

# ACT Profile Report - National

Graduating Class 2013 - Hispanic/Latino 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](http://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](http://www.act.org)

## How to Improve Scores and Increase College Readiness

14% 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:** 259,741 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

**MAKING CORE CURRICULUM A PRIORITY:** Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 72% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

**MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES:** Table 3.2 reports 5% of the cohort took less than three years of math courses. Of these students, 5% were college ready. 15% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 7% 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 13% of the cohort took less than three years of natural science courses. 10% of these students were college ready. In comparison, 23% 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 61% 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](http://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](mailto:customerservices@act.org).

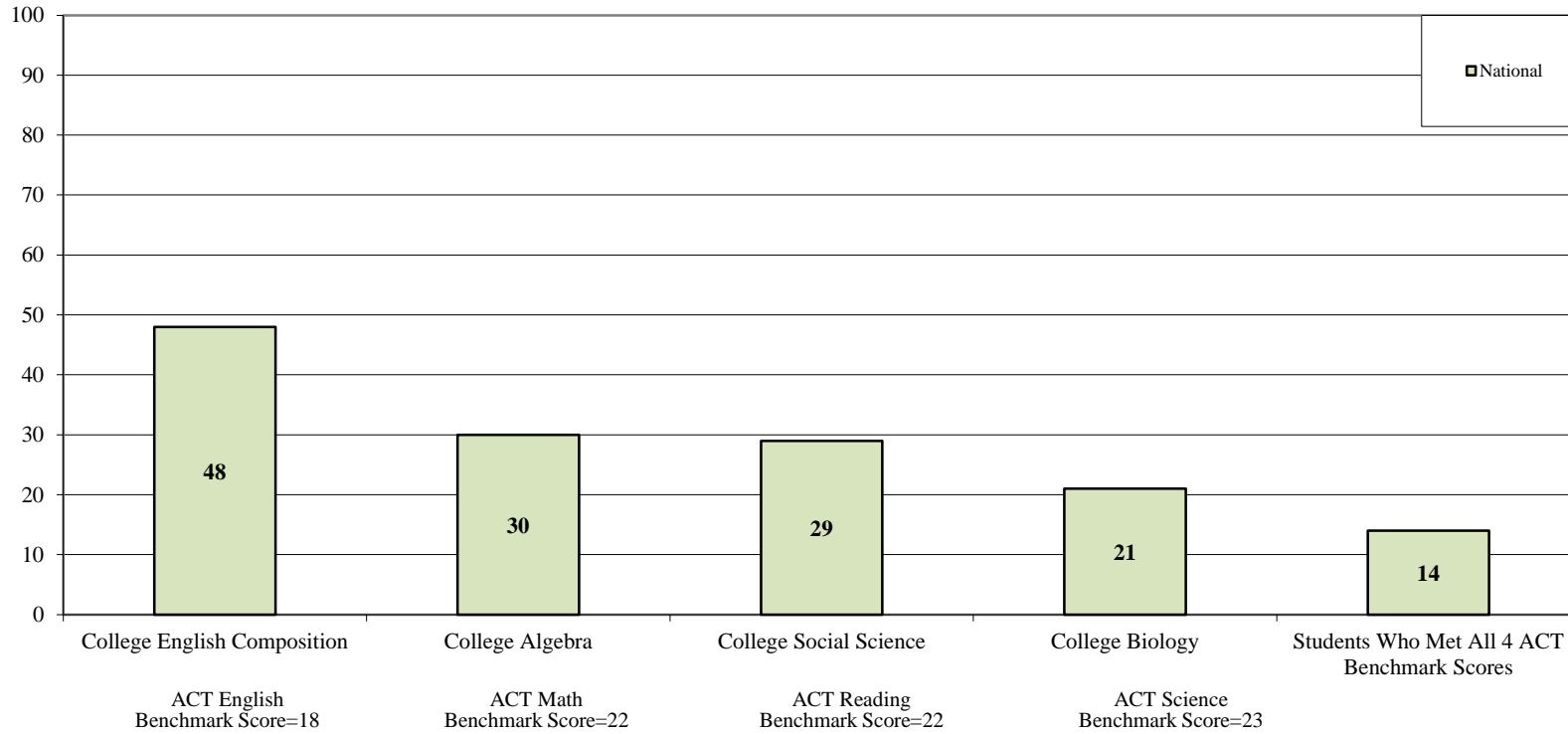
# Section I

## 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	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
<b>2013</b>	<b>259,741</b>	<b>48</b>	<b>30</b>	<b>29</b>	<b>21</b>	<b>14</b>

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	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
<b>2013</b>	<b>259,741</b>	<b>17.7</b>	<b>19.3</b>	<b>18.9</b>	<b>18.8</b>	<b>18.8</b>

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

Year	Number of Students Tested		Percent <sup>2</sup>		Average ACT Scores									
	Core or More <sup>1</sup>	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	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
<b>2013</b>	<b>185,742</b>	<b>62,294</b>	<b>72</b>	<b>24</b>	<b>18.5</b>	<b>15.9</b>	<b>20.0</b>	<b>17.8</b>	<b>19.7</b>	<b>17.2</b>	<b>19.5</b>	<b>17.3</b>	<b>19.5</b>	<b>17.2</b>

<sup>1</sup>"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.


<sup>2</sup>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**

	2009			2010			2011			2012			2013		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
<b>All Students</b>	<b>133,569</b>	<b>100</b>	<b>18.7</b>	<b>157,579</b>	<b>100</b>	<b>18.6</b>	<b>200,661</b>	<b>100</b>	<b>18.7</b>	<b>234,456</b>	<b>100</b>	<b>18.9</b>	<b>259,741</b>	<b>100</b>	<b>18.8</b>
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	133,569	100	18.7	157,579	100	18.6	200,661	100	18.7	234,456	100	18.9	259,741	100	18.8
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	21%	1%	12%	10%
13-15	19%	20%	20%	15%
16-19	22%	40%	26%	31%
20-23	22%	19%	22%	28%
24-27	10%	15%	11%	12%
28-32	5%	4%	7%	3%
33-36	2%	1%	2%	1%
% At or Above Benchmark	48%	30%	29%	21%

 = 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	253,210	97	17.8	19.4	19.0	18.9	18.9
	Extended Time	6,531	3	13.8	16.4	15.9	16.3	15.7
	Total	259,741	100	17.7	19.3	18.9	18.8	18.8

**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	48	31	30	21	14
	Extended Time	22	11	17	11	7
	Total	48	30	29	21	14

# 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 (CP<sup>1</sup>), and Score Averages

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	251	100	207	100	819	100	279	100	28	100	36
35	923	100	428	100	575	100	455	100	190	100	35
34	1,321	100	890	100	1,767	99	413	100	405	100	34
33	1,809	99	796	99	2,316	99	417	100	733	100	33
32	1,499	98	1,019	99	2,782	98	946	99	1,138	99	32
31	1,896	98	1,059	99	4,345	97	1,241	99	1,665	99	31
30	2,288	97	1,834	98	3,705	95	1,660	99	2,288	98	30
29	2,485	96	2,486	98	3,778	94	2,053	98	2,960	98	29
28	3,638	95	4,446	97	4,502	92	2,622	97	4,090	96	28
27	3,777	94	6,447	95	5,026	91	3,715	96	5,045	95	27
26	5,744	92	9,235	92	5,537	89	5,299	95	6,566	93	26
25	7,177	90	11,101	89	6,264	86	9,508	93	7,883	90	25
24	9,457	87	13,347	85	12,097	84	13,642	89	10,124	87	24
23	10,171	84	13,340	79	9,578	79	12,322	84	12,199	83	23
22	12,227	80	12,407	74	12,861	76	16,339	79	14,695	79	22
21	15,621	75	12,212	70	17,090	71	23,315	73	16,298	73	21
20	18,342	69	10,740	65	16,804	64	21,456	64	17,994	67	20
19	12,797	62	16,033	61	16,214	58	23,002	55	19,597	60	19
18	12,798	57	18,362	55	17,981	51	22,236	47	20,679	52	18
17	12,765	52	30,495	47	16,169	45	15,939	38	21,231	44	17
16	18,136	47	39,045	36	16,254	38	18,264	32	21,967	36	16
15	20,505	40	31,232	21	19,356	32	14,347	25	21,127	28	15
14	16,544	32	14,376	9	15,319	25	12,552	19	19,105	20	14
13	13,153	26	5,426	3	16,762	19	11,460	15	15,433	12	13
12	11,883	21	1,789	1	14,253	12	8,945	10	10,042	6	12
11	13,211	16	649	1	8,122	7	8,684	7	4,327	2	11
10	11,671	11	152	1	5,113	4	4,469	3	1,261	1	10
9	7,467	7	75	1	1,919	2	2,325	2	423	1	9
8	5,934	4	52	1	940	1	1,011	1	153	1	8
7	2,602	2	19	1	688	1	367	1	68	1	7
6	1,027	1	19	1	442	1	232	1	12	1	6
5	384	1	1	1	155	1	96	1	11	1	5
4	158	1	10	1	110	1	45	1	1	1	4
3	56	1	2	1	39	1	48	1	1	1	3
2	15	1	0	1	41	1	3	1	1	1	2
1	9	1	10	1	18	1	34	1	1	1	1
Avg (SD)	17.7 (5.9)		19.3 (4.5)		18.9 (5.8)		18.8 (4.8)		18.8 (4.7)		Avg (SD)

<sup>1</sup>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<sup>1</sup>), 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	3,246	100	1,486	100	2,658	100	4,265	100	4,104	100	530	100	762	100	18
17	5,404	99	915	99	5,879	99	6,686	98	5,193	98	1,137	100	236	100	17
16	5,043	97	5,394	99	7,389	97	9,255	96	6,006	96	2,274	99	3,445	100	16
15	5,934	95	7,611	97	7,865	94	11,280	92	9,851	94	7,320	98	7,223	98	15
14	7,683	92	10,082	94	9,998	91	11,287	88	11,099	90	12,126	96	11,507	96	14
13	9,826	89	13,263	90	14,517	87	14,256	84	18,070	86	22,298	91	15,518	91	13
12	12,502	86	21,791	85	23,021	81	16,465	78	20,863	79	23,341	82	28,742	85	12
11	20,785	81	22,482	77	22,396	73	25,721	72	23,177	71	31,827	73	26,405	74	11
10	26,964	73	25,416	68	24,805	64	22,496	62	25,606	62	41,404	61	29,963	64	10
9	27,044	63	34,403	58	30,114	54	22,845	53	20,155	52	34,021	45	48,932	52	9
8	24,531	52	31,428	45	31,982	43	28,203	44	33,673	45	38,683	32	32,796	33	8
7	28,727	43	24,991	33	31,877	30	23,129	33	42,201	32	17,146	17	21,872	21	7
6	24,404	32	19,714	23	20,116	18	24,209	25	22,012	15	13,529	11	13,207	12	6
5	24,592	22	18,381	16	15,856	10	21,662	15	11,169	7	5,116	5	7,311	7	5
4	16,134	13	13,613	9	5,734	4	11,614	7	4,309	3	4,541	3	5,930	5	4
3	11,562	7	7,126	3	2,991	2	4,186	2	1,637	1	2,951	2	2,538	2	3
2	4,709	2	1,444	1	1,737	1	2,048	1	541	1	403	1	2,110	1	2
1	651	1	201	1	806	1	134	1	75	1	1,094	1	1,244	1	1
Avg (SD)	8.6 (3.6)		9.0 (3.3)		9.5 (3.4)		9.5 (3.7)		9.7 (3.3)		9.8 (2.8)		9.6 (2.9)		Avg (SD)

<sup>1</sup>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)	21	23	22	22	22
Q2 (50th Percentile)	17	18	18	19	18
Q1 (25th Percentile)	13	16	15	16	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 <sup>1</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
National	<b>All Students</b>	<b>259,741</b>	<b>72</b>	<b>19.5</b>	<b>17.2</b>
	Black/African American	0	.	.	.
	American Indian/Alaska Native	0	.	.	.
	White	0	.	.	.
	Hispanic/Latino	259,741	72	19.5	17.2
	Asian	0	.	.	.
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or more races	0	.	.	.
	Prefer not/No Response	0	.	.	.

<sup>1</sup>"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	<b>All Students</b>	<b>17.7</b>	<b>19.3</b>	<b>18.9</b>	<b>18.8</b>	<b>18.8</b>
	Black/African American	.	.	.	.	.
	American Indian/Alaska Native	.	.	.	.	.
	White	.	.	.	.	.
	Hispanic/Latino	17.7	19.3	18.9	18.8	18.8
	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	4,304	2	2,321	1	5,477	2	1,564	1
	28 to 32	11,806	5	10,844	4	19,112	7	8,522	3
	24 to 27	26,155	10	40,130	15	28,924	11	32,164	12
	20 to 23	56,361	22	48,699	19	56,333	22	73,432	28
	16 to 19	56,496	22	103,935	40	66,618	26	79,441	31
	13 to 15	50,202	19	51,034	20	51,437	20	38,359	15
	01 to 12	54,417	21	2,778	1	31,840	12	26,259	10

**Table 2.7. Average ACT Scores by Gender**

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Males	114,537	44	17.5	19.8	18.7	19.3	18.9
	Females	145,137	56	17.8	18.9	19.1	18.5	18.7
	Missing	67	0	13.1	16.1	15.7	16.1	15.4

**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	46	35	29	25	16
	Females	49	27	30	18	12

**Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum**

Student Group	Curriculum Taken <sup>1</sup>	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % <sup>4</sup>	Avg
National	Core or More <sup>2</sup>	185,742	54	18.5	36	20.0	34	19.7	25	19.5	16	19.5
	Less than Core	62,294	35	15.9	18	17.8	20	17.2	12	17.3	7	17.2
	Missing <sup>3</sup>	11,705	23	14.1	10	16.7	12	15.5	7	16.1	4	15.7

<sup>1</sup> "Curriculum Taken" reflects overall high school curriculum in this table.

<sup>2</sup> "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.

<sup>3</sup> Zero years or no coursework information reported in one or more content areas.

<sup>4</sup> 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 <sup>1</sup>	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
National	Core or More <sup>2</sup>	235,784	50	18.0	236,886	33	19.6	221,083	31	19.3	214,460	23	19.3
	Less than Core	14,079	24	14.2	12,438	5	15.9	28,169	19	17.0	34,559	10	16.9
	Missing <sup>3</sup>	9,878	24	14.3	10,417	11	16.7	10,489	12	15.6	10,722	8	16.2

<sup>1</sup> "Curriculum Taken" reflects content-specific curriculum in this table.

<sup>2</sup> "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.

<sup>3</sup> 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

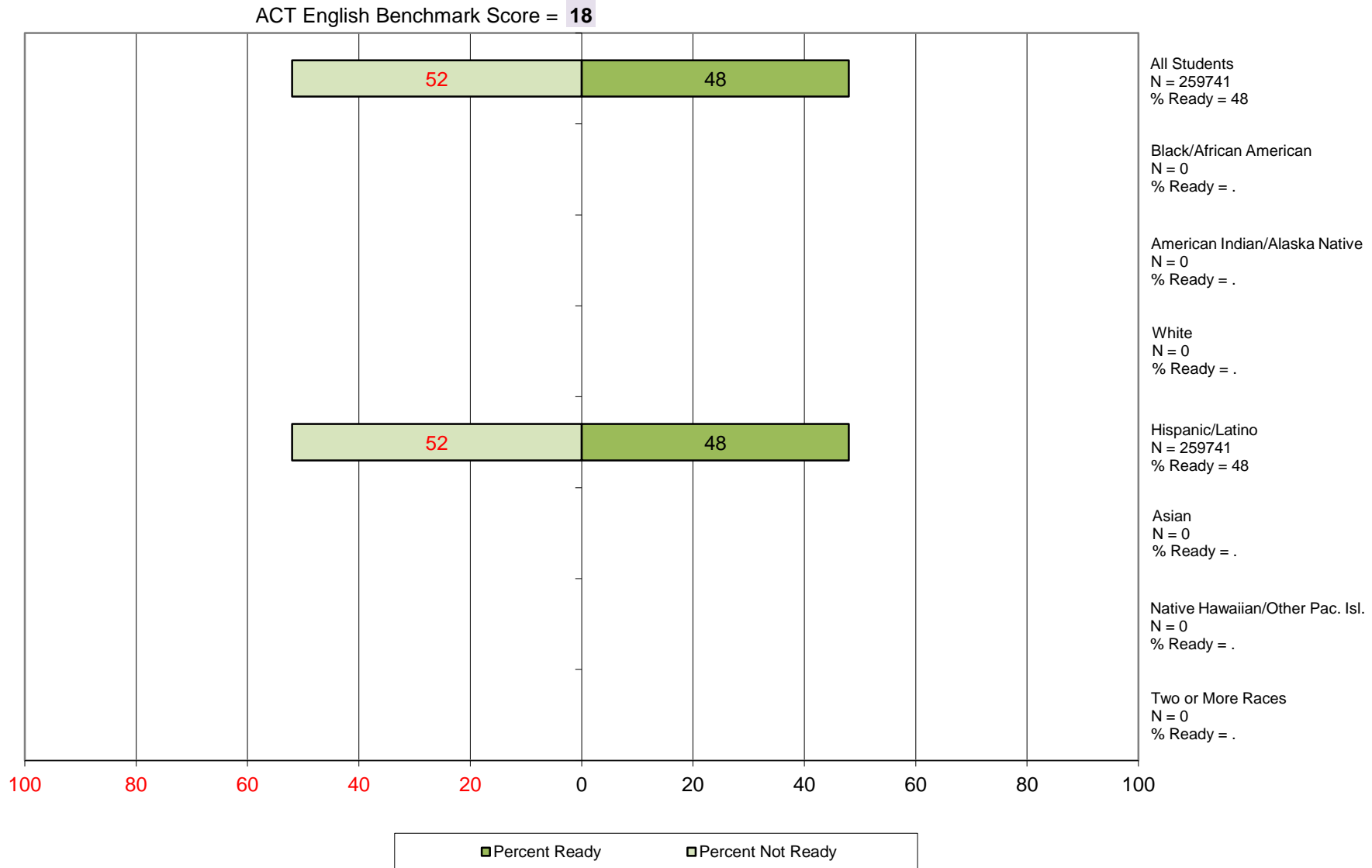


Figure 3.2. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

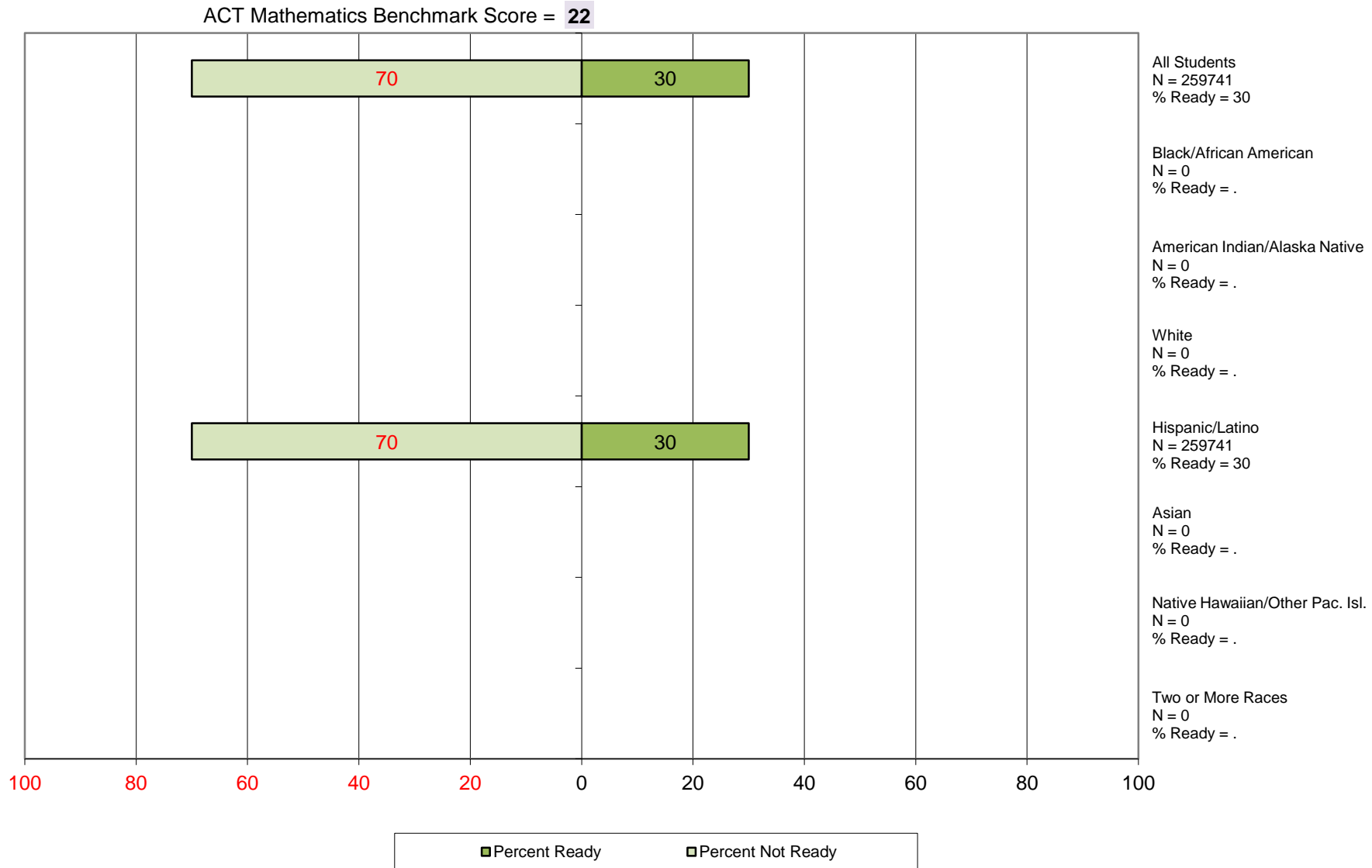


Figure 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

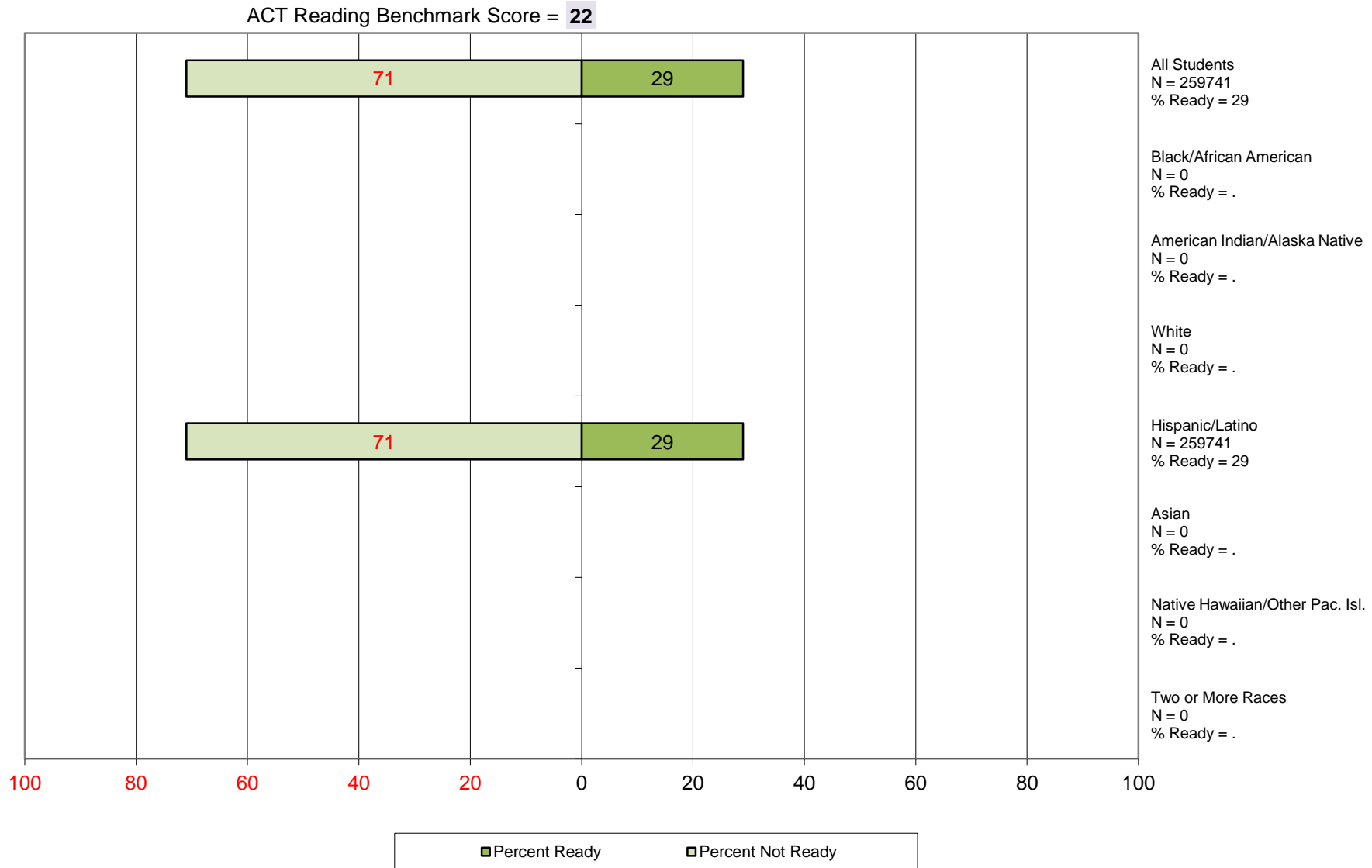


Figure 3.4. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

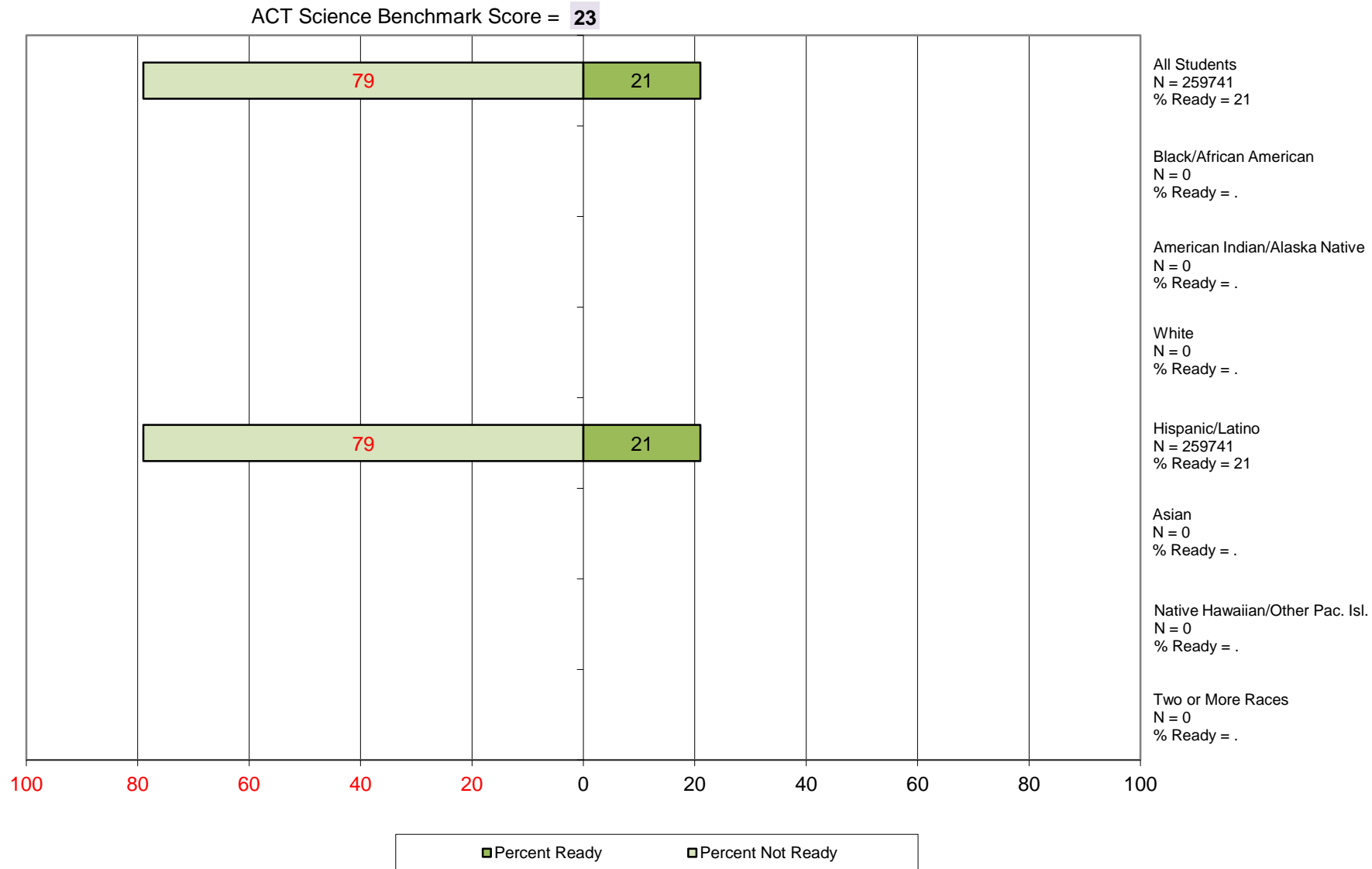
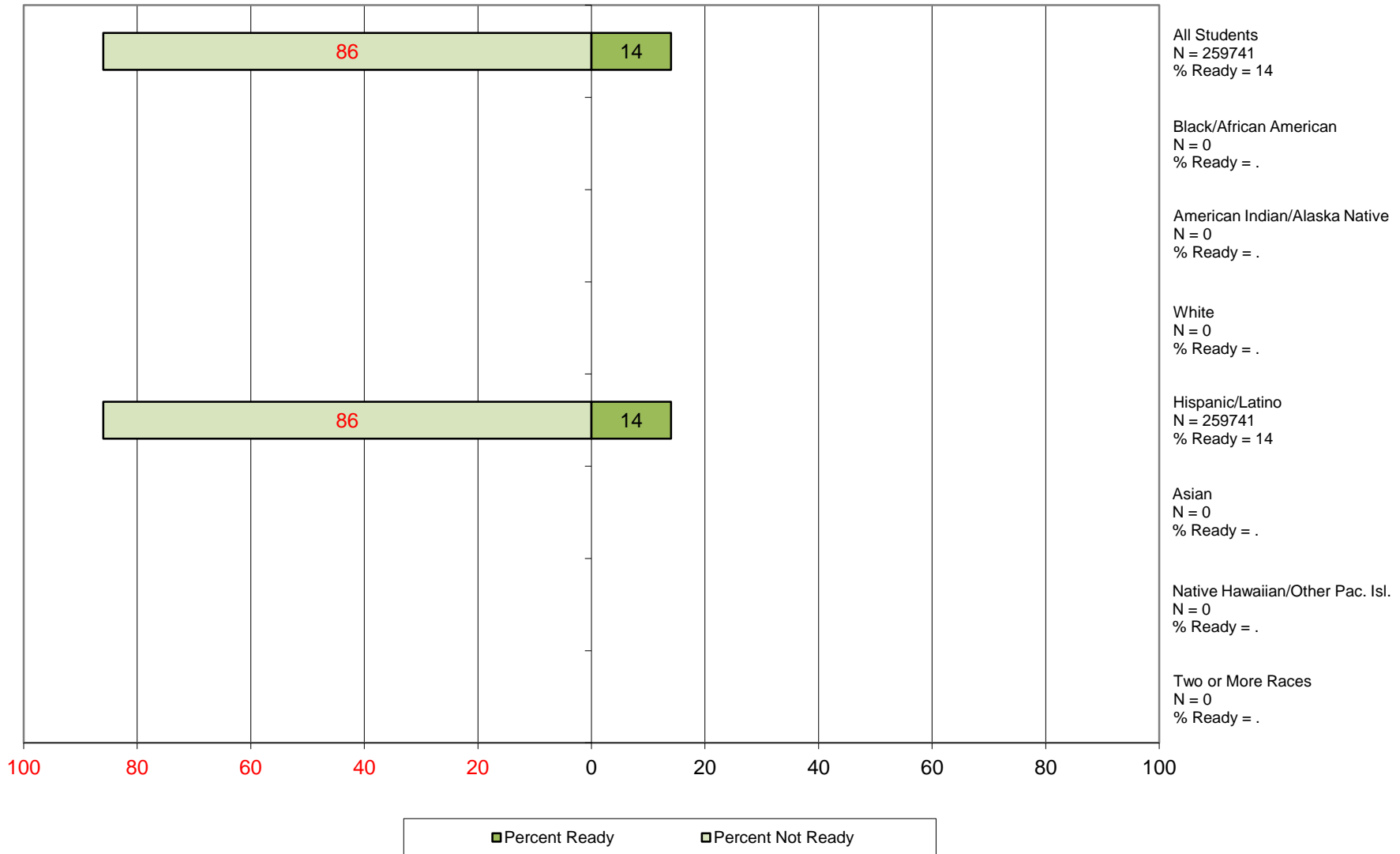


Figure 3.5. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR





**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 <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>
<b>ENGLISH COURSE PATTERN</b>												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	47,532	18	18.5	4.3	20,043	17	18.3	4.3	27,483	19	18.7	4.3
Eng 9, Eng 10, Eng 11, Eng 12	188,252	72	17.9	3.7	81,907	72	17.8	3.8	106,311	73	17.9	3.5
Less than 4 years of English	14,079	5	14.2	-	7,325	6	14.0	-	6,737	5	14.4	-
Zero years / no English courses reported	9,878	4	14.3	-	5,262	5	14.1	-	4,606	3	14.5	-
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	15,121	6	21.4	5.5	6,651	6	22.2	6.2	8,469	6	20.9	5.1
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	18,496	7	20.7	4.8	6,949	6	21.3	5.3	11,544	8	20.4	4.6
Alg 1, Alg 2, Geom, & Trig	18,342	7	18.4	2.5	7,731	7	18.8	2.8	10,605	7	18.1	2.3
Alg 1, Alg 2, Geom, & Other Adv Math	51,739	20	18.7	2.8	20,047	18	19.1	3.1	31,684	22	18.5	2.7
Other comb of 4 or more years of Math	78,665	30	21.4	5.5	37,614	33	22.1	6.1	41,039	28	20.8	5.0
Alg 1, Alg 2, & Geom	38,798	15	16.6	0.7	16,933	15	16.9	0.9	21,850	15	16.4	0.6
Other comb of 3 or 3.5 years of Math	15,725	6	18.8	2.9	6,983	6	19.2	3.2	8,739	6	18.4	2.6
Less than 3 years of Math	12,438	5	15.9	-	6,099	5	16.0	-	6,330	4	15.8	-
Zero years / no Math courses reported	10,417	4	16.7	-	5,530	5	16.9	-	4,877	3	16.6	-
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	4,890	2	19.7	2.7	2,460	2	19.6	2.9	2,428	2	19.8	2.6
Other comb of 4 or more years Social Science	132,826	51	19.8	2.8	55,814	49	19.7	3.0	76,995	53	19.8	2.6
US Hist, World Hist, & Am Gov	12,203	5	17.7	0.7	5,813	5	17.5	0.8	6,385	4	17.9	0.7
Other comb of 3 or 3.5 years of Social Science	71,164	27	18.8	1.8	30,895	27	18.7	2.0	40,254	28	18.9	1.7
Less than 3 years of Social Science	28,169	11	17.0	-	13,927	12	16.7	-	14,224	10	17.2	-
Zero years / no Social Science courses reported	10,489	4	15.6	-	5,628	5	15.3	-	4,851	3	15.8	-
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>2</sup> , Bio, Chem, & Phys	106,644	41	19.6	2.7	49,611	43	20.2	3.4	57,021	39	19.0	2.1
Bio, Chem, Phys	36,797	14	20.2	3.3	16,019	14	21.0	4.2	20,777	14	19.6	2.7
Gen Sci <sup>2</sup> , Bio, Chem	63,344	24	18.5	1.6	24,324	21	18.6	1.8	38,996	27	18.4	1.5
Other comb of 3 years of Natural Science	7,675	3	17.4	0.5	3,926	3	17.9	1.1	3,746	3	16.9	0.0
Less than 3 years of Natural Science	34,559	13	16.9	-	14,938	13	16.8	-	19,607	14	16.9	-
Zero years / no Natural Science courses reported	10,722	4	16.2	-	5,719	5	16.3	-	4,990	3	16.2	-

<sup>1</sup>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.

<sup>2</sup>Includes 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
<b>ENGLISH COURSE PATTERN</b>				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	47,532	18	18.5	54
Eng 9, Eng 10, Eng 11, Eng 12	188,252	72	17.9	49
Less than 4 years of English	14,079	5	14.2	24
Zero years / no English courses reported	9,878	4	14.3	24
<b>MATHEMATICS COURSE PATTERN</b>				
Alg 1, Alg 2, Geom, Trig, & Calc	15,121	6	21.4	50
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	18,496	7	20.7	44
Alg 1, Alg 2, Geom, & Trig	18,342	7	18.4	21
Alg 1, Alg 2, Geom, & Other Adv Math	51,739	20	18.7	24
Other comb of 4 or more years of Math	78,665	30	21.4	49
Alg 1, Alg 2, & Geom	38,798	15	16.6	7
Other comb of 3 or 3.5 years of Math	15,725	6	18.8	26
Less than 3 years of Math	12,438	5	15.9	5
Zero years / no Math courses reported	10,417	4	16.7	11
<b>SOCIAL SCIENCE COURSE PATTERN</b>				
US Hist, World Hist, Am Gov, & Other Hist	4,890	2	19.7	35
Other comb of 4 or more years Social Science	132,826	51	19.8	34
US Hist, World Hist, & Am Gov	12,203	5	17.7	22
Other comb of 3 or 3.5 years of Social Science	71,164	27	18.8	28
Less than 3 years of Social Science	28,169	11	17.0	19
Zero years / no Social Science courses reported	10,489	4	15.6	12
<b>NATURAL SCIENCE COURSE PATTERN</b>				
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	106,644	41	19.6	26
Bio, Chem, Phys	36,797	14	20.2	30
Gen Sci <sup>1</sup> , Bio, Chem	63,344	24	18.5	17
Other comb of 3 years of Natural Science	7,675	3	17.4	13
Less than 3 years of Natural Science	34,559	13	16.9	10
Zero years / no Natural Science courses reported	10,722	4	16.2	8

<sup>1</sup>Includes 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 <sup>1</sup>	Percent <sup>2</sup>	Avg ACT Comp	N	Percent <sup>2</sup>	Avg ACT Comp	N	Percent <sup>2</sup>	Avg ACT Comp
Agriculture & Natural Resources Conservation	2,238	1	18.2	248	1	14.6	1,720	1	18.8
Architecture	4,821	2	18.6	278	2	15.2	3,946	2	19.0
Area, Ethnic, & Multidisciplinary Studies	471	0	19.3	51	0	14.9	369	0	20.1
Arts: Visual & Performing	18,351	7	18.3	1,851	11	15.3	14,324	7	18.9
Business	22,331	9	19.1	1,736	10	15.5	18,183	9	19.6
Communications	4,774	2	19.9	176	1	15.8	4,130	2	20.3
Community, Family, & Personal Services	9,415	4	16.7	1,564	9	15.2	6,878	3	17.2
Computer Science & Mathematics	5,154	2	20.4	360	2	16.3	4,237	2	20.9
Education	9,918	4	18.3	469	3	15.3	8,320	4	18.7
Engineering	18,520	7	21.1	838	5	15.3	15,666	8	21.6
Engineering Technology & Drafting	4,639	2	17.7	701	4	15.1	3,352	2	18.6
English & Foreign Languages	2,633	1	21.1	114	1	16.8	2,264	1	21.5
Health Administration & Assisting	12,662	5	16.7	1,194	7	15.2	9,755	5	17.0
Health Sciences & Technologies	46,873	18	19.1	2,028	12	15.7	40,585	20	19.5
Philosophy, Religion, & Theology	944	0	19.4	33	0	16.8	805	0	19.7
Repair, Production, & Construction	2,895	1	15.8	1,171	7	15.3	1,328	1	16.6
Sciences: Biological & Physical	14,897	6	21.3	188	1	16.0	13,427	7	21.5
Social Sciences & Law	25,886	10	19.3	754	4	15.4	22,350	11	19.6
Undecided	35,210	14	18.8	2,170	13	15.3	24,386	12	19.6
No Response	16,601	6	15.6	990	6	13.5	1,850	1	15.6

<sup>1</sup>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.

<sup>2</sup>Percent 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	4,333	15.1	0	.	0	.	0	.	4,333	15.1
2-yr College Degree	12,757	15.3	0	.	0	.	0	.	12,757	15.3
Bachelors Degree	106,183	18.3	0	.	0	.	0	.	106,183	18.3
Graduate Study	32,312	21.3	0	.	0	.	0	.	32,312	21.3
Prof. Level Degree	59,651	20.8	0	.	0	.	0	.	59,651	20.8
Other	5,878	16.1	0	.	0	.	0	.	5,878	16.1
No Response	38,627	17.1	0	.	0	.	0	.	38,627	17.1

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	4,333	15.1	0	.	0	.	0	.	0	.
2-yr College Degree	12,757	15.3	0	.	0	.	0	.	0	.
Bachelors Degree	106,183	18.3	0	.	0	.	0	.	0	.
Graduate Study	32,312	21.3	0	.	0	.	0	.	0	.
Prof. Level Degree	59,651	20.8	0	.	0	.	0	.	0	.
Other	5,878	16.1	0	.	0	.	0	.	0	.
No Response	38,627	17.1	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	Average ACT Scores		
		English National	Writing National	English/Writing Combined National
<b>All Students</b>	<b>151,504</b>	<b>18.6</b>	<b>6.8</b>	<b>18.3</b>
Black/African American	0	.	.	.
American Indian/Alaska Native	0	.	.	.
White	0	.	.	.
Hispanic/Latino	151,504	18.6	6.8	18.3
Asian	0	.	.	.
Native Hawaiian/Other Pac. Isl.	0	.	.	.
Two or more races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	63,549	18.5	6.5	18.0
Females	87,933	18.6	7.0	18.6
Missing	22	15.0	5.8	14.8





