

ACT High School Profile Report

The Graduating Class of 2007
Arizona



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This report provides information about the performance of your 2007 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 - colleges 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:

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

25% of 2007 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. 11,084 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. 55% 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, 38% were college ready. 11% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 20% of these students were college ready. In comparison, 59% 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. 22% 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 2.6 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.

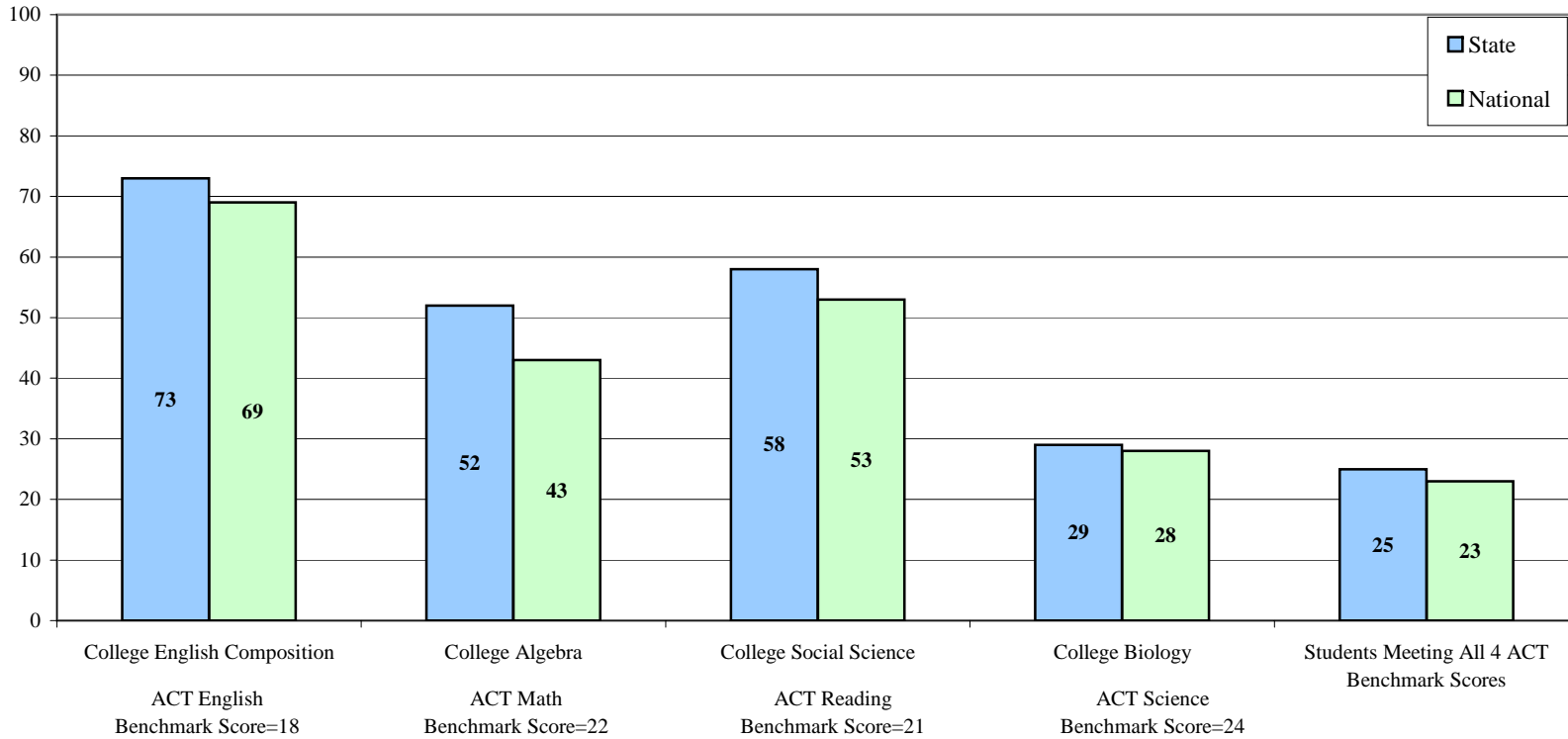
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 course.

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
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
2007	11,084	1,300,599	73	69	52	43	58	53	29	28	25	23

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
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
2007	11,084	1,300,599	21.1	20.7	21.9	21.0	22.2	21.5	21.4	21.0	21.8	21.2

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
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
2007	1,300,599	20.7	21.0	21.5	21.0	21.2

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
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
2007	6,094	3,475	55	31	21.6	20.0	22.4	20.9	22.6	21.3	21.8	20.6	22.2	20.9

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

	2003			2004			2005			2006			2007		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	11,903	100	21.4	11,378	100	21.5	10,470	100	21.5	10,740	100	21.6	11,084	100	21.8
African American/Black	437	4	18.1	333	3	18.6	408	4	18.8	386	4	18.4	373	3	18.7
American Indian/Alaska Native	1,055	9	16.8	1,027	9	16.9	1,023	10	16.7	920	9	16.8	1,004	9	16.9
Caucasian American/White	6,956	58	22.6	6,581	58	22.7	5,853	56	22.9	5,727	53	22.9	5,570	50	23.0
Hispanic	1,819	15	19.4	1,735	15	19.8	1,601	15	19.7	1,644	15	19.8	1,650	15	19.8
Asian American/Pacific Islander	413	3	22.8	368	3	22.9	392	4	22.9	387	4	22.9	378	3	23.2
Other/No Response	1,223	10	21.9	1,334	12	21.9	1,193	11	22.1	1,676	16	22.1	2,109	19	22.6

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	10	100	28	100	46	100	26	100	1	100	36
35	87	100	66	100	119	100	85	100	22	100	35
34	145	99	69	99	164	99	37	99	50	100	34
33	104	98	83	99	229	97	91	99	83	99	33
32	132	97	110	98	270	95	85	98	121	99	32
31	200	96	214	97	330	93	79	97	161	98	31
30	242	94	203	95	336	90	155	96	226	96	30
29	262	92	325	93	385	87	182	95	315	94	29
28	382	89	365	90	501	83	168	93	377	91	28
27	389	86	552	87	464	79	311	92	525	88	27
26	477	82	624	82	449	74	542	89	586	83	26
25	640	78	786	76	452	70	687	84	671	78	25
24	589	72	851	69	628	66	814	78	726	72	24
23	643	67	717	61	873	61	823	71	834	65	23
22	745	61	724	55	522	53	1,171	63	909	58	22
21	862	54	679	48	618	48	1,081	53	900	49	21
20	907	47	661	42	838	42	1,162	43	887	41	20
19	734	39	702	36	649	35	893	32	831	33	19
18	523	32	787	30	491	29	808	24	676	26	18
17	482	27	776	23	552	25	559	17	619	20	17
16	567	23	902	16	538	20	330	12	501	14	16
15	507	18	519	8	381	15	265	9	410	10	15
14	450	13	242	3	444	11	214	7	299	6	14
13	244	9	60	1	332	7	151	5	200	3	13
12	204	7	23	1	260	4	148	3	100	1	12
11	174	5	11	1	121	2	108	2	38	1	11
10	137	3	5	1	59	1	73	1	11	1	10
9	106	2	0	1	15	1	20	1	2	1	9
8	81	1	0	1	6	1	6	1	2	1	8
7	39	1	0	1	7	1	6	1	1	1	7
6	11	1	0	1	4	1	2	1	0	1	6
5	6	1	0	1	0	1	1	1	0	1	5
4	3	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	1	1	0	1	0	1	3
2	0	1	0	1	0	1	1	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	21.1 (5.8)		21.9 (4.9)		22.2 (6.0)		21.4 (4.6)		21.8 (4.8)		Avg (SD)

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	257	100	71	100	173	100	401	100	293	100	123	100	121	100	18
17	562	98	215	99	653	98	649	96	620	97	96	99	75	99	17
16	433	93	451	97	694	93	826	91	662	92	296	98	301	98	16
15	455	89	718	93	640	86	944	83	756	86	540	95	586	96	15
14	830	85	886	87	808	81	855	75	1,028	79	989	90	983	90	14
13	801	77	905	79	766	73	975	67	1,214	70	1,427	82	1,215	81	13
12	958	70	1,294	71	1,335	66	1,044	58	1,161	59	1,259	69	1,448	70	12
11	1,019	61	1,663	59	1,207	54	845	49	1,079	48	1,599	57	1,427	57	11
10	1,334	52	1,347	44	1,096	43	970	41	1,036	39	1,691	43	1,601	44	10
9	1,015	40	1,097	32	1,012	33	851	32	876	29	1,345	28	1,425	30	9
8	1,019	31	1,059	22	1,181	24	705	25	901	21	761	16	771	17	8
7	783	22	555	12	589	14	660	18	951	13	384	9	548	10	7
6	602	15	347	7	423	8	730	12	345	5	249	5	206	5	6
5	505	9	253	4	207	5	365	6	103	1	192	3	158	3	5
4	295	5	154	2	175	3	202	2	37	1	40	1	114	2	4
3	149	2	52	1	86	1	46	1	15	1	76	1	71	1	3
2	60	1	15	1	37	1	13	1	7	1	1	1	19	1	2
1	7	1	2	1	2	1	3	1	0	1	16	1	15	1	1
Avg (SD)	10.5 (3.7)		10.9 (3.0)		11.2 (3.4)		11.4 (3.8)		11.6 (3.3)		11.0 (2.7)		10.9 (2.8)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values for All Students

Quartile	English	Math	Reading	Science	Composite
Q3 (75th Percentile)	25	25	27	24	25
Q2 (50th Percentile)	21	22	22	21	22
Q1 (25th Percentile)	17	18	18	19	18

Table 2.4. 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	11,084	55	22.2	20.9
	African Am./Black	373	54	19.4	17.8
	Am. Indian/Alaska Native	1,004	56	17.5	16.0
	Caucasian Am./White	5,570	56	23.6	22.2
	Hispanic	1,650	60	20.1	19.3
	Asian Am./Pacific Islander	378	63	23.6	22.4
	Other/No Response	2,109	47	23.0	21.7
National	All Students	1,300,599	51	22.0	19.8
	African Am./Black	152,412	51	17.7	16.1
	Am. Indian/Alaska Native	14,044	46	20.3	17.6
	Caucasian Am./White	779,147	54	23.0	20.7
	Hispanic	93,137	50	19.5	17.7
	Asian Am./Pacific Islander	42,257	57	23.1	21.4
	Other/No Response	219,602	38	22.5	20.4

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.1	21.9	22.2	21.4	21.8
	African Am./Black	17.7	18.9	19.1	18.7	18.7
	Am. Indian/Alaska Native	14.9	17.8	16.8	17.6	16.9
	Caucasian Am./White	22.6	23.0	23.5	22.4	23.0
	Hispanic	18.8	20.3	20.0	19.8	19.8
	Asian Am./Pacific Islander	22.3	24.4	22.8	22.7	23.2
	Other/No Response	22.1	22.5	23.3	22.0	22.6
National	All Students	20.7	21.0	21.5	21.0	21.2
	African Am./Black	16.1	17.0	17.1	17.2	17.0
	Am. Indian/Alaska Native	17.9	18.7	19.4	19.2	18.9
	Caucasian Am./White	21.8	21.7	22.5	21.9	22.1
	Hispanic	17.6	19.0	18.8	18.8	18.7
	Asian Am./Pacific Islander	21.7	23.6	22.1	22.3	22.6
	Other/No Response	21.2	21.5	22.0	21.3	21.6

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	%
State	33 to 36	346	3	246	2	558	5	239	2
	28 to 32	1,218	11	1,217	11	1,822	16	669	6
	24 to 27	2,095	19	2,813	25	1,993	18	2,354	21
	20 to 23	3,157	28	2,781	25	2,851	26	4,237	38
	16 to 19	2,306	21	3,167	29	2,230	20	2,590	23
	13 to 15	1,201	11	821	7	1,157	10	630	6
	01 to 12	761	7	39	0	473	4	365	3
National	33 to 36	44,569	3	29,067	2	58,782	5	26,450	2
	28 to 32	133,320	10	120,951	9	183,189	14	80,170	6
	24 to 27	228,570	18	268,298	21	224,580	17	258,834	20
	20 to 23	348,772	27	284,073	22	317,869	24	458,484	35
	16 to 19	278,059	21	427,859	33	281,941	22	319,915	25
	13 to 15	154,534	12	161,072	12	159,904	12	95,630	7
	01 to 12	112,775	9	9,279	1	74,334	6	61,116	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	4,339	39	20.7	22.8	22.0	22.0	22.0
	Females	5,827	53	21.2	21.2	22.2	20.9	21.5
	Missing	918	8	21.8	22.3	23.0	21.8	22.3
National	Males	544,522	42	20.2	21.6	21.2	21.4	21.2
	Females	674,636	52	21.0	20.4	21.6	20.5	21.0
	Missing	81,441	6	21.7	21.9	22.4	21.7	22.1

Table 2.8. 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	70	58	57	36	30
	Females	74	46	57	24	21
National	Males	66	47	51	32	26
	Females	71	38	53	24	20

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

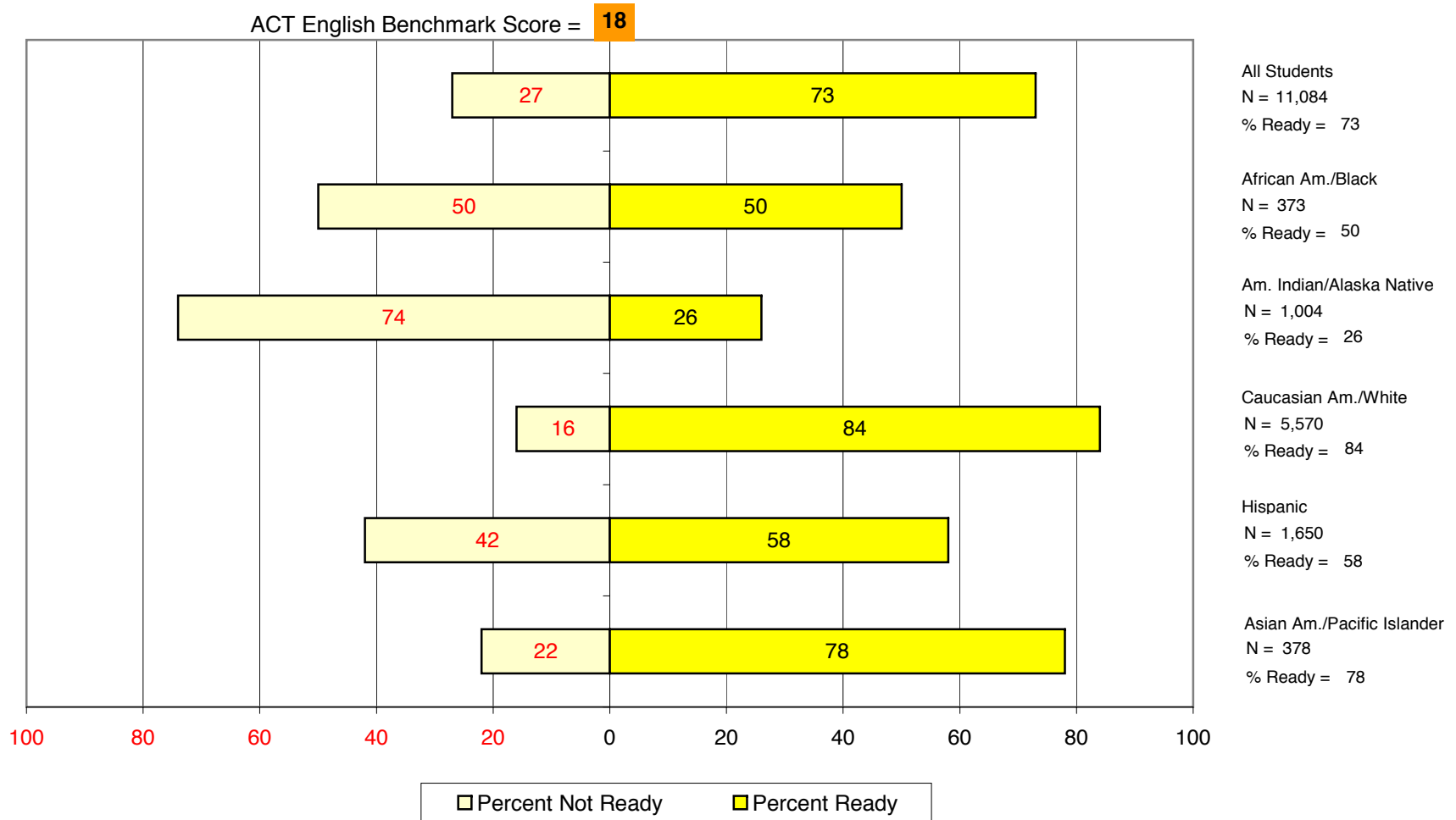


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

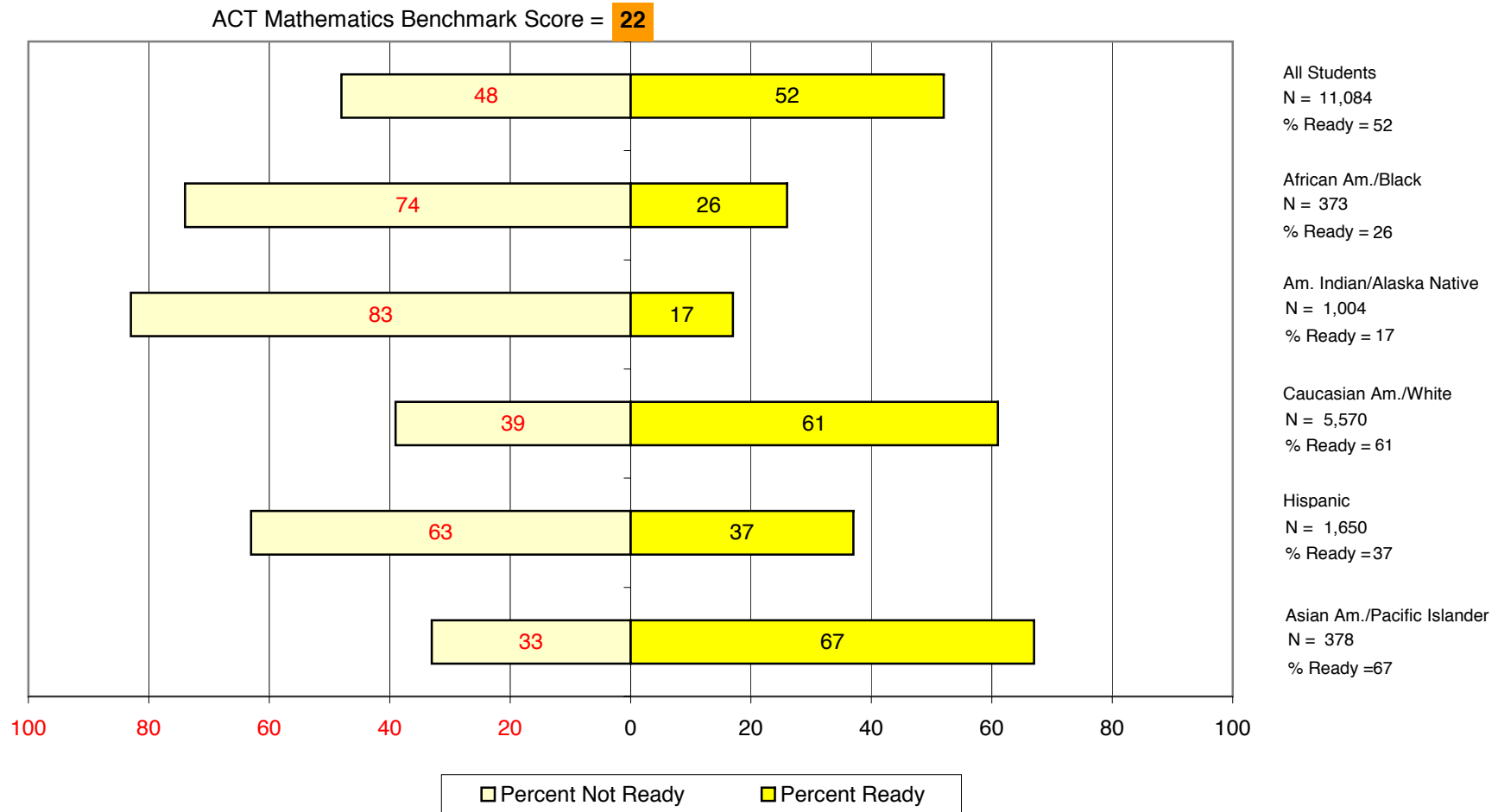


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

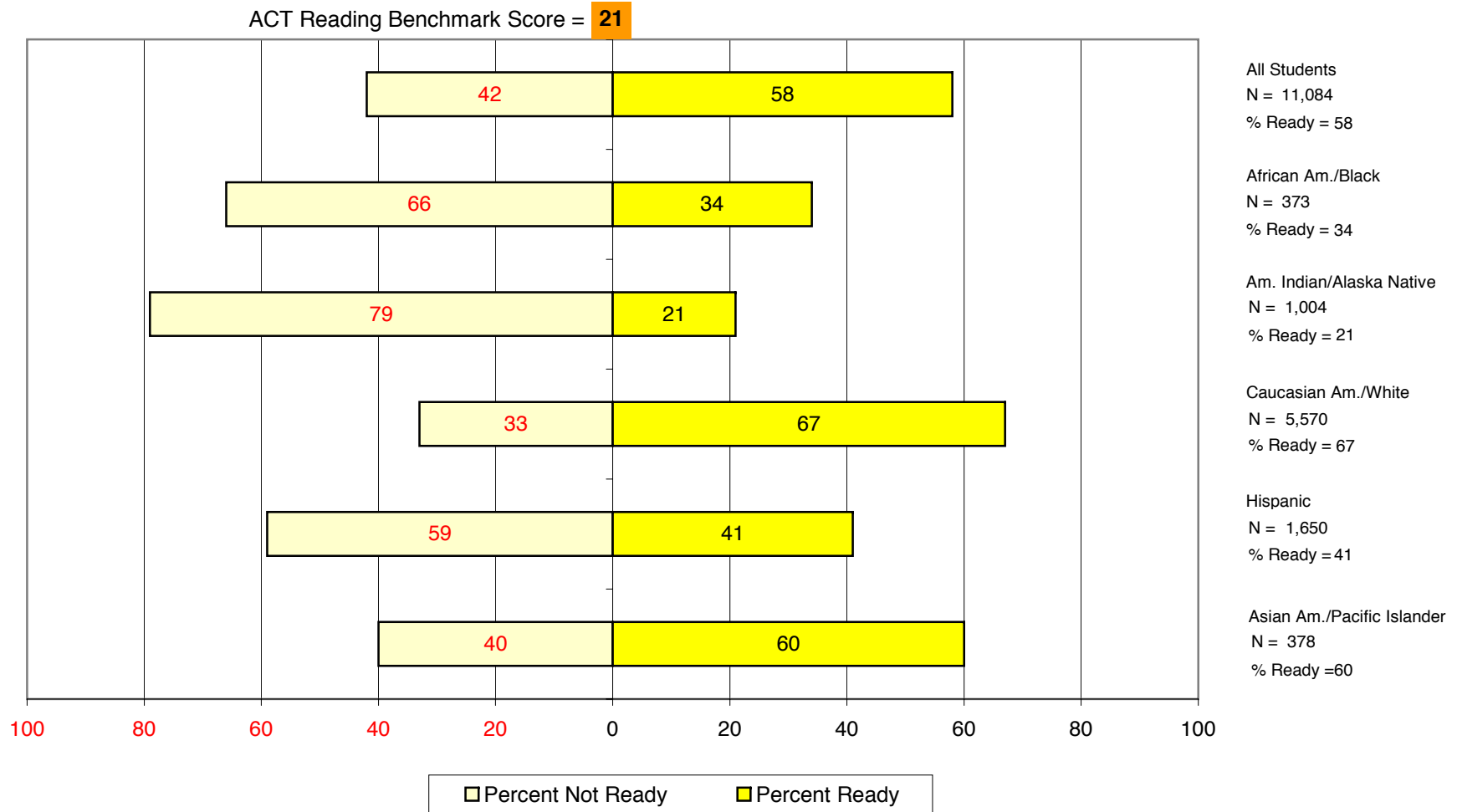


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

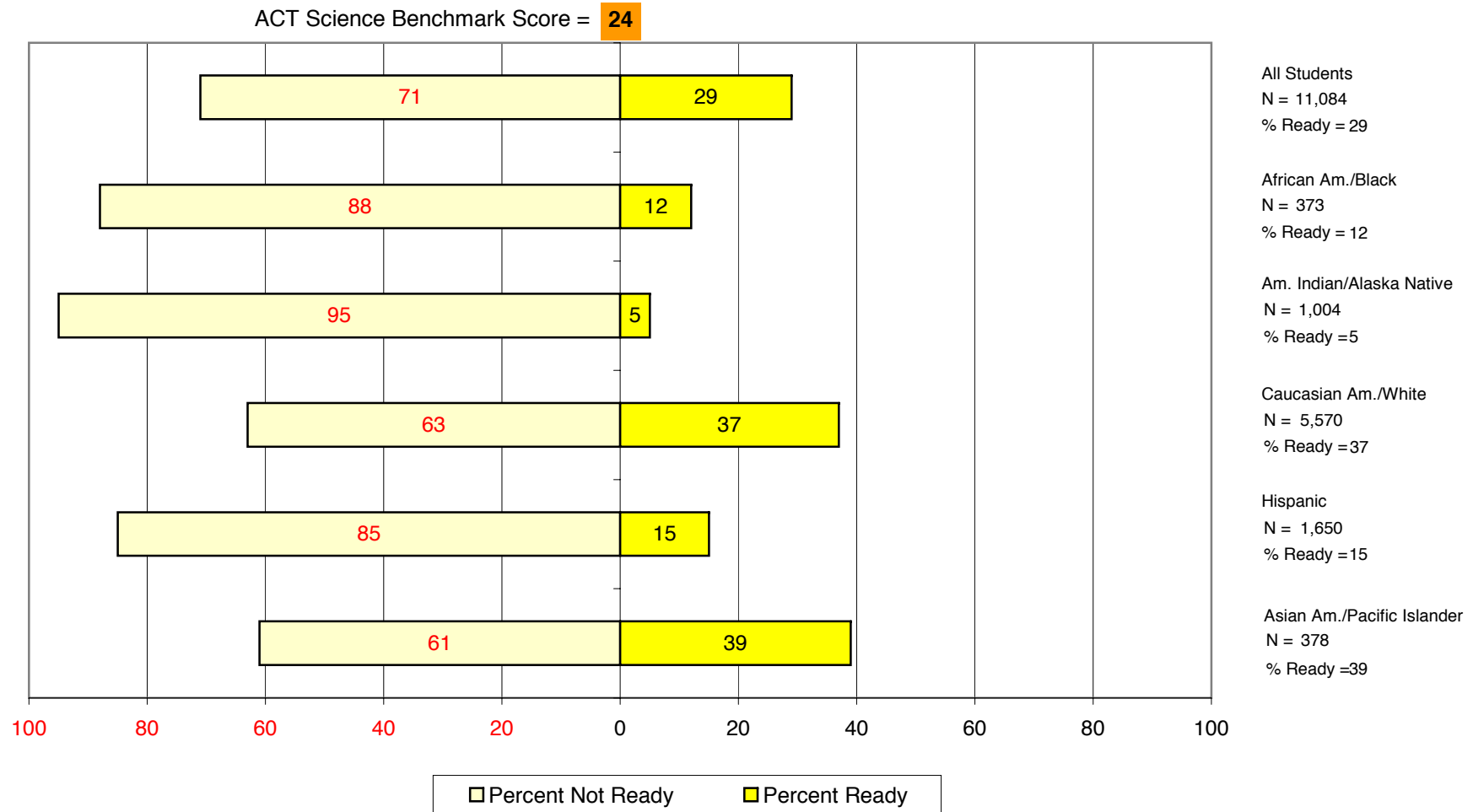


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

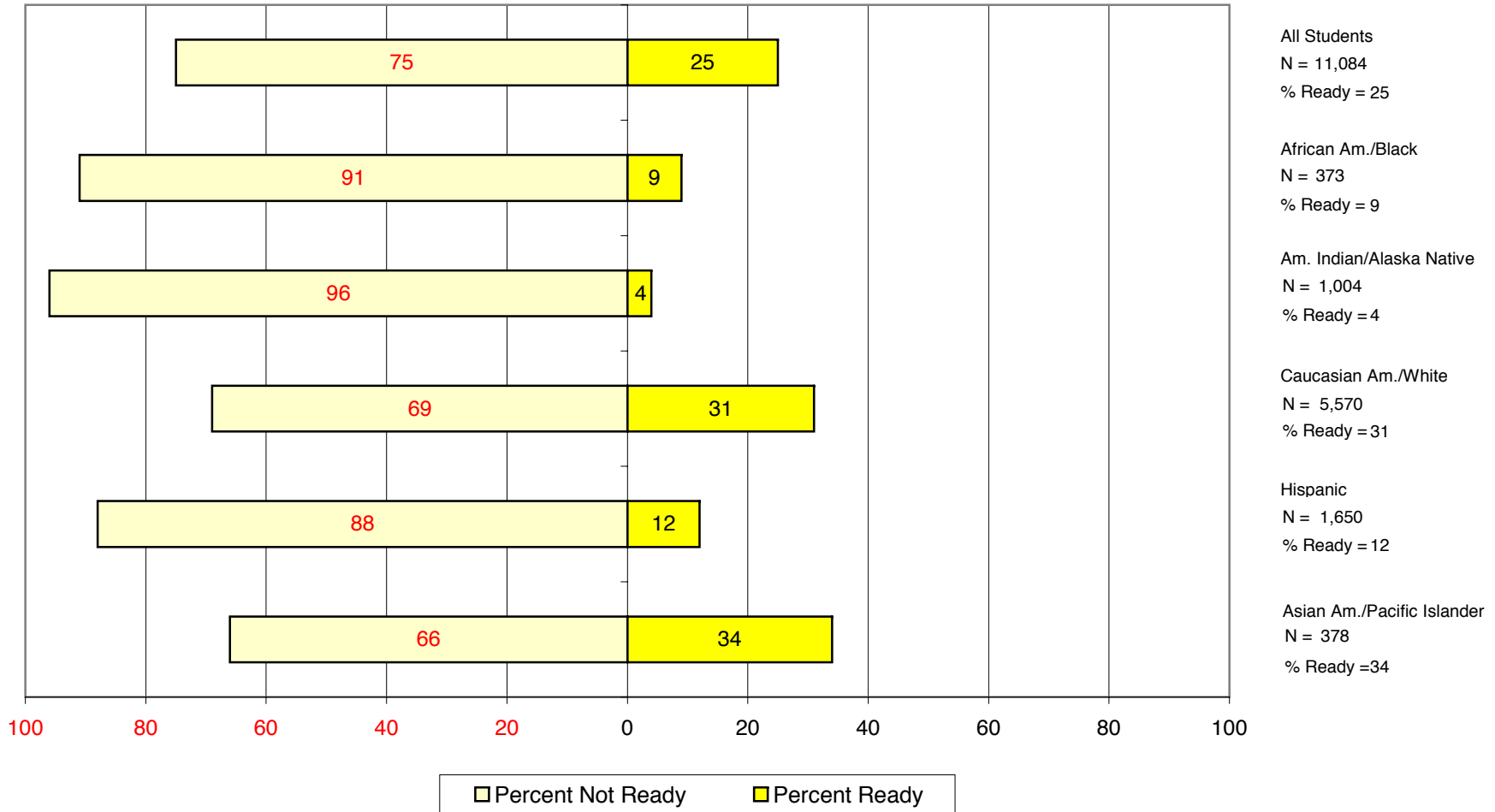


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	1,042	9	21.6	1.1	369	9	21.2	1.2	609	10	21.8	1.0
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,221	65	21.0	0.5	2,843	66	20.7	0.7	3,934	68	21.2	0.4
Less than 4 years of English	1,250	11	20.5	-	499	12	20.0	-	627	11	20.8	-
No English course/grade information reported	1,571	14	21.5	-	628	14	21.0	-	657	11	21.3	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	922	8	25.1	4.7	384	9	26.5	5.6	486	8	24.0	4.1
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	876	8	22.7	2.3	306	7	23.4	2.5	509	9	22.2	2.3
Alg 1, Alg 2, Geom, & Trig	1,139	10	21.1	0.7	426	10	21.9	1.0	641	11	20.6	0.7
Alg 1, Alg 2, Geom, & Other Adv Math	1,638	15	20.7	0.3	565	13	21.1	0.2	961	16	20.4	0.5
Other comb of 4 or more years of Math	2,123	19	24.3	3.9	900	21	25.3	4.4	1,089	19	23.3	3.4
Alg 1, Alg 2, & Geom (Min. Core)	1,218	11	18.4	-2.0	476	11	18.8	-2.1	672	12	18.0	-1.9
Other comb of 3 or 3.5 years of Math	470	4	22.4	2.0	200	5	23.0	2.1	242	4	22.0	2.1
Less than 3 years of Math	1,040	9	20.4	-	409	9	20.9	-	536	9	19.9	-
No Math course/grade information reported	1,658	15	22.0	-	673	16	22.7	-	691	12	21.0	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	274	2	23.4	1.9	117	3	23.1	1.9	141	2	23.5	1.8
Other comb of 4 or more years Social Science	3,461	31	22.7	1.2	1,260	29	22.7	1.5	1,966	34	22.6	0.9
US Hist, World Hist, & Am Gov (Min. Core)	1,091	10	21.1	-0.4	456	11	20.8	-0.4	577	10	21.2	-0.5
Other comb of 3 or 3.5 years of Social Science	3,018	27	22.0	0.5	1,171	27	21.9	0.7	1,669	29	22.1	0.4
Less than 3 years of Social Science	1,577	14	21.5	-	657	15	21.2	-	786	13	21.7	-
No Soc Sci course/grade information reported	1,663	15	22.5	-	678	16	22.4	-	688	12	22.1	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,451	22	22.1	1.7	1,023	24	22.9	2.4	1,276	22	21.4	1.1
Bio, Chem, Phys	1,642	15	23.6	3.2	663	15	24.6	4.1	873	15	22.7	2.4
Gen Sci ² , Bio, Chem (Min. Core)	2,779	25	20.3	-0.1	976	22	20.6	0.1	1,642	28	20.1	-0.2
Other comb of 3 years of Natural Science	364	3	20.8	0.4	206	5	21.4	0.9	138	2	19.7	-0.6
Less than 3 years of Natural Science	2,061	19	20.4	-	744	17	20.5	-	1,151	20	20.3	-
No Nat Sci course/grade information reported	1,787	16	21.4	-	727	17	22.0	-	747	13	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	1,042	9	21.6	76	191,202	15	22.2	79
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,221	65	21.0	72	766,001	59	20.5	68
Less than 4 years of English	1,250	11	20.5	71	141,777	11	19.7	64
No English course/grade information reported	1,571	14	21.5	76	201,619	16	20.7	69
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	922	8	25.1	77	75,970	6	24.8	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	876	8	22.7	61	87,647	7	22.4	58
Alg 1, Alg 2, Geom, & Trig	1,139	10	21.1	47	100,139	8	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	1,638	15	20.7	42	163,562	13	20.4	38
Other comb of 4 or more years of Math	2,123	19	24.3	70	239,187	18	24.3	69
Alg 1, Alg 2, & Geom (Min. Core)	1,218	11	18.4	20	218,745	17	17.9	15
Other comb of 3 or 3.5 years of Math	470	4	22.4	56	57,945	4	20.9	43
Less than 3 years of Math	1,040	9	20.4	38	145,617	11	18.3	21
No Math course/grade information reported	1,658	15	22.0	52	211,787	16	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	274	2	23.4	68	31,985	2	22.7	61
Other comb of 4 or more years Social Science	3,461	31	22.7	60	448,356	34	22.0	56
US Hist, World Hist, & Am Gov (Min. Core)	1,091	10	21.1	49	72,952	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	3,018	27	22.0	57	333,689	26	21.4	52
Less than 3 years of Social Science	1,577	14	21.5	53	201,605	16	20.6	47
No Soc Sci course/grade information reported	1,663	15	22.5	61	212,012	16	21.5	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,451	22	22.1	36	333,648	26	22.4	40
Bio, Chem, Phys	1,642	15	23.6	48	115,297	9	23.4	48
Gen Sci ¹ , Bio, Chem (Min. Core)	2,779	25	20.3	18	353,348	27	20.2	20
Other comb of 3 years of Natural Science	364	3	20.8	23	32,593	3	20.4	24
Less than 3 years of Natural Science	2,061	19	20.4	22	247,312	19	19.1	15
No Nat Sci course/grade information reported	1,787	16	21.4	31	218,401	17	20.9	29

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	64	1	19.3	4	1	17.3	57	1	19.5
Architecture & Environmental Design	231	2	20.6	7	3	16.6	211	2	20.9
Business & Management	680	6	21.1	17	6	16.8	644	8	21.3
Business & Office	27	0	18.5	3	1	16.0	23	0	18.8
Marketing & Distribution	79	1	21.0	1	0	16.0	74	1	21.1
Communications & Comm. Technologies	201	2	21.4	4	1	19.3	190	2	21.6
Community & Personal Services	147	1	19.0	11	4	17.3	126	1	19.3
Computer & Information Sciences	156	1	22.2	5	2	17.2	142	2	22.6
Cross-Disciplinary Studies	11	0	23.7	0	0	.	11	0	23.7
Education	268	2	21.1	6	2	16.5	254	3	21.2
Teacher Education	133	1	20.2	3	1	16.3	124	1	20.5
Engineering	438	4	22.5	13	5	15.0	408	5	22.9
Engineering-Related Technologies	257	2	22.5	6	2	15.7	242	3	22.8
Foreign Languages	46	0	23.3	0	0	.	46	1	23.3
Health Sciences & Allied Health Fields	1,721	16	20.9	56	21	17.2	1,581	18	21.1
Human, Family & Consumer Science	52	0	19.8	2	1	18.5	46	1	19.8
Letters	75	1	25.4	3	1	20.0	70	1	25.6
Mathematics	48	0	24.7	1	0	13.0	46	1	25.2
Philosophy, Religion & Theology	42	0	22.1	1	0	14.0	39	0	22.5
Sciences (Biological & Physical)	504	5	23.8	2	1	19.0	479	6	23.9
Social Sciences	587	5	22.1	7	3	18.1	564	7	22.2
Trade & Industrial	58	1	17.7	30	11	15.5	28	0	20.1
Visual & Performing Arts	468	4	21.5	21	8	17.8	418	5	21.8
Undecided	1,534	14	21.4	35	13	16.0	1,381	16	21.6
No Response	3,257	29	22.3	30	11	17.0	1,374	16	22.5

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/ Alaska 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	68	15.9	0	.	41	14.6	13	19.1	11	17.1	0	.	3	16.3
2-yr College Degree	200	17.0	4	17.3	79	14.8	58	19.9	32	17.1	3	18.0	24	17.1
Bachelors Degree	3,163	20.6	120	17.8	293	16.5	1,771	21.8	444	19.1	72	20.7	463	20.9
Graduate Study	2,060	22.9	61	20.1	148	18.1	1,173	23.8	272	20.7	79	23.8	327	23.7
Prof. Level Degree	3,355	22.5	140	19.5	311	17.8	1,503	24.1	663	20.3	171	24.2	567	23.4
Other	211	18.6	10	15.4	52	15.8	78	20.6	36	18.0	5	19.8	30	19.6
No Response	2,027	22.3	38	17.1	80	16.7	974	22.9	192	19.9	48	22.7	695	22.9

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	5,287	2,609	2,678	1	7	25	35	22	9	1
UNIVERSITY OF ARIZONA	Arizona	4,689	1,555	3,134	1	7	22	35	23	10	1
NORTHERN ARIZONA UNIVERSITY	Arizona	3,616	938	2,678	1	8	25	36	22	7	1
MESA COMMUNITY COLLEGE	Arizona	742	125	617	2	11	32	33	17	4	1
BRIGHAM YOUNG UNIVERSITY	Utah	723	401	322	0	1	10	30	33	22	3
GLENDALE COMMUNITY COLLEGE	Arizona	513	86	427	2	10	37	37	12	2	0
PIMA COMMUNITY COLLEGE	Arizona	444	75	369	3	15	37	32	10	2	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	320	47	273	2	8	22	26	26	16	1
GRAND CANYON UNIVERSITY	Arizona	314	40	274	2	8	33	36	17	4	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	301	66	235	0	1	14	31	33	20	2
PHOENIX COLLEGE	Arizona	301	26	275	4	19	38	30	7	1	0
SAN DIEGO STATE UNIVERSITY	California	292	38	254	1	6	28	32	26	7	1
CHANDLER-GILBERT COMMUNITY COLLEGE	Arizona	287	52	235	1	7	33	39	18	2	0
EASTERN ARIZONA COLLEGE	Arizona	266	85	181	3	14	32	35	12	3	1
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	263	31	232	0	6	20	32	24	14	3
STANFORD UNIVERSITY	California	258	56	202	0	2	6	24	30	30	8
SCOTTSDALE COMMUNITY COLLEGE	Arizona	239	28	211	0	15	31	41	11	1	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	227	94	133	0	9	26	36	20	6	1
FORT LEWIS COLLEGE	Colorado	215	56	159	11	33	33	17	6	0	0
UNIVERSITY OF SAN DIEGO	California	206	34	172	0	2	19	33	33	12	1
YAVAPAI COLLEGE	Arizona	200	54	146	3	19	37	31	10	2	0
UNIVERSITY OF CALIFORNIA-SAN DIEGO	California	186	26	160	0	2	6	36	34	19	2
ARIZONA WESTERN COLLEGE	Arizona	172	70	102	2	20	42	30	5	1	0
COCONINO COMMUNITY COLLEGE	Arizona	163	36	127	7	21	41	26	4	0	0
UNIVERSITY OF NEW MEXICO	New Mexico	158	33	125	6	17	35	28	10	3	0
UNIV OF COLORADO-BOULDER	Colorado	156	24	132	1	4	14	37	29	14	0
COLORADO STATE UNIVERSITY	Colorado	150	30	120	0	5	22	37	26	9	1
DEVRY UNIVERSITY-PHOENIX AZ	Arizona	146	44	102	4	18	32	27	16	3	0
UNIVERSITY OF CALIFORNIA-BERKELEY	California	142	17	125	0	5	7	23	33	29	3
EMBRY-RIDDLE AERONAUTICAL UNIV	Arizona	139	41	98	1	6	20	31	33	9	0
All Other Institutions		9,627	2,005	7,622	2	8	21	28	24	14	2
Total		30,742	8,822	21,920	2	8	24	32	22	11	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	State	National
All Students	4,768	532,943	22.3	22.3	7.6	7.6	21.8	21.8
African Am./Black	167	50,340	19.1	17.2	7.2	6.7	19.2	17.3
Am. Indian/Alaska Native	368	3,462	15.3	19.8	6.4	7.0	15.6	19.4
Caucasian Am./White	2,388	308,578	23.6	23.4	7.7	7.6	22.9	22.6
Hispanic	638	42,588	19.8	18.8	7.3	7.3	19.8	19.0
Asian Am./Pacific Islander	212	25,616	23.8	23.2	8.0	8.0	23.4	22.8
Other/No Response	995	102,359	23.6	23.2	7.8	7.8	23.0	22.7
Males	1,771	204,427	21.9	22.0	7.3	7.3	21.3	21.3
Females	2,561	285,556	22.4	22.5	7.7	7.7	22.0	22.1
Missing	436	42,960	23.2	23.0	7.9	7.8	22.8	22.6

