

ACT High School Profile Report

The Graduating Class of 2006
Maryland



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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

25% 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. 7,758 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 8% of the cohort took less than three years of math courses. Of these students, 31% were college ready. 13% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 12% of these students were college ready. In comparison, 56% 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. 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 43% 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.

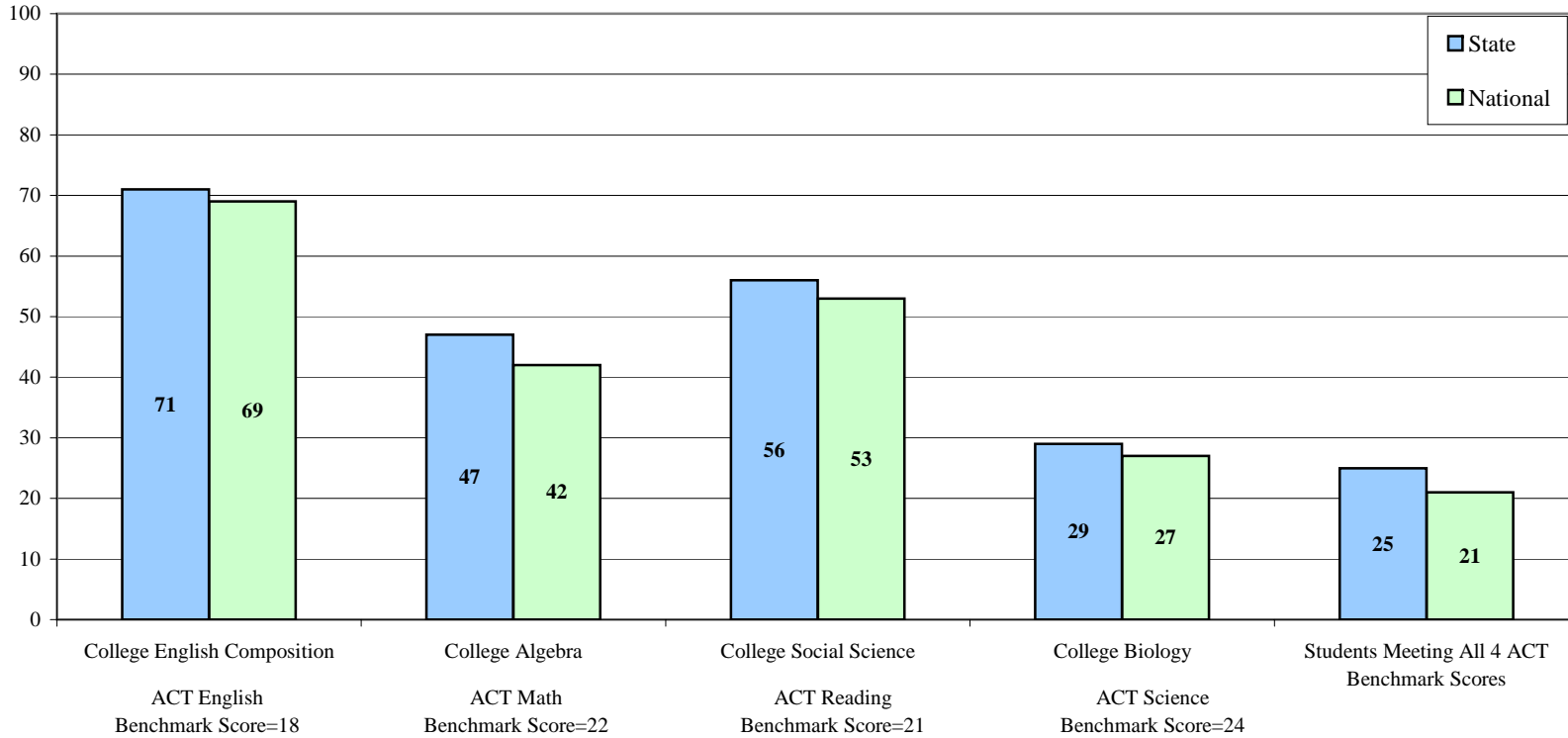
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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	6,307	1,116,082	62	67	39	39	50	53	23	26	19	20
2003	7,103	1,175,059	64	67	42	40	51	52	25	26	21	20
2004	7,189	1,171,460	66	68	40	40	51	52	26	26	21	21
2005	7,332	1,186,251	67	68	42	41	53	51	27	26	22	21
2006	7,758	1,206,455	71	69	47	42	56	53	29	27	25	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	6,307	1,116,082	19.6	20.2	20.4	20.6	20.7	21.1	20.2	20.8	20.4	20.8
2003	7,103	1,175,059	20.0	20.3	20.7	20.6	21.1	21.2	20.5	20.8	20.7	20.8
2004	7,189	1,171,460	20.3	20.4	20.6	20.7	21.3	21.3	20.6	20.9	20.8	20.9
2005	7,332	1,186,251	20.5	20.4	20.8	20.7	21.5	21.3	20.7	20.9	21.0	20.9
2006	7,758	1,206,455	21.1	20.6	21.4	20.8	21.9	21.4	20.9	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	3,888	1,749	62	28	20.2	18.5	20.9	19.2	21.1	19.8	20.6	19.3	20.8	19.3
2003	4,128	2,125	58	30	20.6	18.6	21.2	19.3	21.6	19.9	21.0	19.3	21.2	19.4
2004	4,122	2,084	57	29	20.8	19.1	21.1	19.5	21.7	20.2	21.0	19.6	21.3	19.7
2005	3,926	2,191	54	30	21.0	19.4	21.3	19.8	22.0	20.6	21.1	19.9	21.5	20.1
2006	4,032	2,330	52	30	21.4	20.3	21.7	20.6	22.2	21.2	21.1	20.3	21.7	20.8

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	6,307	100	20.4	7,103	100	20.7	7,189	100	20.8	7,332	100	21.0	7,758	100	21.4
African American/Black	1,940	31	16.6	2,171	31	16.8	2,167	30	17.3	2,263	31	17.1	2,004	26	17.4
American Indian/Alaskan Native	14	0	19.9	27	0	21.2	24	0	18.8	22	0	19.9	29	0	20.3
Caucasian American/White	3,190	51	22.3	3,602	51	22.6	3,587	50	22.6	3,582	49	22.9	3,632	47	23.3
Hispanic	178	3	19.2	219	3	20.2	231	3	20.1	206	3	21.3	268	3	20.6
Asian American/Pacific Islander	284	5	22.6	315	4	23.5	291	4	22.5	293	4	23.6	314	4	23.6
Other/No Response	701	11	21.2	769	11	21.7	889	12	21.9	966	13	22.2	1,511	19	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	13	100	11	100	47	100	27	100	1	100	36
35	66	100	54	100	103	99	32	100	14	100	35
34	120	99	109	99	176	98	38	99	30	100	34
33	96	97	63	98	187	96	46	99	61	99	33
32	134	96	81	97	151	93	60	98	101	99	32
31	175	94	106	96	216	91	71	97	150	97	31
30	224	92	188	95	218	89	72	96	209	95	30
29	236	89	240	92	237	86	106	96	255	93	29
28	288	86	266	89	247	83	184	94	286	89	28
27	271	83	403	86	423	80	246	92	336	86	27
26	328	79	439	80	352	74	414	89	424	81	26
25	436	75	459	75	354	70	420	83	442	76	25
24	387	69	471	69	427	65	528	78	435	70	24
23	329	64	389	63	424	60	586	71	492	65	23
22	512	60	352	58	390	54	609	64	500	58	22
21	516	53	392	53	377	49	593	56	521	52	21
20	565	47	378	48	446	44	678	48	541	45	20
19	451	39	413	43	456	38	687	39	506	38	19
18	349	34	469	38	340	33	547	30	488	32	18
17	316	29	623	32	385	28	428	23	449	25	17
16	358	25	729	24	356	23	354	18	382	20	16
15	343	20	542	14	300	19	264	13	358	15	15
14	324	16	338	7	415	15	197	10	315	10	14
13	180	12	148	3	250	9	177	7	238	6	13
12	178	10	68	1	202	6	145	5	112	3	12
11	160	7	14	1	152	4	100	3	70	1	11
10	130	5	6	1	53	2	71	2	29	1	10
9	102	4	3	1	41	1	45	1	8	1	9
8	87	2	1	1	16	1	15	1	4	1	8
7	59	1	0	1	5	1	6	1	1	1	7
6	18	1	1	1	7	1	7	1	0	1	6
5	6	1	0	1	2	1	1	1	0	1	5
4	1	1	1	1	2	1	1	1	0	1	4
3	0	1	1	1	1	1	1	1	0	1	3
2	0	1	0	1	0	1	2	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Average	21.1		21.4		21.9		20.9		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	258	100	47	100	133	100	302	100	299	100	62	100	87	100	18
17	425	97	184	99	535	98	510	96	366	96	147	99	124	99	17
16	388	91	402	97	364	91	607	90	567	91	170	97	214	97	16
15	459	86	656	92	501	87	674	82	494	84	324	95	517	95	15
14	586	80	660	83	454	80	555	73	651	78	758	91	643	88	14
13	380	73	591	75	575	74	612	66	706	69	533	81	856	80	13
12	641	68	762	67	794	67	748	58	781	60	1,015	74	737	69	12
11	701	60	956	57	672	57	590	48	502	50	748	61	767	59	11
10	812	51	844	45	636	48	576	41	668	44	1,143	52	1,096	49	10
9	658	40	797	34	792	40	600	33	531	35	1,150	37	755	35	9
8	537	32	629	24	841	30	456	26	841	28	629	22	634	25	8
7	592	25	443	16	513	19	456	20	773	17	251	14	520	17	7
6	464	17	320	10	425	12	545	14	379	7	348	11	340	10	6
5	322	11	243	6	208	7	254	7	109	3	260	6	87	6	5
4	303	7	152	3	146	4	201	4	56	1	88	3	199	5	4
3	166	3	55	1	107	2	52	1	28	1	99	2	36	2	3
2	58	1	15	1	36	1	19	1	6	1	6	1	110	2	2
1	8	1	2	1	26	1	1	1	1	1	27	1	36	1	1
Average	10.6		10.9		10.8		11.4		11.3		10.5		10.6		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	7,758	52	21.7	20.8
	African Am./Black	2,004	56	17.9	16.8
	Am. Indian/Alaskan Native	29	55	20.4	19.1
	Caucasian Am./White	3,632	53	23.5	22.9
	Hispanic	268	49	21.3	19.8
	Asian Am./Pacific Islander	314	57	23.4	23.7
	Other/No Response	1,511	43	22.5	21.2
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	295	4	237	3	513	7	143	2
	28 to 32	1,057	14	881	11	1,069	14	493	6
	24 to 27	1,422	18	1,772	23	1,556	20	1,608	21
	20 to 23	1,922	25	1,511	19	1,637	21	2,466	32
	16 to 19	1,474	19	2,234	29	1,537	20	2,016	26
	13 to 15	847	11	1,028	13	965	12	638	8
	01 to 12	741	10	95	1	481	6	394	5
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	2,812	36	20.5	22.2	21.5	21.4	21.5
	Females	4,466	58	21.5	20.9	22.2	20.5	21.4
	Missing	480	6	20.9	21.3	21.8	20.7	21.3
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	68	52	54	34	29
	Females	73	43	57	26	22
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

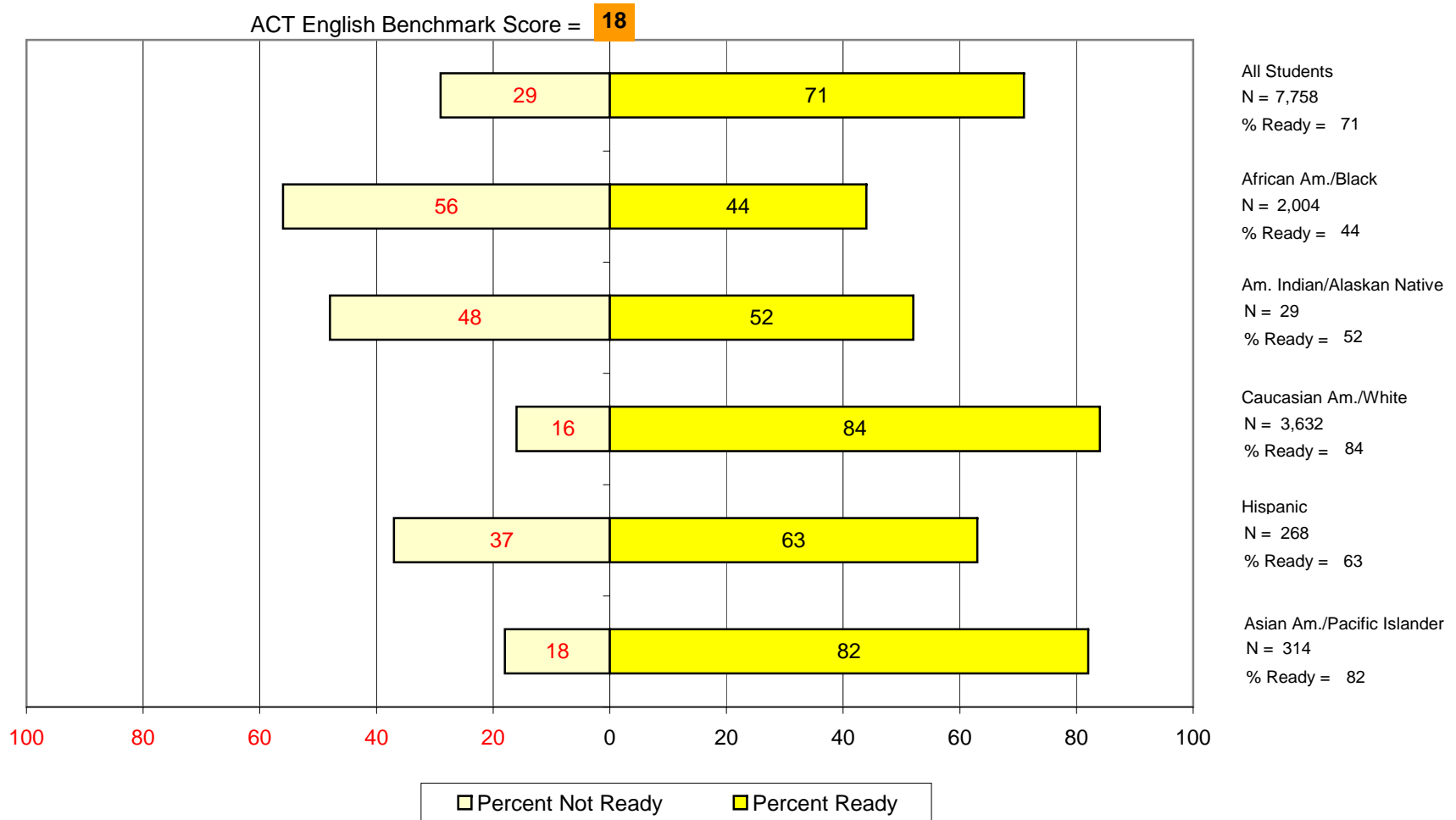


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

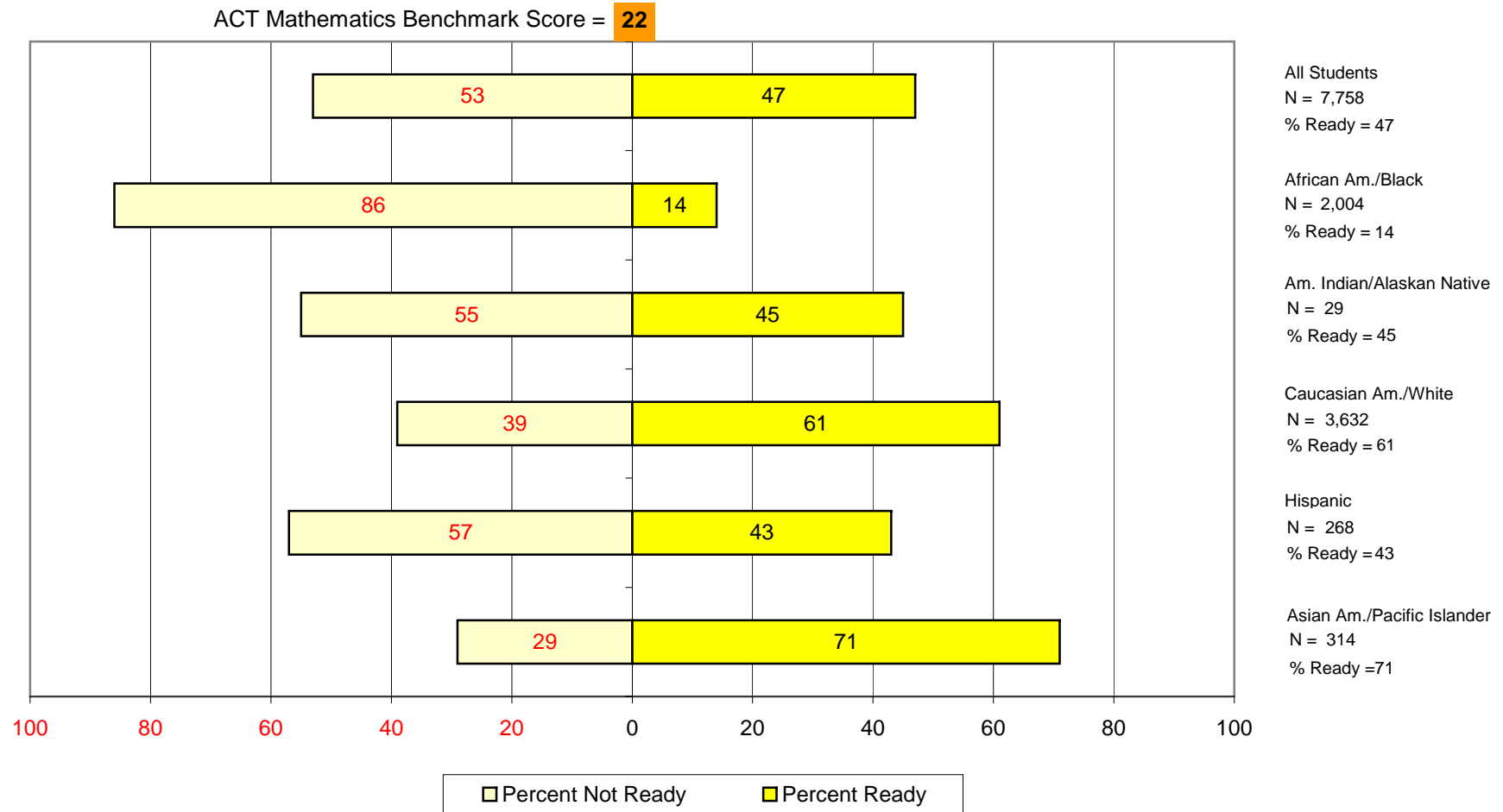


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

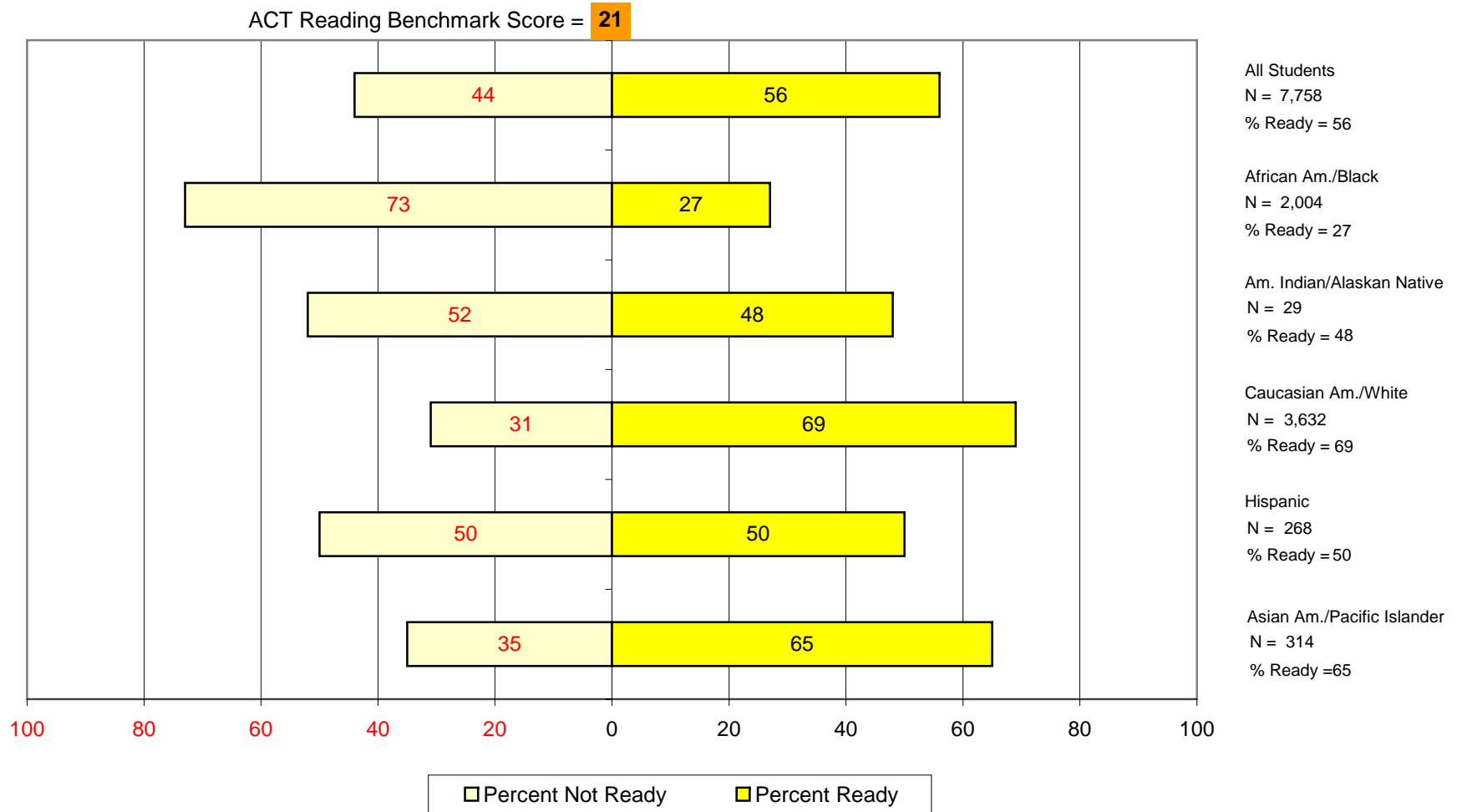


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

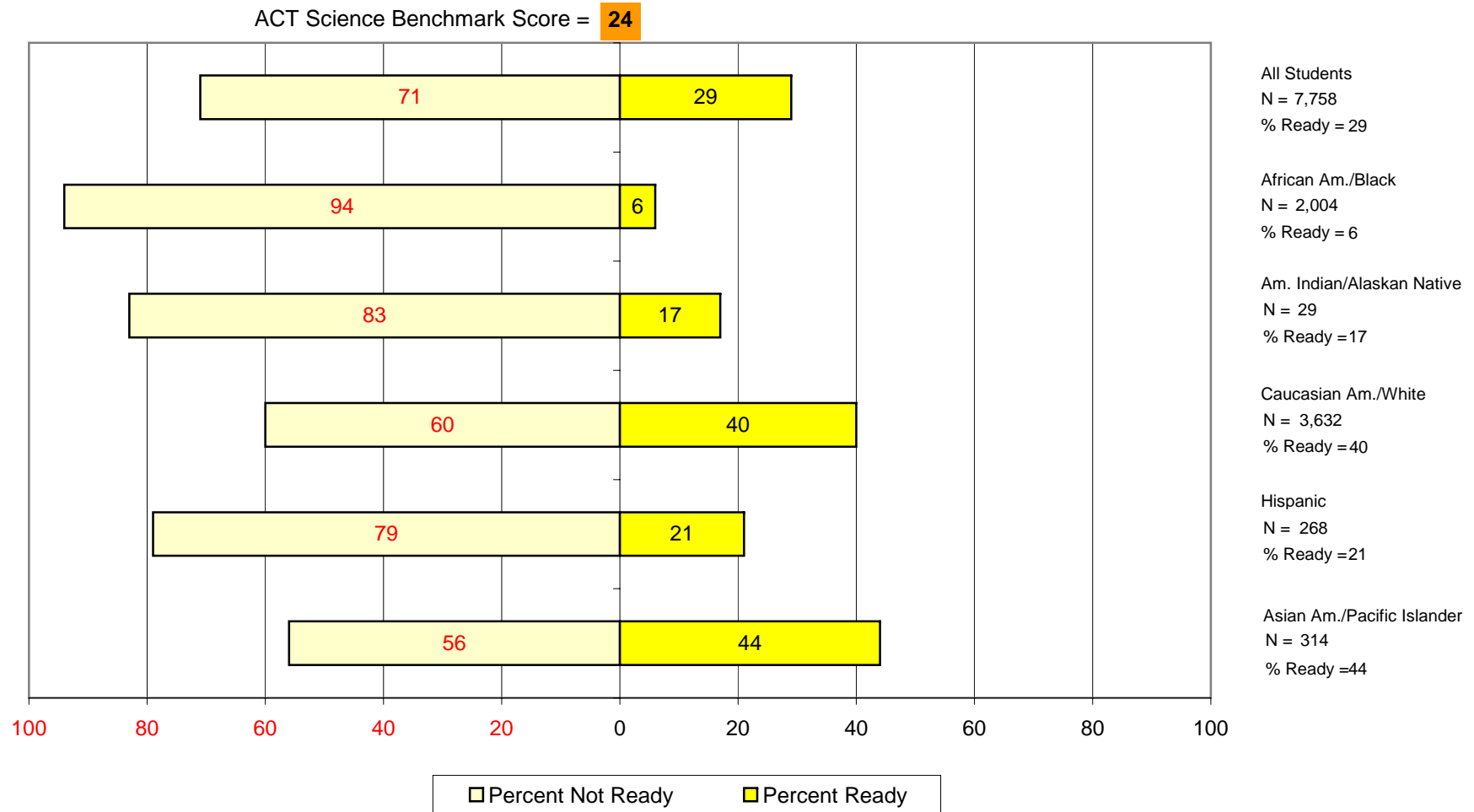


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

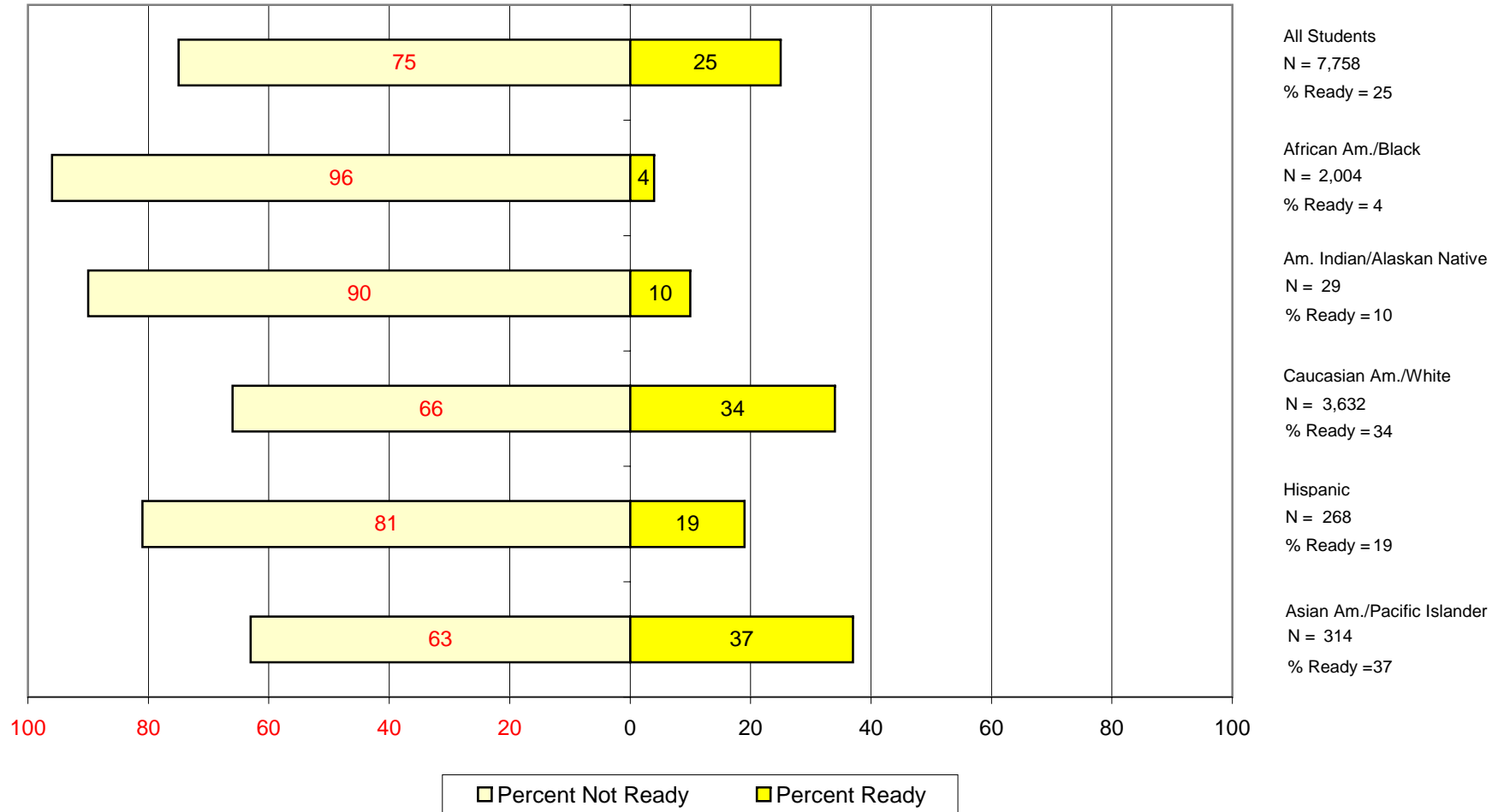


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	702	9	21.7	0.6	219	8	21.0	0.6	458	10	22.1	0.5
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	4,762	61	20.9	-0.2	1,717	61	20.4	0.0	2,793	63	21.2	-0.4
Less than 4 years of English	845	11	21.1	-	324	12	20.4	-	469	11	21.6	-
No English course/grade information reported	1,449	19	21.5	-	552	20	20.7	-	746	17	22.1	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	508	7	25.2	6.0	181	6	25.6	6.0	304	7	25.0	6.2
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	573	7	21.5	2.3	186	7	22.5	2.9	357	8	21.1	2.3
Alg 1, Alg 2, Geom, & Trig	602	8	19.1	-0.1	204	7	19.4	-0.2	368	8	19.0	0.2
Alg 1, Alg 2, Geom, & Other Adv Math	939	12	20.0	0.8	263	9	20.8	1.2	624	14	19.6	0.8
Other comb of 4 or more years of Math	1,618	21	25.0	5.8	683	24	25.9	6.3	866	19	24.2	5.4
Alg 1, Alg 2, & Geom (Min. Core)	1,008	13	17.2	-2.0	332	12	17.5	-2.1	625	14	17.0	-1.8
Other comb of 3 or 3.5 years of Math	335	4	21.0	1.8	139	5	21.3	1.7	176	4	20.8	2.0
Less than 3 years of Math	657	8	19.2	-	248	9	19.6	-	359	8	18.8	-
No Math course/grade information reported	1,518	20	21.9	-	576	20	22.2	-	787	18	21.6	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	495	6	23.1	1.1	207	7	21.8	0.3	272	6	24.0	1.5
Other comb of 4 or more years Social Science	1,357	17	22.4	0.4	507	18	22.2	0.7	786	18	22.6	0.1
US Hist, World Hist, & Am Gov (Min. Core)	1,341	17	20.5	-1.5	523	19	20.2	-1.3	759	17	20.6	-1.9
Other comb of 3 or 3.5 years of Social Science	1,845	24	22.0	0.0	567	20	21.8	0.3	1,167	26	22.1	-0.4
Less than 3 years of Social Science	1,155	15	22.0	-	414	15	21.5	-	671	15	22.5	-
No Soc Sci course/grade information reported	1,565	20	22.2	-	594	21	21.6	-	811	18	22.6	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	1,903	25	21.9	2.3	755	27	22.7	3.2	1,048	23	21.4	1.8
Bio, Chem, Phys	1,275	16	22.5	2.9	490	17	23.9	4.4	730	16	21.6	2.0
Gen Sci ² , Bio, Chem (Min. Core)	1,857	24	19.2	-0.4	566	20	19.0	-0.5	1,201	27	19.3	-0.3
Other comb of 3 years of Natural Science	87	1	20.0	0.4	51	2	19.5	0.0	33	1	20.9	1.3
Less than 3 years of Natural Science	1,007	13	19.6	-	338	12	19.5	-	605	14	19.6	-
No Nat Sci course/grade information reported	1,629	21	21.1	-	612	22	21.4	-	849	19	20.9	-

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	702	9	21.7	76	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	4,762	61	20.9	69	668,226	55	20.4	67
Less than 4 years of English	845	11	21.1	73	115,551	10	19.4	62
No English course/grade information reported	1,449	19	21.5	72	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	508	7	25.2	79	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	573	7	21.5	50	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	602	8	19.1	27	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	939	12	20.0	37	153,394	13	20.3	37
Other comb of 4 or more years of Math	1,618	21	25.0	75	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	1,008	13	17.2	12	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	335	4	21.0	42	54,965	5	20.6	40
Less than 3 years of Math	657	8	19.2	31	131,567	11	17.9	18
No Math course/grade information reported	1,518	20	21.9	50	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	495	6	23.1	61	31,335	3	22.7	60
Other comb of 4 or more years Social Science	1,357	17	22.4	60	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	1,341	17	20.5	47	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	1,845	24	22.0	57	325,879	27	21.3	52
Less than 3 years of Social Science	1,155	15	22.0	55	179,270	15	20.5	46
No Soc Sci course/grade information reported	1,565	20	22.2	58	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,903	25	21.9	36	320,821	27	22.3	38
Bio, Chem, Phys	1,275	16	22.5	42	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	1,857	24	19.2	16	339,689	28	20.2	19
Other comb of 3 years of Natural Science	87	1	20.0	29	32,330	3	20.5	24
Less than 3 years of Natural Science	1,007	13	19.6	21	234,307	19	19.1	14
No Nat Sci course/grade information reported	1,629	21	21.1	31	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	36	0	20.1	1	1	14.0	34	1	20.4
Architecture & Environmental Design	107	1	20.9	1	1	14.0	102	2	21.1
Business & Management	606	8	20.0	5	6	16.8	577	10	20.1
Business & Office	25	0	19.4	1	1	15.0	23	0	19.7
Marketing & Distribution	64	1	19.7	1	1	25.0	61	1	19.7
Communications & Comm. Technologies	232	3	20.7	1	1	19.0	221	4	20.9
Community & Personal Services	86	1	18.1	0	0	.	76	1	18.3
Computer & Information Sciences	147	2	20.5	5	6	16.2	134	2	20.8
Cross-Disciplinary Studies	16	0	22.4	0	0	.	15	0	21.9
Education	167	2	20.3	0	0	.	160	3	20.3
Teacher Education	108	1	18.9	2	2	14.0	101	2	19.0
Engineering	238	3	23.7	2	2	13.5	225	4	23.9
Engineering-Related Technologies	159	2	22.5	2	2	13.5	150	3	22.8
Foreign Languages	31	0	25.2	0	0	.	30	1	25.0
Health Sciences & Allied Health Fields	850	11	19.9	29	35	16.2	784	13	20.1
Human, Family & Consumer Science	42	1	18.2	1	1	23.0	41	1	18.0
Letters	38	0	24.3	0	0	.	36	1	24.4
Mathematics	24	0	24.8	0	0	.	22	0	24.3
Philosophy, Religion & Theology	32	0	21.9	1	1	13.0	29	0	22.4
Sciences (Biological & Physical)	426	5	23.5	1	1	15.0	406	7	23.5
Social Sciences	534	7	21.8	2	2	15.0	515	9	21.8
Trade & Industrial	15	0	19.5	4	5	17.8	10	0	20.6
Visual & Performing Arts	286	4	20.6	5	6	19.8	264	4	20.7
Undecided	503	6	21.7	7	9	15.7	463	8	21.9
No Response	2,986	38	22.0	11	13	18.3	1,420	24	22.1

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	17	15.8	11	14.4	0	.	5	19.6	0	.	0	.	1	13.0
2-yr College Degree	65	16.9	26	15.5	0	.	30	17.7	1	20.0	2	14.5	6	18.8
Bachelors Degree	2,013	19.8	526	16.4	8	20.8	1,060	21.4	72	19.2	44	21.0	303	19.9
Graduate Study	1,712	22.1	407	17.9	8	19.4	915	23.9	49	20.8	55	23.5	278	22.5
Prof. Level Degree	2,174	22.4	687	18.5	6	21.8	858	25.0	88	21.8	145	24.6	390	23.0
Other	128	17.9	56	15.8	1	14.0	36	21.1	7	16.3	3	18.7	25	18.6
No Response	1,649	22.0	291	16.6	6	20.7	728	23.5	51	20.6	65	23.5	508	22.9

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 MARYLAND COLLEGE PARK	Maryland	1,268	467	801	2	8	21	30	23	14	2
TOWSON UNIVERSITY	Maryland	829	190	639	3	14	31	34	15	3	0
SALISBURY UNIVERSITY	Maryland	539	155	384	3	10	35	36	13	3	0
UNIVERSITY OF MARYLAND BALTIMORE COUNTY	Maryland	524	112	412	2	11	26	32	20	9	0
MORGAN STATE UNIVERSITY	Maryland	416	120	296	9	37	40	11	2	0	0
BOWIE STATE UNIVERSITY	Maryland	394	137	257	11	42	35	10	2	0	0
FROSTBURG STATE UNIVERSITY	Maryland	351	94	257	4	16	34	32	11	1	0
UNIVERSITY OF MARYLAND EASTERN SHORE	Maryland	289	73	216	11	36	37	11	4	0	0
HOWARD UNIVERSITY	District of Columbia	269	91	178	3	23	42	23	8	0	0
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	227	43	184	2	8	19	32	25	14	1
HAMPTON UNIVERSITY	Virginia	223	75	148	3	29	40	22	5	0	0
JOHNS HOPKINS UNIVERSITY THE	Maryland	219	63	156	1	6	18	26	26	19	4
VIRGINIA TECH	Virginia	218	41	177	2	6	16	32	25	15	3
ST MARY'S COLLEGE OF MARYLAND	Maryland	198	36	162	2	3	24	33	26	11	1
UNIVERSITY OF DELAWARE	Delaware	196	44	152	1	8	16	30	28	16	2
VILLA JULIE COLLEGE	Maryland	171	43	128	2	16	38	25	16	2	0
NORTH CAROLINA AGRIC & TECH STATE UNIV	North Carolina	159	46	113	6	23	48	19	3	0	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	156	65	91	4	23	28	24	12	8	0
WEST VIRGINIA UNIVERSITY	West Virginia	155	46	109	3	10	28	37	15	5	0
COPPIN STATE COLLEGE	Maryland	152	33	119	13	51	29	6	1	0	0
JAMES MADISON UNIVERSITY	Virginia	137	25	112	1	1	15	44	34	6	0
UNIV OF VIRGINIA-MAIN CAMPUS	Virginia	133	27	106	1	2	8	20	29	35	5
TEMPLE UNIVERSITY	Pennsylvania	131	24	107	5	15	39	25	12	3	0
DREXEL UNIVERSITY	Pennsylvania	121	32	89	0	9	26	35	22	8	0
CLARK ATLANTA UNIVERSITY	Georgia	120	38	82	4	30	50	13	3	0	0
GEORGETOWN UNIVERSITY	District of Columbia	120	28	92	0	5	10	20	35	29	1
NEW YORK UNIVERSITY	New York	120	32	88	0	7	13	20	37	23	1
MCDANIEL COLLEGE	Maryland	119	21	98	2	13	33	34	15	4	0
ELON UNIVERSITY	North Carolina	116	42	74	0	4	16	40	24	16	0
UNIV OF NORTH CAROLINA AT CHAPEL HILL	North Carolina	111	32	79	2	5	13	32	27	18	3
All Other Institutions		9,371	2,489	6,882	3	12	24	26	21	12	1
Total		17,552	4,764	12,788	3	14	26	27	19	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	4,408	430,404	22.6	22.4	8.0	7.7	22.4	22.0
African Am./Black	964	38,583	17.9	17.5	7.2	6.8	18.3	17.6
Am. Indian/Alaskan Native	16	2,803	20.1	19.8	7.8	7.1	20.4	19.6
Caucasian Am./White	2,150	269,428	24.2	23.4	8.2	7.8	23.8	22.8
Hispanic	158	33,207	21.5	18.9	8.0	7.4	21.6	19.1
Asian Am./Pacific Islander	204	21,275	23.9	23.0	8.6	8.0	24.0	22.8
Other/No Response	916	65,108	23.5	22.8	8.3	7.9	23.4	22.5
Males	1,497	170,904	22.0	22.1	7.7	7.4	21.8	21.5
Females	2,619	240,056	22.9	22.6	8.2	7.9	22.8	22.3
Missing	292	19,444	22.3	22.1	8.1	7.8	22.4	21.9

