

ACT Profile Report - National

Graduating Class 2012 - Asian 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

42% 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: 68,080 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. 81% 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 2% of the cohort took less than three years of math courses. Of these students, 40% were college ready. 5% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 17% of these students were college ready. In comparison, 76% 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 6% of the cohort took less than three years of natural science courses. 25% of these students were college ready. In comparison, 49% 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 22% 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.

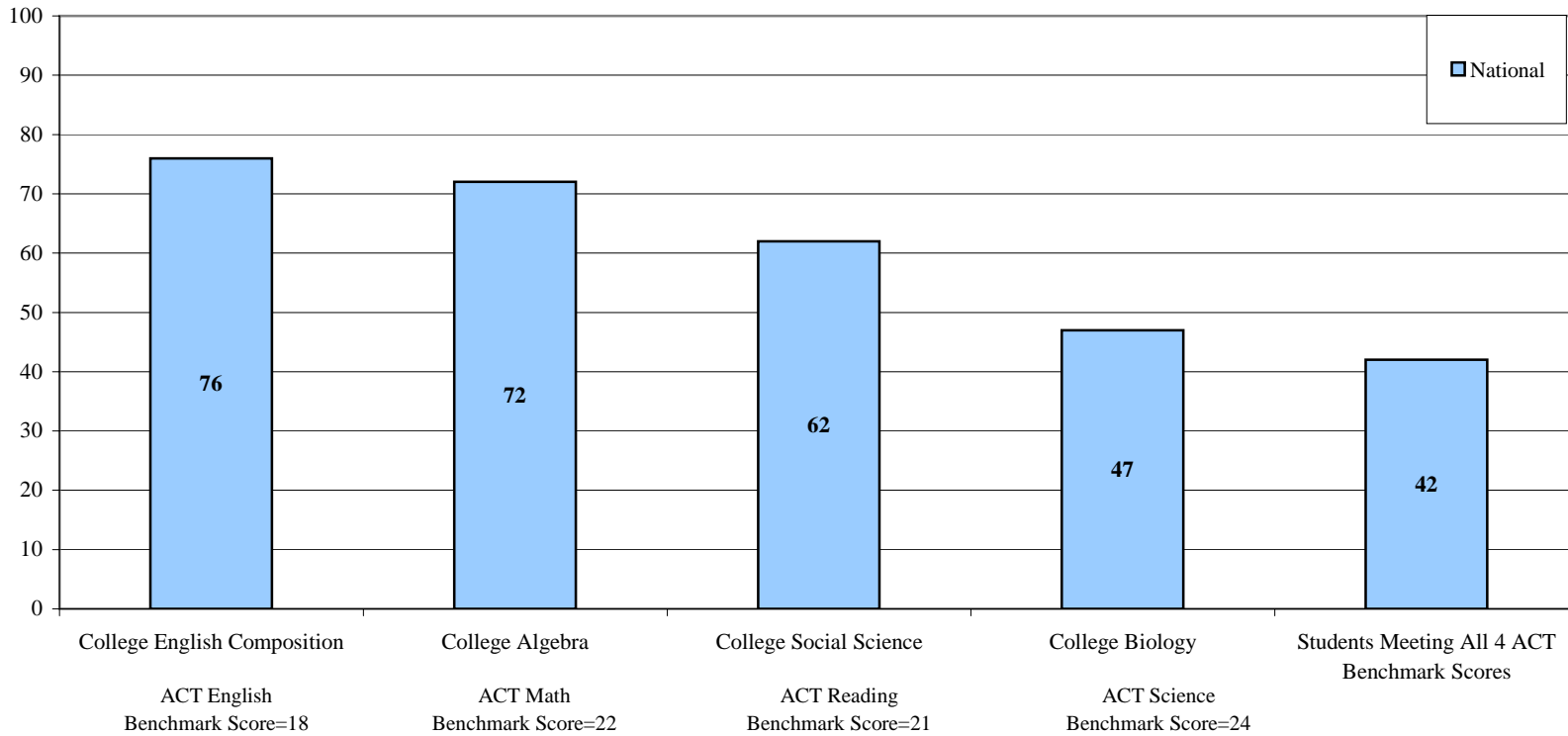
Section I

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	51,368	75	63	59	38	33
2009	59,093	76	65	61	42	36
2010	65,362	76	68	61	44	39
2011	66,650	76	71	62	46	41
2012	68,080	76	72	62	47	42

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	51,368	22.1	24.1	22.4	22.3	22.9
2009	59,093	22.6	24.5	22.7	22.7	23.2
2010	65,362	22.6	24.7	22.9	23.0	23.4
2011	66,650	22.8	25.1	22.9	23.1	23.6
2012	68,080	22.7	25.2	22.9	23.2	23.6

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	36,609	11,829	71	23	22.7	20.4	24.6	22.5	23.0	20.9	22.7	21.1	23.4	21.4
2009	47,137	10,962	80	19	23.2	20.5	25.0	22.7	23.2	20.8	23.1	21.2	23.7	21.4
2010	52,783	11,378	81	17	23.3	20.4	25.2	22.8	23.4	20.9	23.4	21.3	23.9	21.5
2011	54,087	11,228	81	17	23.4	20.7	25.4	23.5	23.4	21.1	23.5	21.6	24.1	21.9
2012	55,308	11,432	81	17	23.3	20.4	25.6	23.7	23.5	20.9	23.6	21.6	24.1	21.8

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.

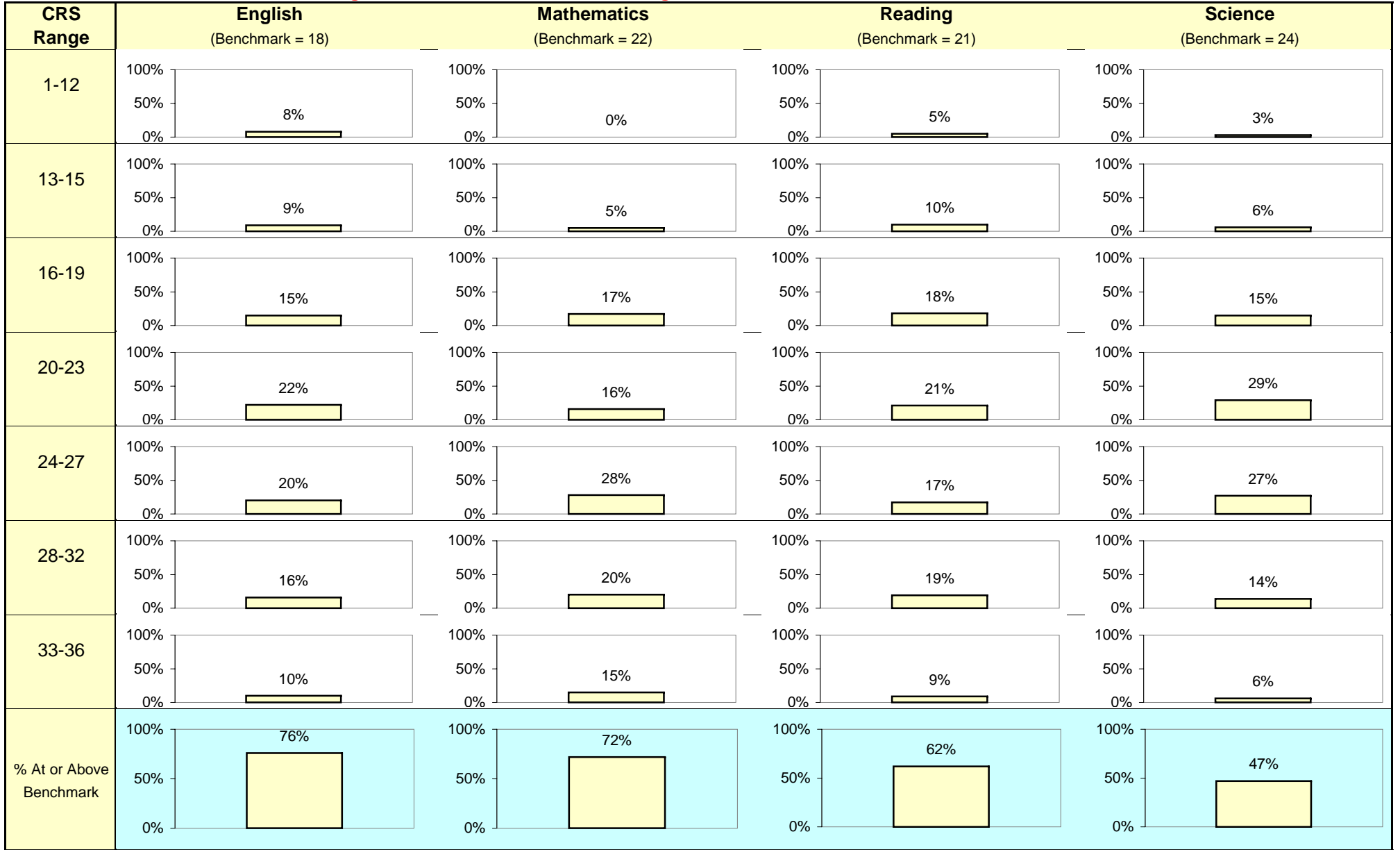
²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

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	51,368	100	22.9	59,093	100	23.2	65,362	100	23.4	66,650	100	23.6	68,080	100	23.6
Black/African American	0	0	.	0	0	.	0	0	.	0	0	.	0	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	51,368	100	22.9	59,093	100	23.2	65,362	100	23.4	66,650	100	23.6	68,080	100	23.6
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	601	100	1,867	100	1,151	100	1,145	100	218	100	36
35	1,963	99	2,673	97	1,109	98	1,077	98	973	100	35
34	2,353	96	2,843	93	1,703	97	601	97	1,616	98	34
33	2,013	93	3,016	89	2,403	94	1,109	96	1,939	96	33
32	1,980	90	2,398	85	2,372	91	1,572	94	2,263	93	32
31	1,976	87	1,896	81	3,000	87	1,841	92	2,594	90	31
30	2,406	84	2,438	78	2,507	83	1,977	89	2,798	86	30
29	2,054	80	3,070	75	2,339	79	1,825	86	2,948	82	29
28	2,200	77	3,661	70	2,543	76	2,540	84	3,221	77	28
27	3,157	74	4,584	65	2,468	72	4,242	80	3,482	73	27
26	3,035	70	5,093	58	2,545	68	3,202	74	3,857	68	26
25	3,310	65	4,403	51	2,626	65	4,817	69	4,008	62	25
24	4,287	60	4,692	44	3,993	61	6,159	62	4,213	56	24
23	3,367	54	3,703	37	3,506	55	4,798	53	4,402	50	23
22	3,717	49	2,868	32	3,478	50	4,826	46	4,193	43	22
21	4,280	44	1,617	28	4,452	45	5,111	39	3,983	37	21
20	3,667	37	2,436	25	3,168	38	4,926	31	3,779	31	20
19	2,742	32	2,418	22	3,037	33	3,267	24	3,386	26	19
18	2,330	28	2,665	18	3,965	29	3,402	19	3,126	21	18
17	2,175	24	2,880	14	2,664	23	2,082	14	2,664	16	17
16	2,645	21	3,528	10	2,284	19	1,758	11	2,345	12	16
15	2,826	17	2,167	5	2,911	16	1,491	9	2,051	9	15
14	2,040	13	766	2	2,311	12	1,241	6	1,606	6	14
13	1,369	10	284	1	1,848	8	1,080	5	1,229	4	13
12	1,115	8	63	1	1,829	5	724	3	774	2	12
11	1,296	7	37	1	915	3	578	2	305	1	11
10	1,275	5	9	1	529	1	428	1	66	1	10
9	776	3	2	1	201	1	162	1	31	1	9
8	729	2	0	1	109	1	47	1	5	1	8
7	249	1	2	1	57	1	27	1	2	1	7
6	100	1	0	1	24	1	13	1	1	1	6
5	29	1	0	1	13	1	4	1	1	1	5
4	11	1	1	1	7	1	3	1	0	1	4
3	6	1	0	1	8	1	3	1	1	1	3
2	1	1	0	1	4	1	0	1	0	1	2
1	0	1	0	1	1	1	2	1	0	1	1
Avg (SD)	22.7 (7.0)		25.2 (6.0)		22.9 (6.7)		23.2 (5.5)		23.6 (5.8)		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	5,576	100	1,860	100	3,449	100	3,777	100	10,960	100	4,375	100	4,965	100	18
17	5,404	92	2,323	97	5,209	95	5,123	94	6,771	84	2,035	94	794	93	17
16	5,511	84	6,316	94	5,955	87	5,481	87	3,308	74	6,795	91	7,512	92	16
15	3,409	76	5,572	85	4,138	79	4,799	79	6,060	69	6,665	81	7,958	81	15
14	5,493	71	6,388	76	4,790	72	5,276	72	5,790	60	9,927	71	8,443	69	14
13	3,103	63	6,278	67	5,773	65	5,268	64	7,398	52	9,598	56	7,199	56	13
12	5,491	58	6,736	58	7,083	57	5,278	56	5,974	41	5,599	42	7,966	46	12
11	6,049	50	7,071	48	5,047	47	4,910	49	5,096	32	6,992	34	5,799	34	11
10	6,239	41	5,070	38	5,669	39	5,460	41	3,959	25	5,821	24	5,737	26	10
9	4,893	32	6,238	30	5,458	31	5,074	33	2,963	19	4,228	15	4,202	17	9
8	4,153	25	4,082	21	4,769	23	5,157	26	4,076	14	3,059	9	3,061	11	8
7	3,929	19	3,240	15	5,545	16	3,407	18	3,424	8	1,380	4	2,111	7	7
6	3,117	13	2,196	10	2,420	8	3,972	13	1,420	3	704	2	1,047	3	6
5	2,340	8	1,972	7	1,567	4	2,854	7	547	1	468	1	403	2	5
4	1,668	5	1,729	4	719	2	1,246	3	221	1	168	1	537	1	4
3	1,182	3	780	1	333	1	726	1	77	1	156	1	118	1	3
2	476	1	206	1	125	1	250	1	35	1	43	1	168	1	2
1	47	1	23	1	31	1	22	1	1	1	67	1	60	1	1
Avg (SD)	11.6 (4.2)		11.5 (3.6)		11.7 (3.7)		11.5 (4.0)		13.2 (3.7)		12.8 (3.0)		12.6 (3.2)		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)	28	30	28	27	28
Q2 (50th Percentile)	23	25	23	23	24
Q1 (25th Percentile)	18	20	18	20	19

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	68,080	81	24.1	21.8
	Black/African American	0	.	.	.
	American Indian/Alaska Native	0	.	.	.
	White	0	.	.	.
	Hispanic/Latino	0	.	.	.
	Asian	68,080	81	24.1	21.8
	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	22.7	25.2	22.9	23.2	23.6
	Black/African American	.	.	.	.	.
	American Indian/Alaska Native	.	.	.	.	.
	White	.	.	.	.	.
	Hispanic/Latino	.	.	.	.	.
	Asian	22.7	25.2	22.9	23.2	23.6
	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	6,930	10	10,399	15	6,366	9	3,932	6
	28 to 32	10,616	16	13,463	20	12,761	19	9,755	14
	24 to 27	13,789	20	18,772	28	11,632	17	18,420	27
	20 to 23	15,031	22	10,624	16	14,604	21	19,661	29
	16 to 19	9,892	15	11,491	17	11,950	18	10,509	15
	13 to 15	6,235	9	3,217	5	7,070	10	3,812	6
	01 to 12	5,587	8	114	0	3,697	5	1,991	3

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Males	31,400	46	22.5	25.9	22.9	23.9	23.9
	Females	36,676	54	22.8	24.6	23.0	22.6	23.4
	Missing	4	0	12.3	16.8	12.8	17.0	14.8

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	74	75	61	53	46
	Females	77	70	62	42	39

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	55,308	79	23.3	75	25.6	65	23.5	50	23.6	45	24.1
	Less than Core	11,432	62	20.4	62	23.7	49	20.9	36	21.6	31	21.8
	Missing ³	1,340	44	17.3	51	22.1	31	18.1	24	19.4	20	19.4

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	64,312	77	23.0	65,451	73	25.3	60,276	64	23.2	62,787	49	23.4
	Less than Core	2,631	42	16.9	1,458	40	20.7	6,637	53	21.6	4,059	25	20.0
	Missing ³	1,137	46	17.7	1,171	51	22.2	1,167	34	18.4	1,234	25	19.5

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.

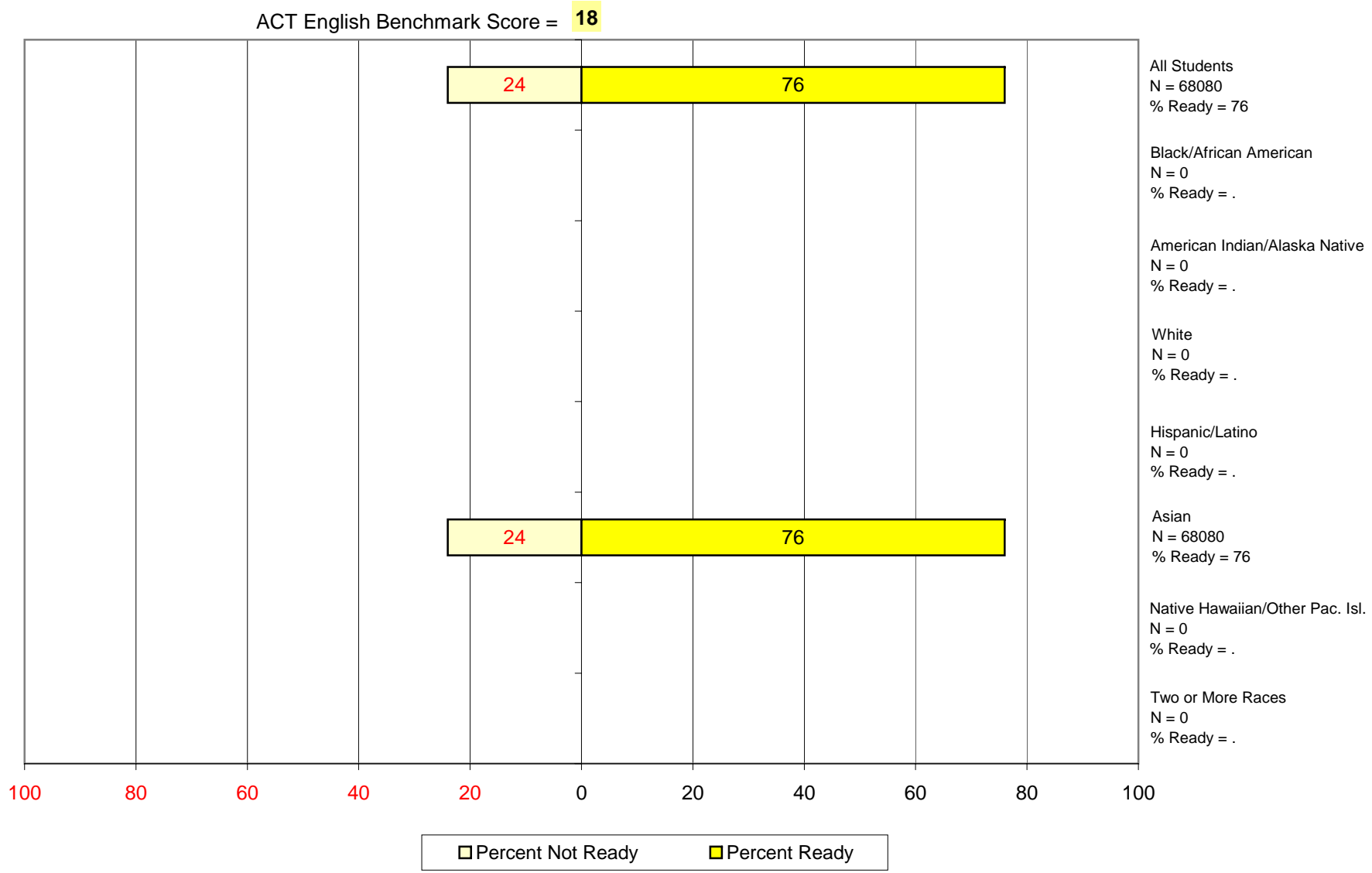
³ Zero years or no coursework information reported in the specified content area.

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.

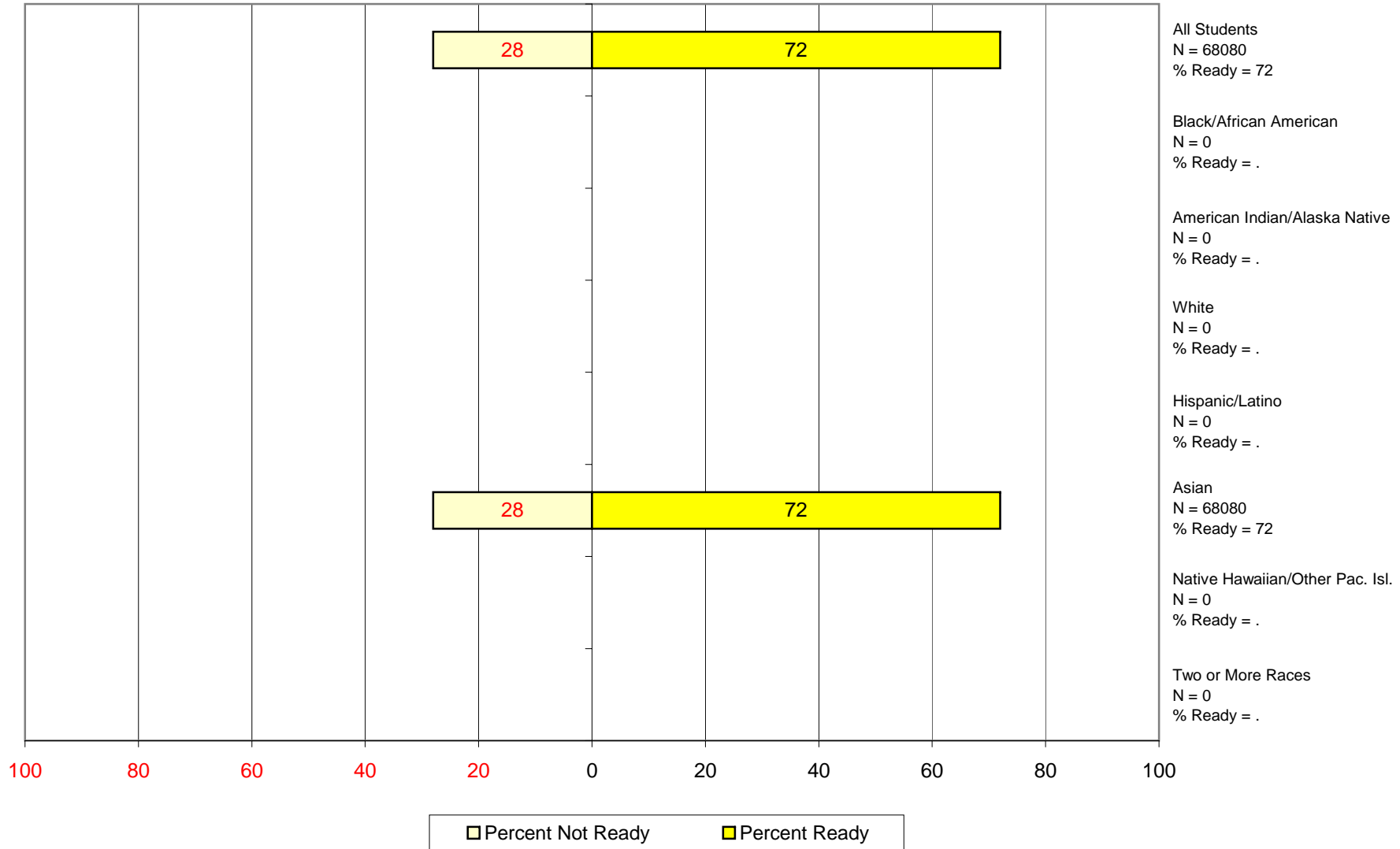
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



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

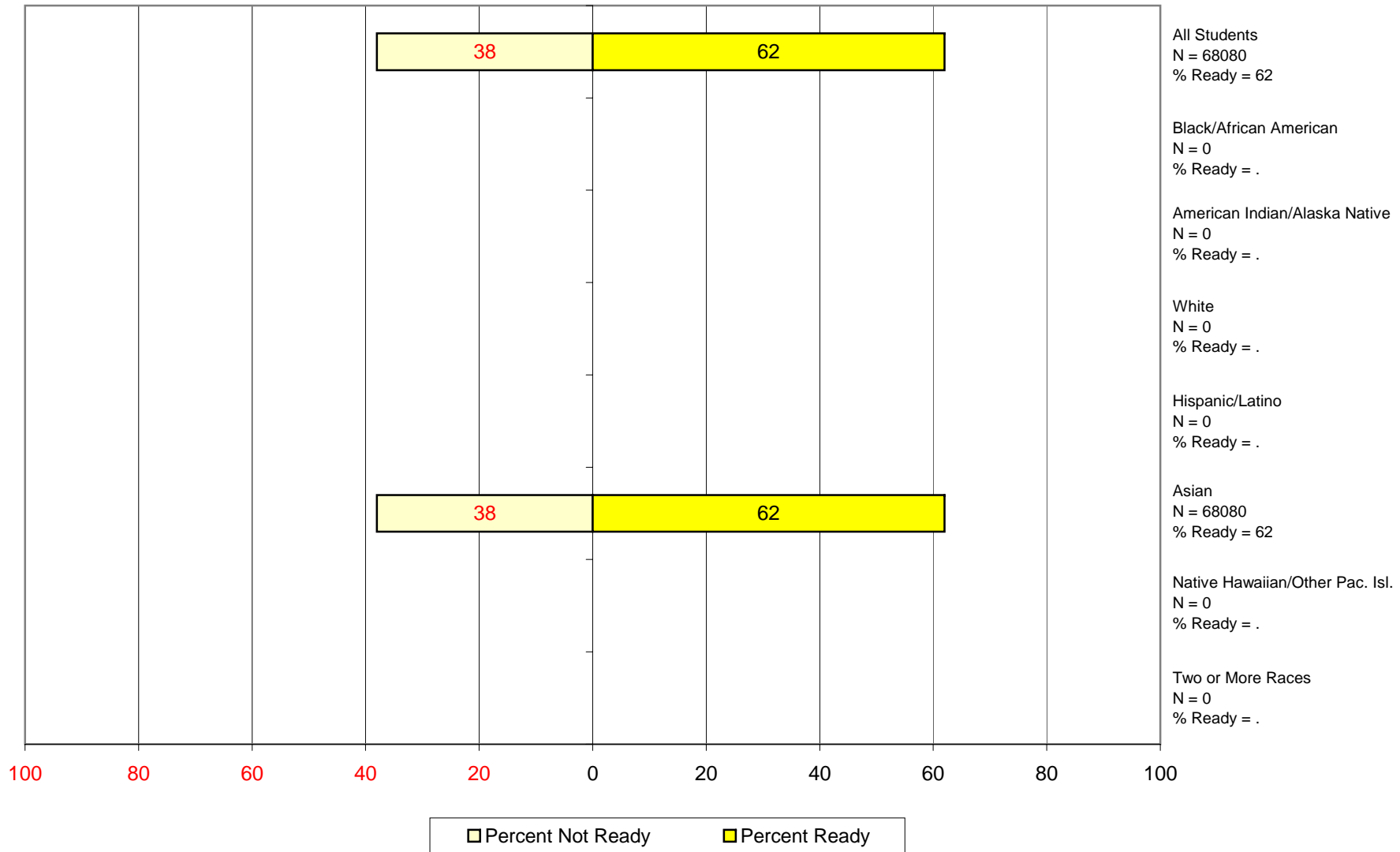
ACT Mathematics Benchmark Score = **22**



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

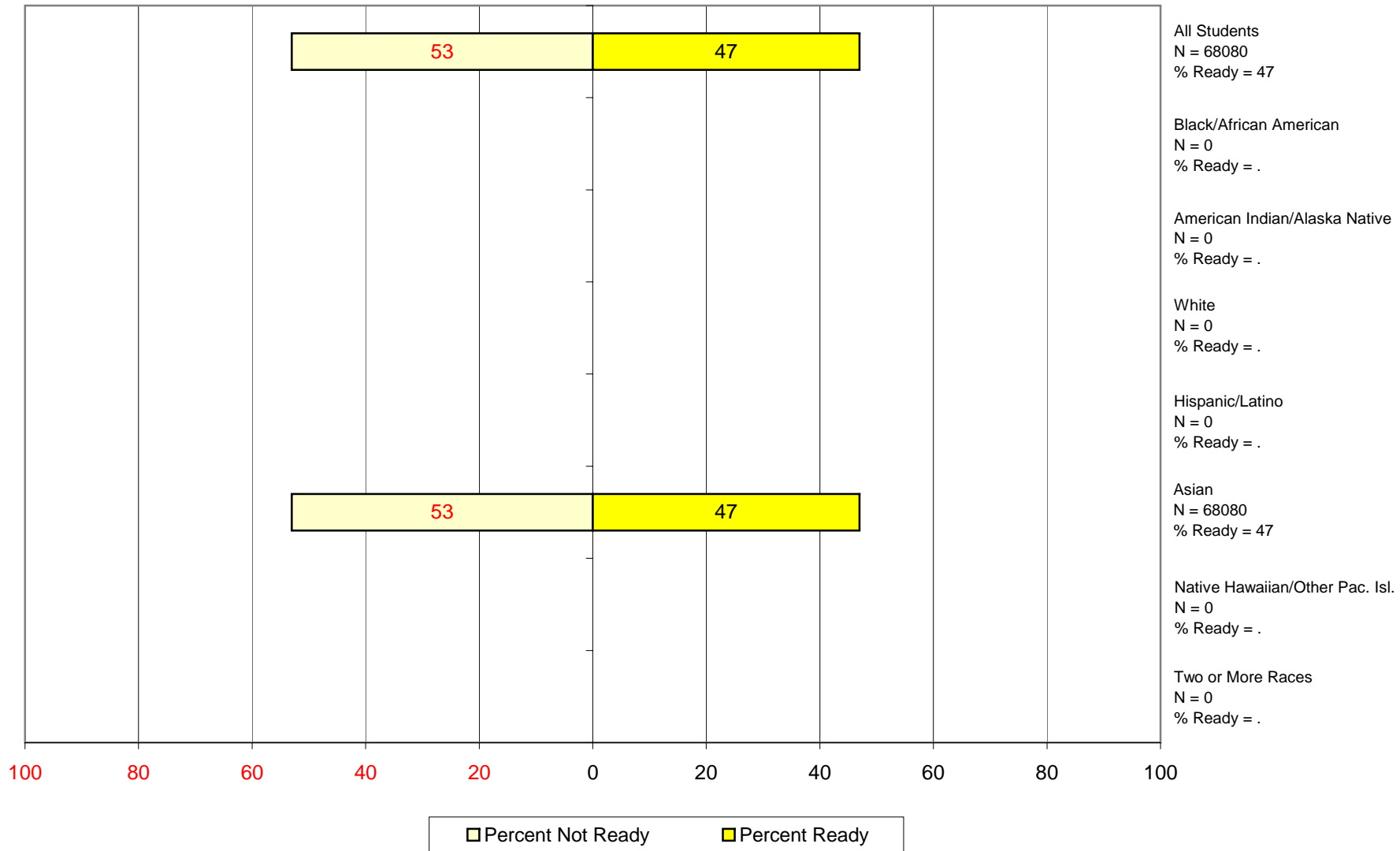
ACT Reading Benchmark Score = **21**



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

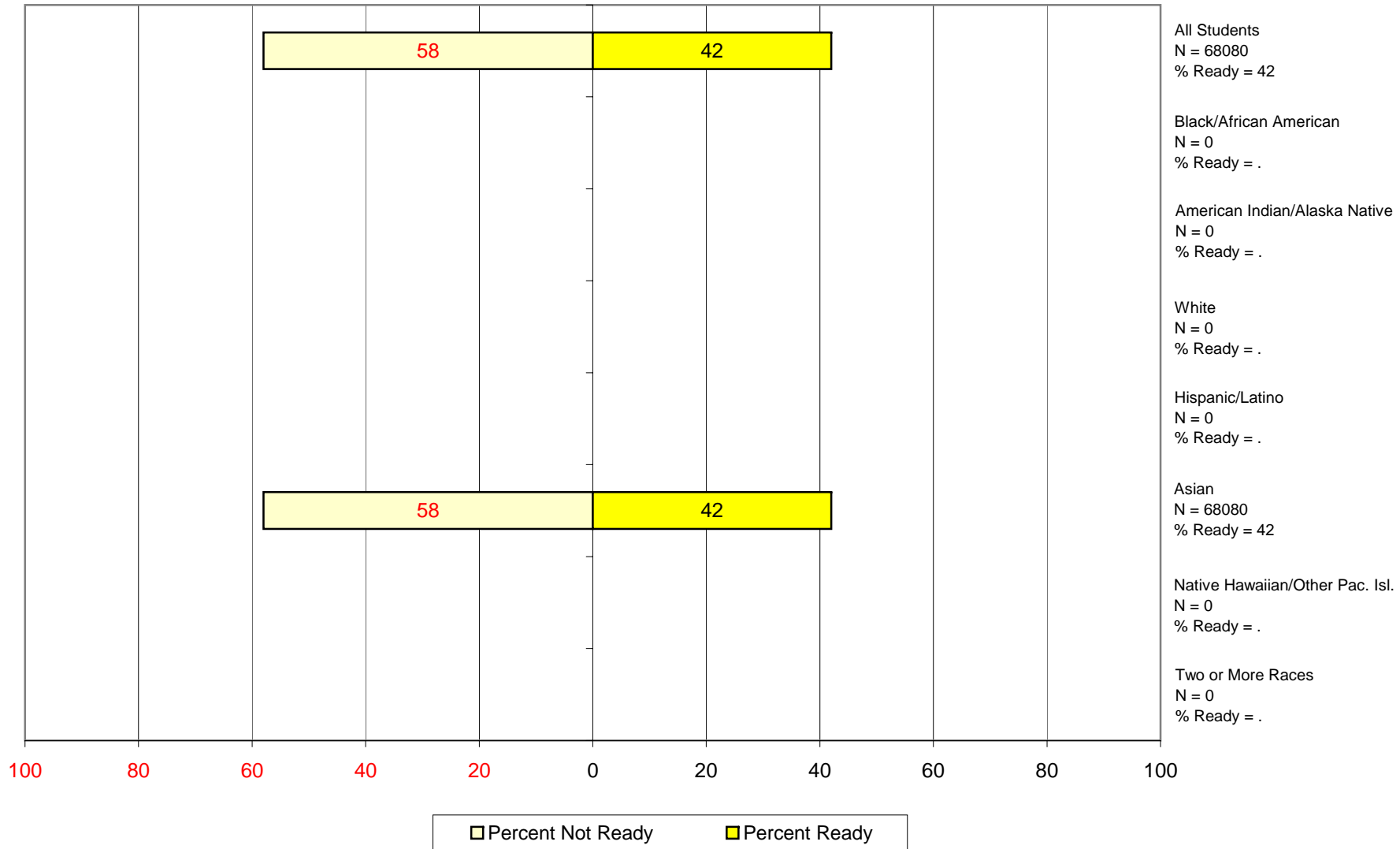
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE

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	16,952	25	22.7	5.8	7,651	24	22.5	5.8	9,300	25	22.8	5.7
Eng 9, Eng 10, Eng 11, Eng 12	47,360	70	23.1	6.2	21,779	69	23.0	6.3	25,580	70	23.2	6.1
Less than 4 years of English	2,631	4	16.9	-	1,343	4	16.7	-	1,288	4	17.1	-
Zero years / no English courses reported	1,137	2	17.7	-	627	2	17.5	-	508	1	18.0	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	6,407	9	26.4	5.7	2,732	9	27.0	6.1	3,674	10	25.9	5.4
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	4,892	7	23.0	2.3	1,764	6	23.4	2.5	3,128	9	22.7	2.2
Alg 1, Alg 2, Geom, & Trig	3,170	5	20.8	0.1	1,361	4	21.2	0.3	1,809	5	20.5	0.0
Alg 1, Alg 2, Geom, & Other Adv Math	5,507	8	21.0	0.3	2,175	7	21.3	0.4	3,332	9	20.8	0.3
Other comb of 4 or more years of Math	39,271	58	27.2	6.5	19,253	61	27.9	7.0	20,017	55	26.6	6.1
Alg 1, Alg 2, & Geom	3,413	5	17.9	-2.8	1,516	5	18.1	-2.8	1,897	5	17.8	-2.7
Other comb of 3 or 3.5 years of Math	2,791	4	23.8	3.1	1,230	4	24.0	3.1	1,561	4	23.5	3.0
Less than 3 years of Math	1,458	2	20.7	-	716	2	20.9	-	742	2	20.5	-
Zero years / no Math courses reported	1,171	2	22.2	-	653	2	22.4	-	516	1	21.9	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	1,596	2	23.8	2.2	820	3	23.5	2.3	776	2	24.0	2.1
Other comb of 4 or more years Social Science	37,605	55	23.3	1.7	16,963	54	23.4	2.2	20,641	56	23.2	1.3
US Hist, World Hist, & Am Gov	2,500	4	21.8	0.2	1,274	4	21.6	0.4	1,226	3	22.0	0.1
Other comb of 3 or 3.5 years of Social Science	18,575	27	23.0	1.4	8,572	27	22.9	1.7	10,002	27	23.0	1.1
Less than 3 years of Social Science	6,637	10	21.6	-	3,123	10	21.2	-	3,514	10	21.9	-
Zero years / no Social Science courses reported	1,167	2	18.4	-	648	2	18.4	-	517	1	18.5	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	39,181	58	23.8	3.8	18,895	60	24.6	4.8	20,285	55	23.1	3.0
Bio, Chem, Phys	11,672	17	24.9	4.9	5,471	17	25.7	5.9	6,200	17	24.2	4.1
Gen Sci ² , Bio, Chem	10,821	16	20.8	0.8	4,007	13	21.1	1.3	6,814	19	20.7	0.6
Other comb of 3 years of Natural Science	1,113	2	20.6	0.6	631	2	21.0	1.2	482	1	19.9	-0.2
Less than 3 years of Natural Science	4,059	6	20.0	-	1,718	5	19.8	-	2,341	6	20.1	-
Zero years / no Natural Science courses reported	1,234	2	19.5	-	678	2	19.7	-	554	2	19.3	-

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	16,952	25	22.7	75
Eng 9, Eng 10, Eng 11, Eng 12	47,360	70	23.1	78
Less than 4 years of English	2,631	4	16.9	42
Zero years / no English courses reported	1,137	2	17.7	46
MATHEMATICS COURSE PATTERN				
Alg 1, Alg 2, Geom, Trig, & Calc	6,407	9	26.4	83
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	4,892	7	23.0	66
Alg 1, Alg 2, Geom, & Trig	3,170	5	20.8	44
Alg 1, Alg 2, Geom, & Other Adv Math	5,507	8	21.0	47
Other comb of 4 or more years of Math	39,271	58	27.2	84
Alg 1, Alg 2, & Geom	3,413	5	17.9	17
Other comb of 3 or 3.5 years of Math	2,791	4	23.8	66
Less than 3 years of Math	1,458	2	20.7	40
Zero years / no Math courses reported	1,171	2	22.2	51
SOCIAL SCIENCE COURSE PATTERN				
US Hist, World Hist, Am Gov, & Other Hist	1,596	2	23.8	67
Other comb of 4 or more years Social Science	37,605	55	23.3	65
US Hist, World Hist, & Am Gov	2,500	4	21.8	55
Other comb of 3 or 3.5 years of Social Science	18,575	27	23.0	62
Less than 3 years of Social Science	6,637	10	21.6	53
Zero years / no Social Science courses reported	1,167	2	18.4	34
NATURAL SCIENCE COURSE PATTERN				
Gen Sci ¹ , Bio, Chem, & Phys	39,181	58	23.8	52
Bio, Chem, Phys	11,672	17	24.9	60
Gen Sci ¹ , Bio, Chem	10,821	16	20.8	28
Other comb of 3 years of Natural Science	1,113	2	20.6	26
Less than 3 years of Natural Science	4,059	6	20.0	25
Zero years / no Natural Science courses reported	1,234	2	19.5	25

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	264	0	21.9	17	1	16.5	211	0	22.5
Architecture	958	1	22.7	22	2	18.3	804	1	22.8
Area, Ethnic, & Multidisciplinary Studies	135	0	24.8	4	0	18.5	120	0	25.3
Arts: Visual & Performing	3,018	4	21.3	135	9	17.1	2,474	4	21.6
Business	7,294	11	22.7	351	24	18.8	5,945	11	23.0
Communications	815	1	23.7	14	1	19.2	703	1	23.7
Community, Family, & Personal Services	581	1	19.1	65	5	16.9	451	1	19.4
Computer Science & Mathematics	2,411	4	23.8	65	5	17.5	2,033	4	24.0
Education	1,333	2	21.0	31	2	15.7	1,139	2	21.3
Engineering	6,736	10	25.4	85	6	16.9	5,908	10	25.5
Engineering Technology & Drafting	1,061	2	21.7	46	3	15.4	903	2	22.2
English & Foreign Languages	617	1	24.2	17	1	18.3	514	1	24.4
Health Administration & Assisting	2,408	4	20.2	72	5	15.3	2,063	4	20.3
Health Sciences & Technologies	16,077	24	23.9	141	10	16.3	14,546	26	24.0
Philosophy, Religion, & Theology	183	0	22.3	4	0	17.8	154	0	22.4
Repair, Production, & Construction	147	0	17.8	35	2	17.3	95	0	18.1
Sciences: Biological & Physical	7,745	11	25.8	18	1	17.1	6,840	12	25.8
Social Sciences & Law	3,857	6	24.5	24	2	16.5	3,374	6	24.5
Undecided	10,684	16	23.7	223	15	17.5	7,794	14	23.9
No Response	1,724	3	19.5	63	4	13.6	265	0	20.7

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	609	18.6	0	.	0	.	0	.	0	.
2-yr College Degree	832	16.2	0	.	0	.	0	.	0	.
Bachelors Degree	19,572	20.9	0	.	0	.	0	.	0	.
Graduate Study	11,559	24.9	0	.	0	.	0	.	0	.
Prof. Level Degree	25,222	25.7	0	.	0	.	0	.	0	.
Other	1,111	19.6	0	.	0	.	0	.	0	.
No Response	9,175	23.5	0	.	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	609	18.6	609	18.6	0	.	0	.	0	.
2-yr College Degree	832	16.2	832	16.2	0	.	0	.	0	.
Bachelors Degree	19,572	20.9	19,572	20.9	0	.	0	.	0	.
Graduate Study	11,559	24.9	11,559	24.9	0	.	0	.	0	.
Prof. Level Degree	25,222	25.7	25,222	25.7	0	.	0	.	0	.
Other	1,111	19.6	1,111	19.6	0	.	0	.	0	.
No Response	9,175	23.5	9,175	23.5	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	53,381	23.7	7.6	22.8
Black/African American	0	.	.	.
American Indian/Alaska Native	0	.	.	.
White	0	.	.	.
Hispanic/Latino	0	.	.	.
Asian	53,381	23.7	7.6	22.8
Native Hawaiian/Other Pac. Isl.	0	.	.	.
Two or more races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	24,134	23.6	7.5	22.7
Females	29,246	23.7	7.7	22.9
Missing	1	22.0	6.0	20.0

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

