

# ACT Profile Report - National

Graduating Class 2013 - Native Hawaiian/Other Pacific Islander 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

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:** 4,772 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. 71% 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 6% of the cohort took less than three years of math courses. Of these students, 4% were college ready. 15% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 8% of these students were college ready. In comparison, 47% 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. 12% of these students were college ready. In comparison, 31% 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 54% 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).

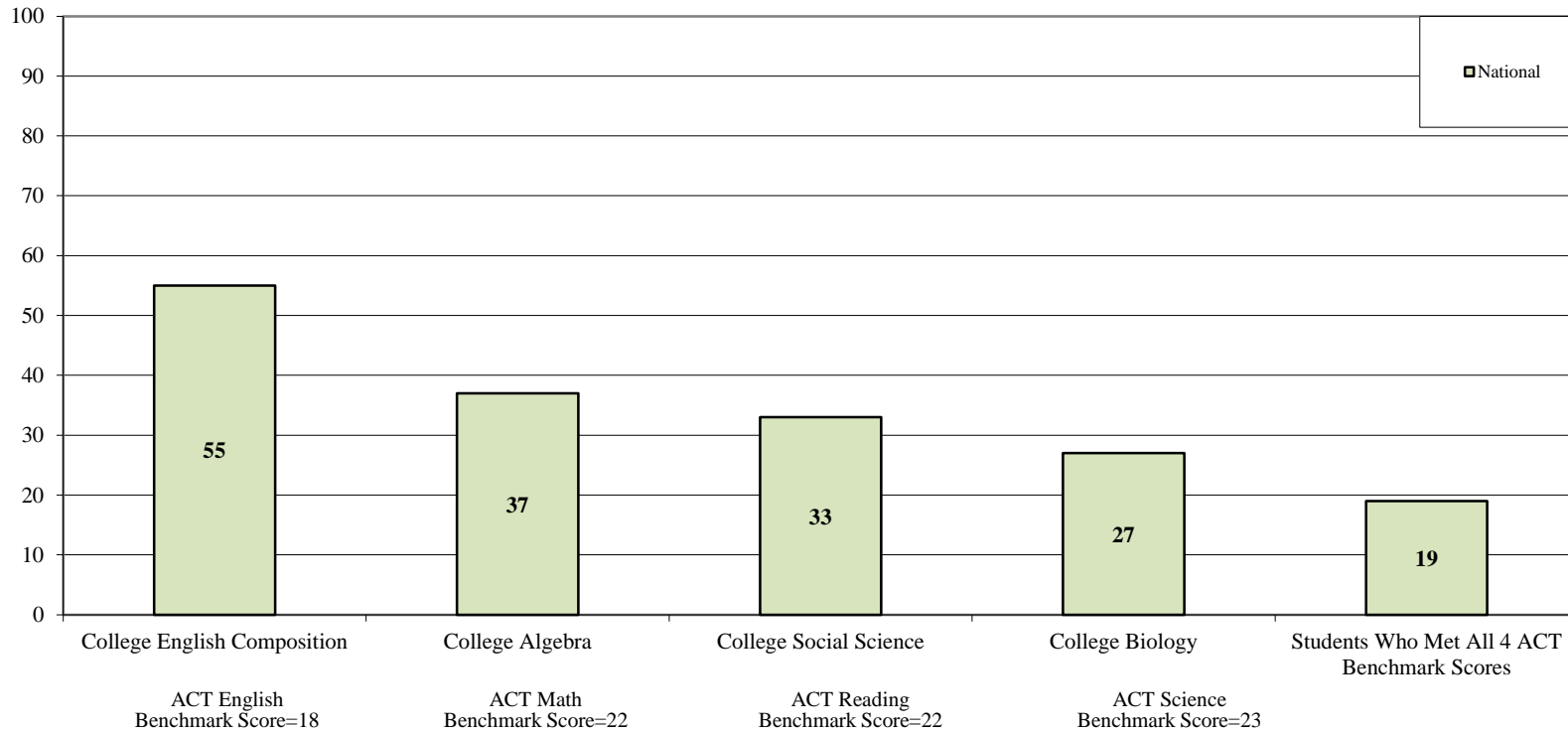
# Section I

## 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	0	.	.	.	.	.
2010	0	.	.	.	.	.
2011	2,244	55	36	39	19	15
2012	4,545	57	41	42	21	17
<b>2013</b>	<b>4,772</b>	<b>55</b>	<b>37</b>	<b>33</b>	<b>27</b>	<b>19</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	0	.	.	.	.	.
2010	0	.	.	.	.	.
2011	2,244	18.6	19.9	19.4	19.5	19.5
2012	4,545	18.9	20.4	19.8	19.7	19.8
<b>2013</b>	<b>4,772</b>	<b>18.6</b>	<b>20.1</b>	<b>19.5</b>	<b>19.5</b>	<b>19.5</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	0	0	.	.	.	.	.	.	.	.	.	.	.	.
2010	0	0	.	.	.	.	.	.	.	.	.	.	.	.
2011	1,751	442	78	20	19.2	16.6	20.4	18.1	19.8	17.9	19.9	17.8	20.0	17.8
2012	3,363	1,029	74	23	19.6	17.2	21.0	18.6	20.3	18.5	20.3	18.3	20.4	18.3
<b>2013</b>	<b>3,388</b>	<b>1,168</b>	<b>71</b>	<b>24</b>	<b>19.6</b>	<b>16.3</b>	<b>21.0</b>	<b>18.2</b>	<b>20.4</b>	<b>17.6</b>	<b>20.3</b>	<b>17.6</b>	<b>20.5</b>	<b>17.5</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>0</b>	.	.	<b>0</b>	.	.	<b>2,244</b>	<b>100</b>	<b>19.5</b>	<b>4,545</b>	<b>100</b>	<b>19.8</b>	<b>4,772</b>	<b>100</b>	<b>19.5</b>
Black/African American	0	.	.	0	.	.	0	0	.	0	0	.	0	0	.
American Indian/Alaska Native	0	.	.	0	.	.	0	0	.	0	0	.	0	0	.
White	0	.	.	0	.	.	0	0	.	0	0	.	0	0	.
Hispanic/Latino	0	.	.	0	.	.	0	0	.	0	0	.	0	0	.
Asian	0	.	.	0	.	.	0	0	.	0	0	.	0	0	.
Native Hawaiian/Other Pacific Islander	0	.	.	0	.	.	2,244	100	19.5	4,545	100	19.8	4,772	100	19.5
Two or more races	0	.	.	0	.	.	0	0	.	0	0	.	0	0	.
Prefer not to respond/No response	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	18%	1%	11%	10%
13-15	17%	18%	18%	13%
16-19	20%	35%	25%	27%
20-23	24%	19%	22%	28%
24-27	13%	19%	13%	16%
28-32	6%	7%	9%	5%
33-36	2%	2%	2%	1%
% At or Above Benchmark	55%	37%	33%	27%

 = 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	4,659	98	18.7	20.2	19.6	19.5	19.6
	Extended Time	113	2	13.9	16.2	16.0	15.9	15.7
	Total	4,772	100	18.6	20.1	19.5	19.5	19.5

**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	55	38	33	28	19
	Extended Time	26	10	16	10	6
	Total	55	37	33	27	19

# 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	7	100	6	100	14	100	10	100	1	100	36
35	23	100	16	100	11	100	12	100	5	100	35
34	27	99	37	100	45	99	15	100	10	100	34
33	41	99	26	99	45	99	16	99	31	100	33
32	32	98	30	98	63	98	21	99	22	99	32
31	50	97	39	98	103	96	26	98	43	99	31
30	45	96	71	97	74	94	41	98	64	98	30
29	67	95	69	95	90	93	53	97	76	96	29
28	92	94	117	94	97	91	84	96	100	95	28
27	108	92	148	91	106	89	104	94	128	93	27
26	114	90	232	88	123	86	124	92	158	90	26
25	171	87	249	83	142	84	235	89	186	87	25
24	246	84	256	78	254	81	313	84	223	83	24
23	211	79	264	73	162	76	248	78	290	78	23
22	263	74	223	67	248	72	351	73	265	72	22
21	326	69	226	63	338	67	377	65	321	66	21
20	328	62	185	58	306	60	357	57	323	60	20
19	226	55	267	54	312	53	379	50	317	53	19
18	234	50	267	48	321	47	347	42	355	46	18
17	193	45	507	43	260	40	263	35	334	39	17
16	305	41	640	32	283	35	313	29	341	32	16
15	342	35	501	19	317	29	225	23	320	25	15
14	238	28	229	8	265	22	188	18	314	18	14
13	210	23	124	3	279	17	187	14	261	11	13
12	202	18	27	1	217	11	170	10	175	6	12
11	209	14	9	1	156	6	150	7	76	2	11
10	184	10	4	1	62	3	82	3	22	1	10
9	132	6	1	1	32	2	45	2	9	1	9
8	86	3	2	1	22	1	22	1	1	1	8
7	37	1	0	1	9	1	9	1	1	1	7
6	12	1	0	1	12	1	2	1	0	1	6
5	8	1	0	1	3	1	1	1	0	1	5
4	1	1	0	1	0	1	1	1	0	1	4
3	1	1	0	1	0	1	1	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	2
1	1	1	0	1	0	1	0	1	0	1	1
Avg (SD)	18.6 (6.1)		20.1 (5.0)		19.5 (5.9)		19.5 (5.2)		19.5 (5.1)		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	69	100	38	100	56	100	85	100	122	100	24	100	18	100	18
17	139	99	23	99	134	99	128	98	154	97	39	99	13	100	17
16	102	96	105	99	169	96	191	96	140	94	83	99	132	99	16
15	155	94	196	97	189	92	267	92	236	91	192	97	193	97	15
14	191	90	242	92	213	89	227	86	226	86	330	93	307	93	14
13	249	86	290	87	317	84	278	81	376	82	460	86	339	86	13
12	275	81	462	81	433	77	320	75	415	74	483	76	559	79	12
11	452	75	468	72	431	68	463	69	403	65	574	66	435	67	11
10	529	66	463	62	450	59	424	59	449	57	709	54	529	58	10
9	461	55	589	52	546	50	459	50	314	47	530	39	838	47	9
8	382	45	510	40	549	38	517	40	507	41	594	28	535	30	8
7	488	37	415	29	520	27	341	30	739	30	293	16	338	18	7
6	403	27	308	20	317	16	389	22	377	14	222	10	221	11	6
5	360	18	301	14	261	9	385	14	187	7	70	5	115	7	5
4	268	11	223	8	97	4	177	6	91	3	98	4	94	4	4
3	185	5	115	3	56	2	83	3	29	1	36	1	52	2	3
2	56	1	18	1	23	1	36	1	6	1	17	1	35	1	2
1	8	1	6	1	11	1	2	1	1	1	18	1	19	1	1
Avg (SD)	9.1 (3.7)		9.4 (3.4)		9.9 (3.5)		9.8 (3.8)		10.1 (3.6)		10.2 (3.0)		10.0 (3.0)		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)	23	24	23	23	23
Q2 (50th Percentile)	18	19	19	20	19
Q1 (25th Percentile)	14	16	15	16	16

**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>4,772</b>	<b>71</b>	<b>20.5</b>	<b>17.5</b>
	Black/African American	0	.	.	.
	American Indian/Alaska Native	0	.	.	.
	White	0	.	.	.
	Hispanic/Latino	0	.	.	.
	Asian	0	.	.	.
	Native Hawaiian/Other Pac. Isl.	4,772	71	20.5	17.5
	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>18.6</b>	<b>20.1</b>	<b>19.5</b>	<b>19.5</b>	<b>19.5</b>
	Black/African American	.	.	.	.	.
	American Indian/Alaska Native	.	.	.	.	.
	White	.	.	.	.	.
	Hispanic/Latino	.	.	.	.	.
	Asian	.	.	.	.	.
	Native Hawaiian/Other Pac. Isl.	18.6	20.1	19.5	19.5	19.5
	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	98	2	85	2	115	2	53	1
	28 to 32	286	6	326	7	427	9	225	5
	24 to 27	639	13	885	19	625	13	776	16
	20 to 23	1,128	24	898	19	1,054	22	1,333	28
	16 to 19	958	20	1,681	35	1,176	25	1,302	27
	13 to 15	790	17	854	18	861	18	600	13
	01 to 12	873	18	43	1	514	11	483	10

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

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Males	2,376	50	18.2	20.4	19.2	19.7	19.5
	Females	2,394	50	18.9	19.7	19.8	19.2	19.5
	Missing	2	0	13.0	18.5	14.5	14.0	15.0

**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	51	40	32	31	20
	Females	58	35	34	24	17

**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>	3,388	62	19.6	44	21.0	38	20.4	32	20.3	22	20.5
	Less than Core	1,168	39	16.3	22	18.2	23	17.6	16	17.6	10	17.5
	Missing <sup>3</sup>	216	22	14.1	13	16.7	14	15.7	9	16.1	6	15.8

<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>	4,316	58	19.0	4,312	40	20.5	4,016	35	19.9	3,975	31	20.0
	Less than Core	282	23	13.8	274	4	15.6	564	24	17.6	604	12	17.1
	Missing <sup>3</sup>	174	23	14.4	186	13	16.9	192	15	16.0	193	9	16.3

<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

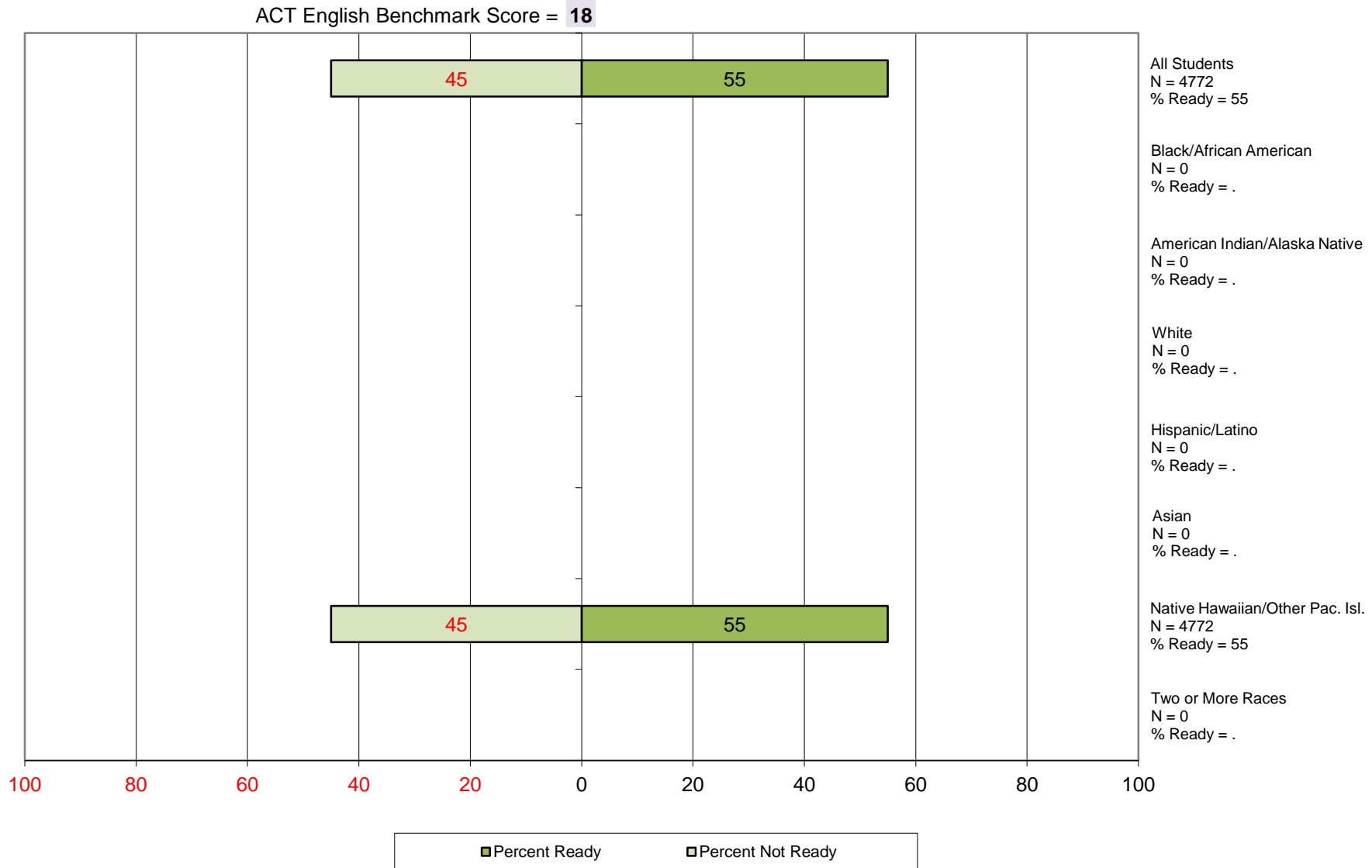


Figure 3.2. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

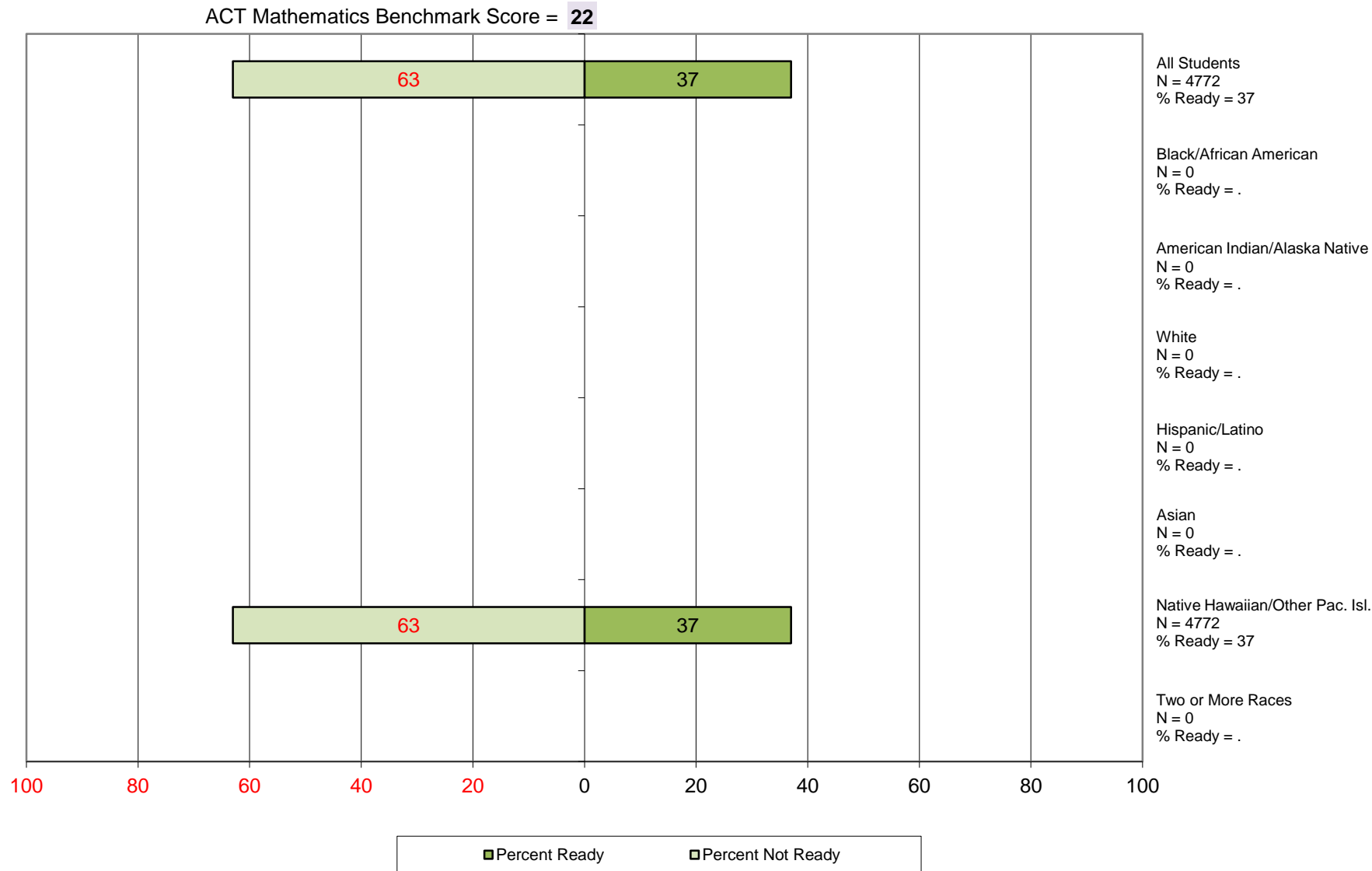


Figure 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

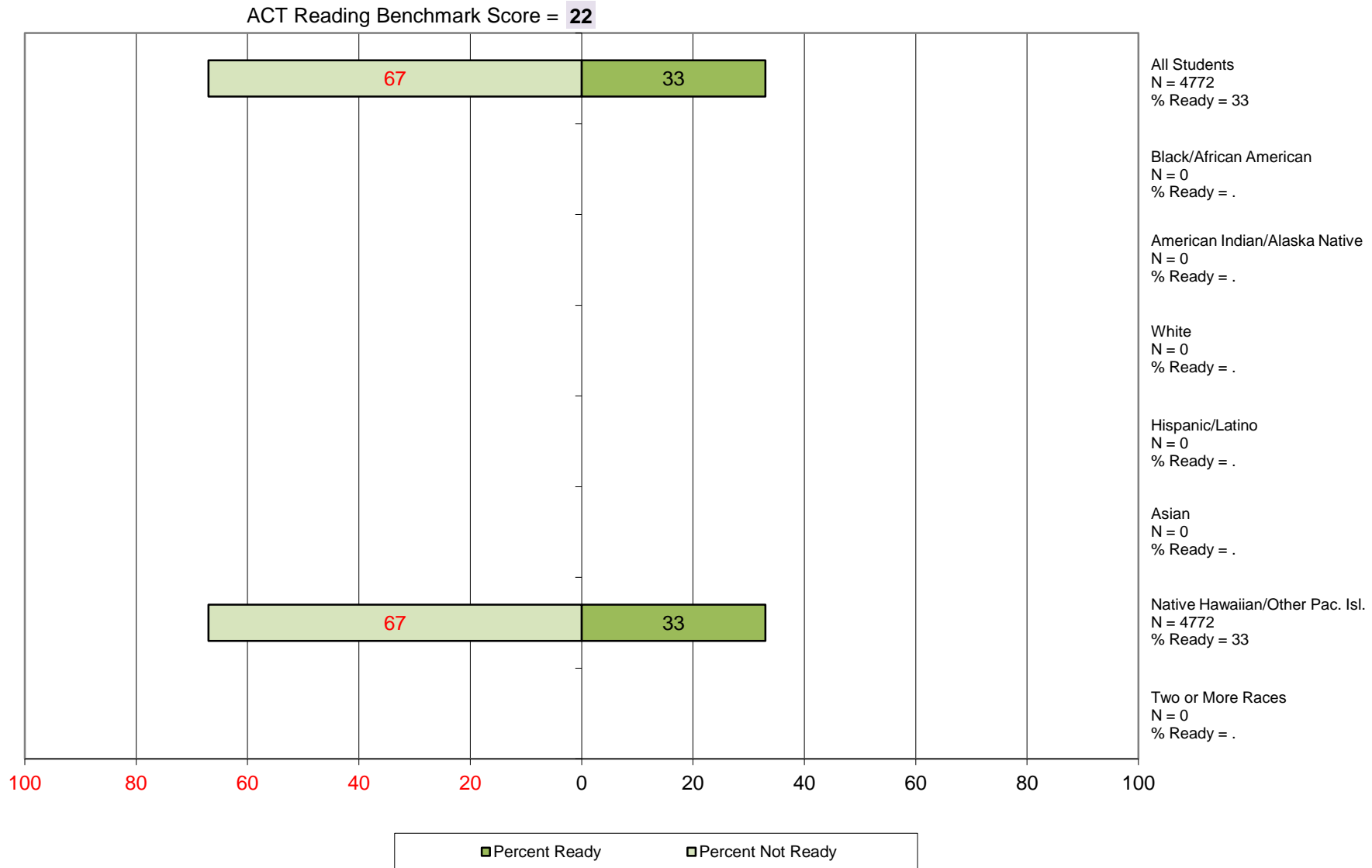


Figure 3.4. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

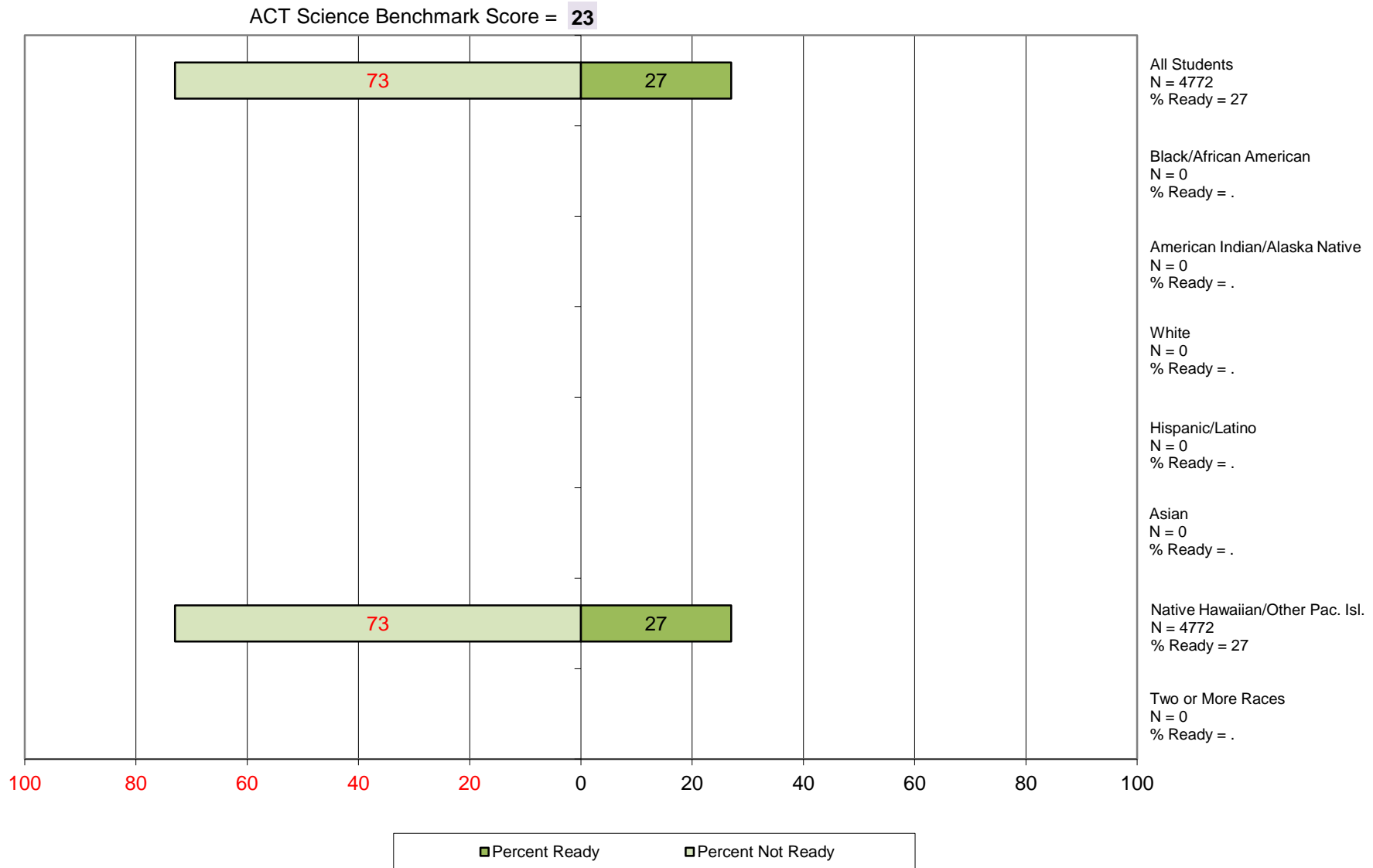
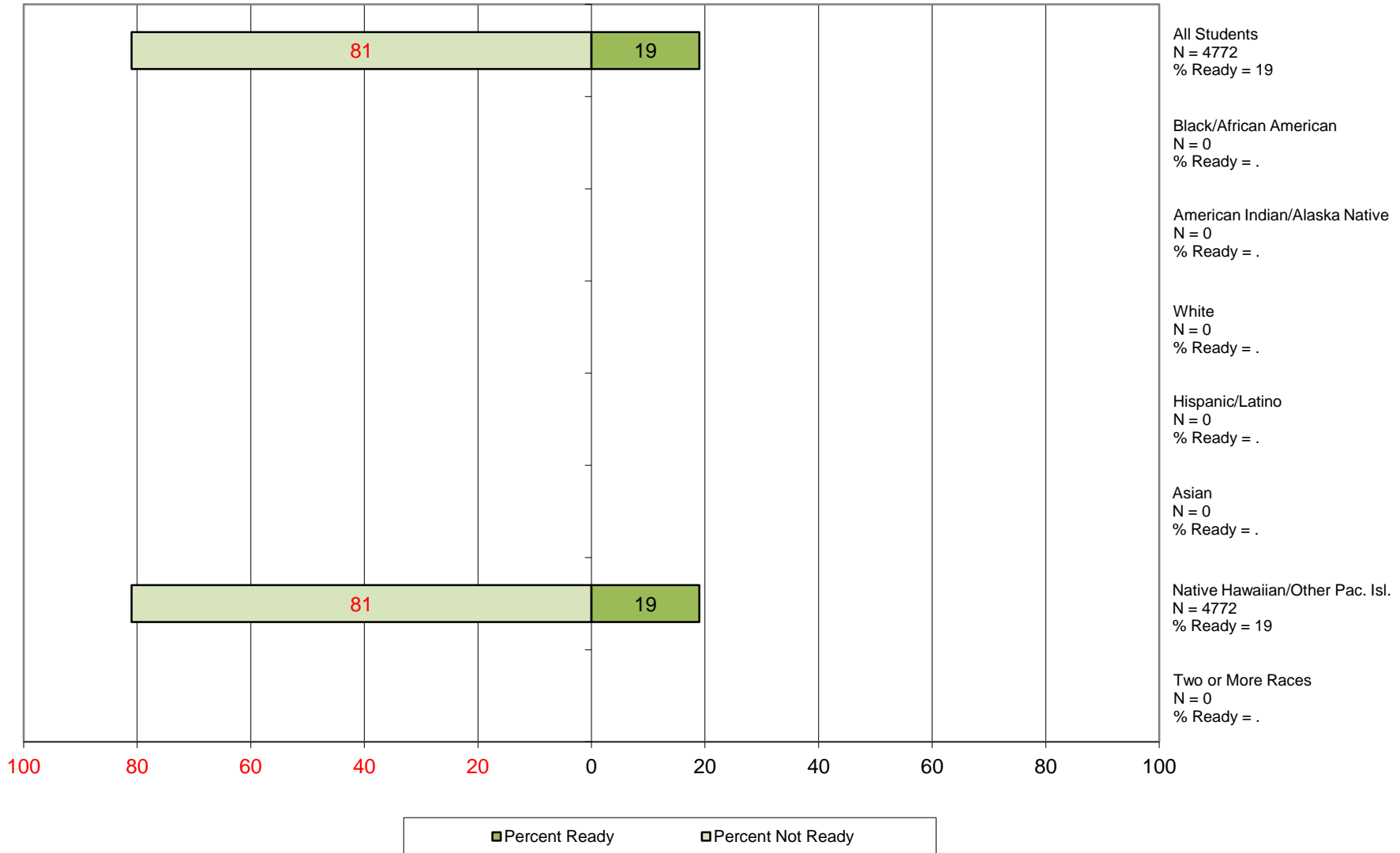


Figure 3.5. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR





**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	966	20	19.5	5.7	427	18	19.1	5.2	539	23	19.9	6.1
Eng 9, Eng 10, Eng 11, Eng 12	3,350	70	18.9	5.1	1,673	70	18.7	4.8	1,675	70	19.1	5.3
Less than 4 years of English	282	6	13.8	-	177	7	13.9	-	105	4	13.8	-
Zero years / no English courses reported	174	4	14.4	-	99	4	13.9	-	75	3	15.1	-
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	344	7	22.8	7.2	176	7	23.7	8.1	168	7	21.9	6.3
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	357	7	21.4	5.8	138	6	21.8	6.2	219	9	21.1	5.5
Alg 1, Alg 2, Geom, & Trig	327	7	18.9	3.3	154	6	19.2	3.6	173	7	18.6	3.0
Alg 1, Alg 2, Geom, & Other Adv Math	758	16	19.2	3.6	313	13	19.4	3.8	445	19	19.1	3.5
Other comb of 4 or more years of Math	1,590	33	22.5	6.9	842	35	23.3	7.7	747	31	21.7	6.1
Alg 1, Alg 2, & Geom	692	15	16.8	1.2	350	15	16.7	1.1	342	14	16.9	1.3
Other comb of 3 or 3.5 years of Math	244	5	19.4	3.8	130	5	19.3	3.7	113	5	19.5	3.9
Less than 3 years of Math	274	6	15.6	-	168	7	15.6	-	106	4	15.6	-
Zero years / no Math courses reported	186	4	16.9	-	105	4	16.5	-	81	3	17.4	-
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	138	3	18.2	0.6	78	3	18.5	1.9	59	2	17.9	-0.9
Other comb of 4 or more years Social Science	2,240	47	20.4	2.8	1,079	45	20.2	3.6	1,161	48	20.6	1.8
US Hist, World Hist, & Am Gov	268	6	18.5	0.9	142	6	18.2	1.6	126	5	18.9	0.1
Other comb of 3 or 3.5 years of Social Science	1,370	29	19.6	2.0	655	28	19.6	3.0	714	30	19.6	0.8
Less than 3 years of Social Science	564	12	17.6	-	313	13	16.6	-	251	10	18.8	-
Zero years / no Social Science courses reported	192	4	16.0	-	109	5	15.7	-	83	3	16.3	-
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>2</sup> , Bio, Chem, & Phys	2,043	43	20.6	3.5	1,056	44	21.2	4.8	987	41	20.0	2.2
Bio, Chem, Phys	499	10	22.0	4.9	261	11	22.9	6.5	237	10	21.1	3.3
Gen Sci <sup>2</sup> , Bio, Chem	1,268	27	18.5	1.4	565	24	18.3	1.9	703	29	18.6	0.8
Other comb of 3 years of Natural Science	165	3	17.3	0.2	85	4	17.8	1.4	80	3	16.7	-1.1
Less than 3 years of Natural Science	604	13	17.1	-	298	13	16.4	-	305	13	17.8	-
Zero years / no Natural Science courses reported	193	4	16.3	-	111	5	15.8	-	82	3	16.8	-

<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	966	20	19.5	63
Eng 9, Eng 10, Eng 11, Eng 12	3,350	70	18.9	57
Less than 4 years of English	282	6	13.8	23
Zero years / no English courses reported	174	4	14.4	23
<b>MATHEMATICS COURSE PATTERN</b>				
Alg 1, Alg 2, Geom, Trig, & Calc	344	7	22.8	61
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	357	7	21.4	51
Alg 1, Alg 2, Geom, & Trig	327	7	18.9	25
Alg 1, Alg 2, Geom, & Other Adv Math	758	16	19.2	28
Other comb of 4 or more years of Math	1,590	33	22.5	58
Alg 1, Alg 2, & Geom	692	15	16.8	8
Other comb of 3 or 3.5 years of Math	244	5	19.4	34
Less than 3 years of Math	274	6	15.6	4
Zero years / no Math courses reported	186	4	16.9	13
<b>SOCIAL SCIENCE COURSE PATTERN</b>				
US Hist, World Hist, Am Gov, & Other Hist	138	3	18.2	24
Other comb of 4 or more years Social Science	2,240	47	20.4	38
US Hist, World Hist, & Am Gov	268	6	18.5	27
Other comb of 3 or 3.5 years of Social Science	1,370	29	19.6	34
Less than 3 years of Social Science	564	12	17.6	24
Zero years / no Social Science courses reported	192	4	16.0	15
<b>NATURAL SCIENCE COURSE PATTERN</b>				
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	2,043	43	20.6	35
Bio, Chem, Phys	499	10	22.0	47
Gen Sci <sup>1</sup> , Bio, Chem	1,268	27	18.5	18
Other comb of 3 years of Natural Science	165	3	17.3	16
Less than 3 years of Natural Science	604	13	17.1	12
Zero years / no Natural Science courses reported	193	4	16.3	9

<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	34	1	17.3	3	1	13.7	28	1	18.0
Architecture	61	1	19.1	1	0	13.0	56	1	18.9
Area, Ethnic, & Multidisciplinary Studies	10	0	17.1	0	0	.	9	0	16.8
Arts: Visual & Performing	337	7	17.9	39	15	14.5	265	7	18.6
Business	420	9	19.6	25	10	16.2	357	9	20.0
Communications	85	2	20.3	1	0	13.0	77	2	20.8
Community, Family, & Personal Services	143	3	16.9	21	8	16.4	116	3	17.0
Computer Science & Mathematics	100	2	21.1	4	2	16.0	84	2	21.4
Education	148	3	18.7	9	4	13.7	126	3	18.9
Engineering	376	8	21.6	21	8	15.0	324	9	22.1
Engineering Technology & Drafting	100	2	19.8	6	2	16.7	83	2	20.0
English & Foreign Languages	40	1	22.7	1	0	21.0	35	1	23.1
Health Administration & Assisting	219	5	17.7	14	5	15.8	182	5	18.0
Health Sciences & Technologies	957	20	20.4	28	11	15.3	867	23	20.6
Philosophy, Religion, & Theology	26	1	18.5	1	0	16.0	20	1	18.8
Repair, Production, & Construction	38	1	17.2	12	5	17.8	19	1	17.1
Sciences: Biological & Physical	292	6	22.5	2	1	17.5	263	7	22.6
Social Sciences & Law	368	8	20.2	11	4	16.5	332	9	20.4
Undecided	648	14	19.5	35	14	16.1	471	12	20.2
No Response	354	7	15.7	18	7	13.2	55	1	16.0

<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	67	16.5	0	.	0	.	0	.	0	.
2-yr College Degree	190	15.1	0	.	0	.	0	.	0	.
Bachelors Degree	2,050	18.7	0	.	0	.	0	.	0	.
Graduate Study	685	21.8	0	.	0	.	0	.	0	.
Prof. Level Degree	1,042	21.9	0	.	0	.	0	.	0	.
Other	95	16.2	0	.	0	.	0	.	0	.
No Response	643	17.9	0	.	0	.	0	.	0	.

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	67	16.5	0	.	67	16.5	0	.	0	.
2-yr College Degree	190	15.1	0	.	190	15.1	0	.	0	.
Bachelors Degree	2,050	18.7	0	.	2,050	18.7	0	.	0	.
Graduate Study	685	21.8	0	.	685	21.8	0	.	0	.
Prof. Level Degree	1,042	21.9	0	.	1,042	21.9	0	.	0	.
Other	95	16.2	0	.	95	16.2	0	.	0	.
No Response	643	17.9	0	.	643	17.9	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
<b>All Students</b>	<b>2,812</b>	<b>19.5</b>	<b>6.9</b>	<b>19.2</b>
Black/African American	0	.	.	.
American Indian/Alaska Native	0	.	.	.
White	0	.	.	.
Hispanic/Latino	0	.	.	.
Asian	0	.	.	.
Native Hawaiian/Other Pac. Isl.	2,812	19.5	6.9	19.2
Two or more races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	1,327	19.5	6.7	18.9
Females	1,483	19.6	7.2	19.5
Missing	2	13.0	5.5	13.0





