

ACT Profile Report - National

Graduating Class 2012 - Black/African American Students
National



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This report provides information about the performance of your 2012 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 2012 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

5% 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: 222,237 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. 72% 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, 2% were college ready. 17% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 3% of these students were college ready. In comparison, 19% 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 12% of the cohort took less than three years of natural science courses. 3% of these students were college ready. In comparison, 8% 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 80% 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.

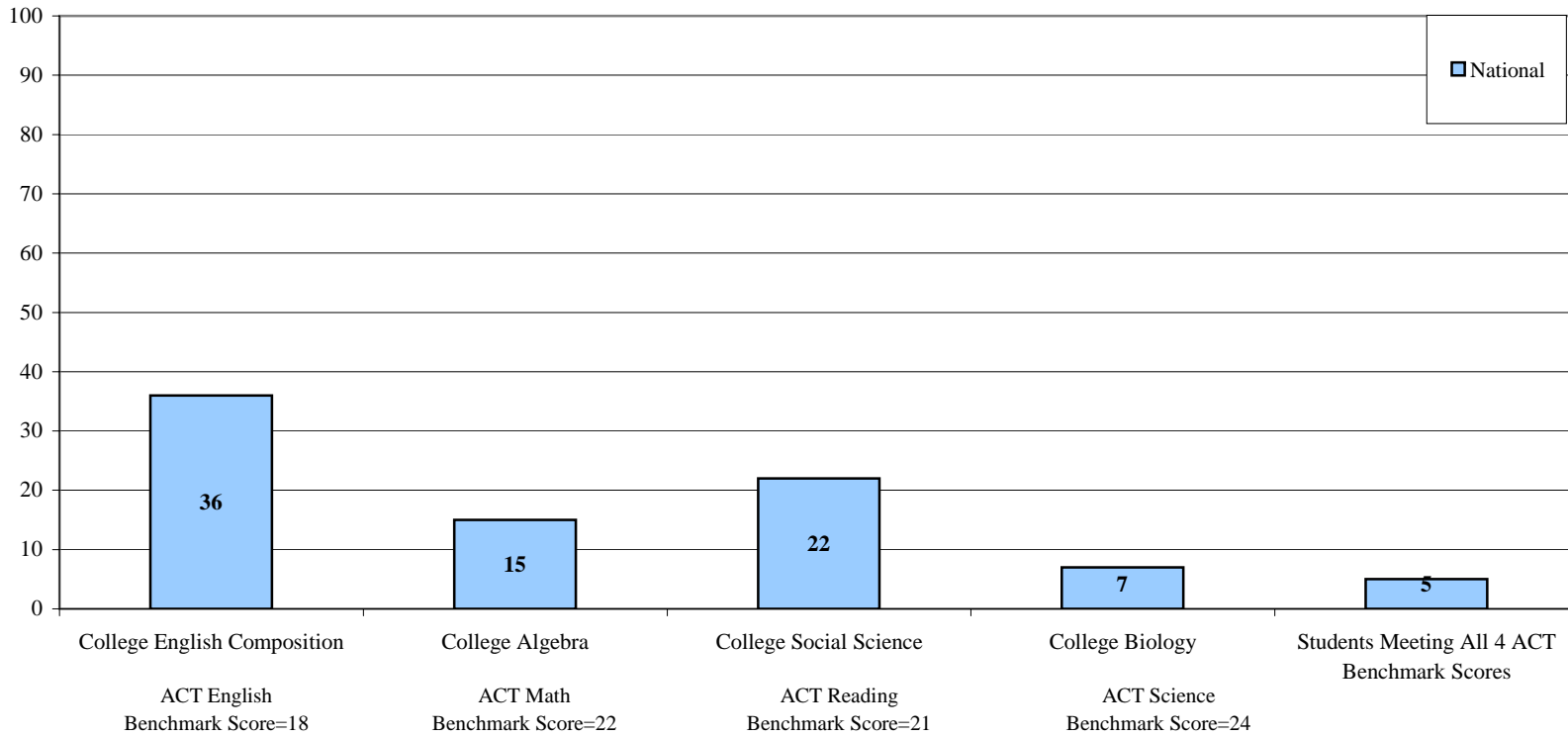
Section I

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.

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.

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
2008	178,417	37	11	21	5	3
2009	196,149	35	12	20	6	4
2010	214,836	34	13	21	6	4
2011	223,383	35	14	21	6	4
2012	222,237	36	15	22	7	5

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
2008	178,417	16.1	17.0	17.0	17.2	16.9
2009	196,149	16.0	17.1	16.9	17.2	16.9
2010	214,836	15.7	17.1	16.8	17.2	16.9
2011	223,383	15.9	17.2	17.0	17.1	17.0
2012	222,237	16.0	17.3	17.2	17.2	17.0

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	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
2008	104,245	60,492	58	34	17.1	14.9	17.6	16.2	17.7	16.0	17.8	16.4	17.7	16.0
2009	125,452	59,614	64	30	16.9	14.6	17.6	16.2	17.6	15.9	17.8	16.3	17.6	15.9
2010	140,110	62,340	65	29	16.6	14.3	17.7	16.2	17.5	15.7	17.9	16.3	17.5	15.8
2011	154,250	58,061	69	26	16.7	14.5	17.7	16.3	17.6	16.0	17.7	16.1	17.5	15.9
2012	160,112	52,935	72	24	16.6	14.5	17.7	16.4	17.6	16.1	17.6	16.2	17.5	15.9

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

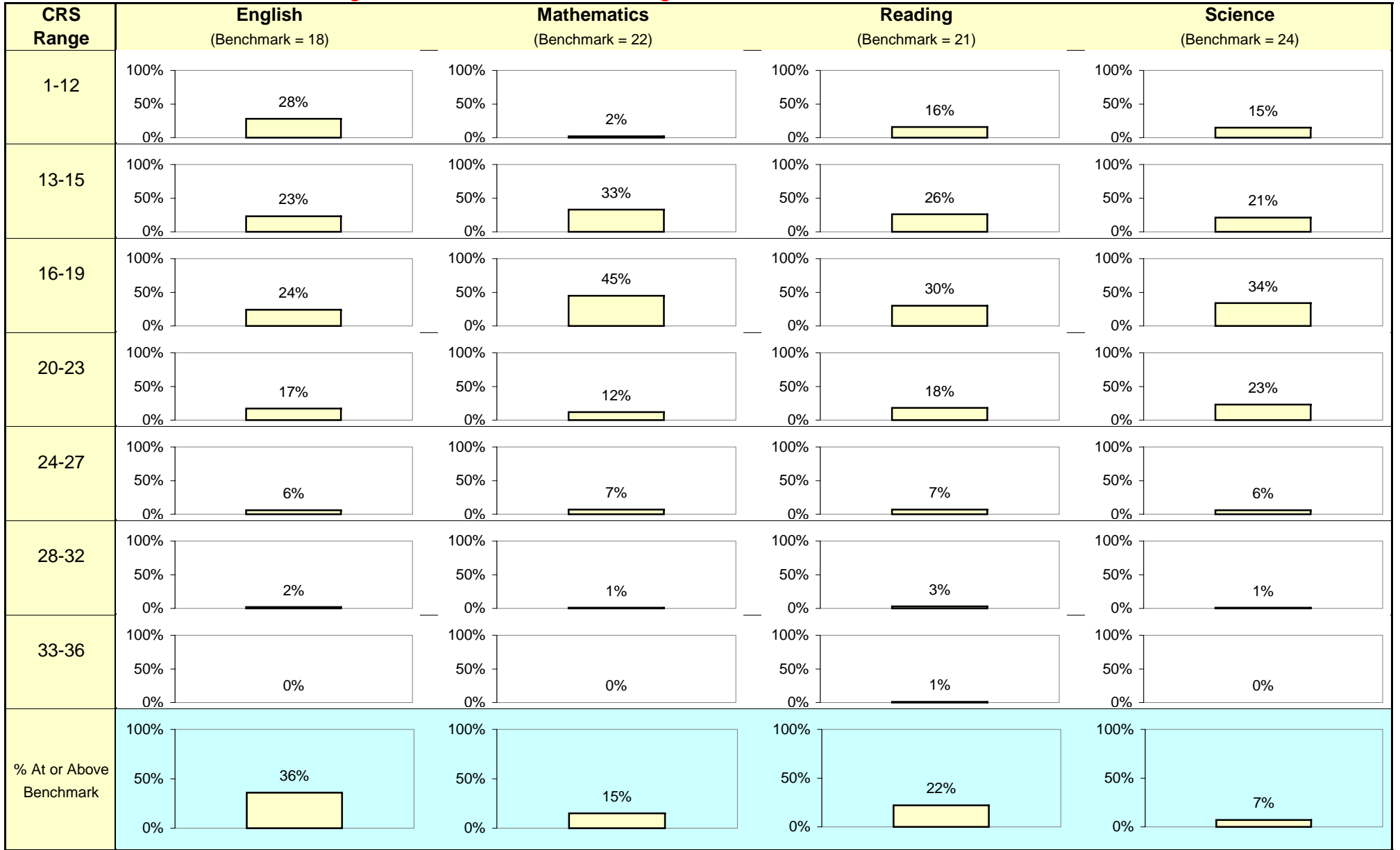
²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

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

	2008			2009			2010			2011			2012		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	178,417	100	16.9	196,149	100	16.9	214,836	100	16.9	223,383	100	17.0	222,237	100	17.0
Black/African American	178,417	100	16.9	196,149	100	16.9	214,836	100	16.9	223,383	100	17.0	222,237	100	17.0
American Indian/Alaska Native	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
White	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Hispanic/Latino	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Asian	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Prefer not to respond/No response	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.

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

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



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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.

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	43	100	21	100	139	100	39	100	5	100	36
35	212	100	66	100	233	100	55	100	14	100	35
34	378	100	124	100	363	100	51	100	49	100	34
33	417	100	207	100	667	100	70	100	111	100	33
32	541	100	233	100	856	99	181	100	202	100	32
31	657	99	259	100	1,313	99	242	100	332	100	31
30	991	99	423	100	1,291	98	294	100	553	100	30
29	987	99	666	99	1,593	98	444	100	859	99	29
28	1,247	98	1,120	99	1,915	97	784	99	1,265	99	28
27	2,205	98	1,925	99	2,419	96	1,521	99	1,752	98	27
26	2,338	97	3,224	98	2,756	95	1,922	98	2,481	98	26
25	3,411	95	4,031	96	3,127	94	3,560	97	3,345	97	25
24	5,677	94	6,393	94	6,199	92	6,356	96	4,515	95	24
23	5,791	91	6,914	92	6,309	90	7,677	93	5,983	93	23
22	7,433	89	6,975	88	8,002	87	9,457	90	8,078	90	22
21	11,396	85	5,057	85	12,421	83	14,451	85	10,252	87	21
20	12,125	80	8,698	83	12,704	78	20,511	79	12,848	82	20
19	12,702	75	10,957	79	12,299	72	16,954	70	15,917	76	19
18	10,966	69	15,935	74	20,720	66	23,212	62	19,084	69	18
17	11,910	64	25,281	67	16,191	57	17,856	52	21,765	61	17
16	16,931	59	47,288	56	16,753	50	17,805	43	23,880	51	16
15	21,042	51	44,678	34	20,690	42	16,182	35	24,834	40	15
14	18,250	42	19,593	14	20,997	33	15,247	28	23,772	29	14
13	12,424	34	8,603	5	15,951	24	15,104	21	19,770	18	13
12	12,267	28	2,181	2	17,760	16	11,326	15	12,877	9	12
11	13,599	22	797	1	8,884	8	8,521	9	5,377	3	11
10	13,686	16	317	1	5,158	4	7,547	6	1,511	1	10
9	8,769	10	119	1	2,162	2	2,863	2	507	1	9
8	8,261	6	66	1	1,054	1	1,039	1	208	1	8
7	3,586	3	13	1	651	1	456	1	62	1	7
6	1,251	1	46	1	326	1	265	1	20	1	6
5	496	1	3	1	183	1	89	1	6	1	5
4	160	1	15	1	64	1	55	1	3	1	4
3	61	1	0	1	38	1	72	1	0	1	3
2	19	1	0	1	39	1	5	1	0	1	2
1	8	1	9	1	10	1	24	1	0	1	1
Avg (SD)	16.0 (5.3)		17.3 (3.6)		17.2 (4.9)		17.2 (4.3)		17.0 (3.9)		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.

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	907	100	289	100	606	100	1,270	100	953	100	138	100	167	100	18
17	1,742	100	393	100	1,686	100	2,434	99	1,600	100	123	100	49	100	17
16	2,565	99	1,964	100	2,769	99	3,952	98	1,282	99	725	100	663	100	16
15	2,398	98	2,997	99	3,022	98	4,617	97	3,221	98	1,349	100	1,733	100	15
14	4,557	97	4,542	97	4,770	96	6,890	94	4,787	97	4,611	99	3,777	99	14
13	3,835	95	7,352	95	7,697	94	8,754	91	9,429	95	9,530	97	5,960	97	13
12	8,399	93	11,722	92	14,641	91	12,202	87	12,103	90	10,242	93	13,095	94	12
11	13,067	89	18,028	87	14,298	84	13,843	82	15,005	85	22,665	88	16,475	89	11
10	20,328	83	18,518	79	21,891	78	20,288	76	17,392	78	32,896	78	29,975	81	10
9	21,780	74	32,590	70	27,500	68	25,445	67	17,425	70	43,628	63	36,362	68	9
8	23,395	64	29,964	56	29,818	56	27,032	55	36,198	63	41,607	43	36,774	51	8
7	28,399	54	26,856	42	40,944	42	23,326	43	49,870	46	20,987	25	30,928	35	7
6	27,273	41	19,259	30	24,289	24	30,124	32	29,000	24	13,113	15	21,055	21	6
5	24,172	29	20,208	21	14,896	13	22,702	19	15,018	11	10,895	9	6,711	11	5
4	17,477	18	17,386	12	7,751	6	11,063	9	5,593	4	3,281	4	10,744	8	4
3	14,315	10	7,924	5	3,259	3	6,154	4	2,272	2	3,864	3	2,503	3	3
2	6,833	3	1,997	1	1,727	1	1,990	1	934	1	665	1	3,587	2	2
1	795	1	248	1	673	1	151	1	155	1	1,918	1	1,679	1	1
Avg (SD)	7.6 (3.3)		8.1 (3.0)		8.5 (2.9)		8.5 (3.3)		8.4 (2.8)		8.8 (2.5)		8.4 (2.6)		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)	20	19	20	20	19
Q2 (50th Percentile)	15	16	17	17	16
Q1 (25th Percentile)	12	15	14	14	14

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	222,237	72	17.5	15.9
	Black/African American	222,237	72	17.5	15.9
	American Indian/Alaska Native	0	.	.	.
	White	0	.	.	.
	Hispanic/Latino	0	.	.	.
	Asian	0	.	.	.
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or more races	0	.	.	.
	Prefer not/No Response	0	.	.	.

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	16.0	17.3	17.2	17.2	17.0
	Black/African American	16.0	17.3	17.2	17.2	17.0
	American Indian/Alaska Native	.	.	.	.	.
	White	.	.	.	.	.
	Hispanic/Latino	.	.	.	.	.
	Asian	.	.	.	.	.
	Native Hawaiian/Other Pac. Isl.	.	.	.	.	.
	Two or more races	.	.	.	.	.
	Prefer not/No Response	.	.	.	.	.

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

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	1,050	0	418	0	1,402	1	215	0
	28 to 32	4,423	2	2,701	1	6,968	3	1,945	1
	24 to 27	13,631	6	15,573	7	14,501	7	13,359	6
	20 to 23	36,745	17	27,644	12	39,436	18	52,096	23
	16 to 19	52,509	24	99,461	45	65,963	30	75,827	34
	13 to 15	51,716	23	72,874	33	57,638	26	46,533	21
	01 to 12	62,163	28	3,566	2	36,329	16	32,262	15

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Males	97,315	44	15.4	17.4	16.8	17.2	16.8
	Females	124,886	56	16.4	17.3	17.5	17.2	17.2
	Missing	36	0	13.8	16.2	14.8	16.5	15.4

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	32	16	20	8	5
	Females	39	14	24	6	4

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	160,112	41	16.6	17	17.7	25	17.6	8	17.6	6	17.5
	Less than Core	52,935	24	14.5	8	16.4	15	16.1	4	16.2	2	15.9
	Missing ³	9,190	18	13.2	6	15.8	10	15.0	3	15.4	2	15.0

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	203,565	37	16.2	201,971	16	17.5	189,766	24	17.4	186,792	8	17.5
	Less than Core	10,973	17	13.2	12,128	2	15.4	24,288	16	16.1	27,113	3	15.8
	Missing ³	7,699	19	13.4	8,138	6	15.9	8,183	10	15.0	8,332	3	15.4

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

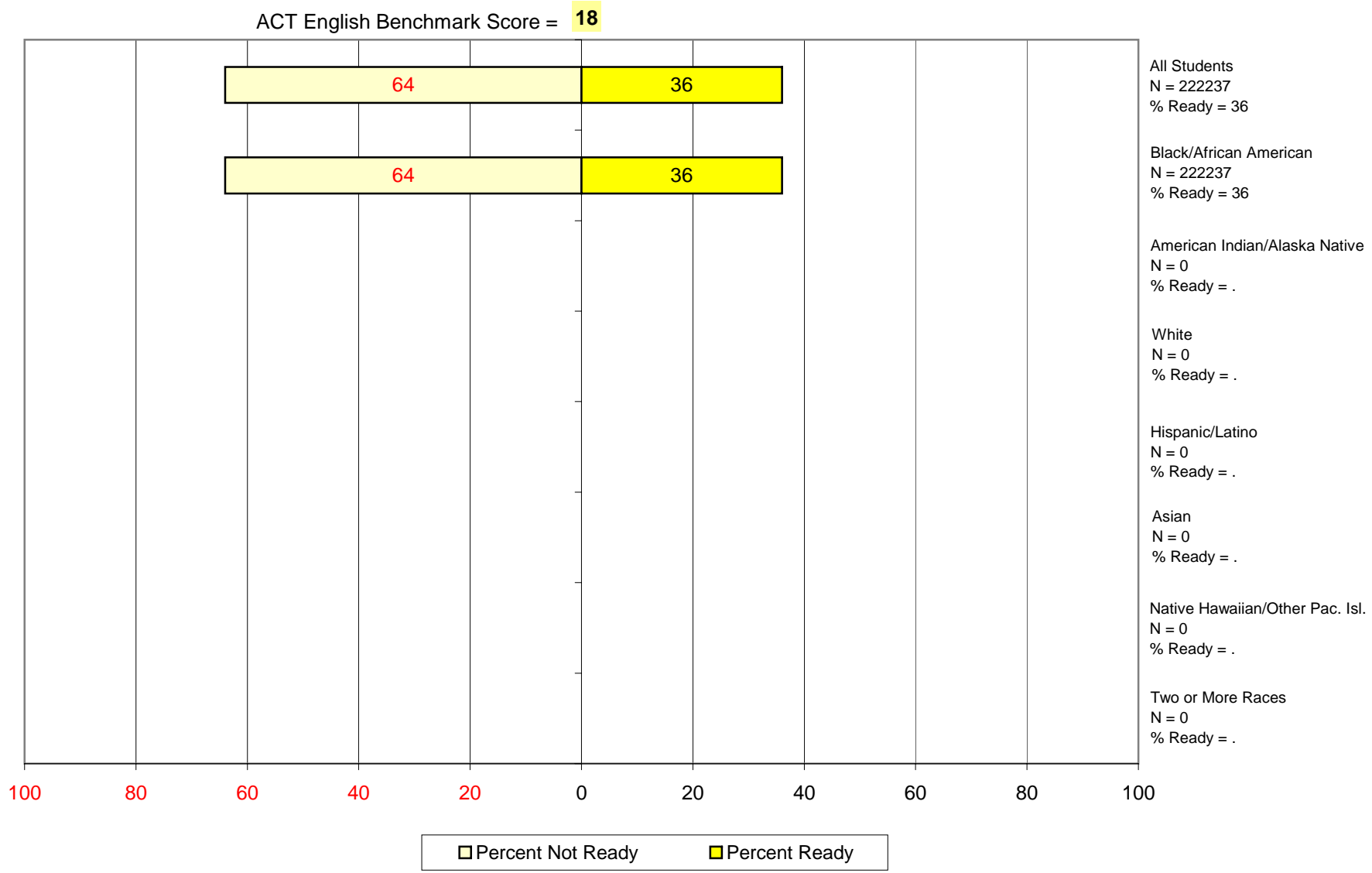
³ Zero years or no coursework information reported in the specified content area.

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.

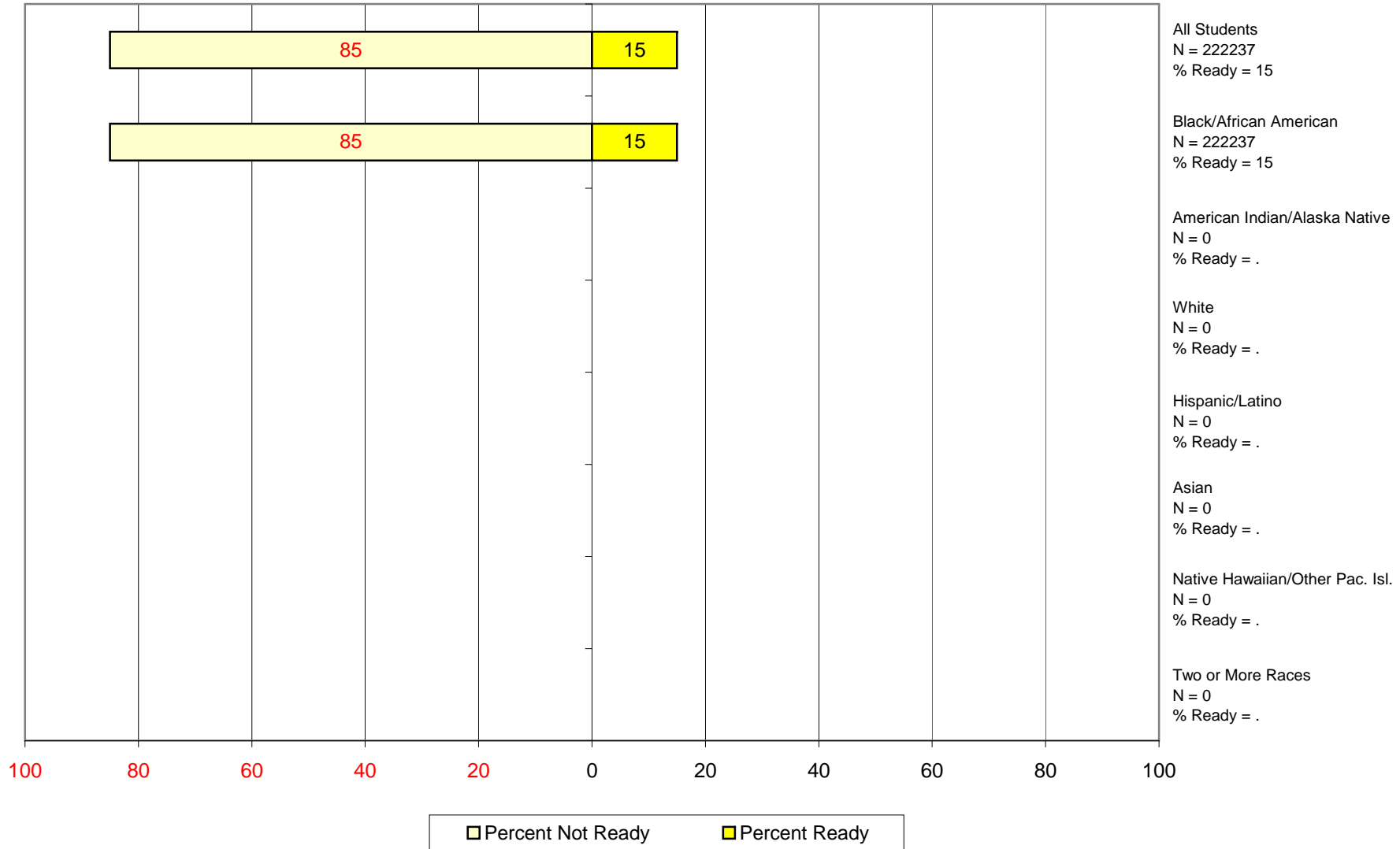
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



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

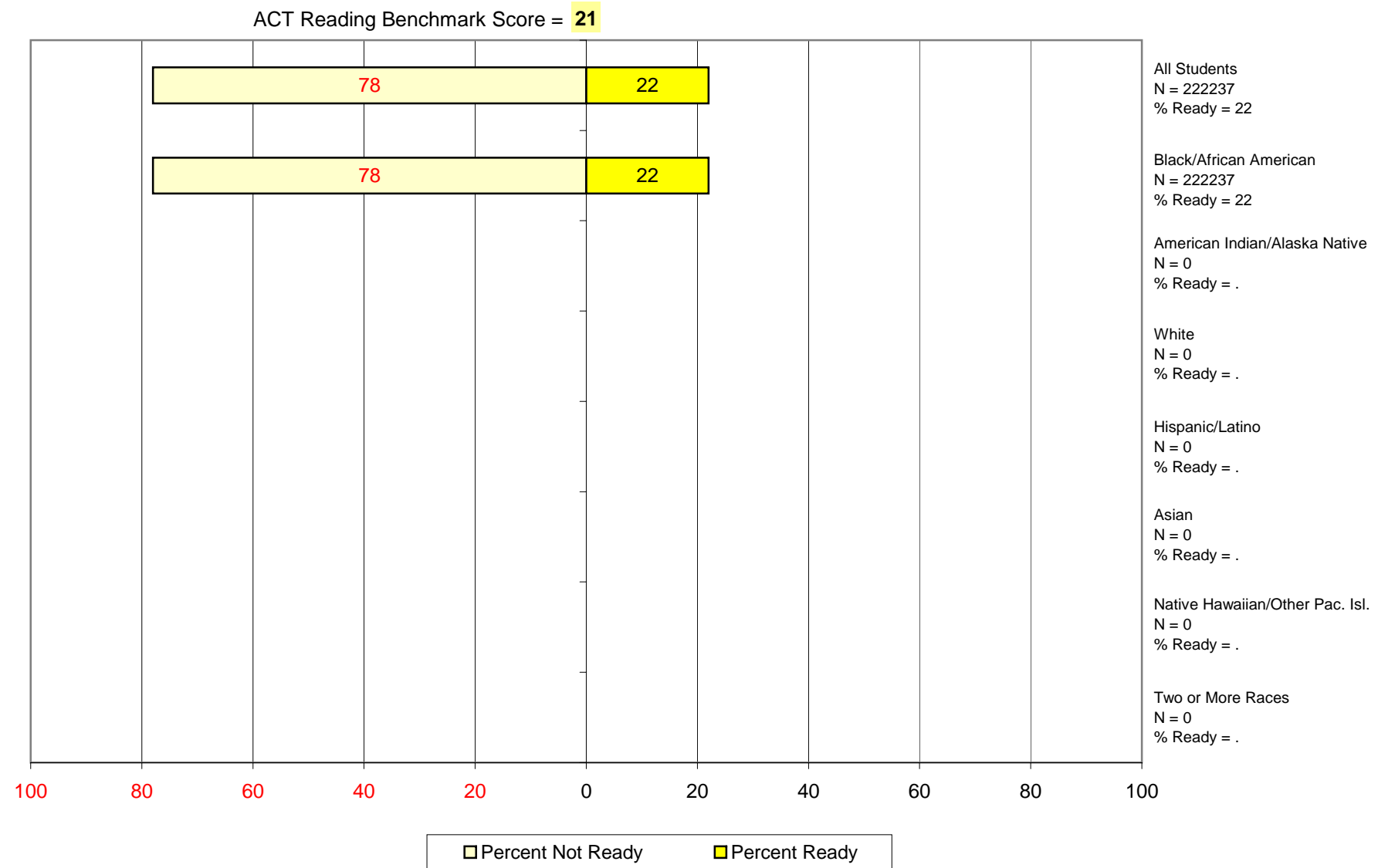
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS

ACT Mathematics Benchmark Score = **22**



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

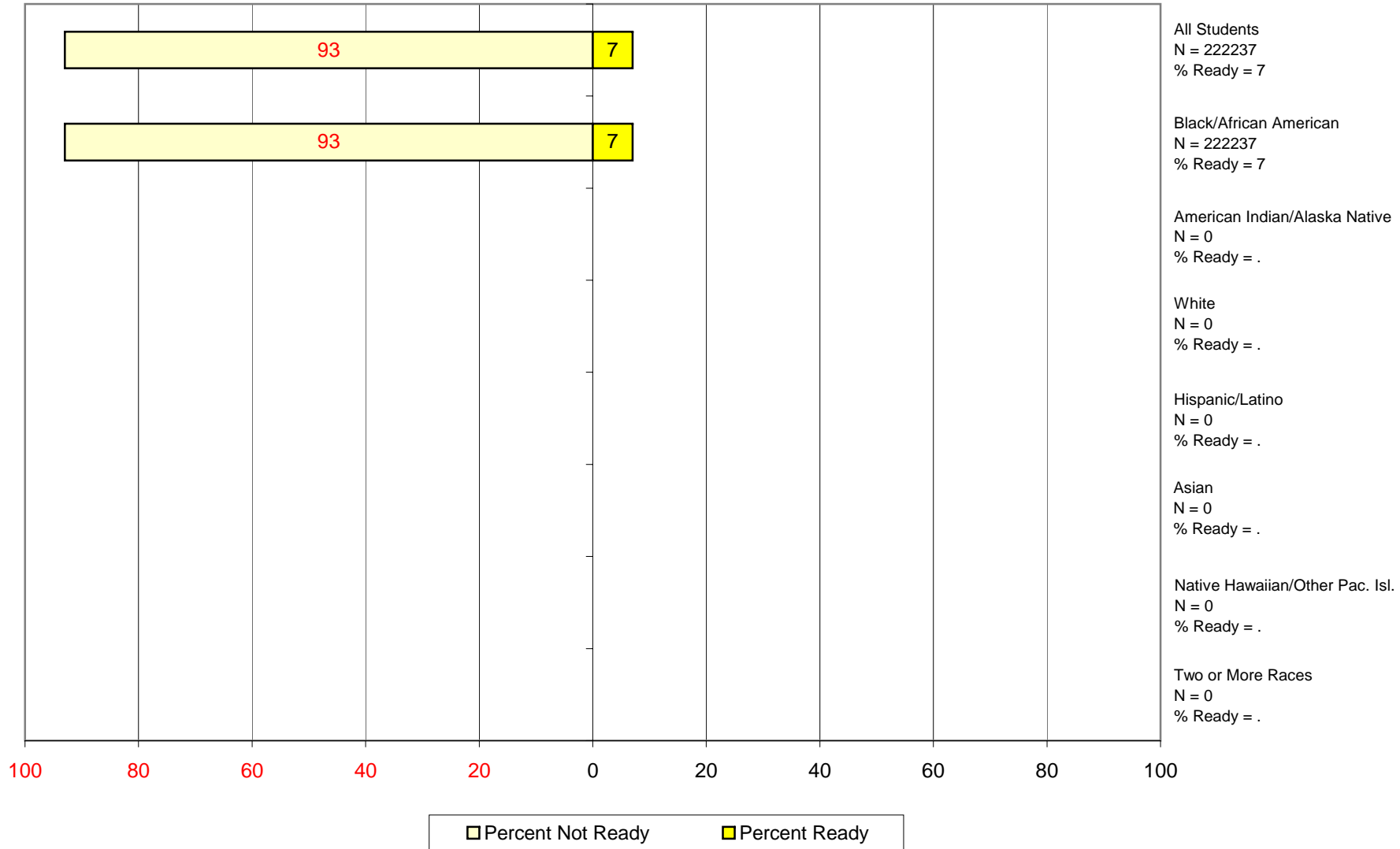
Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING



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

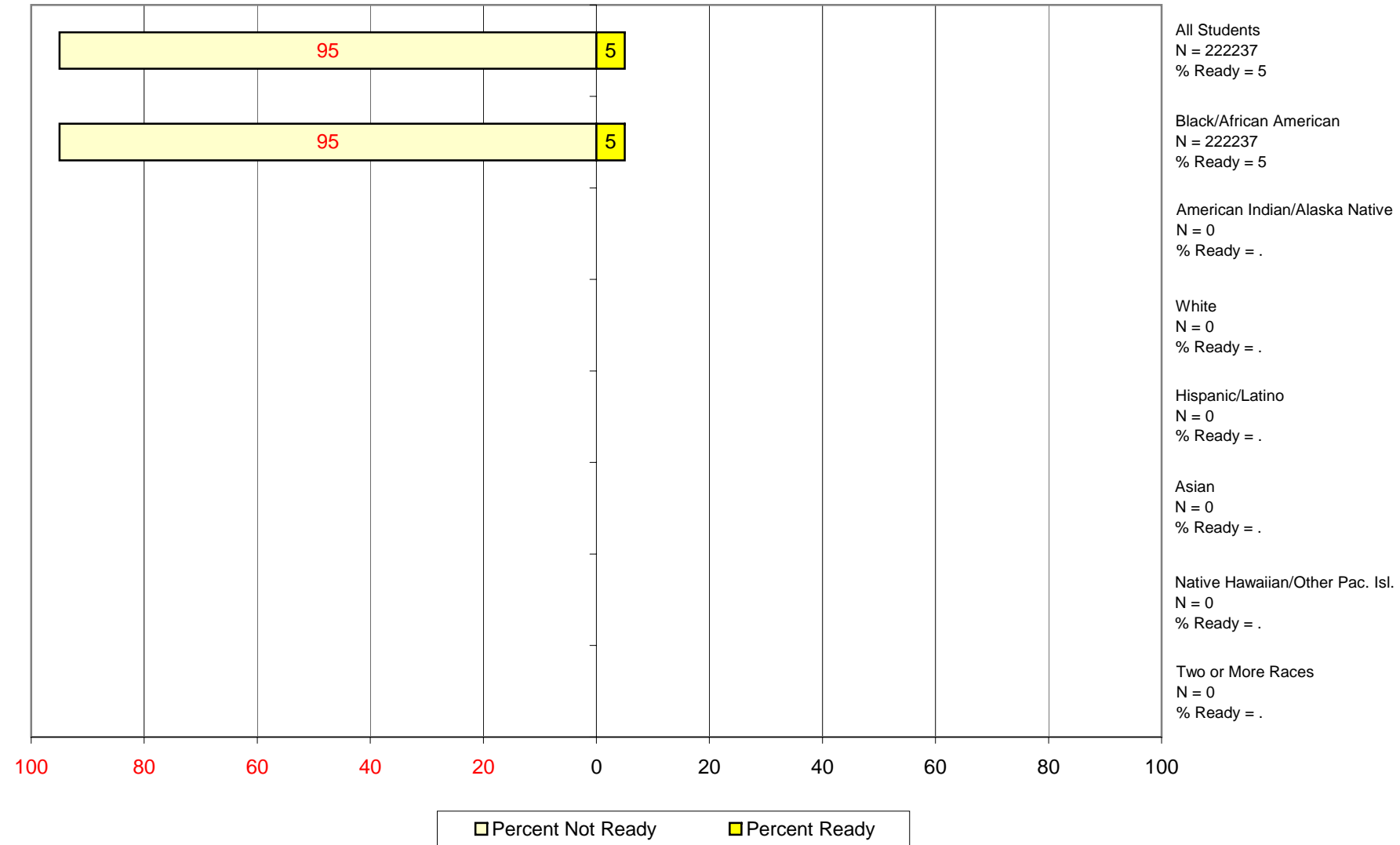
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE

ACT Science Benchmark Score = **24**



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

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.

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	46,056	21	16.4	3.2	19,704	20	15.7	2.8	26,348	21	16.8	3.2
Eng 9, Eng 10, Eng 11, Eng 12	157,509	71	16.2	3.0	67,676	70	15.7	2.8	89,820	72	16.5	2.9
Less than 4 years of English	10,973	5	13.2	-	5,702	6	12.9	-	5,258	4	13.6	-
Zero years / no English courses reported	7,699	3	13.4	-	4,233	4	13.1	-	3,460	3	13.7	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	11,488	5	18.3	2.9	4,674	5	18.7	3.2	6,813	5	18.1	2.8
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	16,256	7	18.5	3.1	5,819	6	18.7	3.2	10,436	8	18.4	3.1
Alg 1, Alg 2, Geom, & Trig	18,368	8	16.9	1.5	7,777	8	17.1	1.6	10,588	8	16.7	1.4
Alg 1, Alg 2, Geom, & Other Adv Math	38,506	17	17.4	2.0	15,139	16	17.5	2.0	23,367	19	17.3	2.0
Other comb of 4 or more years of Math	67,272	30	18.4	3.0	30,227	31	18.6	3.1	37,040	30	18.3	3.0
Alg 1, Alg 2, & Geom	37,465	17	15.8	0.4	17,411	18	16.0	0.5	20,044	16	15.7	0.4
Other comb of 3 or 3.5 years of Math	12,616	6	17.0	1.6	5,767	6	17.1	1.6	6,844	5	16.9	1.6
Less than 3 years of Math	12,128	5	15.4	-	6,053	6	15.5	-	6,071	5	15.3	-
Zero years / no Math courses reported	8,138	4	15.9	-	4,448	5	16.0	-	3,683	3	15.8	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	5,137	2	17.4	1.3	2,518	3	17.1	1.4	2,618	2	17.7	1.3
Other comb of 4 or more years Social Science	112,689	51	17.6	1.5	47,085	48	17.2	1.5	65,597	53	17.9	1.5
US Hist, World Hist, & Am Gov	13,008	6	16.5	0.4	5,999	6	16.2	0.5	7,008	6	16.7	0.3
Other comb of 3 or 3.5 years of Social Science	58,932	27	17.2	1.1	25,453	26	16.9	1.2	33,471	27	17.5	1.1
Less than 3 years of Social Science	24,288	11	16.1	-	11,742	12	15.7	-	12,533	10	16.4	-
Zero years / no Social Science courses reported	8,183	4	15.0	-	4,518	5	14.8	-	3,659	3	15.3	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	97,752	44	17.6	1.8	43,411	45	17.8	2.1	54,335	44	17.5	1.6
Bio, Chem, Phys	17,568	8	18.7	2.9	7,031	7	19.0	3.3	10,531	8	18.5	2.6
Gen Sci ² , Bio, Chem	65,179	29	17.0	1.2	26,674	27	16.9	1.2	38,497	31	17.1	1.2
Other comb of 3 years of Natural Science	6,293	3	16.1	0.3	3,047	3	16.3	0.6	3,245	3	16.0	0.1
Less than 3 years of Natural Science	27,113	12	15.8	-	12,575	13	15.7	-	14,530	12	15.9	-
Zero years / no Natural Science courses reported	8,332	4	15.4	-	4,577	5	15.4	-	3,748	3	15.5	-

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.

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	46,056	21	16.4	39
Eng 9, Eng 10, Eng 11, Eng 12	157,509	71	16.2	37
Less than 4 years of English	10,973	5	13.2	17
Zero years / no English courses reported	7,699	3	13.4	19
MATHEMATICS COURSE PATTERN				
Alg 1, Alg 2, Geom, Trig, & Calc	11,488	5	18.3	23
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	16,256	7	18.5	23
Alg 1, Alg 2, Geom, & Trig	18,368	8	16.9	10
Alg 1, Alg 2, Geom, & Other Adv Math	38,506	17	17.4	13
Other comb of 4 or more years of Math	67,272	30	18.4	24
Alg 1, Alg 2, & Geom	37,465	17	15.8	3
Other comb of 3 or 3.5 years of Math	12,616	6	17.0	12
Less than 3 years of Math	12,128	5	15.4	2
Zero years / no Math courses reported	8,138	4	15.9	6
SOCIAL SCIENCE COURSE PATTERN				
US Hist, World Hist, Am Gov, & Other Hist	5,137	2	17.4	24
Other comb of 4 or more years Social Science	112,689	51	17.6	25
US Hist, World Hist, & Am Gov	13,008	6	16.5	18
Other comb of 3 or 3.5 years of Social Science	58,932	27	17.2	22
Less than 3 years of Social Science	24,288	11	16.1	16
Zero years / no Social Science courses reported	8,183	4	15.0	10
NATURAL SCIENCE COURSE PATTERN				
Gen Sci ¹ , Bio, Chem, & Phys	97,752	44	17.6	9
Bio, Chem, Phys	17,568	8	18.7	14
Gen Sci ¹ , Bio, Chem	65,179	29	17.0	5
Other comb of 3 years of Natural Science	6,293	3	16.1	3
Less than 3 years of Natural Science	27,113	12	15.8	3
Zero years / no Natural Science courses reported	8,332	4	15.4	3

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.

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	1,375	1	15.9	188	1	14.2	1,056	1	16.4
Architecture	2,750	1	17.5	145	1	14.5	2,355	1	17.8
Area, Ethnic, & Multidisciplinary Studies	367	0	17.5	28	0	13.8	292	0	18.2
Arts: Visual & Performing	15,477	7	16.7	1,403	10	14.5	12,774	7	17.1
Business	27,087	12	16.8	2,503	17	14.5	22,270	12	17.2
Communications	6,433	3	17.6	256	2	14.6	5,696	3	17.9
Community, Family, & Personal Services	8,009	4	15.7	1,123	8	14.4	6,282	4	16.1
Computer Science & Mathematics	5,277	2	17.7	371	3	15.0	4,497	3	18.0
Education	8,972	4	16.4	513	4	14.3	7,703	4	16.7
Engineering	13,127	6	18.2	799	5	14.4	11,223	6	18.6
Engineering Technology & Drafting	4,038	2	16.7	473	3	14.5	3,230	2	17.1
English & Foreign Languages	1,492	1	19.1	50	0	15.0	1,332	1	19.4
Health Administration & Assisting	12,867	6	15.8	1,128	8	14.4	10,617	6	16.1
Health Sciences & Technologies	44,811	20	17.6	1,873	13	14.9	40,076	22	17.8
Philosophy, Religion, & Theology	656	0	17.3	21	0	14.8	576	0	17.5
Repair, Production, & Construction	1,676	1	15.1	530	4	14.5	981	1	15.6
Sciences: Biological & Physical	10,327	5	19.0	153	1	14.9	9,566	5	19.1
Social Sciences & Law	22,001	10	17.7	575	4	14.9	19,746	11	17.9
Undecided	21,674	10	16.7	1,444	10	14.5	15,612	9	17.2
No Response	13,313	6	14.9	846	6	13.1	2,076	1	15.0

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).

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	4,398	14.3	4,398	14.3	0	.	0	.	0	.
2-yr College Degree	10,193	14.5	10,193	14.5	0	.	0	.	0	.
Bachelors Degree	101,730	16.5	101,730	16.5	0	.	0	.	0	.
Graduate Study	23,551	18.8	23,551	18.8	0	.	0	.	0	.
Prof. Level Degree	52,973	18.9	52,973	18.9	0	.	0	.	0	.
Other	4,665	15.1	4,665	15.1	0	.	0	.	0	.
No Response	24,727	15.7	24,727	15.7	0	.	0	.	0	.

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	4,398	14.3	0	.	0	.	0	.	0	.
2-yr College Degree	10,193	14.5	0	.	0	.	0	.	0	.
Bachelors Degree	101,730	16.5	0	.	0	.	0	.	0	.
Graduate Study	23,551	18.8	0	.	0	.	0	.	0	.
Prof. Level Degree	52,973	18.9	0	.	0	.	0	.	0	.
Other	4,665	15.1	0	.	0	.	0	.	0	.
No Response	24,727	15.7	0	.	0	.	0	.	0	.

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.

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	113,247	16.6	6.2	16.4
Black/African American	113,247	16.6	6.2	16.4
American Indian/Alaska Native	0	.	.	.
White	0	.	.	.
Hispanic/Latino	0	.	.	.
Asian	0	.	.	.
Native Hawaiian/Other Pac. Isl.	0	.	.	.
Two or more races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	47,158	16.1	5.9	15.7
Females	66,067	17.0	6.5	16.9
Missing	22	15.0	5.9	14.8

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

