

ACT High School Profile Report

The Graduating Class of 2006
District of Columbia



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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

14% 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. 1,077 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. 41% 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, 21% were college ready. 13% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 7% of these students were college ready. In comparison, 32% 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 12% of the cohort took less than three years of natural science courses. 13% of these students were college ready. In comparison, 17% 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 67% 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.

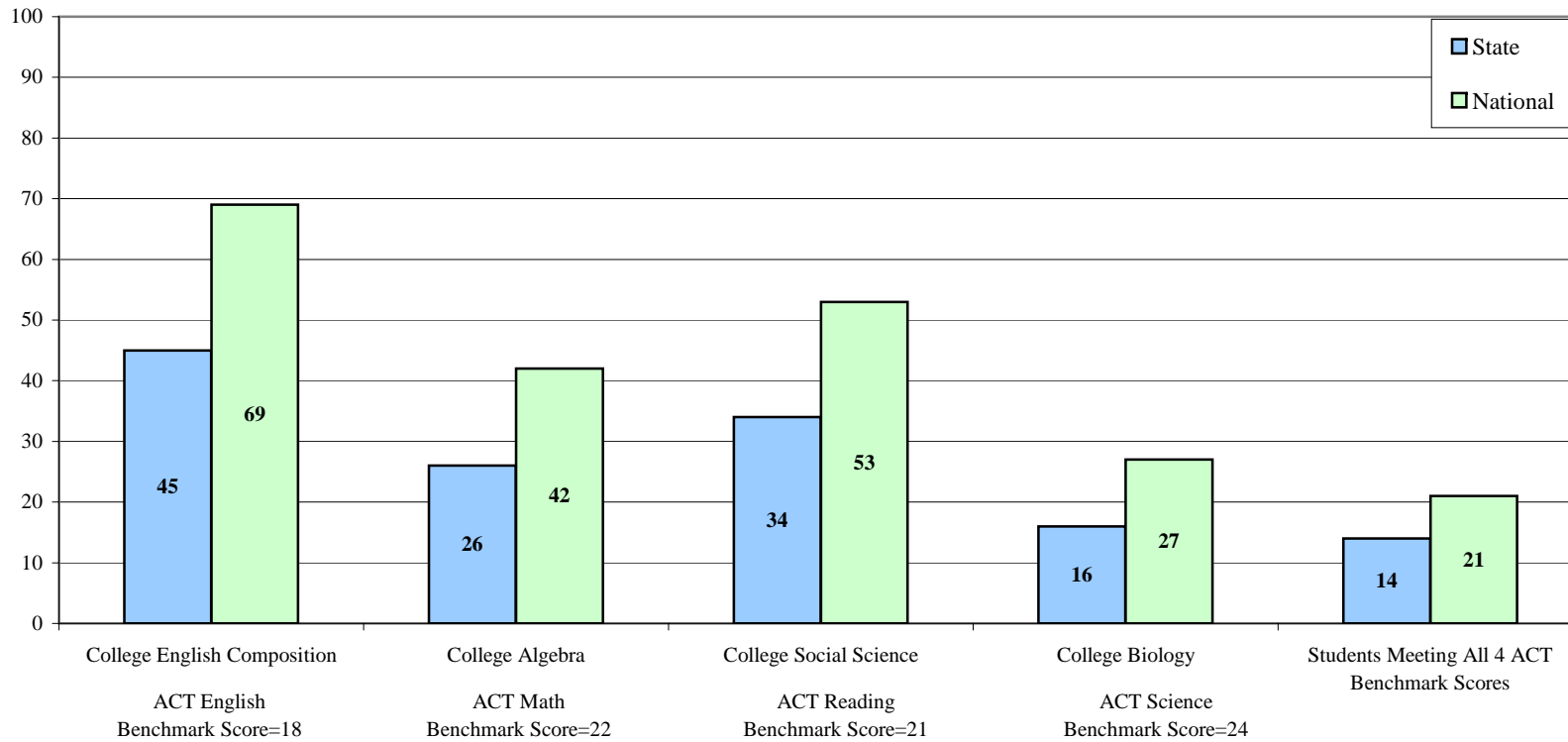
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2002	947	1,116,082	39	67	19	39	29	53	11	26	10	20
2003	978	1,175,059	39	67	20	40	29	52	12	26	10	20
2004	1,064	1,171,460	42	68	19	40	30	52	11	26	10	21
2005	1,018	1,186,251	42	68	23	41	32	51	14	26	12	21
2006	1,077	1,206,455	45	69	26	42	34	53	16	27	14	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	947	1,116,082	16.7	20.2	17.6	20.6	17.7	21.1	17.3	20.8	17.5	20.8
2003	978	1,175,059	16.6	20.3	17.6	20.6	18.0	21.2	17.4	20.8	17.5	20.8
2004	1,064	1,171,460	17.1	20.4	17.5	20.7	18.2	21.3	17.8	20.9	17.8	20.9
2005	1,018	1,186,251	17.2	20.4	18.0	20.7	18.5	21.3	17.8	20.9	18.0	20.9
2006	1,077	1,206,455	17.7	20.6	18.4	20.8	18.9	21.4	18.0	20.9	18.4	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	435	224	46	24	17.6	15.8	18.2	16.8	18.5	17.2	17.9	16.7	18.1	16.8
2003	472	296	48	30	17.1	16.1	17.8	17.1	18.2	17.9	17.8	16.8	17.9	17.1
2004	479	340	45	32	17.8	16.8	17.8	17.3	18.6	17.9	18.2	17.5	18.2	17.5
2005	465	319	46	31	18.1	16.2	18.4	17.2	19.2	17.6	18.3	17.0	18.6	17.1
2006	440	319	41	30	18.0	17.4	18.6	18.0	19.4	18.3	18.3	17.5	18.7	17.9

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	947	100	17.5	978	100	17.5	1,064	100	17.8	1,018	100	18.0	1,077	100	18.4
African American/Black	653	69	15.7	657	67	15.8	746	70	16.2	645	63	15.9	660	61	15.7
American Indian/Alaskan Native	1	0	13.0	3	0	15.3	4	0	14.8	4	0	16.8	4	0	17.3
Caucasian American/White	138	15	24.1	146	15	23.4	144	14	23.8	166	16	24.6	185	17	25.1
Hispanic	33	3	17.9	41	4	18.8	54	5	18.7	56	6	16.8	55	5	18.5
Asian American/Pacific Islander	17	2	20.0	24	2	20.4	21	2	22.0	23	2	22.0	23	2	21.2
Other/No Response	105	11	19.2	107	11	18.9	95	9	19.8	124	12	19.9	150	14	21.3

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	2	100	1	100	2	100	1	100	0	100	36
35	5	100	1	100	9	100	2	100	0	100	35
34	11	99	10	100	20	99	3	100	2	100	34
33	5	98	7	99	24	97	5	99	7	100	33
32	11	98	4	98	9	95	5	99	9	99	32
31	26	97	12	98	17	94	11	99	13	98	31
30	18	94	27	97	17	92	2	97	25	97	30
29	21	93	13	94	22	91	12	97	21	95	29
28	26	91	13	93	18	89	14	96	20	93	28
27	27	88	32	92	31	87	15	95	28	91	27
26	23	86	36	89	22	84	33	94	27	88	26
25	38	84	28	86	34	82	38	90	37	86	25
24	19	80	33	83	36	79	36	87	31	82	24
23	30	78	38	80	39	76	51	84	41	80	23
22	37	76	30	76	39	72	42	79	41	76	22
21	38	72	29	74	27	69	33	75	24	72	21
20	53	69	38	71	50	66	55	72	46	70	20
19	45	64	30	67	62	61	84	67	51	65	19
18	53	60	44	65	39	56	90	59	70	61	18
17	37	55	75	60	65	52	91	51	70	54	17
16	76	51	151	53	66	46	85	42	81	48	16
15	73	44	157	39	78	40	89	34	105	40	15
14	68	37	141	25	98	33	69	26	100	30	14
13	62	31	68	12	93	23	52	20	124	21	13
12	50	25	36	5	72	15	40	15	50	10	12
11	50	21	14	2	54	8	59	11	39	5	11
10	45	16	5	1	14	3	37	6	9	1	10
9	49	12	2	1	10	2	10	2	2	1	9
8	43	7	1	1	4	1	4	1	3	1	8
7	21	3	0	1	1	1	3	1	1	1	7
6	14	1	1	1	2	1	4	1	0	1	6
5	1	1	0	1	1	1	2	1	0	1	5
4	0	1	0	1	2	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	17.7		18.4		18.9		18.0		18.4		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	22	100	4	100	13	100	13	100	26	100	7	100	7	100	18
17	38	98	20	100	55	99	57	99	23	98	12	99	5	99	17
16	48	94	36	98	27	94	57	94	53	95	17	98	23	99	16
15	28	90	54	94	42	91	44	88	39	91	29	97	36	97	15
14	54	87	53	89	27	87	51	84	44	87	55	94	55	93	14
13	32	82	51	84	49	85	55	79	49	83	34	89	59	88	13
12	44	79	55	80	70	80	76	74	78	78	87	86	56	83	12
11	49	75	77	75	75	74	53	67	43	71	64	78	59	78	11
10	81	71	71	68	69	67	76	62	68	67	126	72	129	72	10
9	76	63	142	61	139	60	90	55	51	61	175	60	106	60	9
8	97	56	108	48	142	47	82	47	130	56	137	44	138	50	8
7	115	47	119	38	108	34	121	39	219	44	56	31	115	38	7
6	102	36	85	27	116	24	126	28	142	24	101	26	133	27	6
5	111	27	98	19	59	13	92	16	57	10	93	16	11	14	5
4	88	17	70	10	41	8	59	8	27	5	33	8	81	13	4
3	67	9	27	3	31	4	17	2	19	3	34	5	3	6	3
2	22	2	7	1	8	1	8	1	8	1	2	2	46	6	2
1	3	1	0	1	6	1	0	1	1	1	15	1	15	1	1
Average	8.6		9.1		9.3		9.6		9.3		9.0		8.7		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	1,077	41	18.7	17.9
	African Am./Black	660	45	16.1	15.1
	Am. Indian/Alaskan Native	4	50	16.5	.
	Caucasian Am./White	185	35	25.7	25.5
	Hispanic	55	29	19.3	19.4
	Asian Am./Pacific Islander	23	61	23.2	19.0
	Other/No Response	150	30	23.8	21.4
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	23	2	19	2	55	5	11	1
	28 to 32	102	9	69	6	83	8	44	4
	24 to 27	107	10	129	12	123	11	122	11
	20 to 23	158	15	135	13	155	14	181	17
	16 to 19	211	20	300	28	232	22	350	32
	13 to 15	203	19	366	34	269	25	210	19
	01 to 12	273	25	59	5	160	15	159	15
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	462	43	18.3	19.8	19.4	19.1	19.3
	Females	590	55	17.0	17.2	18.2	17.1	17.5
	Missing	25	2	21.8	21.4	22.9	20.4	21.8
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	51	36	41	26	23
	Females	40	18	28	9	7
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

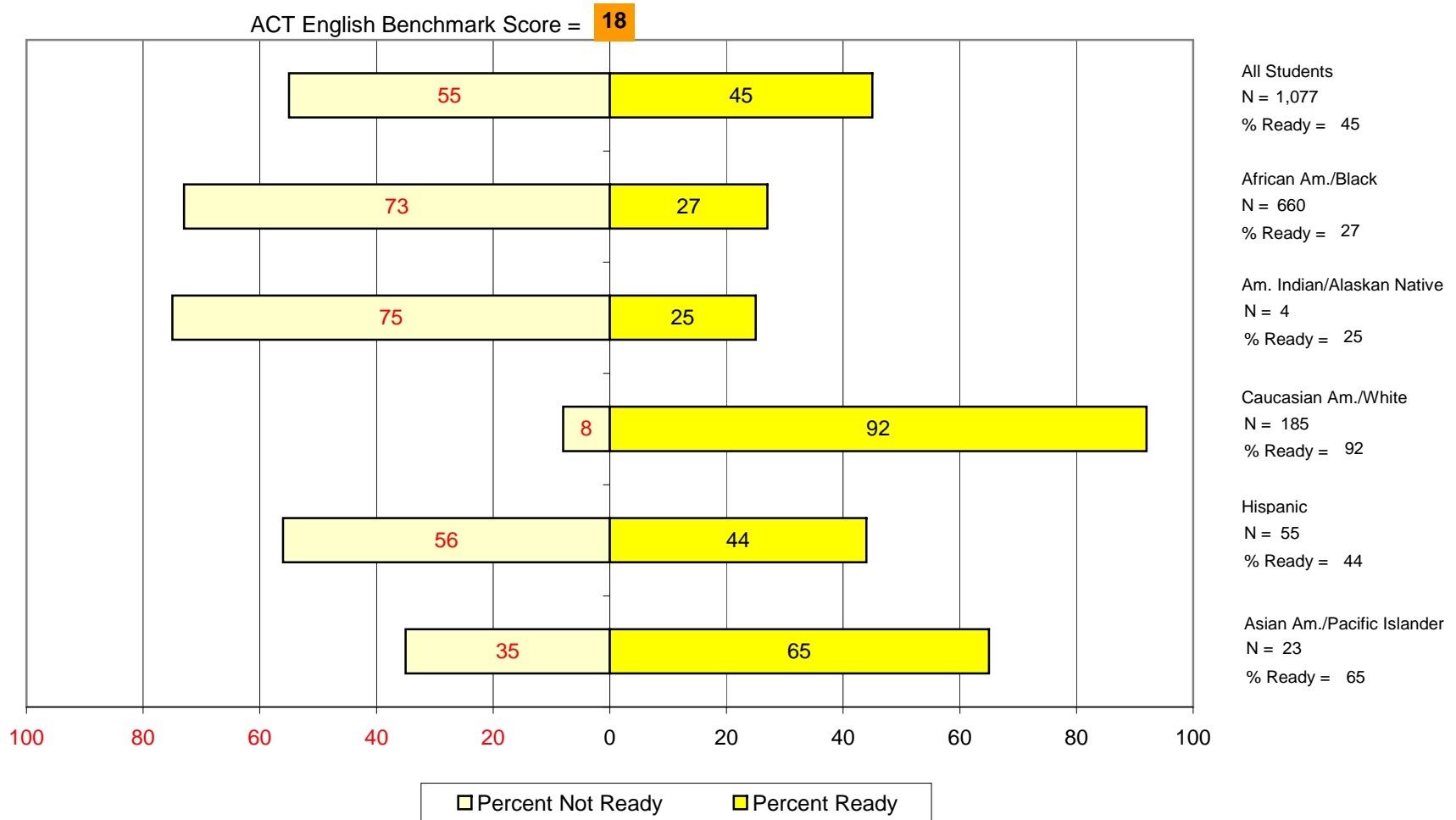


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

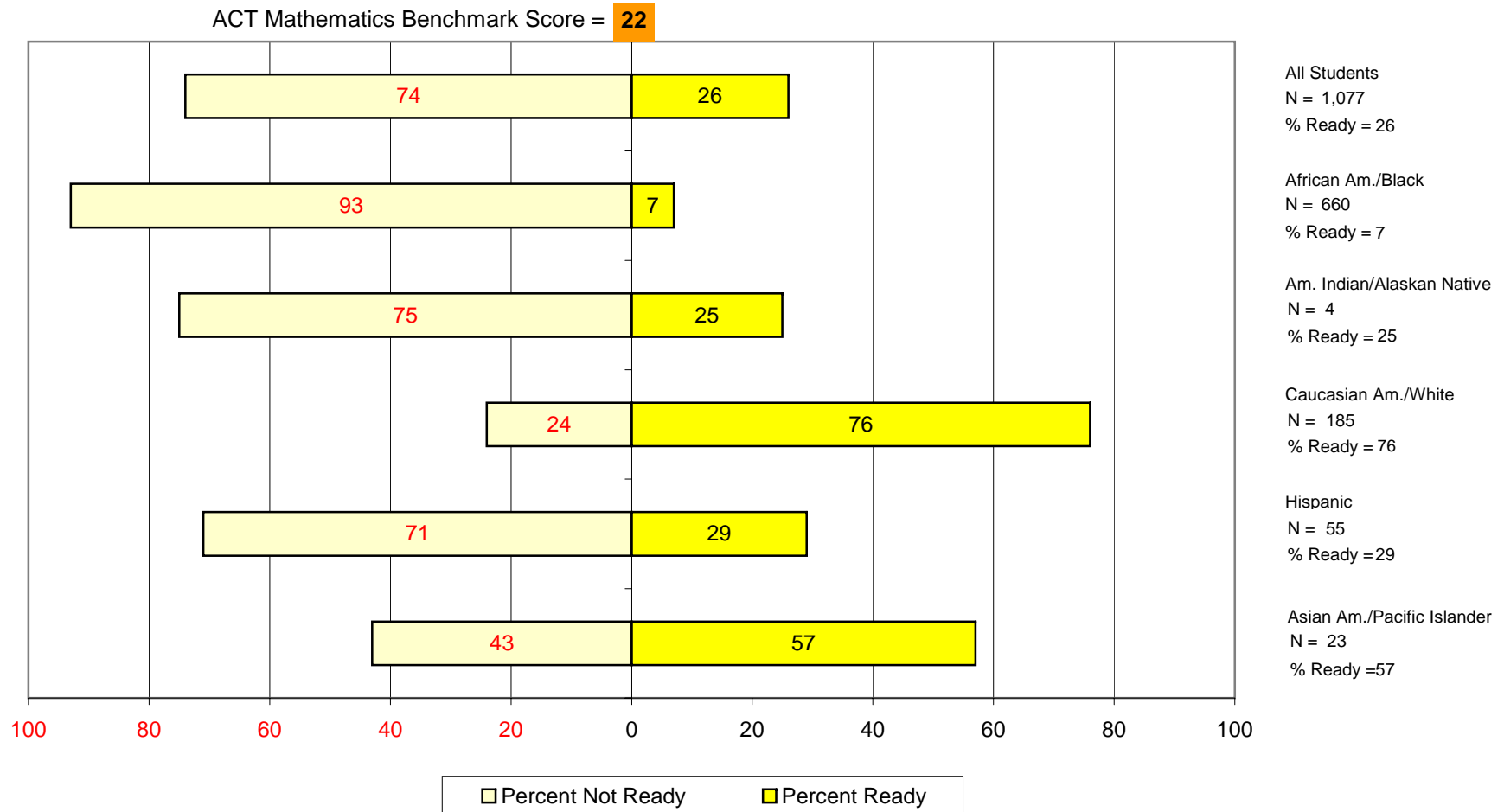


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

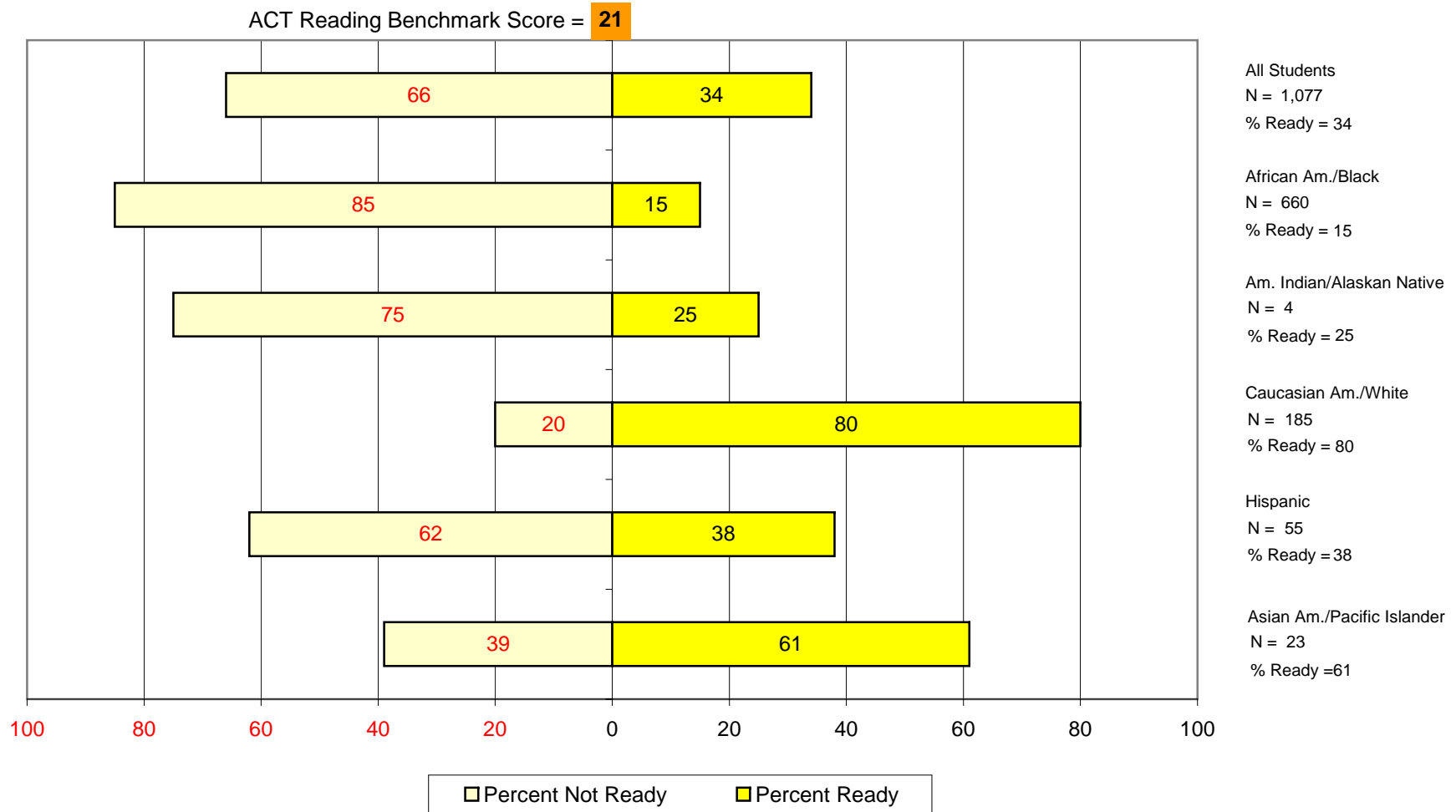


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

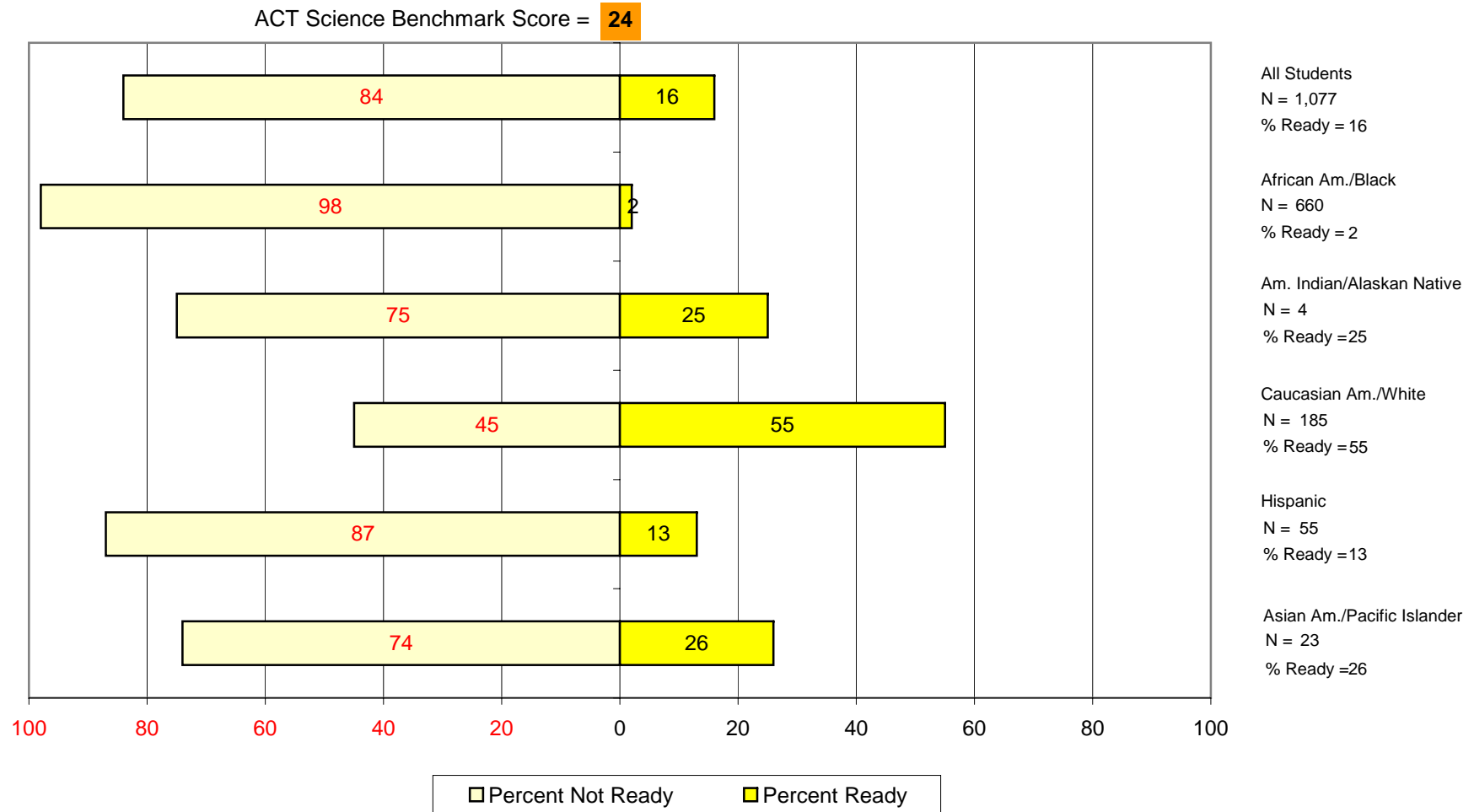


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

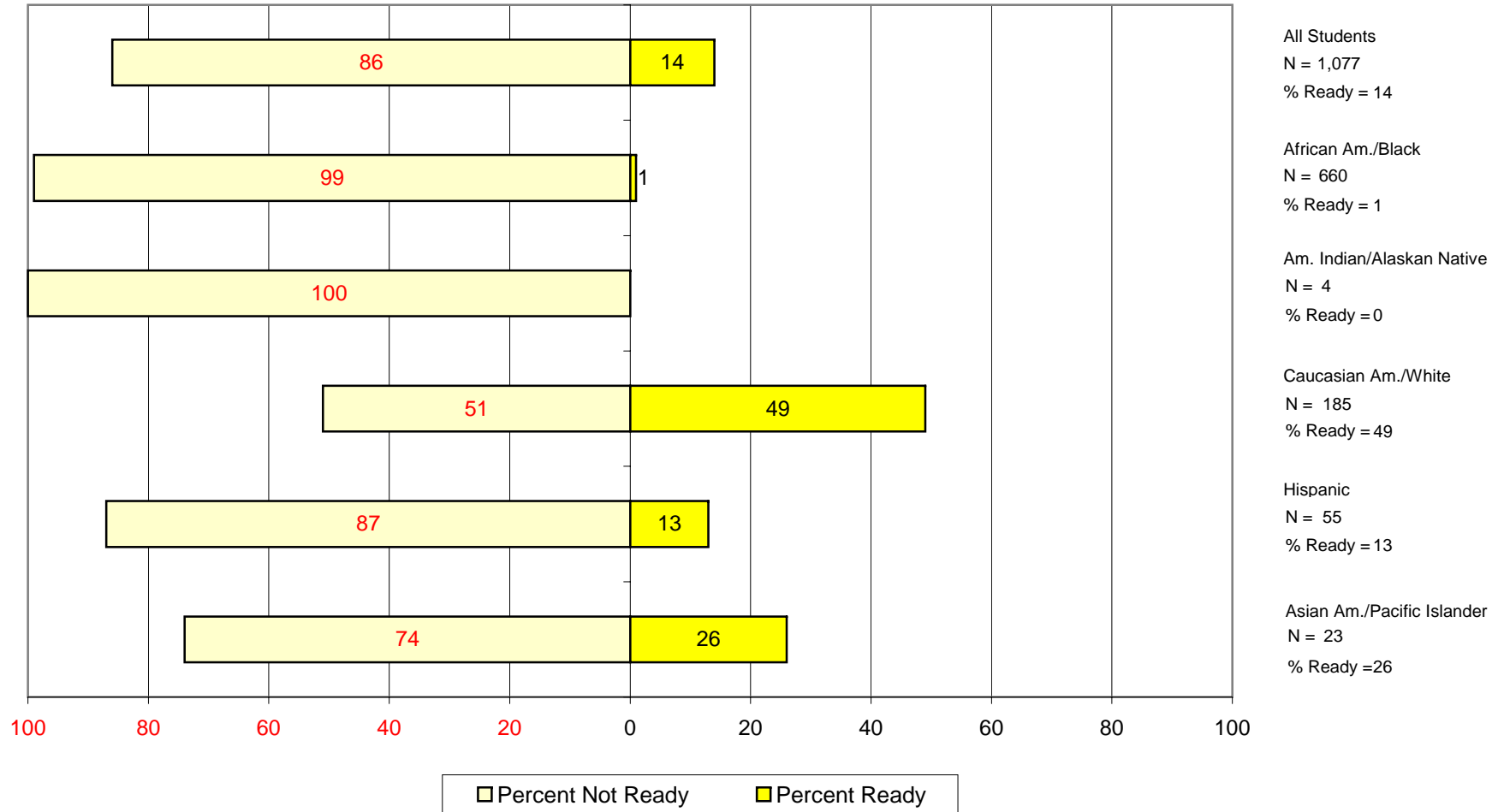


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	78	7	21.4	3.5	35	8	23.5	5.9	41	7	19.7	1.8
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	564	52	17.2	-0.7	210	45	18.0	0.4	343	58	16.6	-1.3
Less than 4 years of English	108	10	17.9	-	57	12	17.6	-	47	8	17.9	-
No English course/grade information reported	327	30	17.5	-	160	35	17.9	-	159	27	16.9	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	51	5	18.9	1.4	17	4	20.5	3.4	32	5	17.7	0.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	67	6	19.4	1.9	24	5	22.0	4.9	42	7	17.7	0.0
Alg 1, Alg 2, Geom, & Trig	121	11	16.5	-1.0	39	8	17.8	0.7	80	14	15.8	-1.9
Alg 1, Alg 2, Geom, & Other Adv Math	83	8	18.0	0.5	26	6	20.0	2.9	56	9	17.1	-0.6
Other comb of 4 or more years of Math	149	14	22.0	4.5	80	17	24.0	6.9	67	11	19.9	2.2
Alg 1, Alg 2, & Geom (Min. Core)	139	13	15.8	-1.7	50	11	15.9	-1.2	85	14	15.8	-1.9
Other comb of 3 or 3.5 years of Math	48	4	18.8	1.3	23	5	20.5	3.4	24	4	17.0	-0.7
Less than 3 years of Math	87	8	17.5	-	45	10	17.1	-	40	7	17.7	-
No Math course/grade information reported	332	31	18.5	-	158	34	19.5	-	164	28	17.3	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	72	7	22.6	3.4	49	11	22.9	3.6	22	4	22.4	3.3
Other comb of 4 or more years Social Science	182	17	19.5	0.3	65	14	20.4	1.1	112	19	18.7	-0.4
US Hist, World Hist, & Am Gov (Min. Core)	58	5	15.9	-3.3	19	4	16.5	-2.8	37	6	15.4	-3.7
Other comb of 3 or 3.5 years of Social Science	236	22	17.9	-1.3	82	18	18.4	-0.9	152	26	17.6	-1.5
Less than 3 years of Social Science	192	18	19.2	-	84	18	19.3	-	103	17	19.1	-
No Soc Sci course/grade information reported	337	31	18.7	-	163	35	19.0	-	164	28	18.1	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	226	21	18.6	1.8	87	19	20.7	3.6	133	23	17.2	0.9
Bio, Chem, Phys	154	14	20.9	4.1	63	14	23.5	6.4	88	15	19.0	2.7
Gen Sci ² , Bio, Chem (Min. Core)	199	18	15.9	-0.9	78	17	15.8	-1.3	119	20	15.9	-0.4
Other comb of 3 years of Natural Science	17	2	15.6	-1.2	6	1	15.5	-1.6	10	2	15.5	-0.8
Less than 3 years of Natural Science	134	12	16.8	-	63	14	17.1	-	68	12	16.3	-
No Nat Sci course/grade information reported	347	32	18.2	-	165	36	19.1	-	172	29	17.2	-

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	78	7	21.4	65	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	564	52	17.2	42	668,226	55	20.4	67
Less than 4 years of English	108	10	17.9	49	115,551	10	19.4	62
No English course/grade information reported	327	30	17.5	46	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	51	5	18.9	29	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	67	6	19.4	33	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	121	11	16.5	15	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	83	8	18.0	22	153,394	13	20.3	37
Other comb of 4 or more years of Math	149	14	22.0	54	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	139	13	15.8	7	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	48	4	18.8	27	54,965	5	20.6	40
Less than 3 years of Math	87	8	17.5	21	131,567	11	17.9	18
No Math course/grade information reported	332	31	18.5	27	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	72	7	22.6	63	31,335	3	22.7	60
Other comb of 4 or more years Social Science	182	17	19.5	38	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	58	5	15.9	17	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	236	22	17.9	27	325,879	27	21.3	52
Less than 3 years of Social Science	192	18	19.2	36	179,270	15	20.5	46
No Soc Sci course/grade information reported	337	31	18.7	32	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	226	21	18.6	19	320,821	27	22.3	38
Bio, Chem, Phys	154	14	20.9	31	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	199	18	15.9	5	339,689	28	20.2	19
Other comb of 3 years of Natural Science	17	2	15.6	6	32,330	3	20.5	24
Less than 3 years of Natural Science	134	12	16.8	13	234,307	19	19.1	14
No Nat Sci course/grade information reported	347	32	18.2	17	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	4	0	17.3	0	0	.	2	0	21.0
Architecture & Environmental Design	16	1	17.8	1	3	13.0	15	2	18.1
Business & Management	107	10	17.1	2	6	14.0	97	15	17.6
Business & Office	2	0	20.5	0	0	.	2	0	20.5
Marketing & Distribution	4	0	18.3	0	0	.	3	0	19.3
Communications & Comm. Technologies	33	3	17.5	2	6	15.0	31	5	17.6
Community & Personal Services	28	3	14.8	4	12	13.8	24	4	15.0
Computer & Information Sciences	15	1	15.5	2	6	12.5	13	2	15.9
Cross-Disciplinary Studies	1	0	31.0	0	0	.	0	0	.
Education	15	1	16.5	0	0	.	15	2	16.5
Teacher Education	8	1	13.9	1	3	13.0	6	1	14.5
Engineering	47	4	17.9	5	15	15.4	39	6	18.6
Engineering-Related Technologies	13	1	17.1	1	3	13.0	12	2	17.4
Foreign Languages	5	0	25.6	0	0	.	5	1	25.6
Health Sciences & Allied Health Fields	93	9	16.7	5	15	15.0	83	13	16.6
Human, Family & Consumer Science	5	0	16.0	0	0	.	4	1	16.5
Letters	5	0	22.0	0	0	.	5	1	22.0
Mathematics	6	1	14.8	2	6	12.5	4	1	16.0
Philosophy, Religion & Theology	4	0	14.3	0	0	.	3	0	13.7
Sciences (Biological & Physical)	35	3	21.8	0	0	.	33	5	21.8
Social Sciences	62	6	19.4	2	6	13.0	54	8	20.1
Trade & Industrial	4	0	14.8	1	3	12.0	2	0	15.0
Visual & Performing Arts	33	3	16.4	2	6	14.0	24	4	17.2
Undecided	50	5	19.2	2	6	13.5	42	7	19.5
No Response	482	45	19.2	1	3	11.0	122	19	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	7	13.7	4	14.0	0	.	0	.	1	13.0	0	.	2	13.5
2-yr College Degree	26	13.9	21	14.1	0	.	1	14.0	1	13.0	2	13.0	1	13.0
Bachelors Degree	197	16.3	153	14.8	0	.	19	24.2	5	17.6	5	20.4	15	19.7
Graduate Study	200	20.0	102	16.5	2	20.5	63	24.7	6	21.8	3	19.0	24	22.3
Prof. Level Degree	243	20.2	137	17.0	0	.	45	26.0	15	22.1	10	22.6	36	23.5
Other	26	13.5	21	13.0	0	.	1	23.0	1	12.0	0	.	3	14.7
No Response	378	18.1	222	15.6	2	14.0	56	25.4	26	16.6	3	25.3	69	20.8

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
HOWARD UNIVERSITY	District of Columbia	128	48	80	15	34	41	7	2	0	0
NORTH CAROLINA AGRIC & TECH STATE UNIV	North Carolina	78	23	55	17	44	35	5	0	0	0
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	69	23	46	10	23	30	20	13	3	0
CLARK ATLANTA UNIVERSITY	Georgia	65	22	43	14	37	43	6	0	0	0
BOWIE STATE UNIVERSITY	Maryland	61	22	39	20	54	23	3	0	0	0
VIRGINIA STATE UNIVERSITY	Virginia	55	15	40	15	64	18	2	2	0	0
HAMPTON UNIVERSITY	Virginia	52	11	41	13	35	40	8	4	0	0
UNIVERSITY OF THE DISTRICT OF COLUMBIA	District of Columbia	52	16	36	13	58	25	4	0	0	0
MORGAN STATE UNIVERSITY	Maryland	51	9	42	20	45	27	6	2	0	0
DELAWARE STATE UNIVERSITY	Delaware	50	19	31	26	56	18	0	0	0	0
TEMPLE UNIVERSITY	Pennsylvania	45	14	31	7	38	38	18	0	0	0
GEORGE WASHINGTON UNIVERSITY THE	District of Columbia	44	12	32	14	27	45	11	2	0	0
GEORGETOWN UNIVERSITY	District of Columbia	39	8	31	13	31	31	18	8	0	0
VIRGINIA COMMONWEALTH UNIVERSITY	Virginia	37	9	28	5	46	41	5	3	0	0
AMERICAN UNIVERSITY	District of Columbia	35	12	23	11	43	37	6	3	0	0
NORTH CAROLINA CENTRAL UNIVERSITY	North Carolina	34	6	28	21	59	18	0	3	0	0
NORFOLK STATE UNIVERSITY	Virginia	33	9	24	21	58	18	3	0	0	0
UNIVERSITY OF MARYLAND EASTERN SHORE	Maryland	33	7	26	3	58	33	3	3	0	0
FLORIDA A&M UNIVERSITY	Florida	32	7	25	13	44	28	16	0	0	0
GALLAUDET UNIVERSITY	District of Columbia	29	20	9	10	69	17	0	3	0	0
UNIV OF VIRGINIA-MAIN CAMPUS	Virginia	29	6	23	0	21	21	24	3	24	7
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	26	9	17	0	31	38	19	12	0	0
TRINITY (WASHINGTON) UNIVERSITY	District of Columbia	25	6	19	20	52	20	8	0	0	0
GEORGE MASON UNIVERSITY	Virginia	24	7	17	21	33	38	8	0	0	0
ROCHESTER INST OF TECHNOLOGY	New York	23	8	15	17	70	13	0	0	0	0
NEW YORK UNIVERSITY	New York	22	3	19	5	32	45	18	0	0	0
VIRGINIA TECH	Virginia	22	3	19	23	32	14	14	5	14	0
BOSTON COLLEGE	Massachusetts	18	5	13	0	11	6	22	33	22	6
SPELMAN COLLEGE	Georgia	18	7	11	0	44	44	6	6	0	0
UNIVERSITY OF DELAWARE	Delaware	18	6	12	11	33	11	28	17	0	0
All Other Institutions		1,338	322	1,016	11	27	29	15	12	6	0
Total		2,585	694	1,891	12	35	30	12	8	4	0

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	State	National
All Students	499	430,404	20.7	22.4	7.5	7.7	20.5	22.0
African Am./Black	235	38,583	16.2	17.5	6.6	6.8	16.5	17.6
Am. Indian/Alaskan Native	1	2,803	17.0	19.8	6.0	7.1	16.0	19.6
Caucasian Am./White	133	269,428	26.6	23.4	8.6	7.8	25.9	22.8
Hispanic	34	33,207	18.1	18.9	7.3	7.4	18.6	19.1
Asian Am./Pacific Islander	15	21,275	21.4	23.0	7.8	8.0	21.4	22.8
Other/No Response	81	65,108	24.7	22.8	8.1	7.9	24.1	22.5
Males	231	170,904	21.5	22.1	7.5	7.4	21.3	21.5
Females	255	240,056	19.6	22.6	7.4	7.9	19.7	22.3
Missing	13	19,444	25.4	22.1	7.8	7.8	24.4	21.9

