

ACT High School Profile Report

The Graduating Class of 2006
Texas



ACT High School Profile Report

The Graduating Class of 2006

Texas

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

18% 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. 73,524 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. 67% 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 5% of the cohort took less than three years of math courses. Of these students, 33% were college ready. 26% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 14% of these students were college ready. In comparison, 53% 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 14% of the cohort took less than three years of natural science courses. 13% of these students were college ready. In comparison, 24% 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 49% 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.

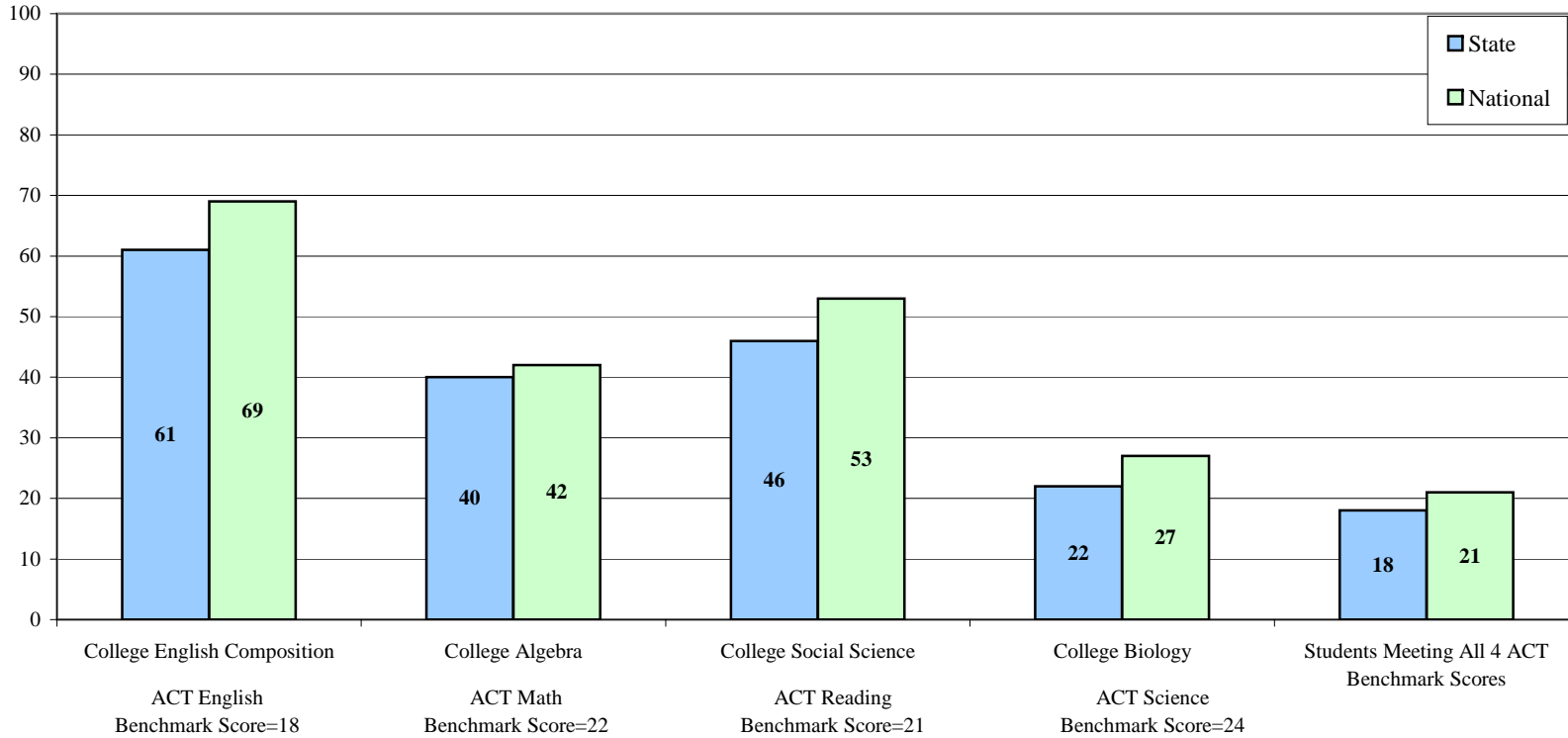
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 512-345-1949.

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	67,842	1,116,082	61	67	35	39	47	53	20	26	15	20
2003	73,145	1,175,059	61	67	35	40	45	52	21	26	16	20
2004	71,696	1,171,460	61	68	36	40	46	52	21	26	17	21
2005	72,294	1,186,251	60	68	37	41	45	51	21	26	17	21
2006	73,524	1,206,455	61	69	40	42	46	53	22	27	18	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	67,842	1,116,082	19.3	20.2	20.1	20.6	20.3	21.1	20.1	20.8	20.1	20.8
2003	73,145	1,175,059	19.3	20.3	20.0	20.6	20.3	21.2	20.1	20.8	20.1	20.8
2004	71,696	1,171,460	19.4	20.4	20.3	20.7	20.5	21.3	20.2	20.9	20.2	20.9
2005	72,294	1,186,251	19.3	20.4	20.3	20.7	20.3	21.3	20.2	20.9	20.2	20.9
2006	73,524	1,206,455	19.4	20.6	20.6	20.8	20.5	21.4	20.3	20.9	20.3	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	50,073	12,910	74	19	19.9	17.3	20.6	18.1	20.7	18.4	20.6	18.6	20.6	18.2
2003	52,476	14,187	72	19	19.9	17.2	20.5	18.2	20.8	18.5	20.5	18.7	20.6	18.3
2004	50,365	14,405	70	20	20.0	17.5	20.7	18.6	20.9	18.8	20.6	18.8	20.7	18.6
2005	49,191	15,065	68	21	19.9	17.5	20.7	18.8	20.8	18.8	20.6	18.9	20.6	18.6
2006	49,010	15,718	67	21	19.9	18.0	21.0	19.4	20.9	19.3	20.7	19.3	20.7	19.1

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	67,842	100	20.1	73,145	100	20.1	71,696	100	20.2	72,294	100	20.2	73,524	100	20.3
African American/Black	8,277	12	17.0	9,260	13	16.8	9,083	13	17.1	9,527	13	17.0	9,225	13	17.1
American Indian/Alaskan Native	334	0	20.6	336	0	20.5	377	1	20.6	394	1	20.9	418	1	21.3
Caucasian American/White	36,264	53	21.6	38,238	52	21.7	35,964	50	21.9	35,668	49	21.9	33,959	46	22.1
Hispanic	15,891	23	17.9	17,495	24	17.9	17,537	24	17.9	17,969	25	17.9	18,111	25	18.0
Asian American/Pacific Islander	2,145	3	21.9	2,145	3	22.1	2,070	3	22.3	2,135	3	22.5	2,222	3	22.9
Other/No Response	4,931	7	20.3	5,671	8	20.6	6,665	9	20.6	6,601	9	20.5	9,589	13	20.8

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	62	100	111	100	314	100	89	100	6	100	36
35	325	100	268	100	597	100	227	100	74	100	35
34	593	99	559	99	994	99	257	100	223	100	34
33	515	99	397	99	1,020	97	295	99	319	100	33
32	547	98	463	98	924	96	411	99	529	99	32
31	905	97	764	98	1,427	95	545	98	787	98	31
30	1,085	96	1,110	97	1,446	93	335	98	1,082	97	30
29	1,453	95	1,542	95	1,782	91	718	97	1,365	96	29
28	1,904	93	1,862	93	1,886	88	1,212	96	1,876	94	28
27	1,857	90	2,773	90	2,594	86	1,624	94	2,392	91	27
26	2,322	87	3,617	87	3,056	82	3,366	92	2,905	88	26
25	3,303	84	3,807	82	3,107	78	2,986	88	3,409	84	25
24	3,188	80	4,463	77	3,240	74	4,437	84	3,960	80	24
23	3,245	75	3,764	70	4,012	70	5,483	78	4,483	74	23
22	4,370	71	3,821	65	3,596	64	5,571	70	4,832	68	22
21	5,045	65	4,279	60	3,986	59	6,292	63	5,368	62	21
20	5,571	58	4,340	54	4,672	54	7,376	54	5,724	54	20
19	4,796	51	4,839	48	4,671	47	7,658	44	5,802	47	19
18	4,046	44	5,480	42	3,933	41	6,311	34	5,613	39	18
17	4,022	39	7,789	34	4,781	36	4,957	25	5,586	31	17
16	4,476	33	7,361	24	3,849	29	3,660	18	4,852	23	16
15	4,625	27	4,931	14	3,391	24	2,610	13	4,107	17	15
14	4,060	21	3,168	7	4,669	19	1,939	10	3,195	11	14
13	2,208	15	1,121	3	3,191	13	1,625	7	2,309	7	13
12	2,117	12	557	1	2,896	9	1,178	5	1,448	4	12
11	1,846	9	189	1	1,843	5	1,023	3	726	2	11
10	1,415	7	77	1	618	2	655	2	341	1	10
9	1,269	5	39	1	421	1	349	1	134	1	9
8	1,192	3	15	1	251	1	173	1	52	1	8
7	697	2	5	1	112	1	79	1	19	1	7
6	283	1	9	1	96	1	48	1	5	1	6
5	116	1	1	1	80	1	19	1	1	1	5
4	46	1	2	1	47	1	0	1	0	1	4
3	11	1	1	1	6	1	13	1	0	1	3
2	7	1	0	1	12	1	1	1	0	1	2
1	2	1	0	1	4	1	2	1	0	1	1
Average	19.4		20.6		20.5		20.3		20.3		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	1,394	100	280	100	873	100	1,961	100	1,906	100	483	100	436	100	18
17	2,199	98	907	100	3,138	99	3,416	97	2,201	97	858	99	639	99	17
16	2,352	95	2,089	98	2,440	95	4,197	93	4,332	94	1,103	98	1,366	99	16
15	2,935	92	3,505	96	3,282	91	4,836	87	3,731	89	2,260	97	3,018	97	15
14	4,151	88	4,356	91	3,515	87	4,921	80	4,870	83	5,248	94	4,896	93	14
13	3,855	82	4,637	85	4,665	82	5,283	74	7,017	77	4,612	86	7,042	86	13
12	5,378	77	6,546	79	6,747	76	7,074	67	7,927	67	10,055	80	7,508	76	12
11	6,524	70	9,240	70	6,696	66	5,618	57	5,665	56	7,095	67	7,274	66	11
10	7,881	61	8,701	57	6,480	57	6,179	49	7,265	49	12,326	57	13,269	56	10
9	7,381	50	9,361	45	9,111	49	6,589	41	6,239	39	12,871	40	8,987	38	9
8	6,939	40	8,140	33	8,945	36	5,327	32	9,426	30	6,451	23	6,718	26	8
7	6,762	31	5,564	21	5,735	24	5,137	25	7,761	18	2,616	14	4,551	17	7
6	5,772	21	3,753	14	5,246	16	6,361	18	3,345	7	3,043	10	3,729	11	6
5	3,846	14	3,448	9	2,670	9	3,528	9	1,056	3	2,494	6	398	6	5
4	3,305	8	1,896	4	1,676	5	2,143	4	493	1	791	3	2,304	5	4
3	1,805	4	739	1	1,315	3	680	1	201	1	875	2	164	2	3
2	878	1	324	1	537	1	245	1	76	1	95	1	936	2	2
1	167	1	38	1	453	1	29	1	13	1	248	1	289	1	1
Average	9.7		10.0		10.0		10.7		10.9		10.2		10.2		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	73,524	67	20.7	19.1
	African Am./Black	9,225	66	17.6	15.9
	Am. Indian/Alaskan Native	418	68	22.1	19.3
	Caucasian Am./White	33,959	68	22.5	21.1
	Hispanic	18,111	68	18.4	17.1
	Asian Am./Pacific Islander	2,222	74	23.1	21.9
	Other/No Response	9,589	56	21.3	19.6
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	1,495	2	1,335	2	2,925	4	868	1
	28 to 32	5,894	8	5,741	8	7,465	10	3,221	4
	24 to 27	10,670	15	14,660	20	11,997	16	12,413	17
	20 to 23	18,231	25	16,204	22	16,266	22	24,722	34
	16 to 19	17,340	24	25,469	35	17,234	23	22,586	31
	13 to 15	10,893	15	9,220	13	11,251	15	6,174	8
	01 to 12	9,001	12	895	1	6,386	9	3,540	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	30,888	42	18.9	21.2	20.1	20.7	20.3
	Females	39,173	53	19.8	20.1	20.7	19.9	20.3
	Missing	3,463	5	20.0	21.2	21.1	20.7	20.9
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	58	44	44	27	21
	Females	64	36	48	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

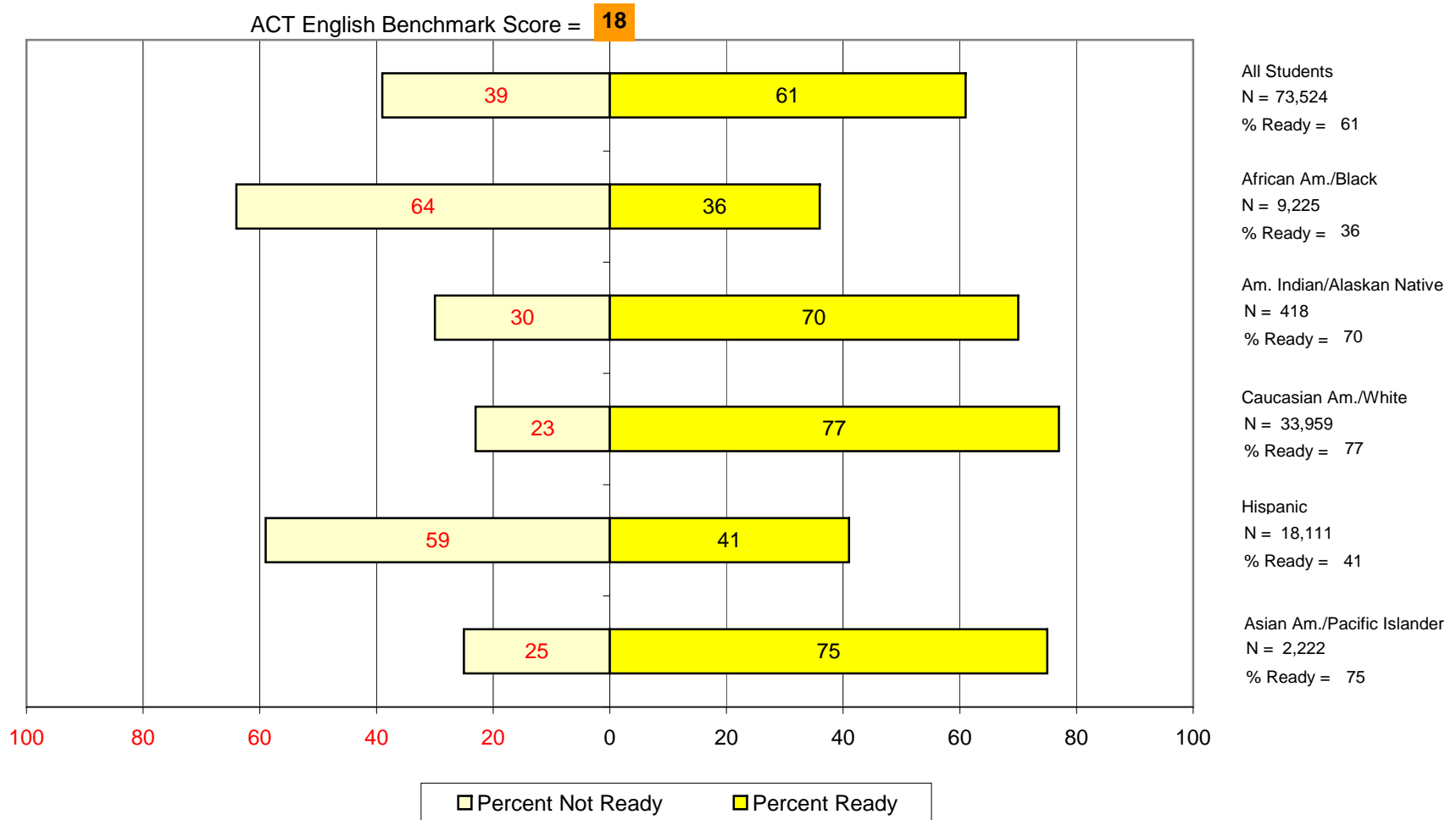


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

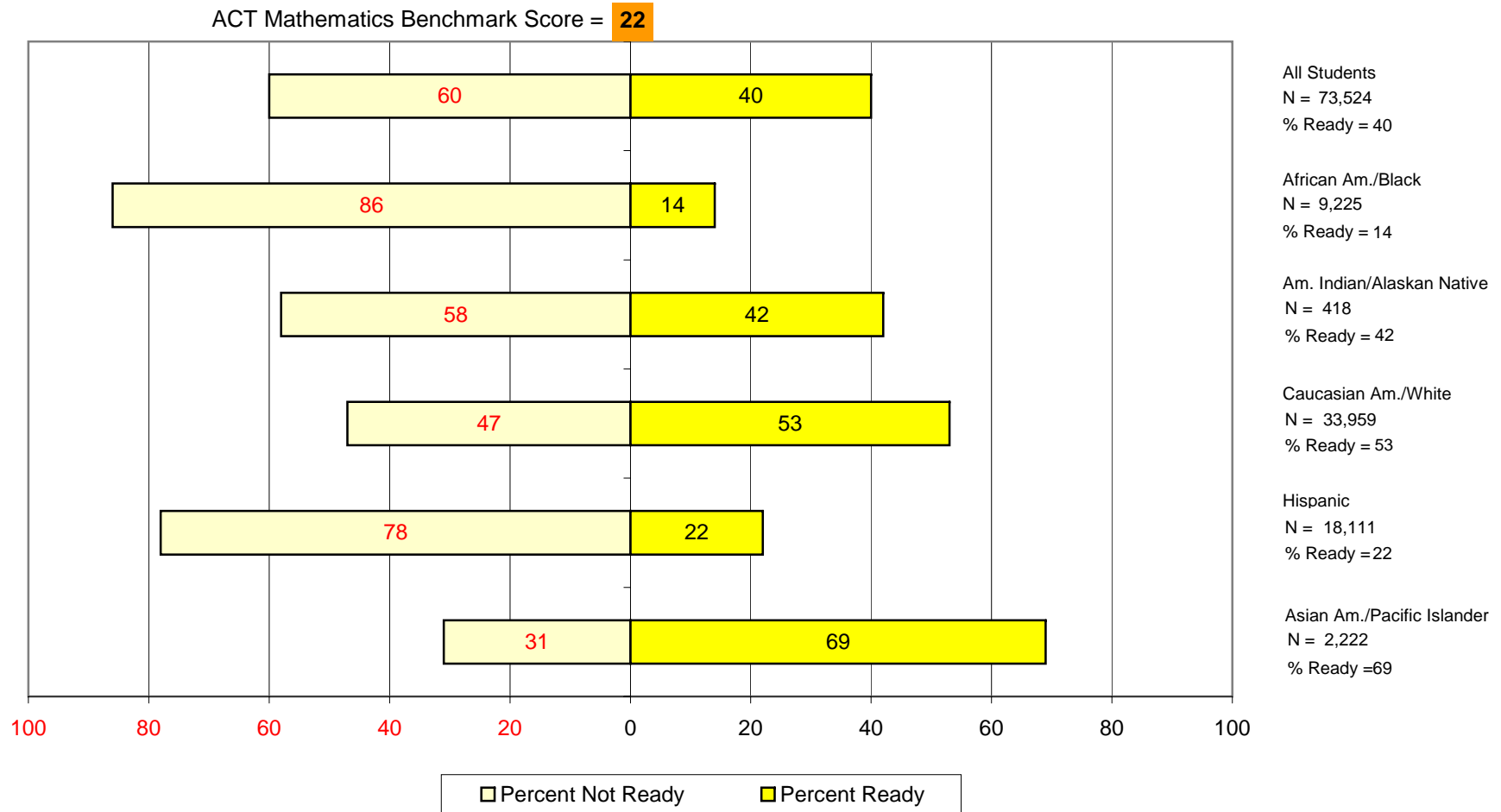


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: **READING**

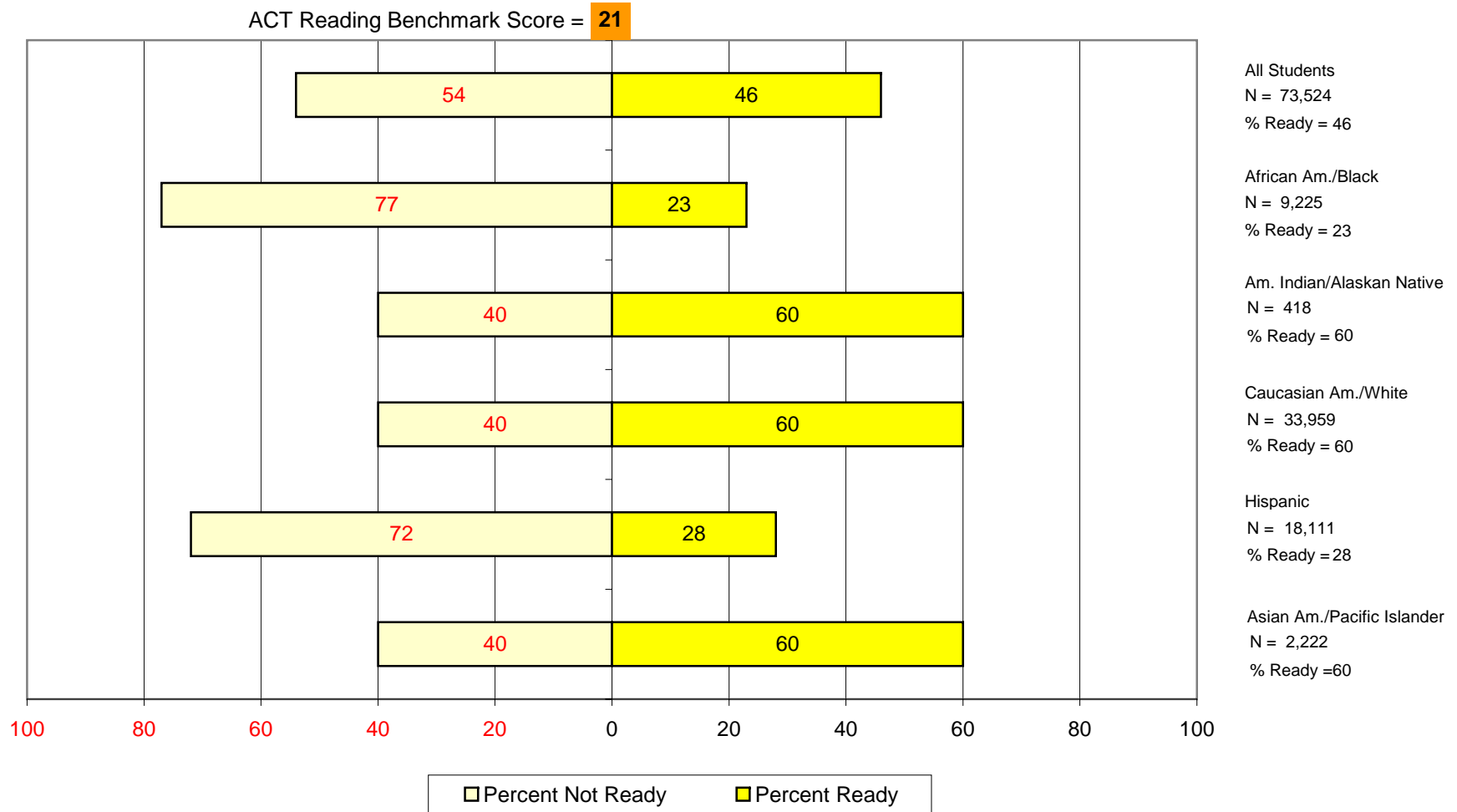


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

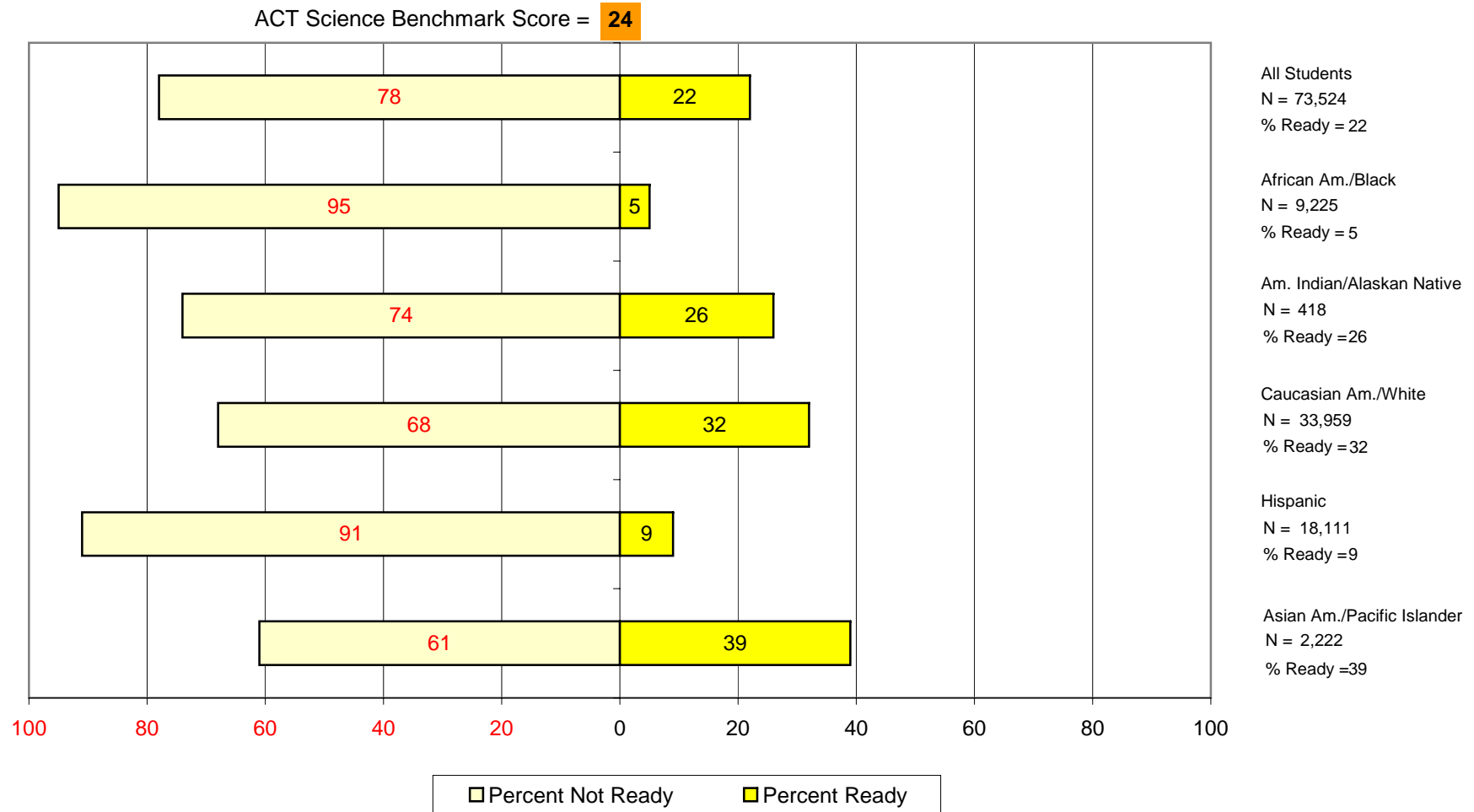


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

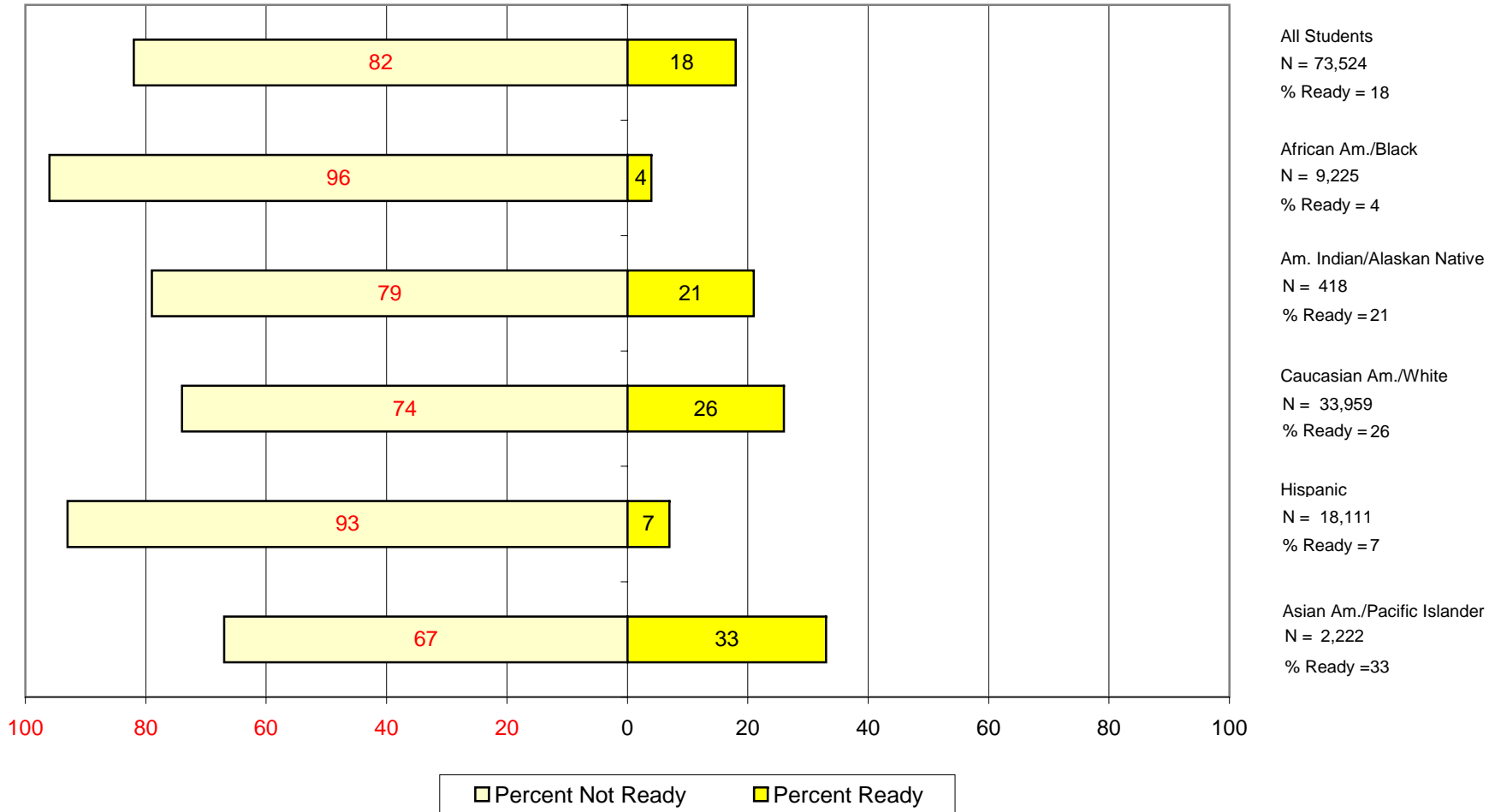


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	22,792	31	20.7	1.1	9,264	30	20.3	1.3	13,206	34	21.0	1.0
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	36,322	49	18.7	-0.9	14,986	49	18.1	-0.9	19,486	50	19.0	-1.0
Less than 4 years of English	5,186	7	19.6	-	2,324	8	19.0	-	2,564	7	20.0	-
No English course/grade information reported	9,224	13	19.2	-	4,314	14	18.6	-	3,917	10	19.7	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	2,206	3	24.7	5.1	1,011	3	25.3	5.7	1,093	3	24.1	4.6
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,507	2	22.5	2.9	592	2	22.9	3.3	857	2	22.3	2.8
Alg 1, Alg 2, Geom, & Trig	1,702	2	21.2	1.6	713	2	21.6	2.0	918	2	20.8	1.3
Alg 1, Alg 2, Geom, & Other Adv Math	13,548	18	20.5	0.9	4,805	16	21.0	1.4	8,219	21	20.2	0.7
Other comb of 4 or more years of Math	15,927	22	23.8	4.2	7,327	24	24.5	4.9	8,082	21	23.1	3.6
Alg 1, Alg 2, & Geom (Min. Core)	19,248	26	17.6	-2.0	7,688	25	18.0	-1.6	10,872	28	17.3	-2.2
Other comb of 3 or 3.5 years of Math	5,772	8	20.7	1.1	2,458	8	21.2	1.6	3,102	8	20.3	0.8
Less than 3 years of Math	4,035	5	19.6	-	1,791	6	19.6	-	1,975	5	19.5	-
No Math course/grade information reported	9,579	13	20.6	-	4,503	15	20.9	-	4,055	10	20.0	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	239	0	22.6	2.1	129	0	21.4	1.4	104	0	24.1	3.2
Other comb of 4 or more years Social Science	50,179	68	20.7	0.2	19,946	65	20.4	0.4	28,435	73	20.9	0.0
US Hist, World Hist, & Am Gov (Min. Core)	465	1	19.1	-1.4	263	1	18.9	-1.1	184	0	19.3	-1.6
Other comb of 3 or 3.5 years of Social Science	8,091	11	19.1	-1.4	3,704	12	18.9	-1.1	4,040	10	19.3	-1.6
Less than 3 years of Social Science	5,028	7	20.5	-	2,358	8	20.0	-	2,388	6	20.9	-
No Soc Sci course/grade information reported	9,522	13	20.3	-	4,488	15	19.9	-	4,022	10	20.5	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	18,119	25	21.4	2.6	8,195	27	21.9	3.0	9,265	24	20.9	2.2
Bio, Chem, Phys	17,258	23	21.4	2.6	6,929	22	22.1	3.2	9,721	25	20.9	2.2
Gen Sci ² , Bio, Chem (Min. Core)	16,777	23	19.0	0.2	6,595	21	19.0	0.1	9,602	25	18.9	0.2
Other comb of 3 years of Natural Science	1,079	1	19.9	1.1	509	2	20.1	1.2	530	1	19.7	1.0
Less than 3 years of Natural Science	9,988	14	18.8	-	3,858	12	18.9	-	5,648	14	18.7	-
No Nat Sci course/grade information reported	10,303	14	20.2	-	4,802	16	20.4	-	4,407	11	19.9	-

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	22,792	31	20.7	69	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	36,322	49	18.7	57	668,226	55	20.4	67
Less than 4 years of English	5,186	7	19.6	63	115,551	10	19.4	62
No English course/grade information reported	9,224	13	19.2	60	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	2,206	3	24.7	75	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,507	2	22.5	60	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	1,702	2	21.2	47	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	13,548	18	20.5	39	153,394	13	20.3	37
Other comb of 4 or more years of Math	15,927	22	23.8	66	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	19,248	26	17.6	14	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	5,772	8	20.7	41	54,965	5	20.6	40
Less than 3 years of Math	4,035	5	19.6	33	131,567	11	17.9	18
No Math course/grade information reported	9,579	13	20.6	40	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	239	0	22.6	60	31,335	3	22.7	60
Other comb of 4 or more years Social Science	50,179	68	20.7	48	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	465	1	19.1	38	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	8,091	11	19.1	38	325,879	27	21.3	52
Less than 3 years of Social Science	5,028	7	20.5	47	179,270	15	20.5	46
No Soc Sci course/grade information reported	9,522	13	20.3	46	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	18,119	25	21.4	30	320,821	27	22.3	38
Bio, Chem, Phys	17,258	23	21.4	31	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	16,777	23	19.0	11	339,689	28	20.2	19
Other comb of 3 years of Natural Science	1,079	1	19.9	19	32,330	3	20.5	24
Less than 3 years of Natural Science	9,988	14	18.8	13	234,307	19	19.1	14
No Nat Sci course/grade information reported	10,303	14	20.2	23	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	1,161	2	19.0	80	3	16.0	1,030	2	19.4
Architecture & Environmental Design	1,487	2	20.2	46	2	15.2	1,389	2	20.4
Business & Management	6,000	8	20.0	183	7	16.3	5,589	10	20.2
Business & Office	385	1	18.8	43	2	15.9	320	1	19.3
Marketing & Distribution	585	1	20.0	14	1	14.3	550	1	20.2
Communications & Comm. Technologies	2,012	3	20.7	53	2	15.7	1,870	3	21.0
Community & Personal Services	1,719	2	17.2	180	7	15.2	1,439	2	17.6
Computer & Information Sciences	1,320	2	20.4	90	3	16.5	1,189	2	20.8
Cross-Disciplinary Studies	77	0	24.1	0	0	.	75	0	24.1
Education	2,443	3	19.7	53	2	15.2	2,269	4	19.9
Teacher Education	1,834	2	18.8	43	2	15.1	1,700	3	19.0
Engineering	3,031	4	21.5	106	4	15.3	2,799	5	21.9
Engineering-Related Technologies	1,689	2	21.3	84	3	16.1	1,543	3	21.6
Foreign Languages	245	0	22.3	6	0	16.2	229	0	22.4
Health Sciences & Allied Health Fields	12,479	17	19.5	736	27	16.4	11,291	19	19.8
Human, Family & Consumer Science	570	1	18.6	47	2	15.0	481	1	19.1
Letters	236	0	24.8	3	0	19.0	228	0	24.9
Mathematics	297	0	23.5	5	0	18.6	281	0	23.7
Philosophy, Religion & Theology	363	0	22.2	7	0	16.7	339	1	22.4
Sciences (Biological & Physical)	2,800	4	22.8	19	1	17.9	2,685	5	22.9
Social Sciences	4,015	5	21.1	47	2	15.3	3,823	7	21.3
Trade & Industrial	447	1	17.4	178	7	16.5	236	0	18.3
Visual & Performing Arts	3,123	4	20.7	139	5	16.4	2,825	5	21.0
Undecided	5,449	7	20.4	275	10	16.5	4,740	8	20.8
No Response	19,757	27	20.6	257	10	16.2	9,068	16	21.3

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	527	16.0	68	15.1	1	13.0	185	17.8	220	15.0	3	15.0	50	15.0
2-yr College Degree	2,167	16.1	293	14.5	7	16.6	719	17.8	898	15.3	16	16.7	234	16.4
Bachelors Degree	25,095	19.4	2,995	16.3	160	20.0	13,074	21.0	5,860	17.4	422	20.4	2,584	19.5
Graduate Study	12,867	22.1	1,450	18.1	79	23.0	7,106	23.5	2,322	19.9	408	23.2	1,502	22.6
Prof. Level Degree	20,026	21.2	2,921	18.2	118	22.7	7,770	23.3	5,719	19.0	1,061	24.0	2,437	21.7
Other	1,615	17.2	345	15.4	8	18.3	527	19.1	459	16.0	37	20.0	239	17.6
No Response	11,227	20.2	1,153	16.2	45	20.2	4,578	22.2	2,633	17.1	275	23.4	2,543	21.2

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
UNIV OF TEXAS AT AUSTIN	Texas	16,013	5,297	10,716	2	8	23	30	24	12	1
TEXAS A&M UNIVERSITY-MAIN CAMPUS	Texas	12,929	4,638	8,291	1	6	20	32	28	11	1
TEXAS TECH UNIVERSITY	Texas	9,938	2,613	7,325	1	7	26	35	22	7	0
TEXAS STATE UNIVERSITY-SAN MARCOS	Texas	8,370	2,286	6,084	2	10	33	35	16	3	0
BAYLOR UNIVERSITY	Texas	7,843	2,436	5,407	2	7	22	32	26	11	1
UNIVERSITY OF NORTH TEXAS	Texas	7,121	2,044	5,077	3	11	30	33	18	6	0
UNIV OF TEXAS AT SAN ANTONIO	Texas	6,859	1,498	5,361	4	17	39	28	11	2	0
UNIVERSITY OF HOUSTON-MAIN CAMPUS	Texas	5,278	1,392	3,886	5	17	37	27	11	3	0
UNIV OF TEXAS PAN AMERICAN	Texas	4,749	2,437	2,312	8	30	41	17	4	1	0
SAM HOUSTON STATE UNIVERSITY	Texas	4,438	1,290	3,148	3	16	38	29	11	2	0
STEPHEN F AUSTIN STATE UNIVERSITY	Texas	4,199	1,001	3,198	3	13	36	32	13	3	0
TEXAS CHRISTIAN UNIVERSITY	Texas	3,971	779	3,192	2	8	23	32	25	10	0
UNIV OF TEXAS AT ARLINGTON	Texas	3,954	982	2,972	3	13	33	31	16	4	0
TEXAS A&M UNIVERSITY-CORPUS CHRISTI	Texas	3,850	856	2,994	5	21	40	25	8	1	0
TEXAS A & M UNIVERSITY-KINGSVILLE	Texas	2,574	611	1,963	7	27	41	18	5	1	0
RICE UNIVERSITY	Texas	2,572	577	1,995	2	6	16	23	25	24	5
TARLETON STATE UNIVERSITY	Texas	2,399	784	1,615	2	11	39	33	13	2	0
ANGELO STATE UNIVERSITY	Texas	2,267	872	1,395	2	12	37	33	13	3	0
UNIV OF TEXAS AT DALLAS	Texas	2,247	450	1,797	2	9	25	32	21	9	1
SOUTH TEXAS COLLEGE	Texas	2,199	613	1,586	14	38	38	9	1	0	0
SOUTHERN METHODIST UNIVERSITY	Texas	1,988	460	1,528	1	6	19	27	29	15	2
PRAIRIE VIEW A & M UNIVERSITY	Texas	1,917	595	1,322	13	31	42	12	2	0	0
BLINN COLLEGE	Texas	1,857	468	1,389	4	15	40	30	10	1	0
WEST TEXAS A&M UNIVERSITY	Texas	1,844	567	1,277	3	15	36	31	12	3	0
ABILENE CHRISTIAN UNIVERSITY	Texas	1,810	698	1,112	2	10	27	31	20	9	0
UNIVERSITY OF OKLAHOMA	Oklahoma	1,660	463	1,197	0	5	16	33	33	12	1
TEXAS SOUTHERN UNIVERSITY	Texas	1,625	311	1,314	13	32	40	14	2	0	0
UNIV OF TEXAS AT TYLER THE	Texas	1,418	309	1,109	2	10	36	33	15	3	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	1,409	588	821	3	13	32	30	18	5	0
ST MARY'S UNIV OF SAN ANTONIO	Texas	1,384	278	1,106	6	18	38	27	9	2	0
All Other Institutions		90,407	23,519	66,888	5	15	30	25	16	9	1
Total		221,089	61,712	159,377	4	13	30	28	17	7	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	State	National
All Students	37,448	430,404	20.4	22.4	7.3	7.7	20.1	22.0
African Am./Black	3,677	38,583	16.8	17.5	6.6	6.8	16.9	17.6
Am. Indian/Alaskan Native	209	2,803	21.3	19.8	7.3	7.1	20.8	19.6
Caucasian Am./White	17,437	269,428	22.5	23.4	7.5	7.8	21.9	22.8
Hispanic	9,656	33,207	17.2	18.9	6.9	7.4	17.4	19.1
Asian Am./Pacific Islander	1,385	21,275	22.8	23.0	7.9	8.0	22.5	22.8
Other/No Response	5,084	65,108	21.0	22.8	7.4	7.9	20.7	22.5
Males	15,080	170,904	20.0	22.1	7.0	7.4	19.5	21.5
Females	20,510	240,056	20.6	22.6	7.5	7.9	20.5	22.3
Missing	1,858	19,444	20.8	22.1	7.5	7.8	20.6	21.9

