	200	1	7
6	3,441	1	178	1	1,075	1	1,218	1	146	1	85	1	6
5	1,626	1	71	1	1,207	1	555	1	60	1	69	1	5
4	699	1	120	1	673	1	93	1	30	1	39	1	4
3	251	1	28	1	153	1	300	1	12	1	10	1	3
2	161	1	0	1	212	1	14	1	2	1	10	1	2
1	77	1	72	1	126	1	122	1	1	1	3	1	1
Avg (SD)	20.3 (6.9)		20.7 (5.5)		21.4 (6.6)		21.0 (5.5)		21.0 (5.6)		21.1 (5.2)		Avg (SD)

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

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

Figure 2.2. English Reporting Categories¹

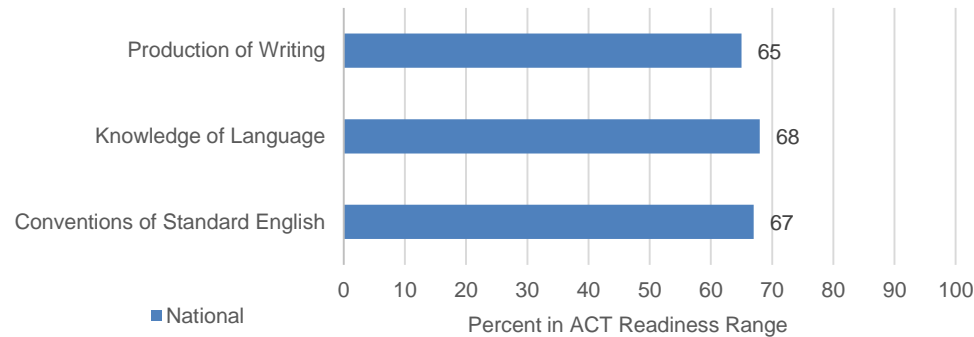


Figure 2.3. Math Reporting Categories¹

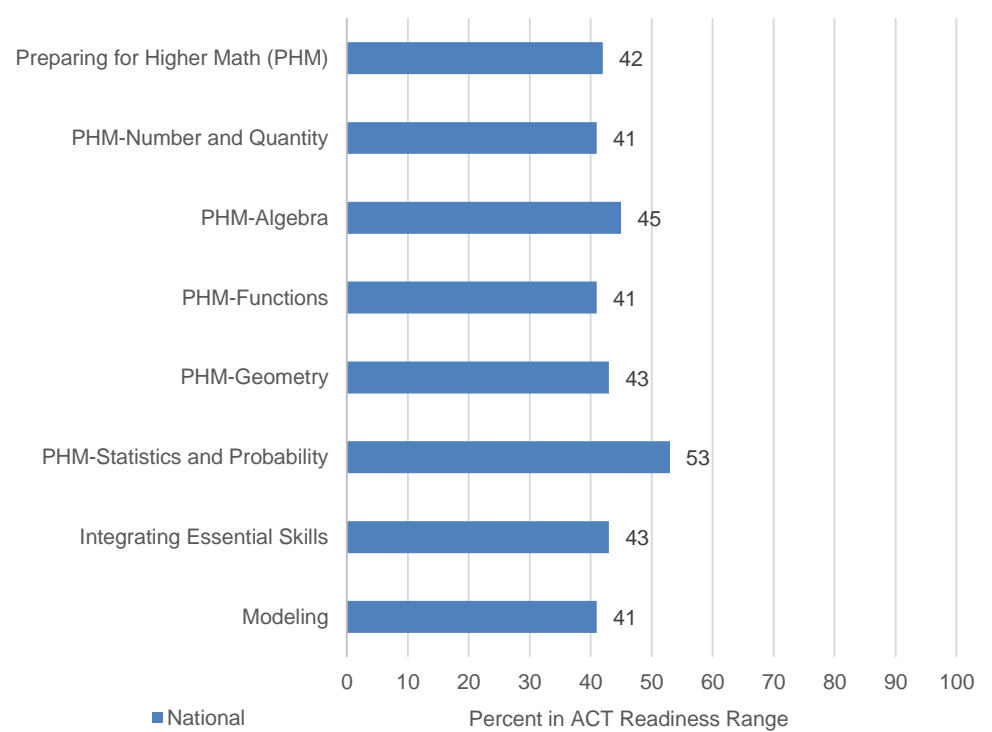


Figure 2.4. Reading Reporting Categories¹

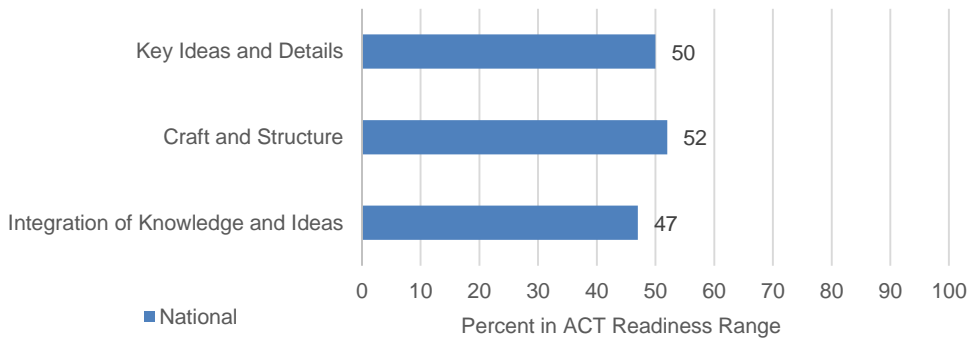
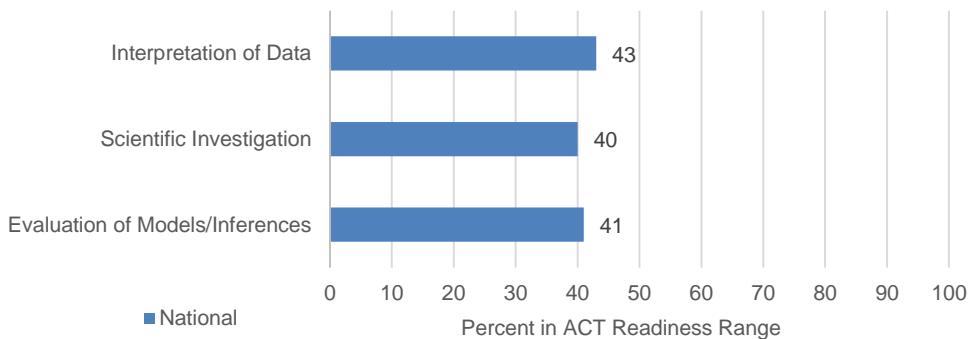


Figure 2.5. Science Reporting Categories¹



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.

¹Reporting Categories are reported only for testing events beginning September 2016 .

Total Students in Report: 2,030,038

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	2,030,038	68	22.1	18.9
National	Black/African American	256,756	63	17.9	16.0
	American Indian/Alaska Native	16,135	54	18.7	16.4
	White	1,062,439	72	23.4	20.2
	Hispanic/Latino	347,906	66	19.8	17.4
	Asian	96,097	78	25.0	22.5
	Native Hawaiian/Other Pac. Isl.	6,503	58	20.0	16.5
	Two or More Races	86,119	68	22.2	19.3
	Prefer not/No Response	158,083	46	22.6	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	2,030,038	100	20.3	20.7	21.4	21.0	21.0	21.1
National	Black/African American	256,756	13	16.0	17.1	17.4	17.4	17.1	17.5
	American Indian/Alaska Native	16,135	1	16.1	17.6	18.0	18.0	17.5	18.0
	White	1,062,439	52	22.1	21.9	23.0	22.3	22.4	22.3
	Hispanic/Latino	347,906	17	17.7	18.9	19.3	19.1	18.9	19.2
	Asian	96,097	5	23.7	25.2	23.9	24.0	24.3	24.9
	Native Hawaiian/Other Pac. Isl.	6,503	0	17.2	18.6	18.6	18.7	18.4	18.9
	Two or More Races	86,119	4	20.6	20.7	21.9	21.2	21.2	21.2
	Prefer not/No Response	158,083	8	19.5	20.1	20.8	20.3	20.3	20.5

Total Students in Report: 2,030,038

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

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
National	Males	939,730	66	22.3	18.7
	Females	1,047,170	71	21.9	19.3
	No Response	43,138	27	19.0	16.5

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 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
National	Males	939,730	46	19.9	21.2	21.2	21.3	21.0	21.5
	Females	1,047,170	52	20.8	20.4	21.8	20.8	21.1	20.8
	No Response	43,138	2	16.4	17.8	17.9	18.1	17.7	18.2

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	25	25	26	24	25
Q2 (50th Percentile)	20	19	21	21	20
Q1 (25th Percentile)	15	16	16	17	17

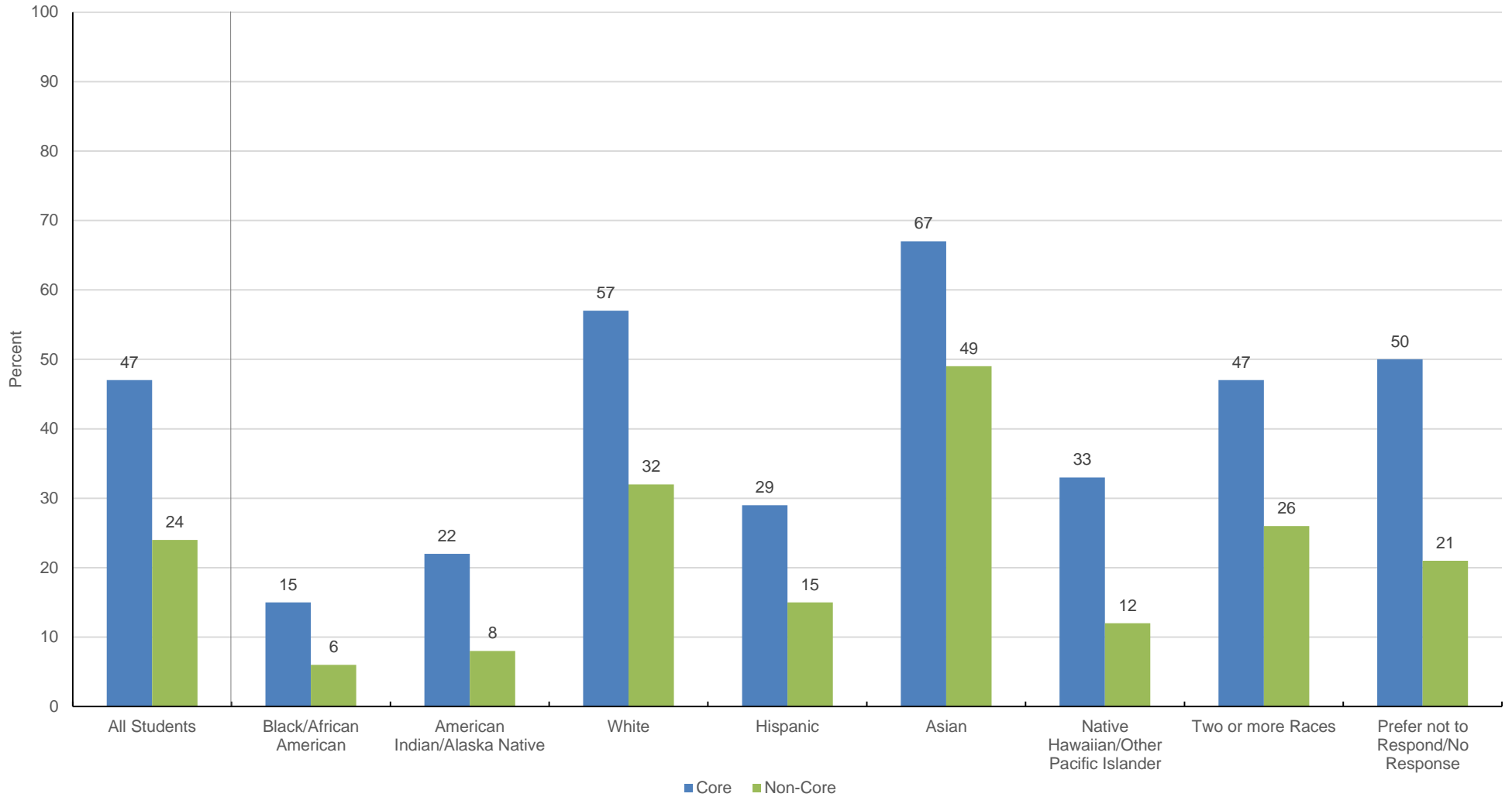
Section III

College and Career Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

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.

Total Students in Report: 2,030,038

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	%
National	33 to 36	136,676	7	61,071	3	141,382	7	79,636	4
	28 to 32	180,218	9	192,088	9	276,868	14	159,638	8
	24 to 27	304,755	15	404,500	20	287,704	14	371,660	18
	20 to 23	454,612	22	329,804	16	472,133	23	580,793	29
	16 to 19	372,731	18	686,547	34	426,969	21	513,876	25
	13 to 15	307,497	15	332,337	16	274,775	14	227,206	11
	01 to 12	273,549	13	23,691	1	150,207	7	97,229	5

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

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
National	Males	59	44	46	40	29
	Females	65	39	49	35	26
	No Response	37	19	24	18	10

Total Students in Report: 2,030,038

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
			Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	%	Benchmark=26 %
National	All Students	2,030,038	61	41	47	37	27	21
	Black/African American	256,756	33	13	20	11	6	4
	American Indian/Alaska Native	16,135	34	16	25	15	8	5
	White	1,062,439	74	51	58	47	35	26
	Hispanic/Latino	347,906	46	26	33	22	14	10
	Asian	96,097	76	70	62	58	48	46
	Native Hawaiian/Other Pac. Isl	6,503	43	26	29	21	15	11
	Two or More Races	86,119	64	40	50	38	27	20
	Prefer Not to Respond	158,083	54	36	42	34	25	20

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level ²	N		Average Composite
		N	%	
National	Gold or Higher	538,392	27	28.5
	Silver	984,772	49	20.3
	Bronze	440,158	22	14.7
	Needs Improvement	66,716	3	11.5

¹ The ACT Composite scores associated with a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as 'Needs Improvement', 13 to 16 as 'Bronze', 17 to 24 as 'Silver', and 25 or above as 'Gold or Higher' in the table above. For comparison, individual student score reports classify those who scored 12-13, 14-17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

² Additional information on the ACT NCRC can be found at www.act.org.

Total Students in Report: 2,030,038

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
National	Core or More ²	1,376,479	70	21.6	48	21.7	54	22.6	44	21.9	33	22.1	25	22.1
	Less than Core	464,989	46	17.9	26	18.8	33	19.3	24	19.1	16	18.9	11	19.2
	Missing ³	188,570	37	16.5	20	17.9	27	18.2	20	18.3	12	17.9	9	18.3

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	N	English			Mathematics			Reading			Science		
			%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	
National	Core or More ²	1,749,083	65	20.9	1,754,759	44	21.2	1,634,115	51	22.0	1,601,572	42	21.7	
	Less than Core	109,158	34	15.9	96,952	8	16.3	218,140	34	19.5	248,948	17	18.2	
	Missing ³	171,797	39	16.7	178,327	21	18.0	177,783	28	18.3	179,518	20	18.4	

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.

Total Students in Report: 2,030,038

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

Course Pattern		National		
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	372,397	18	22.0	72
Eng 9, Eng 10, Eng 11, Eng 12	1,376,686	68	20.6	64
Less than 4 years of English	109,158	5	15.9	34
Zero years / no English courses reported	171,797	8	16.7	39
MATHEMATICS COURSE PATTERN				
	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	117,096	6	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	152,416	8	21.5	51
Alg 1, Alg 2, Geom, & Trig	113,080	6	18.9	26
Alg 1, Alg 2, Geom, & Other Adv Math	364,399	18	19.3	29
Other comb of 4 or more years of Math	684,625	34	23.8	64
Alg 1, Alg 2, & Geom	217,043	11	16.9	10
Other comb of 3 or 3.5 years of Math	106,100	5	19.6	32
Less than 3 years of Math	96,952	5	16.3	8
Zero years / no Math courses reported	178,327	9	18.0	21
SOCIAL SCIENCE COURSE PATTERN				
	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	52,959	3	22.1	51
Other comb of 4 or more years Social Science	934,153	46	22.6	55
US Hist, World Hist, & Am Gov	120,831	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	526,172	26	21.6	48
Less than 3 years of Social Science	218,140	11	19.5	34
Zero years / no Social Science courses reported	177,783	9	18.3	28
NATURAL SCIENCE COURSE PATTERN				
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	809,286	40	22.4	48
Bio, Chem, Phys	225,060	11	23.2	53
Gen Sci ¹ , Bio, Chem	513,247	25	20.2	30
Other comb of 3 years of Natural Science	53,979	3	19.1	24
Less than 3 years of Natural Science	248,948	12	18.2	17
Zero years / no Natural Science courses reported	179,518	9	18.4	20

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 2,030,038

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

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	372,397	18	22.0	72	156,969	17	21.5	69	213,497	20	22.3	74
Eng 9, Eng 10, Eng 11, Eng 12	1,376,686	68	20.6	64	641,055	68	20.4	62	719,038	69	21.0	66
Less than 4 years of English	109,158	5	15.9	34	58,072	6	15.5	30	47,171	5	16.6	38
Zero years / no English courses reported	171,797	8	16.7	39	83,634	9	16.4	36	67,464	6	17.3	43
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	117,096	6	23.2	62	52,149	6	23.9	66	64,095	6	22.8	59
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	152,416	8	21.5	51	57,664	6	22.0	55	93,585	9	21.3	48
Alg 1, Alg 2, Geom, & Trig	113,080	6	18.9	26	50,598	5	19.3	30	60,624	6	18.7	24
Alg 1, Alg 2, Geom, & Other Adv Math	364,399	18	19.3	29	144,971	15	19.5	31	213,686	20	19.1	27
Other comb of 4 or more years of Math	684,625	34	23.8	64	342,380	36	24.4	68	338,717	32	23.2	61
Alg 1, Alg 2, & Geom	217,043	11	16.9	10	104,375	11	17.1	11	107,902	10	16.8	8
Other comb of 3 or 3.5 years of Math	106,100	5	19.6	32	49,860	5	20.0	35	54,927	5	19.4	31
Less than 3 years of Math	96,952	5	16.3	8	50,539	5	16.3	8	43,462	4	16.2	7
Zero years / no Math courses reported	178,327	9	18.0	21	87,194	9	18.2	22	70,172	7	17.8	19
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	52,959	3	22.1	51	27,665	3	21.8	49	24,479	2	22.6	53
Other comb of 4 or more years Social Science	934,153	46	22.6	55	411,653	44	22.5	54	516,382	49	22.7	55
US Hist, World Hist, & Am Gov	120,831	6	19.7	35	61,632	7	19.5	35	56,174	5	20.0	37
Other comb of 3 or 3.5 years of Social Science	526,172	26	21.6	48	239,981	26	21.5	47	279,554	27	21.8	48
Less than 3 years of Social Science	218,140	11	19.5	34	111,787	12	19.1	32	100,801	10	20.1	37
Zero years / no Social Science courses reported	177,783	9	18.3	28	87,012	9	18.1	27	69,780	7	18.8	30
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	809,286	40	22.4	48	397,131	42	22.9	52	406,574	39	21.9	44
Bio, Chem, Phys	225,060	11	23.2	53	106,235	11	24.0	59	117,059	11	22.5	48
Gen Sci ² , Bio, Chem	513,247	25	20.2	30	202,990	22	20.1	30	302,280	29	20.3	30
Other comb of 3 years of Natural Science	53,979	3	19.1	24	29,873	3	19.6	27	23,022	2	18.6	19
Less than 3 years of Natural Science	248,948	12	18.2	17	115,620	12	17.9	16	127,662	12	18.6	19
Zero years / no Natural Science courses reported	179,518	9	18.4	20	87,881	9	18.4	22	70,573	7	18.4	19

¹Includes General, Physical and Earth Sciences.

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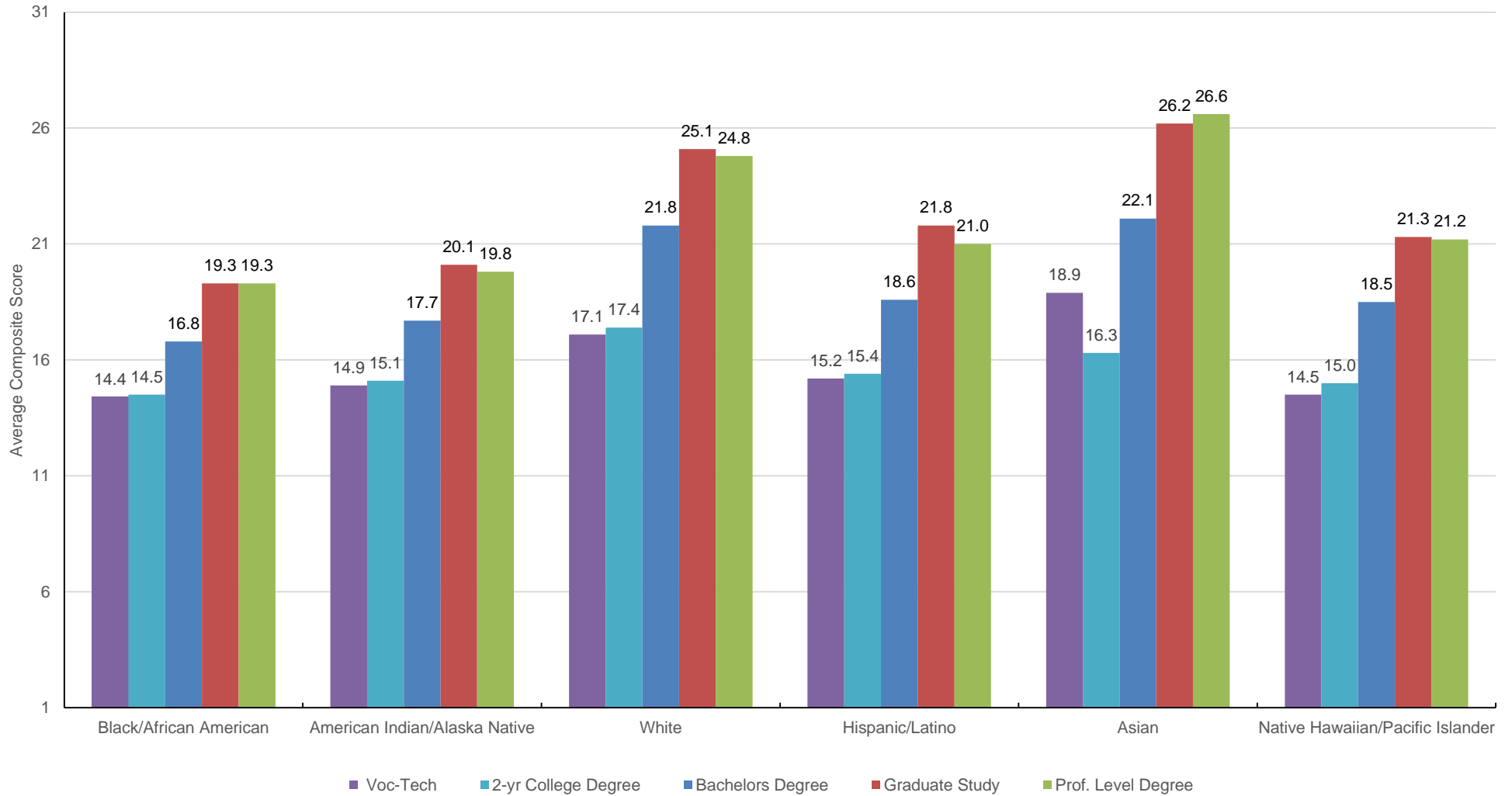
Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

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.

Total Students in Report: 2,030,038

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	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	32,713	2	19.7	5,239	4	16.3	25,465	2	20.5
Architecture	20,482	1	20.6	1,248	1	15.8	17,673	1	21.1
Area, Ethnic, & Multidisciplinary Studies	2,697	0	21.6	221	0	15.3	2,208	0	22.5
Arts: Visual & Performing	114,556	6	20.4	11,360	9	16.5	93,887	6	21.0
Business	185,619	9	21.4	12,210	9	16.7	160,876	10	21.8
Communications	31,273	2	21.6	1,182	1	16.8	28,299	2	21.9
Community, Family, & Personal Services	52,323	3	17.7	10,833	8	16.1	37,461	2	18.4
Computer Science & Mathematics	64,218	3	23.6	3,588	3	18.0	56,226	4	24.0
Education	80,873	4	20.3	3,187	2	15.8	73,461	5	20.6
Engineering	156,087	8	23.7	7,708	6	16.1	138,389	9	24.2
Engineering Technology & Drafting	29,422	1	19.6	5,179	4	16.1	22,006	1	20.7
English & Foreign Languages	19,359	1	23.8	655	0	17.8	17,411	1	24.1
Health Administration & Assisting	58,483	3	18.1	5,525	4	16.0	48,147	3	18.5
Health Sciences & Technologies	342,713	17	21.0	14,662	11	16.7	311,655	20	21.3
Philosophy, Religion, & Theology	6,872	0	21.5	340	0	17.2	6,002	0	21.9
Repair, Production, & Construction	27,890	1	17.0	14,885	11	16.5	10,327	1	18.0
Sciences: Biological & Physical	129,226	6	24.0	1,610	1	17.2	120,287	8	24.1
Social Sciences & Law	140,076	7	21.6	3,682	3	16.5	127,384	8	21.9
Undecided	280,367	14	22.0	16,032	12	16.7	216,208	14	22.6
No Response	249,429	12	17.6	10,225	8	14.8	16,096	1	16.7

¹2-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.

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

Total Students in Report: 2,030,038

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	40,070	16.2	6,735	14.4	630	14.9	20,222	17.1	6,648	15.2
2-yr College Degree	91,548	16.4	14,606	14.5	1,409	15.1	46,840	17.4	16,677	15.4
Bachelors Degree	833,640	20.4	106,286	16.8	6,567	17.7	479,188	21.8	135,896	18.6
Graduate Study	294,478	24.1	24,754	19.3	1,362	20.1	180,053	25.1	40,663	21.8
Prof. Level Degree	404,052	23.4	54,788	19.3	2,625	19.8	198,598	24.8	72,804	21.0
Other	35,807	17.4	5,314	15.1	451	15.3	16,617	18.3	6,906	16.3
No Response	330,443	18.9	44,273	15.5	3,091	16.0	120,921	20.6	68,312	16.9

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	40,070	16.2	978	18.9	161	14.5	1,263	16.7	3,433	15.6
2-yr College Degree	91,548	16.4	1,430	16.3	385	15.0	3,486	16.7	6,715	15.8
Bachelors Degree	833,640	20.4	29,716	22.1	2,520	18.5	35,209	20.4	38,258	19.9
Graduate Study	294,478	24.1	17,817	26.2	775	21.3	12,630	24.1	16,424	24.3
Prof. Level Degree	404,052	23.4	31,240	26.6	1,123	21.2	20,055	23.3	22,819	24.0
Other	35,807	17.4	1,477	20.4	177	14.8	1,522	18.1	3,343	17.5
No Response	330,443	18.9	13,439	23.3	1,362	16.2	11,954	19.1	67,091	19.1

Table 4.3. Students' Score Report Preferences at Time of Testing (table omitted for this report)

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Section V

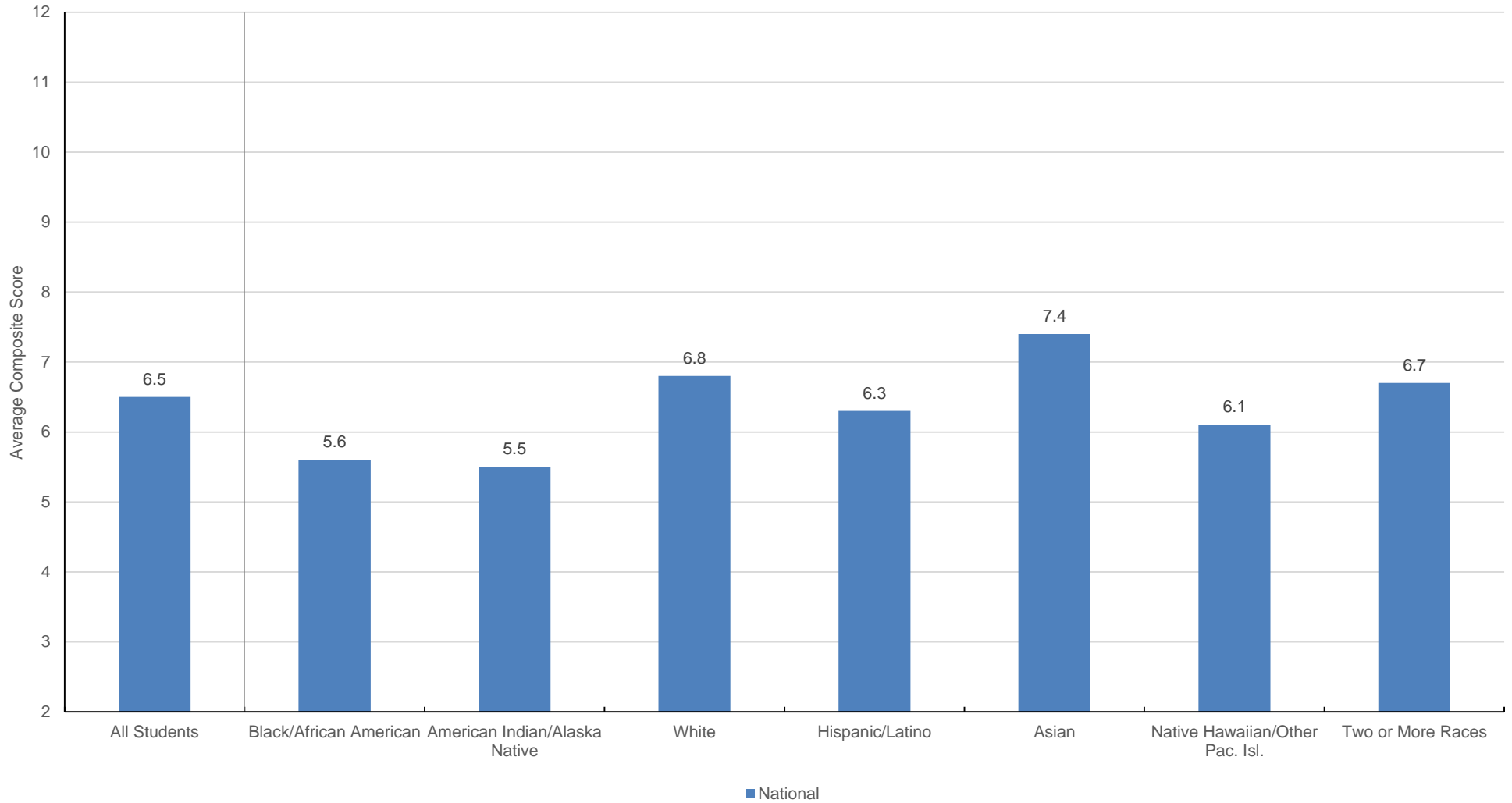
Optional Writing Test Results

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 2,030,038

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



*Missing columns reflect race/ethnicity groupings that are missing. Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 2-12.

Total Students in Report: 2,030,038

Table 5.1. Average ACT English Language Arts and Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing¹

	N National	Average ACT Scores			English Language Arts National
		Writing National	English National	Reading National	
All Students	1,090,621	6.5	20.9	22.0	20.2
Black/African American	125,357	5.6	16.2	17.7	16.0
American Indian/Alaska Native	7,357	5.5	15.9	17.9	16.0
White	525,822	6.8	22.8	23.8	21.8
Hispanic/Latino	218,012	6.3	18.1	19.7	18.1
Asian	72,490	7.4	24.5	24.7	23.3
Native Hawaiian/Other Pac. Isl.	4,270	6.1	17.5	18.8	17.5
Two or More Races	48,148	6.7	21.2	22.5	20.6
Prefer not/No Response	89,165	6.4	20.6	21.7	19.8
Males	496,038	6.3	20.6	21.8	19.8
Females	568,720	6.8	21.4	22.4	20.8
No Response	25,863	5.5	16.4	18.0	16.3

¹Results based on students with ACT writing scores with test events beginning September 2015. The writing score range is 2-12 (i.e., the rounded average of the four domain scores).

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing¹

	N National	Average ACT Scores		
		English National	Writing National	English / Writing Combined National
All Students	3,655	23.5	6.8	22.0
Black/African American	200	18.5	6.1	17.6
American Indian/Alaska Native	14	19.9	5.9	18.6
White	2,049	24.1	6.9	22.5
Hispanic/Latino	588	18.4	5.8	17.2
Asian	367	29.5	8.1	27.5
Native Hawaiian/Other Pac. Isl.	2	21.5	6.0	20.0
Two or More Races	123	24.6	6.9	22.8
Prefer not/No Response	312	25.5	6.9	23.5
Males	1,700	23.6	6.6	21.9
Females	1,955	23.5	6.9	22.0
No Response	0	.	.	.

¹Results based on students with ACT writing scores with test events prior to September 2015. The writing score range is 2-12.

