

ACT High School Profile Report

The Graduating Class of 2006
Delaware



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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

22% 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. 471 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. 52% 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 11% of the cohort took less than three years of math courses. Of these students, 32% were college ready. 9% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 7% of these students were college ready. In comparison, 49% 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 13% of the cohort took less than three years of natural science courses. 23% of these students were college ready. In comparison, 25% 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 42% 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.

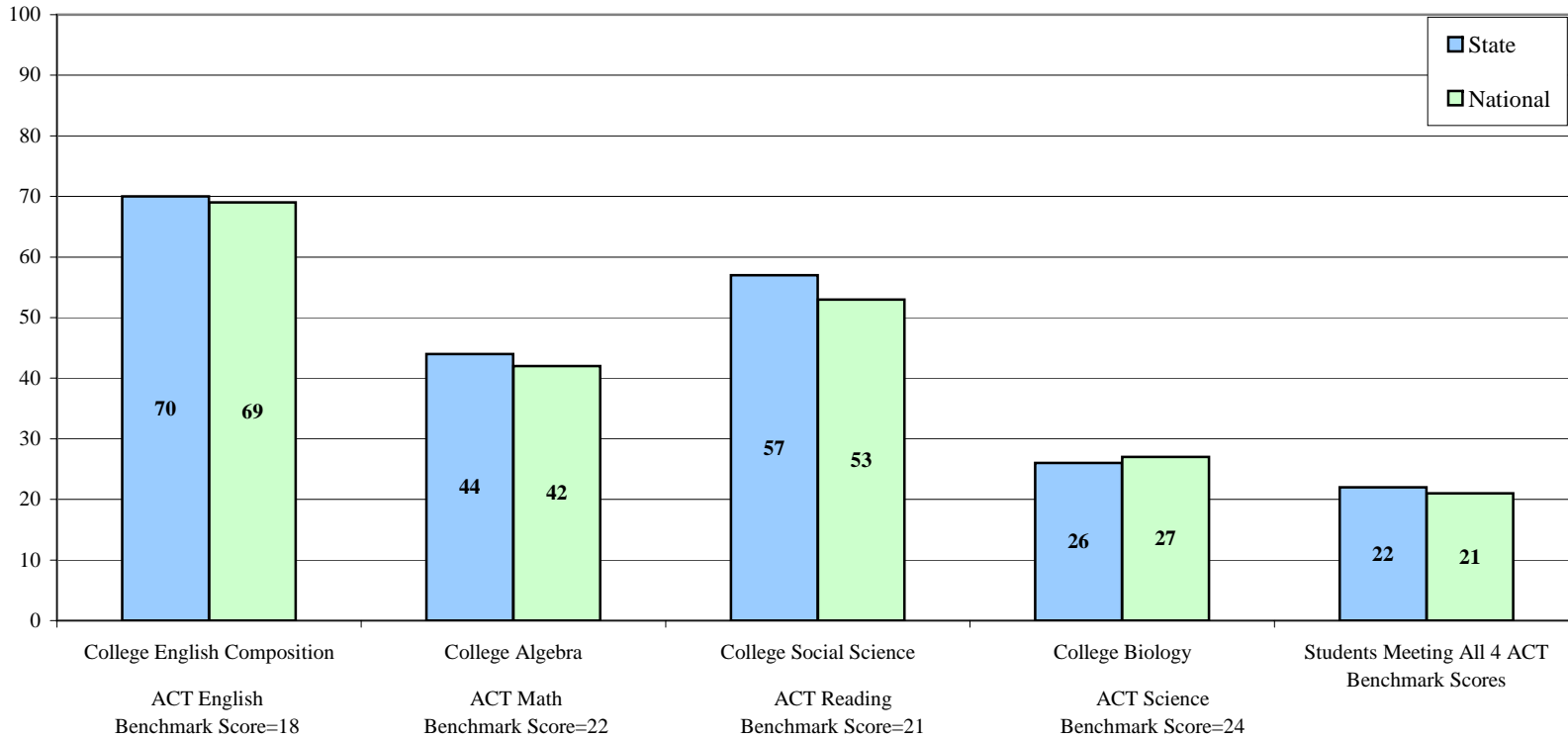
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 courses.

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

Grad Year	Number of Students Tested		Percent Meeting Benchmarks									
	State	National	English		Mathematics		Reading		Science		Meeting All Four	
			State	National	State	National	State	National	State	National	State	National
2002	317	1,116,082	68	67	43	39	58	53	30	26	24	20
2003	395	1,175,059	66	67	40	40	52	52	26	26	22	20
2004	415	1,171,460	69	68	46	40	57	52	29	26	24	21
2005	377	1,186,251	68	68	37	41	50	51	25	26	22	21
2006	471	1,206,455	70	69	44	42	57	53	26	27	22	21

Table 1.2. Five Year Trends—Average ACT Scores

Grad Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
2002	317	1,116,082	20.8	20.2	21.0	20.6	21.8	21.1	21.2	20.8	21.3	20.8
2003	395	1,175,059	20.3	20.3	20.6	20.6	21.2	21.2	20.8	20.8	20.8	20.8
2004	415	1,171,460	20.7	20.4	21.4	20.7	22.0	21.3	21.3	20.9	21.5	20.9
2005	377	1,186,251	20.2	20.4	20.5	20.7	21.4	21.3	20.6	20.9	20.8	20.9
2006	471	1,206,455	20.7	20.6	21.3	20.8	22.1	21.4	21.0	20.9	21.4	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	191	96	60	30	21.1	19.6	21.4	19.7	22.0	20.4	21.6	20.4	21.6	20.1
2003	234	125	59	32	20.7	19.1	20.7	19.8	21.7	20.2	21.0	20.3	21.1	19.9
2004	229	128	55	31	21.1	19.8	21.6	20.8	22.1	21.9	21.6	20.8	21.7	20.9
2005	196	132	52	35	20.9	19.5	21.1	19.8	22.3	20.4	21.2	20.0	21.5	20.1
2006	243	160	52	34	20.6	20.3	21.3	20.8	22.1	21.7	21.0	20.9	21.3	21.1

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	317	100	21.3	395	100	20.8	415	100	21.5	377	100	20.8	471	100	21.4
African American/Black	60	19	17.2	89	23	16.9	88	21	17.4	97	26	17.0	98	21	17.8
American Indian/Alaskan Native	1	0	21.0	0	0	.	0	0	.	0	0	.	2	0	20.0
Caucasian American/White	208	66	22.6	234	59	22.0	259	62	22.4	214	57	21.9	254	54	22.7
Hispanic	8	3	18.9	11	3	21.8	9	2	23.4	8	2	22.8	17	4	18.9
Asian American/Pacific Islander	14	4	22.1	15	4	22.1	17	4	23.4	15	4	22.9	20	4	23.3
Other/No Response	26	8	20.9	46	12	21.7	42	10	22.8	43	11	22.7	80	17	21.7

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	0	100	1	100	2	100	1	100	0	100	36
35	5	100	3	100	4	100	5	100	0	100	35
34	4	99	5	99	9	99	0	99	2	100	34
33	2	98	3	98	14	97	1	99	4	100	33
32	5	98	1	97	10	94	4	99	6	99	32
31	2	97	5	97	16	92	3	98	6	97	31
30	15	96	13	96	15	88	1	97	5	96	30
29	13	93	11	93	14	85	13	97	13	95	29
28	17	90	12	91	19	82	7	94	24	92	28
27	20	87	20	89	25	78	10	93	16	87	27
26	14	82	27	84	17	73	27	90	26	84	26
25	26	79	30	79	19	69	16	85	25	78	25
24	23	74	32	72	35	65	34	81	25	73	24
23	33	69	24	65	23	58	44	74	38	68	23
22	39	62	20	60	31	53	47	65	45	60	22
21	34	54	32	56	15	46	37	55	35	50	21
20	33	46	37	49	22	43	51	47	30	43	20
19	23	39	27	41	29	38	46	36	30	36	19
18	24	35	30	36	23	32	25	26	23	30	18
17	23	30	57	29	31	27	28	21	33	25	17
16	22	25	27	17	18	21	30	15	29	18	16
15	25	20	25	11	19	17	10	9	16	12	15
14	14	15	16	6	17	13	11	7	20	8	14
13	9	12	4	3	19	9	6	4	9	4	13
12	12	10	8	2	16	5	5	3	8	2	12
11	7	7	0	1	5	2	3	2	1	1	11
10	5	6	0	1	2	1	1	1	0	1	10
9	7	5	0	1	1	1	3	1	1	1	9
8	9	3	1	1	1	1	2	1	1	1	8
7	4	1	0	1	0	1	0	1	0	1	7
6	2	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	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
Average	20.7		21.3		22.1		21.0		21.4		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	12	100	2	100	6	100	18	100	21	100	3	100	5	100	18
17	16	97	4	100	31	99	33	96	15	96	10	99	6	99	17
16	17	94	21	99	27	92	39	89	35	92	5	97	11	98	16
15	28	90	30	94	29	86	45	81	26	85	15	96	25	95	15
14	35	85	38	88	23	80	34	71	34	79	34	93	29	90	14
13	25	77	49	80	42	75	38	64	38	72	33	86	51	84	13
12	43	72	51	69	46	66	45	56	67	64	86	79	51	73	12
11	45	63	67	59	43	57	39	46	37	50	44	61	50	62	11
10	57	53	44	44	41	48	34	38	47	42	76	51	81	52	10
9	48	41	57	35	46	39	36	31	33	32	82	35	55	34	9
8	41	31	35	23	51	29	32	23	56	25	28	18	42	23	8
7	25	22	23	15	23	18	23	17	35	13	9	12	16	14	7
6	24	17	20	11	27	13	30	12	22	6	17	10	26	10	6
5	25	12	11	6	17	8	16	5	4	1	17	6	2	5	5
4	14	6	13	4	11	4	7	2	0	1	6	3	12	4	4
3	12	3	5	1	5	2	1	1	0	1	3	1	0	2	3
2	4	1	1	1	1	1	1	1	1	1	2	1	6	2	2
1	0	1	0	1	2	1	0	1	0	1	1	1	3	1	1
Average	10.4		10.7		10.8		11.7		11.4		10.5		10.5		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	471	52	21.3	21.1
	African Am./Black	98	46	17.8	17.3
	Am. Indian/Alaskan Native	2	0	.	20.0
	Caucasian Am./White	254	56	22.3	23.6
	Hispanic	17	47	19.3	18.4
	Asian Am./Pacific Islander	20	75	22.5	23.0
	Other/No Response	80	41	22.2	20.8
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	11	2	12	3	29	6	7	1
	28 to 32	52	11	42	9	74	16	28	6
	24 to 27	83	18	109	23	96	20	87	18
	20 to 23	139	30	113	24	91	19	179	38
	16 to 19	92	20	141	30	101	21	129	27
	13 to 15	48	10	45	10	55	12	27	6
	01 to 12	46	10	9	2	25	5	14	3
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	183	39	20.9	22.5	23.0	22.1	22.2
	Females	267	57	20.5	20.4	21.5	20.3	20.8
	Missing	21	4	20.9	21.4	22.3	20.8	21.5
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	53	62	36	31
	Females	72	38	54	19	16
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

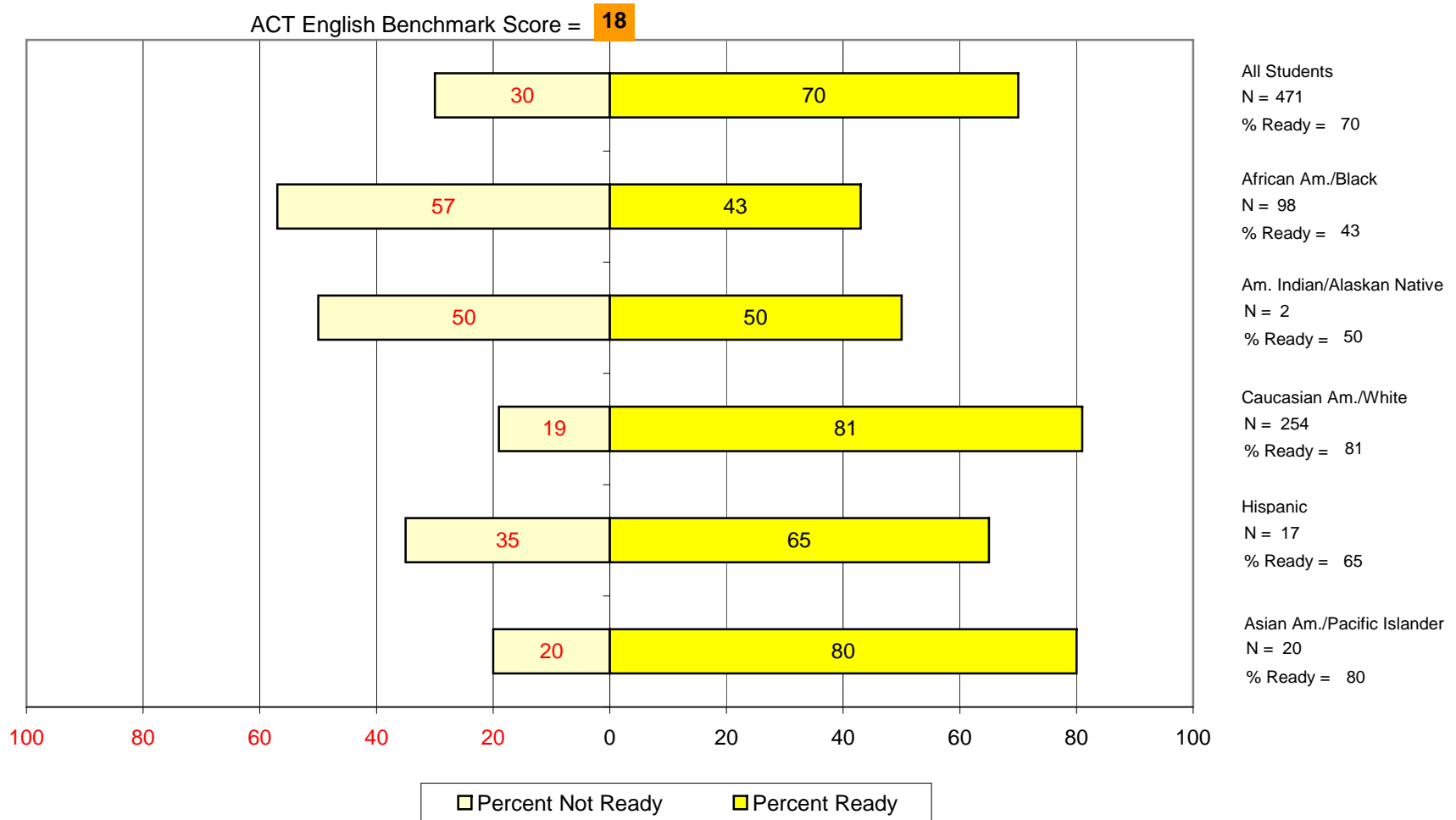


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

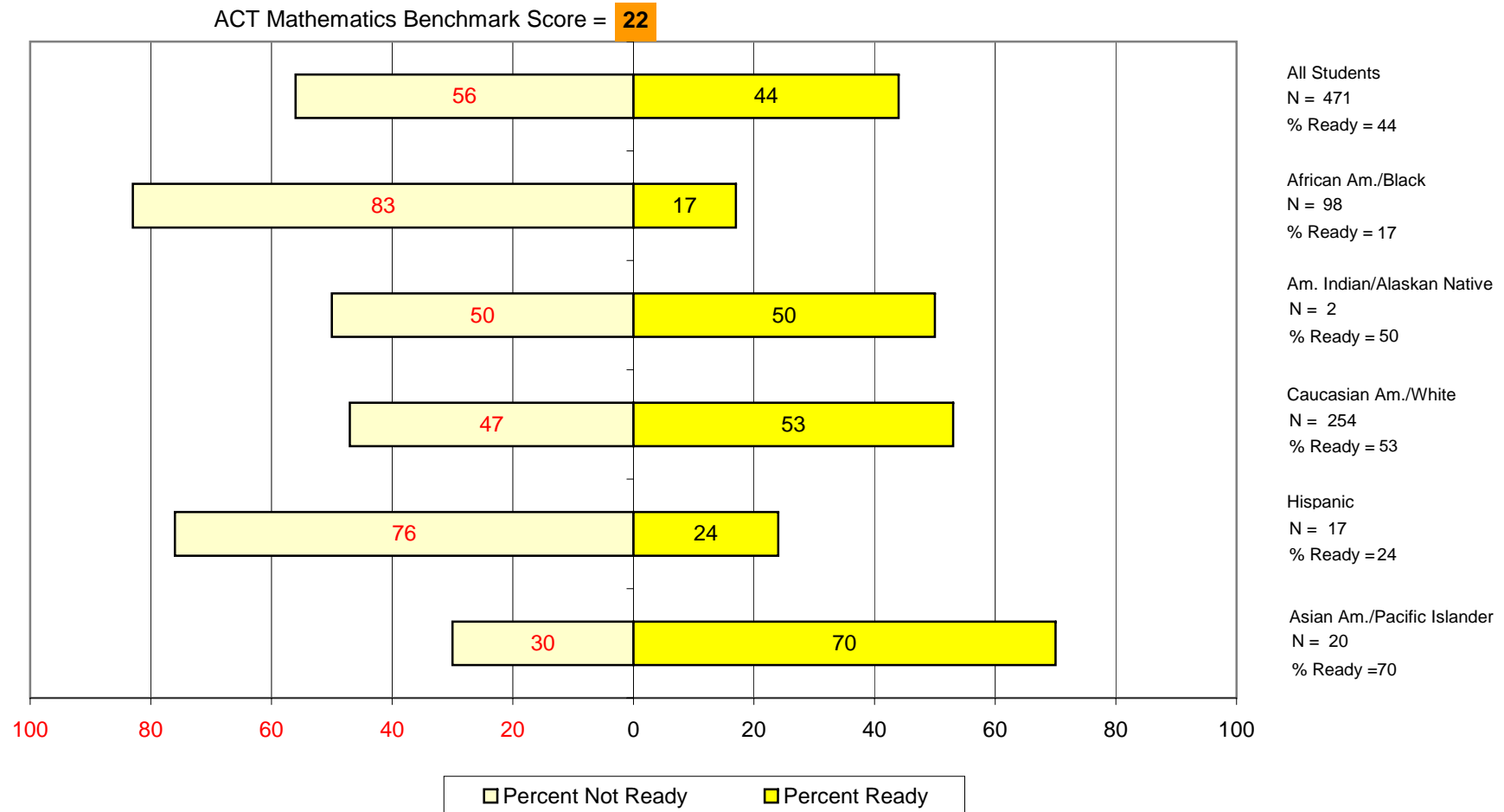


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

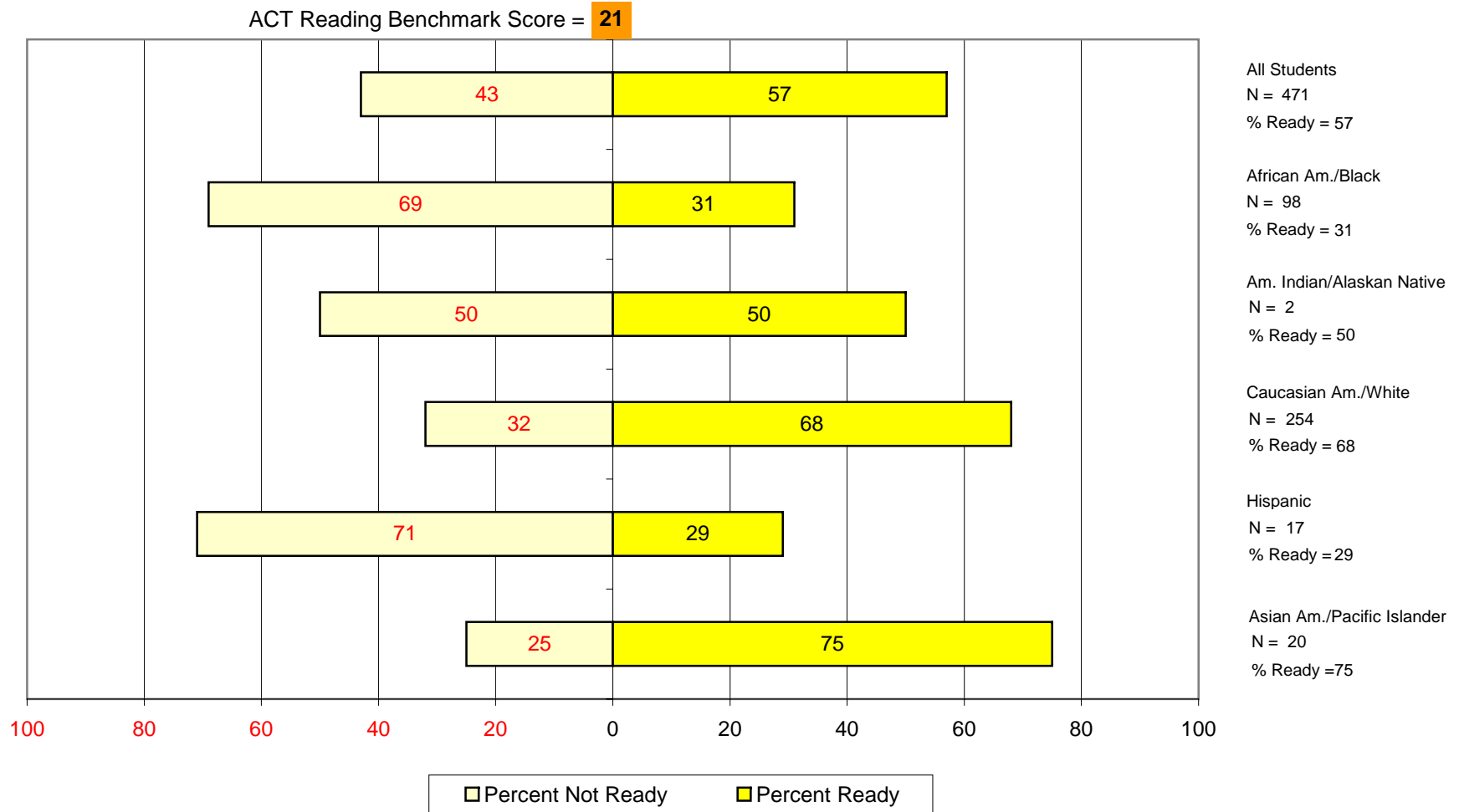


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

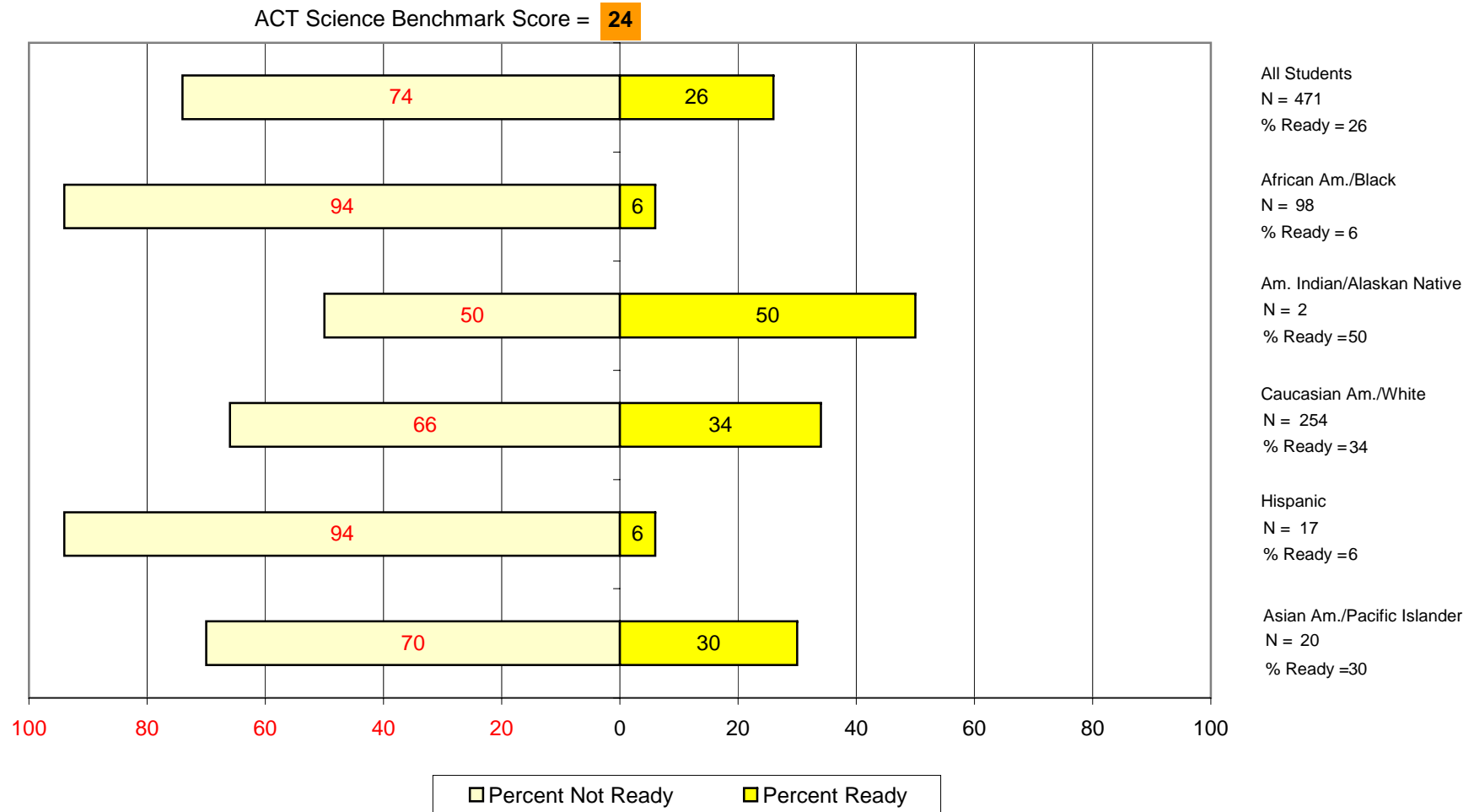


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

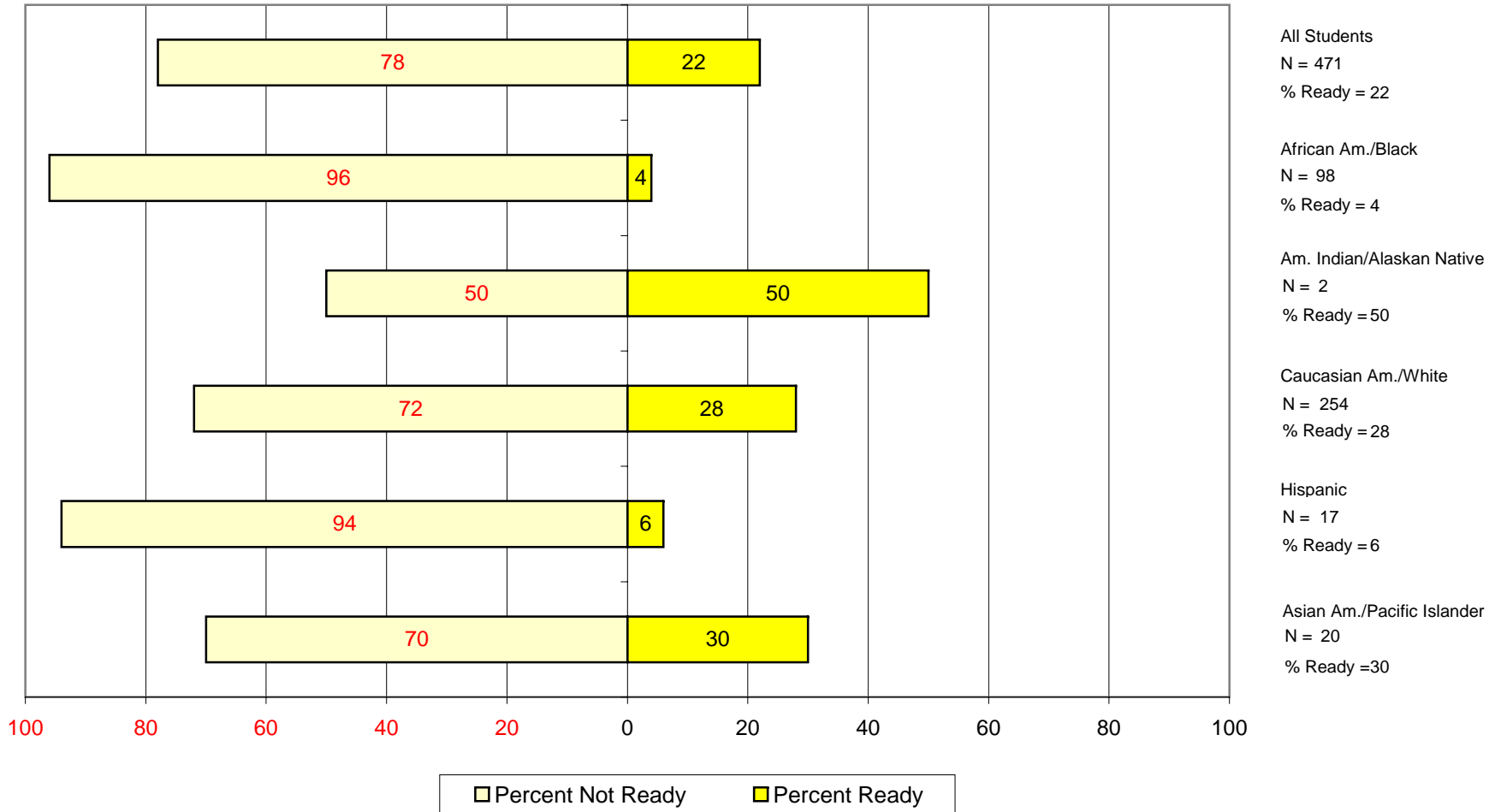


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	43	9	22.3	0.9	14	8	21.5	-0.8	28	10	22.6	1.5
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	304	65	20.0	-1.4	115	63	20.1	-2.2	175	66	20.0	-1.1
Less than 4 years of English	52	11	21.4	-	18	10	22.3	-	33	12	21.1	-
No English course/grade information reported	72	15	22.0	-	36	20	22.9	-	31	12	21.0	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	30	6	24.5	4.9	17	9	25.0	5.4	13	5	23.8	4.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	33	7	21.3	1.7	9	5	22.1	2.5	22	8	20.5	0.7
Alg 1, Alg 2, Geom, & Trig	25	5	19.2	-0.4	9	5	20.1	0.5	16	6	18.6	-1.2
Alg 1, Alg 2, Geom, & Other Adv Math	67	14	19.5	-0.1	17	9	19.5	-0.1	44	16	19.7	-0.1
Other comb of 4 or more years of Math	105	22	24.0	4.4	48	26	24.6	5.0	54	20	23.3	3.5
Alg 1, Alg 2, & Geom (Min. Core)	42	9	17.6	-2.0	10	5	18.3	-1.3	30	11	17.3	-2.5
Other comb of 3 or 3.5 years of Math	37	8	20.5	0.9	16	9	21.4	1.8	20	7	19.8	0.0
Less than 3 years of Math	53	11	19.6	-	16	9	19.6	-	36	13	19.8	-
No Math course/grade information reported	79	17	21.9	-	41	22	23.3	-	32	12	20.1	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	17	4	26.3	3.6	10	5	27.4	4.3	7	3	24.7	2.1
Other comb of 4 or more years Social Science	117	25	21.4	-1.3	44	24	21.9	-1.2	73	27	21.0	-1.6
US Hist, World Hist, & Am Gov (Min. Core)	30	6	22.1	-0.6	16	9	21.9	-1.2	12	4	21.1	-1.5
Other comb of 3 or 3.5 years of Social Science	119	25	21.1	-1.6	38	21	22.3	-0.8	75	28	20.4	-2.2
Less than 3 years of Social Science	109	23	22.7	-	36	20	23.1	-	66	25	22.6	-
No Soc Sci course/grade information reported	79	17	23.1	-	39	21	24.1	-	34	13	22.4	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	157	33	21.8	2.2	65	36	23.0	3.0	84	31	21.0	1.4
Bio, Chem, Phys	35	7	23.3	3.7	11	6	25.2	5.2	22	8	22.8	3.2
Gen Sci ² , Bio, Chem (Min. Core)	124	26	19.6	0.0	38	21	19.6	-0.4	82	31	19.5	-0.1
Other comb of 3 years of Natural Science	14	3	22.8	3.2	8	4	23.9	3.9	6	2	21.3	1.7
Less than 3 years of Natural Science	62	13	19.6	-	23	13	20.0	-	38	14	19.6	-
No Nat Sci course/grade information reported	79	17	21.6	-	38	21	23.0	-	35	13	20.0	-

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	43	9	22.3	86	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	304	65	20.0	66	668,226	55	20.4	67
Less than 4 years of English	52	11	21.4	79	115,551	10	19.4	62
No English course/grade information reported	72	15	22.0	75	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	30	6	24.5	80	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	33	7	21.3	45	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	25	5	19.2	20	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	67	14	19.5	24	153,394	13	20.3	37
Other comb of 4 or more years of Math	105	22	24.0	66	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	42	9	17.6	7	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	37	8	20.5	49	54,965	5	20.6	40
Less than 3 years of Math	53	11	19.6	32	131,567	11	17.9	18
No Math course/grade information reported	79	17	21.9	51	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	17	4	26.3	76	31,335	3	22.7	60
Other comb of 4 or more years Social Science	117	25	21.4	55	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	30	6	22.1	60	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	119	25	21.1	50	325,879	27	21.3	52
Less than 3 years of Social Science	109	23	22.7	58	179,270	15	20.5	46
No Soc Sci course/grade information reported	79	17	23.1	65	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	157	33	21.8	30	320,821	27	22.3	38
Bio, Chem, Phys	35	7	23.3	51	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	124	26	19.6	10	339,689	28	20.2	19
Other comb of 3 years of Natural Science	14	3	22.8	29	32,330	3	20.5	24
Less than 3 years of Natural Science	62	13	19.6	23	234,307	19	19.1	14
No Nat Sci course/grade information reported	79	17	21.6	33	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	3	1	22.0	0	0	.	3	1	22.0
Architecture & Environmental Design	9	2	22.1	0	0	.	8	2	22.8
Business & Management	29	6	19.9	0	0	.	28	7	19.6
Business & Office	0	0	.	0	0	.	0	0	.
Marketing & Distribution	3	1	19.0	0	0	.	3	1	19.0
Communications & Comm. Technologies	15	3	21.9	0	0	.	15	4	21.9
Community & Personal Services	9	2	16.0	1	25	22.0	7	2	15.4
Computer & Information Sciences	6	1	24.8	0	0	.	6	2	24.8
Cross-Disciplinary Studies	0	0	.	0	0	.	0	0	.
Education	20	4	20.3	0	0	.	20	5	20.3
Teacher Education	3	1	17.7	0	0	.	3	1	17.7
Engineering	16	3	23.6	0	0	.	16	4	23.6
Engineering-Related Technologies	12	3	22.4	0	0	.	12	3	22.4
Foreign Languages	3	1	26.3	0	0	.	3	1	26.3
Health Sciences & Allied Health Fields	62	13	20.3	0	0	.	61	16	20.3
Human, Family & Consumer Science	4	1	21.8	1	25	16.0	3	1	23.7
Letters	2	0	22.5	0	0	.	2	1	22.5
Mathematics	0	0	.	0	0	.	0	0	.
Philosophy, Religion & Theology	0	0	.	0	0	.	0	0	.
Sciences (Biological & Physical)	28	6	21.6	0	0	.	28	7	21.6
Social Sciences	43	9	22.3	0	0	.	41	11	22.3
Trade & Industrial	0	0	.	0	0	.	0	0	.
Visual & Performing Arts	21	4	18.6	0	0	.	21	5	18.6
Undecided	33	7	21.2	0	0	.	32	8	21.1
No Response	150	32	22.2	2	50	14.5	78	20	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/ 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	1	22.0	0	.	0	.	1	22.0	0	.	0	.	0	.
2-yr College Degree	3	15.0	2	14.5	0	.	1	16.0	0	.	0	.	0	.
Bachelors Degree	127	19.6	26	17.0	1	14.0	75	20.6	8	18.6	2	18.5	15	20.1
Graduate Study	109	22.3	15	17.2	0	.	68	23.7	4	18.3	4	22.5	18	22.2
Prof. Level Degree	154	21.9	47	18.4	0	.	66	24.0	2	18.5	12	24.3	27	22.1
Other	4	19.8	1	14.0	0	.	2	18.5	0	.	0	.	1	28.0
No Response	73	22.5	7	19.4	1	26.0	41	23.4	3	21.0	2	23.5	19	21.5

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 DELAWARE	Delaware	130	61	69	1	5	25	36	21	11	2
DELAWARE STATE UNIVERSITY	Delaware	28	7	21	7	25	54	14	0	0	0
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	19	2	17	0	5	16	47	21	5	5
TEMPLE UNIVERSITY	Pennsylvania	19	6	13	16	16	37	32	0	0	0
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	18	5	13	6	6	17	39	22	11	0
WESLEY COLLEGE	Delaware	18	8	10	17	6	50	22	6	0	0
HAMPTON UNIVERSITY	Virginia	16	6	10	6	13	56	19	6	0	0
DELAWARE TECH & COMM COLL-STANTON/WILM	Delaware	15	4	11	0	20	73	7	0	0	0
SALISBURY UNIVERSITY	Maryland	14	4	10	0	7	43	43	7	0	0
UNIVERSITY OF MARYLAND EASTERN SHORE	Maryland	14	3	11	14	21	50	14	0	0	0
VIRGINIA TECH	Virginia	14	3	11	0	0	21	50	21	7	0
WEST CHESTER UNIVERSITY OF PENNSYLVANIA	Pennsylvania	14	2	12	0	7	29	43	21	0	0
UNITED STATES AIR FORCE ACADEMY	Colorado	13	6	7	0	0	0	31	46	23	0
JAMES MADISON UNIVERSITY	Virginia	12	2	10	0	0	33	33	33	0	0
MORGAN STATE UNIVERSITY	Maryland	11	2	9	18	9	64	9	0	0	0
NORTH CAROLINA AGRIC & TECH STATE UNIV	North Carolina	11	5	6	9	18	55	18	0	0	0
UNITED STATES NAVAL ACADEMY	Maryland	11	5	6	0	0	0	18	45	36	0
DUKE UNIVERSITY	North Carolina	10	3	7	0	20	0	30	10	30	10
HOWARD UNIVERSITY	District of Columbia	10	2	8	20	20	30	30	0	0	0
UNIVERSITY OF PENNSYLVANIA	Pennsylvania	10	5	5	0	0	0	20	60	20	0
WEST VIRGINIA UNIVERSITY	West Virginia	10	4	6	0	10	10	40	40	0	0
BRIGHAM YOUNG UNIVERSITY	Utah	9	8	1	0	0	0	56	33	11	0
COLLEGE OF WILLIAM AND MARY	Virginia	9	3	6	0	0	0	22	33	44	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	9	2	7	11	11	22	33	22	0	0
UNITED STATES MILITARY ACADEMY	New York	9	2	7	0	0	0	22	44	33	0
BOSTON UNIVERSITY	Massachusetts	8	3	5	0	0	13	38	25	25	0
CASTLE MICHAEL N AT LARGE DELAWARE	Delaware	8	0	8	0	0	0	38	38	25	0
DREXEL UNIVERSITY	Pennsylvania	8	1	7	0	13	0	38	50	0	0
JOHNS HOPKINS UNIVERSITY THE	Maryland	8	1	7	0	0	0	38	38	25	0
UNIV OF VIRGINIA-MAIN CAMPUS	Virginia	8	2	6	0	0	13	13	25	50	0
All Other Institutions		642	152	490	2	12	24	34	17	11	1
Total		1,135	319	816	3	10	25	33	18	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	263	430,404	21.7	22.4	7.8	7.7	21.6	22.0
African Am./Black	43	38,583	18.4	17.5	7.1	6.8	18.5	17.6
Am. Indian/Alaskan Native	0	2,803	.	19.8	.	7.1	.	19.6
Caucasian Am./White	155	269,428	22.6	23.4	8.0	7.8	22.4	22.8
Hispanic	10	33,207	18.7	18.9	8.6	7.4	20.1	19.1
Asian Am./Pacific Islander	12	21,275	24.3	23.0	8.0	8.0	23.8	22.8
Other/No Response	43	65,108	21.7	22.8	7.4	7.9	21.3	22.5
Males	93	170,904	22.1	22.1	7.5	7.4	21.6	21.5
Females	159	240,056	21.4	22.6	7.9	7.9	21.4	22.3
Missing	11	19,444	23.0	22.1	7.9	7.8	22.7	21.9

