



Profile Report - National

Graduating Class 2016

National



New to your 2016 Profile Report

In Fall 2015, ACT introduced additional test scores and indicators to provide students and educators with more insight into critical aspects of college and career readiness. Tables for these new scores and indicators (Writing scores from enhanced design, ELA score, STEM score, Understanding Complex Texts Indicator, and Progress Toward Career Readiness Indicator) are included in this report to describe available data. To determine where the new scores are summarized in this report, please consult the Table of Contents.

- **Writing scores:** Writing scores describe core writing competencies valued by high school and college educators. These competencies are summarized by the writing scores. Writing scores from test events before September 2015 will be reported on the 2-12 scale. Writing scores from test events on or after September 2015 will be reported on the 1-36 scale.
- **ELA:** The English Language Arts (ELA) score is based upon student scores in ACT English, Reading, and Writing, and is intended to represent a measure of students' overall literacy skills. This score utilizes ACT's customary 1-36 scale.
- **STEM:** In response to the national focus on student performance in Science, Technology, Engineering, and Mathematics (STEM), a STEM score was developed to gauge students' overall performance in mathematics and science. This score, driven by ACT Mathematics and Science scores, ranges from 1 to 36. Test scores from previous years have been calculated.
- **Understanding Complex Texts Indicator:** The Understanding Complex Texts indicator represents students' progress toward understanding the complex written material encountered in college and careers. The indicator is reported in three proficiency levels: Below Proficient, Proficient, and Above Proficient.
- **Progress Toward Career Readiness Indicator:** Progress toward career readiness indicator is based upon the ACT Composite score, representing the level at which students perform relative to the National Career Readiness Certificate (NCRC). Symbolizing attainment of workplace employability skills critical to job success, this indicator is reported in four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC.

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This report provides information about the performance of your 2016 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 2016. 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/content/act/en/education-and-career-planning/college-and-career-readiness-standards.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, Biology and STEM. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

26% 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: 2,090,342 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. 69% 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 3.8 reports 5% of the cohort took less than three years of math courses. Of these students, 8% were college ready. 12% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 10% of these students were college ready. In comparison, 50% 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 3.8 reports 12% of the cohort took less than three years of natural science courses. 17% of these students were college ready. In comparison, 41% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 52% 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 319-337-1365 or customerservices@act.org.

Section I

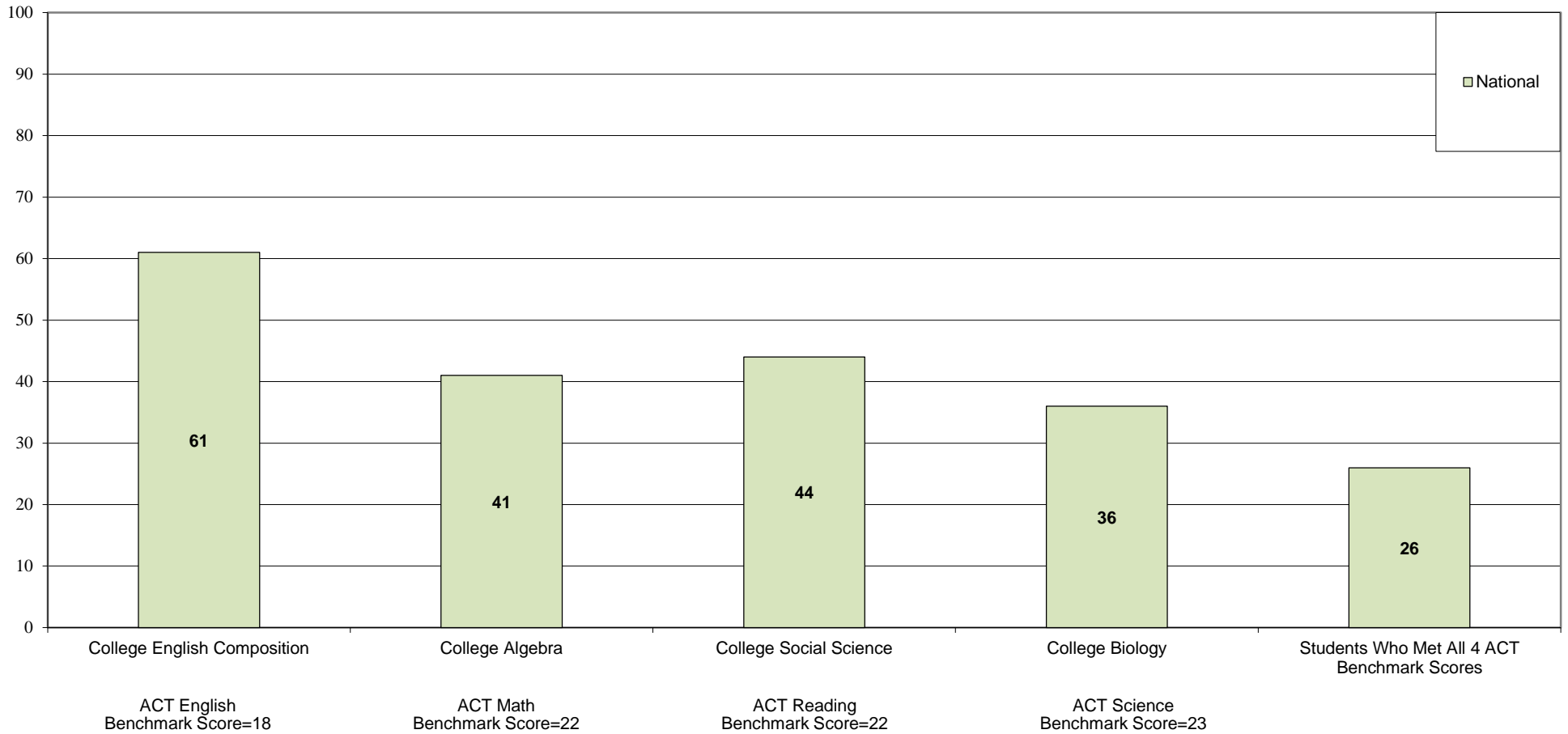
Executive Summary

Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning in August 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 9.

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.

Total Students in Report: 2,090,342

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
2012	1,666,017	67	46	52	31	25
2013	1,799,243	64	44	44	36	26
2014	1,845,787	64	43	44	37	26
2015	1,924,436	64	42	46	38	28
2016	2,090,342	61	41	44	36	26

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
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8

Total Students in Report: 2,090,342

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
2012	1,259,744	355,849	76	21	21.3	18.3	21.8	19.1	22.0	19.4	21.6	19.1	21.8	19.1
2013	1,322,739	396,592	74	22	21.2	17.8	21.7	18.9	22.0	19.0	21.5	18.8	21.7	18.7
2014	1,347,997	405,073	73	22	21.4	17.9	21.7	18.9	22.2	19.2	21.6	18.9	21.8	18.9
2015	1,389,338	424,562	72	22	21.4	18.0	21.7	18.9	22.3	19.3	21.8	19.0	21.9	18.9
2016	1,441,538	483,335	69	23	21.3	17.8	21.5	18.7	22.3	19.2	21.7	18.8	21.9	18.7

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

	2012			2013			2014			2015			2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,666,017	100	21.1	1,799,243	100	20.9	1,845,787	100	21.0	1,924,436	100	21.0	2,090,342	100	20.8
Black/African American	222,237	13	17.0	239,598	13	16.9	241,678	13	17.0	252,566	13	17.1	272,363	13	17.0
American Indian/Alaska Native	13,523	1	18.4	14,217	1	18.0	14,263	1	18.0	14,711	1	17.9	16,183	1	17.7
White	983,148	59	22.4	1,034,712	58	22.2	1,038,435	56	22.3	1,057,803	55	22.4	1,119,398	54	22.2
Hispanic/Latino	234,456	14	18.9	259,741	14	18.8	281,216	15	18.8	299,920	16	18.9	337,280	16	18.7
Asian	68,080	4	23.6	71,677	4	23.5	80,370	4	23.5	87,499	5	23.9	93,493	4	24.0
Native Hawaiian/Other Pacific Islander	4,545	0	19.8	4,772	0	19.5	5,676	0	18.6	6,090	0	18.8	6,797	0	18.6
Two or more races	55,500	3	21.4	64,221	4	21.1	70,013	4	21.2	76,066	4	21.2	85,494	4	21.0
Prefer not to respond/No response	84,528	5	21.3	110,305	6	20.7	114,136	6	20.7	129,781	7	20.6	159,334	8	20.1

Total Students in Report: 2,090,342

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students			Students Meeting STEM Benchmarks	
	Number of Students Tested National	Avg. STEM Score National	Percent Meeting STEM Benchmark National	Avg. Mathematics Score National	Avg. Science Score National
2012	1,666,017	21.3	20	28.7	27.9
2013	1,799,243	21.1	19	28.7	28.0
2014	1,845,787	21.1	20	28.7	28.3
2015	1,924,436	21.1	20	28.7	28.4
2016	2,090,342	20.9	20	28.7	28.6

¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Below Proficient			Text Complexity Proficiency Level Proficient			Above Proficient		
	N National	Percent National	Avg. Reading National	N National	Percent National	Avg. Reading National	N National	Percent National	Avg. Reading National
2012	0	0	.	0	0	.	0	0	.
2013	0	0	.	0	0	.	0	0	.
2014	0	0	.	0	0	.	0	0	.
2015	0	0	.	0	0	.	0	0	.
2016	485,762	23	17.0	322,548	15	23.6	235,380	11	30.3

¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

Total Students in Report: 2,090,342

Table 1.8. 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	1,985,389	95	20.3	20.7	21.4	20.9	21.0
	Extended Time	104,953	5	16.6	18.0	18.9	18.2	18.0
	Total	2,090,342	100	20.1	20.6	21.3	20.8	20.8

Table 1.9. 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	63	42	45	37	27
	Extended Time	39	22	31	23	16
	Total	61	41	44	36	26

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.

Total Students in Report: 2,090,342

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	9,339	100	7,821	100	15,331	100	13,325	100	2,235	100	6,538	100	36
35	40,024	99	16,000	99	29,918	99	16,144	99	10,993	99	12,447	99	35
34	32,988	98	15,890	99	38,376	98	22,085	99	18,746	99	15,980	99	34
33	33,729	96	19,772	98	47,317	96	20,961	98	25,031	98	19,263	98	33
32	28,984	94	18,657	97	55,746	94	23,844	97	31,155	97	24,321	97	32
31	37,138	93	25,694	96	50,387	91	26,924	95	37,243	96	30,500	96	31
30	41,215	91	29,468	95	59,974	89	23,197	94	45,914	94	35,197	95	30
29	36,614	89	47,516	94	50,433	86	37,645	93	52,319	92	44,235	93	29
28	56,690	88	70,846	91	58,535	83	46,187	91	62,419	89	56,872	91	28
27	53,056	85	86,335	88	63,374	81	57,119	89	73,566	86	74,560	88	27
26	70,305	82	104,825	84	73,040	78	72,678	86	84,086	83	95,820	85	26
25	88,891	79	85,768	79	69,316	74	128,413	83	94,878	79	109,577	80	25
24	103,631	75	127,940	75	89,915	71	148,911	77	107,153	74	117,909	75	24
23	107,752	70	98,084	69	126,655	66	117,046	70	115,618	69	118,415	69	23
22	114,249	65	96,189	64	101,459	60	168,698	64	123,550	64	119,042	64	22
21	126,270	59	75,252	59	153,435	56	123,708	56	129,161	58	124,402	58	21
20	124,589	53	81,985	56	101,923	48	168,582	50	132,990	51	136,622	52	20
19	89,793	47	99,866	52	130,466	43	139,915	42	134,244	45	153,605	45	19
18	87,482	43	151,247	47	126,185	37	147,422	35	137,377	39	165,306	38	18
17	84,915	39	194,139	40	98,488	31	97,745	28	134,859	32	160,115	30	17
16	116,473	35	255,956	30	96,744	26	117,325	23	130,615	26	144,062	22	16
15	128,695	29	205,522	18	109,119	22	85,531	18	121,737	19	126,218	16	15
14	113,386	23	101,981	8	99,679	16	88,124	14	109,606	14	97,099	10	14
13	75,194	17	46,157	4	88,339	12	60,743	10	88,378	8	59,473	5	13
12	66,387	14	17,699	1	77,258	7	54,078	7	53,997	4	27,879	2	12
11	74,190	11	5,908	1	37,773	4	37,167	4	21,573	2	9,557	1	11
10	67,616	7	1,929	1	19,809	2	21,670	2	6,774	1	2,961	1	10
9	35,003	4	807	1	10,406	1	12,909	1	2,348	1	1,221	1	9
8	26,315	2	231	1	3,871	1	7,542	1	1,038	1	573	1	8
7	11,284	1	331	1	3,532	1	1,999	1	429	1	276	1	7
6	5,152	1	199	1	1,294	1	948	1	180	1	152	1	6
5	1,652	1	103	1	940	1	896	1	71	1	57	1	5
4	798	1	87	1	792	1	263	1	34	1	44	1	4
3	289	1	54	1	98	1	327	1	18	1	26	1	3
2	177	1	0	1	277	1	87	1	5	1	11	1	2
1	77	1	84	1	138	1	184	1	2	1	7	1	1
Avg (SD)	20.1 (6.8)		20.6 (5.4)		21.3 (6.5)		20.8 (5.6)		20.8 (5.6)		20.9 (5.3)		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.

Total Students in Report: 2,090,342

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	77,943	100	26,540	100	56,402	100	78,825	100	62,805	100	20,850	100	22,634	100	18
17	104,565	96	49,835	99	104,135	97	106,690	96	82,742	97	19,535	99	6,041	99	17
16	79,785	91	96,459	96	133,715	92	133,372	91	87,773	93	55,984	98	77,740	99	16
15	91,829	87	138,917	92	90,350	86	135,592	85	115,388	89	107,149	95	113,656	95	15
14	76,175	83	139,101	85	184,430	82	119,605	78	126,234	83	158,349	90	147,189	89	14
13	128,258	79	138,707	78	131,450	73	124,508	73	182,260	77	182,354	83	162,787	82	13
12	146,769	73	214,246	72	197,529	66	156,871	67	152,433	69	234,051	74	168,776	75	12
11	171,988	66	178,753	62	166,383	57	190,397	59	186,245	61	211,551	63	203,697	67	11
10	209,907	58	196,835	53	200,682	49	179,619	50	137,312	52	268,790	53	281,561	57	10
9	186,890	48	218,171	44	220,780	39	160,137	41	171,673	46	262,046	40	300,673	43	9
8	170,905	39	208,441	33	204,451	29	163,296	34	222,154	38	247,270	27	256,509	29	8
7	161,261	31	137,842	23	172,818	19	158,013	26	276,091	27	122,003	15	117,142	17	7
6	151,861	23	127,382	17	111,639	11	152,556	18	149,592	14	96,156	10	83,587	11	6
5	152,148	16	113,514	10	62,967	6	140,149	11	75,930	7	40,469	5	80,057	7	5
4	95,092	9	68,119	5	29,937	3	56,202	4	40,375	3	28,976	3	17,072	3	4
3	56,316	4	29,614	2	9,292	1	23,518	2	16,979	1	24,642	2	31,242	2	3
2	24,975	1	6,790	1	7,935	1	10,158	1	3,657	1	3,393	1	6,636	1	2
1	3,675	1	1,076	1	5,447	1	834	1	699	1	6,774	1	13,343	1	1
Avg (SD)	9.9 (4.1)		10.3 (3.6)		10.9 (3.6)		10.6 (4.0)		10.4 (3.7)		10.4 (3.1)		10.2 (3.2)		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)	25	25	26	24	25
Q2 (50th Percentile)	20	19	21	21	20
Q1 (25th Percentile)	15	16	16	17	16

Total Students in Report: 2,090,342

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	2,090,342	69	21.9	18.7
	Black/African American	272,363	64	17.8	15.7
	American Indian/Alaska Native	16,183	57	18.9	16.3
	White	1,119,398	73	23.2	20.0
	Hispanic/Latino	337,280	69	19.5	17.3
	Asian	93,493	78	24.7	22.1
	Native Hawaiian/Other Pac. Isl.	6,797	61	20.1	16.6
	Two or More Races	85,494	70	21.9	19.0
	Prefer not/No Response	159,334	48	22.3	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.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
National	All Students	2,090,342	100	20.1	20.6	21.3	20.8	20.8	20.9
	Black/African American	272,363	13	15.8	17.0	17.4	17.2	17.0	17.3
	American Indian/Alaska Native	16,183	1	16.3	17.7	18.2	18.1	17.7	18.2
	White	1,119,398	54	21.9	21.7	22.8	22.1	22.2	22.1
	Hispanic/Latino	337,280	16	17.6	18.8	19.2	18.9	18.7	19.1
	Asian	93,493	4	23.3	25.0	23.7	23.6	24.0	24.6
	Native Hawaiian/Other Pac. Isl.	6,797	0	17.4	18.9	18.9	18.6	18.6	19.0
	Two or More Races	85,494	4	20.4	20.5	21.6	20.9	21.0	21.0
	Prefer not/No Response	159,334	8	19.3	20.0	20.6	20.0	20.1	20.3

Total Students in Report: 2,090,342

Table 2.6. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
National	Males	971,383	68	22.1	18.5
	Females	1,074,049	72	21.7	19.1
	No Response	44,910	28	19.3	16.5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
National	Males	971,383	46	19.8	21.0	21.0	21.1	20.9	21.3
	Females	1,074,049	51	20.6	20.3	21.6	20.6	20.9	20.7
	No Response	44,910	2	16.5	17.9	18.0	17.9	17.7	18.2

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Section III

College and Career 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.

Total Students in Report: 2,090,342

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
National	33 to 36	116,080	6	59,483	3	130,942	6	72,515	3
	28 to 32	200,641	10	192,181	9	275,075	13	157,797	8
	24 to 27	315,883	15	404,868	19	295,645	14	407,121	19
	20 to 23	472,860	23	351,510	17	483,472	23	578,034	28
	16 to 19	378,663	18	701,208	34	451,883	22	502,407	24
	13 to 15	317,275	15	353,660	17	297,137	14	234,398	11
	01 to 12	288,940	14	27,432	1	156,188	7	138,070	7

Table 3.2. 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	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

Total Students in Report: 2,090,342

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

Student Group	N	English	Mathematics	Reading	Science	All Four	STEM
		Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	%	Benchmark=26 %
All Students	2,090,342	61	41	44	36	26	20
Black/African American	272,363	33	13	19	11	6	3
American Indian/Alaska Native	16,183	37	18	25	16	9	6
White	1,119,398	73	50	55	46	34	25
Hispanic/Latino	337,280	46	27	30	21	14	9
Asian	93,493	75	70	59	56	46	44
Native Hawaiian/Other Pac. Isl	6,797	45	29	30	23	16	11
Two or More Races	85,494	64	40	46	36	26	19
Prefer Not to Respond	159,334	55	36	40	32	24	19

Table 3.4. Progress Toward Career Readiness Based On ACT Composite Score¹

Student Group	Progress Toward Career Readiness ²	N		Average	ACT Composite	
		N	%	Composite	Score Range	Cut Point
National	Gold	1,418,678	68	23.7	18-36	25
	Silver	496,817	24	15.6	14-17	17
	Bronze	142,375	7	12.6	12-13	13
	Needs Improvement	32,472	2	10.4	1-11	

¹ Progress Toward Career Readiness is based on research linking ACT Composite scores to ACT NCRC levels. The ACT Composite cut score for each NCRC level corresponds to a 50% chance of obtaining that level. If a student's ACT Composite score surpassed the cut score for an NCRC level, they are categorized as making progress towards the next higher NCRC level.

Attainment of ACT NCRC levels indicates workplace employability skills that are critical to job success.

² Additional information on the ACT NCRC (National Career Readiness Certificate) can be found at www.act.org.

Total Students in Report: 2,090,342

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
National	Core or More ²	1,441,538	69	21.3	48	21.5	51	22.3	43	21.7	32	21.9	24	21.9
	Less than Core	483,335	46	17.8	26	18.7	31	19.2	23	18.8	15	18.7	11	19.0
	Missing ³	165,469	38	16.4	20	17.7	24	18.0	18	17.8	11	17.6	8	18.0

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

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

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
National	Core or More ²	1,821,855	65	20.7	1,834,921	44	21.0	1,707,404	48	21.8	1,679,561	41	21.4
	Less than Core	121,175	34	15.8	101,097	8	16.1	229,685	32	19.2	255,155	17	18.0
	Missing ³	147,312	40	16.6	154,324	20	17.8	153,253	25	18.2	155,626	19	18.0

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.

Total Students in Report: 2,090,342

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores 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	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	1,436,604	69	20.4	63
Less than 4 years of English	121,175	6	15.8	34
Zero years / no English courses reported	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN				
Alg 1, Alg 2, Geom, Trig, & Calc	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	379,347	18	19.3	30
Other comb of 4 or more years of Math	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	107,638	5	19.5	32
Less than 3 years of Math	101,097	5	16.1	8
Zero years / no Math courses reported	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN				
US Hist, World Hist, Am Gov, & Other Hist	51,783	2	22.1	50
Other comb of 4 or more years Social Science	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	555,590	27	21.4	45
Less than 3 years of Social Science	229,685	11	19.2	32
Zero years / no Social Science courses reported	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN				
Gen Sci ¹ , Bio, Chem, & Phys	844,557	40	22.1	46
Bio, Chem, Phys	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	542,380	26	20.0	29
Other comb of 3 years of Natural Science	59,600	3	19.0	23
Less than 3 years of Natural Science	255,155	12	18.0	17
Zero years / no Natural Science courses reported	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 2,090,342

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	385,251	18	21.7	71	162,823	17	21.3	69	220,073	20	22.0	73
Eng 9, Eng 10, Eng 11, Eng 12	1,436,604	69	20.4	63	673,723	69	20.2	62	746,069	69	20.7	65
Less than 4 years of English	121,175	6	15.8	34	65,008	7	15.4	31	52,218	5	16.4	38
Zero years / no English courses reported	147,312	7	16.6	40	69,829	7	16.3	38	55,689	5	17.2	43
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	125,390	6	23.2	63	56,767	6	23.8	67	67,674	6	22.7	60
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	163,212	8	21.6	52	62,351	6	22.0	57	99,600	9	21.3	50
Alg 1, Alg 2, Geom, & Trig	126,596	6	18.9	27	57,011	6	19.2	31	67,883	6	18.7	25
Alg 1, Alg 2, Geom, & Other Adv Math	379,347	18	19.3	30	152,603	16	19.5	33	221,173	21	19.1	28
Other comb of 4 or more years of Math	689,169	33	23.6	64	346,271	36	24.3	68	338,810	32	23.0	60
Alg 1, Alg 2, & Geom	243,569	12	16.8	10	117,819	12	17.0	11	120,618	11	16.7	9
Other comb of 3 or 3.5 years of Math	107,638	5	19.5	32	51,293	5	19.8	34	54,862	5	19.2	30
Less than 3 years of Math	101,097	5	16.1	8	53,506	6	16.2	8	44,969	4	16.1	7
Zero years / no Math courses reported	154,324	7	17.8	20	73,762	8	18.0	21	58,460	5	17.7	19
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	51,783	2	22.1	50	27,188	3	21.8	48	23,977	2	22.5	52
Other comb of 4 or more years Social Science	979,530	47	22.3	51	434,310	45	22.2	51	537,727	50	22.5	52
US Hist, World Hist, & Am Gov	120,501	6	19.6	33	61,656	6	19.4	33	56,262	5	20.0	35
Other comb of 3 or 3.5 years of Social Science	555,590	27	21.4	45	256,050	26	21.3	44	292,838	27	21.6	46
Less than 3 years of Social Science	229,685	11	19.2	32	118,796	12	18.8	30	105,482	10	19.8	35
Zero years / no Social Science courses reported	153,253	7	18.2	25	73,383	8	17.9	24	57,763	5	18.8	28
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	844,557	40	22.1	46	416,561	43	22.6	50	421,437	39	21.6	42
Bio, Chem, Phys	233,024	11	23.0	52	110,682	11	23.7	57	120,371	11	22.4	48
Gen Sci ² , Bio, Chem	542,380	26	20.0	29	217,175	22	19.9	29	317,531	30	20.1	29
Other comb of 3 years of Natural Science	59,600	3	19.0	23	32,950	3	19.4	27	25,566	2	18.6	19
Less than 3 years of Natural Science	255,155	12	18.0	17	119,627	12	17.7	16	130,081	12	18.3	18
Zero years / no Natural Science courses reported	155,626	7	18.0	19	74,388	8	18.1	21	59,063	5	18.0	18

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.

Total Students in Report: 2,090,342

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	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	33,988	2	19.5	5,652	4	16.2	26,141	2	20.3
Architecture	20,969	1	20.5	1,324	1	15.8	17,971	1	20.9
Area, Ethnic, & Multidisciplinary Studies	2,593	0	21.5	209	0	14.6	2,160	0	22.3
Arts: Visual & Performing	125,149	6	20.1	13,149	9	16.4	101,717	6	20.7
Business	195,512	9	21.2	13,159	9	16.6	168,527	11	21.6
Communications	35,734	2	21.4	1,345	1	16.5	32,220	2	21.7
Community, Family, & Personal Services	61,118	3	17.6	12,838	9	16.0	43,491	3	18.3
Computer Science & Mathematics	66,340	3	23.3	3,948	3	17.7	57,651	4	23.7
Education	88,324	4	20.3	3,628	2	15.7	79,953	5	20.6
Engineering	169,106	8	23.5	8,898	6	16.0	148,985	9	24.0
Engineering Technology & Drafting	30,414	1	19.4	5,512	4	16.0	22,436	1	20.5
English & Foreign Languages	20,693	1	23.5	741	1	18.0	18,584	1	23.8
Health Administration & Assisting	60,028	3	18.1	5,979	4	15.8	49,026	3	18.4
Health Sciences & Technologies	358,717	17	20.9	16,126	11	16.6	324,870	20	21.2
Philosophy, Religion, & Theology	7,858	0	21.2	386	0	17.0	6,852	0	21.6
Repair, Production, & Construction	32,154	2	16.8	16,943	12	16.3	12,222	1	17.8
Sciences: Biological & Physical	129,367	6	23.9	1,653	1	17.0	119,618	7	24.0
Social Sciences & Law	151,060	7	21.3	4,568	3	16.4	136,514	9	21.6
Undecided	274,037	13	21.7	15,720	11	16.5	210,437	13	22.3
No Response	220,939	11	17.2	11,127	8	14.4	17,891	1	16.5

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).

Total Students in Report: 2,090,342

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	43,246	16.0	7,456	14.1	564	14.8	22,330	16.9	6,883	15.0
2-yr College Degree	101,982	16.2	16,342	14.4	1,386	15.1	54,675	17.2	16,887	15.3
Bachelors Degree	877,103	20.3	115,237	16.6	6,915	17.9	510,144	21.6	135,877	18.4
Graduate Study	308,180	23.8	27,715	19.0	1,500	20.3	189,537	24.9	41,260	21.4
Prof. Level Degree	415,195	23.2	57,996	19.1	2,725	20.2	206,680	24.7	72,162	20.8
Other	38,815	17.2	5,576	14.9	518	15.3	18,905	18.1	6,970	16.1
No Response	305,821	18.8	42,041	15.4	2,575	15.7	117,127	20.5	57,241	16.8

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	43,246	16.0	1,052	18.1	174	14.5	1,334	16.5	3,453	15.6
2-yr College Degree	101,982	16.2	1,467	16.0	411	14.8	3,606	16.6	7,208	15.7
Bachelors Degree	877,103	20.3	28,647	21.7	2,821	18.4	36,328	20.2	41,134	19.8
Graduate Study	308,180	23.8	17,423	25.8	850	21.3	12,725	23.7	17,170	23.8
Prof. Level Degree	415,195	23.2	30,379	26.3	1,209	21.4	19,627	23.1	24,417	23.7
Other	38,815	17.2	1,396	20.2	160	15.6	1,584	18.0	3,706	17.2
No Response	305,821	18.8	13,129	23.3	1,172	16.5	10,290	19.1	62,246	18.9

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.

Total Students in Report: 2,090,342

Table 5.1. Average ACT Writing and English/Language Arts Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	N National	Average ACT Scores			English / Language Arts National
		Writing National	English National	Reading National	
All Students	519,922	19.3	21.8	22.9	21.3
Black/African American	67,101	16.2	17.6	19.1	17.6
American Indian/Alaska Native	3,056	16.1	17.6	19.3	17.7
White	234,063	20.4	23.9	24.7	23.0
Hispanic/Latino	116,135	17.8	18.8	20.3	19.0
Asian	44,606	21.5	24.5	24.7	23.6
Native Hawaiian/Other Pac. Isl.	1,742	19.3	20.6	21.4	20.4
Two or More Races	21,475	19.9	22.6	23.6	22.0
Prefer not/No Response	31,744	19.9	22.8	23.8	22.2
Males	220,204	18.9	21.9	22.9	21.2
Females	298,512	19.6	21.8	22.8	21.4
No Response	1,206	16.3	16.8	19.0	17.3

¹Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 1-36.

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	N National	Average ACT Scores		
		English National	Writing National	English / Writing Combined National
All Students	754,169	19.6	6.2	18.6
Black/African American	85,940	14.6	5.1	13.9
American Indian/Alaska Native	5,558	15.2	5.0	14.2
White	407,944	21.4	6.5	20.2
Hispanic/Latino	115,338	17.1	6.0	16.5
Asian	30,233	23.2	7.1	22.0
Native Hawaiian/Other Pac. Isl.	3,063	15.9	5.6	15.3
Two or More Races	32,453	19.6	6.2	18.5
Prefer not/No Response	73,640	18.8	6.0	17.7
Males	367,696	19.2	5.9	18.0
Females	356,634	20.3	6.6	19.4
No Response	29,839	16.7	5.5	15.8

¹Results based on students with ACT Writing scores from test events before September 2015. Score scale is 2-12.

