

# ACT Profile Report - Custom

Graduating Class 2012

Custom Report: Southern Association of Independent Schools

Atlanta, GA 30328



ACT, INC. -- CONFIDENTIAL



## Table of Contents

<b>Section I: Executive Summary</b>	<b>Page 5</b>
Percent of Your Students Ready for College-Level Coursework	
Five Year Trends—Percent of Students Meeting College Readiness Benchmarks	
Five Year Trends—Average ACT Scores	
Five Year Trends—Average ACT Scores by Level of Preparation	
Five Year Trends—Percent and Average Composite Score by Race/Ethnicity	
Percent of Students in College Readiness Standards Score Ranges	
<b>Section II: Academic Achievement</b>	<b>Page 11</b>
ACT Score Distributions, Cumulative Percentages, Averages, and Quartile Values	
Average ACT Composite Scores for Race/Ethnicity by Level of Preparation	
Average ACT Scores by Race/Ethnicity	
Percent of Students in College Readiness Standards Score Ranges	
Average ACT Scores by Gender	
Percent of Students Meeting College Readiness Benchmark Scores by Gender	
College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum	
<b>Section III: College Readiness &amp; Impact of Course Rigor</b>	<b>Page 17</b>
Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity	
Average ACT Scores and Average ACT Score Changes by Common Course Patterns	
College Readiness Percents by Common Course Patterns	
<b>Section IV: Career and Educational Aspirations</b>	<b>Page 25</b>
Distribution of Planned Educational Majors for All Students by College Plans	
Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations	
Students' Score Report Preferences at Time of Testing	
<b>Section V: Optional Writing Test Results</b>	<b>Page 29</b>
Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing	

This report provides information about the performance of your 2012 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2012 and tested under standard time conditions.

This report focuses on:

**Performance** - student test performance in the context of college readiness

**Access** - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

**Course Selection** - percent of students pursuing a core curriculum

**Course Rigor** - impact of rigorous coursework on achievement

**College Readiness** - percent of students meeting ACT College Readiness Benchmark Scores in each content area

**Awareness** - extent to which student aspirations match performance

**Articulation** - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

**The ACT is a curriculum-based measure of college readiness. ACT components include:**

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

**The ACT:**

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at [www.act.org/standard/infoserv.html](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 are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to [www.act.org](http://www.act.org)

## How to Improve Scores and Increase College Readiness

49% 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:** 12,358 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. 83% 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 1% of the cohort took less than three years of math courses. Of these students, 57% were college ready. 2% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 30% of these students were college ready. In comparison, 75% 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 2% of the cohort took less than three years of natural science courses. 36% of these students were college ready. In comparison, 55% 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 18% 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).

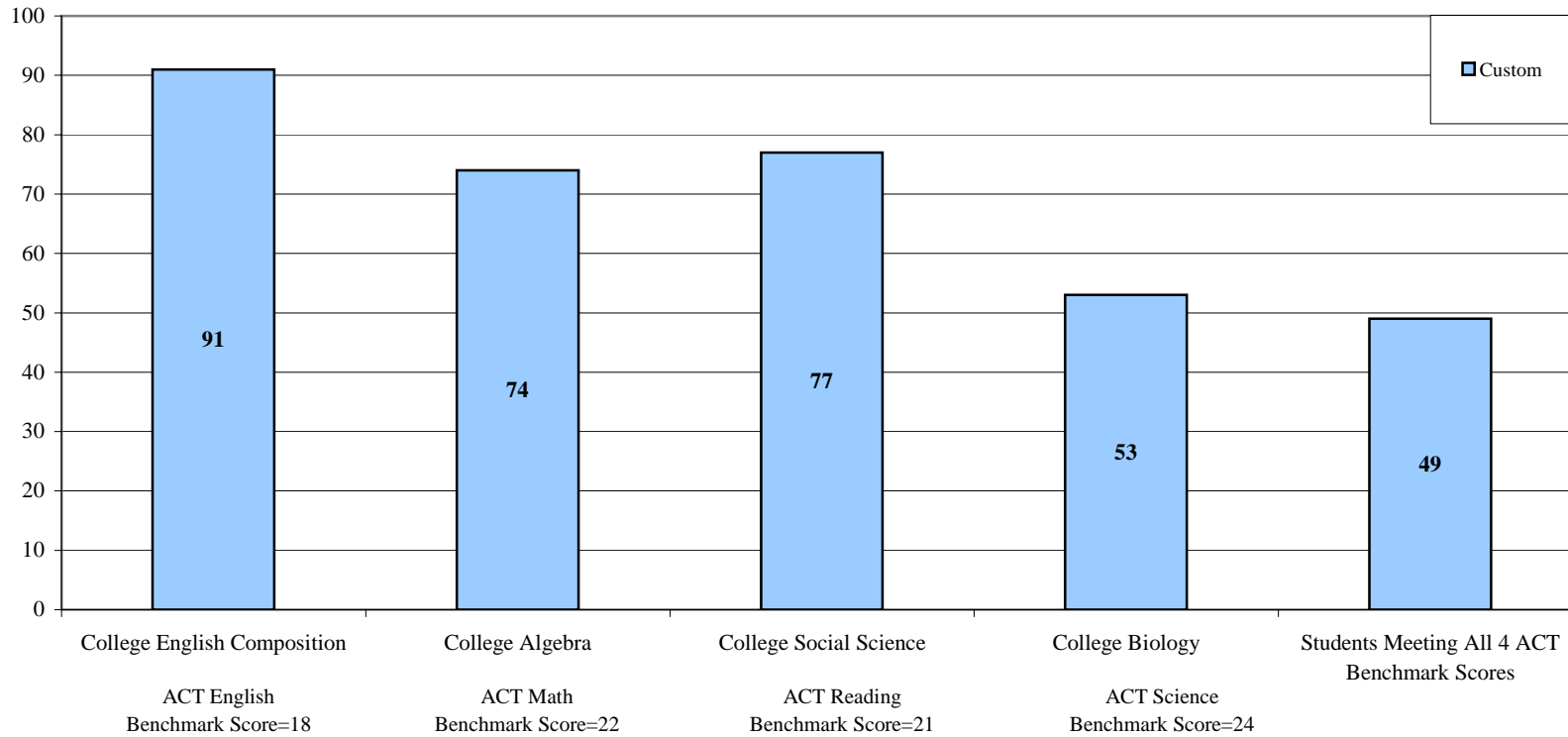
**PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS:** Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic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

# Section I

## Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

**Figure 1.1. Percent of Your Students Ready for College-Level Coursework**



**A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.**



**Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks**

Year	Number of Students Tested Custom	Percent Meeting Benchmarks				
		English Custom	Mathematics Custom	Reading Custom	Science Custom	Meeting All Four Custom
2008	10,980	91	67	76	46	41
2009	11,258	91	69	76	47	42
2010	11,809	91	71	77	51	46
2011	11,927	91	74	77	53	48
<b>2012</b>	<b>12,358</b>	<b>91</b>	<b>74</b>	<b>77</b>	<b>53</b>	<b>49</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
2008	10,980	24.8	24.0	24.7	23.1	24.3
2009	11,258	25.1	24.2	24.8	23.3	24.5
2010	11,809	25.5	24.5	25.1	23.7	24.8
2011	11,927	25.6	24.7	25.1	23.9	25.0
<b>2012</b>	<b>12,358</b>	<b>25.5</b>	<b>24.7</b>	<b>25.0</b>	<b>23.9</b>	<b>24.9</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
2008	7,155	2,338	65	21	24.9	25.0	23.9	24.3	24.7	24.9	23.1	23.4	24.3	24.5
2009	8,990	1,834	80	16	25.3	25.3	24.2	24.4	24.9	24.9	23.4	23.4	24.6	24.6
2010	9,622	1,703	81	14	25.6	25.7	24.4	25.0	25.2	25.3	23.8	24.1	24.9	25.2
2011	9,808	1,648	82	14	25.8	25.9	24.7	25.4	25.3	25.4	23.9	24.2	25.0	25.3
<b>2012</b>	<b>10,302</b>	<b>1,695</b>	<b>83</b>	<b>14</b>	<b>25.6</b>	<b>26.1</b>	<b>24.6</b>	<b>25.6</b>	<b>25.1</b>	<b>25.7</b>	<b>23.9</b>	<b>24.7</b>	<b>24.9</b>	<b>25.6</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.

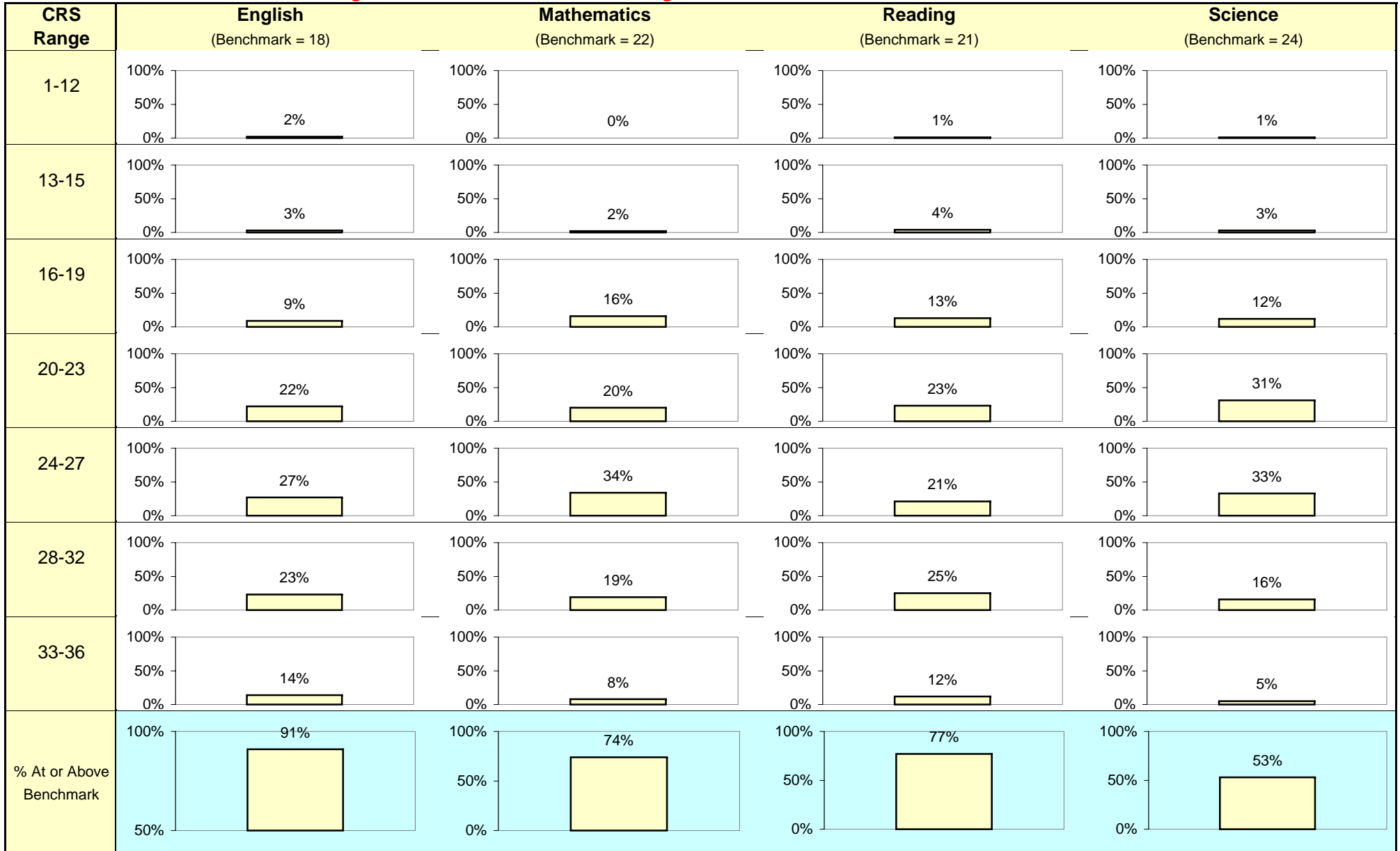
<sup>2</sup>Percent of all students tested. Numbers will not add up to 100% due to student non-response.

**Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity<sup>1</sup>**

	2008			2009			2010			2011			2012		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
<b>All Students</b>	<b>10,980</b>	<b>100</b>	<b>24.3</b>	<b>11,258</b>	<b>100</b>	<b>24.5</b>	<b>11,809</b>	<b>100</b>	<b>24.8</b>	<b>11,927</b>	<b>100</b>	<b>25.0</b>	<b>12,358</b>	<b>100</b>	<b>24.9</b>
Black/African American	499	5	21.1	611	5	21.1	655	6	21.7	745	6	21.4	757	6	21.4
American Indian/Alaska Native	25	0	24.5	28	0	24.2	33	0	23.7	29	0	23.9	35	0	25.1
White	8,334	76	24.3	8,961	80	24.6	9,446	80	25.0	9,361	78	25.2	9,553	77	25.1
Hispanic/Latino	298	3	24.0	402	4	24.4	433	4	25.0	524	4	24.8	592	5	24.7
Asian	293	3	26.0	275	2	26.5	287	2	26.9	426	4	25.6	550	4	25.2
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	7	0	26.7	8	0	25.5
Two or more races	133	1	24.5	148	1	25.2	163	1	25.1	158	1	25.0	229	2	24.7
Prefer not to respond/No response	1,398	13	25.0	833	7	24.9	792	7	24.4	677	6	25.4	634	5	25.8

<sup>1</sup>Refer to the section header on page 5 for a description of race/ethnicity changes.

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



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# Section II

## Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

**Table 2.1. ACT Score Distributions, Cumulative Percentages (CP<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	149	100	105	100	253	100	125	100	20	100	36
35	491	99	218	99	302	98	158	99	97	100	35
34	588	95	333	97	369	96	110	98	261	99	34
33	497	90	387	95	528	93	188	97	311	97	33
32	540	86	335	92	593	88	273	95	468	94	32
31	504	82	305	89	747	83	378	93	522	91	31
30	632	78	419	86	602	77	405	90	670	86	30
29	588	72	539	83	559	73	360	87	692	81	29
28	523	68	736	79	603	68	519	84	857	75	28
27	836	63	943	73	610	63	937	80	841	68	27
26	778	57	1,184	65	566	58	664	72	879	62	26
25	786	50	1,025	55	635	54	1,120	67	953	55	25
24	943	44	1,095	47	837	48	1,346	58	952	47	24
23	723	36	844	38	790	42	1,066	47	923	39	23
22	720	31	652	31	689	35	989	38	851	32	22
21	783	25	361	26	843	30	933	30	775	25	21
20	554	18	584	23	500	23	796	23	591	18	20
19	358	14	473	19	520	19	559	16	483	14	19
18	260	11	535	15	522	15	458	12	386	10	18
17	219	9	467	10	302	10	255	8	270	7	17
16	232	7	509	7	265	8	207	6	228	4	16
15	216	5	235	3	262	6	151	4	149	3	15
14	140	4	48	1	164	4	115	3	82	1	14
13	74	2	19	1	112	2	99	2	60	1	13
12	71	2	6	1	89	1	56	1	27	1	12
11	53	1	1	1	56	1	35	1	4	1	11
10	53	1	0	1	26	1	39	1	4	1	10
9	22	1	0	1	8	1	10	1	0	1	9
8	15	1	0	1	2	1	1	1	2	1	8
7	6	1	0	1	2	1	5	1	0	1	7
6	1	1	0	1	1	1	0	1	0	1	6
5	2	1	0	1	1	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	1	1	0	1	0	1	1	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	25.5 (5.8)		24.7 (5.1)		25.0 (5.9)		23.9 (4.8)		24.9 (4.8)		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 Subtest Score Averages**

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	1,487	100	455	100	741	100	995	100	1,347	100	364	100	453	100	18
17	1,350	88	565	96	1,206	94	1,245	92	1,185	89	180	97	67	96	17
16	1,396	77	1,596	92	1,373	84	1,337	82	801	80	913	96	939	96	16
15	861	66	1,452	79	948	73	1,214	71	1,272	73	1,102	88	1,373	88	15
14	1,363	59	1,754	67	1,079	65	1,235	61	1,309	63	1,895	79	1,743	77	14
13	730	48	1,440	53	1,333	57	1,140	51	1,583	52	2,085	64	1,596	63	13
12	1,159	42	1,471	41	1,397	46	1,045	42	1,345	39	1,396	47	1,806	50	12
11	1,106	32	1,246	29	977	35	881	34	999	28	1,490	36	1,194	35	11
10	1,014	24	719	19	980	27	919	26	794	20	1,358	24	1,203	26	10
9	694	15	730	13	816	19	732	19	507	14	760	13	865	16	9
8	416	10	379	8	658	12	652	13	592	10	451	7	512	9	8
7	354	6	220	4	496	7	342	8	437	5	181	3	300	5	7
6	202	3	139	3	174	3	335	5	127	2	79	1	159	2	6
5	108	2	97	2	102	1	160	2	43	1	64	1	49	1	5
4	60	1	73	1	53	1	75	1	10	1	10	1	68	1	4
3	43	1	18	1	17	1	41	1	3	1	17	1	4	1	3
2	13	1	4	1	8	1	8	1	4	1	3	1	18	1	2
1	2	1	0	1	0	1	2	1	0	1	10	1	9	1	1
Avg (SD)	13.3 (3.5)		12.9 (2.9)		12.8 (3.3)		12.9 (3.5)		13.2 (3.2)		12.4 (2.6)		12.3 (2.8)		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)	30	28	30	27	28
Q2 (50th Percentile)	25	25	25	24	25
Q1 (25th Percentile)	22	21	21	21	22

**Table 2.4. Average ACT Composite Scores for Race/Ethnicity<sup>1</sup> by Level of Preparation**

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More <sup>2</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
Custom	<b>All Students</b>	<b>12,358</b>	<b>83</b>	<b>24.9</b>	<b>25.6</b>
	Black/African American	757	80	21.5	22.5
	American Indian/Alaska Native	35	97	24.9	32.0
	White	9,553	85	25.1	25.8
	Hispanic/Latino	592	81	25.0	25.0
	Asian	550	60	26.3	26.0
	Native Hawaiian/Other Pac. Isl.	8	88	25.9	23.0
	Two or more races	229	80	24.6	25.3
	Prefer not/No Response	634	81	25.9	27.0

<sup>1</sup>Refer to the section header on page 11 for a description of race/ethnicity changes.

<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.

**Table 2.5. Average ACT Scores by Race/Ethnicity<sup>1</sup>**

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
Custom	<b>All Students</b>	25.5	24.7	25.0	23.9	24.9
	Black/African American	21.6	21.4	21.6	20.7	21.4
	American Indian/Alaska Native	25.4	24.9	25.2	24.2	25.1
	White	25.8	24.7	25.4	24.1	25.1
	Hispanic/Latino	25.1	24.7	24.8	23.7	24.7
	Asian	24.2	28.2	23.7	24.2	25.2
	Native Hawaiian/Other Pac. Isl.	25.1	26.3	25.5	24.1	25.5
	Two or more races	25.1	24.6	24.8	23.8	24.7
	Prefer not/No Response	26.4	25.8	25.9	24.6	25.8

<sup>1</sup>Refer to the section header on page 11 for a description of race/ethnicity changes.



**Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges**

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
Custom	33 to 36	1,725	14	1,043	8	1,452	12	581	5
	28 to 32	2,787	23	2,334	19	3,104	25	1,935	16
	24 to 27	3,343	27	4,247	34	2,648	21	4,067	33
	20 to 23	2,780	22	2,441	20	2,822	23	3,784	31
	16 to 19	1,069	9	1,984	16	1,609	13	1,479	12
	13 to 15	430	3	302	2	538	4	365	3
	01 to 12	224	2	7	0	185	1	147	1

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

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
Custom	Males	6,450	52	24.8	25.1	24.7	24.3	24.9
	Females	5,908	48	26.2	24.3	25.4	23.5	25.0
	Missing	0	0	.	.	.	.	.

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

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
Custom	Males	88	75	74	57	52
	Females	94	72	80	49	45

**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
Custom	Core or More <sup>2</sup>	10,302	92	25.6	74	24.6	78	25.1	53	23.9	49	24.9
	Less than Core	1,695	91	26.1	77	25.6	79	25.7	59	24.7	54	25.6
	Missing <sup>3</sup>	361	61	19.9	59	23.1	47	20.3	25	20.4	20	21.0

<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 meet all four subject-area benchmarks.

**Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum**

Student Group	Curriculum Taken <sup>1</sup>	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
Custom	Core or More <sup>2</sup>	11,847	92	25.7	11,930	74	24.7	10,646	77	25.0	11,722	55	24.1
	Less than Core	153	84	23.4	72	57	23.5	1,355	83	26.4	277	36	22.0
	Missing <sup>3</sup>	358	61	19.9	356	59	23.0	357	47	20.4	359	25	20.3

<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.

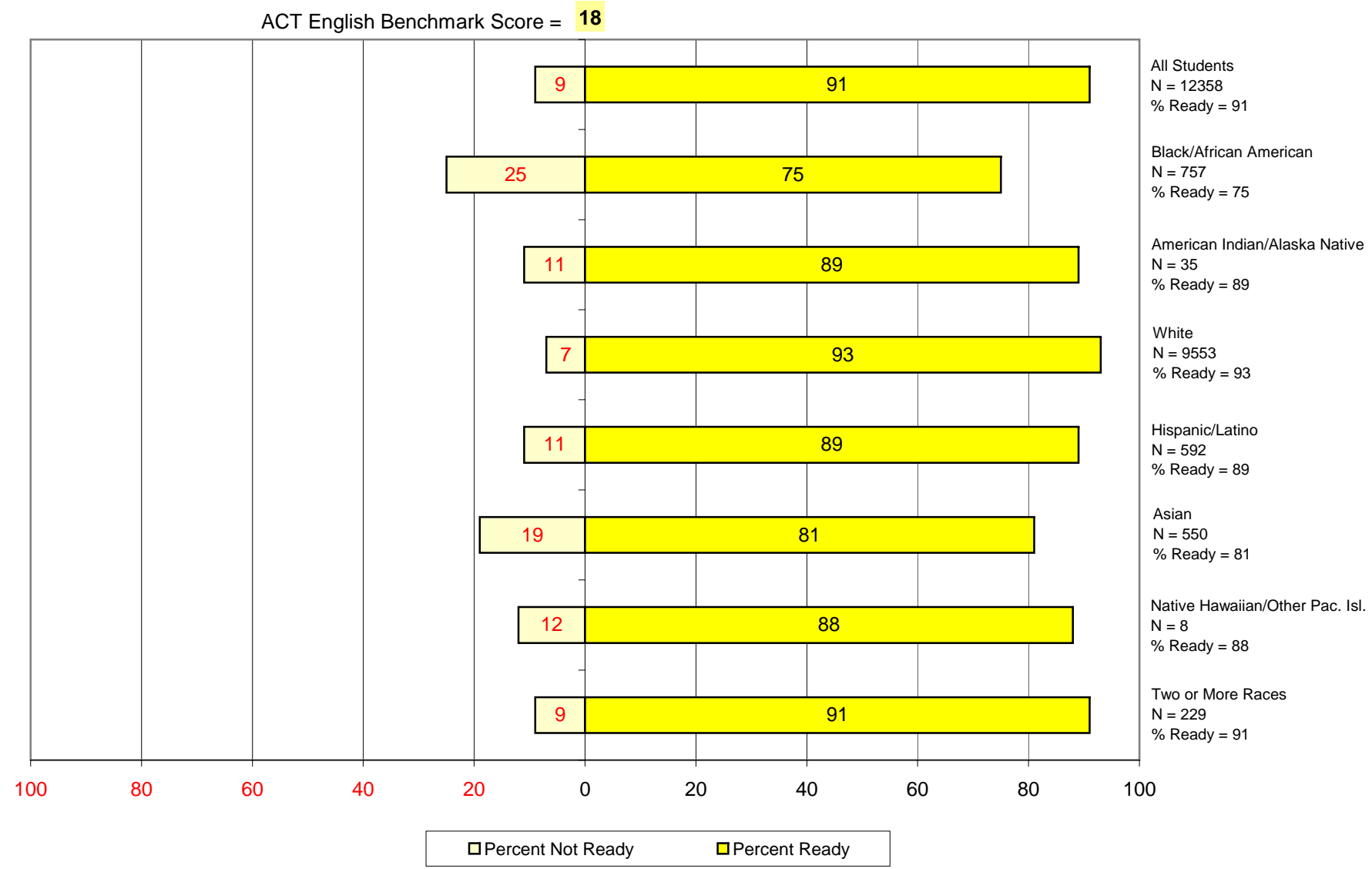
<sup>3</sup> Zero years or no coursework information reported in the specified content area.

# Section III

## College Readiness and the Impact of Course Rigor

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

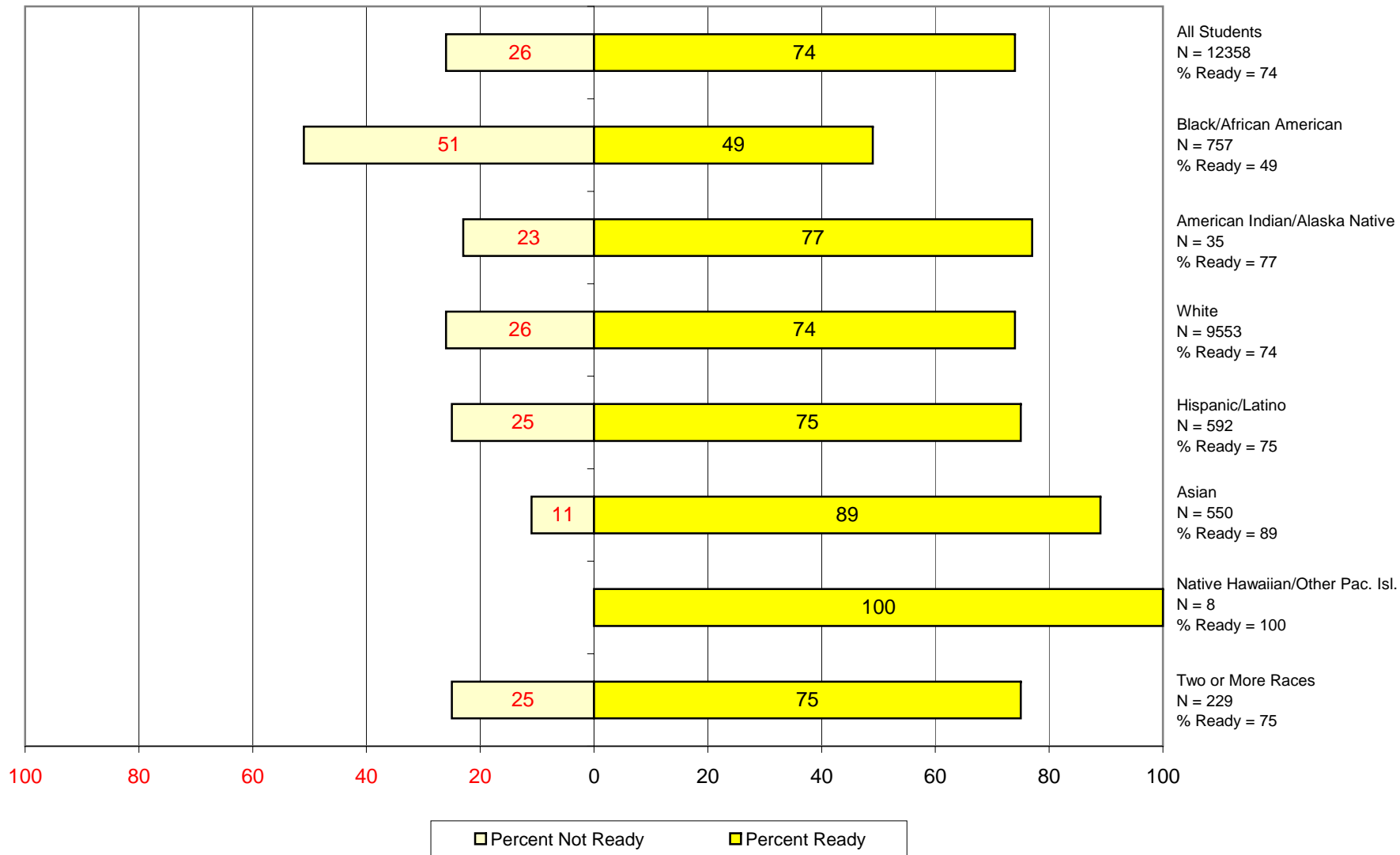
**Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: ENGLISH**



<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

**Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: MATHEMATICS**

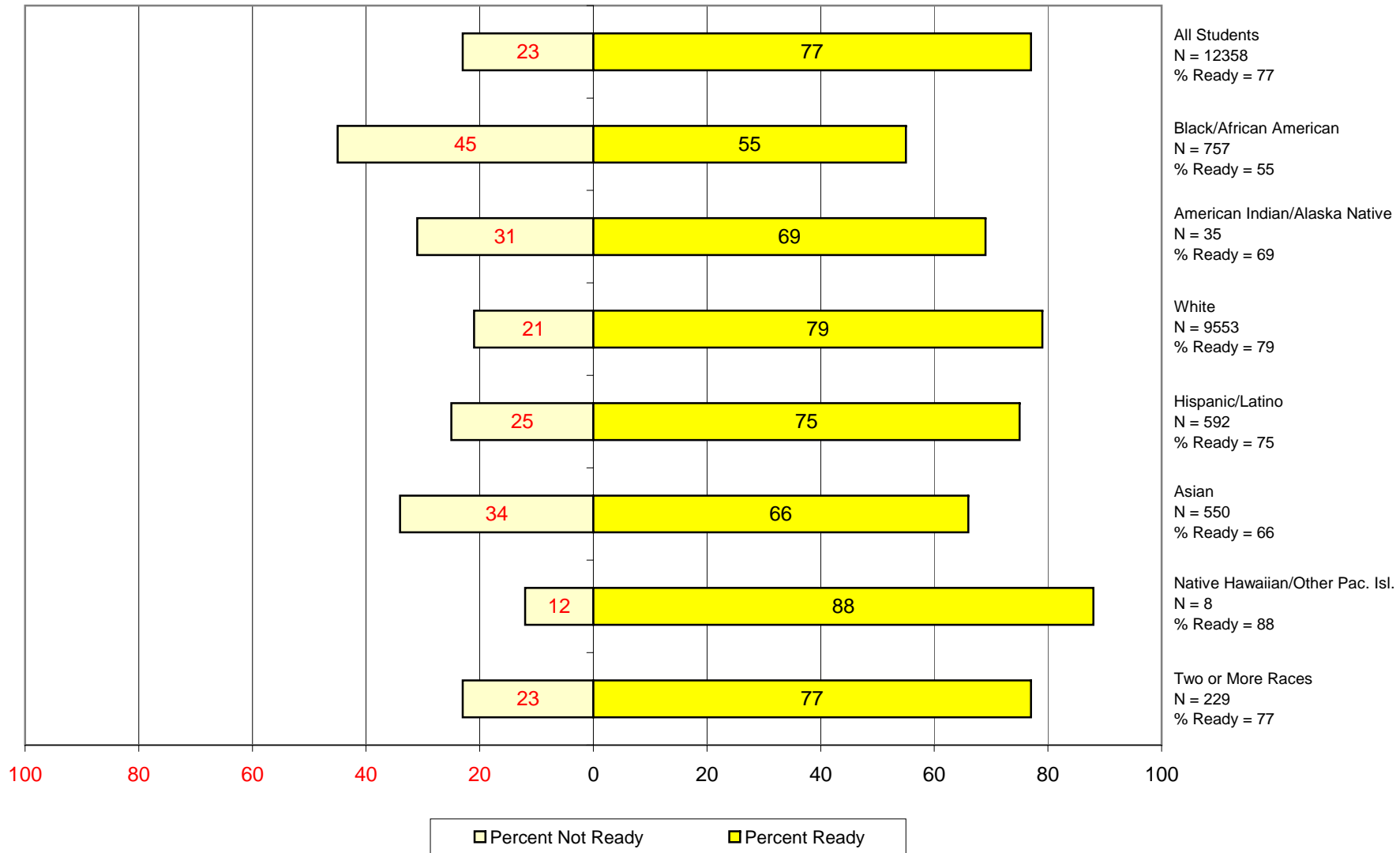
ACT Mathematics Benchmark Score = **22**



<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

**Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: READING**

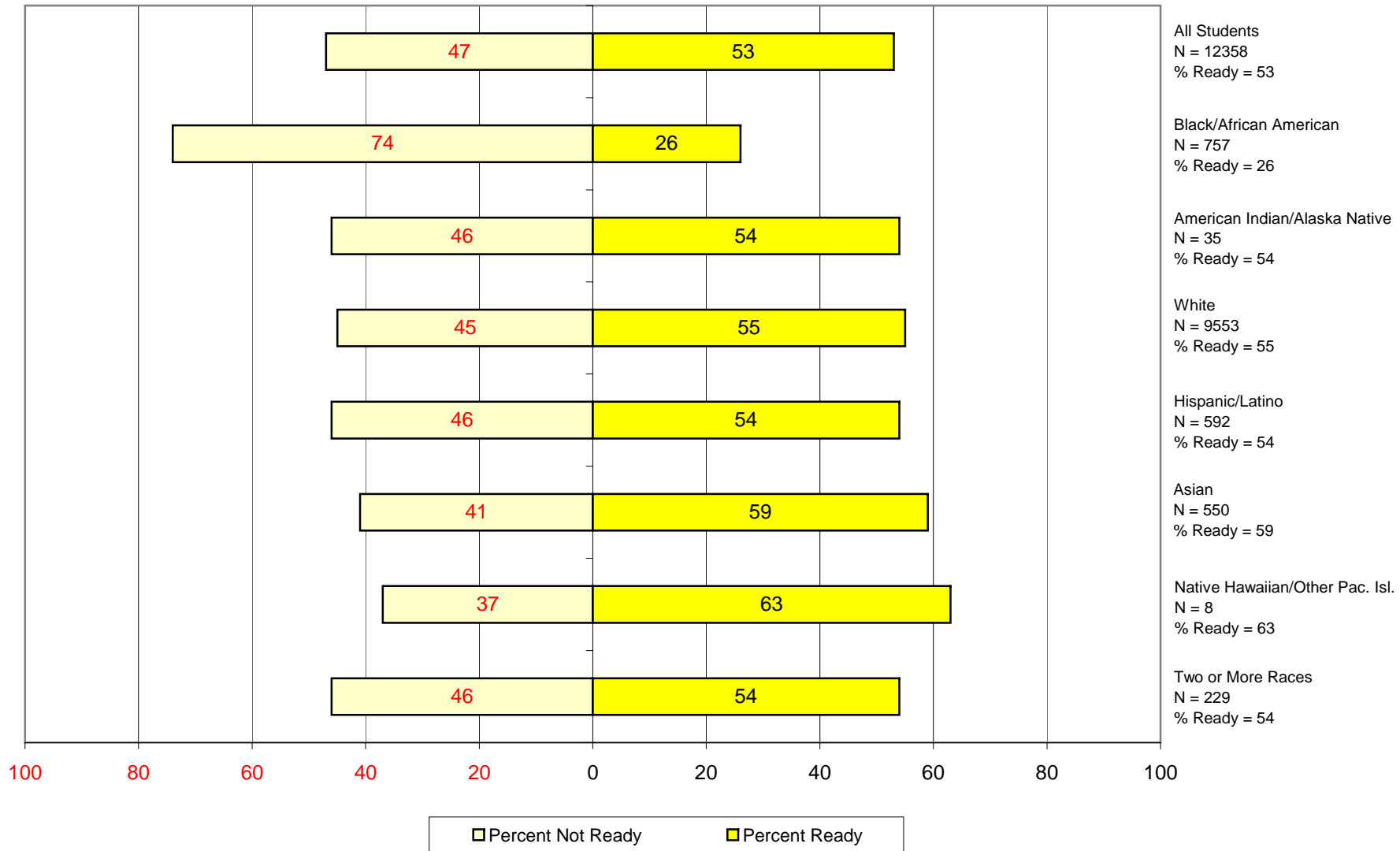
ACT Reading Benchmark Score = 21



<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

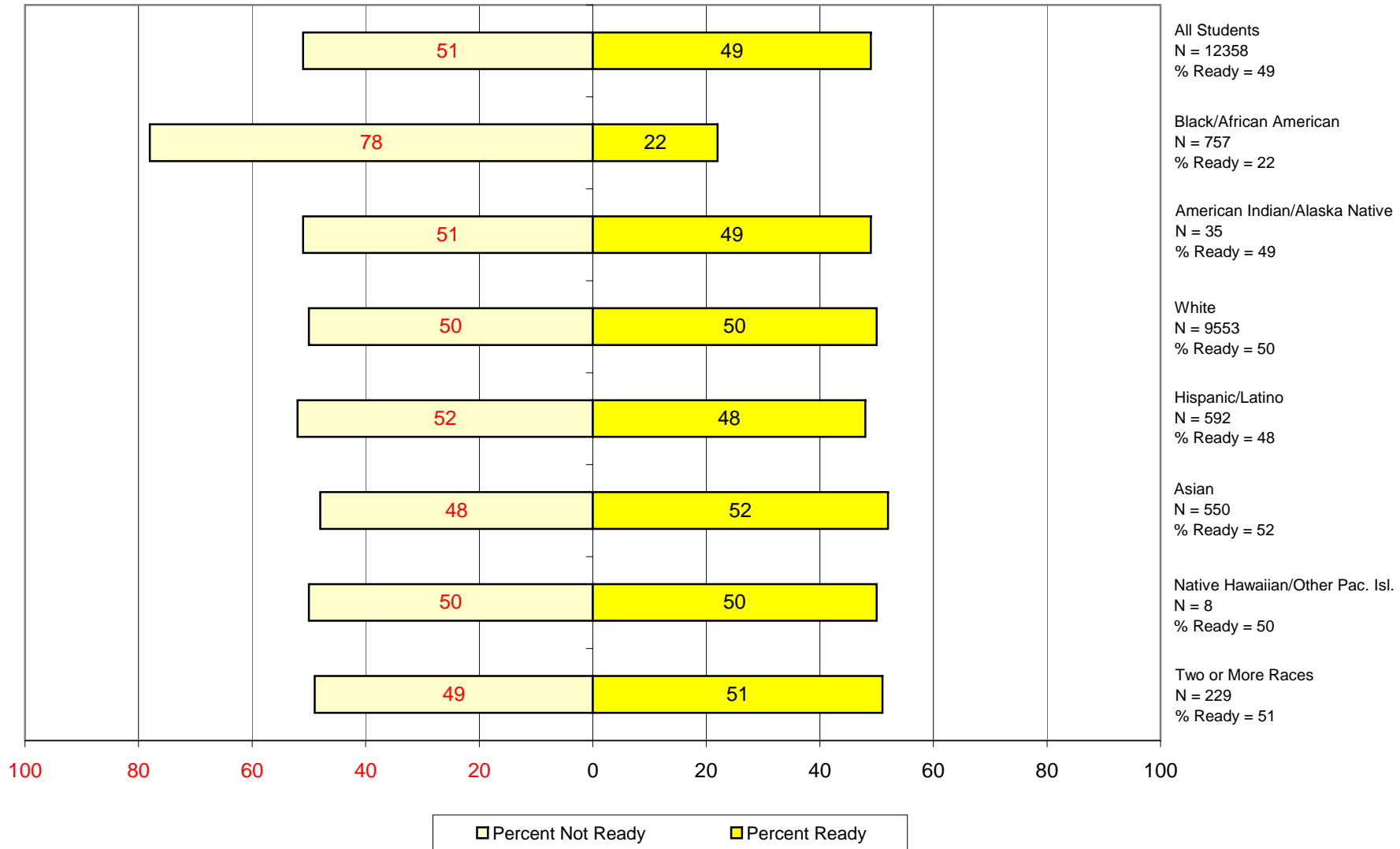
**Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: SCIENCE**

ACT Science Benchmark Score = **24**



<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

**Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: ALL FOUR**



<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.



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

Course Pattern	All Students				Males				Females			
	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	2,877	23	26.1	2.7	1,475	23	25.5	3.0	1,402	24	26.7	2.3
Eng 9, Eng 10, Eng 11, Eng 12	8,970	73	25.6	2.2	4,664	72	24.9	2.4	4,306	73	26.2	1.8
Less than 4 years of English	153	1	23.4	-	84	1	22.5	-	69	1	24.4	-
Zero years / no English courses reported	358	3	19.9	-	227	4	19.4	-	131	2	20.6	-
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	1,138	9	26.4	2.9	589	9	26.8	3.2	549	9	26.1	2.7
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,163	9	23.0	-0.5	506	8	23.2	-0.4	657	11	22.9	-0.5
Alg 1, Alg 2, Geom, & Trig	551	4	21.2	-2.3	285	4	21.1	-2.5	266	5	21.4	-2.0
Alg 1, Alg 2, Geom, & Other Adv Math	1,633	13	21.8	-1.7	713	11	21.9	-1.7	920	16	21.7	-1.7
Other comb of 4 or more years of Math	6,620	54	26.0	2.5	3,654	57	26.4	2.8	2,966	50	25.5	2.1
Alg 1, Alg 2, & Geom	271	2	19.4	-4.1	166	3	19.4	-4.2	105	2	19.3	-4.1
Other comb of 3 or 3.5 years of Math	554	4	24.2	0.7	269	4	24.0	0.4	285	5	24.3	0.9
Less than 3 years of Math	72	1	23.5	-	43	1	23.6	-	29	0	23.4	-
Zero years / no Math courses reported	356	3	23.0	-	225	3	23.3	-	131	2	22.6	-
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	655	5	26.4	0.0	314	5	26.3	0.3	341	6	26.5	-0.4
Other comb of 4 or more years Social Science	6,975	56	24.7	-1.7	3,636	56	24.5	-1.5	3,339	57	25.0	-1.9
US Hist, World Hist, & Am Gov	233	2	25.3	-1.1	107	2	24.7	-1.3	126	2	25.8	-1.1
Other comb of 3 or 3.5 years of Social Science	2,783	23	25.4	-1.0	1,476	23	25.0	-1.0	1,307	22	25.8	-1.1
Less than 3 years of Social Science	1,355	11	26.4	-	691	11	26.0	-	664	11	26.9	-
Zero years / no Social Science courses reported	357	3	20.4	-	226	4	20.0	-	131	2	20.9	-
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>2</sup> , Bio, Chem, & Phys	8,077	65	24.4	2.4	4,396	68	24.8	3.4	3,681	62	23.9	1.5
Bio, Chem, Phys	1,410	11	25.7	3.7	721	11	26.3	4.9	689	12	25.0	2.6
Gen Sci <sup>2</sup> , Bio, Chem	2,181	18	21.8	-0.2	945	15	21.7	0.3	1,236	21	21.9	-0.5
Other comb of 3 years of Natural Science	54	0	21.5	-0.5	38	1	21.1	-0.3	16	0	22.6	0.2
Less than 3 years of Natural Science	277	2	22.0	-	122	2	21.4	-	155	3	22.4	-
Zero years / no Natural Science courses reported	359	3	20.3	-	228	4	20.3	-	131	2	20.4	-

<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	Custom			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
<b>ENGLISH COURSE PATTERN</b>				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,877	23	26.1	93
Eng 9, Eng 10, Eng 11, Eng 12	8,970	73	25.6	92
Less than 4 years of English	153	1	23.4	84
Zero years / no English courses reported	358	3	19.9	61
<b>MATHEMATICS COURSE PATTERN</b>				
Alg 1, Alg 2, Geom, Trig, & Calc	1,138	9	26.4	88
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,163	9	23.0	68
Alg 1, Alg 2, Geom, & Trig	551	4	21.2	49
Alg 1, Alg 2, Geom, & Other Adv Math	1,633	13	21.8	56
Other comb of 4 or more years of Math	6,620	54	26.0	82
Alg 1, Alg 2, & Geom	271	2	19.4	30
Other comb of 3 or 3.5 years of Math	554	4	24.2	73
Less than 3 years of Math	72	1	23.5	57
Zero years / no Math courses reported	356	3	23.0	59
<b>SOCIAL SCIENCE COURSE PATTERN</b>				
US Hist, World Hist, Am Gov, & Other Hist	655	5	26.4	85
Other comb of 4 or more years Social Science	6,975	56	24.7	76
US Hist, World Hist, & Am Gov	233	2	25.3	76
Other comb of 3 or 3.5 years of Social Science	2,783	23	25.4	80
Less than 3 years of Social Science	1,355	11	26.4	83
Zero years / no Social Science courses reported	357	3	20.4	47
<b>NATURAL SCIENCE COURSE PATTERN</b>				
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	8,077	65	24.4	58
Bio, Chem, Phys	1,410	11	25.7	69
Gen Sci <sup>1</sup> , Bio, Chem	2,181	18	21.8	34
Other comb of 3 years of Natural Science	54	0	21.5	30
Less than 3 years of Natural Science	277	2	22.0	36
Zero years / no Natural Science courses reported	359	3	20.3	25

<sup>1</sup>Includes General, Physical and Earth Sciences.

# Section IV

## Career and Educational Aspirations

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

Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

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

Planned Educational Major <sup>1</sup>	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N <sup>2</sup>	Percent <sup>3</sup>	Avg ACT Comp	N	Percent <sup>3</sup>	Avg ACT Comp	N	Percent <sup>3</sup>	Avg ACT Comp
Agriculture & Natural Resources Conservation	149	1	21.9	2	2	15.5	131	1	21.7
Architecture	174	1	24.6	1	1	20.0	147	1	24.6
Area, Ethnic, & Multidisciplinary Studies	34	0	26.6	0	0	.	28	0	26.5
Arts: Visual & Performing	615	5	24.5	2	2	19.0	535	5	24.5
Business	1,562	13	24.0	27	25	20.7	1,335	13	24.0
Communications	377	3	24.8	2	2	22.5	329	3	24.7
Community, Family, & Personal Services	82	1	22.0	5	5	15.0	71	1	22.4
Computer Science & Mathematics	214	2	26.3	1	1	22.0	191	2	26.2
Education	417	3	22.4	4	4	20.0	378	4	22.4
Engineering	980	8	26.6	3	3	21.7	884	9	26.6
Engineering Technology & Drafting	103	1	23.6	4	4	18.5	95	1	23.7
English & Foreign Languages	231	2	27.3	0	0	.	199	2	27.2
Health Administration & Assisting	155	1	22.1	5	5	16.2	138	1	22.4
Health Sciences & Technologies	1,794	15	24.7	11	10	18.1	1,649	16	24.7
Philosophy, Religion, & Theology	64	1	26.2	0	0	.	49	0	25.4
Repair, Production, & Construction	27	0	18.2	15	14	15.3	11	0	22.6
Sciences: Biological & Physical	1,067	9	26.6	2	2	16.5	972	9	26.6
Social Sciences & Law	870	7	25.7	3	3	23.3	767	7	25.6
Undecided	2,968	24	25.2	23	21	20.0	2,276	22	25.1
No Response	475	4	22.0	0	0	.	58	1	23.7

<sup>1</sup>Refer to the section header on page 25 for a description of educational major changes.

<sup>2</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>3</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<sup>1</sup> 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	60	20.2	1	16.0	0	.	46	19.8	4	25.5
2-yr College Degree	50	17.3	4	15.3	0	.	42	17.6	0	.
Bachelors Degree	3,779	22.7	185	19.1	12	21.7	3,196	23.0	128	22.1
Graduate Study	3,006	25.7	153	22.0	5	25.2	2,423	25.9	157	25.8
Prof. Level Degree	3,458	26.9	292	23.2	13	28.0	2,485	27.2	187	25.7
Other	101	23.4	6	22.0	0	.	71	23.5	5	23.4
No Response	1,904	24.9	116	20.1	5	25.6	1,290	25.6	111	24.4

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	60	20.2	4	18.5	0	.	0	.	5	22.2
2-yr College Degree	50	17.3	1	22.0	0	.	0	.	3	14.3
Bachelors Degree	3,779	22.7	76	23.1	3	23.3	64	21.5	115	22.7
Graduate Study	3,006	25.7	82	25.6	1	27.0	46	25.5	139	25.8
Prof. Level Degree	3,458	26.9	201	28.4	4	26.8	80	26.9	196	28.2
Other	101	23.4	11	22.4	0	.	3	24.7	5	25.4
No Response	1,904	24.9	175	22.7	0	.	36	24.7	171	25.6

<sup>1</sup>Refer to the section header on page 25 for a description of race/ethnicity changes.

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

# Section V

## Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

**Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity<sup>1</sup> and Gender for students who took ACT Writing**

	N Custom	Average ACT Scores		
		English Custom	Writing Custom	English/Writing Combined Custom
<b>All Students</b>	<b>8,449</b>	<b>26.3</b>	<b>7.5</b>	<b>24.7</b>
Black/African American	504	22.7	7.1	21.6
American Indian/Alaska Native	24	26.5	7.8	24.9
White	6,261	26.7	7.6	25.0
Hispanic/Latino	505	25.4	7.7	24.2
Asian	478	24.6	7.5	23.4
Native Hawaiian/Other Pac. Isl.	8	25.1	7.5	23.9
Two or more races	176	25.9	7.5	24.4
Prefer not/No Response	493	27.4	7.8	25.7
Males	4,310	25.8	7.4	24.1
Females	4,139	26.8	7.7	25.3
Missing	0	.	.	.

<sup>1</sup>Refer to the section header on page 29 for a description of race/ethnicity changes.





