

ACT Profile Report - National

Graduating Class 2012 - Hispanic/Latino 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

13% 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: 234,456 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. 73% 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, 5% were college ready. 16% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 8% of these students were college ready. In comparison, 39% 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 13% of the cohort took less than three years of natural science courses. 7% of these students were college ready. In comparison, 18% 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 60% 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.

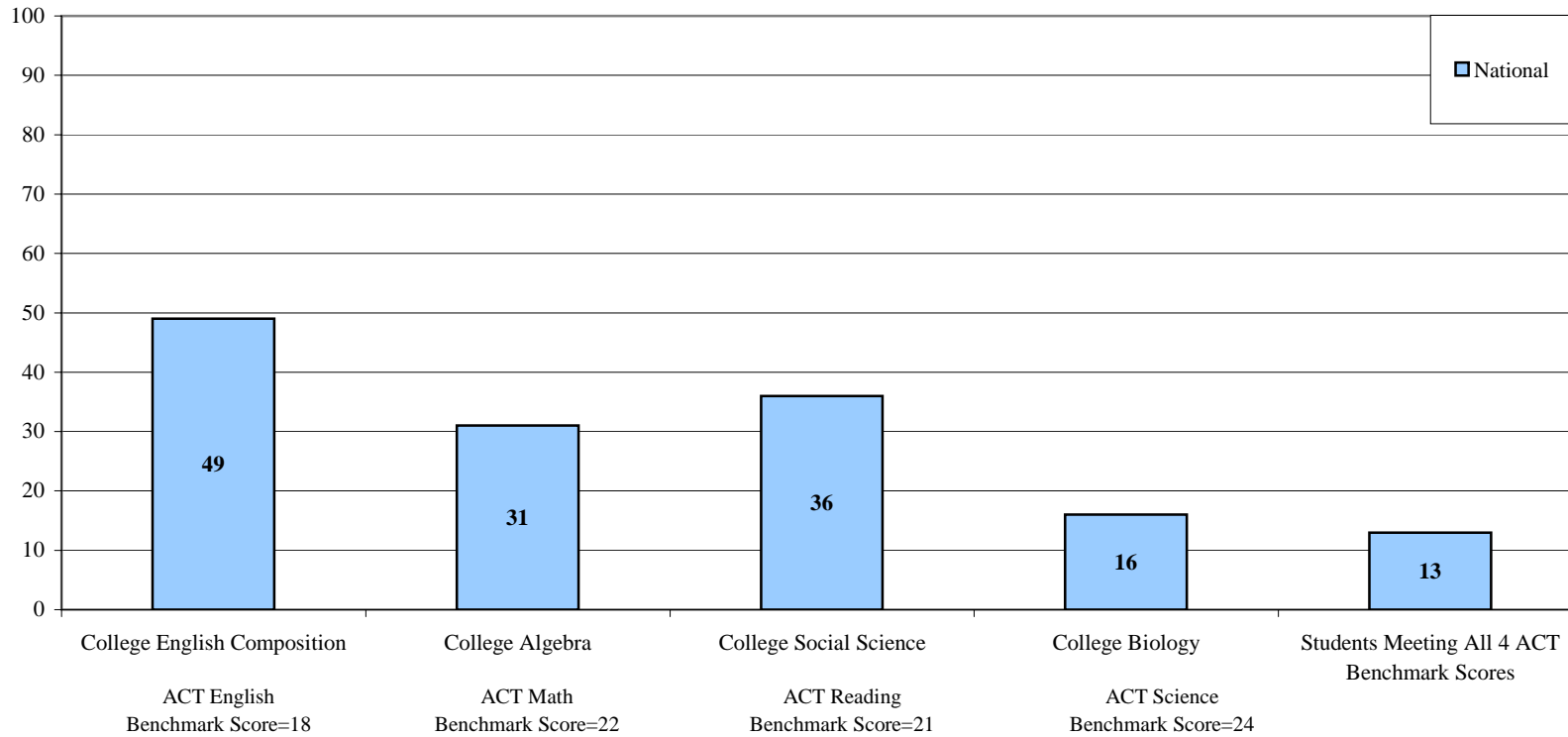
Section I

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	114,697	49	26	35	13	10
2009	133,569	48	27	35	13	10
2010	157,579	46	27	34	14	11
2011	200,661	47	30	35	15	11
2012	234,456	49	31	36	16	13

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	114,697	17.7	19.0	18.9	18.7	18.7
2009	133,569	17.7	19.1	18.9	18.8	18.7
2010	157,579	17.3	19.0	18.7	18.7	18.6
2011	200,661	17.6	19.2	18.9	18.8	18.7
2012	234,456	17.7	19.4	19.0	18.9	18.9

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	69,127	36,450	60	32	18.7	16.3	19.9	17.8	19.8	17.6	19.4	17.6	19.6	17.4
2009	88,960	37,750	67	28	18.7	16.0	19.9	17.6	19.8	17.4	19.4	17.5	19.6	17.3
2010	106,995	43,137	68	27	18.3	15.5	19.8	17.5	19.5	17.2	19.4	17.3	19.4	17.0
2011	143,964	48,380	72	24	18.4	15.8	19.9	17.7	19.5	17.3	19.4	17.3	19.4	17.2
2012	170,538	54,860	73	23	18.5	16.0	20.0	17.9	19.6	17.5	19.5	17.5	19.5	17.4

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.

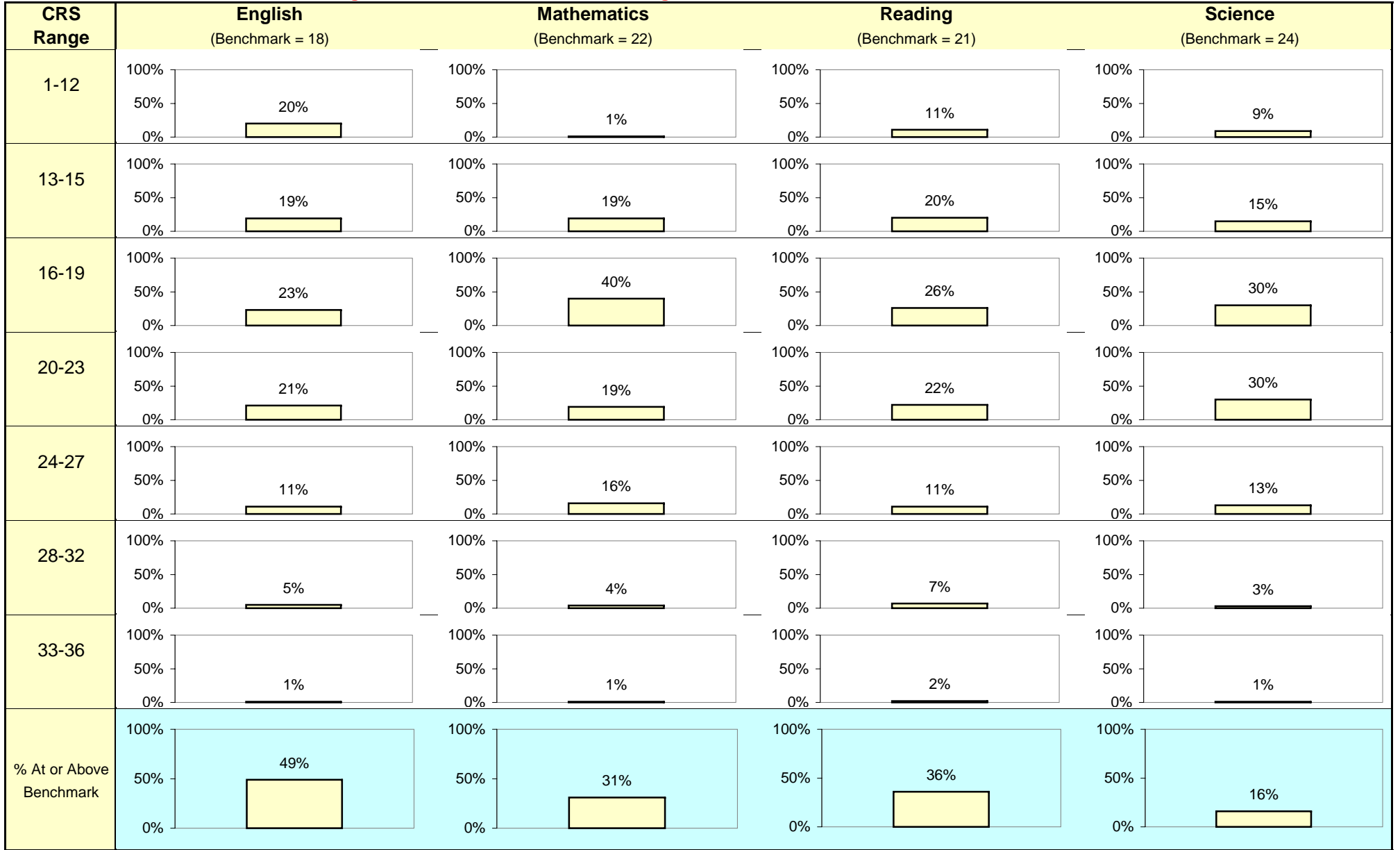
²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

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	114,697	100	18.7	133,569	100	18.7	157,579	100	18.6	200,661	100	18.7	234,456	100	18.9
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	114,697	100	18.7	133,569	100	18.7	157,579	100	18.6	200,661	100	18.7	234,456	100	18.9
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	152	100	164	100	565	100	243	100	17	100	36
35	810	100	385	100	769	100	325	100	127	100	35
34	1,196	100	657	100	1,368	99	254	100	355	100	34
33	1,268	99	903	99	1,973	99	402	100	580	100	33
32	1,491	99	998	99	2,364	98	701	99	945	100	32
31	1,691	98	957	99	3,269	97	1,068	99	1,402	99	31
30	2,461	97	1,739	98	3,304	96	1,302	99	2,062	99	30
29	2,441	96	2,327	98	3,683	94	1,347	98	2,686	98	29
28	2,757	95	3,838	97	4,107	93	2,351	98	3,660	97	28
27	4,349	94	5,750	95	4,728	91	4,632	97	4,624	95	27
26	4,937	92	8,446	92	5,220	89	4,551	95	5,855	93	26
25	6,315	90	9,593	89	5,904	87	7,971	93	7,654	90	25
24	9,501	87	13,072	85	10,054	84	12,847	89	9,457	87	24
23	8,979	83	13,064	79	10,303	80	12,292	84	11,463	83	23
22	10,893	79	11,720	74	11,265	75	15,074	79	13,119	78	22
21	15,250	75	8,006	69	15,844	71	19,393	72	15,242	73	21
20	15,183	68	12,815	65	14,168	64	23,616	64	16,467	66	20
19	12,982	62	14,138	60	13,189	58	18,872	54	17,827	59	19
18	11,796	56	18,181	54	20,953	52	21,139	46	19,271	52	18
17	11,902	51	24,168	46	14,146	43	15,494	37	19,788	43	17
16	16,526	46	37,125	36	13,818	37	14,010	30	19,489	35	16
15	18,759	39	28,550	20	18,397	31	12,649	24	18,529	27	15
14	14,877	31	11,480	8	15,848	23	11,333	19	16,678	19	14
13	10,397	25	4,454	3	12,300	17	10,574	14	13,363	12	13
12	9,046	20	1,199	1	12,934	11	7,875	9	8,585	6	12
11	10,309	16	435	1	6,396	6	5,860	6	3,584	2	11
10	10,844	12	171	1	4,180	3	5,133	4	1,098	1	10
9	6,963	7	43	1	1,589	1	1,899	1	367	1	9
8	6,048	4	32	1	783	1	601	1	111	1	8
7	2,715	2	11	1	526	1	331	1	36	1	7
6	998	1	18	1	227	1	180	1	9	1	6
5	408	1	1	1	133	1	67	1	4	1	5
4	144	1	14	1	73	1	23	1	1	1	4
3	50	1	0	1	45	1	31	1	0	1	3
2	14	1	0	1	23	1	1	1	1	1	2
1	4	1	2	1	8	1	15	1	0	1	1
Avg (SD)	17.7 (6.0)		19.4 (4.5)		19.0 (5.7)		18.9 (4.7)		18.9 (4.7)		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	3,037	100	807	100	2,267	100	3,445	100	3,779	100	714	100	761	100	18
17	4,423	99	1,223	100	4,796	99	5,947	99	5,190	98	525	100	229	100	17
16	5,917	97	5,206	99	6,806	97	8,407	96	3,633	96	2,747	99	3,065	100	16
15	4,713	94	6,497	97	6,577	94	8,747	92	8,300	95	4,498	98	6,165	98	15
14	9,124	92	9,335	94	9,080	91	11,960	89	10,806	91	12,575	96	11,006	96	14
13	6,296	88	12,744	90	13,473	87	13,812	84	17,977	86	20,624	91	14,794	91	13
12	13,261	86	18,250	85	21,270	82	16,301	78	20,252	79	17,542	82	23,966	85	12
11	18,226	80	24,581	77	18,170	73	17,291	71	20,731	70	32,350	75	26,402	74	11
10	24,285	72	22,723	66	24,064	65	20,967	63	22,131	61	35,964	61	36,445	63	10
9	22,874	62	32,748	57	26,477	55	25,766	54	18,540	52	35,972	46	32,726	48	9
8	22,992	52	26,041	43	26,828	43	26,340	43	34,747	44	30,315	30	28,760	34	8
7	25,268	42	23,000	32	35,399	32	19,769	32	37,370	29	17,240	17	22,229	21	7
6	22,674	32	15,420	22	17,002	17	22,430	24	18,108	13	10,464	10	11,425	12	6
5	20,042	22	15,549	15	12,342	9	19,515	14	8,697	5	5,688	6	5,586	7	5
4	14,260	13	12,704	9	5,530	4	7,729	6	2,746	2	3,359	3	5,923	5	4
3	11,441	7	5,934	3	2,667	2	4,241	3	910	1	1,891	2	1,882	2	3
2	4,973	2	1,514	1	1,134	1	1,674	1	453	1	809	1	2,179	1	2
1	650	1	180	1	574	1	115	1	86	1	1,179	1	913	1	1
Avg (SD)	8.6 (3.7)		9.1 (3.2)		9.5 (3.3)		9.5 (3.7)		9.8 (3.2)		9.8 (2.7)		9.6 (2.9)		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)	22	23	22	22	22
Q2 (50th Percentile)	17	18	18	19	18
Q1 (25th Percentile)	14	16	15	16	15

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	234,456	73	19.5	17.4
	Black/African American	0	.	.	.
	American Indian/Alaska Native	0	.	.	.
	White	0	.	.	.
	Hispanic/Latino	234,456	73	19.5	17.4
	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	17.7	19.4	19.0	18.9	18.9
	Black/African American	.	.	.	.	.
	American Indian/Alaska Native	.	.	.	.	.
	White	.	.	.	.	.
	Hispanic/Latino	17.7	19.4	19.0	18.9	18.9
	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	3,426	1	2,109	1	4,675	2	1,224	1
	28 to 32	10,841	5	9,859	4	16,727	7	6,769	3
	24 to 27	25,102	11	36,861	16	25,906	11	30,001	13
	20 to 23	50,305	21	45,605	19	51,580	22	70,375	30
	16 to 19	53,206	23	93,612	40	62,106	26	69,515	30
	13 to 15	44,033	19	44,484	19	46,545	20	34,556	15
	01 to 12	47,543	20	1,926	1	26,917	11	22,016	9

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Males	101,664	43	17.5	19.9	18.9	19.4	19.1
	Females	132,764	57	17.9	18.9	19.0	18.5	18.7
	Missing	28	0	15.0	17.4	15.4	16.9	16.3

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	47	36	36	20	16
	Females	50	28	36	13	10

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	170,538	54	18.5	36	20.0	41	19.6	19	19.5	15	19.5
	Less than Core	54,860	36	16.0	19	17.9	25	17.5	9	17.5	7	17.4
	Missing ³	9,058	25	14.3	13	17.0	16	15.9	6	16.5	4	16.0

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	215,524	51	18.0	215,469	33	19.6	202,433	38	19.3	195,585	18	19.3
	Less than Core	11,376	26	14.4	10,994	5	16.0	23,974	24	17.4	30,639	7	17.1
	Missing ³	7,556	26	14.5	7,993	13	17.0	8,049	17	16.0	8,232	7	16.6

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.

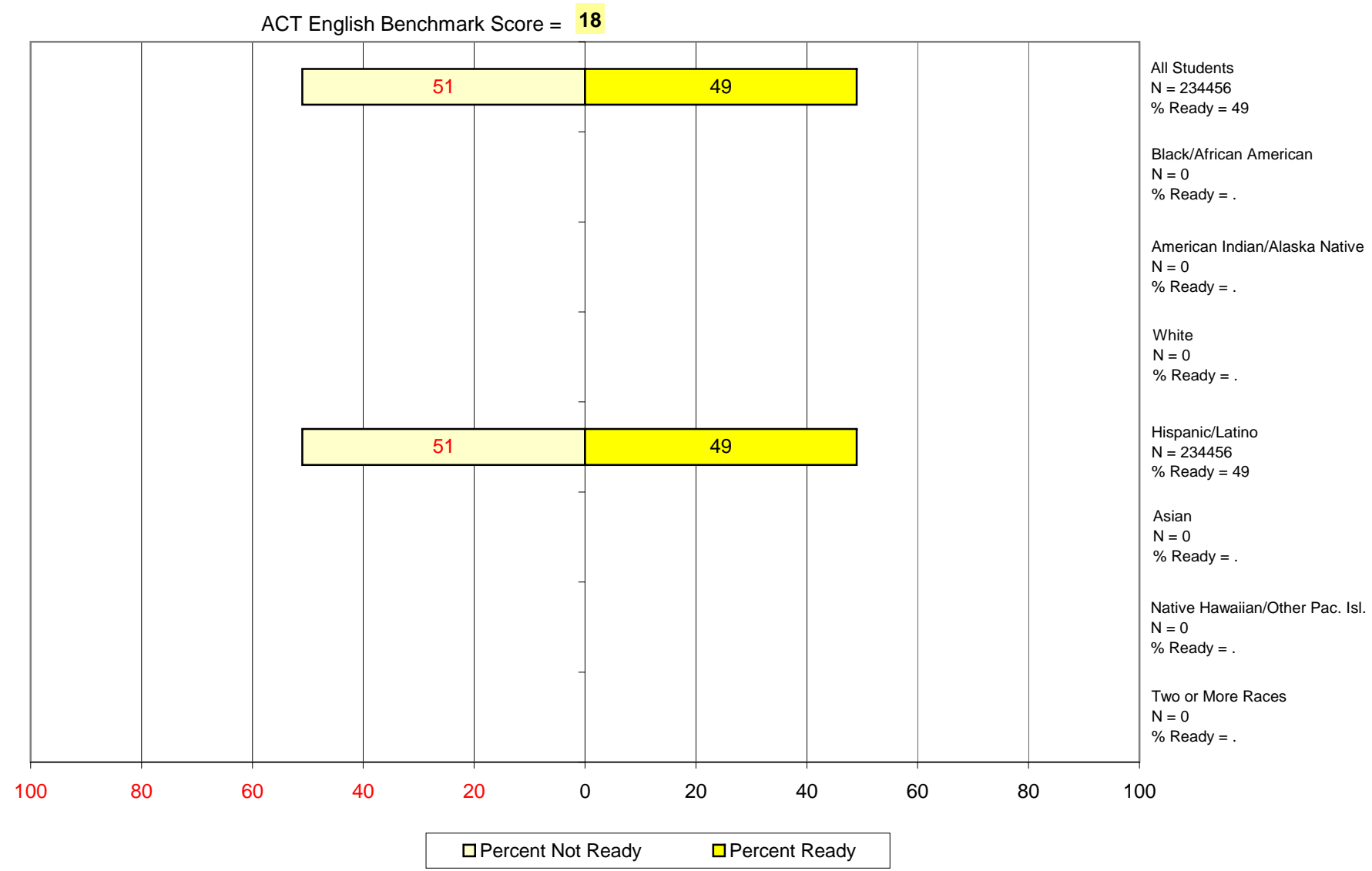
³ Zero years or no coursework information reported in the specified content area.

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.

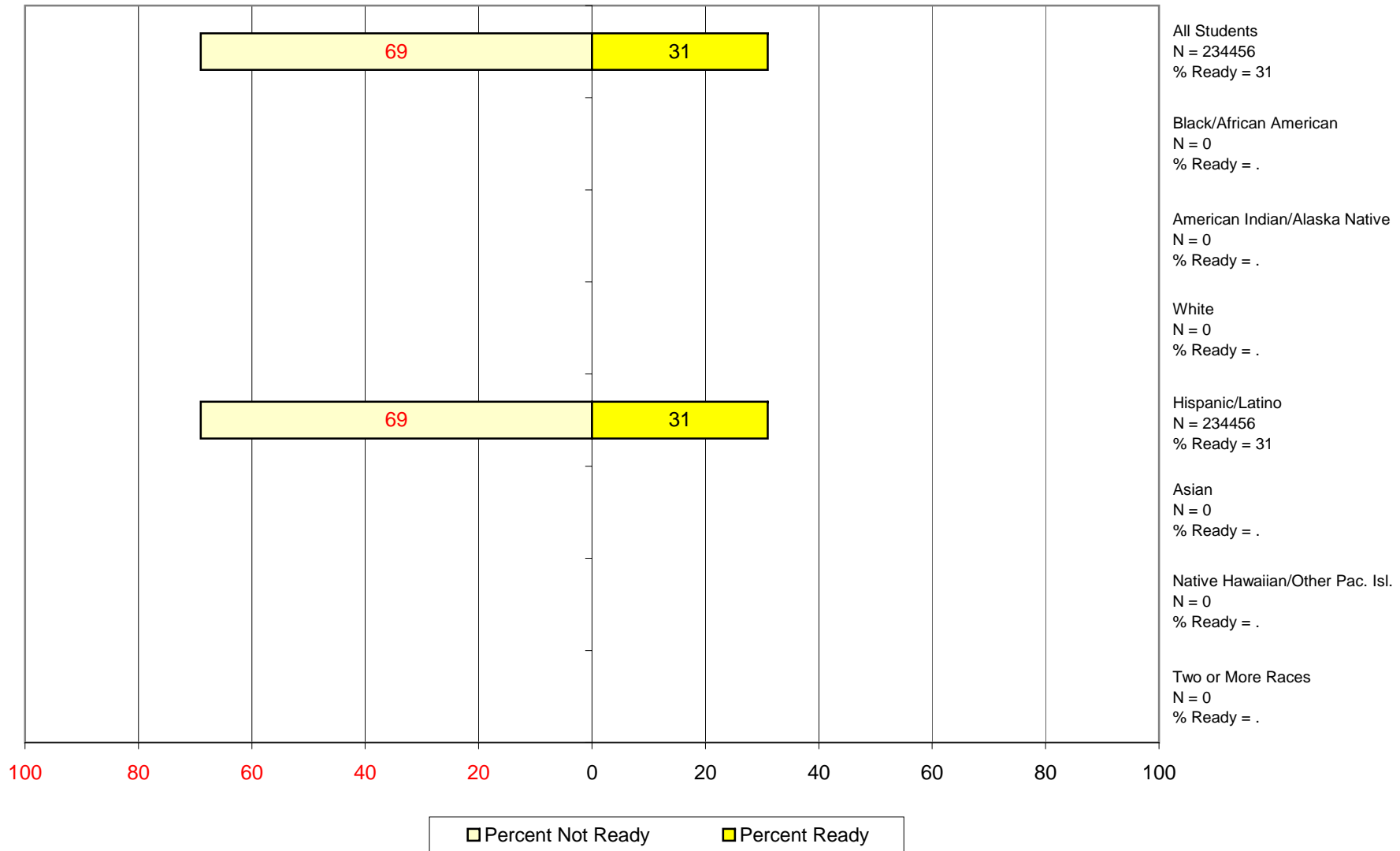
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



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

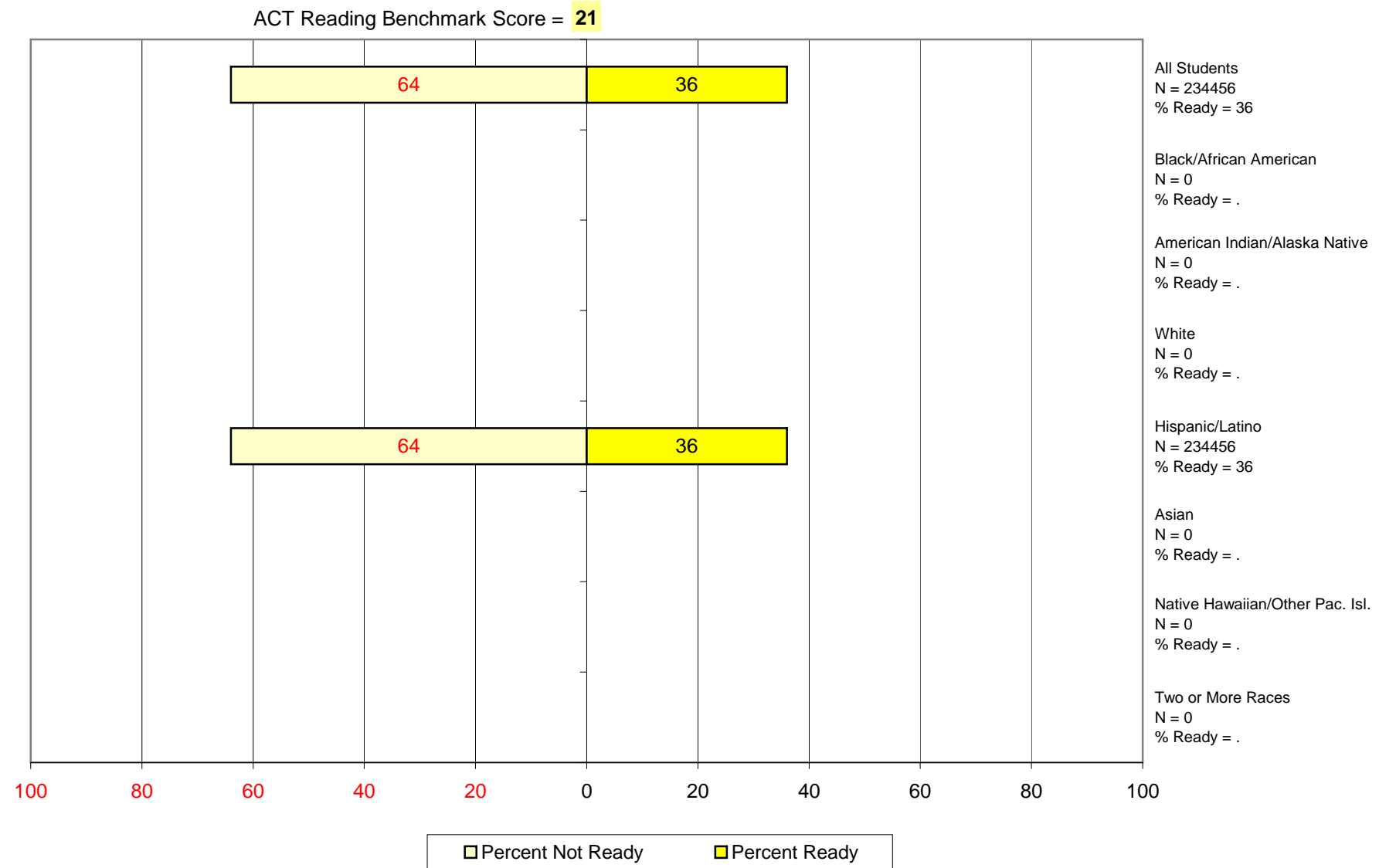
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS

ACT Mathematics Benchmark Score = **22**



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

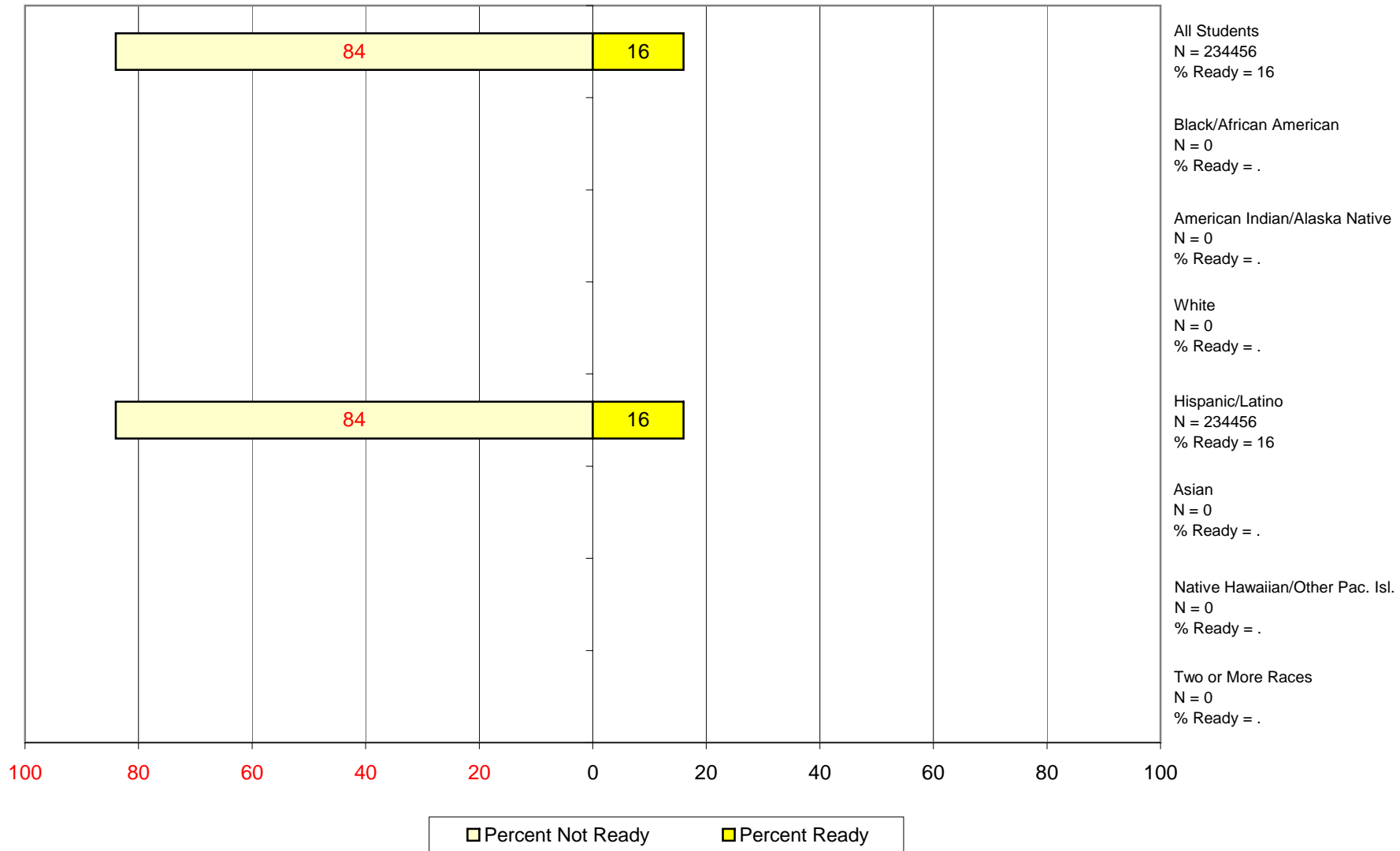
Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING



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

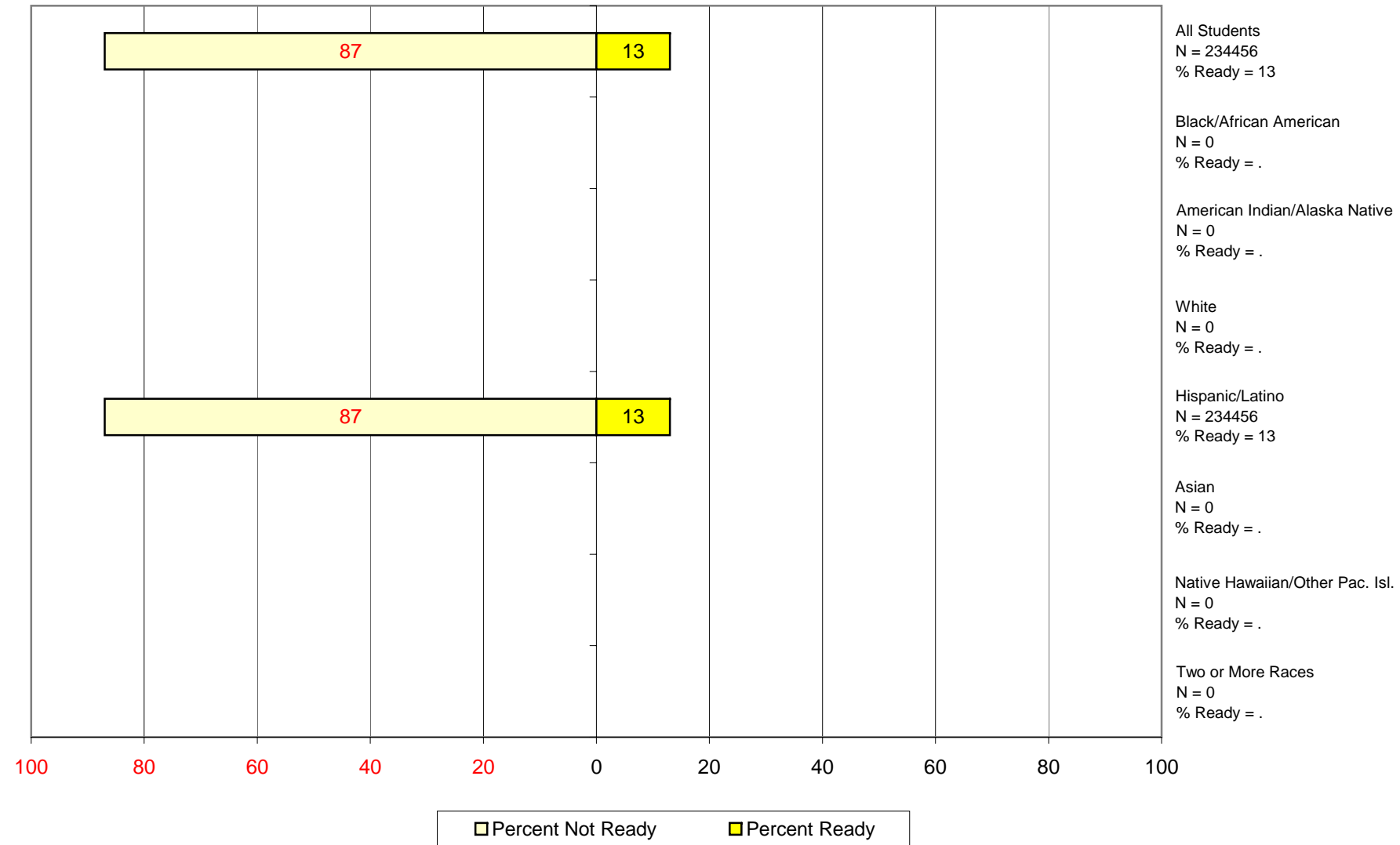
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE

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	46,132	20	18.5	4.1	19,186	19	18.3	4.1	26,946	20	18.7	4.1
Eng 9, Eng 10, Eng 11, Eng 12	169,392	72	17.9	3.5	72,876	72	17.7	3.5	96,500	73	18.0	3.4
Less than 4 years of English	11,376	5	14.4	-	5,648	6	14.2	-	5,722	4	14.6	-
Zero years / no English courses reported	7,556	3	14.5	-	3,954	4	14.3	-	3,596	3	14.7	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	13,333	6	21.6	5.6	5,864	6	22.3	6.1	7,468	6	21.0	5.2
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	17,108	7	20.7	4.7	6,468	6	21.4	5.2	10,637	8	20.3	4.5
Alg 1, Alg 2, Geom, & Trig	17,468	7	18.5	2.5	7,185	7	18.9	2.7	10,280	8	18.2	2.4
Alg 1, Alg 2, Geom, & Other Adv Math	43,108	18	18.9	2.9	16,389	16	19.3	3.1	26,716	20	18.7	2.9
Other comb of 4 or more years of Math	71,826	31	21.4	5.4	33,876	33	22.2	6.0	37,947	29	20.7	4.9
Alg 1, Alg 2, & Geom	38,616	16	16.7	0.7	16,444	16	17.0	0.8	22,167	17	16.6	0.8
Other comb of 3 or 3.5 years of Math	14,010	6	18.8	2.8	6,073	6	19.2	3.0	7,936	6	18.4	2.6
Less than 3 years of Math	10,994	5	16.0	-	5,225	5	16.2	-	5,766	4	15.8	-
Zero years / no Math courses reported	7,993	3	17.0	-	4,140	4	17.3	-	3,847	3	16.7	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	4,402	2	19.6	2.2	2,112	2	19.4	2.3	2,290	2	19.8	2.3
Other comb of 4 or more years Social Science	124,573	53	19.6	2.2	51,822	51	19.7	2.6	72,745	55	19.6	2.1
US Hist, World Hist, & Am Gov	9,882	4	18.0	0.6	4,657	5	17.8	0.7	5,223	4	18.1	0.6
Other comb of 3 or 3.5 years of Social Science	63,576	27	18.8	1.4	27,425	27	18.8	1.7	36,146	27	18.8	1.3
Less than 3 years of Social Science	23,974	10	17.4	-	11,454	11	17.1	-	12,512	9	17.5	-
Zero years / no Social Science courses reported	8,049	3	16.0	-	4,194	4	15.9	-	3,848	3	16.2	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	98,636	42	19.6	2.5	45,327	45	20.2	3.0	53,303	40	19.0	1.9
Bio, Chem, Phys	32,781	14	20.1	3.0	14,089	14	20.9	3.7	18,691	14	19.5	2.4
Gen Sci ² , Bio, Chem	57,713	25	18.5	1.4	21,845	21	18.7	1.5	35,863	27	18.4	1.3
Other comb of 3 years of Natural Science	6,455	3	17.7	0.6	3,156	3	18.3	1.1	3,295	2	17.2	0.1
Less than 3 years of Natural Science	30,639	13	17.1	-	12,980	13	17.2	-	17,653	13	17.1	-
Zero years / no Natural Science courses reported	8,232	4	16.6	-	4,267	4	16.7	-	3,959	3	16.4	-

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	46,132	20	18.5	54
Eng 9, Eng 10, Eng 11, Eng 12	169,392	72	17.9	50
Less than 4 years of English	11,376	5	14.4	26
Zero years / no English courses reported	7,556	3	14.5	26
MATHEMATICS COURSE PATTERN				
Alg 1, Alg 2, Geom, Trig, & Calc	13,333	6	21.6	51
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	17,108	7	20.7	45
Alg 1, Alg 2, Geom, & Trig	17,468	7	18.5	23
Alg 1, Alg 2, Geom, & Other Adv Math	43,108	18	18.9	26
Other comb of 4 or more years of Math	71,826	31	21.4	50
Alg 1, Alg 2, & Geom	38,616	16	16.7	8
Other comb of 3 or 3.5 years of Math	14,010	6	18.8	26
Less than 3 years of Math	10,994	5	16.0	5
Zero years / no Math courses reported	7,993	3	17.0	13
SOCIAL SCIENCE COURSE PATTERN				
US Hist, World Hist, Am Gov, & Other Hist	4,402	2	19.6	41
Other comb of 4 or more years Social Science	124,573	53	19.6	41
US Hist, World Hist, & Am Gov	9,882	4	18.0	29
Other comb of 3 or 3.5 years of Social Science	63,576	27	18.8	34
Less than 3 years of Social Science	23,974	10	17.4	24
Zero years / no Social Science courses reported	8,049	3	16.0	17
NATURAL SCIENCE COURSE PATTERN				
Gen Sci ¹ , Bio, Chem, & Phys	98,636	42	19.6	20
Bio, Chem, Phys	32,781	14	20.1	23
Gen Sci ¹ , Bio, Chem	57,713	25	18.5	12
Other comb of 3 years of Natural Science	6,455	3	17.7	9
Less than 3 years of Natural Science	30,639	13	17.1	7
Zero years / no Natural Science courses reported	8,232	4	16.6	7

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	1,954	1	18.1	200	1	15.0	1,501	1	18.7
Architecture	4,554	2	18.8	198	1	15.9	3,786	2	19.1
Area, Ethnic, & Multidisciplinary Studies	413	0	19.1	33	0	14.4	322	0	19.9
Arts: Visual & Performing	16,592	7	18.6	1,515	10	15.7	13,129	7	19.1
Business	20,007	9	19.0	1,536	11	15.8	16,365	9	19.5
Communications	4,611	2	20.0	140	1	15.9	4,051	2	20.2
Community, Family, & Personal Services	8,078	3	16.8	1,274	9	15.4	5,951	3	17.3
Computer Science & Mathematics	4,667	2	20.1	343	2	16.2	3,825	2	20.6
Education	10,003	4	18.4	425	3	15.3	8,547	5	18.7
Engineering	15,813	7	21.0	714	5	15.6	13,493	7	21.5
Engineering Technology & Drafting	4,116	2	17.9	587	4	15.4	3,044	2	18.7
English & Foreign Languages	2,683	1	21.3	90	1	16.7	2,328	1	21.6
Health Administration & Assisting	11,046	5	16.7	991	7	15.1	8,661	5	17.1
Health Sciences & Technologies	42,136	18	19.1	1,876	13	15.8	36,638	20	19.5
Philosophy, Religion, & Theology	942	0	19.6	30	0	16.7	809	0	20.0
Repair, Production, & Construction	2,513	1	16.1	991	7	15.4	1,209	1	16.8
Sciences: Biological & Physical	13,375	6	21.2	184	1	15.9	12,045	7	21.4
Social Sciences & Law	24,244	10	19.3	671	5	15.4	21,118	12	19.6
Undecided	32,818	14	18.8	1,981	14	15.4	23,382	13	19.5
No Response	13,516	6	16.0	682	5	13.8	1,670	1	16.6

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	3,643	15.4	0	.	0	.	0	.	3,643	15.4
2-yr College Degree	10,927	15.5	0	.	0	.	0	.	10,927	15.5
Bachelors Degree	97,960	18.3	0	.	0	.	0	.	97,960	18.3
Graduate Study	29,103	21.3	0	.	0	.	0	.	29,103	21.3
Prof. Level Degree	55,028	20.8	0	.	0	.	0	.	55,028	20.8
Other	5,242	16.4	0	.	0	.	0	.	5,242	16.4
No Response	32,553	17.2	0	.	0	.	0	.	32,553	17.2

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	3,643	15.4	0	.	0	.	0	.	0	.
2-yr College Degree	10,927	15.5	0	.	0	.	0	.	0	.
Bachelors Degree	97,960	18.3	0	.	0	.	0	.	0	.
Graduate Study	29,103	21.3	0	.	0	.	0	.	0	.
Prof. Level Degree	55,028	20.8	0	.	0	.	0	.	0	.
Other	5,242	16.4	0	.	0	.	0	.	0	.
No Response	32,553	17.2	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	150,249	18.5	6.8	18.3
Black/African American	0	.	.	.
American Indian/Alaska Native	0	.	.	.
White	0	.	.	.
Hispanic/Latino	150,249	18.5	6.8	18.3
Asian	0	.	.	.
Native Hawaiian/Other Pac. Isl.	0	.	.	.
Two or more races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	63,151	18.3	6.6	18.0
Females	87,087	18.6	7.0	18.6
Missing	11	15.3	5.8	15.1

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

