ACT Profile Report - State

Graduating Class 2012
West Virginia

ACT, INC. -- CONFIDENTIAL

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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

19% 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: 11,719 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. 82% 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 4% of the cohort took less than three years of math courses. Of these students, 2% were college ready. 11% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 5% of these students were college ready. In comparison, 38% 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. 9% of these students were college ready. In comparison, 27% 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 57% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

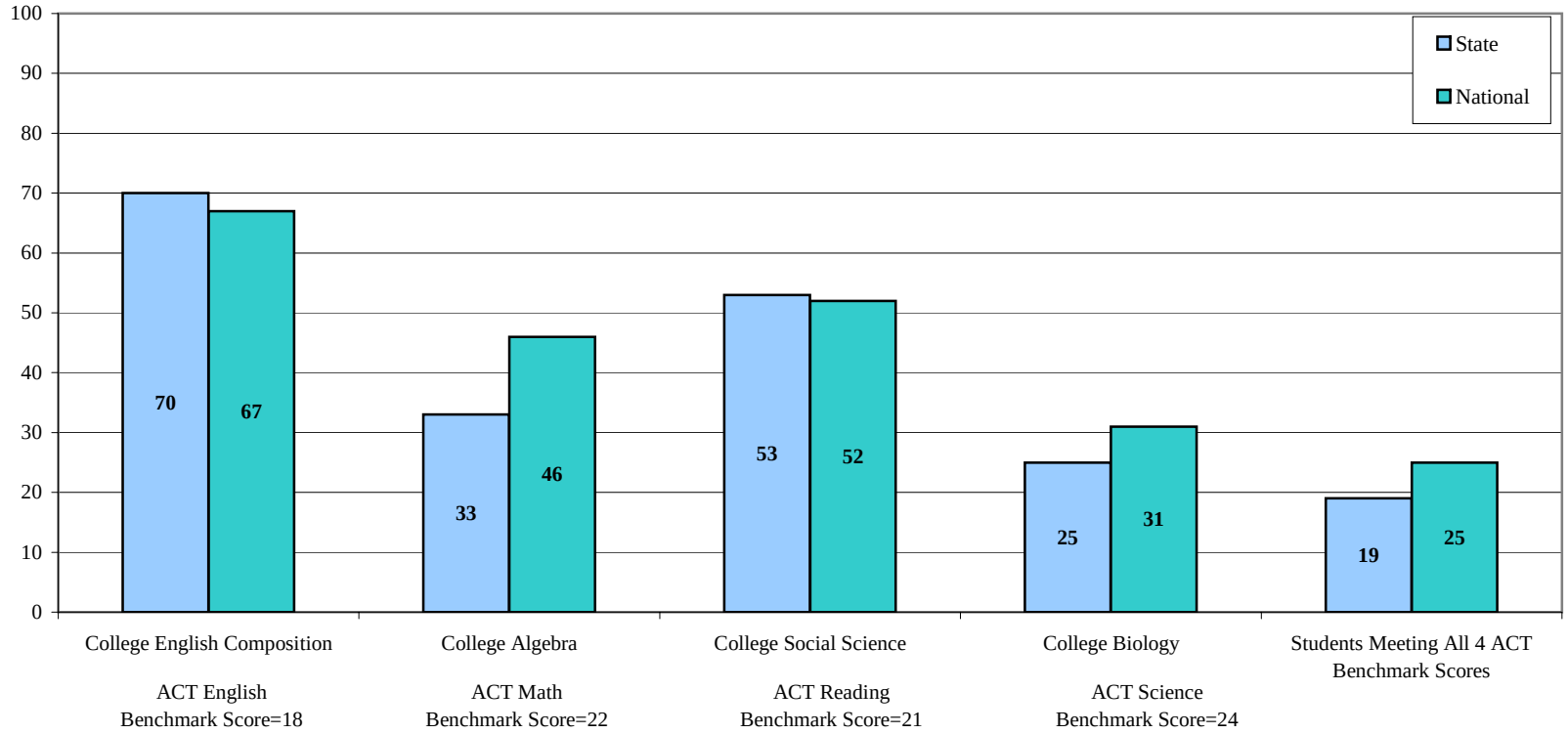
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 847-634-2560.

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		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2008	11,603	1,421,941	72	68	31	43	52	53	23	28	16	22
2009	11,696	1,480,469	71	67	30	42	54	53	25	28	17	23
2010	11,569	1,568,835	71	66	32	43	54	52	24	29	18	24
2011	11,505	1,623,112	70	66	32	45	53	52	23	30	17	25
2012	**11,719**	**1,666,017**	**70**	**67**	**33**	**46**	**53**	**52**	**25**	**31**	**19**	**25**

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2008	11,603	1,421,941	20.8	20.6	19.6	21.0	21.4	21.4	20.5	20.8	20.7	21.1
2009	11,696	1,480,469	20.8	20.6	19.6	21.0	21.4	21.4	20.5	20.9	20.7	21.1
2010	11,569	1,568,835	20.7	20.5	19.6	21.0	21.3	21.3	20.6	20.9	20.7	21.0
2011	11,505	1,623,112	20.6	20.6	19.5	21.1	21.2	21.3	20.5	20.9	20.6	21.1
2012	**11,719**	**1,666,017**	**20.6**	**20.5**	**19.6**	**21.1**	**21.3**	**21.3**	**20.5**	**20.9**	**20.6**	**21.1**

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2008	1,421,941	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1
2012	**1,666,017**	**20.5**	**21.1**	**21.3**	**20.9**	**21.1**

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

Year	Number of Students Tested		Percent[2]		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More[1]	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	Core or More	Less than Core	Core or More	Less than Core
2008	5,884	5,232	51	45	22.1	19.5	20.7	18.3	22.4	20.3	21.5	19.4	21.8	19.5
2009	7,564	3,879	65	33	21.9	19.0	20.5	17.9	22.3	19.9	21.4	19.0	21.7	19.1
2010	8,203	3,149	71	27	21.6	18.6	20.4	17.9	22.1	19.6	21.3	18.9	21.5	18.9
2011	8,847	2,414	77	21	21.4	18.4	20.1	17.6	21.9	19.3	21.1	18.6	21.2	18.6
2012	**9,571**	**1,993**	**82**	**17**	**21.3**	**17.9**	**20.1**	**17.3**	**21.8**	**18.9**	**21.0**	**18.1**	**21.2**	**18.2**

[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.

[2]Percent 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/Ethnicity[1]

	2008			2009			2010			2011			2012		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	**N**	**%**	**Avg**
All Students	**11,603**	**100**	**20.7**	**11,696**	**100**	**20.7**	**11,569**	**100**	**20.7**	**11,505**	**100**	**20.6**	**11,719**	**100**	**20.6**
Black/African American	374	3	17.3	391	3	17.5	418	4	17.4	406	4	17.6	**461**	**4**	**17.3**
American Indian/Alaska Native	38	0	19.7	41	0	19.8	46	0	20.5	46	0	19.0	**33**	**0**	**19.9**
White	10,366	89	20.7	10,503	90	20.8	10,374	90	20.8	10,195	89	20.7	**10,296**	**88**	**20.7**
Hispanic/Latino	88	1	20.1	120	1	20.2	102	1	19.4	167	1	20.5	**210**	**2**	**20.4**
Asian	82	1	23.5	126	1	23.3	113	1	23.4	106	1	24.4	**97**	**1**	**23.2**
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	5	0	22.4	**5**	**0**	**20.6**
Two or more races	140	1	20.0	176	2	21.1	195	2	20.5	259	2	20.2	**352**	**3**	**20.3**
Prefer not to respond/No response	515	4	21.7	339	3	20.8	321	3	20.5	321	3	20.4	**265**	**2**	**21.4**

[1]Refer 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

CRS Range	English (Benchmark = 18)	Mathematics (Benchmark = 22)	Reading (Benchmark = 21)	Science (Benchmark = 24)
1-12	8% / 11%	0% / 1%	5% / 7%	5% / 6%
13-15	12% / 13%	16% / 13%	12% / 13%	9% / 9%
16-19	21% / 19%	41% / 32%	23% / 22%	26% / 22%
20-23	30% / 25%	21% / 20%	28% / 24%	35% / 32%
24-27	19% / 17%	16% / 22%	17% / 16%	19% / 21%
28-32	8% / 10%	4% / 9%	12% / 13%	5% / 7%
33-36	3% / 4%	1% / 3%	4% / 5%	1% / 2%
% At or Above Benchmark	70% / 67%	33% / 46%	53% / 52%	25% / 31%

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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 (CP[1]), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	17	100	7	100	55	100	15	100	2	100	36
35	91	100	26	100	65	100	30	100	8	100	35
34	114	99	33	100	136	99	24	100	23	100	34
33	115	98	31	99	156	98	49	99	42	100	33
32	151	97	51	99	207	96	54	99	70	99	32
31	152	96	38	99	264	95	83	99	136	99	31
30	199	95	88	98	277	92	129	98	168	98	30
29	207	93	122	98	288	90	114	97	204	96	29
28	244	91	213	97	354	88	214	96	260	94	28
27	386	89	301	95	362	85	347	94	335	92	27
26	433	86	401	92	396	82	379	91	496	89	26
25	523	82	481	89	462	78	598	88	553	85	25
24	846	78	676	85	803	74	912	83	723	80	24
23	754	70	747	79	668	67	871	75	898	74	23
22	753	64	639	73	847	62	894	67	861	67	22
21	1,016	57	450	67	916	54	1,112	60	843	59	21
20	938	49	674	63	856	47	1,250	50	914	52	20
19	775	41	648	58	555	39	772	40	1,046	44	19
18	542	34	922	52	880	35	917	33	970	35	18
17	533	30	1,386	44	673	27	706	25	888	27	17
16	620	25	1,869	32	562	21	608	19	750	19	16
15	651	20	1,333	16	524	17	413	14	618	13	15
14	462	14	392	5	522	12	366	10	402	8	14
13	257	10	145	2	343	8	313	7	314	4	13
12	239	8	27	1	304	5	206	5	138	2	12
11	242	6	14	1	137	2	151	3	45	1	11
10	213	4	3	1	67	1	136	2	8	1	10
9	118	2	1	1	20	1	37	1	2	1	9
8	88	1	0	1	5	1	13	1	1	1	8
7	33	1	0	1	9	1	4	1	1	1	7
6	5	1	0	1	3	1	1	1	0	1	6
5	1	1	0	1	1	1	0	1	0	1	5
4	1	1	1	1	0	1	1	1	0	1	4
3	0	1	0	1	1	1	0	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	20.6 (5.7)		19.6 (4.4)		21.3 (5.7)		20.5 (4.6)		20.6 (4.5)		Avg (SD)

[1]CP 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 (CP[1]), 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	289	100	83	100	210	100	257	100	225	100	40	100	48	100	18
17	439	98	94	99	379	98	420	98	286	98	24	100	5	100	17
16	515	94	473	98	614	95	590	94	187	96	122	99	145	100	16
15	452	89	599	94	535	90	677	89	438	94	207	98	305	98	15
14	697	86	742	89	779	85	918	83	623	90	605	97	567	96	14
13	603	80	1,054	83	944	79	992	76	994	85	968	91	763	91	13
12	1,008	74	1,415	74	1,411	70	1,131	67	1,029	77	930	83	1,358	84	12
11	1,378	66	1,595	62	1,158	58	1,037	57	1,140	68	1,553	75	1,370	73	11
10	1,535	54	1,216	48	1,302	49	1,184	49	1,022	58	1,921	62	1,738	61	10
9	1,152	41	1,566	38	1,352	37	1,145	39	1,108	49	2,090	46	1,911	46	9
8	1,024	31	1,046	25	948	26	970	29	1,594	40	1,698	28	1,354	30	8
7	912	22	672	16	1,111	18	817	20	1,774	26	616	13	1,014	18	7
6	707	15	414	10	556	8	782	13	761	11	427	8	641	10	6
5	476	9	374	6	257	4	476	7	341	5	300	4	119	4	5
4	294	5	272	3	106	1	188	3	133	2	76	2	260	3	4
3	166	2	85	1	38	1	98	1	48	1	91	1	26	1	3
2	65	1	19	1	18	1	33	1	15	1	13	1	69	1	2
1	7	1	0	1	1	1	4	1	1	1	38	1	26	1	1
Avg (SD)	10.3 (3.6)		10.5 (3.1)		10.8 (3.3)		10.7 (3.6)		10.0 (3.2)		9.9 (2.6)		9.8 (2.7)		Avg (SD)

[1]CP 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)	24	23	25	24	24
Q2 (50th Percentile)	21	18	21	20	20
Q1 (25th Percentile)	16	16	17	17	17

Table 2.4. Average ACT Composite Scores for Race/Ethnicity[1] 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
State	**All Students**	**11,719**	**82**	**21.2**	**18.2**
	Black/African American	461	74	17.8	15.8
	American Indian/Alaska Native	33	67	20.8	18.5
	White	10,296	82	21.3	18.3
	Hispanic/Latino	210	77	21.2	17.8
	Asian	97	85	23.6	20.9
	Native Hawaiian/Other Pac. Isl.	5	20	22.0	20.3
	Two or more races	352	82	20.9	17.5
	Prefer not/No Response	265	78	22.3	18.4
National	**All Students**	**1,666,017**	**76**	**21.8**	**19.1**
	Black/African American	222,237	72	17.5	15.9
	American Indian/Alaska Native	13,523	66	19.3	16.9
	White	983,148	77	23.0	20.3
	Hispanic/Latino	234,456	73	19.5	17.4
	Asian	68,080	81	24.1	21.8
	Native Hawaiian/Other Pac. Isl.	4,545	74	20.4	18.3
	Two or more races	55,500	76	22.0	19.6
	Prefer not/No Response	84,528	68	22.5	19.2

[1]Refer 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/Ethnicity[1]

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	**All Students**	20.6	19.6	21.3	20.5	20.6
	Black/African American	16.6	17.1	17.8	17.3	17.3
	American Indian/Alaska Native	19.5	18.9	20.3	20.1	19.9
	White	20.8	19.7	21.4	20.6	20.7
	Hispanic/Latino	20.1	19.7	20.8	20.5	20.4
	Asian	22.8	23.8	23.0	22.6	23.2
	Native Hawaiian/Other Pac. Isl.	20.2	19.0	23.2	18.4	20.6
	Two or more races	20.5	19.3	21.0	20.1	20.3
	Prefer not/No Response	21.5	20.2	22.4	21.2	21.4
National	**All Students**	20.5	21.1	21.3	20.9	21.1
	Black/African American	16.0	17.3	17.2	17.2	17.0
	American Indian/Alaska Native	17.1	18.5	18.7	18.7	18.4
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.7	19.4	19.0	18.9	18.9
	Asian	22.7	25.2	22.9	23.2	23.6
	Native Hawaiian/Other Pac. Isl.	18.9	20.4	19.8	19.7	19.8
	Two or more races	21.0	21.1	21.8	21.2	21.4
	Prefer not/No Response	20.7	21.3	21.5	20.9	21.3

[1]Refer 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	%
State	33 to 36	337	3	97	1	412	4	118	1
	28 to 32	953	8	512	4	1,390	12	594	5
	24 to 27	2,188	19	1,859	16	2,023	17	2,236	19
	20 to 23	3,461	30	2,510	21	3,287	28	4,127	35
	16 to 19	2,470	21	4,825	41	2,670	23	3,003	26
	13 to 15	1,370	12	1,870	16	1,389	12	1,092	9
	01 to 12	940	8	46	0	548	5	549	5
National	33 to 36	74,039	4	50,719	3	81,737	5	30,082	2
	28 to 32	167,405	10	149,540	9	223,134	13	123,485	7
	24 to 27	291,143	17	369,818	22	262,453	16	355,144	21
	20 to 23	414,094	25	332,787	20	399,794	24	532,341	32
	16 to 19	318,585	19	538,042	32	366,975	22	373,233	22
	13 to 15	210,405	13	216,778	13	220,083	13	158,083	9
	01 to 12	190,346	11	8,333	1	111,841	7	93,649	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	5,219	45	20.3	20.3	21.2	21.1	20.9
	Females	6,494	55	20.9	19.0	21.3	19.9	20.4
	Missing	6	0	13.8	15.3	14.7	15.7	15.0
National	Males	761,554	46	20.2	21.7	21.2	21.4	21.2
	Females	900,625	54	20.9	20.6	21.4	20.5	21.0
	Missing	3,838	0	16.1	17.8	17.6	17.8	17.5

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet
		English	Mathematics	Reading	Science	All Four
State	Males	68	39	53	31	23
	Females	72	28	54	20	15
National	Males	64	50	51	35	29
	Females	69	42	53	27	22

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
State	Core or More[2]	9,571	75	21.3	37	20.1	58	21.8	28	21.0	21	21.2
	Less than Core	1,993	52	17.9	14	17.3	35	18.9	10	18.1	6	18.2
	Missing[3]	155	45	16.8	11	17.1	27	18.2	12	17.7	5	17.6
National	Core or More	1,259,744	72	21.3	51	21.8	57	22.0	35	21.6	29	21.8
	Less than Core	355,849	51	18.3	29	19.1	38	19.4	19	19.1	14	19.1
	Missing	50,424	38	16.2	22	18.1	27	17.6	14	17.8	10	17.6

[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
State	Core or More[2]	11,357	71	20.7	11,117	34	19.8	11,141	54	21.4	10,205	27	20.8
	Less than Core	225	57	18.4	460	2	15.8	431	38	19.0	1,365	9	18.0
	Missing[3]	137	45	17.1	142	12	17.2	147	27	18.4	149	12	17.7
National	Core or More	1,558,562	68	20.8	1,550,768	48	21.4	1,471,658	54	21.6	1,425,217	33	21.4
	Less than Core	64,748	41	16.5	69,741	8	16.6	149,266	40	19.7	194,661	13	18.4
	Missing	42,707	40	16.5	45,508	22	18.2	45,093	29	17.8	46,139	14	17.9

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

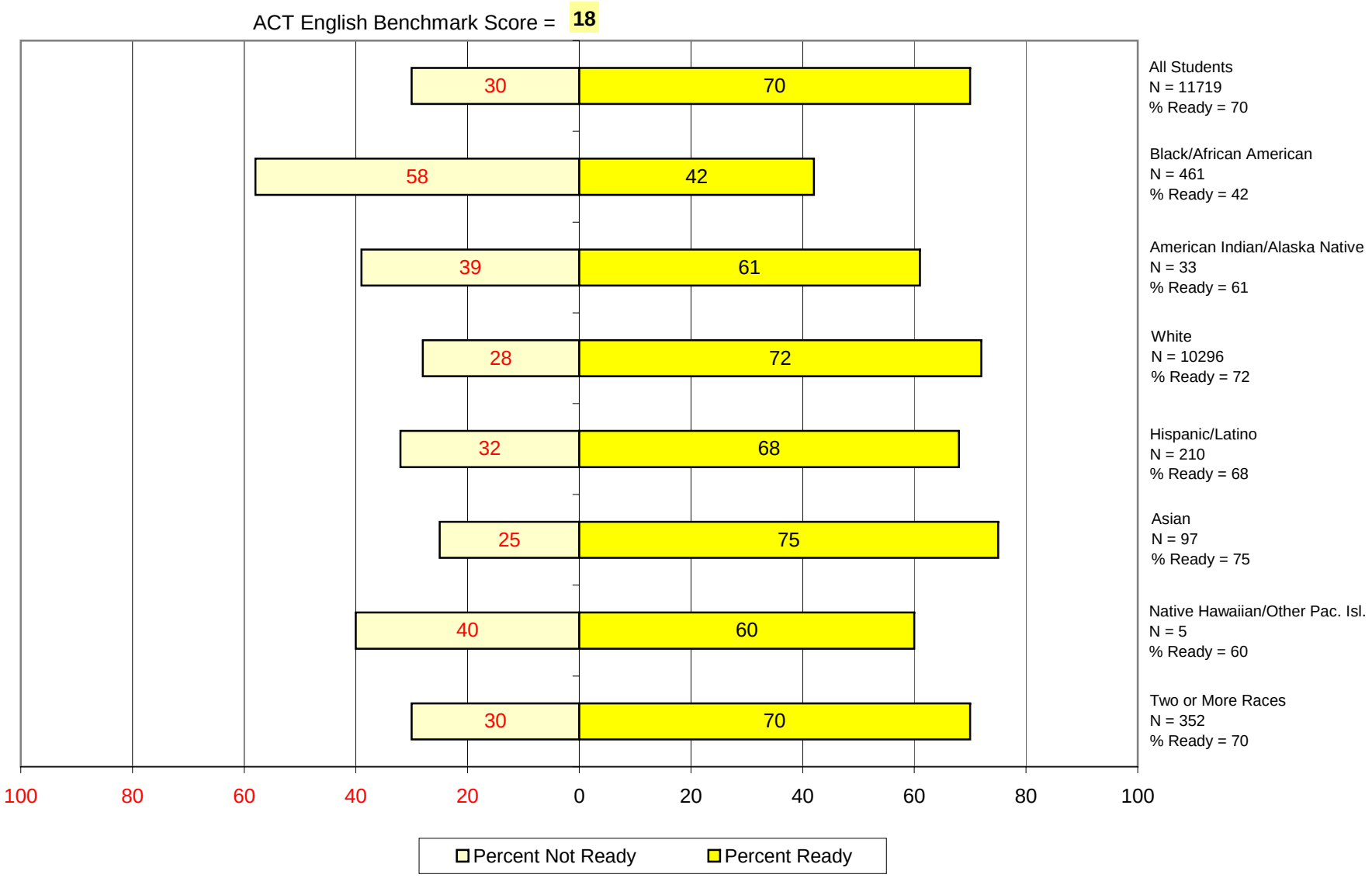
[2] "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.
For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses 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

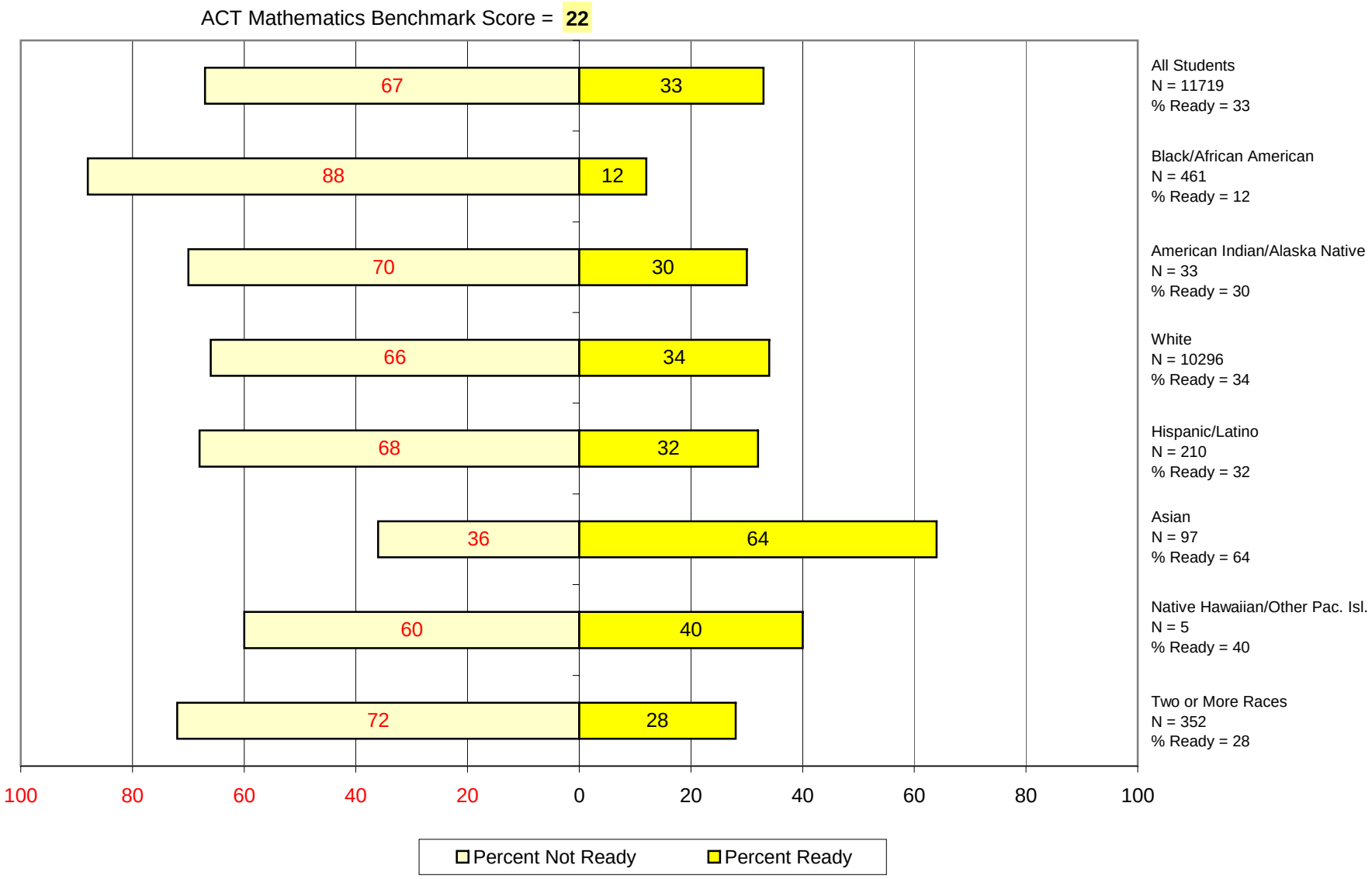
Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity 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/Ethnicity[1]: ENGLISH



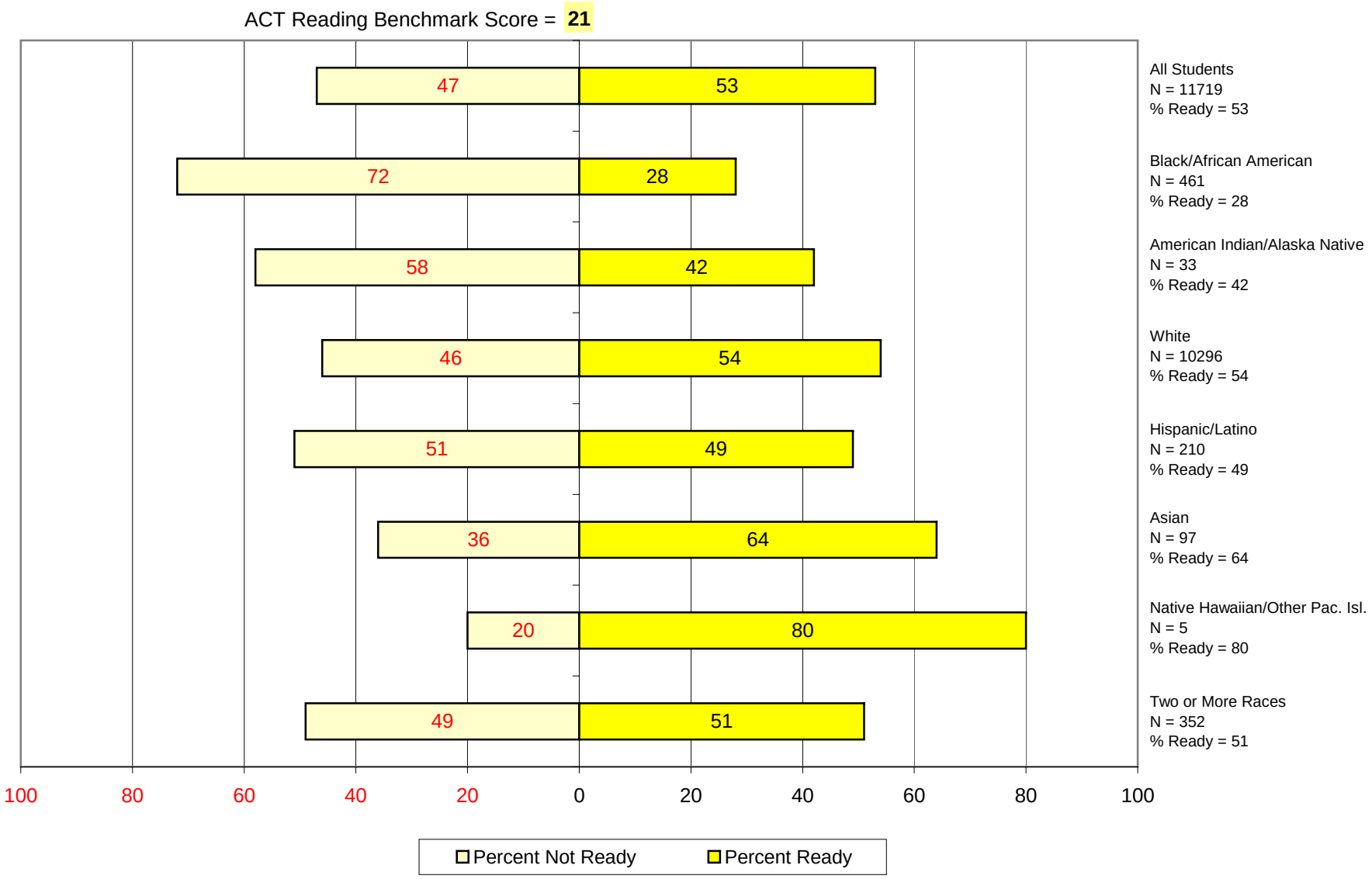
[1]Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity[1]: MATHEMATICS



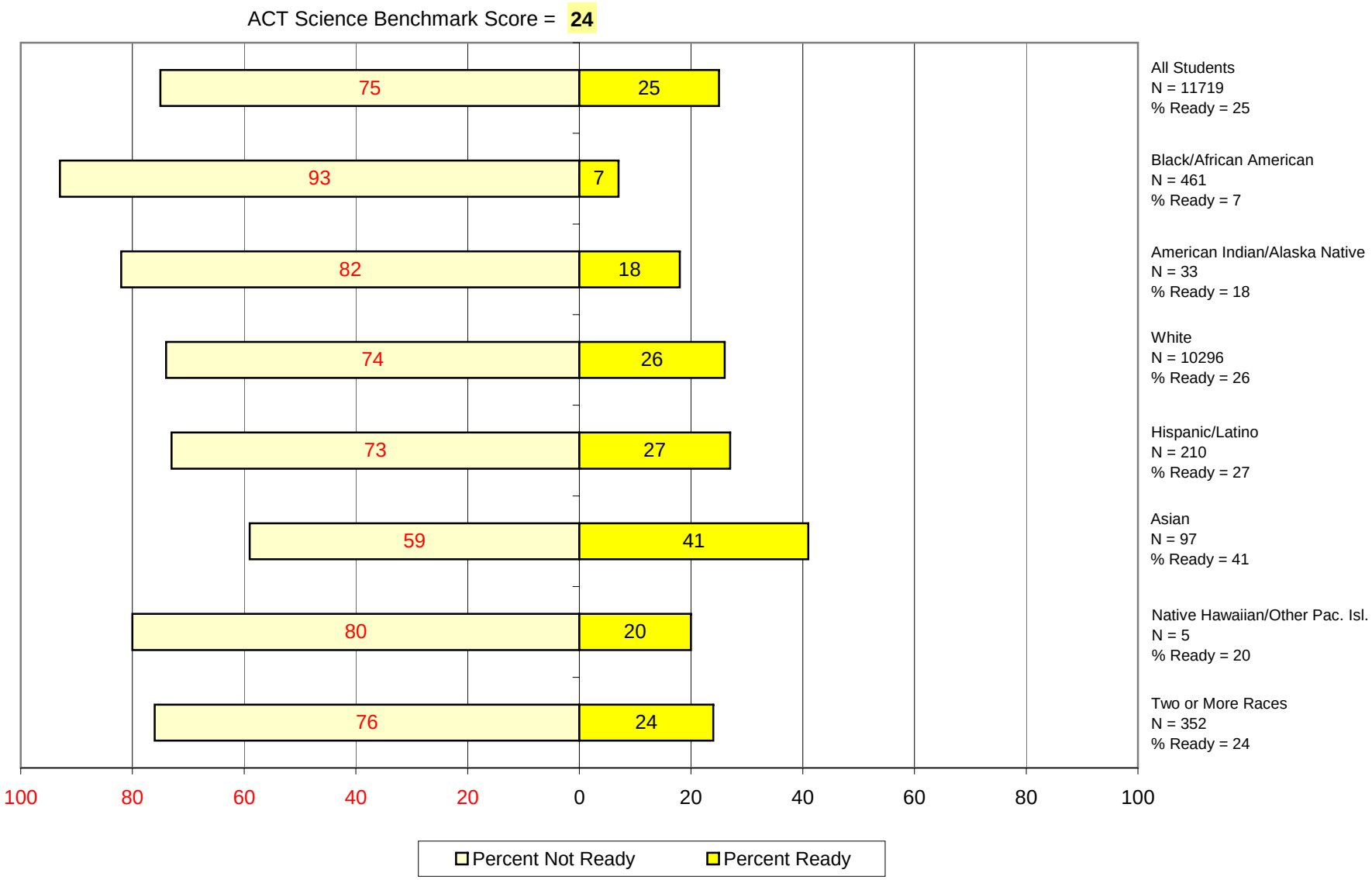
[1]Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity[1]: READING



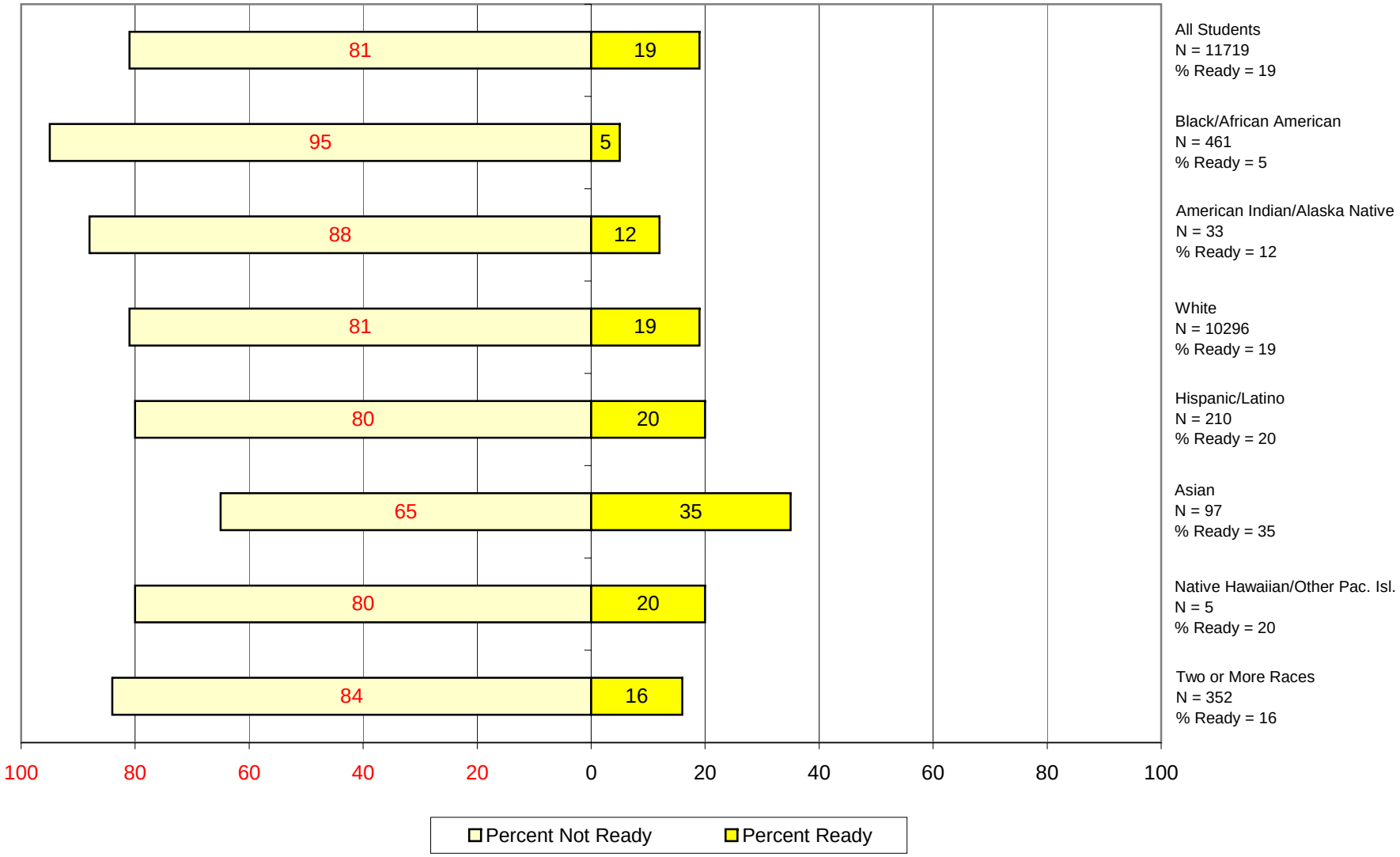
[1]Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity[1]: SCIENCE



[1]Refer 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/Ethnicity[1]: ALL FOUR



[1]Refer 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			
ENGLISH COURSE PATTERN	N	Percent	ACT English	Course Value Added[1]	N	Percent	ACT English	Course Value Added[1]	N	Percent	ACT English	Course Value Added[1]
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,709	23	21.9	3.5	1,126	22	21.3	3.0	1,583	24	22.3	3.6
Eng 9, Eng 10, Eng 11, Eng 12	8,648	74	20.3	1.9	3,893	75	20.2	1.9	4,752	73	20.5	1.8
Less than 4 years of English	225	2	18.4	-	107	2	18.3	-	116	2	18.7	-
Zero years / no English courses reported	137	1	17.1	-	93	2	17.0	-	43	1	17.5	-
MATHEMATICS COURSE PATTERN	N	Percent	ACT Math	Course Value Added[1]	N	Percent	ACT Math	Course Value Added[1]	N	Percent	ACT Math	Course Value Added[1]
Alg 1, Alg 2, Geom, Trig, & Calc	648	6	22.2	6.4	307	6	23.4	7.5	341	5	21.2	5.5
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,892	16	20.7	4.9	704	13	21.3	5.4	1,187	18	20.3	4.6
Alg 1, Alg 2, Geom, & Trig	1,844	16	18.6	2.8	784	15	19.2	3.3	1,060	16	18.1	2.4
Alg 1, Alg 2, Geom, & Other Adv Math	1,763	15	17.8	2.0	659	13	18.4	2.5	1,103	17	17.4	1.7
Other comb of 4 or more years of Math	3,350	29	22.0	6.2	1,705	33	22.7	6.8	1,645	25	21.3	5.6
Alg 1, Alg 2, & Geom	1,317	11	16.5	0.7	567	11	16.7	0.8	748	12	16.2	0.5
Other comb of 3 or 3.5 years of Math	303	3	17.2	1.4	167	3	17.4	1.5	136	2	16.9	1.2
Less than 3 years of Math	460	4	15.8	-	230	4	15.9	-	229	4	15.7	-
Zero years / no Math courses reported	142	1	17.2	-	96	2	17.3	-	45	1	17.0	-
SOCIAL SCIENCE COURSE PATTERN	N	Percent	ACT Reading	Course Value Added[1]	N	Percent	ACT Reading	Course Value Added[1]	N	Percent	ACT Reading	Course Value Added[1]
US Hist, World Hist, Am Gov, & Other Hist	1,969	17	20.8	1.8	874	17	20.4	1.6	1,091	17	21.1	1.9
Other comb of 4 or more years Social Science	4,517	39	21.9	2.9	1,975	38	21.9	3.1	2,542	39	21.9	2.7
US Hist, World Hist, & Am Gov	1,844	16	20.7	1.7	857	16	21.1	2.3	987	15	20.4	1.2
Other comb of 3 or 3.5 years of Social Science	2,811	24	21.5	2.5	1,194	23	21.6	2.8	1,617	25	21.4	2.2
Less than 3 years of Social Science	431	4	19.0	-	219	4	18.8	-	211	3	19.2	-
Zero years / no Social Science courses reported	147	1	18.4	-	100	2	18.1	-	46	1	19.0	-
NATURAL SCIENCE COURSE PATTERN	N	Percent	ACT Science	Course Value Added[1]	N	Percent	ACT Science	Course Value Added[1]	N	Percent	ACT Science	Course Value Added[1]
Gen Sci[2], Bio, Chem, & Phys	4,199	36	21.8	3.8	2,175	42	22.7	4.7	2,023	31	20.9	2.8
Bio, Chem, Phys	55	0	22.3	4.3	27	1	23.4	5.4	28	0	21.3	3.2
Gen Sci[2], Bio, Chem	5,699	49	20.2	2.2	2,160	41	20.7	2.7	3,535	54	19.9	1.8
Other comb of 3 years of Natural Science	252	2	18.9	0.9	139	3	19.8	1.8	113	2	17.6	-0.5
Less than 3 years of Natural Science	1,365	12	18.0	-	616	12	18.0	-	749	12	18.1	-
Zero years / no Natural Science courses reported	149	1	17.7	-	102	2	17.9	-	46	1	17.3	-

[1]Course 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.

[2]Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,709	23	21.9	78	380,162	23	21.7	73
Eng 9, Eng 10, Eng 11, Eng 12	8,648	74	20.3	69	1,178,400	71	20.5	67
Less than 4 years of English	225	2	18.4	57	64,748	4	16.5	41
Zero years / no English courses reported	137	1	17.1	45	42,707	3	16.5	40
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	648	6	22.2	58	108,668	7	24.0	69
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,892	16	20.7	45	151,050	9	22.0	58
Alg 1, Alg 2, Geom, & Trig	1,844	16	18.6	22	115,739	7	19.6	34
Alg 1, Alg 2, Geom, & Other Adv Math	1,763	15	17.8	15	279,658	17	19.9	36
Other comb of 4 or more years of Math	3,350	29	22.0	55	585,086	35	23.6	66
Alg 1, Alg 2, & Geom	1,317	11	16.5	5	228,058	14	17.3	12
Other comb of 3 or 3.5 years of Math	303	3	17.2	12	82,509	5	19.9	35
Less than 3 years of Math	460	4	15.8	2	69,741	4	16.6	8
Zero years / no Math courses reported	142	1	17.2	12	45,508	3	18.2	22
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark
US Hist, World Hist, Am Gov, & Other Hist	1,969	17	20.8	49	47,179	3	22.3	59
Other comb of 4 or more years Social Science	4,517	39	21.9	59	887,744	53	21.9	56
US Hist, World Hist, & Am Gov	1,844	16	20.7	49	84,563	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	2,811	24	21.5	54	452,172	27	21.2	51
Less than 3 years of Social Science	431	4	19.0	38	149,266	9	19.7	40
Zero years / no Social Science courses reported	147	1	18.4	27	45,093	3	17.8	29
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark
Gen Sci[1], Bio, Chem, & Phys	4,199	36	21.8	35	740,499	44	21.9	39
Bio, Chem, Phys	55	0	22.3	40	171,734	10	23.0	47
Gen Sci[1], Bio, Chem	5,699	49	20.2	22	466,992	28	20.0	22
Other comb of 3 years of Natural Science	252	2	18.9	18	45,992	3	19.5	20
Less than 3 years of Natural Science	1,365	12	18.0	9	194,661	12	18.4	13
Zero years / no Natural Science courses reported	149	1	17.7	12	46,139	3	17.9	14

[1]Includes 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	229	2	18.8	30	3	15.3	189	2	19.3
Architecture	87	1	21.9	1	0	14.0	86	1	21.9
Area, Ethnic, & Multidisciplinary Studies	14	0	22.1	0	0	.	14	0	22.1
Arts: Visual & Performing	669	6	20.6	44	5	17.5	598	6	20.8
Business	772	7	19.8	70	8	17.0	676	7	20.2
Communications	189	2	20.9	5	1	17.4	180	2	21.0
Community, Family, & Personal Services	310	3	18.6	49	5	17.0	250	2	18.9
Computer Science & Mathematics	277	2	21.7	28	3	17.3	240	2	22.3
Education	941	8	20.0	23	3	16.2	898	9	20.1
Engineering	730	6	22.9	39	4	18.1	679	7	23.2
Engineering Technology & Drafting	169	1	20.1	24	3	17.0	144	1	20.6
English & Foreign Languages	110	1	23.6	2	0	18.0	106	1	23.6
Health Administration & Assisting	538	5	18.1	90	10	16.3	426	4	18.6
Health Sciences & Technologies	3,231	28	20.5	283	31	17.2	2,885	28	20.9
Philosophy, Religion, & Theology	63	1	22.6	0	0	.	62	1	22.5
Repair, Production, & Construction	111	1	17.1	62	7	16.5	42	0	18.5
Sciences: Biological & Physical	575	5	23.2	9	1	16.0	550	5	23.4
Social Sciences & Law	968	8	21.2	28	3	16.4	920	9	21.3
Undecided	1,557	13	20.7	114	12	17.1	1,320	13	21.1
No Response	178	2	17.6	18	2	16.0	40	0	18.6

[1]Refer to the section header on page 25 for a description of educational major changes.

[2]2-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.

[3]Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic[1] 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	165	16.8	7	14.4	0	.	146	16.9	4	17.5
2-yr College Degree	754	16.9	20	15.7	3	19.0	691	16.9	9	16.7
Bachelors Degree	6,321	19.7	282	16.6	21	19.3	5,571	19.9	102	19.8
Graduate Study	1,458	22.8	34	19.7	4	19.8	1,308	22.9	24	20.9
Prof. Level Degree	2,526	23.3	95	19.7	4	22.3	2,177	23.4	62	22.3
Other	148	17.9	6	14.7	1	26.0	127	17.9	5	18.6
No Response	347	19.8	17	15.5	0	.	276	20.0	4	16.5

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	165	16.8	0	.	0	.	3	18.0	5	15.6
2-yr College Degree	754	16.9	1	18.0	0	.	13	18.0	17	17.8
Bachelors Degree	6,321	19.7	34	20.6	5	20.6	190	19.1	116	20.2
Graduate Study	1,458	22.8	12	24.5	0	.	42	21.5	34	23.8
Prof. Level Degree	2,526	23.3	43	25.3	0	.	87	22.9	58	25.0
Other	148	17.9	1	14.0	0	.	4	20.0	4	19.0
No Response	347	19.8	6	22.8	0	.	13	20.7	31	20.1

[1]Refer 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

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
WEST VIRGINIA UNIVERSITY	West Virginia	4,200	1,997	2,203	1	8	26	34	23	9	1
MARSHALL UNIVERSITY	West Virginia	3,117	1,383	1,734	1	9	31	33	20	6	0
FAIRMONT STATE UNIVERSITY	West Virginia	1,753	632	1,121	1	13	35	31	16	3	0
CONCORD UNIVERSITY	West Virginia	869	306	563	1	11	34	32	18	4	0
WEST LIBERTY UNIVERSITY	West Virginia	651	255	396	1	8	33	34	18	4	1
WEST VIRGINIA STATE UNIVERSITY	West Virginia	638	176	462	3	16	37	30	10	4	0
SHEPHERD UNIVERSITY	West Virginia	599	260	339	1	7	29	33	24	6	0
WEST VIRGINIA WESLEYAN COLLEGE	West Virginia	537	109	428	1	7	25	34	27	7	1
UNIVERSITY OF CHARLESTON THE	West Virginia	496	100	396	1	8	30	32	19	9	0
GLENVILLE STATE COLLEGE	West Virginia	440	135	305	2	17	34	34	11	2	0
ALDERSON BROADDUS COLLEGE	West Virginia	391	123	268	1	11	31	34	17	5	0
POTOMAC STATE COLLEGE OF WVU	West Virginia	386	189	197	3	15	35	29	15	3	0
WEST VIRGINIA UNIV INST OF TECHNOLOGY	West Virginia	358	108	250	2	11	37	30	16	3	1
BLUEFIELD STATE COLLEGE	West Virginia	332	136	196	2	14	40	31	11	1	0
WEST VIRGINIA UNIVERSITY AT PARKERSBURG	West Virginia	317	156	161	1	15	36	33	14	2	0
DAVIS & ELKINS COLLEGE	West Virginia	276	72	204	1	14	31	31	17	5	0
NCAA ELIGIBILITY CENTER	Indiana	266	120	146	2	7	35	30	19	7	0
OHIO STATE UNIVERSITY THE	Ohio	238	29	209	1	8	21	25	28	17	0
SOUTHERN WEST VIRGINIA C TECH C-LOGAN	West Virginia	228	128	100	3	18	41	29	7	1	0
UNIVERSITY OF KENTUCKY	Kentucky	214	37	177	0	6	21	27	26	19	1
MOUNTAIN STATE UNIVERSITY	West Virginia	190	41	149	1	17	31	34	16	3	0
WHEELING JESUIT UNIVERSITY	West Virginia	186	39	147	1	6	27	27	26	12	1
VIRGINIA TECH	Virginia	178	34	144	0	6	11	28	33	17	6
PIERPONT COMMUNITY & TECHNICAL COLLEGE	West Virginia	163	55	108	3	26	45	19	7	1	0
WEST VIRGINIA HIGHER EDUC GRANT PROGRAM	West Virginia	160	63	97	2	16	31	25	18	6	3
OHIO UNIVERSITY	Ohio	132	16	116	0	5	22	26	31	17	0
WEST VIRGINIA NORTHERN COMMUNITY COLL	West Virginia	126	40	86	3	16	43	31	7	0	0
BETHANY COLLEGE	West Virginia	123	21	102	0	8	34	28	21	7	1
NEW RIVER COMMUNITY AND TECHNICAL COLL	West Virginia	116	44	72	3	21	48	19	9	0	0
MOUNTWEST COMMUNITY & TECHNICAL COLLEGE	West Virginia	112	23	89	5	22	42	24	4	2	0
All Other Institutions		5,306	1,335	3,971	2	9	23	25	23	17	2
Total		23,098	8,162	14,936	1	10	29	30	20	9	1

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/Ethnicity[1] and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	**2,741**	**931,148**	**22.5**	**21.5**	**6.5**	**7.1**	**21.0**	**20.7**
Black/African American	131	113,247	17.3	16.6	6.1	6.2	16.8	16.4
American Indian/Alaska Native	6	5,233	25.2	17.8	5.8	6.5	22.2	17.5
White	2,326	518,974	22.7	23.2	6.5	7.2	21.1	22.1
Hispanic/Latino	73	150,249	21.3	18.5	6.5	6.8	20.1	18.3
Asian	43	53,381	25.7	23.7	7.3	7.6	24.0	22.8
Native Hawaiian/Other Pac. Isl.	1	2,851	11.0	19.9	7.0	7.1	13.0	19.6
Two or more races	86	32,346	22.6	21.9	6.6	7.1	21.0	21.1
Prefer not/No Response	75	54,867	23.8	21.8	6.8	7.1	22.2	21.0
Males	1,209	413,617	22.6	21.2	6.3	6.8	20.8	20.3
Females	1,531	515,745	22.4	21.7	6.8	7.2	21.1	21.1
Missing	1	1,786	18.0	16.8	3.0	6.3	14.0	16.6

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