

ACT Profile Report - National

Graduating Class 2013 - American Indian/Alaska Native Students
National



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This report provides information about the performance of your 2013 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 2013. Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included in the report.

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 who met or exceeded 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, updated for 2013, are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

10% 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: 14,217 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. 62% 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 8% of the cohort took less than three years of math courses. Of these students, 3% were college ready. 19% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 7% of these students were college ready. In comparison, 30% 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 21% of the cohort took less than three years of natural science courses. 8% of these students were college ready. In comparison, 22% 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 71% 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 ACT Customer Service at 1-319-337-1309 or customerservices@act.org.

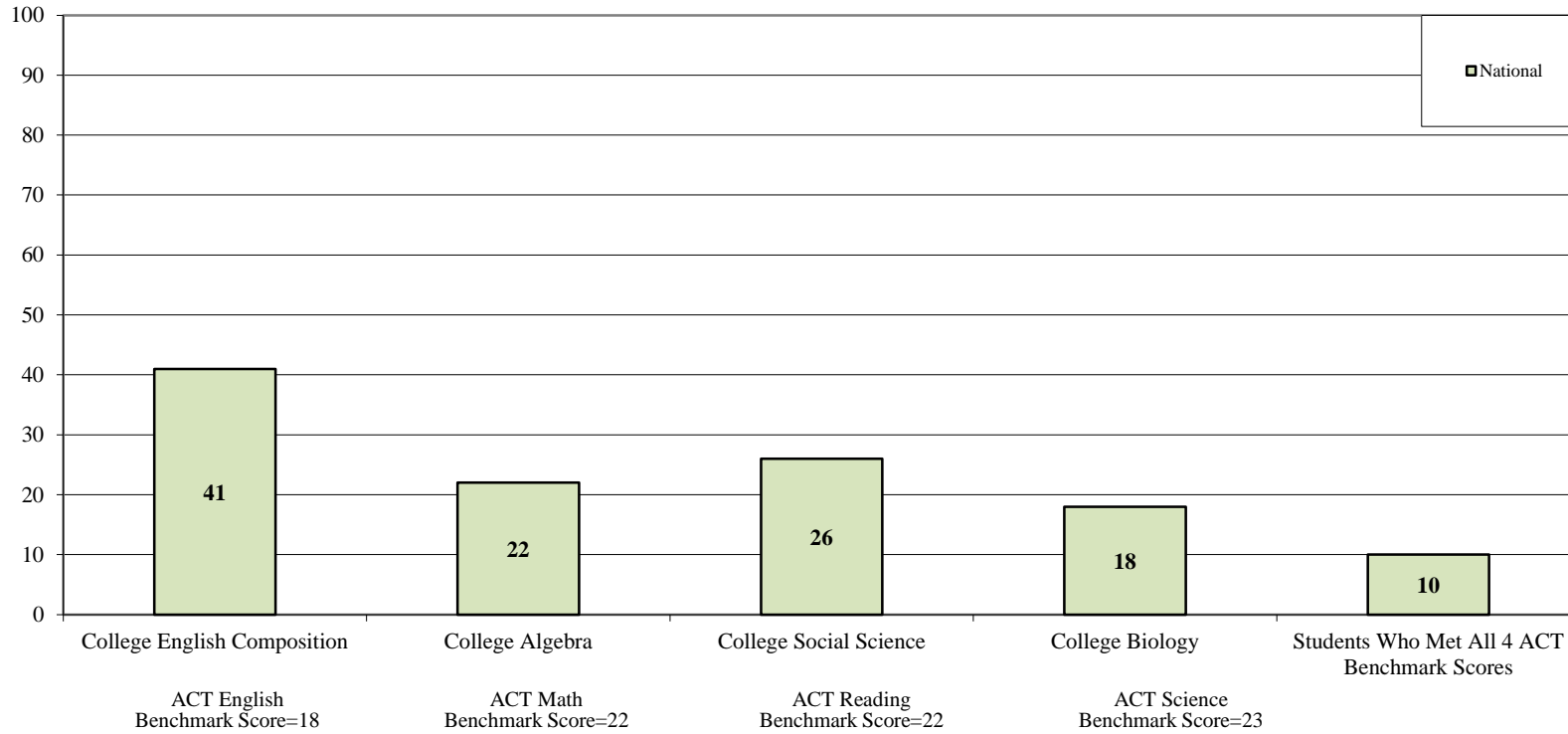
Section I

Executive Summary

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included. Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

To find the results of only standard time or extended time test takers, refer to Tables 1.7 and 1.8 on page 10.

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 Who Met College Readiness Benchmarks

Year	Number of Students Tested National	Percent Who Met Benchmarks				
		English National	Mathematics National	Reading National	Science National	Met All Four National
2009	15,773	50	24	39	16	11
2010	16,382	50	26	39	17	12
2011	14,970	47	25	36	15	11
2012	13,523	44	24	35	15	11
2013	14,217	41	22	26	18	10

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
2009	15,773	17.9	18.7	19.4	19.1	18.9
2010	16,382	17.9	18.8	19.4	19.3	19.0
2011	14,970	17.5	18.6	19.1	18.9	18.6
2012	13,523	17.1	18.5	18.7	18.7	18.4
2013	14,217	16.6	18.2	18.3	18.3	18.0

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2009	9,280	5,420	59	34	19.3	16.2	19.8	17.2	20.7	18.0	20.2	17.8	20.1	17.4
2010	9,831	5,345	60	33	19.4	16.0	19.9	17.3	20.7	17.8	20.4	17.8	20.2	17.4
2011	9,441	4,519	63	30	18.7	15.6	19.5	17.2	20.1	17.6	19.8	17.5	19.7	17.1
2012	8,908	3,839	66	28	18.1	15.4	19.3	17.1	19.6	17.3	19.5	17.3	19.3	16.9
2013	8,858	4,381	62	31	17.9	14.9	19.1	16.9	19.4	16.8	19.3	17.0	19.1	16.5

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/Ethnicity

	2009			2010			2011			2012			2013		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	15,773	100	18.9	16,382	100	19.0	14,970	100	18.6	13,523	100	18.4	14,217	100	18.0
Black/African American	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
American Indian/Alaska Native	15,773	100	18.9	16,382	100	19.0	14,970	100	18.6	13,523	100	18.4	14,217	100	18.0
White	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Hispanic/Latino	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Asian	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Prefer not to respond/No response	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.

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

CRS Range	English (Benchmark = 18)	Mathematics (Benchmark = 22)	Reading (Benchmark = 22)	Science (Benchmark = 23)
1-12	27%	2%	15%	12%
13-15	21%	26%	20%	17%
16-19	21%	43%	26%	31%
20-23	20%	15%	21%	27%
24-27	8%	11%	10%	11%
28-32	3%	2%	6%	2%
33-36	1%	1%	2%	0%
% At or Above Benchmark	41%	22%	26%	18%


 = National

Table 1.7. Average ACT College Reportable Scores by Test Session Duration

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Standard Time	13,531	95	16.8	18.4	18.5	18.5	18.2
	Extended Time	686	5	12.7	15.6	14.9	15.4	14.8
	Total	14,217	100	16.6	18.2	18.3	18.3	18.0

Table 1.8. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
National	Standard Time	43	23	27	18	10
	Extended Time	16	6	10	7	4
	Total	41	22	26	18	10

Section II

Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

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	7	100	5	100	33	100	12	100	1	100	36
35	36	100	13	100	40	100	16	100	6	100	35
34	41	100	31	100	62	99	20	100	13	100	34
33	75	99	30	100	95	99	17	100	31	100	33
32	49	99	33	99	107	98	36	100	30	100	32
31	80	99	35	99	176	98	35	99	64	99	31
30	78	98	56	99	172	96	79	99	103	99	30
29	100	97	81	99	175	95	88	98	107	98	29
28	161	97	145	98	200	94	116	98	148	98	28
27	141	96	230	97	253	93	172	97	183	96	27
26	237	95	350	95	270	91	246	96	260	95	26
25	308	93	393	93	335	89	458	94	374	93	25
24	404	91	568	90	623	87	618	91	461	91	24
23	491	88	578	86	564	82	627	87	544	87	23
22	576	84	552	82	623	78	801	82	728	84	22
21	774	80	539	78	902	74	1,225	76	812	79	21
20	965	75	516	74	859	67	1,221	68	955	73	20
19	662	68	781	71	871	61	1,152	59	977	66	19
18	715	64	1,004	65	943	55	1,253	51	1,119	59	18
17	649	59	1,718	58	907	49	939	42	1,240	51	17
16	917	54	2,574	46	943	42	1,002	36	1,261	43	16
15	1,173	47	2,247	28	978	36	874	29	1,246	34	15
14	951	39	1,078	12	944	29	804	23	1,234	25	14
13	797	33	438	5	971	22	684	17	1,051	16	13
12	763	27	138	2	954	15	596	12	761	9	12
11	895	22	53	1	563	9	536	8	352	4	11
10	783	15	17	1	318	5	323	4	99	1	10
9	537	10	7	1	150	2	146	2	37	1	9
8	482	6	5	1	79	1	61	1	15	1	8
7	227	3	0	1	53	1	36	1	5	1	7
6	89	1	1	1	31	1	15	1	0	1	6
5	34	1	0	1	11	1	5	1	0	1	5
4	16	1	0	1	9	1	2	1	0	1	4
3	2	1	0	1	2	1	1	1	0	1	3
2	2	1	0	1	1	1	0	1	0	1	2
1	0	1	1	1	0	1	1	1	0	1	1
Avg (SD)	16.6 (5.8)		18.2 (4.2)		18.3 (5.7)		18.3 (4.7)		18.0 (4.6)		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 Subscore 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	103	100	52	100	125	100	163	100	140	100	19	100	32	100	18
17	220	99	41	100	256	99	250	99	190	99	25	100	6	100	17
16	179	98	196	99	311	97	409	97	191	98	80	100	111	100	16
15	229	96	349	98	398	95	512	94	355	96	227	99	239	99	15
14	329	95	429	96	566	92	542	91	449	94	437	98	465	97	14
13	393	93	584	92	812	88	727	87	766	91	872	94	635	94	13
12	564	90	1,062	88	1,134	83	809	82	867	85	983	88	1,223	90	12
11	1,025	86	1,144	81	1,151	75	1,337	76	964	79	1,590	81	1,312	81	11
10	1,378	79	1,213	73	1,302	67	1,267	67	1,317	72	2,158	70	1,658	72	10
9	1,383	69	1,850	64	1,761	57	1,276	58	1,087	63	2,133	55	2,878	60	9
8	1,311	59	1,841	51	1,855	45	1,504	49	1,950	56	2,446	40	2,040	40	8
7	1,541	50	1,461	38	1,700	32	1,384	38	2,861	42	1,267	23	1,375	25	7
6	1,491	39	1,226	28	1,147	20	1,345	28	1,668	22	912	14	880	16	6
5	1,524	29	1,136	19	958	12	1,444	19	870	10	397	8	583	10	5
4	1,238	18	998	11	341	5	789	9	349	4	329	5	392	5	4
3	876	9	488	4	246	3	303	3	140	1	231	2	142	3	3
2	370	3	126	1	116	1	148	1	43	1	42	1	150	2	2
1	63	1	21	1	38	1	8	1	10	1	69	1	96	1	1
Avg (SD)	7.9 (3.5)		8.5 (3.2)		9.3 (3.3)		9.0 (3.6)		8.9 (3.1)		9.2 (2.7)		9.1 (2.8)		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)	21	21	22	21	21
Q2 (50th Percentile)	16	17	18	18	17
Q1 (25th Percentile)	12	15	14	15	15

Table 2.4. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
National	All Students	14,217	62	19.1	16.5
	Black/African American	0	.	.	.
	American Indian/Alaska Native	14,217	62	19.1	16.5
	White	0	.	.	.
	Hispanic/Latino	0	.	.	.
	Asian	0	.	.	.
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or more races	0	.	.	.
	Prefer not/No Response	0	.	.	.

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.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
National	All Students	16.6	18.2	18.3	18.3	18.0
	Black/African American	.	.	.	.	.
	American Indian/Alaska Native	16.6	18.2	18.3	18.3	18.0
	White	.	.	.	.	.
	Hispanic/Latino	.	.	.	.	.
	Asian	.	.	.	.	.
	Native Hawaiian/Other Pac. Isl.	.	.	.	.	.
	Two or more races	.	.	.	.	.
	Prefer not/No Response	.	.	.	.	.

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	159	1	79	1	230	2	65	0
	28 to 32	468	3	350	2	830	6	354	2
	24 to 27	1,090	8	1,541	11	1,481	10	1,494	11
	20 to 23	2,806	20	2,185	15	2,948	21	3,874	27
	16 to 19	2,943	21	6,077	43	3,664	26	4,346	31
	13 to 15	2,921	21	3,763	26	2,893	20	2,362	17
	01 to 12	3,830	27	222	2	2,171	15	1,722	12

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Males	6,662	47	16.3	18.5	18.1	18.6	18.0
	Females	7,549	53	16.9	18.0	18.5	18.1	18.0
	Missing	6	0	12.8	16.2	15.8	15.0	15.2

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

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
National	Males	40	24	26	21	12
	Females	43	19	27	15	9

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	8,858	51	17.9	29	19.1	32	19.4	24	19.3	14	19.1
	Less than Core	4,381	28	14.9	11	16.9	17	16.8	9	17.0	4	16.5
	Missing ³	978	19	13.0	6	16.0	12	15.0	5	15.3	1	14.9

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 met 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	12,446	45	17.1	12,182	25	18.6	11,838	29	18.8	10,331	22	19.0
	Less than Core	962	20	13.5	1,149	3	15.6	1,524	15	16.3	3,013	8	16.8
	Missing ³	809	20	13.3	886	6	16.0	855	12	15.1	873	5	15.4

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

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

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

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

Section III

College Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Figure 3.1. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH

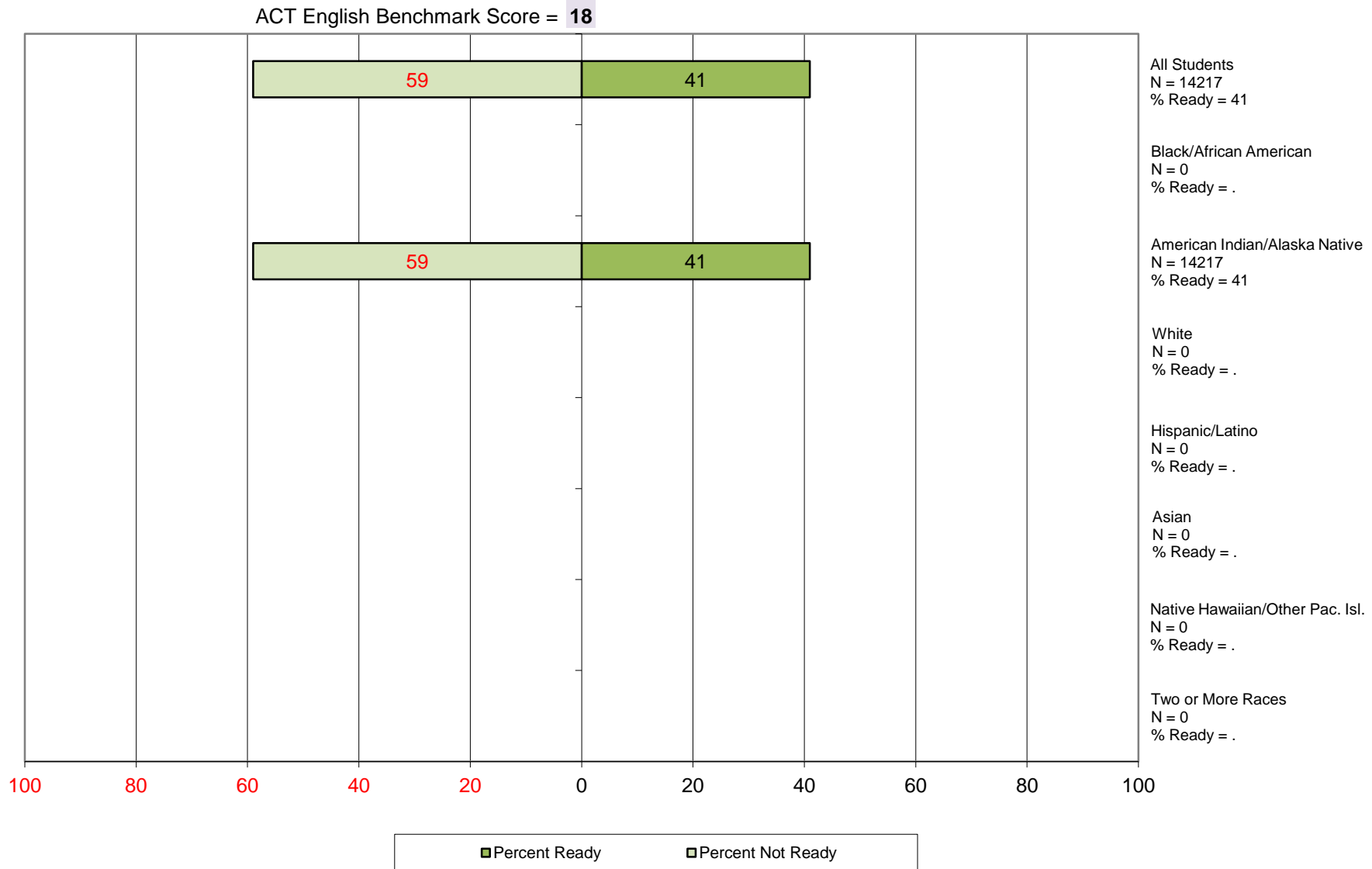


Figure 3.2. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

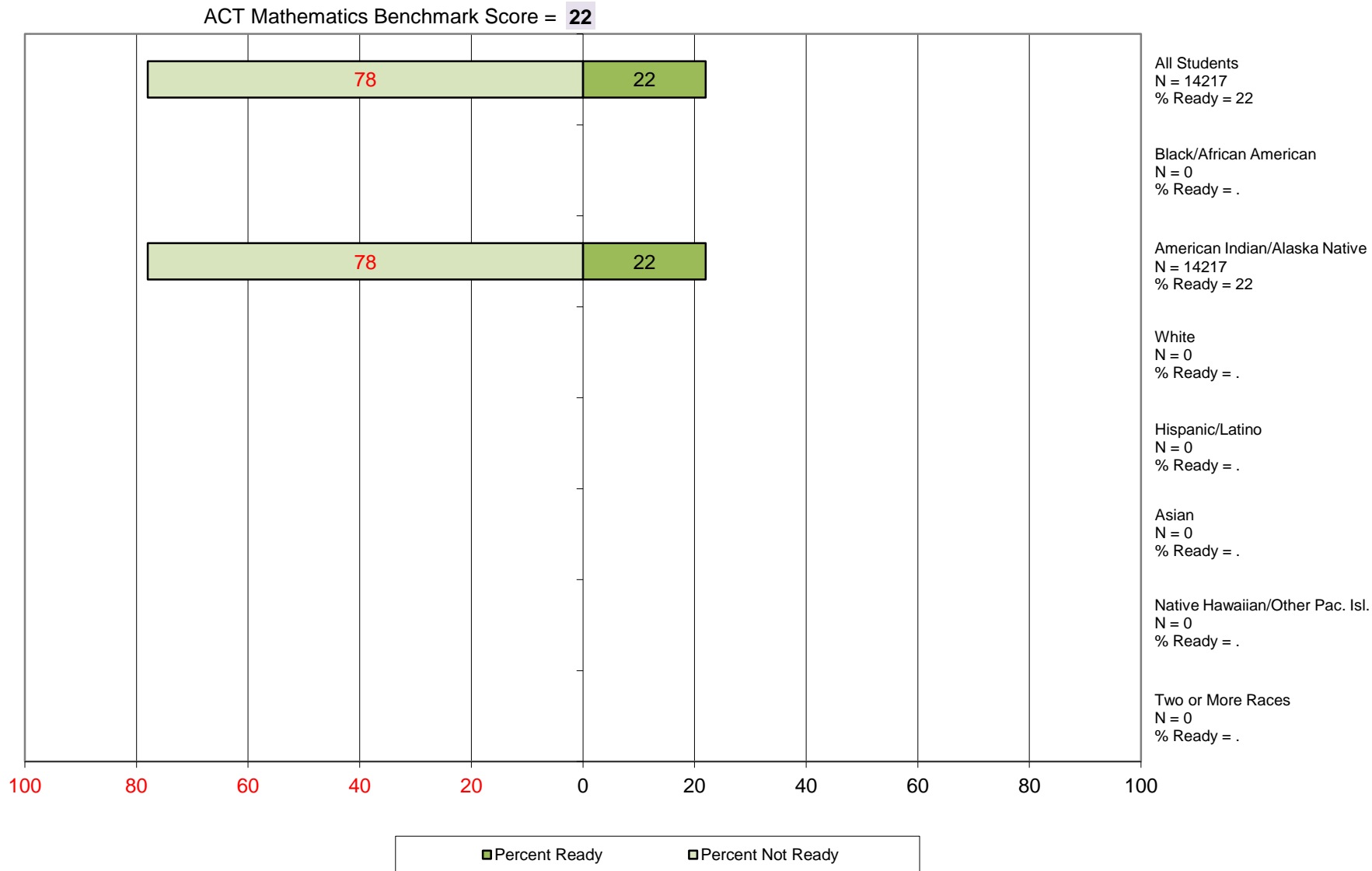


Figure 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

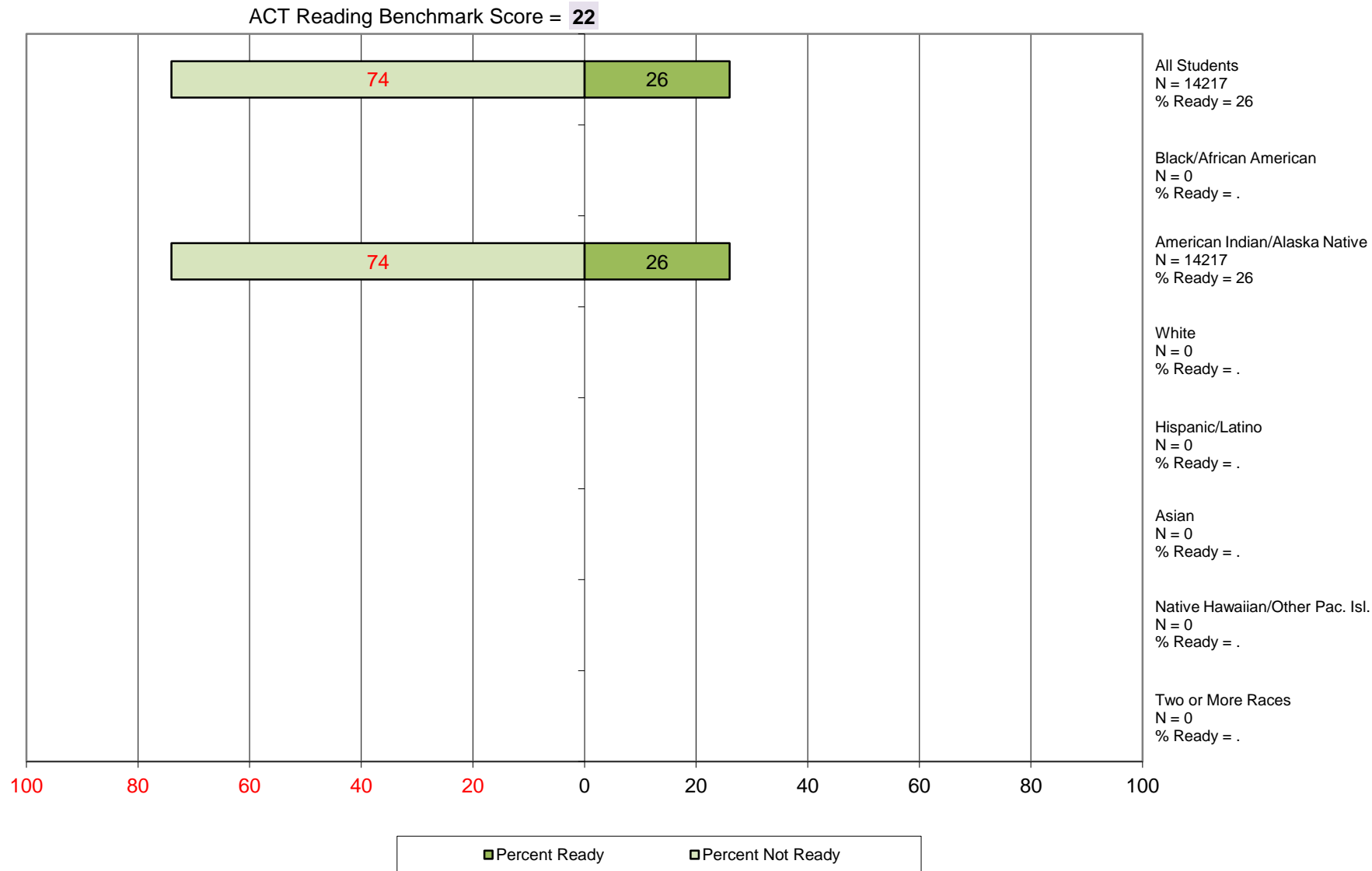


Figure 3.4. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

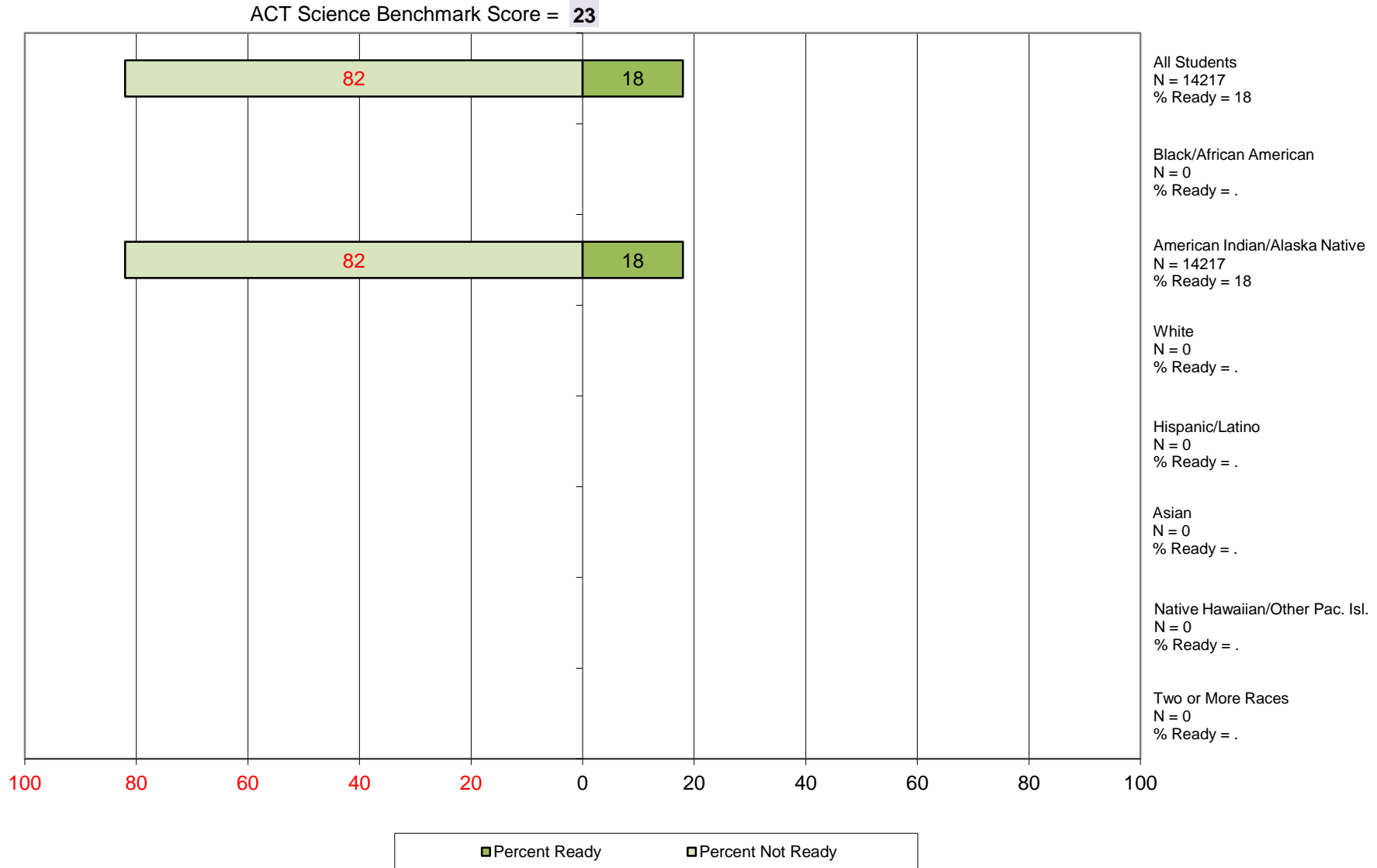


Figure 3.5. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

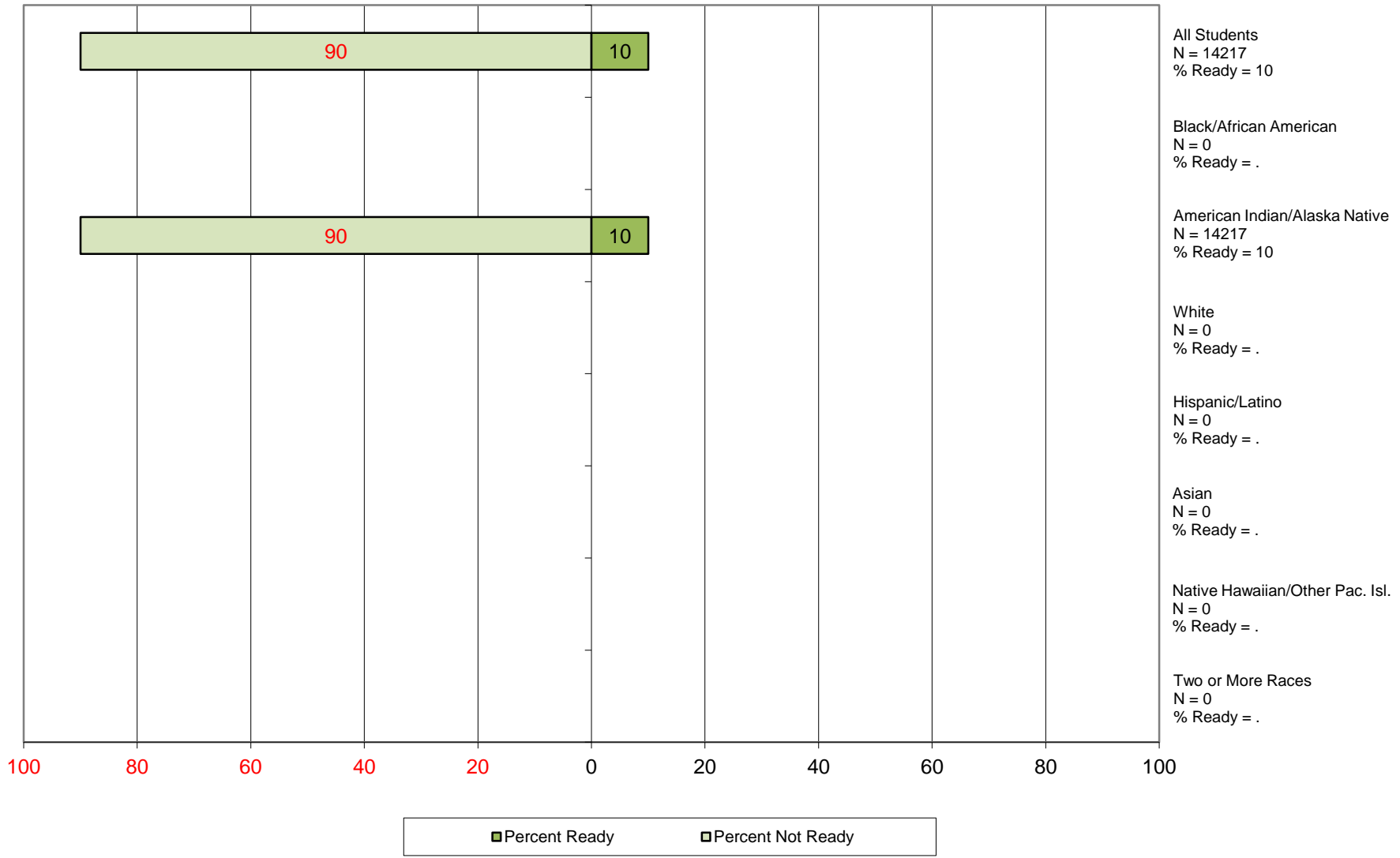


Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns

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	2,747	19	18.0	4.5	1,180	18	17.8	4.6	1,566	21	18.1	4.2
Eng 9, Eng 10, Eng 11, Eng 12	9,699	68	16.8	3.3	4,537	68	16.6	3.4	5,161	68	17.1	3.2
Less than 4 years of English	962	7	13.5	-	522	8	13.2	-	438	6	13.9	-
Zero years / no English courses reported	809	6	13.3	-	423	6	13.1	-	384	5	13.5	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	637	4	19.7	4.1	278	4	20.5	4.9	359	5	19.1	3.6
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	764	5	20.3	4.7	315	5	20.8	5.2	449	6	19.9	4.4
Alg 1, Alg 2, Geom, & Trig	1,078	8	18.2	2.6	462	7	18.5	2.9	615	8	18.0	2.5
Alg 1, Alg 2, Geom, & Other Adv Math	2,260	16	18.2	2.6	933	14	18.4	2.8	1,327	18	18.1	2.6
Other comb of 4 or more years of Math	3,790	27	20.2	4.6	1,823	27	20.9	5.3	1,966	26	19.7	4.2
Alg 1, Alg 2, & Geom	2,715	19	16.5	0.9	1,281	19	16.7	1.1	1,434	19	16.4	0.9
Other comb of 3 or 3.5 years of Math	938	7	17.7	2.1	470	7	18.1	2.5	467	6	17.2	1.7
Less than 3 years of Math	1,149	8	15.6	-	630	9	15.6	-	519	7	15.5	-
Zero years / no Math courses reported	886	6	16.0	-	470	7	16.1	-	413	5	16.0	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	652	5	19.1	2.8	305	5	19.3	3.4	347	5	18.9	2.2
Other comb of 4 or more years Social Science	6,519	46	19.4	3.1	2,890	43	19.4	3.5	3,628	48	19.5	2.8
US Hist, World Hist, & Am Gov	1,151	8	16.7	0.4	583	9	16.7	0.8	568	8	16.6	-0.1
Other comb of 3 or 3.5 years of Social Science	3,516	25	18.3	2.0	1,631	24	18.2	2.3	1,884	25	18.5	1.8
Less than 3 years of Social Science	1,524	11	16.3	-	797	12	15.9	-	726	10	16.7	-
Zero years / no Social Science courses reported	855	6	15.1	-	456	7	14.8	-	396	5	15.5	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	4,929	35	19.4	2.6	2,369	36	20.0	3.2	2,558	34	18.9	2.2
Bio, Chem, Phys	646	5	21.0	4.2	299	4	22.4	5.6	347	5	19.8	3.1
Gen Sci ² , Bio, Chem	4,197	30	18.4	1.6	1,788	27	18.6	1.8	2,409	32	18.3	1.6
Other comb of 3 years of Natural Science	559	4	17.3	0.5	297	4	17.4	0.6	262	3	17.3	0.6
Less than 3 years of Natural Science	3,013	21	16.8	-	1,444	22	16.8	-	1,569	21	16.7	-
Zero years / no Natural Science courses reported	873	6	15.4	-	465	7	15.5	-	404	5	15.4	-

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 Who Met Benchmark
ENGLISH COURSE PATTERN				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,747	19	18.0	51
Eng 9, Eng 10, Eng 11, Eng 12	9,699	68	16.8	43
Less than 4 years of English	962	7	13.5	20
Zero years / no English courses reported	809	6	13.3	20
MATHEMATICS COURSE PATTERN				
Alg 1, Alg 2, Geom, Trig, & Calc	637	4	19.7	36
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	764	5	20.3	39
Alg 1, Alg 2, Geom, & Trig	1,078	8	18.2	19
Alg 1, Alg 2, Geom, & Other Adv Math	2,260	16	18.2	19
Other comb of 4 or more years of Math	3,790	27	20.2	40
Alg 1, Alg 2, & Geom	2,715	19	16.5	7
Other comb of 3 or 3.5 years of Math	938	7	17.7	17
Less than 3 years of Math	1,149	8	15.6	3
Zero years / no Math courses reported	886	6	16.0	6
SOCIAL SCIENCE COURSE PATTERN				
US Hist, World Hist, Am Gov, & Other Hist	652	5	19.1	32
Other comb of 4 or more years Social Science	6,519	46	19.4	33
US Hist, World Hist, & Am Gov	1,151	8	16.7	15
Other comb of 3 or 3.5 years of Social Science	3,516	25	18.3	25
Less than 3 years of Social Science	1,524	11	16.3	15
Zero years / no Social Science courses reported	855	6	15.1	12
NATURAL SCIENCE COURSE PATTERN				
Gen Sci ¹ , Bio, Chem, & Phys	4,929	35	19.4	26
Bio, Chem, Phys	646	5	21.0	37
Gen Sci ¹ , Bio, Chem	4,197	30	18.4	16
Other comb of 3 years of Natural Science	559	4	17.3	11
Less than 3 years of Natural Science	3,013	21	16.8	8
Zero years / no Natural Science courses reported	873	6	15.4	5

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture & Natural Resources Conservation	343	2	17.1	62	4	14.7	261	2	17.8
Architecture	186	1	18.3	19	1	14.9	153	1	19.0
Area, Ethnic, & Multidisciplinary Studies	30	0	17.5	4	0	13.0	22	0	17.6
Arts: Visual & Performing	1,043	7	17.6	163	10	14.9	785	7	18.3
Business	899	6	18.4	110	7	14.8	727	7	19.0
Communications	181	1	19.6	12	1	13.5	155	1	20.2
Community, Family, & Personal Services	582	4	16.4	130	8	15.1	404	4	16.9
Computer Science & Mathematics	261	2	19.5	31	2	15.8	204	2	20.3
Education	684	5	18.4	40	2	14.5	606	6	18.7
Engineering	894	6	19.8	101	6	15.4	724	7	20.6
Engineering Technology & Drafting	297	2	16.5	71	4	14.6	196	2	17.5
English & Foreign Languages	104	1	20.3	10	1	15.8	83	1	21.1
Health Administration & Assisting	604	4	16.4	87	5	15.0	466	4	16.7
Health Sciences & Technologies	2,877	20	18.4	212	13	15.4	2,502	24	18.7
Philosophy, Religion, & Theology	55	0	20.0	0	0	.	48	0	20.3
Repair, Production, & Construction	370	3	15.4	182	11	14.8	152	1	16.2
Sciences: Biological & Physical	635	4	20.5	22	1	16.5	568	5	20.8
Social Sciences & Law	985	7	18.9	44	3	15.8	876	8	19.2
Undecided	1,944	14	18.4	239	14	15.4	1,400	13	19.3
No Response	1,169	8	15.2	91	5	13.6	147	1	14.9

¹2-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.

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

Table 4.2. Average ACT Composite Scores for Racial/Ethnic 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	430	14.6	0	.	430	14.6	0	.	0	.
2-yr College Degree	1,227	15.1	0	.	1,227	15.1	0	.	0	.
Bachelors Degree	6,508	17.9	0	.	6,508	17.9	0	.	0	.
Graduate Study	1,411	20.7	0	.	1,411	20.7	0	.	0	.
Prof. Level Degree	2,600	20.2	0	.	2,600	20.2	0	.	0	.
Other	433	15.5	0	.	433	15.5	0	.	0	.
No Response	1,608	16.3	0	.	1,608	16.3	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	430	14.6	0	.	0	.	0	.	0	.
2-yr College Degree	1,227	15.1	0	.	0	.	0	.	0	.
Bachelors Degree	6,508	17.9	0	.	0	.	0	.	0	.
Graduate Study	1,411	20.7	0	.	0	.	0	.	0	.
Prof. Level Degree	2,600	20.2	0	.	0	.	0	.	0	.
Other	433	15.5	0	.	0	.	0	.	0	.
No Response	1,608	16.3	0	.	0	.	0	.	0	.

Table 4.3. Students' Score Report Preferences at Time of Testing (table omitted for this report)

Section V

Optional Writing Test Results

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included. Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

	N National	Average ACT Scores		
		English National	Writing National	English/Writing Combined National
All Students	6,031	16.8	6.1	16.4
Black/African American	0	.	.	.
American Indian/Alaska Native	6,031	16.8	6.1	16.4
White	0	.	.	.
Hispanic/Latino	0	.	.	.
Asian	0	.	.	.
Native Hawaiian/Other Pac. Isl.	0	.	.	.
Two or more races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	2,772	16.4	5.8	15.8
Females	3,258	17.1	6.5	17.0
Missing	1	11.0	4.0	10.0

