

ACT Profile Report - National

Graduating Class 2011
National



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This report provides information about the performance of your 2011 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2011 and tested under standard time conditions.

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 meeting or exceeding 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, 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 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. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.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 and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

25% 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: 1,623,112 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. 74% 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 3.2 reports 5% of the cohort took less than three years of math courses. Of these students, 8% were college ready. 15% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 12% of these students were college ready. In comparison, 54% 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 3.2 reports 13% of the cohort took less than three years of natural science courses. 12% of these students were college ready. In comparison, 33% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 46% 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 Readiness Standards at www.act.org/standard.

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 your regional office at 1-800-553-6244 x1726.

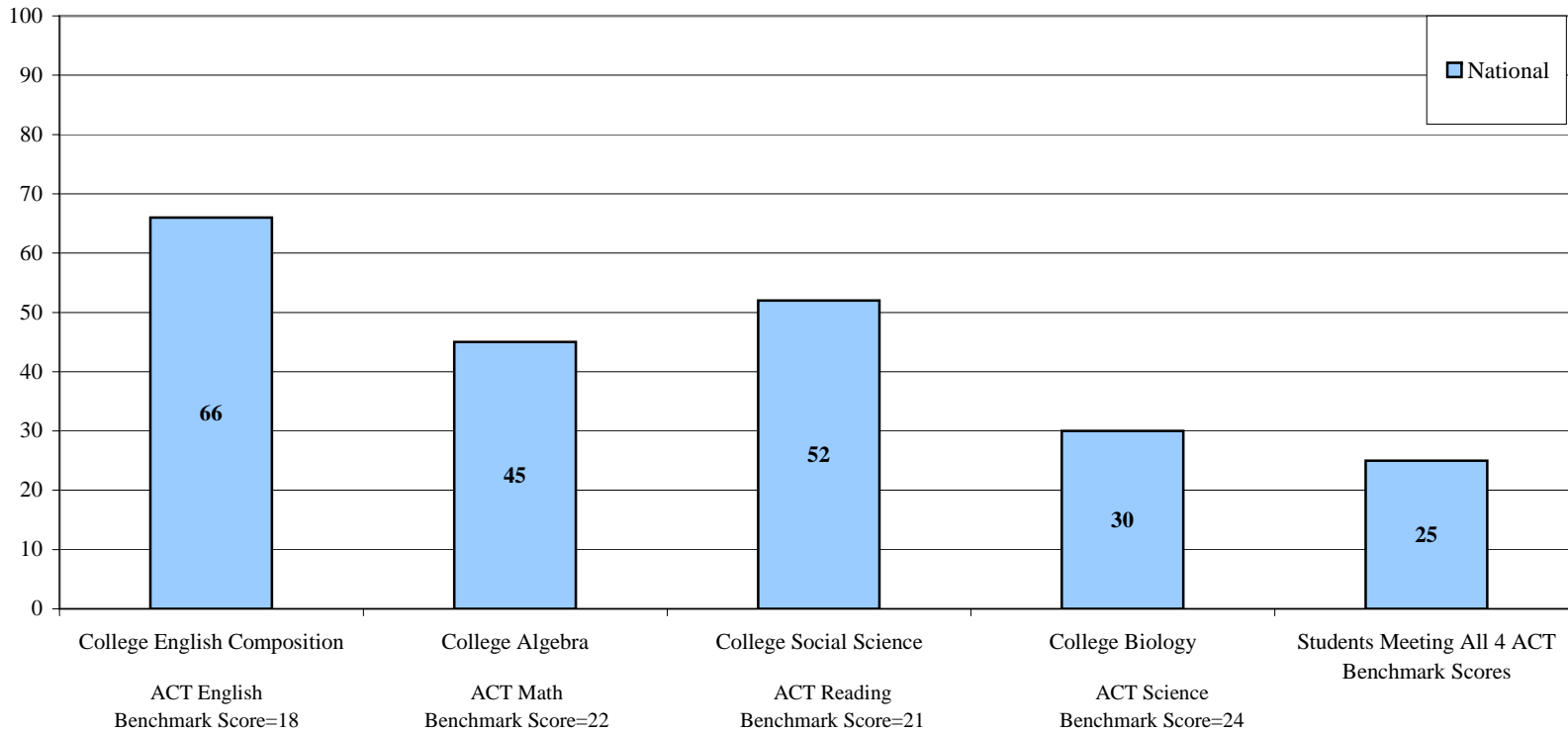
Section I

Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 1,623,112

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



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 course.

Total Students in Report: 1,623,112

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

Year	Number of Students Tested National	Percent Meeting Benchmarks				
		English National	Mathematics National	Reading National	Science National	Meeting All Four National
2007	1,300,599	69	43	53	28	23
2008	1,421,941	68	43	53	28	22
2009	1,480,469	67	42	53	28	23
2010	1,568,835	66	43	52	29	24
2011	1,623,112	66	45	52	30	25

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 Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2007	1,300,599	20.7	21.0	21.5	21.0	21.2
2008	1,421,941	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1

Total Students in Report: 1,623,112

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
2007	659,603	444,906	51	34	21.7	19.2	21.9	19.6	22.4	20.2	21.8	19.8	22.0	19.8
2008	873,743	431,748	61	30	21.6	18.8	21.9	19.3	22.3	19.9	21.6	19.4	22.0	19.5
2009	1,039,502	391,458	70	26	21.7	18.3	21.9	18.9	22.3	19.4	21.7	19.2	22.0	19.1
2010	1,118,639	397,685	71	25	21.6	18.1	21.9	18.9	22.2	19.2	21.7	19.0	22.0	18.9
2011	1,202,164	366,518	74	23	21.5	18.3	21.8	19.0	22.0	19.3	21.6	19.0	21.9	19.0

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.

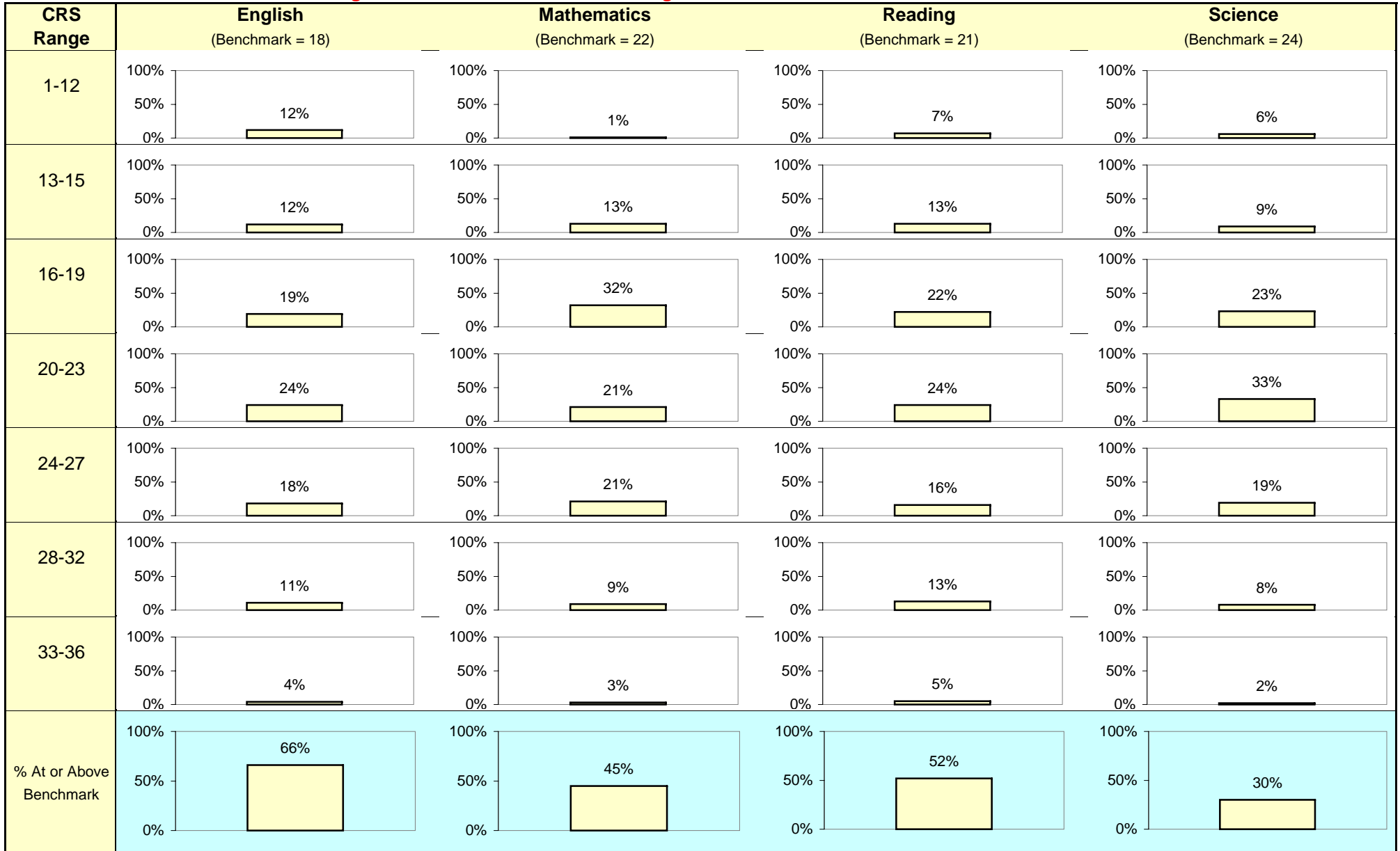
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹


	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,300,599	100	21.2	1,421,941	100	21.1	1,480,469	100	21.1	1,568,835	100	21.0	1,623,112	100	21.1
Black/African American	152,412	12	17.0	178,417	13	16.9	196,149	13	16.9	214,836	14	16.9	223,383	14	17.0
American Indian/Alaska Native	14,044	1	18.9	14,380	1	19.0	15,773	1	18.9	16,382	1	19.0	14,970	1	18.6
White	779,147	60	22.1	895,588	63	22.1	941,206	64	22.2	979,329	62	22.3	981,585	60	22.4
Hispanic/Latino	93,137	7	18.7	114,697	8	18.7	133,569	9	18.7	157,579	10	18.6	200,661	12	18.7
Asian	42,257	3	22.6	51,368	4	22.9	59,093	4	23.2	65,362	4	23.4	66,650	4	23.6
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	2,244	0	19.5
Two or more races	23,261	2	21.0	29,818	2	20.9	35,624	2	21.0	42,797	3	21.0	46,378	3	21.1
Prefer not to respond/No response	196,341	15	21.7	137,673	10	21.8	99,055	7	20.9	92,550	6	20.5	87,241	5	20.7

¹Refer to the section header on page 5 for a description of race/ethnicity changes.

Total Students in Report: 1,623,112

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



 = National

Section II

Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 1,623,112

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

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	4,898	100	5,995	100	10,979	100	4,955	100	704	100	36
35	20,912	100	10,507	100	12,628	99	6,867	100	4,204	100	35
34	19,508	98	17,559	99	25,678	99	5,683	99	9,154	100	34
33	22,841	97	15,642	98	31,951	97	14,526	99	14,283	99	33
32	26,200	96	20,621	97	36,615	95	11,644	98	20,319	98	32
31	32,467	94	19,331	96	39,220	93	14,013	97	27,251	97	31
30	29,749	92	23,324	94	48,308	90	24,705	96	35,834	95	30
29	39,711	90	33,998	93	38,557	87	28,699	95	42,161	93	29
28	46,674	88	47,057	91	48,384	85	51,908	93	53,129	91	28
27	55,883	85	66,533	88	54,192	82	47,404	90	62,086	87	27
26	59,850	82	81,579	84	54,521	79	67,776	87	71,634	83	26
25	71,633	78	91,953	79	67,337	75	89,452	83	83,561	79	25
24	98,795	73	104,829	73	89,924	71	111,550	77	94,412	74	24
23	76,182	67	103,045	67	76,609	66	134,744	70	101,879	68	23
22	102,429	63	82,341	60	103,232	61	101,360	62	108,853	62	22
21	115,782	56	67,211	55	103,750	55	147,593	56	112,763	55	21
20	99,683	49	80,316	51	98,914	48	146,359	47	112,403	48	20
19	85,346	43	86,893	46	97,722	42	109,429	38	109,361	41	19
18	68,191	38	114,179	41	98,158	36	113,556	31	107,135	34	18
17	70,697	34	132,431	34	83,077	30	73,884	24	100,787	28	17
16	85,621	29	192,125	26	81,302	25	69,986	20	92,738	22	16
15	90,241	24	136,893	14	78,198	20	63,760	15	82,415	16	15
14	67,843	18	56,024	5	83,480	15	48,117	11	70,462	11	14
13	43,151	14	24,421	2	52,587	10	41,877	8	54,312	7	13
12	45,182	12	5,028	1	53,533	7	32,747	6	33,154	3	12
11	43,749	9	2,279	1	29,829	3	27,734	4	13,195	1	11
10	39,162	6	565	1	12,359	2	21,127	2	3,490	1	10
9	28,078	4	136	1	5,904	1	6,729	1	961	1	9
8	19,129	2	142	1	3,255	1	2,830	1	326	1	8
7	9,048	1	26	1	1,382	1	924	1	89	1	7
6	3,037	1	88	1	691	1	667	1	39	1	6
5	933	1	0	1	508	1	153	1	13	1	5
4	336	1	26	1	197	1	141	1	4	1	4
3	125	1	1	1	49	1	148	1	1	1	3
2	24	1	0	1	65	1	0	1	0	1	2
1	22	1	14	1	17	1	65	1	0	1	1
Avg (SD)	20.6 (6.5)		21.1 (5.3)		21.3 (6.2)		20.9 (5.1)		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.

Total Students in Report: 1,623,112

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	54,273	100	26,377	100	42,431	100	43,773	100	67,216	100	18,839	100	26,470	100	18
17	73,926	97	4,771	98	58,117	97	105,948	97	65,483	96	18,514	99	1,959	98	17
16	68,714	92	105,290	98	108,543	94	95,461	91	64,240	92	41,421	98	46,768	98	16
15	90,810	88	110,442	92	81,055	87	109,679	85	98,008	88	55,233	95	92,883	95	15
14	80,432	82	105,132	85	86,658	82	85,315	78	121,812	82	128,165	92	134,010	90	14
13	100,284	77	130,685	78	124,672	77	122,395	73	147,742	74	190,540	84	137,636	81	13
12	107,092	71	171,510	70	175,988	69	125,258	65	109,372	65	139,768	72	174,107	73	12
11	154,125	65	185,002	60	137,245	58	159,468	58	179,894	58	218,003	63	175,169	62	11
10	190,782	55	160,634	48	166,876	50	128,000	48	119,088	47	226,254	50	225,732	51	10
9	137,591	43	184,753	38	175,484	40	141,179	40	132,036	40	246,126	36	204,205	37	9
8	129,935	35	124,363	27	167,622	29	126,321	31	180,291	32	143,529	21	169,067	25	8
7	123,426	27	109,815	19	133,805	18	101,345	23	194,455	21	85,805	12	85,053	14	7
6	108,551	19	70,694	13	73,709	10	129,212	17	87,218	9	40,605	7	60,476	9	6
5	79,297	13	54,587	8	48,432	6	87,099	9	35,925	3	40,366	4	37,553	6	5
4	63,769	8	51,526	5	25,629	3	38,686	4	13,083	1	8,901	2	28,518	3	4
3	43,106	4	21,969	2	10,874	1	16,286	1	5,303	1	13,839	1	8,895	1	3
2	15,510	1	4,789	1	4,174	1	7,297	1	1,670	1	2,517	1	10,822	1	2
1	1,489	1	773	1	1,798	1	390	1	276	1	4,687	1	3,789	1	1
Avg (SD)	10.2 (4.0)		10.6 (3.4)		10.8 (3.5)		10.8 (3.9)		10.9 (3.6)		10.6 (2.9)		10.5 (3.1)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	25	25	25	24	25
Q2 (50th Percentile)	21	20	21	21	21
Q1 (25th Percentile)	16	16	17	18	17

Total Students in Report: 1,623,112

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
National	All Students	1,623,112	74	21.9	19.0
	Black/African American	223,383	69	17.5	15.9
	American Indian/Alaska Native	14,970	63	19.7	17.1
	White	981,585	76	23.1	20.3
	Hispanic/Latino	200,661	72	19.4	17.2
	Asian	66,650	81	24.1	21.9
	Native Hawaiian/Other Pac. Isl.	2,244	78	20.0	17.8
	Two or more races	46,378	72	21.8	19.3
	Prefer not/No Response	87,241	65	22.1	18.7

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

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.

Table 2.5. Average ACT Scores by Race/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
National	All Students	20.6	21.1	21.3	20.9	21.1
	Black/African American	15.9	17.2	17.0	17.1	17.0
	American Indian/Alaska Native	17.5	18.6	19.1	18.9	18.6
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.6	19.2	18.9	18.8	18.7
	Asian	22.8	25.1	22.9	23.1	23.6
	Native Hawaiian/Other Pac. Isl.	18.6	19.9	19.4	19.5	19.5
	Two or more races	20.7	20.7	21.6	20.9	21.1
	Prefer not/No Response	20.2	20.9	21.0	20.4	20.7

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

Total Students in Report: 1,623,112

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
National	33 to 36	68,159	4	49,703	3	81,236	5	32,031	2
	28 to 32	174,801	11	144,331	9	211,084	13	130,969	8
	24 to 27	286,161	18	344,894	21	265,974	16	316,182	19
	20 to 23	394,076	24	332,913	21	382,505	24	530,056	33
	16 to 19	309,855	19	525,628	32	360,259	22	366,855	23
	13 to 15	201,235	12	217,338	13	214,265	13	153,754	9
	01 to 12	188,825	12	8,305	1	107,789	7	93,265	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Males	739,070	46	20.2	21.6	21.1	21.4	21.2
	Females	879,957	54	20.9	20.6	21.4	20.5	21.0
	Missing	4,085	0	16.4	17.8	17.7	17.8	17.6

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
National	Males	64	49	51	34	28
	Females	69	41	53	26	22

Total Students in Report: 1,623,112

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
National	Core or More ²	1,202,164	72	21.5	51	21.8	57	22.0	34	21.6	29	21.9
	Less than Core	366,518	51	18.3	27	19.0	38	19.3	17	19.0	13	19.0
	Missing ³	54,430	38	16.3	21	18.0	27	17.7	12	17.7	9	17.5

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 CRB% results reflect students who meet all four subject-area benchmarks.

Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
National	Core or More ²	1,510,179	68	20.9	1,494,425	47	21.4	1,424,252	54	21.6	1,367,777	33	21.4
	Less than Core	66,225	40	16.6	79,145	8	16.4	149,746	40	19.7	205,148	12	18.3
	Missing ³	46,708	39	16.5	49,542	21	18.1	49,114	28	17.9	50,187	13	17.8

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.

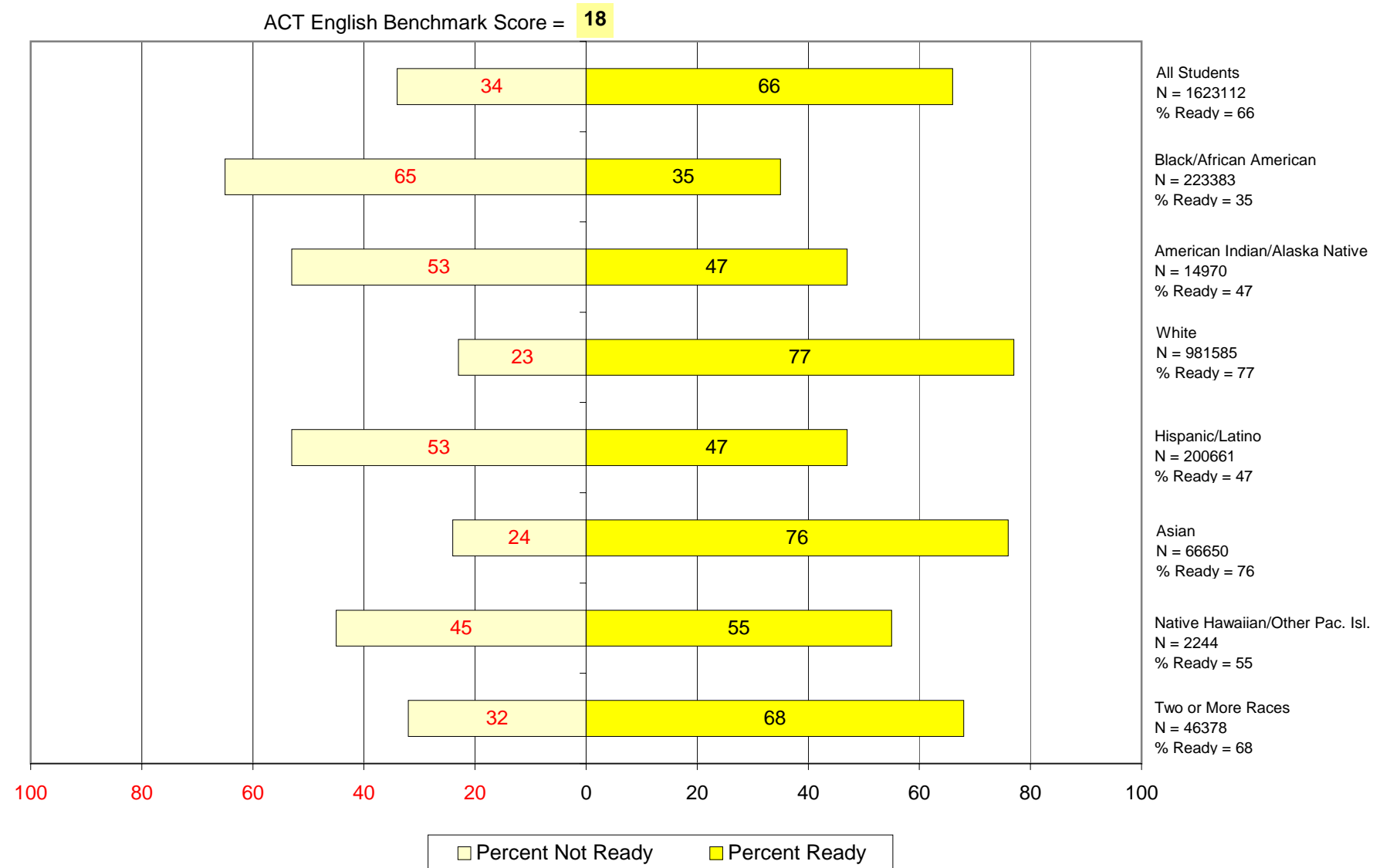
Section III

College Readiness and the Impact of Course Rigor

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 1,623,112

Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH

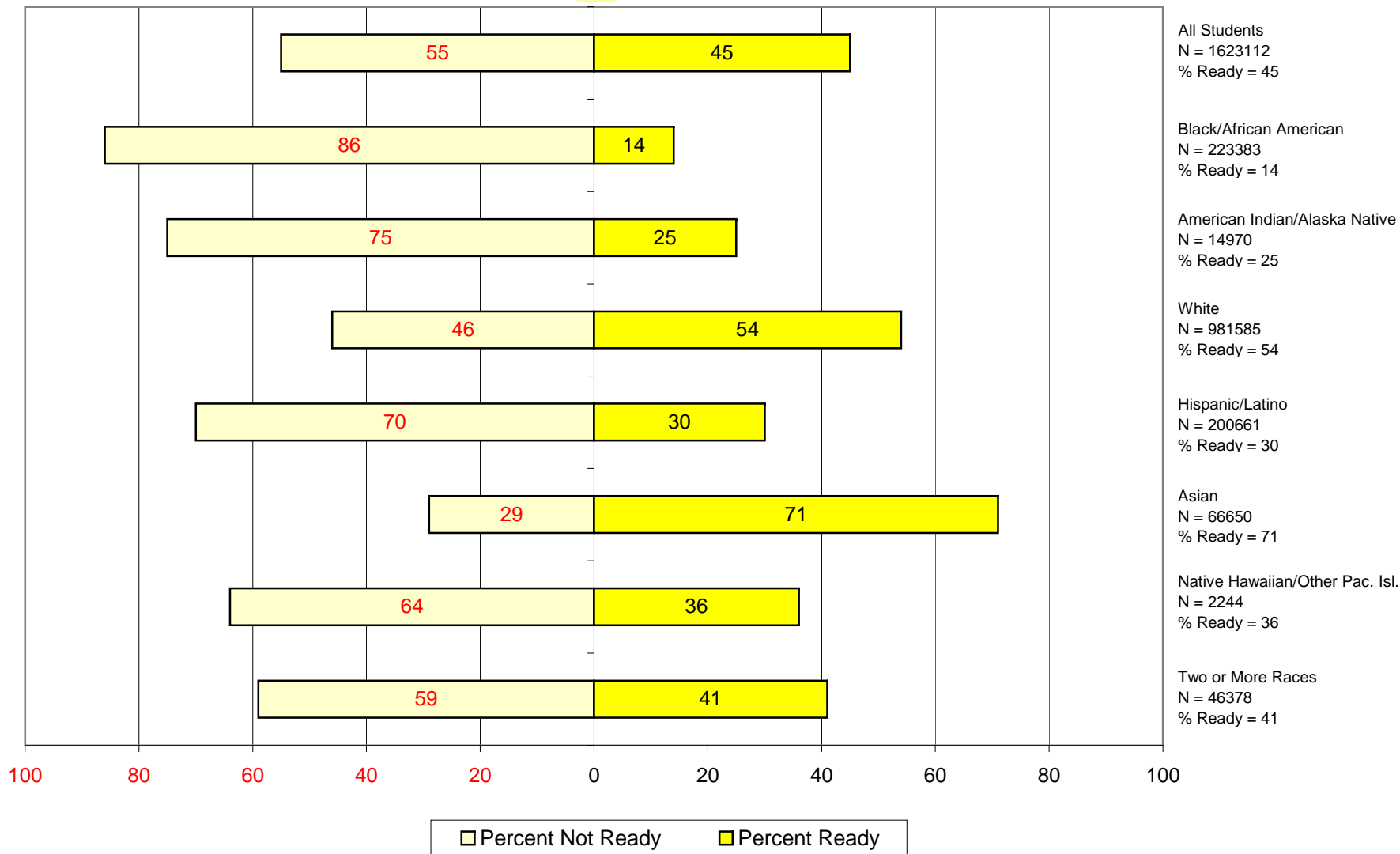


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,623,112

Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS

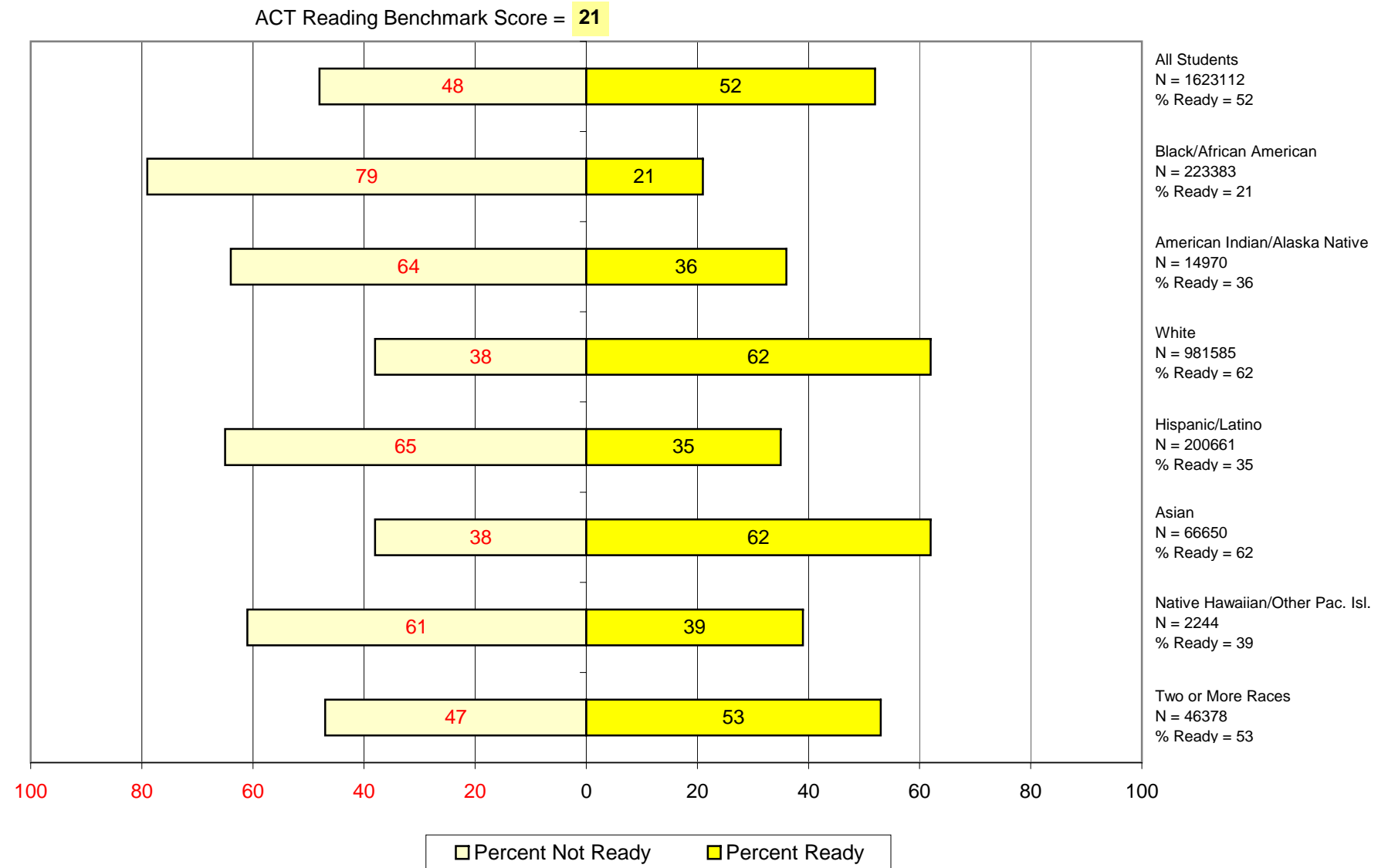
ACT Mathematics Benchmark Score = **22**



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,623,112

Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING

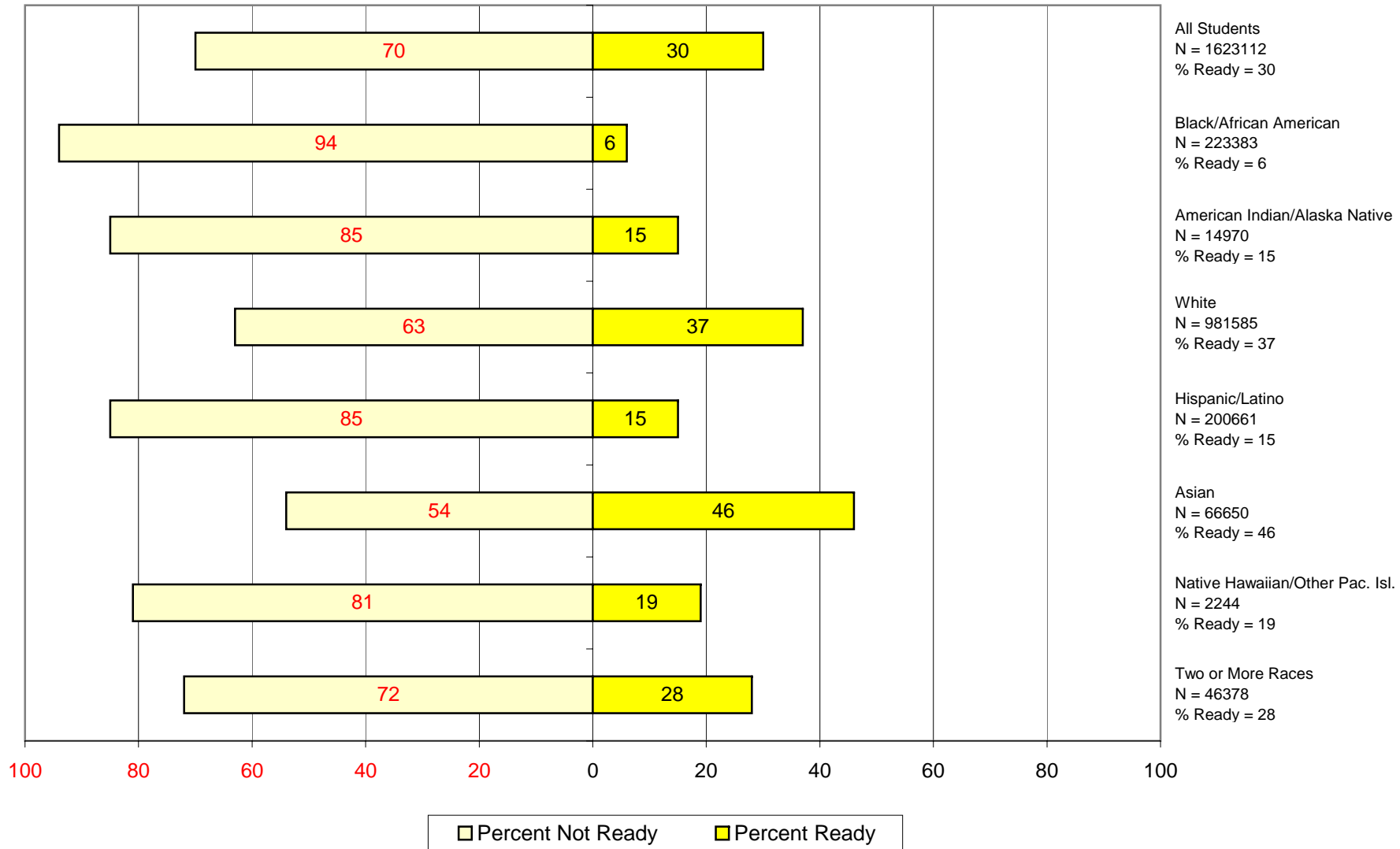


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,623,112

Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE

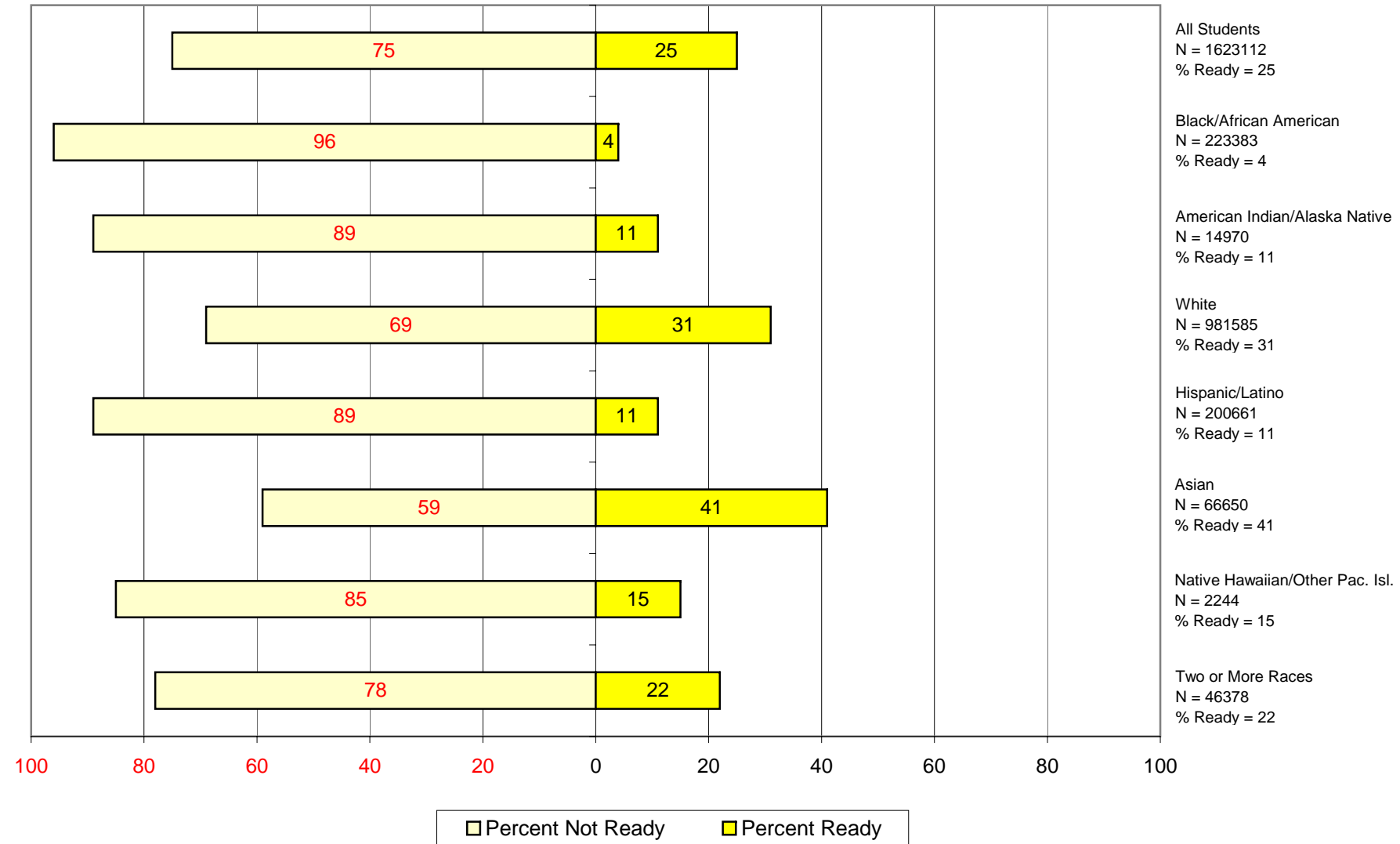
ACT Science Benchmark Score = **24**



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,623,112

Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ALL FOUR



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,623,112

Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	366,770	23	21.8	5.2	152,913	21	21.4	5.2	213,486	24	22.1	5.1
Eng 9, Eng 10, Eng 11, Eng 12	1,143,409	70	20.6	4.0	527,346	71	20.3	4.1	614,158	70	20.8	3.8
Less than 4 years of English	66,225	4	16.6	-	34,320	5	16.2	-	31,358	4	17.0	-
Zero years / no English courses reported	46,708	3	16.5	-	24,491	3	16.1	-	20,955	2	17.0	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	102,806	6	24.2	7.8	46,961	6	25.0	8.4	55,745	6	23.6	7.3
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	147,655	9	22.1	5.7	56,706	8	22.7	6.1	90,813	10	21.7	5.4
Alg 1, Alg 2, Geom, & Trig	115,939	7	19.7	3.3	50,486	7	20.2	3.6	65,163	7	19.3	3.0
Alg 1, Alg 2, Geom, & Other Adv Math	271,304	17	19.9	3.5	106,244	14	20.3	3.7	164,580	19	19.6	3.3
Other comb of 4 or more years of Math	539,241	33	23.8	7.4	268,121	36	24.5	7.9	270,709	31	23.1	6.8
Alg 1, Alg 2, & Geom	238,527	15	17.3	0.9	107,570	15	17.6	1.0	130,119	15	17.1	0.8
Other comb of 3 or 3.5 years of Math	78,953	5	19.9	3.5	37,803	5	20.3	3.7	40,984	5	19.6	3.3
Less than 3 years of Math	79,145	5	16.4	-	39,233	5	16.6	-	39,534	4	16.3	-
Zero years / no Math courses reported	49,542	3	18.1	-	25,946	4	18.3	-	22,310	3	17.8	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	47,284	3	22.5	2.8	24,014	3	22.2	2.8	23,220	3	22.8	2.8
Other comb of 4 or more years Social Science	845,170	52	21.9	2.2	373,077	50	21.8	2.4	471,158	54	22.0	2.0
US Hist, World Hist, & Am Gov	86,167	5	20.2	0.5	42,096	6	20.1	0.7	43,769	5	20.4	0.4
Other comb of 3 or 3.5 years of Social Science	445,631	27	21.1	1.4	200,543	27	21.0	1.6	244,184	28	21.3	1.3
Less than 3 years of Social Science	149,746	9	19.7	-	73,472	10	19.4	-	75,678	9	20.0	-
Zero years / no Social Science courses reported	49,114	3	17.9	-	25,868	4	17.6	-	21,948	2	18.2	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	686,167	42	22.1	3.8	334,282	45	22.7	4.4	351,162	40	21.4	3.1
Bio, Chem, Phys	160,020	10	23.1	4.8	74,424	10	23.9	5.6	85,382	10	22.4	4.1
Gen Sci ² , Bio, Chem	476,294	29	20.1	1.8	187,097	25	20.2	1.9	288,198	33	20.0	1.7
Other comb of 3 years of Natural Science	45,296	3	19.6	1.3	24,641	3	20.2	1.9	20,494	2	18.8	0.5
Less than 3 years of Natural Science	205,148	13	18.3	-	92,324	12	18.3	-	112,155	13	18.3	-
Zero years / no Natural Science courses reported	50,187	3	17.8	-	26,302	4	17.9	-	22,566	3	17.7	-

¹Course value added is defined as the average ACT score change compared to course sequences in which students took less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Total Students in Report: 1,623,112

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	366,770	23	21.8	74
Eng 9, Eng 10, Eng 11, Eng 12	1,143,409	70	20.6	66
Less than 4 years of English	66,225	4	16.6	40
Zero years / no English courses reported	46,708	3	16.5	39
MATHEMATICS COURSE PATTERN				
Alg 1, Alg 2, Geom, Trig, & Calc	102,806	6	24.2	71
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	147,655	9	22.1	58
Alg 1, Alg 2, Geom, & Trig	115,939	7	19.7	34
Alg 1, Alg 2, Geom, & Other Adv Math	271,304	17	19.9	36
Other comb of 4 or more years of Math	539,241	33	23.8	66
Alg 1, Alg 2, & Geom	238,527	15	17.3	12
Other comb of 3 or 3.5 years of Math	78,953	5	19.9	35
Less than 3 years of Math	79,145	5	16.4	8
Zero years / no Math courses reported	49,542	3	18.1	21
SOCIAL SCIENCE COURSE PATTERN				
US Hist, World Hist, Am Gov, & Other Hist	47,284	3	22.5	59
Other comb of 4 or more years Social Science	845,170	52	21.9	56
US Hist, World Hist, & Am Gov	86,167	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	445,631	27	21.1	51
Less than 3 years of Social Science	149,746	9	19.7	40
Zero years / no Social Science courses reported	49,114	3	17.9	28
NATURAL SCIENCE COURSE PATTERN				
Gen Sci ¹ , Bio, Chem, & Phys	686,167	42	22.1	39
Bio, Chem, Phys	160,020	10	23.1	46
Gen Sci ¹ , Bio, Chem	476,294	29	20.1	21
Other comb of 3 years of Natural Science	45,296	3	19.6	20
Less than 3 years of Natural Science	205,148	13	18.3	12
Zero years / no Natural Science courses reported	50,187	3	17.8	13

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

Total Students in Report: 1,623,112

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

Planned Educational Major ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	25,442	2	19.2	4,194	4	16.6	19,604	1	19.9
Architecture	18,262	1	21.2	854	1	16.1	15,981	1	21.5
Area, Ethnic, & Multidisciplinary Studies	3,327	0	23.9	90	0	15.6	2,929	0	24.2
Arts: Visual & Performing	107,111	7	20.7	8,633	9	16.8	89,721	7	21.2
Business	157,612	10	20.8	8,620	9	16.2	137,557	10	21.1
Communications	36,656	2	21.6	1,319	1	16.7	33,000	2	21.8
Community, Family, & Personal Services	60,743	4	18.4	10,520	11	16.4	45,949	3	18.9
Computer Science & Mathematics	41,150	3	22.1	2,795	3	17.4	35,322	3	22.5
Education	104,065	6	20.6	3,191	3	16.1	95,013	7	20.8
Engineering	88,811	5	23.1	4,907	5	15.9	78,239	6	23.7
Engineering Technology & Drafting	45,136	3	21.9	3,718	4	16.4	38,436	3	22.5
English & Foreign Languages	19,818	1	23.9	630	1	17.8	17,682	1	24.2
Health Administration & Assisting	34,713	2	18.0	3,596	4	16.1	28,155	2	18.3
Health Sciences & Technologies	311,223	19	20.9	15,635	16	16.8	279,748	21	21.2
Philosophy, Religion, & Theology	8,111	0	22.2	287	0	17.9	7,169	1	22.4
Repair, Production, & Construction	19,645	1	17.6	9,352	9	16.8	8,772	1	18.7
Sciences: Biological & Physical	103,062	6	23.8	1,152	1	17.1	95,643	7	23.9
Social Sciences & Law	115,475	7	21.8	2,183	2	16.7	106,223	8	22.0
Undecided	240,432	15	21.7	13,388	13	16.6	191,124	14	22.2
No Response	82,213	5	17.4	5,006	5	14.4	11,411	1	18.2

¹Refer to the section header on page 25 for a description of educational major changes.

²2-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.

³Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Total Students in Report: 1,623,112

Table 4.2. Average ACT Composite Scores for Racial/Ethnic¹ 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	25,499	16.3	3,866	14.1	348	15.3	15,461	17.1	3,158	15.0
2-yr College Degree	74,612	16.5	12,179	14.3	1,057	15.5	43,252	17.5	10,677	15.3
Bachelors Degree	674,437	20.2	91,318	16.4	6,564	18.3	438,545	21.4	75,952	18.1
Graduate Study	259,648	23.4	25,246	18.5	1,671	20.9	175,322	24.4	25,531	20.9
Prof. Level Degree	403,647	22.9	61,295	18.7	3,462	20.7	220,111	24.5	54,962	20.5
Other	33,203	18.1	5,544	15.1	451	16.4	17,257	19.4	4,774	16.4
No Response	152,066	19.7	23,935	15.5	1,417	16.7	71,637	21.7	25,607	17.1

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	25,499	16.3	352	17.3	21	15.7	548	16.9	1,745	15.8
2-yr College Degree	74,612	16.5	1,003	16.4	56	16.2	1,943	17.0	4,445	15.9
Bachelors Degree	674,437	20.2	17,591	20.8	1,020	18.7	18,000	20.0	25,447	19.7
Graduate Study	259,648	23.4	11,271	24.7	334	21.4	7,344	23.0	12,929	23.1
Prof. Level Degree	403,647	22.9	27,289	25.5	536	21.3	13,226	22.8	22,766	23.1
Other	33,203	18.1	1,219	20.2	42	16.8	999	18.8	2,917	18.1
No Response	152,066	19.7	7,925	23.6	235	18.0	4,318	20.1	16,992	19.6

¹Refer to the section header on page 25 for a description of race/ethnicity changes.

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

Section V

Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 1,623,112

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity¹ and Gender for students who took ACT Writing

	N	Average ACT Scores		
		English National	Writing National	English/Writing Combined National
All Students	905,035	21.5	7.1	20.8
Black/African American	112,251	16.7	6.3	16.5
American Indian/Alaska Native	5,519	18.4	6.5	18.0
White	522,234	23.2	7.3	22.2
Hispanic/Latino	128,599	18.4	6.8	18.2
Asian	51,829	23.8	7.6	22.9
Native Hawaiian/Other Pac. Isl.	1,332	19.7	7.2	19.5
Two or more races	27,722	21.6	7.0	20.8
Prefer not/No Response	55,549	21.3	7.0	20.5
Males	399,206	21.3	6.8	20.3
Females	503,699	21.8	7.3	21.1
Missing	2,130	17.6	6.2	17.1

¹Refer to the section header on page 29 for a description of race/ethnicity changes.

