

ACT High School Profile Report

The Graduating Class of 2006
Arizona



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This report provides information about the performance of your 2006 graduating seniors who took the ACT as sophomores, juniors, or seniors.

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 - college and universities to which your students send test results

Each year, the graduating class data for a school, district, state, and the nation 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, state, or the nation.

Further, 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: A Test Like No Other

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.

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

24% of 2006 graduates 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. 10,740 ACT-tested graduates 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. 57% 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 10% of the cohort took less than three years of math courses. Of these students, 37% were college ready. 10% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 20% of these students were college ready. In comparison, 58% of the students who advanced beyond minimum core 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 19% of the cohort took less than three years of natural science courses. 23% of these students were college ready. In comparison, 31% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.4 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 36% 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.

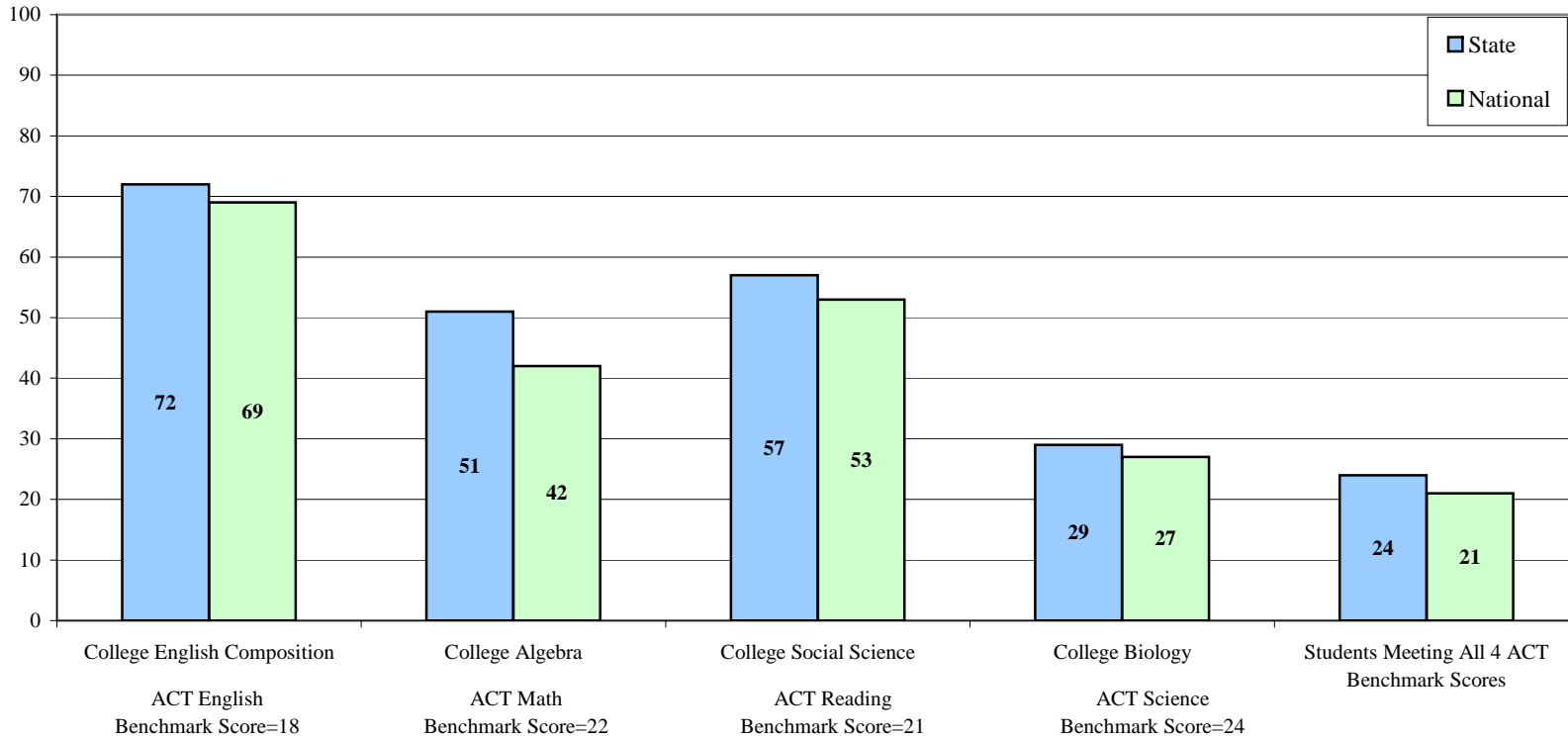
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 916-631-9200.

Section I

Executive Summary

Figure 1.1. Percent of ACT-Tested 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 courses.

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

Grad Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2002	10,956	1,116,082	69	67	47	39	57	53	26	26	22	20
2003	11,903	1,175,059	70	67	47	40	56	52	27	26	22	20
2004	11,378	1,171,460	72	68	49	40	57	52	27	26	23	21
2005	10,470	1,186,251	71	68	48	41	56	51	28	26	23	21
2006	10,740	1,206,455	72	69	51	42	57	53	29	27	24	21

Table 1.2. Five Year Trends—Average ACT Scores

Grad Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2002	10,956	1,116,082	20.5	20.2	21.4	20.6	21.8	21.1	21.1	20.8	21.3	20.8
2003	11,903	1,175,059	20.6	20.3	21.4	20.6	21.8	21.2	21.2	20.8	21.4	20.8
2004	11,378	1,171,460	20.9	20.4	21.6	20.7	22.0	21.3	21.2	20.9	21.5	20.9
2005	10,470	1,186,251	20.9	20.4	21.7	20.7	21.9	21.3	21.2	20.9	21.5	20.9
2006	10,740	1,206,455	20.9	20.6	21.9	20.8	22.0	21.4	21.3	20.9	21.6	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
	Core or More	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					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
2002	7,129	3,208	65	29	21.2	18.9	22.1	19.9	22.5	20.4	21.6	19.9	22.0	19.9
2003	7,448	3,533	63	30	21.3	19.3	22.1	20.0	22.5	20.6	21.7	20.1	22.0	20.1
2004	6,997	3,372	61	30	21.6	19.5	22.2	20.4	22.6	20.8	21.7	20.2	22.2	20.4
2005	6,232	3,127	60	30	21.5	19.8	22.3	20.6	22.5	20.9	21.7	20.4	22.1	20.5
2006	6,169	3,301	57	31	21.4	19.9	22.5	21.0	22.5	21.2	21.8	20.6	22.2	20.8

¹Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	10,956	100	21.3	11,903	100	21.4	11,378	100	21.5	10,470	100	21.5	10,740	100	21.6
African American/Black	373	3	18.1	437	4	18.1	333	3	18.6	408	4	18.8	386	4	18.4
American Indian/Alaskan Native	980	9	16.3	1,055	9	16.8	1,027	9	16.9	1,023	10	16.7	920	9	16.8
Caucasian American/White	6,496	59	22.7	6,956	58	22.6	6,581	58	22.7	5,853	56	22.9	5,727	53	22.9
Hispanic	1,567	14	19.3	1,819	15	19.4	1,735	15	19.8	1,601	15	19.7	1,644	15	19.8
Asian American/Pacific Islander	381	3	21.6	413	3	22.8	368	3	22.9	392	4	22.9	387	4	22.9
Other/No Response	1,159	11	21.7	1,223	10	21.9	1,334	12	21.9	1,193	11	22.1	1,676	16	22.1

Section II

Academic Achievement

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
36	14	100	26	100	54	100	15	100	2	100	36
35	45	100	43	100	107	99	43	100	10	100	35
34	118	99	89	99	190	99	43	99	33	100	34
33	90	98	57	99	199	97	61	99	57	100	33
32	127	98	100	98	196	95	62	98	89	99	32
31	184	96	139	97	271	93	90	98	159	98	31
30	208	95	233	96	307	91	69	97	223	97	30
29	287	93	291	94	360	88	135	96	283	95	29
28	384	90	381	91	351	84	249	95	366	92	28
27	352	86	561	87	552	81	309	93	479	89	27
26	437	83	704	82	548	76	593	90	583	84	26
25	641	79	743	76	535	71	626	84	658	79	25
24	546	73	796	69	615	66	800	79	749	73	24
23	623	68	683	61	632	60	946	71	802	66	23
22	686	62	588	55	624	54	983	62	823	58	22
21	791	56	665	49	601	48	934	53	861	51	21
20	834	48	726	43	695	43	1,095	45	882	42	20
19	733	41	730	36	662	36	1,037	34	831	34	19
18	582	34	784	30	480	30	778	25	682	27	18
17	540	28	869	22	574	26	580	17	631	20	17
16	542	23	765	14	485	20	402	12	542	14	16
15	534	18	435	7	440	16	279	8	388	9	15
14	419	13	224	3	493	12	199	6	285	6	14
13	256	10	75	1	299	7	168	4	172	3	13
12	197	7	19	1	274	4	102	2	96	1	12
11	162	5	8	1	111	2	69	1	40	1	11
10	123	4	2	1	42	1	42	1	8	1	10
9	120	3	3	1	24	1	17	1	6	1	9
8	90	2	0	1	7	1	11	1	0	1	8
7	57	1	0	1	6	1	2	1	0	1	7
6	11	1	1	1	4	1	1	1	0	1	6
5	6	1	0	1	1	1	0	1	0	1	5
4	1	1	0	1	1	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Average	20.9		21.9		22.0		21.3		21.6		Average

¹Note: CP is the cumulative percent of students at or below a score point. Also, shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

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

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
18	230	100	58	100	142	100	350	100	311	100	82	100	82	100	18
17	474	98	168	99	647	99	620	97	421	97	177	99	126	99	17
16	463	93	418	98	521	93	739	91	774	93	197	98	249	98	16
15	499	89	714	94	748	88	822	84	721	86	438	96	628	96	15
14	814	84	870	87	685	81	861	76	877	79	1,103	92	954	90	14
13	628	77	848	79	877	74	877	68	1,217	71	1,000	81	1,325	81	13
12	936	71	1,177	71	1,232	66	1,086	60	1,377	60	1,832	72	1,219	69	12
11	1,010	62	1,467	60	1,070	55	875	50	840	47	1,218	55	1,219	57	11
10	1,297	53	1,315	47	973	45	945	42	1,126	39	1,840	44	1,891	46	10
9	1,040	41	1,280	34	1,199	36	862	33	786	29	1,406	27	1,152	28	9
8	894	31	926	23	1,074	25	686	25	1,093	21	627	13	801	18	8
7	850	23	587	14	609	15	693	19	792	11	221	8	512	10	7
6	677	15	388	8	511	9	739	12	272	4	276	6	292	5	6
5	391	9	288	5	219	4	316	5	75	1	211	3	62	3	5
4	311	5	161	2	117	2	203	3	39	1	43	1	134	2	4
3	155	2	59	1	73	1	55	1	12	1	50	1	28	1	3
2	65	1	15	1	30	1	9	1	7	1	3	1	50	1	2
1	6	1	1	1	13	1	2	1	0	1	16	1	16	1	1
Average	10.5		10.8		11.1		11.3		11.6		11.1		11.0		Average

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

Table 2.3. Average ACT Composite Scores by Level of Preparation by Race/Ethnicity

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	10,740	57	22.2	20.8
	African Am./Black	386	53	18.9	17.9
	Am. Indian/Alaskan Native	920	55	17.6	15.7
	Caucasian Am./White	5,727	59	23.4	22.3
	Hispanic	1,644	61	20.2	19.2
	Asian Am./Pacific Islander	387	66	23.3	21.8
	Other/No Response	1,676	49	22.7	21.6
National	All Students	1,206,455	54	22.0	19.7
	African Am./Black	139,118	53	17.8	16.2
	Am. Indian/Alaskan Native	13,635	48	20.2	17.5
	Caucasian Am./White	760,084	56	22.9	20.6
	Hispanic	85,796	52	19.5	17.6
	Asian Am./Pacific Islander	39,867	60	22.9	21.1
	Other/No Response	167,955	41	22.2	19.8

Table 2.4. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	267	2	215	2	550	5	162	2
	28 to 32	1,190	11	1,144	11	1,485	14	605	6
	24 to 27	1,976	18	2,804	26	2,250	21	2,328	22
	20 to 23	2,934	27	2,662	25	2,552	24	3,958	37
	16 to 19	2,397	22	3,148	29	2,201	20	2,797	26
	13 to 15	1,209	11	734	7	1,232	11	646	6
	01 to 12	767	7	33	0	470	4	244	2
National	33 to 36	35,933	3	24,395	2	56,816	5	18,798	2
	28 to 32	126,394	10	103,455	9	150,082	12	67,815	6
	24 to 27	205,310	17	250,510	21	224,470	19	238,007	20
	20 to 23	321,306	27	264,179	22	280,741	23	419,135	35
	16 to 19	267,738	22	399,519	33	269,040	22	326,445	27
	13 to 15	149,825	12	154,528	13	156,903	13	90,944	8
	01 to 12	99,949	8	9,869	1	68,403	6	45,311	4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	4,361	41	20.4	22.7	21.7	22.0	21.8
	Females	5,810	54	21.2	21.3	22.2	20.7	21.5
	Missing	569	5	21.0	21.8	22.1	21.4	21.7
National	Males	517,563	43	20.1	21.5	21.1	21.4	21.2
	Females	646,688	54	21.0	20.3	21.6	20.5	21.0
	Missing	42,204	3	20.6	21.1	21.6	20.8	21.1

Table 2.6. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Math	Reading	Science	
State	Males	69	57	55	35	28
	Females	73	46	59	25	20
National	Males	66	47	51	32	25
	Females	71	37	55	23	18

Section III

College Readiness and the Impact of Course Rigor

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

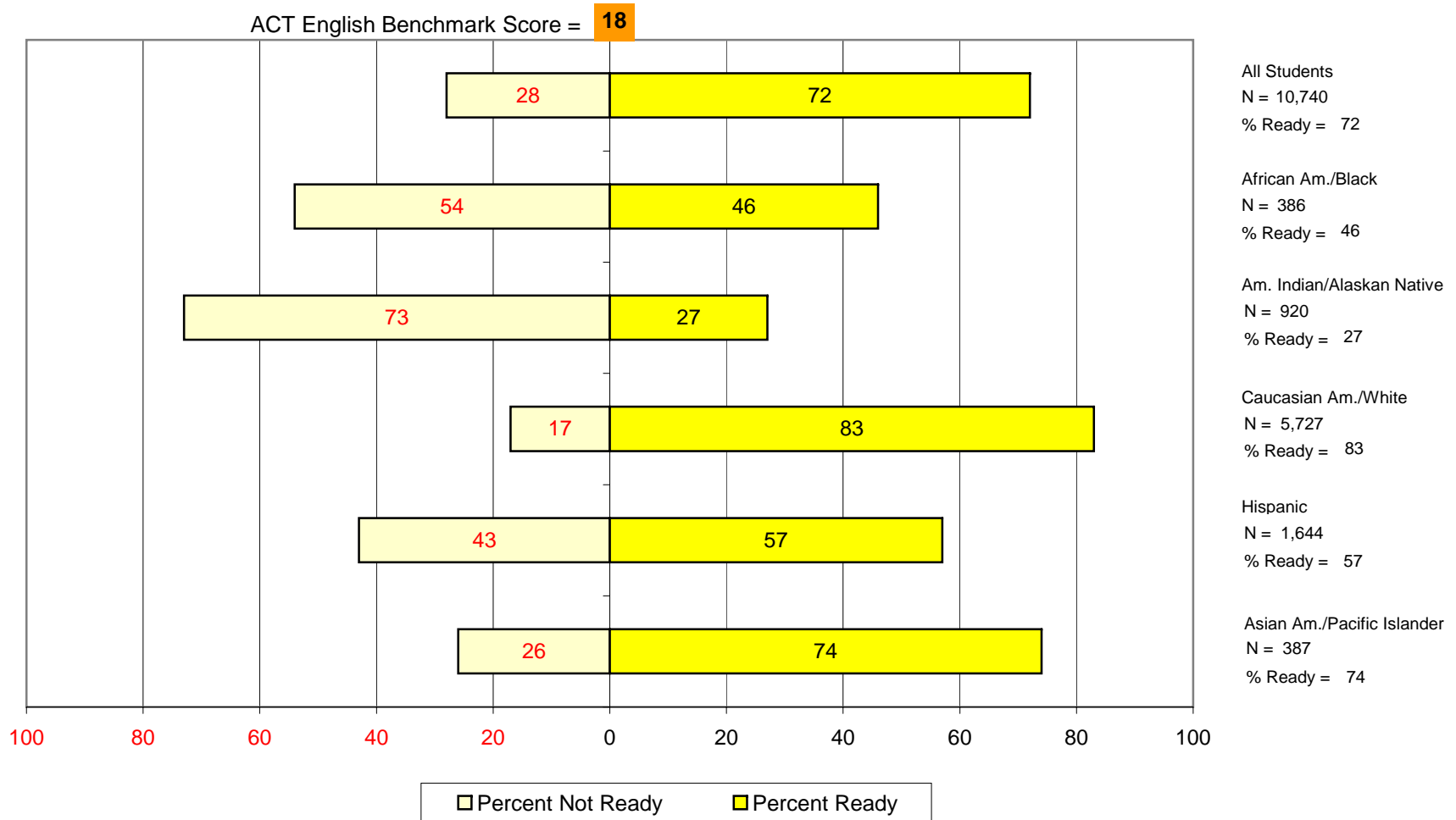


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

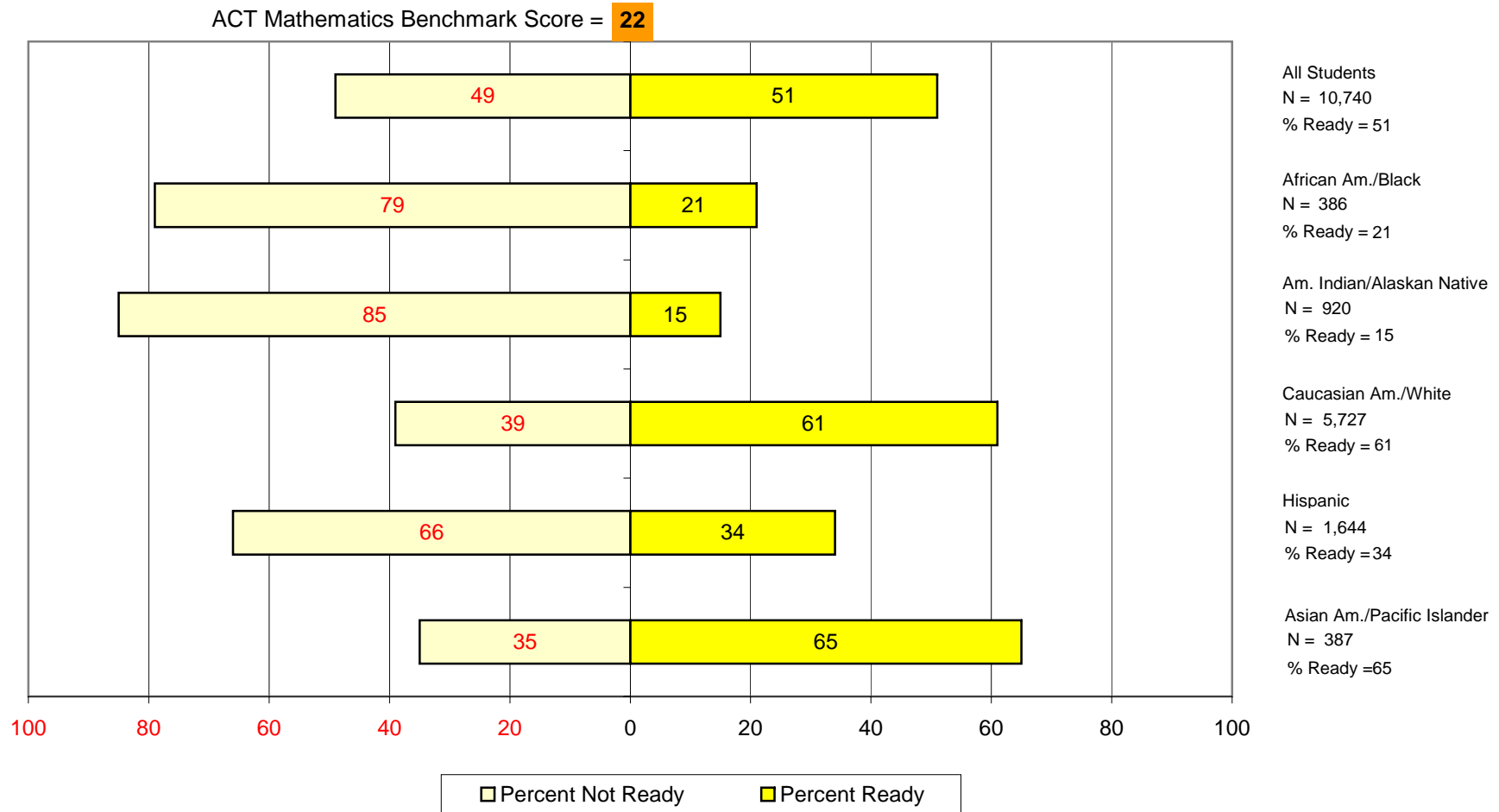


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

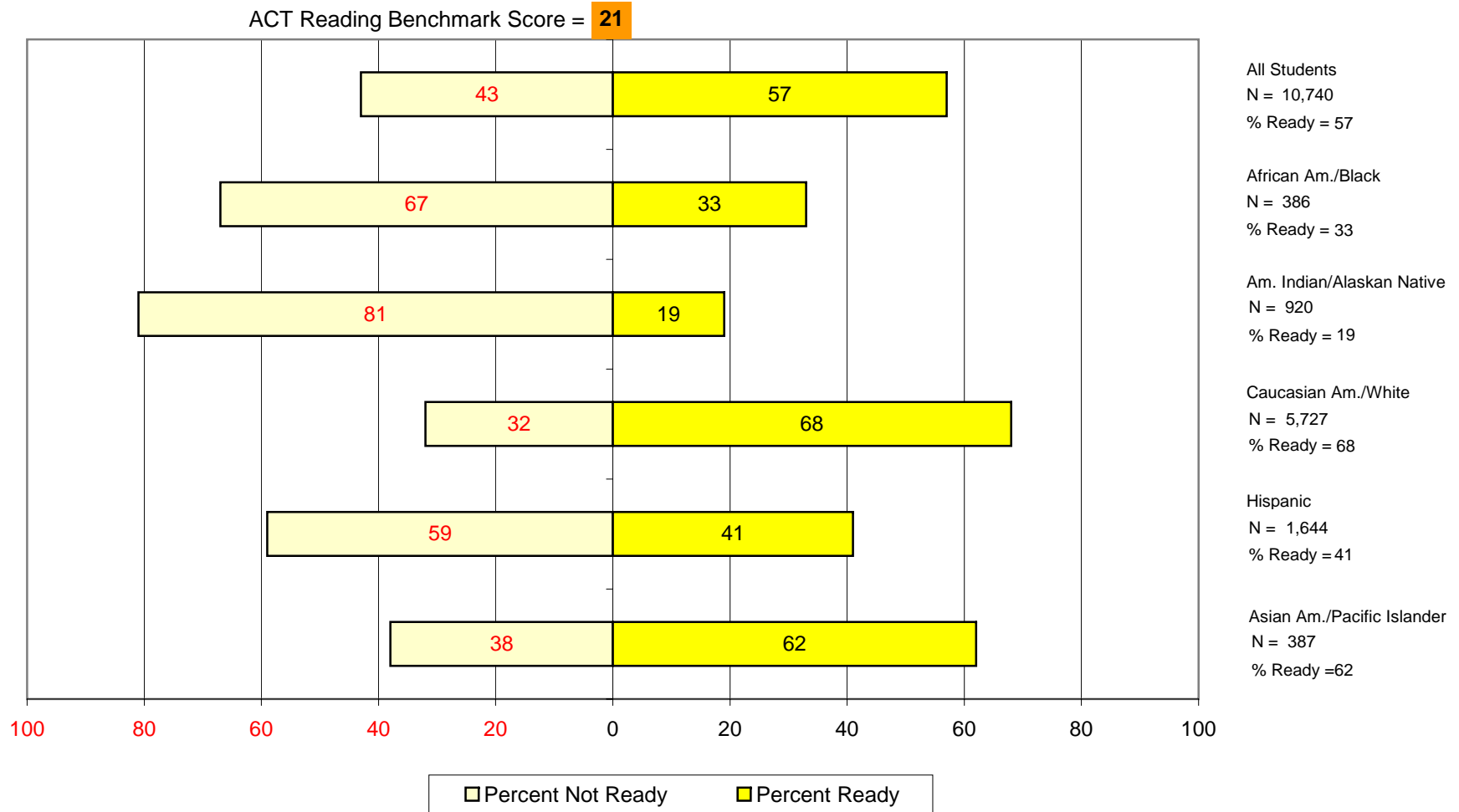


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

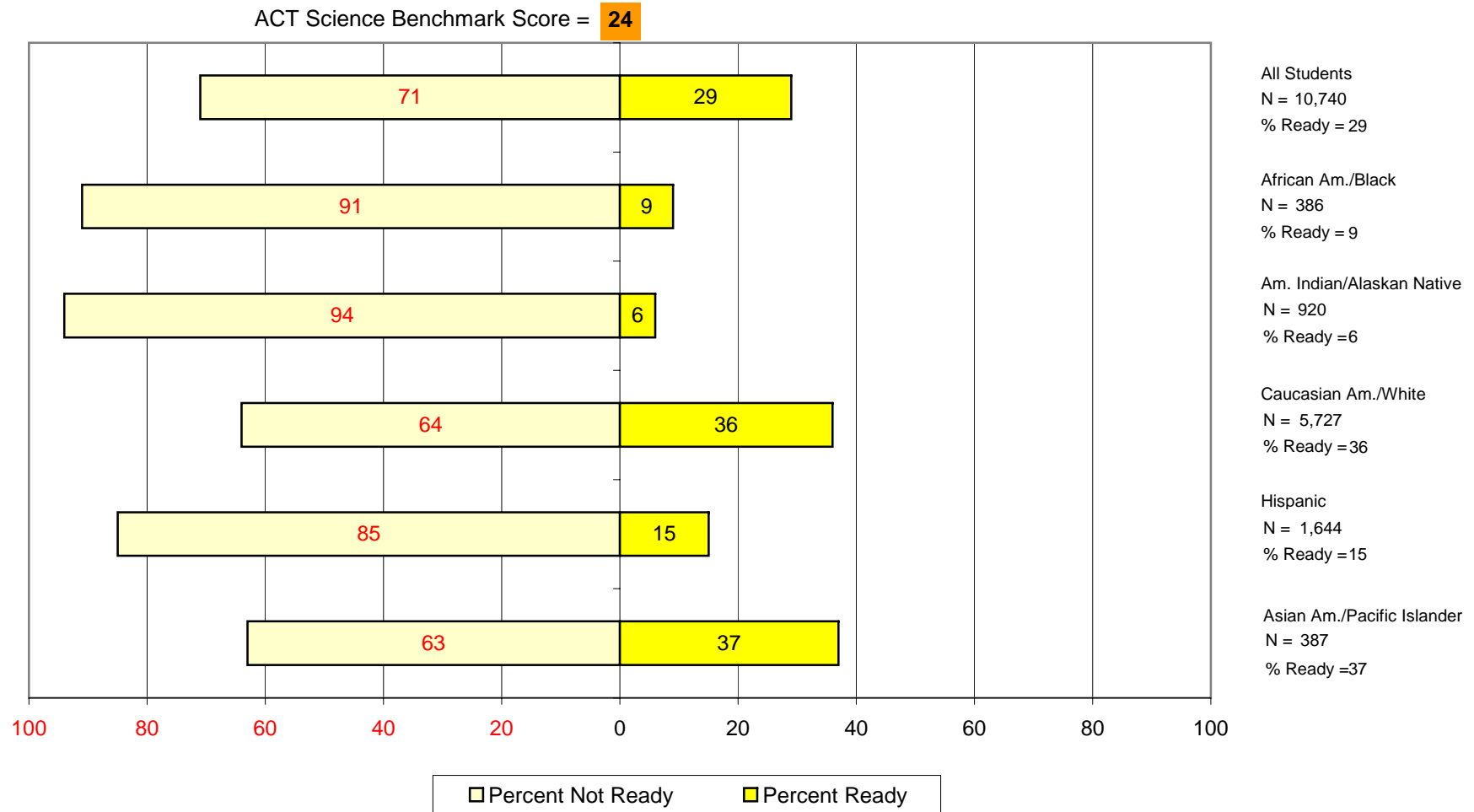


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

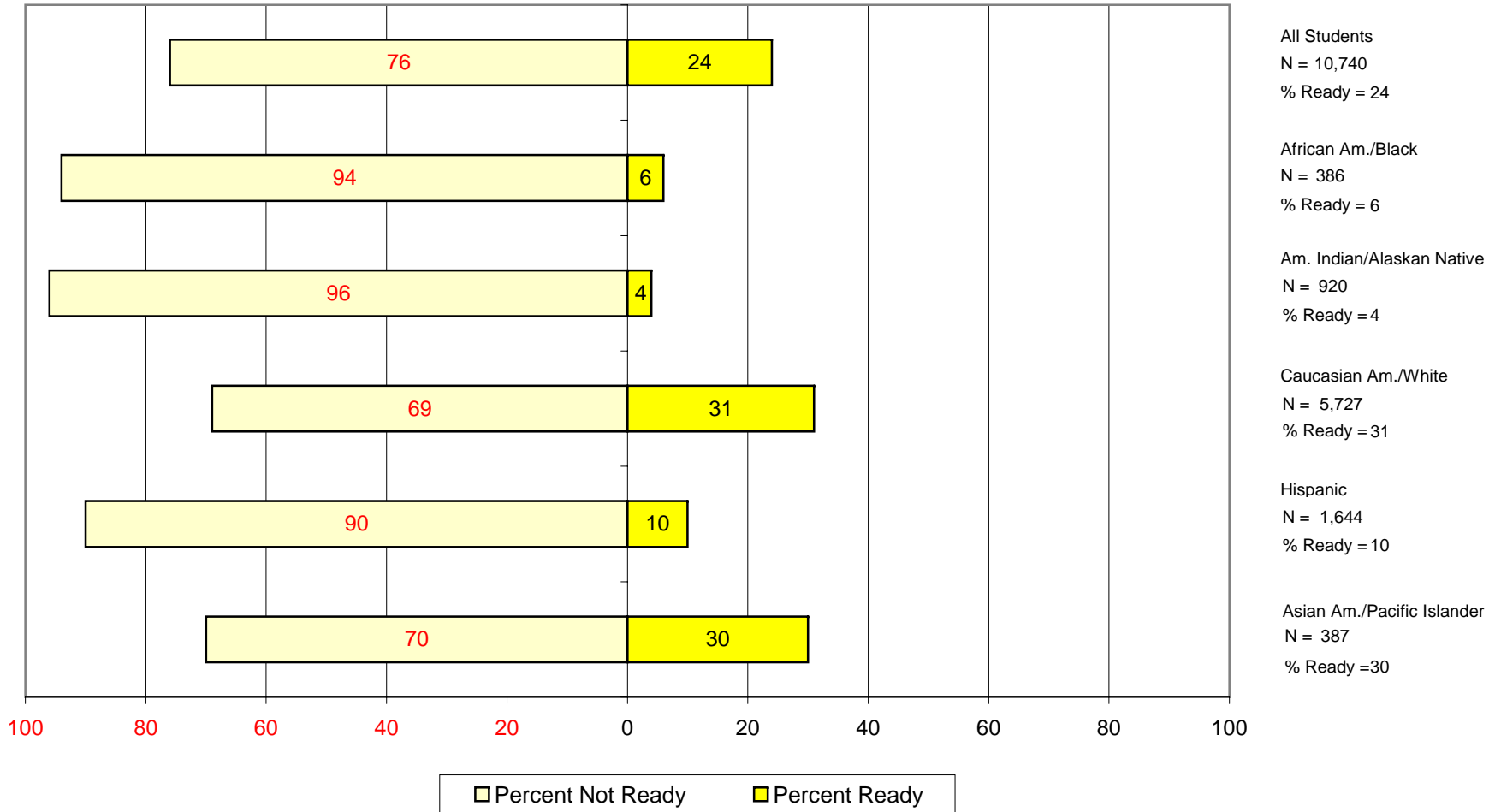


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	1,077	10	21.2	0.9	434	10	21.0	1.0	598	10	21.3	0.7
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,121	66	21.0	0.7	2,819	65	20.6	0.6	4,013	69	21.2	0.6
Less than 4 years of English	1,198	11	20.3	-	537	12	20.0	-	594	10	20.6	-
No English course/grade information reported	1,344	13	20.6	-	571	13	19.7	-	605	10	21.3	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	897	8	25.1	4.8	415	10	25.7	4.4	440	8	24.5	5.1
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	873	8	22.5	2.2	295	7	23.3	2.0	531	9	22.0	2.6
Alg 1, Alg 2, Geom, & Trig	1,175	11	21.2	0.9	424	10	21.8	0.5	698	12	20.9	1.5
Alg 1, Alg 2, Geom, & Other Adv Math	1,641	15	20.6	0.3	575	13	21.1	-0.2	998	17	20.3	0.9
Other comb of 4 or more years of Math	2,238	21	24.3	4.0	998	23	25.4	4.1	1,164	20	23.5	4.1
Alg 1, Alg 2, & Geom (Min. Core)	1,054	10	18.5	-1.8	422	10	19.2	-2.1	589	10	18.1	-1.3
Other comb of 3 or 3.5 years of Math	433	4	22.0	1.7	201	5	22.5	1.2	219	4	21.5	2.1
Less than 3 years of Math	1,024	10	20.3	-	431	10	21.3	-	539	9	19.4	-
No Math course/grade information reported	1,405	13	21.4	-	600	14	21.9	-	632	11	20.9	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	306	3	22.4	1.1	135	3	22.3	1.0	161	3	22.3	0.9
Other comb of 4 or more years Social Science	3,486	32	22.7	1.4	1,285	29	22.3	1.0	2,059	35	22.9	1.5
US Hist, World Hist, & Am Gov (Min. Core)	1,015	9	21.0	-0.3	430	10	21.2	-0.1	539	9	20.8	-0.6
Other comb of 3 or 3.5 years of Social Science	3,102	29	22.0	0.7	1,286	29	21.7	0.4	1,688	29	22.2	0.8
Less than 3 years of Social Science	1,442	13	21.3	-	625	14	21.3	-	745	13	21.4	-
No Soc Sci course/grade information reported	1,389	13	21.7	-	600	14	21.0	-	618	11	22.4	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,376	22	22.0	1.7	1,085	25	22.9	2.1	1,208	21	21.1	1.1
Bio, Chem, Phys	1,751	16	23.3	3.0	747	17	24.0	3.2	933	16	22.7	2.7
Gen Sci ² , Bio, Chem (Min. Core)	2,732	25	20.3	0.0	939	22	20.8	0.0	1,665	29	20.1	0.1
Other comb of 3 years of Natural Science	372	3	20.7	0.4	191	4	21.2	0.4	162	3	20.1	0.1
Less than 3 years of Natural Science	2,001	19	20.3	-	744	17	20.8	-	1,179	20	20.0	-
No Nat Sci course/grade information reported	1,508	14	20.9	-	655	15	21.4	-	663	11	20.5	-

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,077	10	21.2	74	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,121	66	21.0	72	668,226	55	20.4	67
Less than 4 years of English	1,198	11	20.3	70	115,551	10	19.4	62
No English course/grade information reported	1,344	13	20.6	72	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	897	8	25.1	78	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	873	8	22.5	59	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	1,175	11	21.2	45	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	1,641	15	20.6	39	153,394	13	20.3	37
Other comb of 4 or more years of Math	2,238	21	24.3	70	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	1,054	10	18.5	20	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	433	4	22.0	51	54,965	5	20.6	40
Less than 3 years of Math	1,024	10	20.3	37	131,567	11	17.9	18
No Math course/grade information reported	1,405	13	21.4	48	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	306	3	22.4	61	31,335	3	22.7	60
Other comb of 4 or more years Social Science	3,486	32	22.7	62	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	1,015	9	21.0	51	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	3,102	29	22.0	57	325,879	27	21.3	52
Less than 3 years of Social Science	1,442	13	21.3	53	179,270	15	20.5	46
No Soc Sci course/grade information reported	1,389	13	21.7	55	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,376	22	22.0	35	320,821	27	22.3	38
Bio, Chem, Phys	1,751	16	23.3	47	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	2,732	25	20.3	19	339,689	28	20.2	19
Other comb of 3 years of Natural Science	372	3	20.7	23	32,330	3	20.5	24
Less than 3 years of Natural Science	2,001	19	20.3	23	234,307	19	19.1	14
No Nat Sci course/grade information reported	1,508	14	20.9	26	163,789	14	20.7	26

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Table 4.1. Distribution of Planned Educational Majors for All Students and 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 ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	70	1	20.6	8	3	16.5	57	1	21.3
Architecture & Environmental Design	228	2	20.5	4	2	17.5	212	2	20.6
Business & Management	788	7	21.1	14	6	18.8	752	9	21.2
Business & Office	42	0	19.1	5	2	14.2	37	0	19.8
Marketing & Distribution	63	1	21.3	3	1	16.3	59	1	21.7
Communications & Comm. Technologies	223	2	21.8	3	1	17.3	210	2	21.9
Community & Personal Services	188	2	18.5	18	8	15.3	156	2	19.2
Computer & Information Sciences	194	2	21.4	6	3	15.0	179	2	21.8
Cross-Disciplinary Studies	17	0	22.7	0	0	.	14	0	23.6
Education	319	3	21.7	6	3	18.5	303	3	21.8
Teacher Education	147	1	20.6	3	1	14.0	137	2	20.8
Engineering	406	4	22.4	5	2	15.2	389	4	22.5
Engineering-Related Technologies	288	3	22.8	5	2	16.2	270	3	23.2
Foreign Languages	41	0	23.7	1	0	17.0	36	0	23.7
Health Sciences & Allied Health Fields	1,661	15	20.7	48	20	15.8	1,556	18	20.9
Human, Family & Consumer Science	69	1	19.0	5	2	16.4	61	1	19.4
Letters	52	0	24.7	0	0	.	50	1	24.8
Mathematics	56	1	25.0	0	0	.	56	1	25.0
Philosophy, Religion & Theology	53	0	21.5	0	0	.	49	1	21.8
Sciences (Biological & Physical)	495	5	23.7	2	1	19.5	486	6	23.8
Social Sciences	606	6	22.2	1	0	14.0	588	7	22.2
Trade & Industrial	49	0	17.9	18	8	14.9	25	0	20.6
Visual & Performing Arts	484	5	22.0	19	8	17.2	443	5	22.3
Undecided	996	9	21.6	37	16	17.7	884	10	21.9
No Response	3,205	30	21.9	26	11	17.9	1,717	20	22.3

¹2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

²Percent of students tested.

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African-Am./ Black		Am. Indian/ Alaskan Native		Caucasian-Am./ White		Hispanic		Asian-Am./ Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	51	15.6	0	.	34	14.0	12	20.6	2	16.5	0	.	3	13.7
2-yr College Degree	186	16.9	6	16.5	65	13.8	71	19.4	28	16.8	3	21.0	13	18.3
Bachelors Degree	3,305	20.7	104	17.8	256	16.0	1,953	21.9	482	19.1	86	20.6	424	21.1
Graduate Study	2,124	22.9	77	18.6	133	18.2	1,266	23.9	291	20.9	73	23.6	284	23.2
Prof. Level Degree	3,297	22.3	129	19.4	318	17.9	1,571	23.9	633	20.3	170	23.9	476	23.0
Other	225	18.7	19	16.7	41	15.4	95	20.4	38	18.3	4	18.3	28	19.7
No Response	1,552	21.6	51	17.4	73	17.2	759	22.8	170	18.6	51	22.6	448	21.8

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	5,324	2,633	2,691	1	7	26	34	22	9	1
UNIVERSITY OF ARIZONA	Arizona	4,639	1,488	3,151	1	6	24	34	24	10	1
NORTHERN ARIZONA UNIVERSITY	Arizona	3,548	895	2,653	1	7	26	34	23	7	0
MESA COMMUNITY COLLEGE	Arizona	771	118	653	3	12	33	34	16	3	0
BRIGHAM YOUNG UNIVERSITY	Utah	687	403	284	0	2	11	28	38	20	2
GLENDALE COMMUNITY COLLEGE	Arizona	569	99	470	3	11	36	33	14	3	0
PIMA COMMUNITY COLLEGE	Arizona	371	62	309	3	14	41	29	12	2	0
GRAND CANYON UNIVERSITY	Arizona	342	41	301	1	10	33	33	19	5	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	329	62	267	1	8	18	29	28	16	1
STANFORD UNIVERSITY	California	312	56	256	1	2	13	21	30	28	5
SAN DIEGO STATE UNIVERSITY	California	310	49	261	2	7	30	33	24	5	0
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	289	36	253	1	6	20	34	28	11	1
PHOENIX COLLEGE	Arizona	288	36	252	3	18	47	25	5	1	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	286	55	231	0	2	12	33	38	14	1
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	273	104	169	0	6	29	35	22	8	0
CHANDLER-GILBERT COMMUNITY COLLEGE	Arizona	269	40	229	0	10	27	40	20	3	0
EASTERN ARIZONA COLLEGE	Arizona	263	91	172	3	12	33	29	17	5	0
SCOTTSDALE COMMUNITY COLLEGE	Arizona	262	30	232	2	10	43	32	12	2	0
YAVAPAI COLLEGE	Arizona	202	49	153	4	22	32	27	12	2	0
UNIVERSITY OF SAN DIEGO	California	200	33	167	0	4	22	35	29	11	0
ARIZONA WESTERN COLLEGE	Arizona	192	67	125	3	18	36	33	7	2	0
UNIVERSITY OF CALIFORNIA-SAN DIEGO	California	178	5	173	0	1	16	33	30	19	2
FORT LEWIS COLLEGE	Colorado	170	62	108	5	34	35	19	4	2	0
EMBRY-RIDDLE AERONAUTICAL UNIV	Arizona	156	45	111	0	4	17	31	29	18	1
NEW YORK UNIVERSITY	New York	156	29	127	1	2	12	32	33	17	3
DEVRY UNIVERSITY-PHOENIX AZ	Arizona	155	41	114	5	21	34	30	9	2	0
COCONINO COMMUNITY COLLEGE	Arizona	154	40	114	6	29	40	18	6	1	0
UNIVERSITY OF CALIFORNIA-BERKELEY	California	153	22	131	1	3	13	31	30	17	5
UNIVERSITY OF NEW MEXICO	New Mexico	140	23	117	2	21	43	26	6	1	1
PARADISE VALLEY COMMUNITY COLLEGE	Arizona	137	15	122	1	7	34	42	12	4	0
All Other Institutions		9,629	1,999	7,630	2	8	23	28	25	13	2
Total		30,754	8,728	22,026	1	8	25	31	23	10	1

Section V

Optional Writing Test Results

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

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
			State	National	State	National	State	National
All Students	4,423	430,404	22.1	22.4	7.7	7.7	21.8	22.0
African Am./Black	132	38,583	18.5	17.5	7.1	6.8	18.6	17.6
Am. Indian/Alaskan Native	271	2,803	15.5	19.8	6.7	7.1	16.0	19.6
Caucasian Am./White	2,493	269,428	23.4	23.4	7.9	7.8	22.9	22.8
Hispanic	628	33,207	19.6	18.9	7.4	7.4	19.6	19.1
Asian Am./Pacific Islander	179	21,275	23.7	23.0	8.0	8.0	23.2	22.8
Other/No Response	720	65,108	22.8	22.8	7.8	7.9	22.4	22.5
Males	1,687	170,904	21.8	22.1	7.5	7.4	21.4	21.5
Females	2,511	240,056	22.4	22.6	7.9	7.9	22.2	22.3
Missing	225	19,444	21.7	22.1	7.8	7.8	21.6	21.9

