

ACT High School Profile Report

The Graduating Class of 2007
New Jersey



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This report provides information about the performance of your 2007 graduating seniors who took the ACT as sophomores, juniors, or seniors.

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, the graduating class data for a school, district, state, and the nation 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, state, or the nation.

Further, 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.

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

How to Improve Scores and Increase College Readiness

29% of 2007 graduates 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. 11,132 ACT-tested graduates 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. 27% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES. Table 3.2 reports 8% of the cohort took less than three years of math courses. Of these students, 39% were college ready. 12% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 17% of these students were college ready. In comparison, 64% of the students who advanced beyond minimum core 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 11% of the cohort took less than three years of natural science courses. 19% of these students were college ready. In comparison, 35% 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 35% 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.

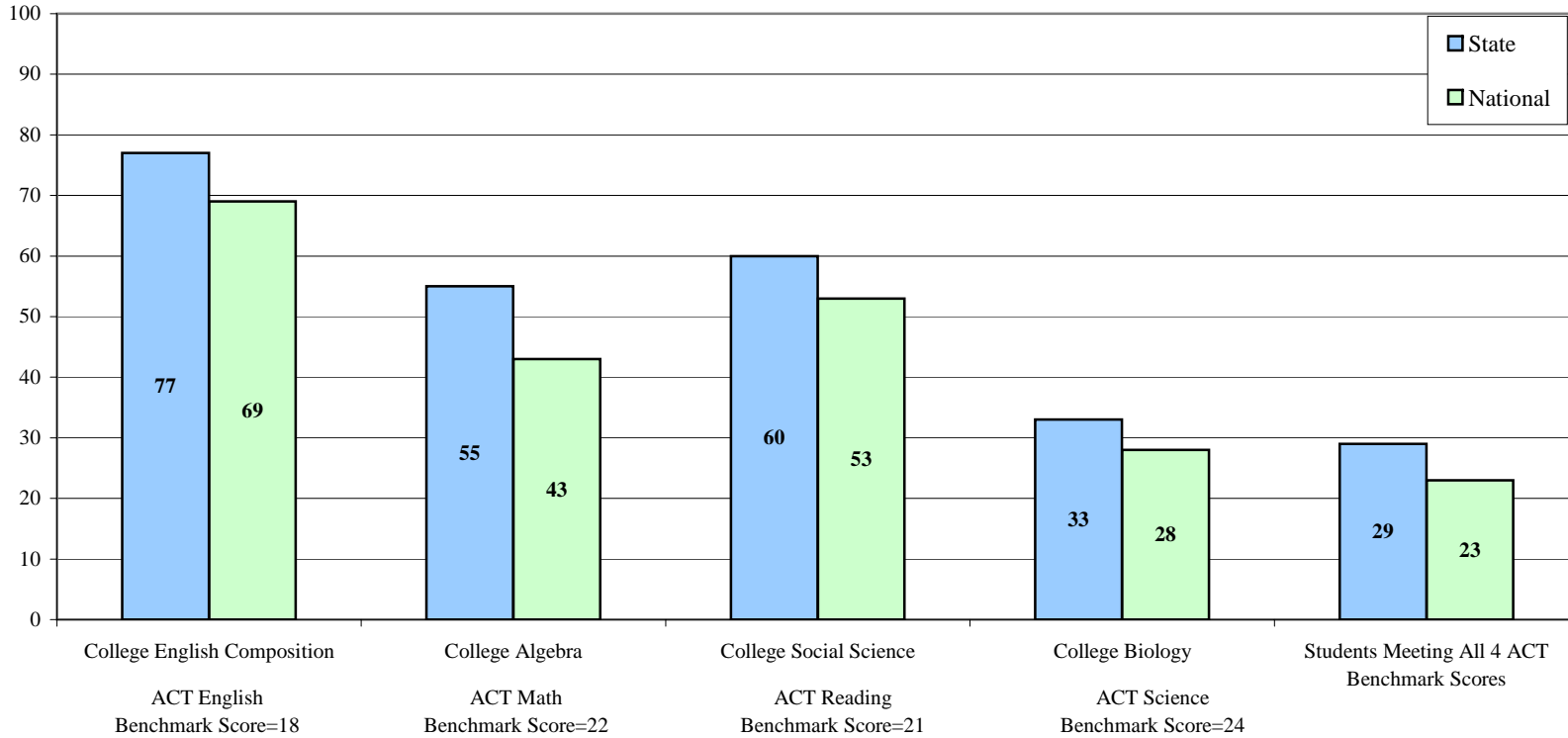
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 your regional office at 518-869-7378.

Section I

Executive Summary

Figure 1.1. Percent of ACT-Tested 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

Grad Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2003	5,009	1,175,059	70	67	45	40	54	52	25	26	21	20
2004	5,218	1,171,460	71	68	45	40	54	52	25	26	21	21
2005	5,902	1,186,251	71	68	47	41	55	51	26	26	22	21
2006	7,823	1,206,455	75	69	52	42	58	53	27	27	24	21
2007	11,132	1,300,599	77	69	55	43	60	53	33	28	29	23

Table 1.2. Five Year Trends—Average ACT Scores

Grad Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2003	5,009	1,175,059	20.6	20.3	21.3	20.6	21.5	21.2	20.7	20.8	21.2	20.8
2004	5,218	1,171,460	20.7	20.4	21.4	20.7	21.5	21.3	20.8	20.9	21.2	20.9
2005	5,902	1,186,251	20.9	20.4	21.5	20.7	21.7	21.3	20.8	20.9	21.3	20.9
2006	7,823	1,206,455	21.5	20.6	22.2	20.8	22.0	21.4	21.0	20.9	21.8	21.1
2007	11,132	1,300,599	21.9	20.7	22.5	21.0	22.4	21.5	21.5	21.0	22.2	21.2

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1
2007	1,300,599	20.7	21.0	21.5	21.0	21.2

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

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
	Core or More	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
2003	1,488	2,724	30	54	21.4	20.0	22.0	20.8	22.4	20.9	21.3	20.4	21.9	20.7
2004	1,521	2,856	29	55	21.4	20.2	21.9	21.0	22.3	21.1	21.3	20.5	21.8	20.8
2005	1,756	3,038	30	51	21.6	20.3	22.1	20.9	22.7	21.2	21.3	20.4	22.1	20.8
2006	2,117	3,915	27	50	22.2	21.0	22.7	21.7	22.9	21.5	21.5	20.7	22.5	21.3
2007	3,052	5,618	27	50	22.7	21.3	23.2	22.0	23.2	21.9	22.0	21.1	22.9	21.7

¹Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

	2003			2004			2005			2006			2007		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	5,009	100	21.2	5,218	100	21.2	5,902	100	21.3	7,823	100	21.8	11,132	100	22.2
African American/Black	664	13	17.4	764	15	17.5	801	14	17.4	832	11	17.6	1,112	10	17.5
American Indian/Alaska Native	10	0	21.3	12	0	21.6	9	0	22.2	10	0	20.2	11	0	20.6
Caucasian American/White	3,013	60	21.9	3,034	58	21.9	3,452	58	22.0	4,274	55	22.3	5,796	52	22.7
Hispanic	314	6	19.0	294	6	19.8	391	7	19.7	403	5	19.7	606	5	20.1
Asian American/Pacific Islander	267	5	23.3	260	5	22.9	275	5	23.5	364	5	24.2	487	4	25.0
Other/No Response	741	15	21.9	854	16	22.0	974	17	22.4	1,940	25	22.4	3,120	28	23.0

Section II

Academic Achievement

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
36	18	100	58	100	64	100	43	100	6	100	36
35	127	100	128	99	110	99	96	100	29	100	35
34	195	99	164	98	184	98	27	99	74	100	34
33	171	97	154	97	242	97	120	99	103	99	33
32	177	95	212	95	291	95	109	97	174	98	32
31	227	94	302	94	346	92	102	96	222	97	31
30	264	92	262	91	351	89	221	96	328	95	30
29	362	89	462	89	401	86	216	94	399	92	29
28	419	86	390	84	590	82	252	92	473	88	28
27	456	82	573	81	515	77	361	89	572	84	27
26	555	78	682	76	503	72	569	86	633	79	26
25	790	73	706	70	478	68	695	81	701	73	25
24	642	66	750	63	667	63	860	75	765	67	24
23	604	60	616	56	771	57	769	67	778	60	23
22	828	55	613	51	556	50	1,066	60	810	53	22
21	839	48	614	45	613	45	914	51	764	45	21
20	812	40	587	40	767	40	1,042	42	813	39	20
19	650	33	622	35	580	33	781	33	699	31	19
18	451	27	639	29	415	28	731	26	622	25	18
17	394	23	822	23	529	24	565	19	594	19	17
16	493	19	893	16	526	19	335	14	467	14	16
15	426	15	493	8	405	15	314	11	399	10	15
14	328	11	244	4	369	11	259	8	284	6	14
13	218	8	76	1	328	8	177	6	206	4	13
12	166	6	45	1	299	5	175	5	128	2	12
11	158	5	15	1	109	2	149	3	65	1	11
10	123	3	5	1	74	1	100	2	15	1	10
9	85	2	3	1	26	1	33	1	6	1	9
8	99	1	1	1	14	1	23	1	2	1	8
7	41	1	0	1	6	1	16	1	1	1	7
6	7	1	0	1	1	1	7	1	0	1	6
5	6	1	0	1	2	1	2	1	0	1	5
4	1	1	1	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	2	1	0	1	3
2	0	1	0	1	0	1	1	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	21.9 (6.0)		22.5 (5.5)		22.4 (6.1)		21.5 (5.1)		22.2 (5.1)		Avg (SD)

¹Note: CP is the cumulative percent of students at or below a score point. Also, shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages for All Students

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
18	360	100	102	100	221	100	435	100	610	100	198	100	224	100	18
17	768	97	205	99	682	98	744	96	774	95	208	98	130	98	17
16	546	90	592	97	725	92	995	89	894	88	405	96	483	97	16
15	507	85	892	92	684	85	1,013	80	939	80	782	93	936	92	15
14	1,093	80	894	84	744	79	975	71	978	71	897	86	998	84	14
13	806	71	1,148	76	754	73	979	63	1,140	62	1,450	78	1,215	75	13
12	1,051	63	1,330	66	1,443	66	951	54	969	52	1,107	65	1,190	64	12
11	1,052	54	1,640	54	1,204	53	805	45	754	43	1,246	55	1,243	54	11
10	1,211	44	1,199	39	906	42	1,004	38	1,145	37	1,711	43	1,455	42	10
9	904	34	977	28	940	34	738	29	672	26	1,194	28	1,325	29	9
8	862	25	921	19	1,132	25	651	22	922	20	782	17	745	17	8
7	623	18	495	11	610	15	547	17	871	12	475	10	584	11	7
6	452	12	304	7	453	10	671	12	286	4	271	6	177	5	6
5	440	8	208	4	234	6	368	6	94	2	209	4	185	4	5
4	242	4	148	2	215	4	201	2	53	1	38	2	91	2	4
3	150	2	66	1	118	2	38	1	24	1	131	1	95	1	3
2	56	1	10	1	49	1	14	1	5	1	0	1	25	1	2
1	9	1	1	1	18	1	3	1	2	1	28	1	31	1	1
Avg (SD)	11.1 (3.8)		11.2 (3.1)		11.2 (3.6)		11.7 (3.8)		12.1 (3.5)		11.2 (3.0)		11.2 (3.1)		Avg (SD)

¹Note: CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values for All Students

Quartile	English	Math	Reading	Science	Composite
Q3 (75th Percentile)	26	26	27	25	26
Q2 (50th Percentile)	22	22	22	21	22
Q1 (25th Percentile)	18	18	18	18	18

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

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	11,132	27	22.9	21.7
	African Am./Black	1,112	25	18.8	17.2
	Am. Indian/Alaska Native	11	36	19.8	21.1
	Caucasian Am./White	5,796	30	23.1	22.4
	Hispanic	606	25	21.5	19.4
	Asian Am./Pacific Islander	487	28	25.9	24.6
	Other/No Response	3,120	24	23.6	22.5
National	All Students	1,300,599	51	22.0	19.8
	African Am./Black	152,412	51	17.7	16.1
	Am. Indian/Alaska Native	14,044	46	20.3	17.6
	Caucasian Am./White	779,147	54	23.0	20.7
	Hispanic	93,137	50	19.5	17.7
	Asian Am./Pacific Islander	42,257	57	23.1	21.4
	Other/No Response	219,602	38	22.5	20.4

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.9	22.5	22.4	21.5	22.2
	African Am./Black	16.5	18.0	17.6	17.2	17.5
	Am. Indian/Alaska Native	20.5	20.5	21.1	20.5	20.6
	Caucasian Am./White	22.5	22.8	22.9	21.9	22.7
	Hispanic	19.6	20.4	20.4	19.5	20.1
	Asian Am./Pacific Islander	24.5	26.6	24.3	24.2	25.0
	Other/No Response	22.8	23.4	23.3	22.1	23.0
National	All Students	20.7	21.0	21.5	21.0	21.2
	African Am./Black	16.1	17.0	17.1	17.2	17.0
	Am. Indian/Alaska Native	17.9	18.7	19.4	19.2	18.9
	Caucasian Am./White	21.8	21.7	22.5	21.9	22.1
	Hispanic	17.6	19.0	18.8	18.8	18.7
	Asian Am./Pacific Islander	21.7	23.6	22.1	22.3	22.6
	Other/No Response	21.2	21.5	22.0	21.3	21.6

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	%
State	33 to 36	511	5	504	5	600	5	286	3
	28 to 32	1,449	13	1,628	15	1,979	18	900	8
	24 to 27	2,443	22	2,711	24	2,163	19	2,485	22
	20 to 23	3,083	28	2,430	22	2,707	24	3,791	34
	16 to 19	1,988	18	2,976	27	2,050	18	2,412	22
	13 to 15	972	9	813	7	1,102	10	750	7
	01 to 12	686	6	70	1	531	5	508	5
National	33 to 36	44,569	3	29,067	2	58,782	5	26,450	2
	28 to 32	133,320	10	120,951	9	183,189	14	80,170	6
	24 to 27	228,570	18	268,298	21	224,580	17	258,834	20
	20 to 23	348,772	27	284,073	22	317,869	24	458,484	35
	16 to 19	278,059	21	427,859	33	281,941	22	319,915	25
	13 to 15	154,534	12	161,072	12	159,904	12	95,630	7
	01 to 12	112,775	9	9,279	1	74,334	6	61,116	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	4,061	36	21.1	23.2	21.9	21.9	22.1
	Females	5,766	52	22.3	22.0	22.6	21.1	22.1
	Missing	1,305	12	22.5	23.1	23.1	21.9	22.7
National	Males	544,522	42	20.2	21.6	21.2	21.4	21.2
	Females	674,636	52	21.0	20.4	21.6	20.5	21.0
	Missing	81,441	6	21.7	21.9	22.4	21.7	22.1

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

Student Group	Gender	Percent of Students				Meet All Four
		English	Math	Reading	Science	
State	Males	72	59	57	37	32
	Females	80	51	61	29	26
National	Males	66	47	51	32	26
	Females	71	38	53	24	20

Section III

College Readiness and the Impact of Course Rigor

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

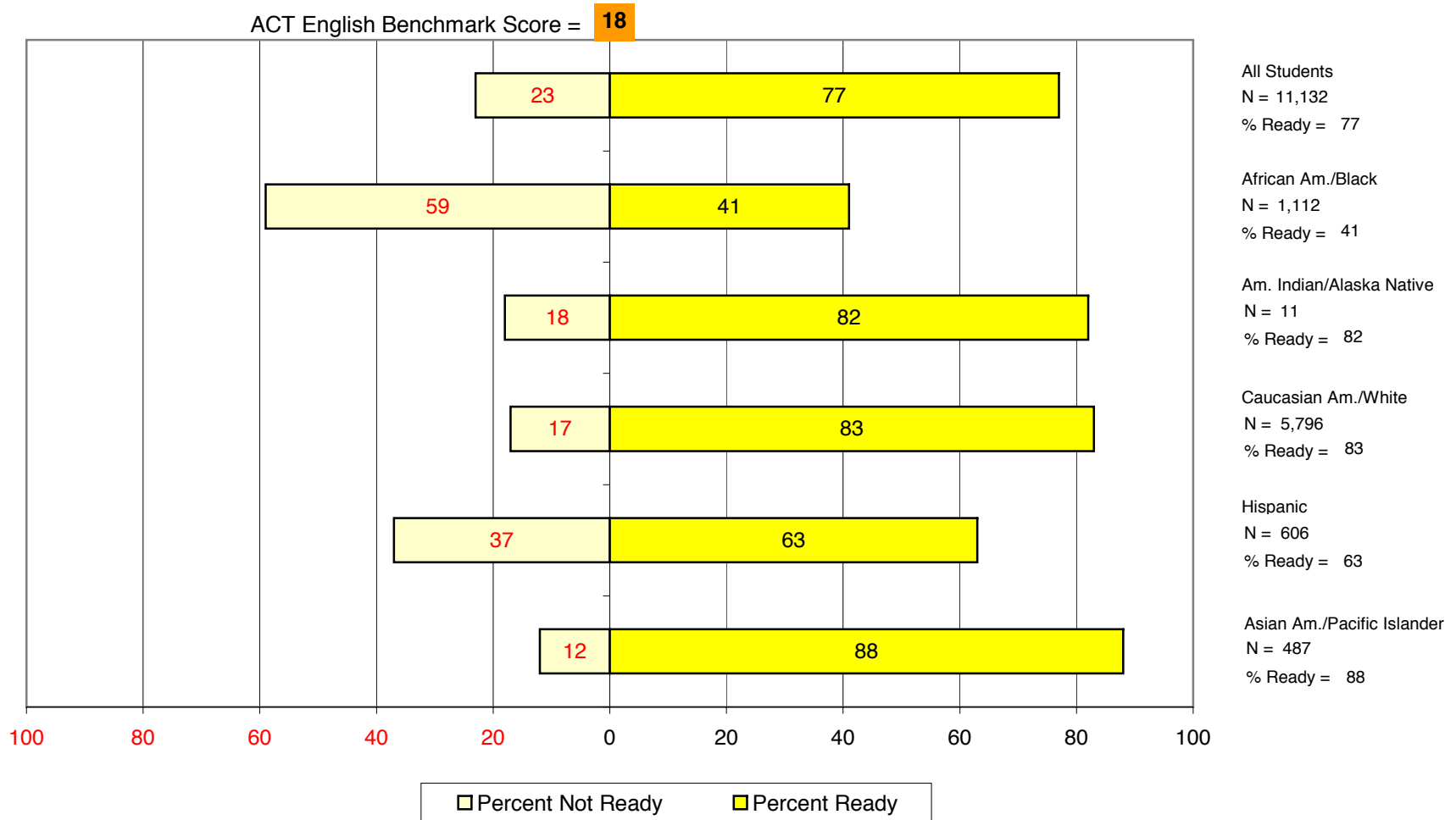


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

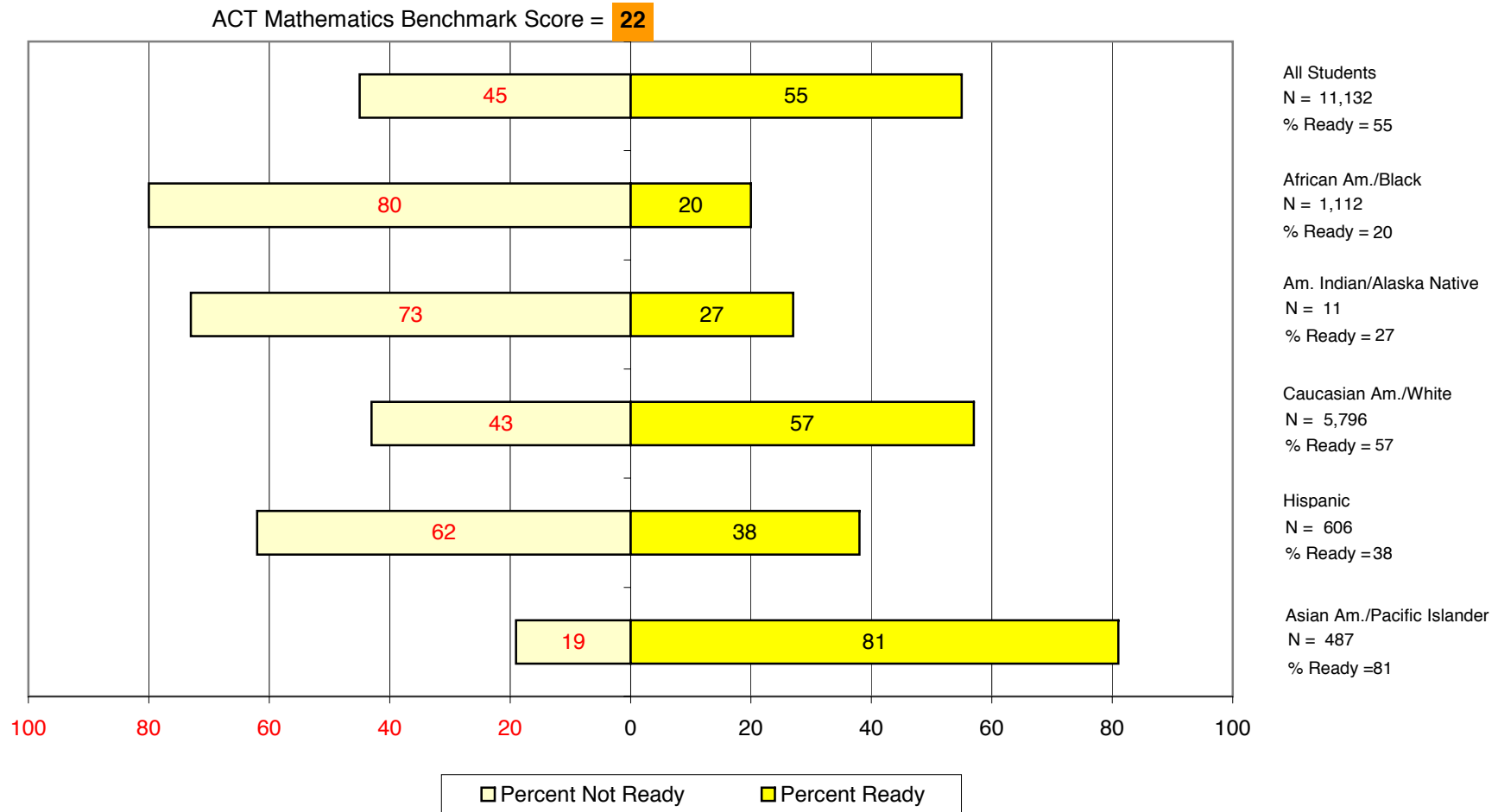


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: **READING**

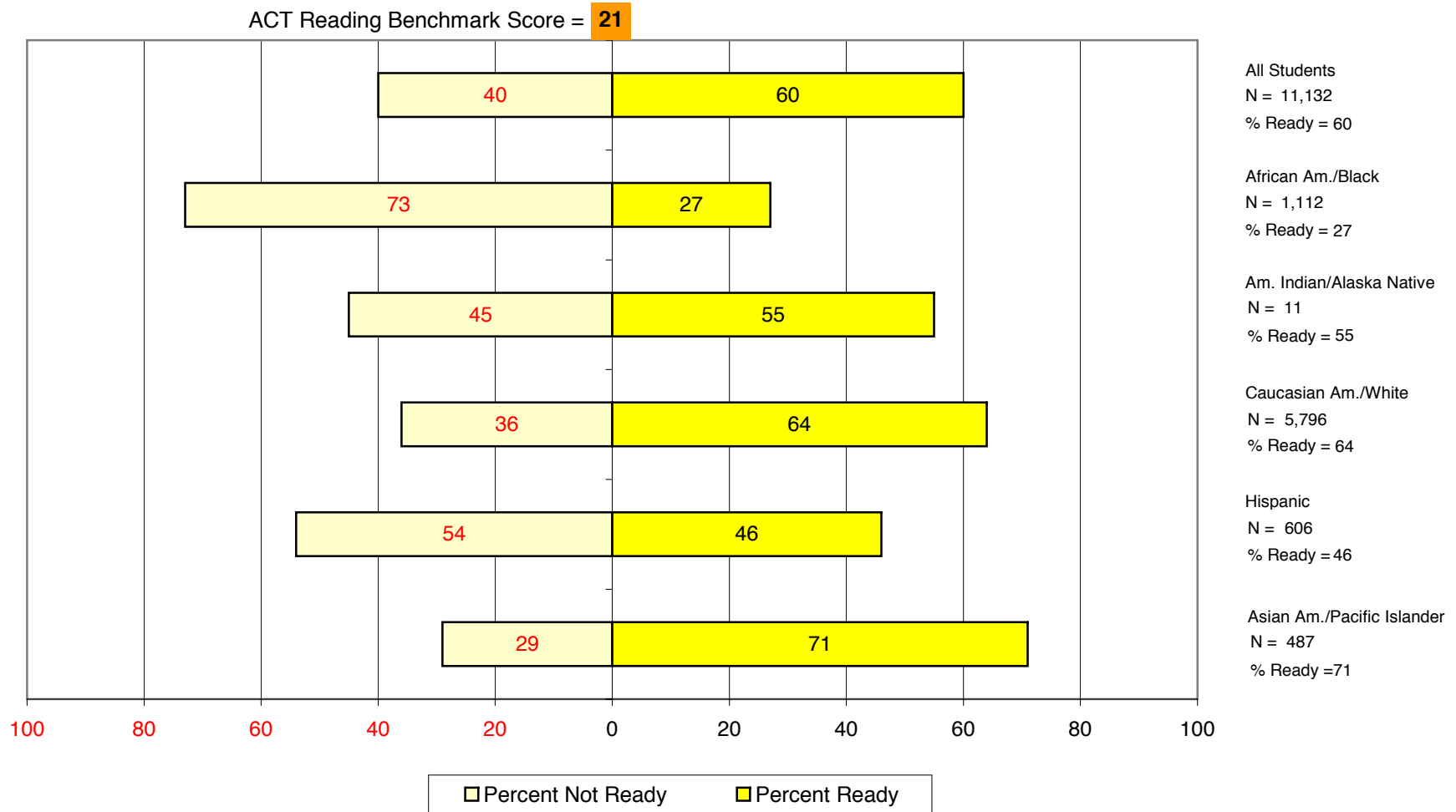


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

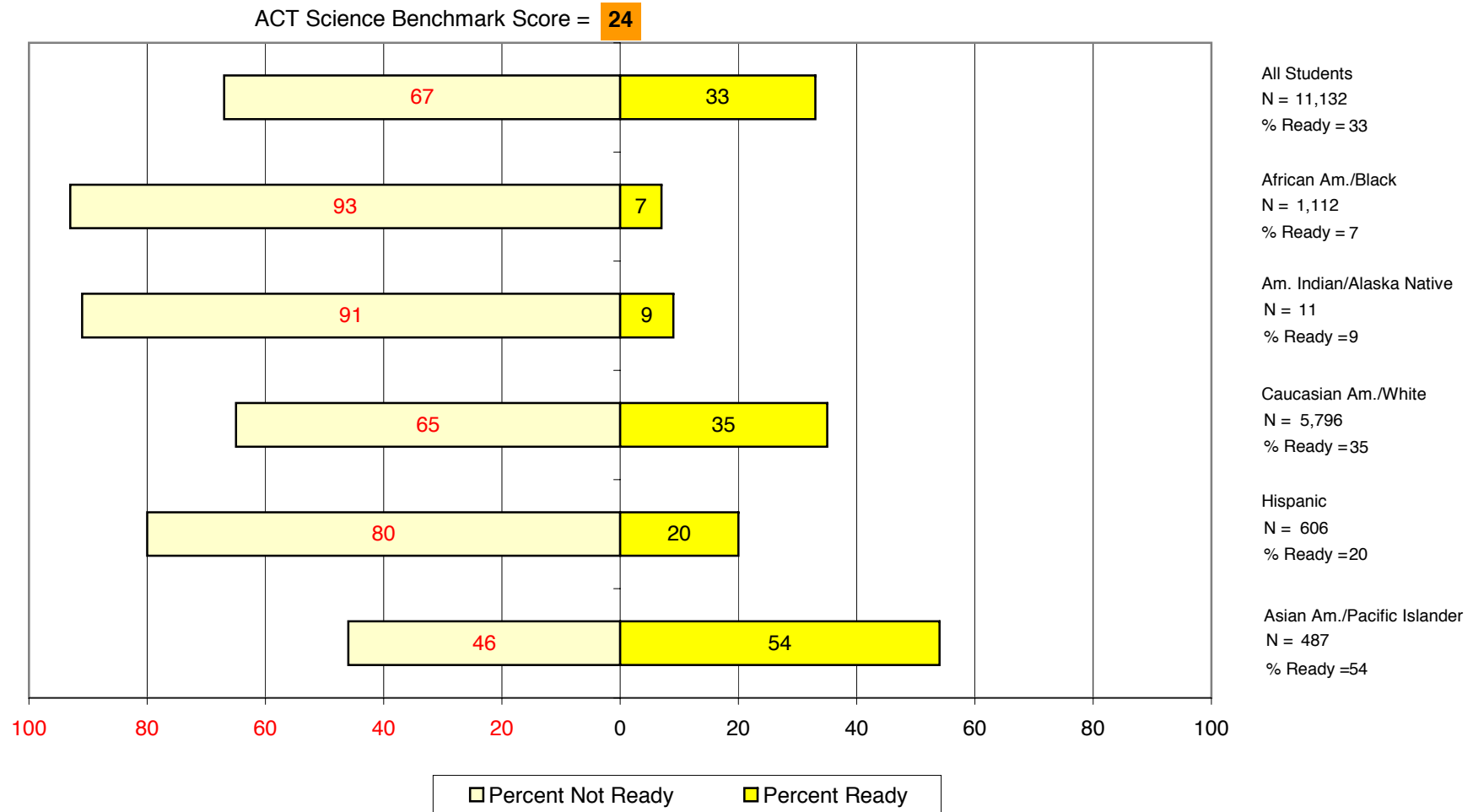


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

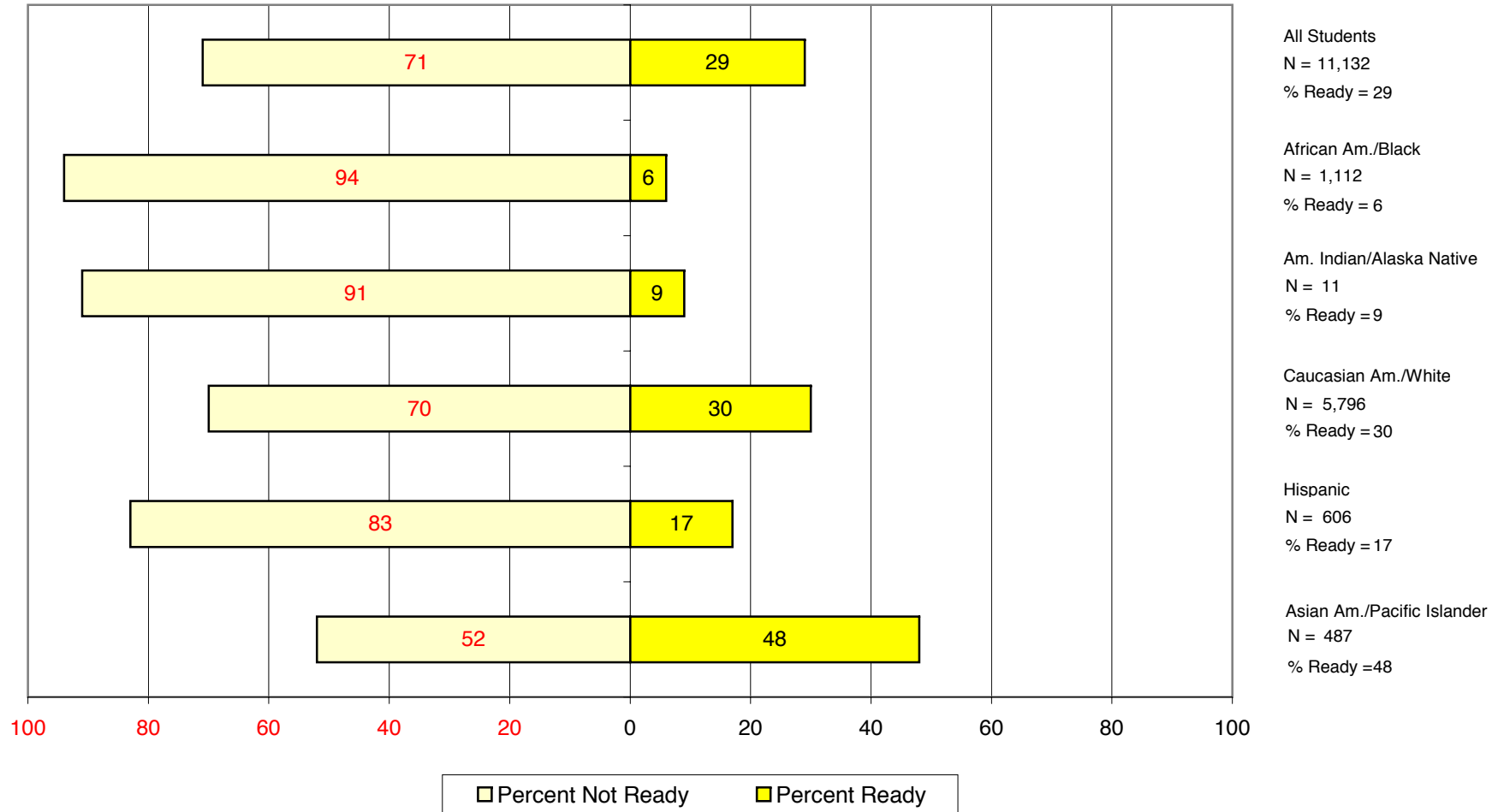


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,201	11	23.2	1.7	360	9	22.9	2.0	737	13	23.4	1.6
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	6,240	56	21.6	0.1	2,311	57	20.8	-0.1	3,370	58	22.0	0.2
Less than 4 years of English	1,174	11	21.5	-	457	11	20.9	-	574	10	21.8	-
No English course/grade information reported	2,517	23	22.3	-	933	23	21.4	-	1,085	19	22.9	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	811	7	26.1	5.6	299	7	26.5	6.2	435	8	25.7	5.4
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	587	5	23.3	2.8	191	5	24.1	3.8	339	6	23.0	2.7
Alg 1, Alg 2, Geom, & Trig	739	7	20.8	0.3	258	6	21.6	1.3	402	7	20.1	-0.2
Alg 1, Alg 2, Geom, & Other Adv Math	1,408	13	20.7	0.2	398	10	21.0	0.7	882	15	20.4	0.1
Other comb of 4 or more years of Math	2,091	19	26.0	5.5	868	21	26.8	6.5	1,046	18	25.3	5.0
Alg 1, Alg 2, & Geom (Min. Core)	1,360	12	18.1	-2.4	520	13	18.3	-2.0	730	13	17.9	-2.4
Other comb of 3 or 3.5 years of Math	565	5	23.2	2.7	234	6	23.8	3.5	282	5	22.5	2.2
Less than 3 years of Math	912	8	20.5	-	318	8	20.3	-	494	9	20.3	-
No Math course/grade information reported	2,659	24	22.9	-	975	24	23.3	-	1,156	20	22.3	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	343	3	23.4	1.5	156	4	22.9	1.5	154	3	23.8	1.6
Other comb of 4 or more years Social Science	1,005	9	22.7	0.8	375	9	22.7	1.3	531	9	23.0	0.8
US Hist, World Hist, & Am Gov (Min. Core)	416	4	22.8	0.9	174	4	22.5	1.1	204	4	22.9	0.7
Other comb of 3 or 3.5 years of Social Science	1,751	16	22.9	1.0	593	15	22.4	1.0	985	17	23.1	0.9
Less than 3 years of Social Science	4,873	44	21.9	-	1,748	43	21.4	-	2,705	47	22.2	-
No Soc Sci course/grade information reported	2,744	25	22.7	-	1,015	25	22.0	-	1,187	21	22.9	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	3,277	29	22.6	3.2	1,283	32	23.1	4.0	1,695	29	22.1	2.6
Bio, Chem, Phys	1,511	14	23.9	4.5	582	14	24.6	5.5	800	14	23.4	3.9
Gen Sci ² , Bio, Chem (Min. Core)	2,272	20	19.4	0.0	697	17	19.3	0.2	1,368	24	19.4	-0.1
Other comb of 3 years of Natural Science	93	1	18.8	-0.6	40	1	19.7	0.6	46	1	17.6	-1.9
Less than 3 years of Natural Science	1,198	11	19.4	-	447	11	19.1	-	634	11	19.5	-
No Nat Sci course/grade information reported	2,781	25	21.6	-	1,012	25	21.8	-	1,223	21	21.2	-

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,201	11	23.2	83	191,202	15	22.2	79
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	6,240	56	21.6	75	766,001	59	20.5	68
Less than 4 years of English	1,174	11	21.5	76	141,777	11	19.7	64
No English course/grade information reported	2,517	23	22.3	80	201,619	16	20.7	69
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	811	7	26.1	85	75,970	6	24.8	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	587	5	23.3	66	87,647	7	22.4	58
Alg 1, Alg 2, Geom, & Trig	739	7	20.8	42	100,139	8	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	1,408	13	20.7	40	163,562	13	20.4	38
Other comb of 4 or more years of Math	2,091	19	26.0	80	239,187	18	24.3	69
Alg 1, Alg 2, & Geom (Min. Core)	1,360	12	18.1	17	218,745	17	17.9	15
Other comb of 3 or 3.5 years of Math	565	5	23.2	61	57,945	4	20.9	43
Less than 3 years of Math	912	8	20.5	39	145,617	11	18.3	21
No Math course/grade information reported	2,659	24	22.9	57	211,787	16	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	343	3	23.4	67	31,985	2	22.7	61
Other comb of 4 or more years Social Science	1,005	9	22.7	61	448,356	34	22.0	56
US Hist, World Hist, & Am Gov (Min. Core)	416	4	22.8	63	72,952	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	1,751	16	22.9	63	333,689	26	21.4	52
Less than 3 years of Social Science	4,873	44	21.9	57	201,605	16	20.6	47
No Soc Sci course/grade information reported	2,744	25	22.7	62	212,012	16	21.5	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	3,277	29	22.6	41	333,648	26	22.4	40
Bio, Chem, Phys	1,511	14	23.9	51	115,297	9	23.4	48
Gen Sci ¹ , Bio, Chem (Min. Core)	2,272	20	19.4	15	353,348	27	20.2	20
Other comb of 3 years of Natural Science	93	1	18.8	11	32,593	3	20.4	24
Less than 3 years of Natural Science	1,198	11	19.4	19	247,312	19	19.1	15
No Nat Sci course/grade information reported	2,781	25	21.6	35	218,401	17	20.9	29

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

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

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	29	0	18.4	1	1	19.0	27	0	18.6
Architecture & Environmental Design	109	1	21.8	0	0	.	103	1	21.9
Business & Management	746	7	21.8	2	3	13.5	703	9	21.9
Business & Office	26	0	20.2	2	3	19.0	22	0	20.4
Marketing & Distribution	80	1	21.3	0	0	.	76	1	21.2
Communications & Comm. Technologies	251	2	21.5	2	3	16.0	235	3	21.6
Community & Personal Services	92	1	17.9	1	1	16.0	84	1	18.1
Computer & Information Sciences	77	1	21.4	3	4	17.0	68	1	21.8
Cross-Disciplinary Studies	16	0	26.8	0	0	.	16	0	26.8
Education	352	3	20.2	0	0	.	324	4	20.2
Teacher Education	208	2	19.7	0	0	.	201	3	19.8
Engineering	249	2	24.6	0	0	.	239	3	24.7
Engineering-Related Technologies	136	1	22.9	1	1	22.0	128	2	22.9
Foreign Languages	34	0	24.1	1	1	13.0	30	0	24.5
Health Sciences & Allied Health Fields	878	8	21.6	8	12	14.8	825	11	21.8
Human, Family & Consumer Science	40	0	20.1	2	3	14.5	36	0	20.4
Letters	36	0	24.7	1	1	21.0	34	0	24.8
Mathematics	44	0	25.6	1	1	27.0	43	1	25.5
Philosophy, Religion & Theology	20	0	21.6	2	3	17.5	17	0	21.9
Sciences (Biological & Physical)	470	4	23.9	0	0	.	454	6	24.0
Social Sciences	615	6	22.7	4	6	16.5	576	8	22.7
Trade & Industrial	5	0	16.4	1	1	14.0	4	0	17.0
Visual & Performing Arts	340	3	21.1	5	7	16.4	319	4	21.3
Undecided	1,487	13	21.5	11	16	16.7	1,325	17	21.5
No Response	4,792	43	22.7	19	28	15.3	1,722	23	22.2

¹2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

²Percent of students tested.

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African-Am./ Black		Am. Indian/ Alaska Native		Caucasian-Am./ White		Hispanic		Asian-Am./ Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	10	15.7	4	14.8	0	.	4	15.8	0	.	0	.	2	17.5
2-yr College Degree	57	16.3	8	13.4	0	.	29	17.4	4	15.0	1	23.0	15	15.5
Bachelors Degree	2,389	19.8	248	15.6	5	19.2	1,451	20.6	132	17.8	59	20.7	494	20.1
Graduate Study	2,590	22.6	239	18.3	2	21.0	1,585	23.0	136	21.0	92	24.5	536	23.2
Prof. Level Degree	2,632	23.4	364	18.9	4	22.3	1,198	24.4	212	21.2	205	26.0	649	24.0
Other	182	18.8	33	15.1	0	.	81	20.1	14	15.6	7	23.7	47	19.3
No Response	3,272	23.0	216	16.9	0	.	1,448	23.2	108	20.4	123	26.0	1,377	23.7

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
RUTGERS THE ST UNIV OF NEW JERSEY	New Jersey	1,255	412	843	2	12	25	31	20	9	0
ROWAN UNIVERSITY	New Jersey	550	122	428	2	11	36	33	13	4	1
MONTCLAIR STATE UNIVERSITY	New Jersey	528	140	388	3	21	39	29	7	1	0
COLLEGE OF NEW JERSEY THE	New Jersey	482	146	336	1	5	18	27	33	15	0
UNIVERSITY OF DELAWARE	Delaware	379	100	279	1	2	17	35	33	11	1
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	364	79	285	1	4	19	33	30	12	1
RICHARD STOCKTON COLLEGE OF NEW JERSEY	New Jersey	360	142	218	2	13	38	35	9	2	0
MONMOUTH UNIVERSITY	New Jersey	339	96	243	1	14	39	35	9	2	0
KEAN UNIVERSITY	New Jersey	322	76	246	7	29	43	17	3	1	0
RAMAPO COLLEGE OF NEW JERSEY	New Jersey	310	67	243	2	12	34	36	15	1	0
WILLIAM PATERSON UNIVERSITY	New Jersey	302	77	225	5	24	43	22	5	1	0
SETON HALL UNIVERSITY	New Jersey	264	72	192	2	16	31	33	15	3	0
RIDER UNIVERSITY	New Jersey	252	59	193	1	12	37	35	12	3	0
BOSTON UNIVERSITY	Massachusetts	247	87	160	0	0	3	26	43	27	2
VILLANOVA UNIVERSITY	Pennsylvania	240	64	176	0	1	9	28	36	26	0
NEW YORK UNIVERSITY	New York	223	59	164	0	3	10	28	30	28	1
TEMPLE UNIVERSITY	Pennsylvania	200	40	160	2	12	35	36	14	1	0
UNIVERSITY OF PENNSYLVANIA	Pennsylvania	198	81	117	1	2	8	17	39	29	5
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	197	97	100	7	20	28	24	14	6	1
DREXEL UNIVERSITY	Pennsylvania	187	40	147	0	5	21	40	23	11	0
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	181	40	141	1	1	12	33	39	12	2
NORTHEASTERN UNIVERSITY	Massachusetts	178	37	141	0	2	8	33	42	15	0
BOSTON COLLEGE	Massachusetts	167	67	100	0	1	4	16	36	40	4
QUINNIPIAC UNIVERSITY	Connecticut	156	41	115	0	2	19	45	29	5	0
FORDHAM UNIVERSITY	New York	142	31	111	0	3	16	35	34	13	0
PRINCETON UNIVERSITY	New Jersey	139	45	94	1	4	14	29	27	19	6
FAIRLEIGH DICKINSON UNIVERSITY	New Jersey	136	37	99	7	19	43	25	6	0	0
LEHIGH UNIVERSITY	Pennsylvania	136	19	117	0	2	5	26	35	29	1
WEST CHESTER UNIVERSITY OF PENNSYLVANIA	Pennsylvania	133	24	109	0	6	35	46	12	2	0
TOWSON UNIVERSITY	Maryland	131	30	101	0	6	21	51	18	4	0
All Other Institutions		11,307	2,884	8,423	3	10	24	28	22	12	1
Total		20,005	5,311	14,694	2	10	25	29	22	11	1

Section V

Optional Writing Test Results

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

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
			State	National	State	National	State	National
All Students	7,585	532,943	23.0	22.3	8.3	7.6	23.0	21.8
African Am./Black	574	50,340	18.1	17.2	7.4	6.7	18.7	17.3
Am. Indian/Alaska Native	7	3,462	20.4	19.8	7.6	7.0	20.7	19.4
Caucasian Am./White	3,960	308,578	23.4	23.4	8.3	7.6	23.3	22.6
Hispanic	401	42,588	20.3	18.8	8.0	7.3	20.8	19.0
Asian Am./Pacific Islander	414	25,616	25.0	23.2	8.5	8.0	24.6	22.8
Other/No Response	2,229	102,359	23.9	23.2	8.4	7.8	23.8	22.7
Males	2,540	204,427	22.5	22.0	8.1	7.3	22.4	21.3
Females	4,105	285,556	23.3	22.5	8.4	7.7	23.3	22.1
Missing	940	42,960	23.5	23.0	8.3	7.8	23.4	22.6

