

ACT High School Profile Report

The Graduating Class of 2006
California



ACT High School Profile Report

The Graduating Class of 2006

California

Section I: Executive Summary	P. 5
Section II: Academic Achievement	P. 9
Section III: College Readiness & the Impact of Course Rigor	P. 14
Section IV: Career and Educational Aspirations	P. 22
Section V: Optional Writing Test Results	P. 26



This report provides information about the performance of your 2006 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 - college 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: A Test Like No Other

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

24% of 2006 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. 55,733 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. 50% 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 9% of the cohort took less than three years of math courses. Of these students, 45% were college ready. 13% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 17% of these students were college ready. In comparison, 63% 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 20% of the cohort took less than three years of natural science courses. 21% of these students were college ready. In comparison, 30% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.4 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 36% 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.

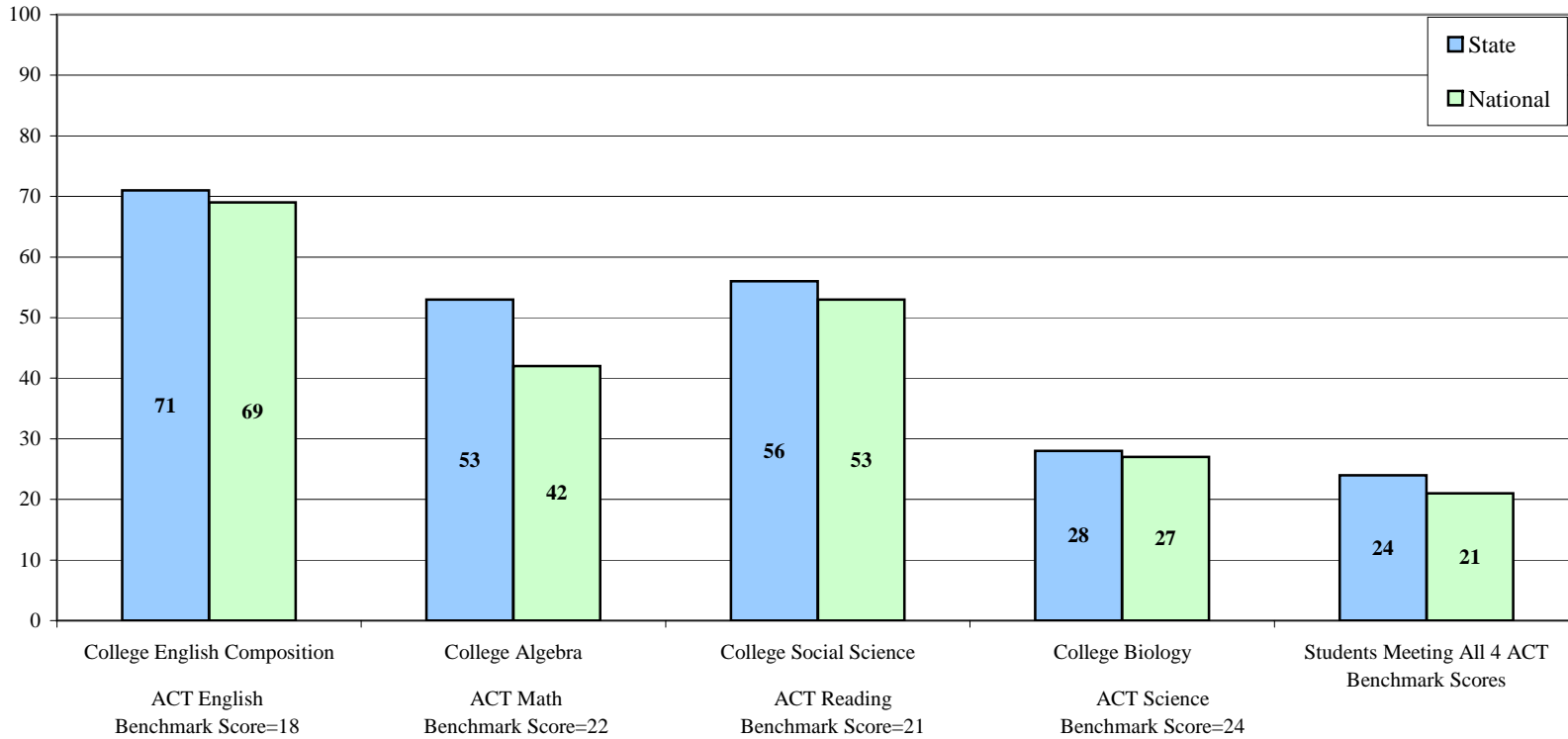
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 916-631-9200.

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 courses.

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
2002	40,744	1,116,082	70	67	52	39	56	53	26	26	22	20
2003	48,610	1,175,059	71	67	52	40	55	52	27	26	23	20
2004	50,271	1,171,460	71	68	52	40	54	52	28	26	24	21
2005	51,600	1,186,251	71	68	51	41	55	51	28	26	24	21
2006	55,733	1,206,455	71	69	53	42	56	53	28	27	24	21

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
2002	40,744	1,116,082	20.7	20.2	22.0	20.6	21.6	21.1	20.7	20.8	21.4	20.8
2003	48,610	1,175,059	20.9	20.3	22.0	20.6	21.7	21.2	20.8	20.8	21.5	20.8
2004	50,271	1,171,460	21.1	20.4	22.1	20.7	21.7	21.3	20.9	20.9	21.6	20.9
2005	51,600	1,186,251	21.1	20.4	22.1	20.7	21.8	21.3	20.9	20.9	21.6	20.9
2006	55,733	1,206,455	21.1	20.6	22.2	20.8	21.8	21.4	20.8	20.9	21.6	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
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

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
2002	23,144	13,494	57	33	21.4	19.3	22.8	20.4	22.2	20.3	21.3	19.5	22.1	20.0
2003	27,334	15,426	56	32	21.5	19.6	22.7	20.5	22.2	20.6	21.3	19.7	22.1	20.2
2004	27,822	16,026	55	32	21.5	19.9	22.7	20.9	22.0	20.8	21.3	20.0	22.0	20.5
2005	27,933	16,251	54	31	21.6	20.1	22.7	20.9	22.2	20.9	21.3	20.0	22.1	20.6
2006	27,967	17,393	50	31	21.7	20.4	22.8	21.4	22.3	21.3	21.3	20.2	22.2	21.0

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

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	40,744	100	21.4	48,610	100	21.5	50,271	100	21.6	51,600	100	21.6	55,733	100	21.6
African American/Black	3,348	8	17.6	4,003	8	17.7	4,069	8	17.9	4,232	8	17.8	3,986	7	17.8
American Indian/Alaskan Native	223	1	21.2	257	1	20.5	276	1	20.7	268	1	21.5	268	0	21.2
Caucasian American/White	16,232	40	23.3	18,189	37	23.4	17,811	35	23.6	17,902	35	23.7	17,647	32	23.8
Hispanic	8,411	21	18.4	10,682	22	18.6	11,535	23	18.7	11,998	23	18.7	12,320	22	18.5
Asian American/Pacific Islander	6,095	15	21.8	7,295	15	22.0	7,197	14	22.1	7,162	14	22.3	7,028	13	22.7
Other/No Response	6,435	16	22.1	8,184	17	22.5	9,383	19	22.5	10,038	19	22.4	14,484	26	22.1

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	78	100	214	100	369	100	117	100	6	100	36
35	416	100	397	100	669	99	261	100	116	100	35
34	802	99	891	99	1,040	98	252	99	250	100	34
33	730	98	587	97	1,186	96	367	99	430	99	33
32	634	96	716	96	951	94	381	98	686	99	32
31	1,153	95	987	95	1,469	92	511	98	978	97	31
30	1,264	93	1,599	93	1,639	90	412	97	1,302	96	30
29	1,743	91	1,944	90	1,873	87	685	96	1,727	93	29
28	2,169	88	2,256	87	1,854	83	1,222	95	2,122	90	28
27	1,874	84	3,027	83	2,811	80	1,677	92	2,614	86	27
26	2,419	81	3,717	77	2,578	75	3,055	89	3,132	82	26
25	3,550	76	3,756	71	2,770	71	2,908	84	3,304	76	25
24	2,890	70	3,646	64	3,092	66	3,768	79	3,717	70	24
23	2,695	65	2,998	57	3,120	60	4,278	72	3,872	63	23
22	3,688	60	2,681	52	2,899	54	4,465	64	3,759	56	22
21	3,809	53	2,960	47	2,764	49	4,139	56	3,691	50	21
20	3,972	46	2,978	42	3,236	44	5,133	49	3,759	43	20
19	3,090	39	2,923	37	3,266	38	5,080	40	3,575	36	19
18	2,542	34	3,166	31	2,224	33	4,014	31	3,492	30	18
17	2,452	29	4,564	26	3,130	29	3,161	23	3,043	24	17
16	2,552	25	4,115	17	2,616	23	2,755	18	2,943	18	16
15	2,628	20	2,862	10	2,200	18	1,985	13	2,473	13	15
14	2,335	15	1,720	5	2,612	14	1,443	9	2,007	9	14
13	1,443	11	682	2	1,927	10	1,277	7	1,454	5	13
12	1,111	9	224	1	1,827	6	902	4	827	2	12
11	1,098	7	72	1	937	3	696	3	320	1	11
10	944	5	26	1	307	1	400	1	84	1	10
9	632	3	15	1	181	1	202	1	30	1	9
8	603	2	6	1	80	1	103	1	12	1	8
7	286	1	1	1	43	1	47	1	6	1	7
6	80	1	3	1	22	1	19	1	2	1	6
5	39	1	0	1	26	1	9	1	0	1	5
4	10	1	0	1	10	1	1	1	0	1	4
3	1	1	0	1	1	1	5	1	0	1	3
2	1	1	0	1	4	1	1	1	0	1	2
1	0	1	0	1	0	1	2	1	0	1	1
Average	21.1		22.2		21.8		20.8		21.6		Average

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	1,784	100	356	100	1,049	100	1,903	100	2,455	100	763	100	695	100	18
17	2,802	97	1,148	99	3,387	98	3,339	97	2,799	96	1,426	99	1,101	99	17
16	2,347	92	2,514	97	2,664	92	4,062	91	4,715	91	1,492	96	1,923	97	16
15	3,291	88	4,269	93	4,004	87	4,310	83	3,910	82	3,014	93	3,952	93	15
14	4,407	82	4,878	85	3,276	80	4,325	76	4,705	75	6,549	88	5,197	86	14
13	3,268	74	4,698	76	4,474	74	4,260	68	5,938	67	4,455	76	6,872	77	13
12	5,013	68	5,458	68	5,848	66	5,286	60	5,904	56	8,425	68	5,767	65	12
11	4,999	59	6,948	58	5,246	56	4,114	51	3,697	45	5,523	53	5,577	54	11
10	5,991	50	5,933	46	4,563	46	4,662	43	5,042	39	8,051	43	8,189	44	10
9	4,840	39	6,266	35	5,772	38	4,535	35	3,451	30	7,661	29	5,119	30	9
8	3,971	30	4,487	24	5,856	28	3,510	27	5,538	24	3,299	15	4,112	20	8
7	4,202	23	3,145	16	3,408	17	3,336	21	4,488	14	954	9	3,119	13	7
6	3,148	16	2,336	10	3,077	11	4,162	15	2,068	6	1,945	7	2,059	7	6
5	2,305	10	1,873	6	1,451	6	2,126	7	541	2	1,267	4	380	4	5
4	2,048	6	921	3	810	3	1,326	3	315	1	245	2	1,037	3	4
3	899	2	368	1	557	2	353	1	116	1	519	1	140	1	3
2	383	1	120	1	205	1	112	1	48	1	11	1	383	1	2
1	35	1	15	1	86	1	12	1	3	1	134	1	111	1	1
Average	10.6		10.8		11.0		11.2		11.7		11.2		11.1		Average

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

Table 2.3. 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	55,733	50	22.2	21.0
	African Am./Black	3,986	49	18.4	17.3
	Am. Indian/Alaskan Native	268	52	21.8	20.9
	Caucasian Am./White	17,647	51	24.3	23.2
	Hispanic	12,320	53	19.0	17.9
	Asian Am./Pacific Islander	7,028	60	23.0	22.0
	Other/No Response	14,484	42	22.9	21.7
National	All Students	1,206,455	54	22.0	19.7
	African Am./Black	139,118	53	17.8	16.2
	Am. Indian/Alaskan Native	13,635	48	20.2	17.5
	Caucasian Am./White	760,084	56	22.9	20.6
	Hispanic	85,796	52	19.5	17.6
	Asian Am./Pacific Islander	39,867	60	22.9	21.1
	Other/No Response	167,955	41	22.2	19.8

Table 2.4. 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	2,026	4	2,089	4	3,264	6	997	2
	28 to 32	6,963	12	7,502	13	7,786	14	3,211	6
	24 to 27	10,733	19	14,146	25	11,251	20	11,408	20
	20 to 23	14,164	25	11,617	21	12,019	22	18,015	32
	16 to 19	10,636	19	14,768	26	11,236	20	15,010	27
	13 to 15	6,406	11	5,264	9	6,739	12	4,705	8
	01 to 12	4,805	9	347	1	3,438	6	2,387	4
National	33 to 36	35,933	3	24,395	2	56,816	5	18,798	2
	28 to 32	126,394	10	103,455	9	150,082	12	67,815	6
	24 to 27	205,310	17	250,510	21	224,470	19	238,007	20
	20 to 23	321,306	27	264,179	22	280,741	23	419,135	35
	16 to 19	267,738	22	399,519	33	269,040	22	326,445	27
	13 to 15	149,825	12	154,528	13	156,903	13	90,944	8
	01 to 12	99,949	8	9,869	1	68,403	6	45,311	4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	19,815	36	20.8	23.2	21.6	21.6	21.9
	Females	31,812	57	21.1	21.5	21.9	20.3	21.3
	Missing	4,106	7	21.9	22.7	22.6	21.3	22.2
National	Males	517,563	43	20.1	21.5	21.1	21.4	21.2
	Females	646,688	54	21.0	20.3	21.6	20.5	21.0
	Missing	42,204	3	20.6	21.1	21.6	20.8	21.1

Table 2.6. 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	69	60	54	35	30
	Females	71	48	56	23	21
National	Males	66	47	51	32	25
	Females	71	37	55	23	18

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

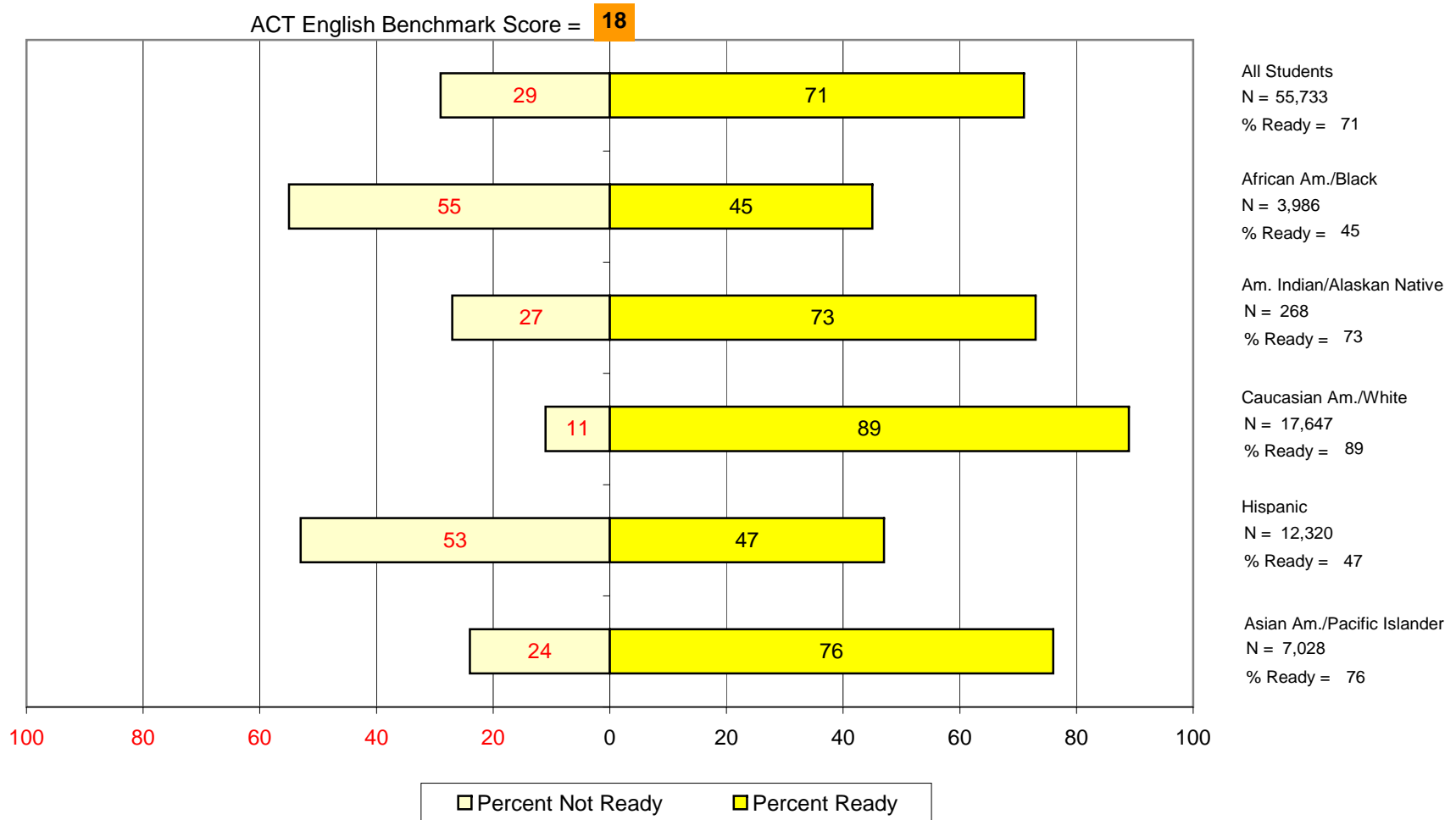


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

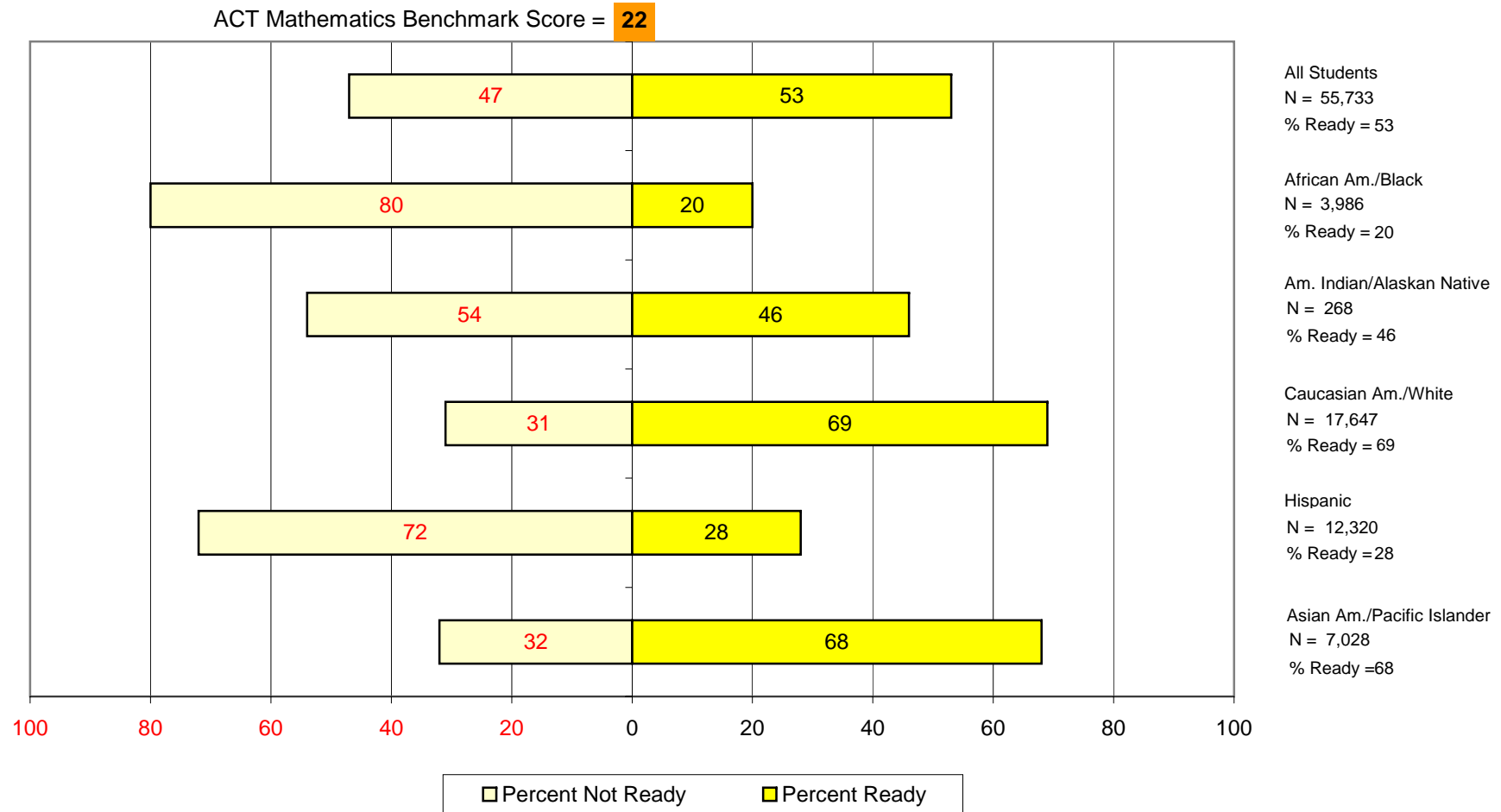


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: **READING**

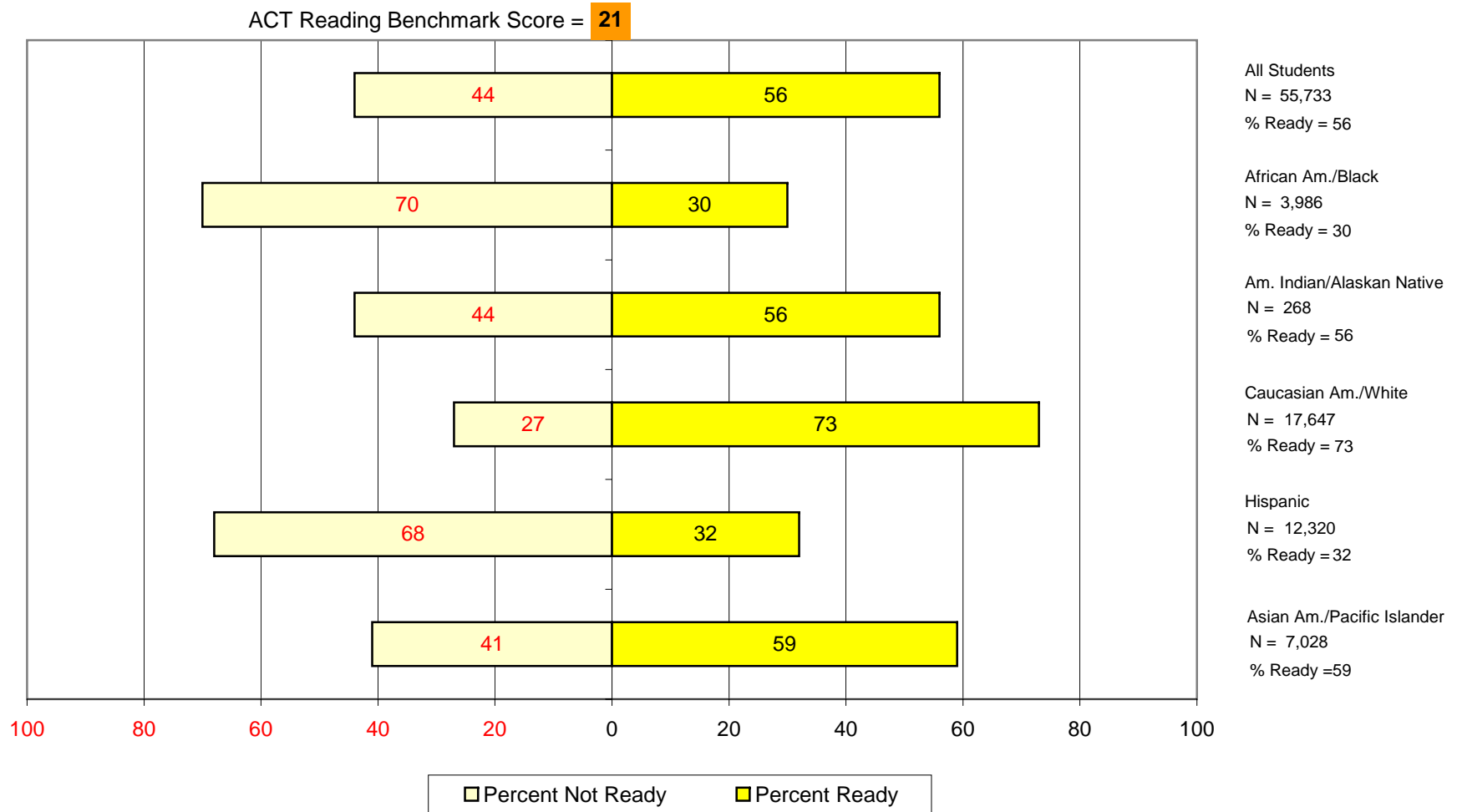


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

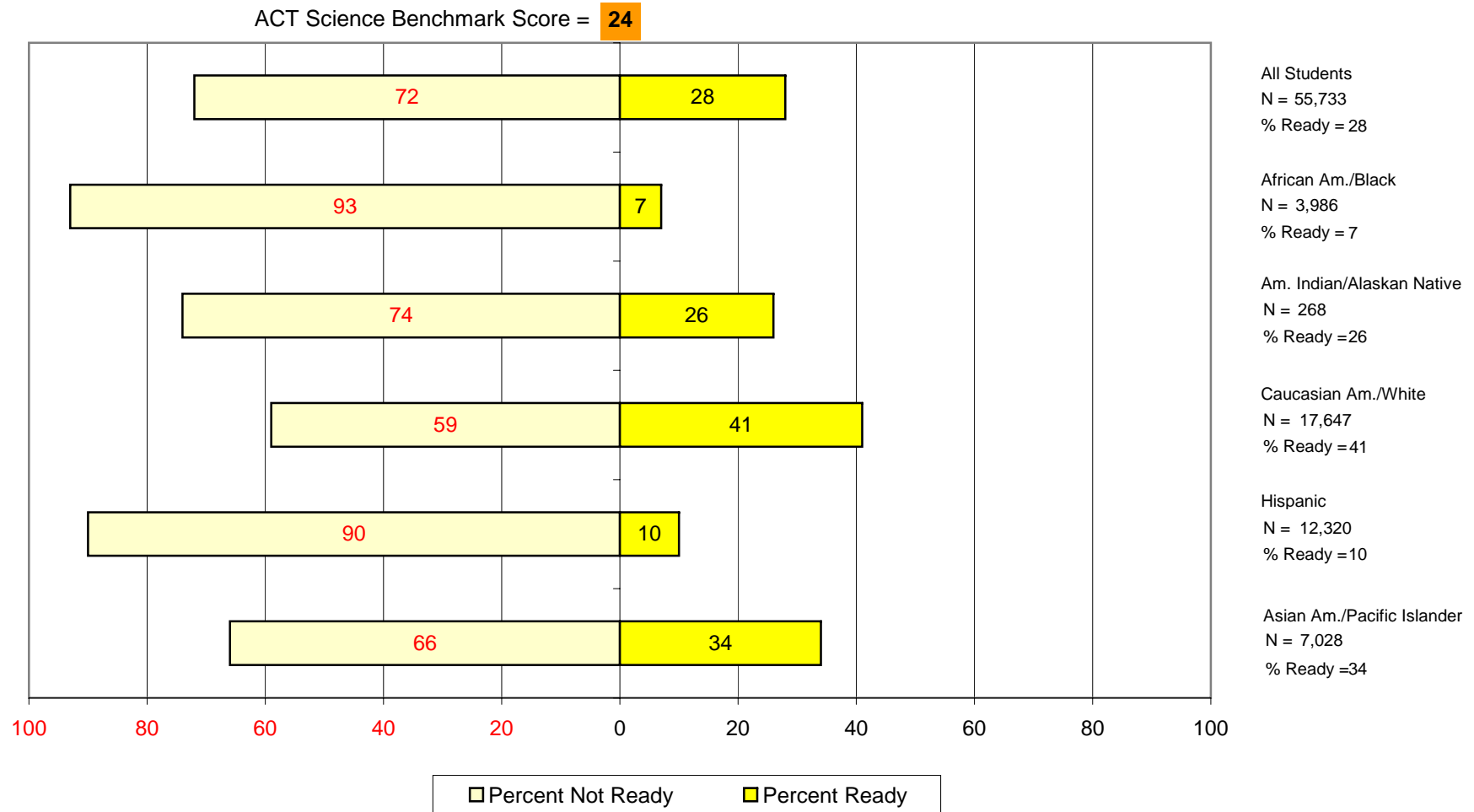


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

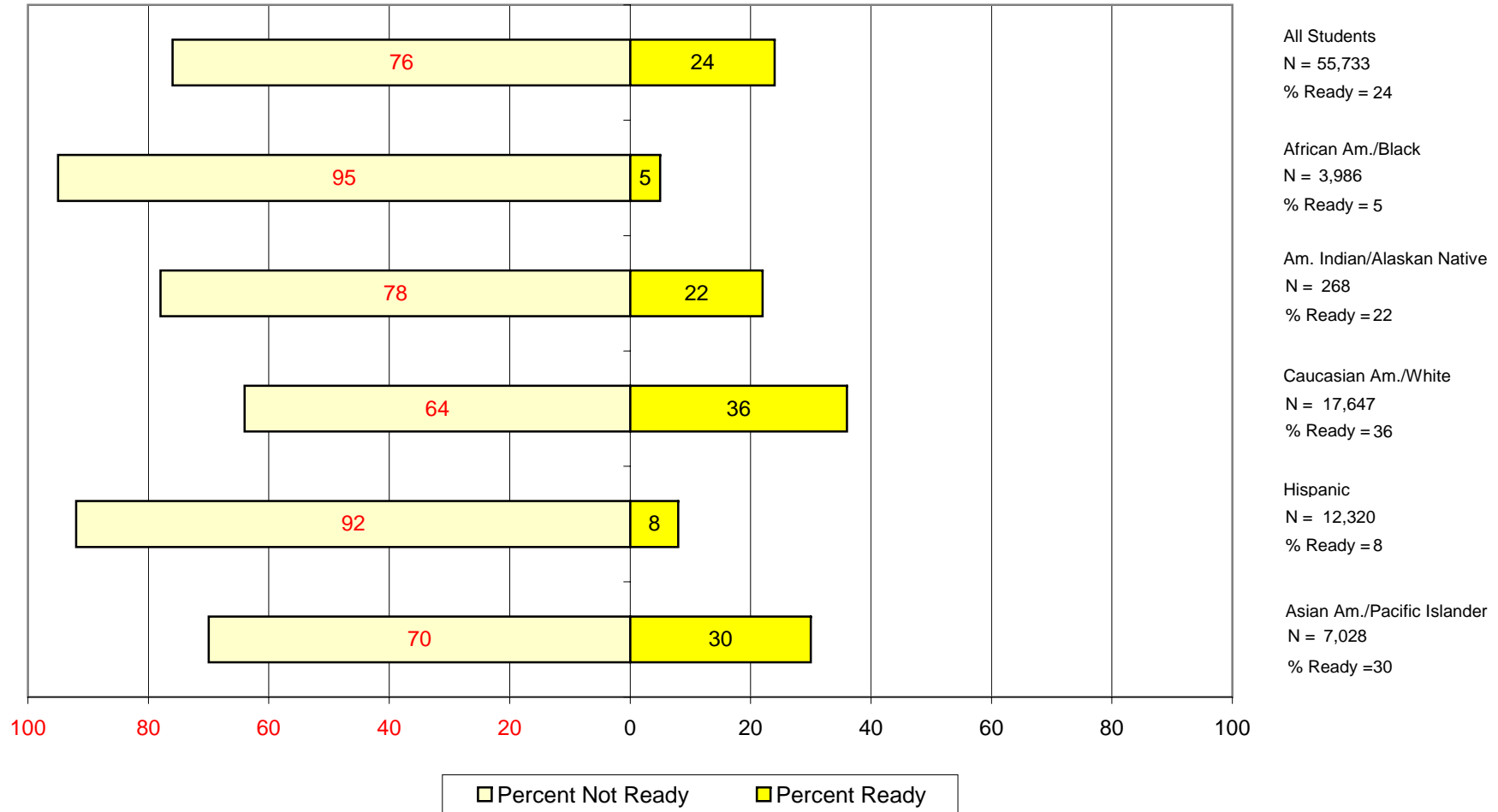


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	4,220	8	21.8	0.9	1,447	7	21.7	1.0	2,568	8	21.9	0.9
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	34,244	61	21.1	0.2	11,595	59	21.0	0.3	20,702	65	21.1	0.1
Less than 4 years of English	6,594	12	20.9	-	2,444	12	20.7	-	3,627	11	21.0	-
No English course/grade information reported	10,675	19	20.6	-	4,329	22	19.9	-	4,915	15	20.9	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	4,870	9	25.2	4.0	1,749	9	26.2	4.1	2,839	9	24.5	4.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	3,750	7	23.1	1.9	1,105	6	23.9	1.8	2,402	8	22.6	2.1
Alg 1, Alg 2, Geom, & Trig	4,817	9	20.7	-0.5	1,519	8	21.6	-0.5	3,022	9	20.1	-0.4
Alg 1, Alg 2, Geom, & Other Adv Math	5,793	10	21.3	0.1	1,737	9	22.1	0.0	3,684	12	20.8	0.3
Other comb of 4 or more years of Math	10,704	19	25.4	4.2	4,227	21	26.5	4.4	5,982	19	24.5	4.0
Alg 1, Alg 2, & Geom (Min. Core)	7,437	13	18.1	-3.1	2,385	12	18.7	-3.4	4,675	15	17.7	-2.8
Other comb of 3 or 3.5 years of Math	1,906	3	22.3	1.1	728	4	23.2	1.1	1,078	3	21.6	1.1
Less than 3 years of Math	5,153	9	21.2	-	1,776	9	22.1	-	2,924	9	20.5	-
No Math course/grade information reported	11,303	20	21.9	-	4,589	23	22.4	-	5,206	16	21.2	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	791	1	23.7	2.0	318	2	23.6	2.1	430	1	23.8	2.0
Other comb of 4 or more years Social Science	17,861	32	22.4	0.7	5,664	29	22.2	0.7	11,165	35	22.4	0.6
US Hist, World Hist, & Am Gov (Min. Core)	1,971	4	20.7	-1.0	791	4	21.0	-0.5	1,060	3	20.3	-1.5
Other comb of 3 or 3.5 years of Social Science	16,070	29	21.5	-0.2	5,525	28	21.5	0.0	9,725	31	21.5	-0.3
Less than 3 years of Social Science	7,811	14	21.7	-	2,953	15	21.5	-	4,255	13	21.8	-
No Soc Sci course/grade information reported	11,229	20	21.6	-	4,564	23	21.0	-	5,177	16	21.8	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	11,986	22	21.8	1.9	4,579	23	22.7	2.3	6,761	21	21.1	1.5
Bio, Chem, Phys	9,199	17	22.4	2.5	3,485	18	23.5	3.1	5,262	17	21.6	2.0
Gen Sci ² , Bio, Chem (Min. Core)	10,476	19	19.7	-0.2	2,964	15	20.2	-0.2	6,913	22	19.5	-0.1
Other comb of 3 years of Natural Science	1,035	2	20.3	0.4	432	2	21.2	0.8	532	2	19.6	0.0
Less than 3 years of Natural Science	11,141	20	19.9	-	3,576	18	20.4	-	6,811	21	19.6	-
No Nat Sci course/grade information reported	11,896	21	20.6	-	4,779	24	20.9	-	5,533	17	20.1	-

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	4,220	8	21.8	74	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	34,244	61	21.1	72	668,226	55	20.4	67
Less than 4 years of English	6,594	12	20.9	71	115,551	10	19.4	62
No English course/grade information reported	10,675	19	20.6	68	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	4,870	9	25.2	77	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	3,750	7	23.1	65	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	4,817	9	20.7	42	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	5,793	10	21.3	47	153,394	13	20.3	37
Other comb of 4 or more years of Math	10,704	19	25.4	76	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	7,437	13	18.1	17	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	1,906	3	22.3	54	54,965	5	20.6	40
Less than 3 years of Math	5,153	9	21.2	45	131,567	11	17.9	18
No Math course/grade information reported	11,303	20	21.9	51	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	791	1	23.7	67	31,335	3	22.7	60
Other comb of 4 or more years Social Science	17,861	32	22.4	60	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	1,971	4	20.7	48	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	16,070	29	21.5	53	325,879	27	21.3	52
Less than 3 years of Social Science	7,811	14	21.7	55	179,270	15	20.5	46
No Soc Sci course/grade information reported	11,229	20	21.6	54	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	11,986	22	21.8	35	320,821	27	22.3	38
Bio, Chem, Phys	9,199	17	22.4	39	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	10,476	19	19.7	18	339,689	28	20.2	19
Other comb of 3 years of Natural Science	1,035	2	20.3	23	32,330	3	20.5	24
Less than 3 years of Natural Science	11,141	20	19.9	21	234,307	19	19.1	14
No Nat Sci course/grade information reported	11,896	21	20.6	28	163,789	14	20.7	26

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	277	0	20.1	9	1	15.1	251	1	20.4
Architecture & Environmental Design	1,022	2	20.9	10	2	13.8	978	2	21.0
Business & Management	4,013	7	20.6	53	8	16.5	3,786	9	20.8
Business & Office	231	0	19.4	9	1	15.1	209	1	19.7
Marketing & Distribution	306	1	20.4	5	1	15.8	279	1	20.7
Communications & Comm. Technologies	1,389	2	21.1	22	3	17.0	1,309	3	21.3
Community & Personal Services	892	2	17.4	32	5	14.6	815	2	17.6
Computer & Information Sciences	674	1	21.4	25	4	15.1	619	1	21.7
Cross-Disciplinary Studies	90	0	23.5	2	0	17.0	86	0	23.5
Education	1,159	2	19.5	22	3	15.3	1,079	3	19.6
Teacher Education	746	1	19.2	8	1	13.6	695	2	19.4
Engineering	1,579	3	22.4	21	3	14.5	1,491	4	22.6
Engineering-Related Technologies	1,113	2	23.0	15	2	16.7	1,053	3	23.1
Foreign Languages	232	0	22.8	7	1	15.7	214	1	23.0
Health Sciences & Allied Health Fields	5,893	11	20.3	99	16	15.9	5,590	13	20.4
Human, Family & Consumer Science	300	1	18.8	16	3	15.5	267	1	19.1
Letters	338	1	24.9	2	0	15.5	325	1	24.9
Mathematics	250	0	23.7	0	0	.	236	1	23.9
Philosophy, Religion & Theology	194	0	23.1	1	0	15.0	182	0	23.2
Sciences (Biological & Physical)	2,887	5	23.7	5	1	17.4	2,788	7	23.7
Social Sciences	3,545	6	21.5	16	3	15.9	3,393	8	21.6
Trade & Industrial	95	0	17.7	23	4	16.9	61	0	18.0
Visual & Performing Arts	2,324	4	21.2	63	10	15.7	2,104	5	21.4
Undecided	4,513	8	21.5	76	12	15.5	4,076	10	21.7
No Response	21,671	39	22.3	94	15	16.4	9,618	23	22.7

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/ Alaskan 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	140	15.6	13	15.2	1	13.0	20	18.1	63	14.0	13	18.4	30	16.1
2-yr College Degree	495	15.9	40	15.2	2	20.0	89	18.5	219	14.8	45	17.3	100	15.4
Bachelors Degree	12,550	20.3	874	16.5	68	19.5	4,853	22.3	2,879	17.5	1,347	20.4	2,529	20.7
Graduate Study	12,587	22.4	859	18.4	62	22.1	4,757	24.4	2,546	19.3	1,633	23.0	2,730	22.9
Prof. Level Degree	16,367	22.2	1,403	18.8	83	22.6	4,128	25.0	4,490	19.1	2,635	23.7	3,628	22.9
Other	1,055	18.2	123	16.1	9	16.6	196	20.9	350	16.3	124	19.4	253	19.1
No Response	12,539	22.0	674	17.0	43	21.2	3,604	23.9	1,773	18.3	1,231	23.3	5,214	22.2

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
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	7,609	2,041	5,568	2	9	22	26	25	15	2
UNIVERSITY OF CALIFORNIA-BERKELEY	California	5,954	2,027	3,927	1	7	19	26	26	18	2
SAN DIEGO STATE UNIVERSITY	California	5,762	1,731	4,031	2	12	31	33	17	4	0
UNIVERSITY OF CALIFORNIA-SAN DIEGO	California	5,721	1,190	4,531	1	5	17	29	30	17	1
CALIFORNIA STATE UNIV-LONG BEACH	California	5,481	1,437	4,044	4	19	33	28	12	3	0
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	California	5,354	998	4,356	1	7	20	29	29	13	1
UNIVERSITY OF CALIFORNIA-DAVIS	California	5,296	1,462	3,834	1	6	20	30	29	13	1
UNIVERSITY OF CALIFORNIA-IRVINE	California	4,641	939	3,702	1	7	24	31	27	10	1
UNIVERSITY OF SOUTHERN CALIFORNIA	California	4,287	1,234	3,053	2	10	22	28	24	14	1
CALIFORNIA POLYTECHNIC ST U-SAN LUIS OB	California	3,703	1,671	2,032	0	3	15	31	34	16	1
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	California	2,940	495	2,445	1	7	22	30	29	11	0
CALIFORNIA STATE UNIV-FULLERTON	California	2,857	773	2,084	3	18	38	28	12	2	0
UNIVERSITY OF CALIFORNIA-RIVERSIDE	California	2,733	528	2,205	2	15	35	29	15	4	0
UNIVERSITY OF SAN DIEGO	California	2,593	433	2,160	1	10	24	32	24	9	1
SAN FRANCISCO STATE UNIVERSITY	California	2,570	612	1,958	3	15	34	31	14	3	0
CALIFORNIA STATE UNIV-SACRAMENTO	California	2,406	623	1,783	3	16	36	28	14	3	0
CALIFORNIA STATE UNIV-LOS ANGELES	California	2,242	546	1,696	8	29	38	18	5	1	0
CALIFORNIA STATE UNIV-FRESNO	California	2,180	758	1,422	4	22	37	24	10	2	0
STANFORD UNIVERSITY	California	2,150	641	1,509	0	3	11	22	27	30	7
CALIFORNIA STATE UNIV-NORTHRIDGE	California	2,143	574	1,569	6	26	36	21	9	2	0
SAN JOSE STATE UNIVERSITY	California	1,865	430	1,435	4	18	39	26	11	3	0
CALIFORNIA STATE UNIV-CHICO	California	1,779	500	1,279	2	12	33	34	16	3	0
CALIFORNIA STATE POLYTECH UNIV-POMONA	California	1,724	504	1,220	2	14	35	28	16	5	0
BRIGHAM YOUNG UNIVERSITY	Utah	1,413	1,089	324	0	2	11	29	35	20	4
GEAR UP INLAND EMPIRE/CSUSB	California	1,411	396	1,015	12	38	32	12	5	1	0
CALIFORNIA STATE UNIV-DOMINGUEZ HILLS	California	1,369	395	974	11	37	37	13	2	0	0
LOYOLA MARYMOUNT UNIVERSITY	California	1,319	376	943	1	9	24	34	24	8	0
UNIVERSITY OF SAN FRANCISCO	California	1,286	247	1,039	1	9	26	35	22	6	0
PEPPERDINE UNIVERSITY	California	1,269	322	947	1	6	19	34	28	11	0
CALIFORNIA STATE UNIV-SAN BERNARDINO	California	1,165	333	832	7	28	39	21	6	0	0
All Other Institutions		53,130	13,321	39,809	3	13	26	26	20	11	1
Total		146,352	38,626	107,726	3	12	26	27	21	10	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	39,481	430,404	21.9	22.4	8.1	7.7	22.1	22.0
African Am./Black	2,521	38,583	17.7	17.5	7.4	6.8	18.3	17.6
Am. Indian/Alaskan Native	184	2,803	21.5	19.8	8.1	7.1	21.7	19.6
Caucasian Am./White	12,338	269,428	24.5	23.4	8.5	7.8	24.2	22.8
Hispanic	8,538	33,207	17.9	18.9	7.7	7.4	18.7	19.1
Asian Am./Pacific Islander	5,735	21,275	22.5	23.0	8.2	8.0	22.5	22.8
Other/No Response	10,165	65,108	22.9	22.8	8.2	7.9	22.9	22.5
Males	13,364	170,904	21.8	22.1	8.0	7.4	21.8	21.5
Females	23,016	240,056	21.9	22.6	8.2	7.9	22.1	22.3
Missing	3,101	19,444	22.6	22.1	8.2	7.8	22.6	21.9

