

# ACT High School Profile Report

The Graduating Class of 2006  
Indiana





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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](http://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.** 13,237 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. 56% 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 9% of the cohort took less than three years of math courses. Of these students, 29% were college ready. 19% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 13% of these students were college ready. In comparison, 62% 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 22% of the cohort took less than three years of natural science courses. 23% of these students were college ready. In comparison, 32% 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 41% 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](http://www.act.org/standard).

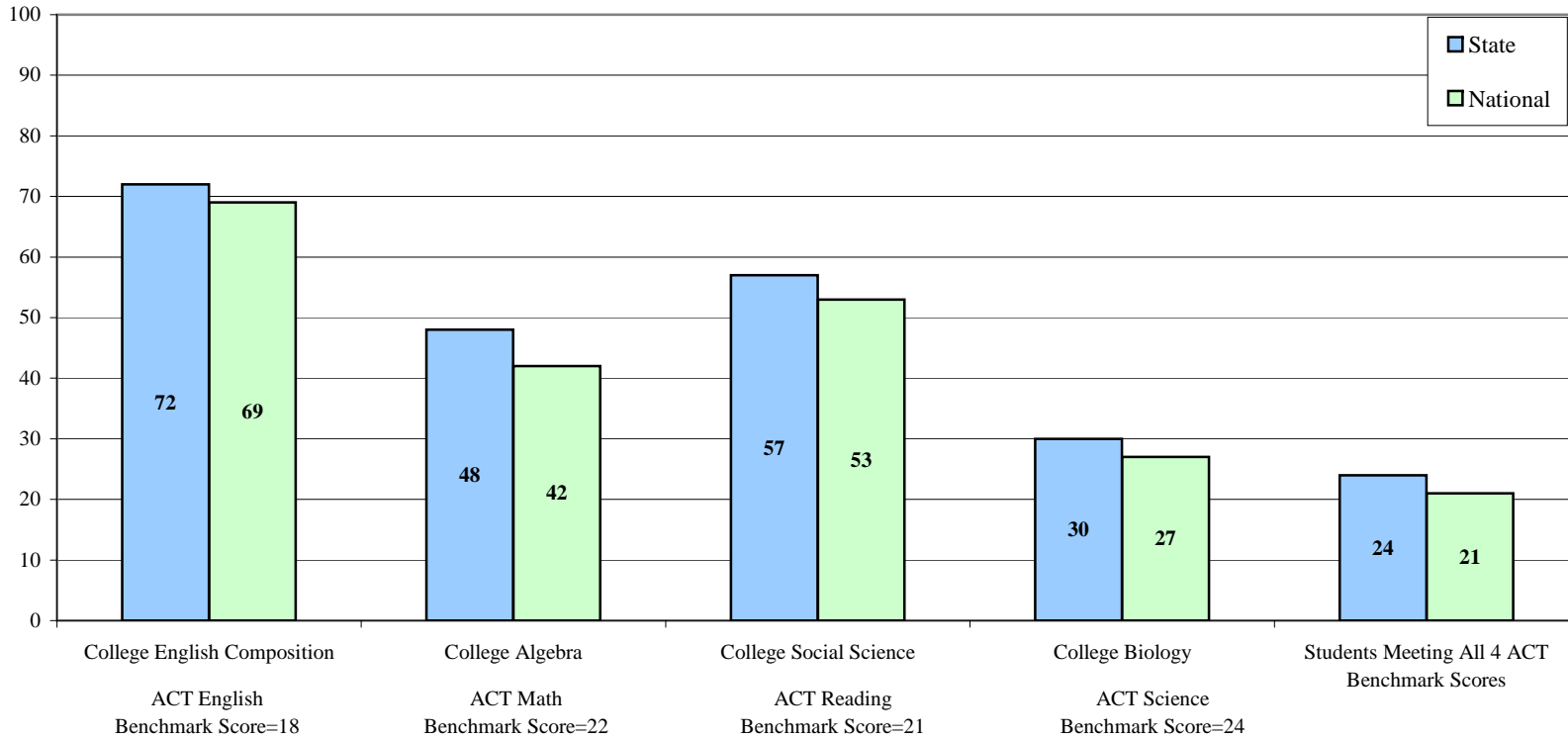
**PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS.** Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic 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 847-634-2560.

# 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	12,463	1,116,082	71	67	45	39	58	53	29	26	23	20
2003	13,386	1,175,059	72	67	46	40	57	52	29	26	24	20
2004	13,116	1,171,460	72	68	47	40	57	52	29	26	24	21
2005	13,231	1,186,251	73	68	47	41	58	51	30	26	25	21
<b>2006</b>	<b>13,237</b>	<b>1,206,455</b>	<b>72</b>	<b>69</b>	<b>48</b>	<b>42</b>	<b>57</b>	<b>53</b>	<b>30</b>	<b>27</b>	<b>24</b>	<b>21</b>

**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	12,463	1,116,082	20.8	20.2	21.3	20.6	21.9	21.1	21.3	20.8	21.5	20.8
2003	13,386	1,175,059	20.9	20.3	21.3	20.6	22.1	21.2	21.4	20.8	21.6	20.8
2004	13,116	1,171,460	21.0	20.4	21.5	20.7	22.2	21.3	21.4	20.9	21.6	20.9
2005	13,231	1,186,251	21.2	20.4	21.5	20.7	22.2	21.3	21.4	20.9	21.7	20.9
<b>2006</b>	<b>13,237</b>	<b>1,206,455</b>	<b>21.1</b>	<b>20.6</b>	<b>21.6</b>	<b>20.8</b>	<b>22.2</b>	<b>21.4</b>	<b>21.4</b>	<b>20.9</b>	<b>21.7</b>	<b>21.1</b>

**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
<b>2006</b>	<b>1,206,455</b>	<b>20.6</b>	<b>20.8</b>	<b>21.4</b>	<b>20.9</b>	<b>21.1</b>

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

Grad Year	Number of Students Tested		Percent <sup>1</sup>		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	7,646	3,879	61	31	21.5	19.4	22.2	19.6	22.6	20.6	22.0	20.0	22.2	20.0
2003	7,964	4,066	59	30	21.7	19.6	22.1	19.7	22.7	21.0	22.0	20.1	22.3	20.2
2004	7,748	4,022	59	31	21.6	19.9	22.2	20.0	22.7	21.2	22.0	20.3	22.3	20.5
2005	7,603	4,083	57	31	21.9	20.0	22.3	20.3	22.8	21.2	22.0	20.5	22.4	20.6
<b>2006</b>	<b>7,376</b>	<b>4,130</b>	<b>56</b>	<b>31</b>	<b>21.7</b>	<b>20.1</b>	<b>22.2</b>	<b>20.5</b>	<b>22.7</b>	<b>21.3</b>	<b>21.9</b>	<b>20.5</b>	<b>22.3</b>	<b>20.7</b>

<sup>1</sup>Percent 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
<b>All Students</b>	<b>12,463</b>	<b>100</b>	<b>21.5</b>	<b>13,386</b>	<b>100</b>	<b>21.6</b>	<b>13,116</b>	<b>100</b>	<b>21.6</b>	<b>13,231</b>	<b>100</b>	<b>21.7</b>	<b>13,237</b>	<b>100</b>	<b>21.7</b>
African American/Black	1,158	9	17.2	1,210	9	17.3	1,191	9	17.6	1,257	10	17.2	1,326	10	17.3
American Indian/Alaskan Native	24	0	20.3	33	0	20.6	34	0	21.9	40	0	20.9	35	0	21.3
Caucasian American/White	10,029	80	21.9	10,749	80	22.0	10,375	79	22.0	10,377	78	22.2	9,823	74	22.2
Hispanic	242	2	19.9	286	2	19.8	291	2	19.6	299	2	19.2	312	2	19.7
Asian American/Pacific Islander	241	2	22.9	252	2	23.3	239	2	23.1	257	2	23.7	235	2	24.1
Other/No Response	769	6	21.9	856	6	22.2	986	8	22.5	1,001	8	22.3	1,506	11	22.1

# Section II

# Academic Achievement

**Table 2.1. ACT Score Distributions, Cumulative Percentages (CP<sup>1</sup>), and Score Averages for All Students**

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP <sup>1</sup>	N	CP <sup>1</sup>	N	CP <sup>1</sup>	N	CP <sup>1</sup>	N	CP <sup>1</sup>	
36	19	100	39	100	96	100	37	100	4	100	36
35	76	100	67	100	170	99	91	100	31	100	35
34	177	99	135	99	229	98	70	99	66	100	34
33	165	98	108	98	295	96	94	99	96	99	33
32	149	97	130	97	246	94	89	98	133	99	32
31	241	96	170	96	374	92	124	97	209	98	31
30	265	94	263	95	376	89	89	96	294	96	30
29	405	92	377	93	456	87	157	96	378	94	29
28	451	89	423	90	443	83	331	94	461	91	28
27	435	85	659	87	656	80	455	92	602	87	27
26	532	82	746	82	659	75	751	88	706	83	26
25	750	78	896	76	637	70	696	83	725	77	25
24	718	72	872	70	736	65	945	77	841	72	24
23	657	67	733	63	814	59	1,219	70	966	66	23
22	865	62	673	58	675	53	1,080	61	966	58	22
21	917	55	771	52	732	48	1,137	53	1,032	51	21
20	1,103	48	820	47	850	43	1,298	44	976	43	20
19	879	40	845	40	815	36	1,240	35	1,026	36	19
18	714	33	942	34	643	30	972	25	961	28	18
17	694	28	1,290	27	704	25	639	18	847	21	17
16	705	23	1,123	17	592	20	543	13	658	14	16
15	692	18	646	9	461	15	350	9	543	10	15
14	552	12	347	4	660	12	248	6	347	5	14
13	286	8	93	1	359	7	225	4	225	3	13
12	238	6	55	1	314	4	114	3	87	1	12
11	171	4	8	1	146	2	121	2	40	1	11
10	140	3	2	1	47	1	73	1	11	1	10
9	107	2	3	1	30	1	35	1	5	1	9
8	83	1	0	1	10	1	9	1	0	1	8
7	39	1	0	1	2	1	1	1	1	1	7
6	9	1	0	1	3	1	3	1	0	1	6
5	3	1	1	1	2	1	1	1	0	1	5
4	0	1	0	1	3	1	0	1	0	1	4
3	0	1	0	1	1	1	0	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Average	21.1		21.6		22.2		21.4		21.7		Average

<sup>1</sup>Note: 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 (CP<sup>1</sup>), 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 <sup>1</sup>	N	CP <sup>1</sup>	N	CP <sup>1</sup>	N	CP <sup>1</sup>	N	CP <sup>1</sup>	N	CP <sup>1</sup>	N	CP <sup>1</sup>	
18	405	100	79	100	254	100	502	100	456	100	122	100	109	100	18
17	602	97	238	99	805	98	782	96	529	97	239	99	175	99	17
16	610	92	522	98	656	92	974	90	1,012	93	256	97	321	98	16
15	732	88	864	94	955	87	1,068	83	861	85	558	95	755	95	15
14	994	82	1,076	87	857	80	1,015	75	1,095	78	1,183	91	1,003	90	14
13	831	75	984	79	1,011	73	1,088	67	1,436	70	1,025	82	1,511	82	13
12	1,120	68	1,375	72	1,426	66	1,329	59	1,468	59	2,020	74	1,404	71	12
11	1,171	60	1,715	61	1,278	55	1,080	49	1,037	48	1,386	59	1,420	60	11
10	1,580	51	1,715	48	1,129	45	1,172	41	1,226	40	2,076	49	2,291	49	10
9	1,255	39	1,617	35	1,453	37	1,070	32	1,030	31	2,091	33	1,518	32	9
8	1,135	30	1,269	23	1,425	26	826	24	1,519	23	981	17	1,043	21	8
7	1,047	21	789	13	802	15	782	18	1,022	12	323	10	698	13	7
6	752	13	440	8	614	9	837	12	390	4	446	7	497	7	6
5	502	8	347	4	276	4	412	5	92	1	327	4	85	4	5
4	306	4	145	2	147	2	231	2	40	1	75	2	252	3	4
3	145	1	43	1	107	1	49	1	18	1	99	1	36	1	3
2	46	1	19	1	23	1	18	1	3	1	4	1	97	1	2
1	4	1	0	1	19	1	2	1	3	1	26	1	22	1	1
Average	10.7		10.8		11.1		11.5		11.6		10.8		10.7		Average

<sup>1</sup>Note: 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	13,237	56	22.3	20.7
	African Am./Black	1,326	53	17.8	16.8
	Am. Indian/Alaskan Native	35	60	21.9	20.1
	Caucasian Am./White	9,823	57	22.8	21.3
	Hispanic	312	55	20.0	19.0
	Asian Am./Pacific Islander	235	58	24.8	23.2
	Other/No Response	1,506	49	22.8	21.0
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	437	3	349	3	790	6	292	2
	28 to 32	1,511	11	1,363	10	1,895	14	790	6
	24 to 27	2,435	18	3,173	24	2,688	20	2,847	22
	20 to 23	3,542	27	2,997	23	3,071	23	4,734	36
	16 to 19	2,992	23	4,200	32	2,754	21	3,394	26
	13 to 15	1,530	12	1,086	8	1,480	11	823	6
	01 to 12	790	6	69	1	559	4	357	3
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	5,464	41	20.7	22.5	21.9	21.9	21.9
	Females	7,274	55	21.4	21.0	22.4	20.9	21.5
	Missing	499	4	20.8	21.5	21.8	21.3	21.5
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	54	56	35	29
	Females	74	43	59	26	21
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

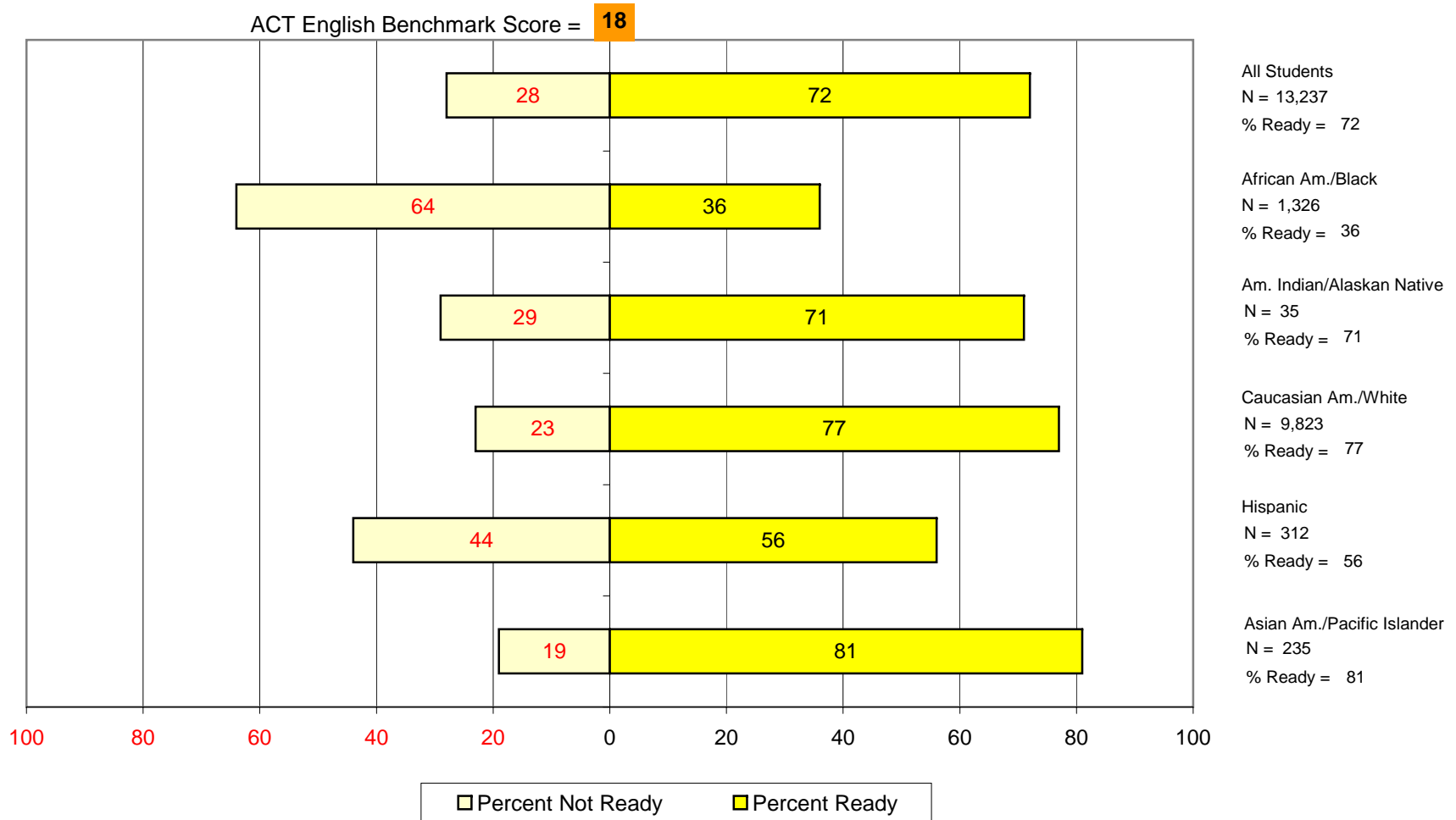
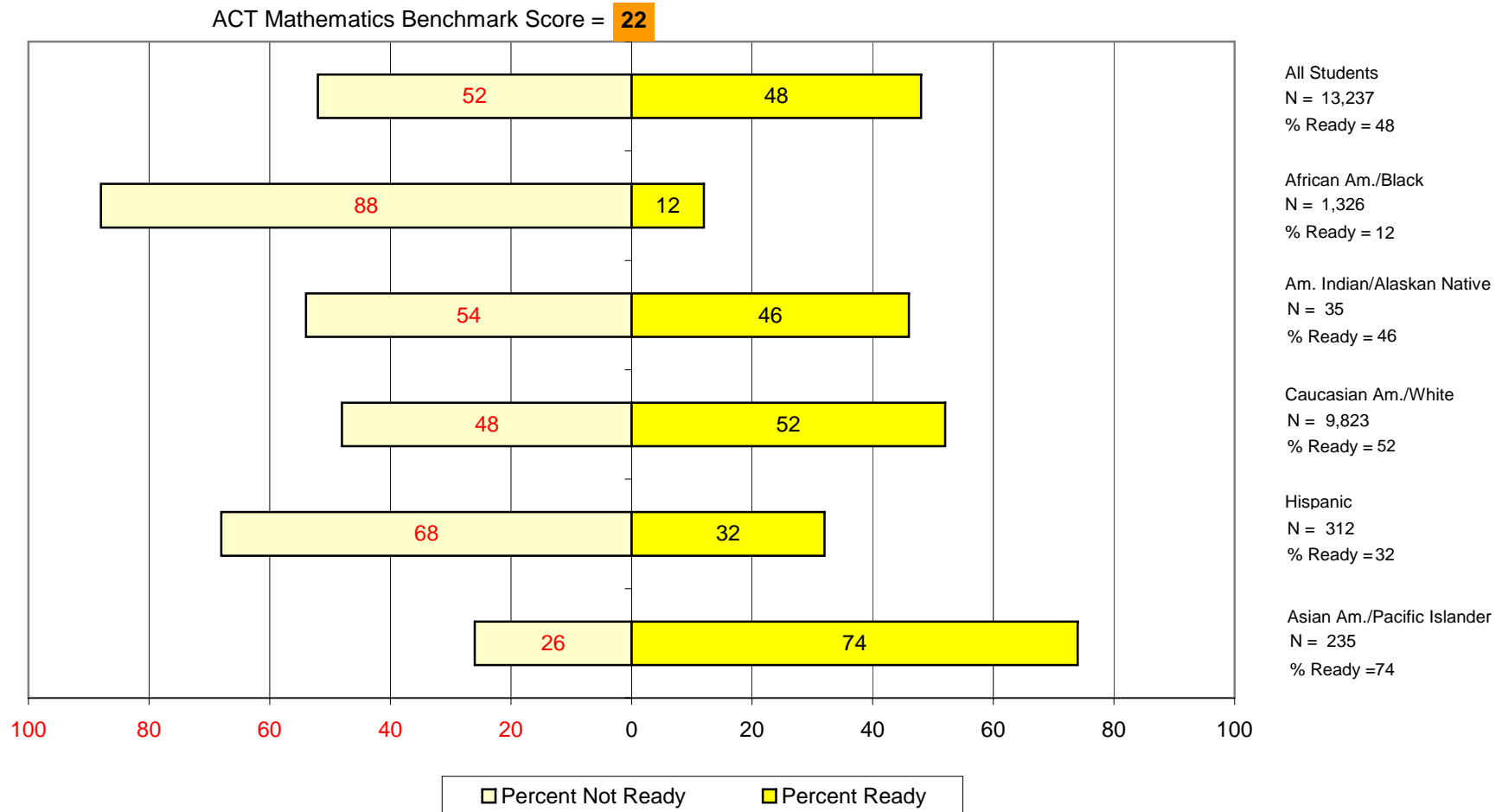


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS



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

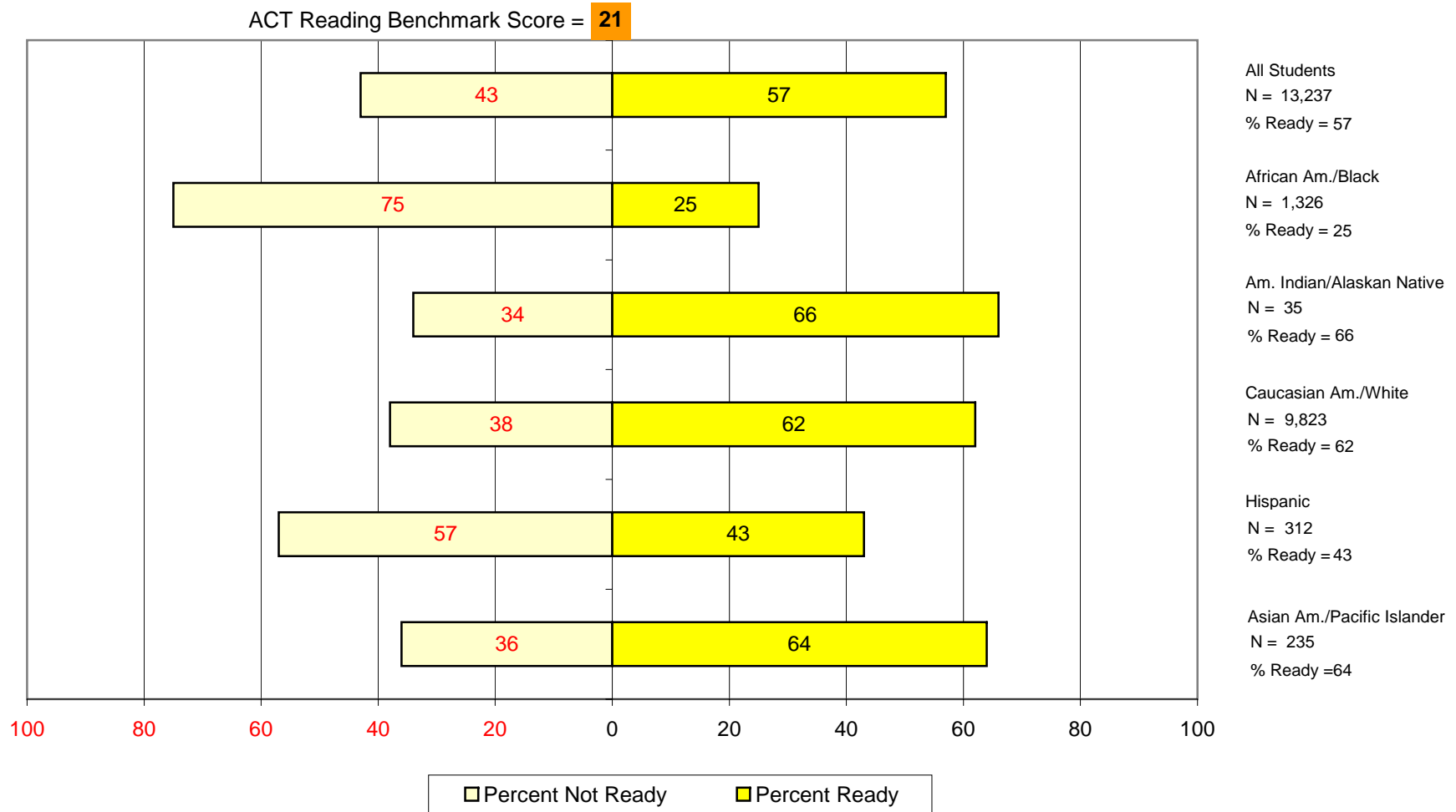


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

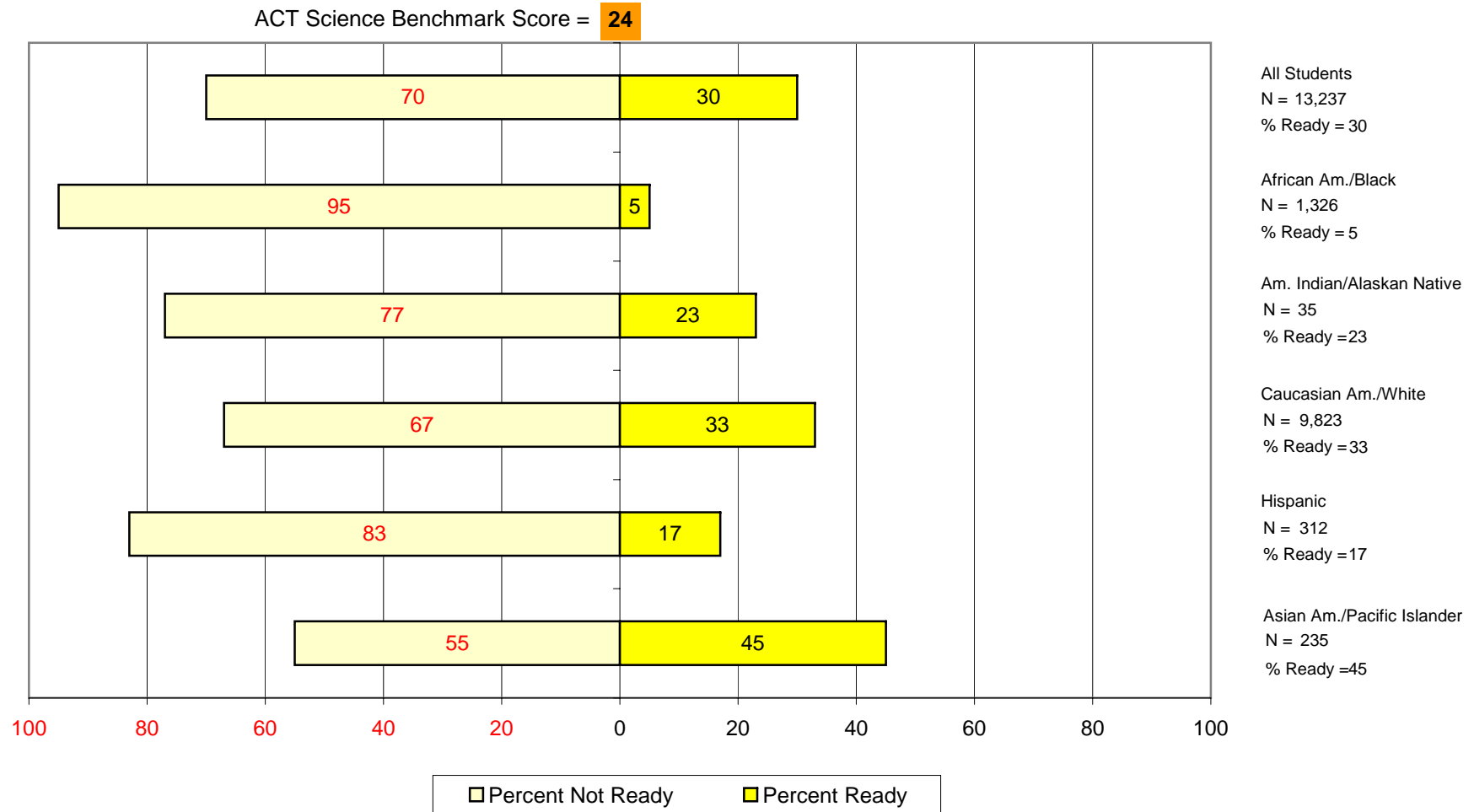
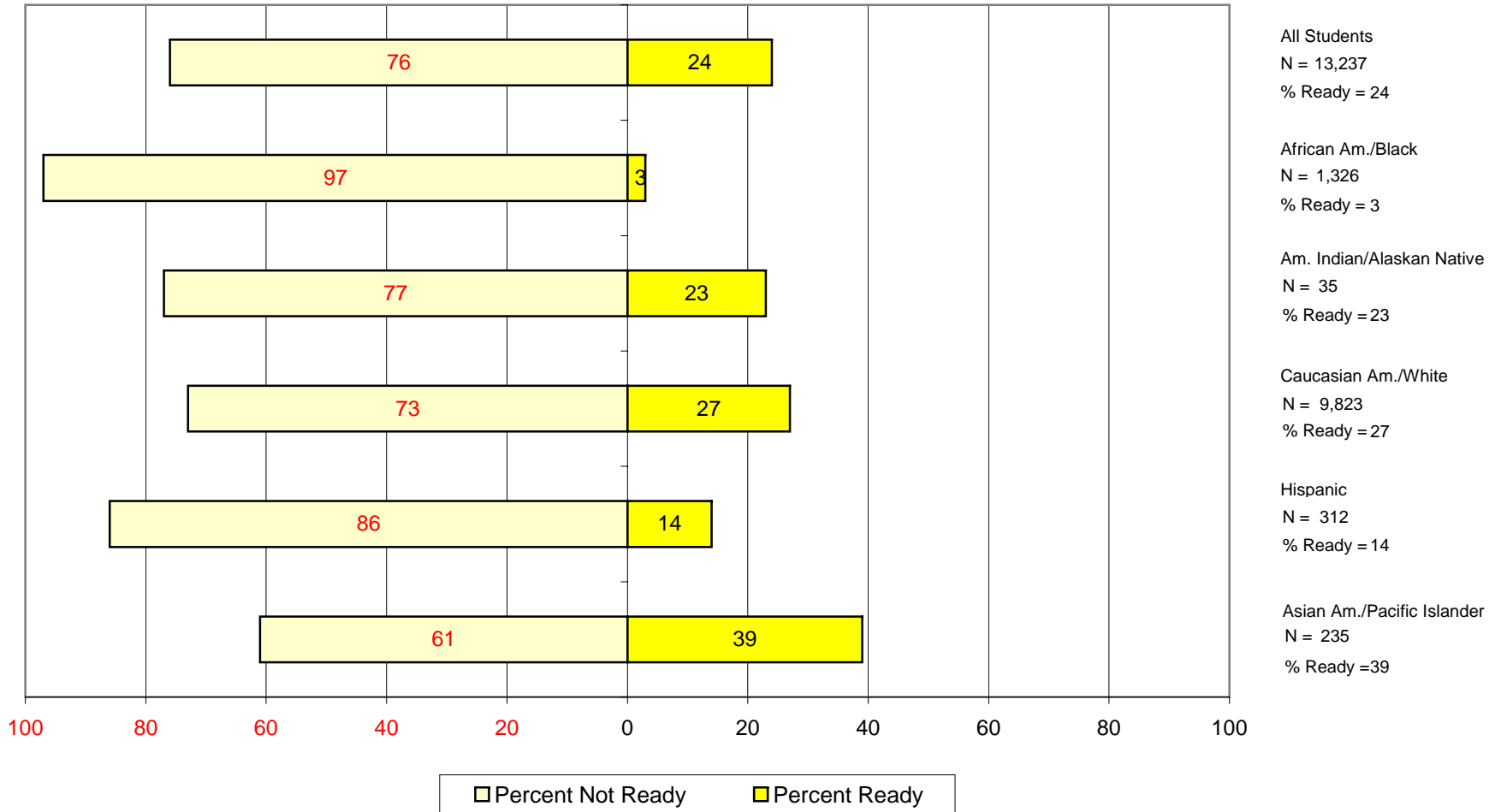


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR



**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 <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>
<b>ENGLISH COURSE PATTERN</b>												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	3,709	28	22.1	1.6	1,442	26	21.9	1.6	2,183	30	22.3	1.5
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	6,464	49	20.6	0.1	2,621	48	20.2	-0.1	3,630	50	20.9	0.1
Less than 4 years of English	1,252	9	20.5	-	525	10	20.3	-	663	9	20.8	-
No English course/grade information reported	1,812	14	20.9	-	876	16	20.1	-	798	11	21.6	-
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	838	6	25.9	6.6	403	7	26.7	6.8	407	6	25.1	6.3
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	852	6	22.4	3.1	306	6	23.3	3.4	517	7	21.9	3.1
Alg 1, Alg 2, Geom, & Trig	737	6	20.9	1.6	250	5	21.8	1.9	469	6	20.4	1.6
Alg 1, Alg 2, Geom, & Other Adv Math	2,142	16	20.8	1.5	700	13	21.5	1.6	1,387	19	20.4	1.6
Other comb of 4 or more years of Math	2,497	19	25.4	6.1	1,145	21	26.2	6.3	1,293	18	24.8	6.0
Alg 1, Alg 2, & Geom (Min. Core)	2,453	19	18.0	-1.3	935	17	18.7	-1.2	1,438	20	17.5	-1.3
Other comb of 3 or 3.5 years of Math	646	5	22.4	3.1	301	6	23.0	3.1	321	4	21.9	3.1
Less than 3 years of Math	1,216	9	19.3	-	519	9	19.9	-	633	9	18.8	-
No Math course/grade information reported	1,856	14	21.5	-	905	17	21.8	-	809	11	21.1	-
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	53	0	23.6	2.3	28	1	22.3	1.5	23	0	25.1	3.5
Other comb of 4 or more years Social Science	5,399	41	22.6	1.3	2,139	39	22.4	1.6	3,094	43	22.7	1.1
US Hist, World Hist, & Am Gov (Min. Core)	137	1	20.6	-0.7	70	1	20.5	-0.3	62	1	21.1	-0.5
Other comb of 3 or 3.5 years of Social Science	4,447	34	22.1	0.8	1,748	32	21.9	1.1	2,579	35	22.2	0.6
Less than 3 years of Social Science	1,337	10	21.3	-	564	10	20.8	-	708	10	21.6	-
No Soc Sci course/grade information reported	1,864	14	21.9	-	915	17	21.5	-	808	11	22.2	-
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>2</sup> , Bio, Chem, & Phys	2,420	18	21.8	1.3	1,115	20	22.4	1.7	1,236	17	21.3	0.9
Bio, Chem, Phys	2,699	20	23.7	3.2	1,240	23	24.8	4.1	1,391	19	22.8	2.4
Gen Sci <sup>2</sup> , Bio, Chem (Min. Core)	2,982	23	20.1	-0.4	1,023	19	20.1	-0.6	1,871	26	20.1	-0.3
Other comb of 3 years of Natural Science	257	2	19.5	-1.0	121	2	20.0	-0.7	118	2	18.9	-1.5
Less than 3 years of Natural Science	2,893	22	20.5	-	997	18	20.7	-	1,789	25	20.4	-
No Nat Sci course/grade information reported	1,986	15	21.1	-	968	18	21.3	-	869	12	20.8	-

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

<sup>2</sup>Includes 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
<b>ENGLISH COURSE PATTERN</b>								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	3,709	28	22.1	79	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	6,464	49	20.6	69	668,226	55	20.4	67
Less than 4 years of English	1,252	9	20.5	69	115,551	10	19.4	62
No English course/grade information reported	1,812	14	20.9	69	150,124	12	20.3	67
<b>MATHEMATICS COURSE PATTERN</b>								
Alg 1, Alg 2, Geom, Trig, & Calc	838	6	25.9	84	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	852	6	22.4	59	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	737	6	20.9	44	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	2,142	16	20.8	42	153,394	13	20.3	37
Other comb of 4 or more years of Math	2,497	19	25.4	79	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	2,453	19	18.0	13	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	646	5	22.4	54	54,965	5	20.6	40
Less than 3 years of Math	1,216	9	19.3	29	131,567	11	17.9	18
No Math course/grade information reported	1,856	14	21.5	47	158,635	13	20.8	42
<b>SOCIAL SCIENCE COURSE PATTERN</b>								
US Hist, World Hist, Am Gov, & Other Hist	53	0	23.6	62	31,335	3	22.7	60
Other comb of 4 or more years Social Science	5,399	41	22.6	60	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	137	1	20.6	49	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	4,447	34	22.1	56	325,879	27	21.3	52
Less than 3 years of Social Science	1,337	10	21.3	52	179,270	15	20.5	46
No Soc Sci course/grade information reported	1,864	14	21.9	56	158,406	13	21.2	52
<b>NATURAL SCIENCE COURSE PATTERN</b>								
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	2,420	18	21.8	34	320,821	27	22.3	38
Bio, Chem, Phys	2,699	20	23.7	49	115,519	10	23.2	45
Gen Sci <sup>1</sup> , Bio, Chem (Min. Core)	2,982	23	20.1	17	339,689	28	20.2	19
Other comb of 3 years of Natural Science	257	2	19.5	15	32,330	3	20.5	24
Less than 3 years of Natural Science	2,893	22	20.5	23	234,307	19	19.1	14
No Nat Sci course/grade information reported	1,986	15	21.1	28	163,789	14	20.7	26

<sup>1</sup>Includes 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 <sup>1</sup>	Percent <sup>2</sup>	Avg ACT Comp	N	Percent <sup>2</sup>	Avg ACT Comp	N	Percent <sup>2</sup>	Avg ACT Comp
Agriculture Sciences & Technologies	142	1	20.1	16	3	18.1	119	1	20.5
Architecture & Environmental Design	226	2	21.6	10	2	16.5	206	2	22.0
Business & Management	952	7	20.9	35	7	17.3	887	8	21.1
Business & Office	46	0	20.5	5	1	16.6	39	0	21.3
Marketing & Distribution	99	1	20.7	3	1	16.7	93	1	20.8
Communications & Comm. Technologies	345	3	21.5	11	2	17.3	318	3	21.8
Community & Personal Services	207	2	18.9	19	4	15.7	176	2	19.3
Computer & Information Sciences	217	2	21.5	14	3	17.2	193	2	21.9
Cross-Disciplinary Studies	22	0	23.7	1	0	15.0	21	0	24.1
Education	667	5	20.8	13	3	16.8	632	6	21.0
Teacher Education	339	3	20.1	7	1	17.0	326	3	20.2
Engineering	453	3	24.7	7	1	17.7	434	4	24.9
Engineering-Related Technologies	268	2	22.3	17	3	16.4	244	2	22.6
Foreign Languages	70	1	24.4	0	0	.	65	1	24.7
Health Sciences & Allied Health Fields	2,296	17	21.3	128	25	17.8	2,099	20	21.6
Human, Family & Consumer Science	101	1	18.8	19	4	17.9	78	1	19.0
Letters	63	0	24.3	0	0	.	62	1	24.4
Mathematics	58	0	25.6	0	0	.	58	1	25.6
Philosophy, Religion & Theology	107	1	22.5	4	1	16.5	102	1	22.7
Sciences (Biological & Physical)	650	5	24.4	4	1	17.8	629	6	24.5
Social Sciences	714	5	22.7	11	2	17.5	682	6	22.9
Trade & Industrial	104	1	18.1	52	10	17.4	49	0	19.0
Visual & Performing Arts	525	4	21.6	19	4	18.4	483	5	21.9
Undecided	986	7	21.5	41	8	16.8	878	8	21.8
No Response	3,580	27	21.7	66	13	17.6	1,767	17	21.9

<sup>1</sup>2-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*.

<sup>2</sup>Percent 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	76	17.1	10	16.0	0	.	55	17.5	2	15.5	1	17.0	8	16.4
2-yr College Degree	426	17.4	40	15.0	3	14.0	324	17.7	11	16.1	2	17.0	46	17.8
Bachelors Degree	5,013	20.5	411	16.6	10	20.9	4,000	21.0	97	18.1	40	19.9	455	20.6
Graduate Study	2,433	23.2	222	18.5	6	21.7	1,892	23.8	39	22.2	34	24.0	240	23.2
Prof. Level Degree	3,194	23.2	378	18.5	11	24.2	2,233	23.9	103	20.5	113	26.3	356	23.8
Other	229	18.0	42	15.1	0	.	142	19.0	11	16.3	4	18.5	30	17.7
No Response	1,866	21.6	223	16.1	5	20.0	1,177	22.4	49	20.6	41	23.5	371	22.7

**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
INDIANA UNIVERSITY BLOOMINGTON	Indiana	3,574	1,314	2,260	1	6	25	32	24	11	1
PURDUE UNIVERSITY	Indiana	3,169	1,188	1,981	1	4	20	31	28	14	2
BALL STATE UNIVERSITY	Indiana	2,834	945	1,889	1	8	31	34	19	6	0
INDIANA UNIV-PURDUE UNIV INDIANAPOLIS	Indiana	2,019	674	1,345	1	12	36	32	15	4	0
UNIVERSITY OF SOUTHERN INDIANA	Indiana	1,193	424	769	1	10	34	34	16	5	0
BUTLER UNIVERSITY	Indiana	1,138	275	863	1	5	17	31	30	15	1
INDIANA STATE UNIVERSITY	Indiana	1,113	236	877	2	13	40	28	13	4	0
UNIVERSITY OF INDIANAPOLIS	Indiana	1,047	196	851	2	12	33	32	15	6	0
UNIVERSITY OF EVANSVILLE	Indiana	692	138	554	0	8	22	31	25	13	1
INDIANA UNIV-PURDUE UNIV AT FORT WAYNE	Indiana	663	220	443	1	13	34	31	16	4	0
UNIVERSITY OF NOTRE DAME	Indiana	519	138	381	0	3	8	18	35	32	4
VINCENNES UNIVERSITY	Indiana	514	120	394	3	19	41	27	8	2	0
DEPAUW UNIVERSITY	Indiana	431	90	341	0	3	11	26	37	22	2
VALPARAISO UNIVERSITY	Indiana	413	69	344	0	5	21	27	29	16	1
INDIANA WESLEYAN UNIVERSITY	Indiana	397	128	269	0	5	23	33	27	12	0
IVY TECH COMM COLL-CENTRAL INDIANA	Indiana	346	91	255	3	27	46	20	4	0	0
ANDERSON UNIVERSITY	Indiana	309	92	217	1	8	26	30	25	11	0
ROSE-HULMAN INSTITUTE OF TECHNOLOGY	Indiana	307	61	246	0	0	7	20	38	30	5
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	300	108	192	1	7	26	30	24	12	0
MIAMI UNIVERSITY	Ohio	299	53	246	0	2	12	24	37	24	1
UNIVERSITY OF SAINT FRANCIS-IN	Indiana	295	106	189	1	12	34	33	18	2	0
FRANKLIN COLLEGE	Indiana	290	55	235	1	7	31	40	17	4	0
UNIVERSITY OF LOUISVILLE	Kentucky	270	93	177	1	9	27	31	22	10	0
HANOVER COLLEGE	Indiana	262	72	190	0	3	18	31	33	14	1
MARIAN COLLEGE	Indiana	253	53	200	4	13	34	30	17	3	0
INDIANA UNIVERSITY SOUTH BEND	Indiana	229	71	158	1	12	39	34	10	3	0
MANCHESTER COLLEGE	Indiana	209	35	174	2	10	31	34	16	7	0
TAYLOR UNIVERSITY	Indiana	205	50	155	0	3	13	36	29	17	1
UNIVERSITY OF KENTUCKY	Kentucky	205	50	155	1	5	22	37	25	8	0
TRI-STATE UNIVERSITY	Indiana	202	38	164	1	10	30	34	18	5	0
All Other Institutions		12,974	3,423	9,551	1	9	24	26	23	15	2
<b>Total</b>		<b>36,671</b>	<b>10,606</b>	<b>26,065</b>	<b>1</b>	<b>8</b>	<b>26</b>	<b>29</b>	<b>22</b>	<b>12</b>	<b>1</b>

# 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
<b>All Students</b>	<b>7,997</b>	<b>430,404</b>	<b>21.7</b>	<b>22.4</b>	<b>7.4</b>	<b>7.7</b>	<b>21.2</b>	<b>22.0</b>
African Am./Black	682	38,583	16.5	17.5	6.7	6.8	16.7	17.6
Am. Indian/Alaskan Native	22	2,803	20.8	19.8	7.5	7.1	20.6	19.6
Caucasian Am./White	6,037	269,428	22.2	23.4	7.4	7.8	21.6	22.8
Hispanic	191	33,207	19.2	18.9	7.1	7.4	19.2	19.1
Asian Am./Pacific Islander	154	21,275	24.3	23.0	8.1	8.0	23.7	22.8
Other/No Response	911	65,108	22.3	22.8	7.6	7.9	21.8	22.5
Males	3,203	170,904	21.3	22.1	7.1	7.4	20.7	21.5
Females	4,500	240,056	22.0	22.6	7.5	7.9	21.6	22.3
Missing	294	19,444	21.8	22.1	7.5	7.8	21.3	21.9



