

ACT High School Profile Report

The Graduating Class of 2007
Alabama



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Alabama

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This report provides information about the performance of your 2007 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 - colleges 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:

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

16% of 2007 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. 34,187 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. 57% 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 12% of the cohort took less than three years of math courses. Of these students, 11% were college ready. 12% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 9% of these students were college ready. In comparison, 37% 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 22% of the cohort took less than three years of natural science courses. 11% of these students were college ready. In comparison, 23% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 59% 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.

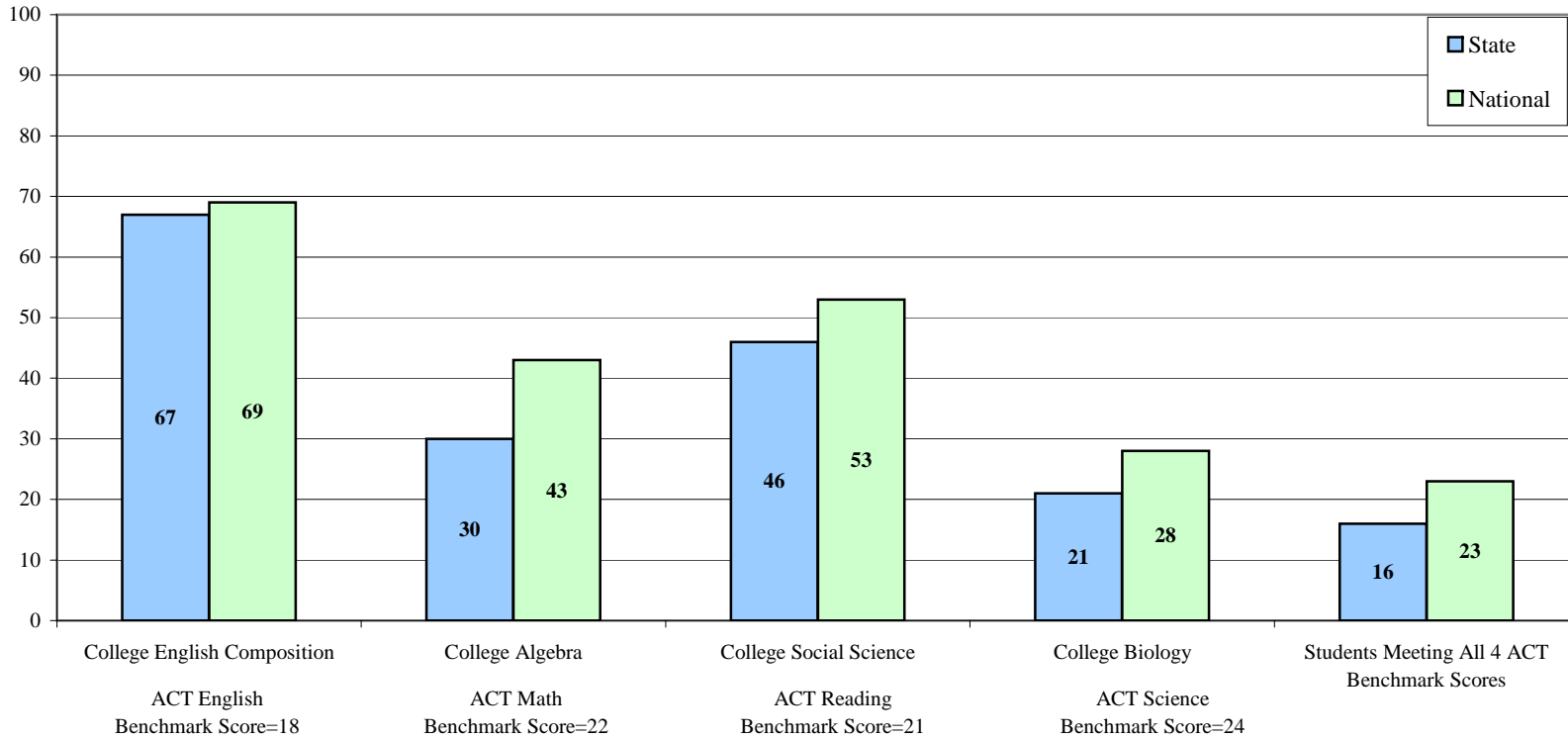
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 404-231-1952.

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 course.

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 |
| 2003 | 31,449 | 1,175,059 | 66 | 67 | 29 | 40 | 45 | 52 | 19 | 26 | 14 | 20 |
| 2004 | 31,548 | 1,171,460 | 67 | 68 | 30 | 40 | 45 | 52 | 20 | 26 | 15 | 21 |
| 2005 | 32,122 | 1,186,251 | 67 | 68 | 29 | 41 | 45 | 51 | 20 | 26 | 15 | 21 |
| 2006 | 32,860 | 1,206,455 | 67 | 69 | 30 | 42 | 47 | 53 | 20 | 27 | 15 | 21 |
| 2007 | 34,187 | 1,300,599 | 67 | 69 | 30 | 43 | 46 | 53 | 21 | 28 | 16 | 23 |

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 |
| 2003 | 31,449 | 1,175,059 | 20.2 | 20.3 | 19.3 | 20.6 | 20.4 | 21.2 | 20.1 | 20.8 | 20.1 | 20.8 |
| 2004 | 31,548 | 1,171,460 | 20.3 | 20.4 | 19.5 | 20.7 | 20.5 | 21.3 | 20.1 | 20.9 | 20.2 | 20.9 |
| 2005 | 32,122 | 1,186,251 | 20.3 | 20.4 | 19.4 | 20.7 | 20.5 | 21.3 | 20.1 | 20.9 | 20.2 | 20.9 |
| 2006 | 32,860 | 1,206,455 | 20.3 | 20.6 | 19.5 | 20.8 | 20.6 | 21.4 | 20.1 | 20.9 | 20.2 | 21.1 |
| 2007 | 34,187 | 1,300,599 | 20.3 | 20.7 | 19.5 | 21.0 | 20.7 | 21.5 | 20.1 | 21.0 | 20.3 | 21.2 |

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

| Grad Year | Number of Students Tested | Average ACT Scores | | | | |
|-------------|---------------------------|--------------------|-------------|-------------|-------------|-------------|
| | | English | Mathematics | Reading | Science | Composite |
| 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 |
| 2007 | 1,300,599 | 20.7 | 21.0 | 21.5 | 21.0 | 21.2 |

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 |
| 2003 | 20,479 | 9,748 | 65 | 31 | 21.2 | 18.0 | 20.2 | 17.5 | 21.2 | 18.5 | 20.8 | 18.6 | 21.0 | 18.3 |
| 2004 | 20,245 | 9,910 | 64 | 31 | 21.4 | 18.2 | 20.4 | 17.7 | 21.3 | 18.6 | 20.8 | 18.6 | 21.1 | 18.4 |
| 2005 | 20,569 | 9,798 | 64 | 31 | 21.4 | 18.2 | 20.2 | 17.8 | 21.3 | 18.6 | 20.8 | 18.6 | 21.0 | 18.4 |
| 2006 | 20,080 | 10,398 | 61 | 32 | 21.4 | 18.2 | 20.3 | 17.8 | 21.5 | 18.9 | 20.8 | 18.7 | 21.1 | 18.5 |
| 2007 | 19,448 | 11,236 | 57 | 33 | 21.3 | 18.4 | 20.2 | 18.1 | 21.5 | 19.2 | 20.8 | 18.8 | 21.1 | 18.8 |

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

| | 2003 | | | 2004 | | | 2005 | | | 2006 | | | 2007 | | |
|---------------------------------|---------------|------------|-------------|---------------|------------|-------------|---------------|------------|-------------|---------------|------------|-------------|---------------|------------|-------------|
| | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg |
| All Students | 31,449 | 100 | 20.1 | 31,548 | 100 | 20.2 | 32,122 | 100 | 20.2 | 32,860 | 100 | 20.2 | 34,187 | 100 | 20.3 |
| African American/Black | 7,814 | 25 | 17.0 | 7,823 | 25 | 17.1 | 8,011 | 25 | 17.1 | 8,240 | 25 | 17.2 | 8,801 | 26 | 17.2 |
| American Indian/Alaska Native | 331 | 1 | 20.0 | 268 | 1 | 20.0 | 312 | 1 | 20.1 | 299 | 1 | 20.3 | 254 | 1 | 20.8 |
| Caucasian American/White | 21,376 | 68 | 21.2 | 21,437 | 68 | 21.3 | 21,649 | 67 | 21.3 | 21,664 | 66 | 21.3 | 21,482 | 63 | 21.4 |
| Hispanic | 299 | 1 | 20.0 | 325 | 1 | 20.2 | 369 | 1 | 20.1 | 374 | 1 | 20.3 | 410 | 1 | 20.1 |
| Asian American/Pacific Islander | 445 | 1 | 22.3 | 380 | 1 | 22.2 | 408 | 1 | 22.5 | 381 | 1 | 22.7 | 409 | 1 | 22.6 |
| Other/No Response | 1,184 | 4 | 20.6 | 1,315 | 4 | 20.5 | 1,373 | 4 | 20.5 | 1,902 | 6 | 20.4 | 2,831 | 8 | 21.0 |

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 | 46 | 100 | 47 | 100 | 127 | 100 | 70 | 100 | 9 | 100 | 36 |
| 35 | 308 | 100 | 94 | 100 | 261 | 100 | 136 | 100 | 38 | 100 | 35 |
| 34 | 467 | 99 | 115 | 100 | 400 | 99 | 53 | 99 | 103 | 100 | 34 |
| 33 | 387 | 98 | 132 | 99 | 482 | 98 | 168 | 99 | 188 | 100 | 33 |
| 32 | 391 | 96 | 227 | 99 | 531 | 96 | 190 | 99 | 271 | 99 | 32 |
| 31 | 517 | 95 | 224 | 98 | 694 | 95 | 210 | 98 | 346 | 98 | 31 |
| 30 | 584 | 94 | 265 | 98 | 707 | 93 | 305 | 98 | 562 | 97 | 30 |
| 29 | 622 | 92 | 533 | 97 | 775 | 91 | 339 | 97 | 570 | 96 | 29 |
| 28 | 999 | 90 | 433 | 95 | 1,021 | 88 | 462 | 96 | 785 | 94 | 28 |
| 27 | 809 | 87 | 867 | 94 | 1,045 | 85 | 582 | 94 | 946 | 92 | 27 |
| 26 | 1,256 | 85 | 1,083 | 91 | 1,174 | 82 | 1,218 | 93 | 1,122 | 89 | 26 |
| 25 | 1,684 | 81 | 1,372 | 88 | 1,290 | 79 | 1,322 | 89 | 1,385 | 86 | 25 |
| 24 | 1,589 | 76 | 1,538 | 84 | 1,624 | 75 | 1,970 | 85 | 1,692 | 81 | 24 |
| 23 | 1,593 | 72 | 1,561 | 80 | 2,442 | 70 | 1,934 | 79 | 2,032 | 77 | 23 |
| 22 | 2,248 | 67 | 1,707 | 75 | 1,473 | 63 | 3,105 | 74 | 2,383 | 71 | 22 |
| 21 | 2,515 | 61 | 1,883 | 70 | 1,833 | 59 | 3,262 | 65 | 2,635 | 64 | 21 |
| 20 | 2,649 | 53 | 2,013 | 65 | 2,887 | 54 | 3,698 | 55 | 2,965 | 56 | 20 |
| 19 | 2,384 | 45 | 2,510 | 59 | 2,089 | 45 | 3,054 | 44 | 2,866 | 47 | 19 |
| 18 | 1,754 | 38 | 2,712 | 51 | 1,827 | 39 | 3,271 | 35 | 2,826 | 39 | 18 |
| 17 | 1,636 | 33 | 3,637 | 43 | 2,229 | 34 | 2,264 | 26 | 2,648 | 31 | 17 |
| 16 | 2,211 | 29 | 5,084 | 33 | 2,250 | 27 | 1,590 | 19 | 2,492 | 23 | 16 |
| 15 | 1,903 | 22 | 3,470 | 18 | 1,650 | 21 | 1,278 | 15 | 2,061 | 16 | 15 |
| 14 | 1,689 | 16 | 1,894 | 8 | 1,898 | 16 | 1,154 | 11 | 1,568 | 10 | 14 |
| 13 | 1,062 | 12 | 484 | 2 | 1,341 | 10 | 739 | 7 | 989 | 5 | 13 |
| 12 | 872 | 8 | 228 | 1 | 1,204 | 6 | 726 | 5 | 480 | 2 | 12 |
| 11 | 696 | 6 | 52 | 1 | 522 | 3 | 544 | 3 | 179 | 1 | 11 |
| 10 | 509 | 4 | 13 | 1 | 238 | 1 | 374 | 2 | 31 | 1 | 10 |
| 9 | 325 | 2 | 5 | 1 | 74 | 1 | 92 | 1 | 13 | 1 | 9 |
| 8 | 326 | 1 | 1 | 1 | 48 | 1 | 51 | 1 | 1 | 1 | 8 |
| 7 | 117 | 1 | 1 | 1 | 31 | 1 | 17 | 1 | 1 | 1 | 7 |
| 6 | 32 | 1 | 1 | 1 | 13 | 1 | 4 | 1 | 0 | 1 | 6 |
| 5 | 6 | 1 | 0 | 1 | 3 | 1 | 3 | 1 | 0 | 1 | 5 |
| 4 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 1 | 0 | 1 | 4 |
| 3 | 0 | 1 | 0 | 1 | 2 | 1 | 1 | 1 | 0 | 1 | 3 |
| 2 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 2 |
| 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 |
| Avg (SD) | 20.3 (5.9) | | 19.5 (4.6) | | 20.7 (5.9) | | 20.1 (4.6) | | 20.3 (4.7) | | Avg (SD) |

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 | 928 | 100 | 187 | 100 | 435 | 100 | 811 | 100 | 606 | 100 | 138 | 100 | 131 | 100 | 18 |
| 17 | 1,553 | 97 | 567 | 99 | 1,480 | 99 | 1,324 | 98 | 815 | 98 | 179 | 100 | 130 | 100 | 17 |
| 16 | 1,210 | 93 | 1,262 | 98 | 1,327 | 94 | 1,857 | 94 | 1,228 | 96 | 326 | 99 | 408 | 99 | 16 |
| 15 | 1,096 | 89 | 2,039 | 94 | 1,528 | 91 | 2,111 | 88 | 1,414 | 92 | 917 | 98 | 1,174 | 98 | 15 |
| 14 | 2,238 | 86 | 1,747 | 88 | 1,733 | 86 | 2,449 | 82 | 1,963 | 88 | 1,202 | 95 | 1,426 | 95 | 14 |
| 13 | 2,264 | 79 | 2,514 | 83 | 1,870 | 81 | 2,727 | 75 | 2,568 | 82 | 2,725 | 92 | 2,163 | 90 | 13 |
| 12 | 2,597 | 73 | 3,399 | 76 | 4,240 | 76 | 2,960 | 67 | 2,582 | 75 | 2,795 | 84 | 2,769 | 84 | 12 |
| 11 | 3,151 | 65 | 4,629 | 66 | 3,591 | 63 | 2,545 | 58 | 2,814 | 67 | 3,846 | 76 | 3,355 | 76 | 11 |
| 10 | 3,906 | 56 | 4,134 | 52 | 3,275 | 53 | 3,173 | 51 | 3,811 | 59 | 6,370 | 65 | 5,568 | 66 | 10 |
| 9 | 3,179 | 45 | 3,902 | 40 | 3,925 | 43 | 3,235 | 42 | 3,057 | 48 | 5,560 | 46 | 5,593 | 50 | 9 |
| 8 | 3,634 | 35 | 3,972 | 29 | 4,554 | 32 | 2,571 | 32 | 4,368 | 39 | 3,960 | 30 | 3,910 | 34 | 8 |
| 7 | 2,717 | 25 | 2,348 | 17 | 2,466 | 18 | 2,351 | 25 | 5,333 | 26 | 2,307 | 18 | 3,233 | 22 | 7 |
| 6 | 2,151 | 17 | 1,583 | 10 | 1,825 | 11 | 3,148 | 18 | 2,426 | 11 | 1,782 | 11 | 1,693 | 13 | 6 |
| 5 | 1,934 | 10 | 1,011 | 6 | 868 | 6 | 1,659 | 9 | 703 | 4 | 1,147 | 6 | 881 | 8 | 5 |
| 4 | 959 | 5 | 655 | 3 | 649 | 3 | 974 | 4 | 322 | 1 | 368 | 3 | 912 | 5 | 4 |
| 3 | 498 | 2 | 204 | 1 | 305 | 1 | 200 | 1 | 133 | 1 | 470 | 2 | 484 | 2 | 3 |
| 2 | 157 | 1 | 34 | 1 | 92 | 1 | 88 | 1 | 36 | 1 | 13 | 1 | 202 | 1 | 2 |
| 1 | 15 | 1 | 0 | 1 | 24 | 1 | 4 | 1 | 8 | 1 | 82 | 1 | 155 | 1 | 1 |
| Avg (SD) | 10.2 (3.7) | | 10.4 (3.1) | | 10.4 (3.4) | | 10.6 (3.7) | | 10.1 (3.3) | | 9.8 (2.7) | | 9.6 (2.9) | | Avg (SD) |

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

Table 2.3. ACT Score Quartile Values for All Students

| Quartile | English | Math | Reading | Science | Composite |
|----------------------|---------|------|---------|---------|-----------|
| Q3 (75th Percentile) | 24 | 22 | 24 | 23 | 23 |
| Q2 (50th Percentile) | 20 | 18 | 20 | 20 | 20 |
| Q1 (25th Percentile) | 16 | 16 | 16 | 17 | 17 |

Table 2.4. 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 | 34,187 | 57 | 21.1 | 18.8 |
| | African Am./Black | 8,801 | 57 | 17.8 | 16.2 |
| | Am. Indian/Alaska Native | 254 | 64 | 21.3 | 19.5 |
| | Caucasian Am./White | 21,482 | 59 | 22.3 | 19.9 |
| | Hispanic | 410 | 55 | 21.0 | 18.5 |
| | Asian Am./Pacific Islander | 409 | 59 | 23.0 | 21.9 |
| | Other/No Response | 2,831 | 40 | 21.7 | 19.6 |
| National | All Students | 1,300,599 | 51 | 22.0 | 19.8 |
| | African Am./Black | 152,412 | 51 | 17.7 | 16.1 |
| | Am. Indian/Alaska Native | 14,044 | 46 | 20.3 | 17.6 |
| | Caucasian Am./White | 779,147 | 54 | 23.0 | 20.7 |
| | Hispanic | 93,137 | 50 | 19.5 | 17.7 |
| | Asian Am./Pacific Islander | 42,257 | 57 | 23.1 | 21.4 |
| | Other/No Response | 219,602 | 38 | 22.5 | 20.4 |

Table 2.5. Average ACT Scores by Race/Ethnicity

| Student Group | Race/Ethnicity | English | Mathematics | Reading | Science | Composite |
|---------------|----------------------------|---------|-------------|---------|---------|-----------|
| State | All Students | 20.3 | 19.5 | 20.7 | 20.1 | 20.3 |
| | African Am./Black | 16.6 | 16.8 | 17.2 | 17.5 | 17.2 |
| | Am. Indian/Alaska Native | 21.0 | 20.0 | 21.0 | 20.6 | 20.8 |
| | Caucasian Am./White | 21.7 | 20.5 | 22.0 | 21.1 | 21.4 |
| | Hispanic | 19.8 | 19.7 | 20.5 | 20.0 | 20.1 |
| | Asian Am./Pacific Islander | 22.2 | 23.0 | 22.2 | 22.3 | 22.6 |
| | Other/No Response | 21.1 | 20.2 | 21.6 | 20.7 | 21.0 |
| National | All Students | 20.7 | 21.0 | 21.5 | 21.0 | 21.2 |
| | African Am./Black | 16.1 | 17.0 | 17.1 | 17.2 | 17.0 |
| | Am. Indian/Alaska Native | 17.9 | 18.7 | 19.4 | 19.2 | 18.9 |
| | Caucasian Am./White | 21.8 | 21.7 | 22.5 | 21.9 | 22.1 |
| | Hispanic | 17.6 | 19.0 | 18.8 | 18.8 | 18.7 |
| | Asian Am./Pacific Islander | 21.7 | 23.6 | 22.1 | 22.3 | 22.6 |
| | Other/No Response | 21.2 | 21.5 | 22.0 | 21.3 | 21.6 |

Table 2.6. 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 | 1,208 | 4 | 388 | 1 | 1,270 | 4 | 427 | 1 |
| | 28 to 32 | 3,113 | 9 | 1,682 | 5 | 3,728 | 11 | 1,506 | 4 |
| | 24 to 27 | 5,338 | 16 | 4,860 | 14 | 5,133 | 15 | 5,092 | 15 |
| | 20 to 23 | 9,005 | 26 | 7,164 | 21 | 8,635 | 25 | 11,999 | 35 |
| | 16 to 19 | 7,985 | 23 | 13,943 | 41 | 8,395 | 25 | 10,179 | 30 |
| | 13 to 15 | 4,654 | 14 | 5,848 | 17 | 4,889 | 14 | 3,171 | 9 |
| | 01 to 12 | 2,884 | 8 | 302 | 1 | 2,137 | 6 | 1,813 | 5 |
| National | 33 to 36 | 44,569 | 3 | 29,067 | 2 | 58,782 | 5 | 26,450 | 2 |
| | 28 to 32 | 133,320 | 10 | 120,951 | 9 | 183,189 | 14 | 80,170 | 6 |
| | 24 to 27 | 228,570 | 18 | 268,298 | 21 | 224,580 | 17 | 258,834 | 20 |
| | 20 to 23 | 348,772 | 27 | 284,073 | 22 | 317,869 | 24 | 458,484 | 35 |
| | 16 to 19 | 278,059 | 21 | 427,859 | 33 | 281,941 | 22 | 319,915 | 25 |
| | 13 to 15 | 154,534 | 12 | 161,072 | 12 | 159,904 | 12 | 95,630 | 7 |
| | 01 to 12 | 112,775 | 9 | 9,279 | 1 | 74,334 | 6 | 61,116 | 5 |

Table 2.7. Average ACT Scores by Gender

| Student Group | Gender | N | Percent | Average ACT Scores | | | | |
|---------------|---------|---------|---------|--------------------|------|---------|---------|-----------|
| | | | | English | Math | Reading | Science | Composite |
| State | Males | 14,717 | 43 | 19.9 | 20.1 | 20.6 | 20.6 | 20.4 |
| | Females | 18,011 | 53 | 20.6 | 19.0 | 20.7 | 19.7 | 20.1 |
| | Missing | 1,459 | 4 | 21.1 | 20.1 | 21.4 | 20.6 | 20.9 |
| National | Males | 544,522 | 42 | 20.2 | 21.6 | 21.2 | 21.4 | 21.2 |
| | Females | 674,636 | 52 | 21.0 | 20.4 | 21.6 | 20.5 | 21.0 |
| | Missing | 81,441 | 6 | 21.7 | 21.9 | 22.4 | 21.7 | 22.1 |

Table 2.8. 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 | 63 | 35 | 46 | 25 | 19 |
| | Females | 69 | 25 | 46 | 17 | 13 |
| National | Males | 66 | 47 | 51 | 32 | 26 |
| | Females | 71 | 38 | 53 | 24 | 20 |

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

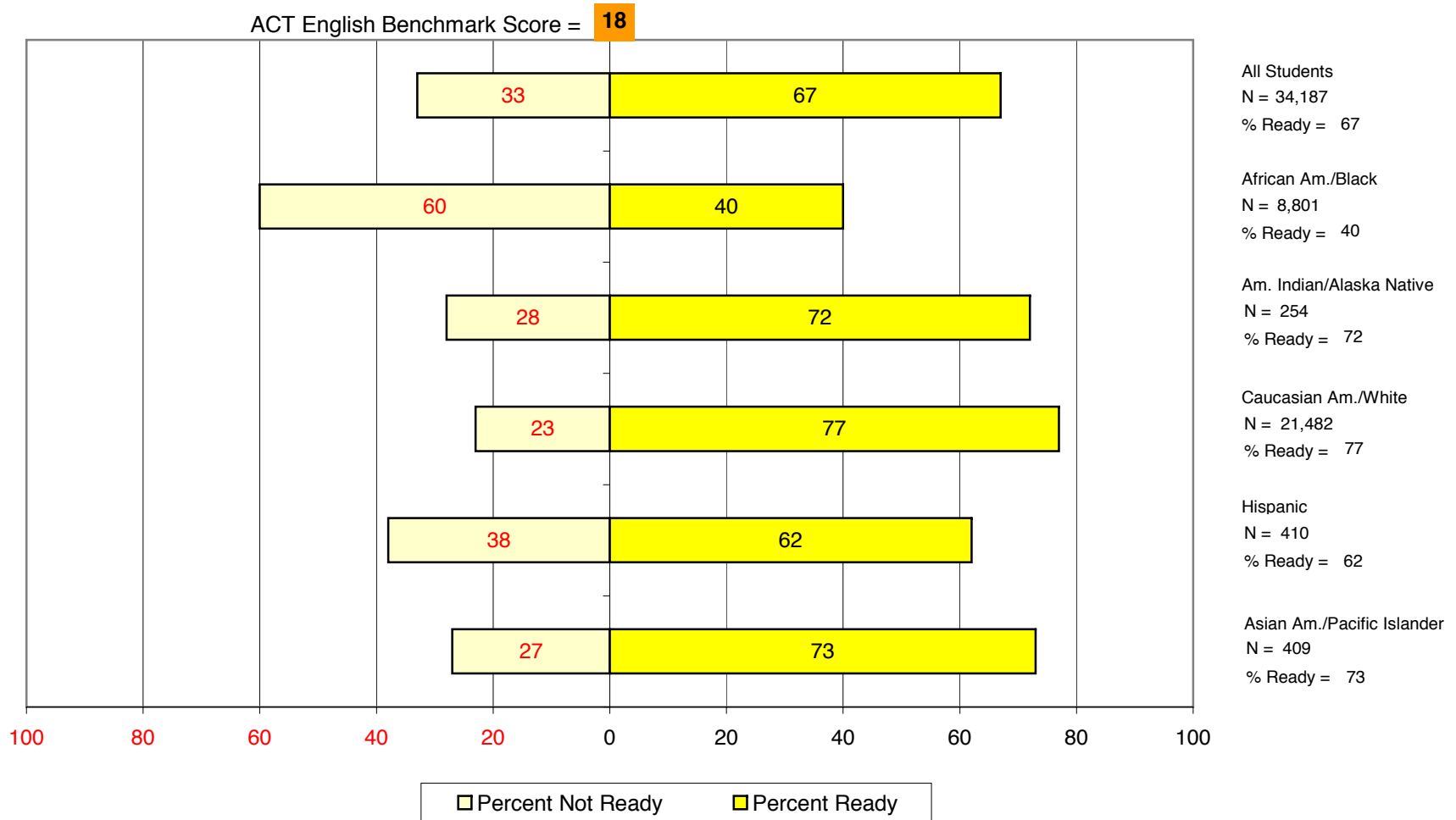


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

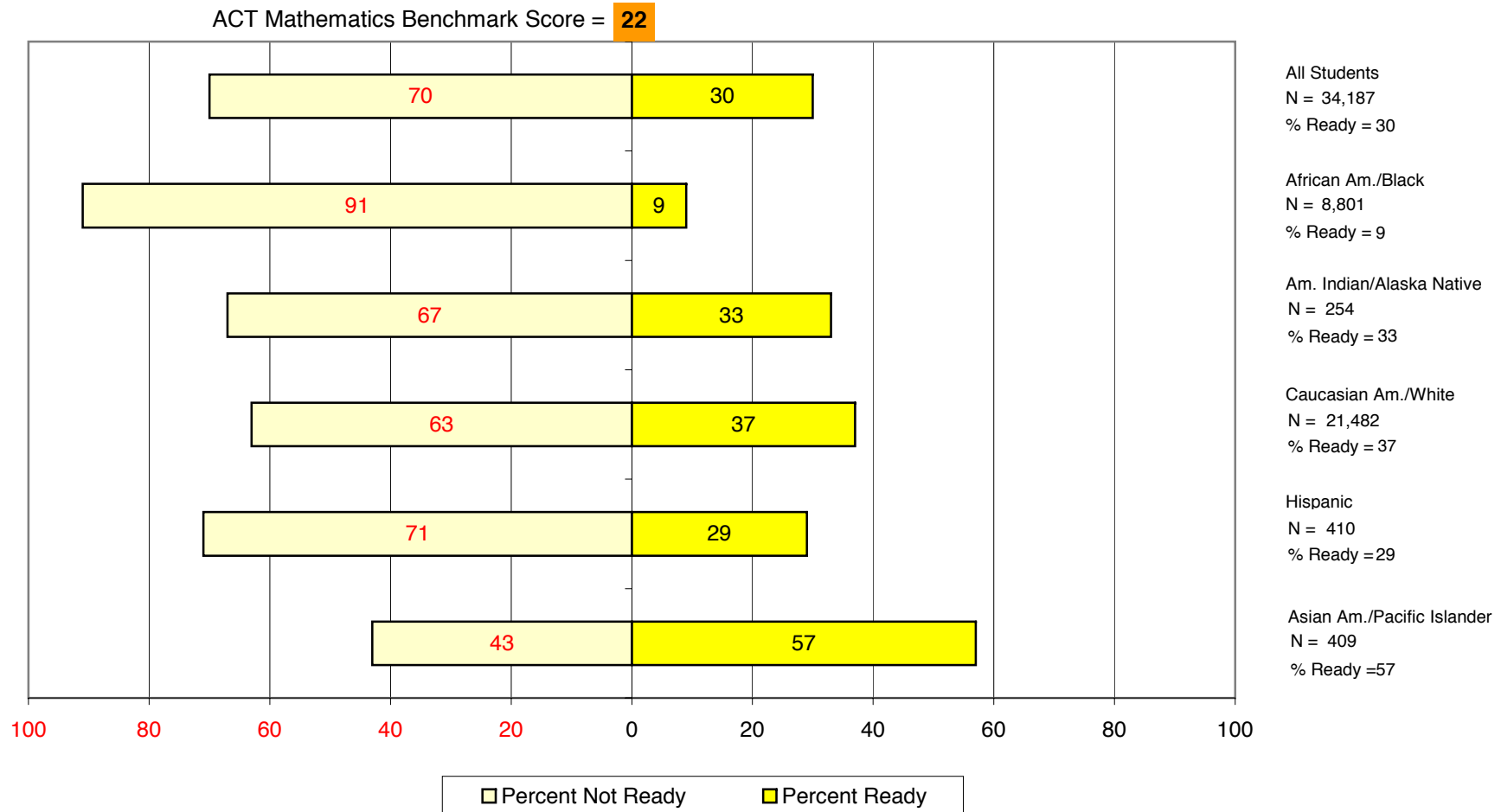


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: **READING**

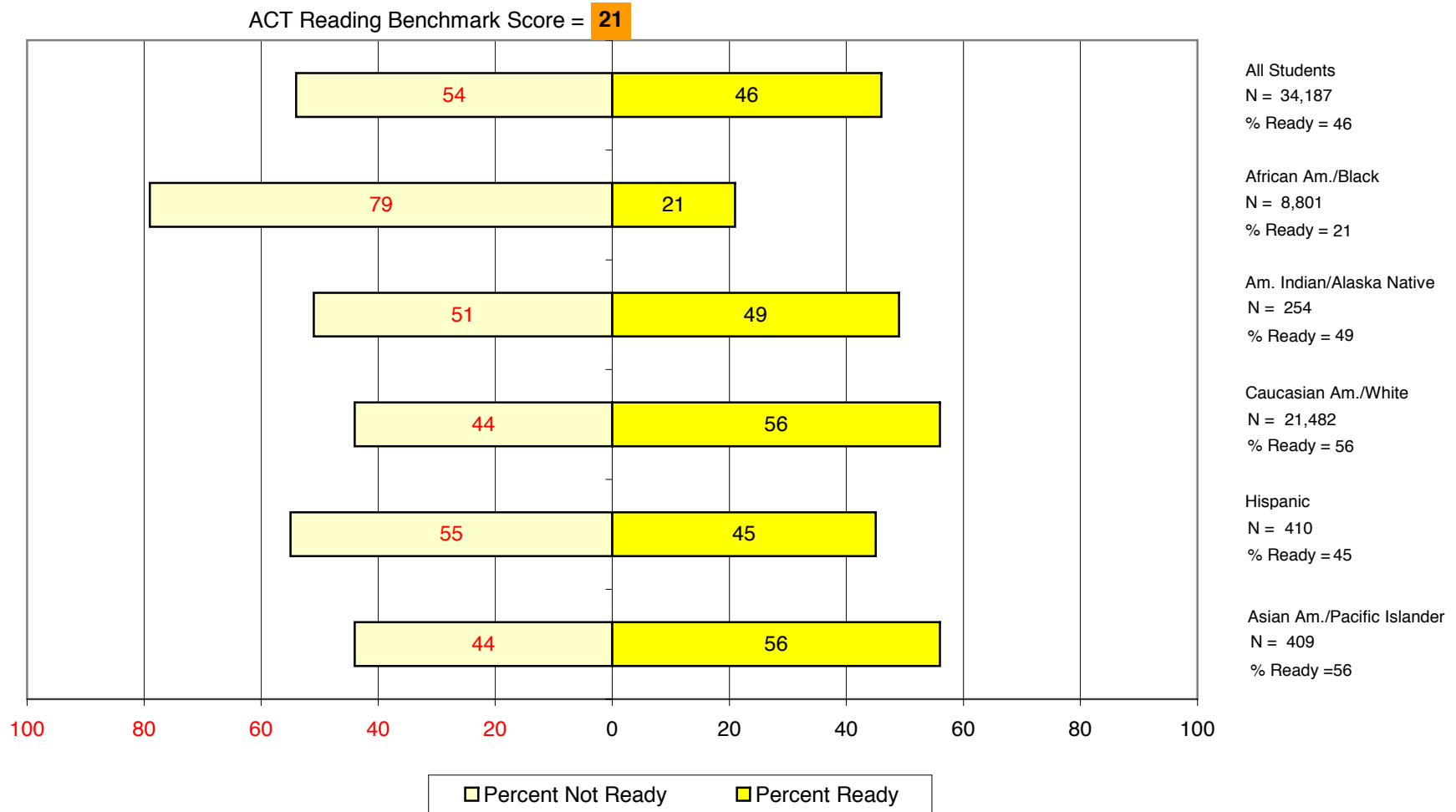


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

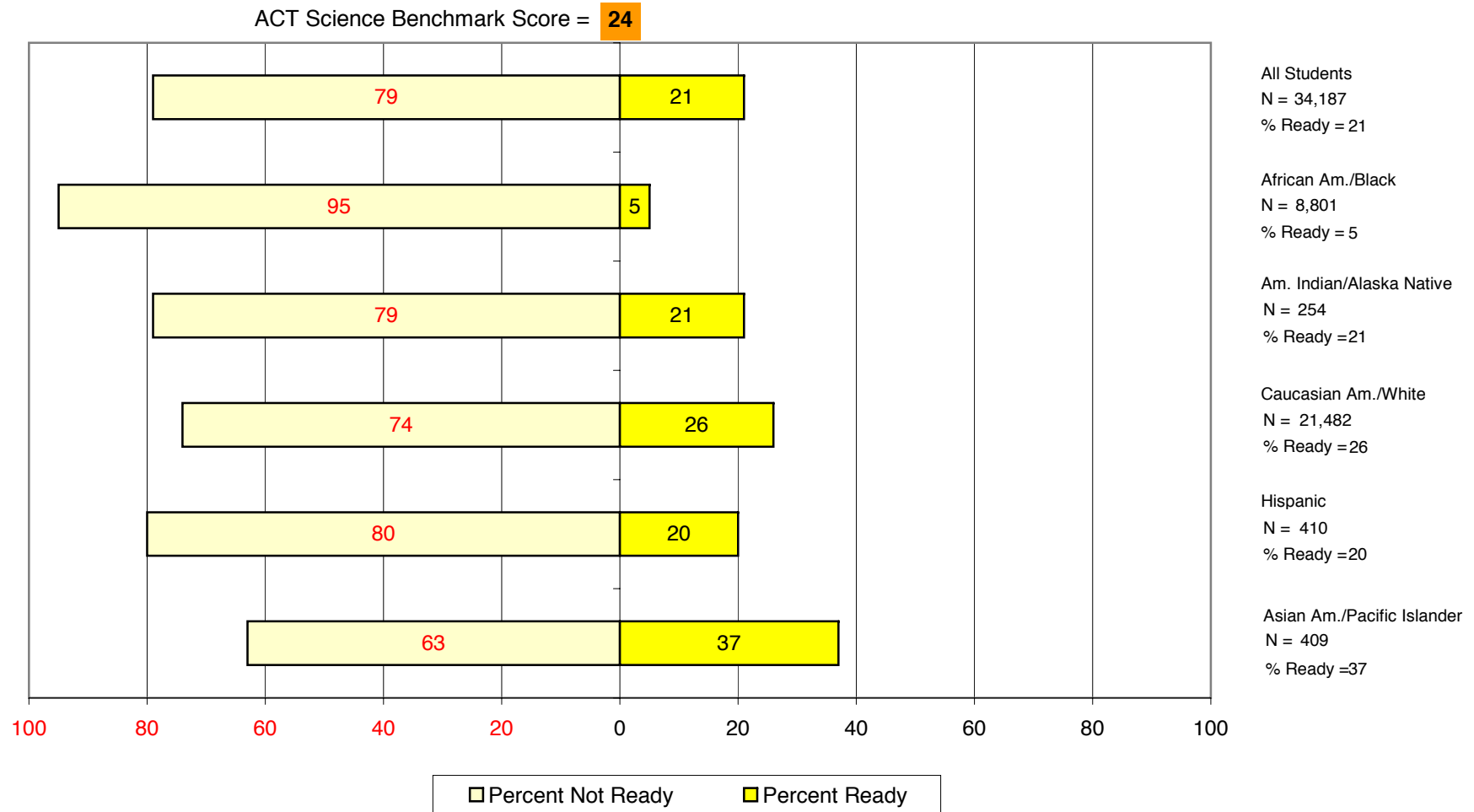


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

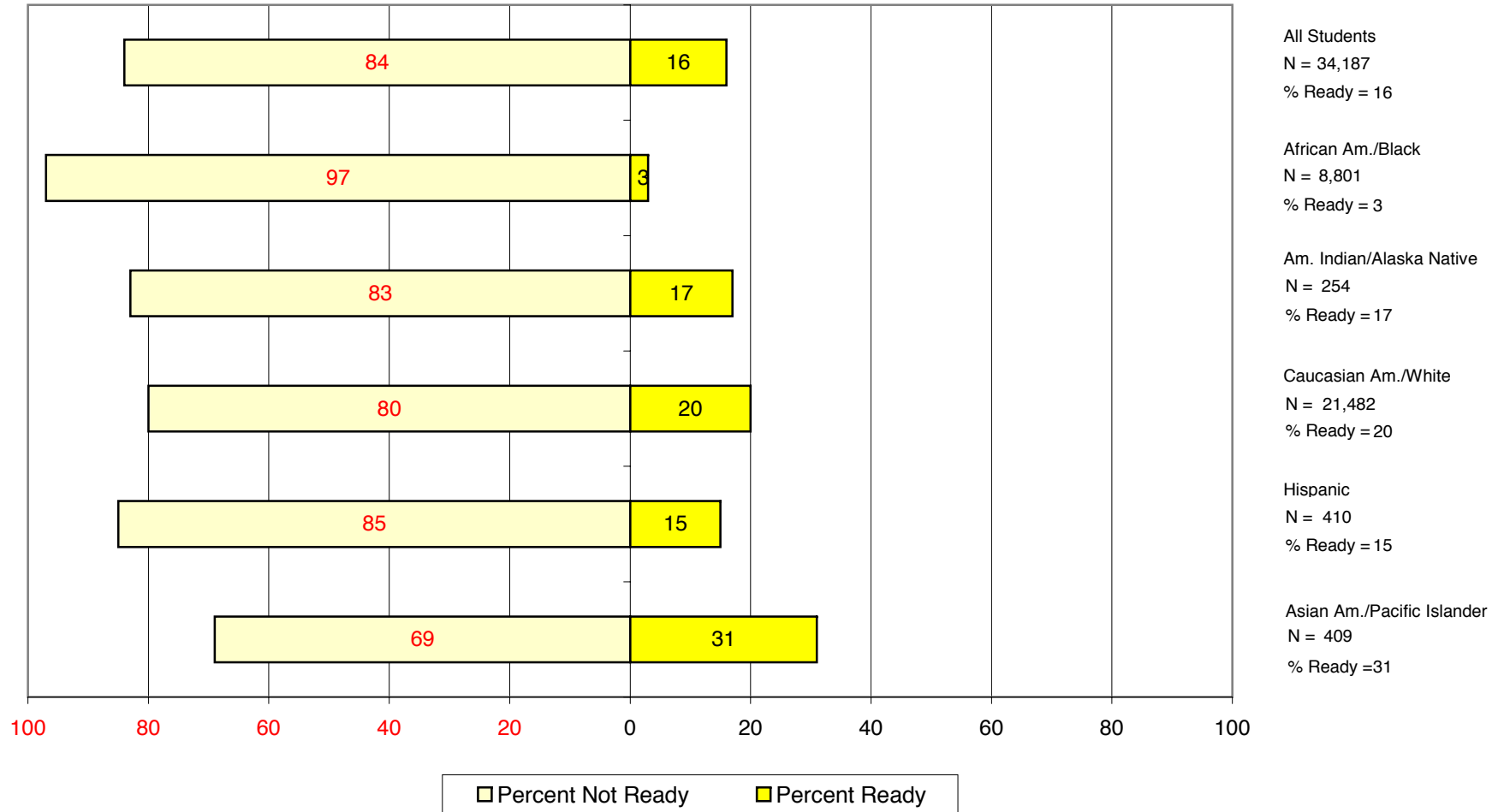


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

| 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 | 3,742 | 11 | 22.0 | 2.1 | 1,507 | 10 | 21.5 | 1.9 | 2,154 | 12 | 22.4 | 2.2 |
| Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core) | 23,975 | 70 | 20.0 | 0.1 | 10,285 | 70 | 19.7 | 0.1 | 13,121 | 73 | 20.3 | 0.1 |
| Less than 4 years of English | 2,856 | 8 | 19.9 | - | 1,319 | 9 | 19.6 | - | 1,391 | 8 | 20.2 | - |
| No English course/grade information reported | 3,614 | 11 | 20.9 | - | 1,606 | 11 | 20.2 | - | 1,345 | 7 | 21.5 | - |
| MATHEMATICS COURSE PATTERN | | | | | | | | | | | | |
| Alg 1, Alg 2, Geom, Trig, & Calc | 2,346 | 7 | 21.3 | 4.3 | 1,016 | 7 | 22.4 | 5.0 | 1,266 | 7 | 20.4 | 3.7 |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 3,810 | 11 | 20.3 | 3.3 | 1,365 | 9 | 21.2 | 3.8 | 2,357 | 13 | 19.8 | 3.1 |
| Alg 1, Alg 2, Geom, & Trig | 3,178 | 9 | 18.5 | 1.5 | 1,304 | 9 | 19.2 | 1.8 | 1,791 | 10 | 18.0 | 1.3 |
| Alg 1, Alg 2, Geom, & Other Adv Math | 3,298 | 10 | 18.9 | 1.9 | 1,275 | 9 | 19.5 | 2.1 | 1,946 | 11 | 18.4 | 1.7 |
| Other comb of 4 or more years of Math | 7,793 | 23 | 21.9 | 4.9 | 3,468 | 24 | 22.8 | 5.4 | 4,167 | 23 | 21.1 | 4.4 |
| Alg 1, Alg 2, & Geom (Min. Core) | 4,225 | 12 | 17.0 | 0.0 | 1,921 | 13 | 17.4 | 0.0 | 2,175 | 12 | 16.7 | 0.0 |
| Other comb of 3 or 3.5 years of Math | 1,514 | 4 | 18.7 | 1.7 | 705 | 5 | 18.9 | 1.5 | 768 | 4 | 18.4 | 1.7 |
| Less than 3 years of Math | 4,263 | 12 | 17.0 | - | 1,984 | 13 | 17.4 | - | 2,135 | 12 | 16.7 | - |
| No Math course/grade information reported | 3,760 | 11 | 20.0 | - | 1,679 | 11 | 20.3 | - | 1,406 | 8 | 19.5 | - |
| SOCIAL SCIENCE COURSE PATTERN | | | | | | | | | | | | |
| US Hist, World Hist, Am Gov, & Other Hist | 695 | 2 | 20.4 | 0.3 | 313 | 2 | 20.5 | 0.5 | 362 | 2 | 20.1 | 0.0 |
| Other comb of 4 or more years Social Science | 15,731 | 46 | 21.3 | 1.2 | 6,435 | 44 | 21.2 | 1.2 | 8,935 | 50 | 21.3 | 1.2 |
| US Hist, World Hist, & Am Gov (Min. Core) | 1,214 | 4 | 19.0 | -1.1 | 570 | 4 | 18.8 | -1.2 | 618 | 3 | 19.2 | -0.9 |
| Other comb of 3 or 3.5 years of Social Science | 8,679 | 25 | 20.0 | -0.1 | 3,752 | 25 | 20.0 | 0.0 | 4,710 | 26 | 19.9 | -0.2 |
| Less than 3 years of Social Science | 3,990 | 12 | 20.1 | - | 1,902 | 13 | 20.0 | - | 1,933 | 11 | 20.1 | - |
| No Soc Sci course/grade information reported | 3,878 | 11 | 21.3 | - | 1,745 | 12 | 21.0 | - | 1,453 | 8 | 21.5 | - |
| NATURAL SCIENCE COURSE PATTERN | | | | | | | | | | | | |
| Gen Sci ² , Bio, Chem, & Phys | 10,426 | 30 | 21.0 | 2.5 | 4,751 | 32 | 21.8 | 3.1 | 5,463 | 30 | 20.4 | 2.1 |
| Bio, Chem, Phys | 1,713 | 5 | 23.5 | 5.0 | 770 | 5 | 24.6 | 5.9 | 900 | 5 | 22.5 | 4.2 |
| Gen Sci ² , Bio, Chem (Min. Core) | 9,810 | 29 | 19.8 | 1.3 | 3,782 | 26 | 20.1 | 1.4 | 5,769 | 32 | 19.6 | 1.3 |
| Other comb of 3 years of Natural Science | 842 | 2 | 18.4 | -0.1 | 392 | 3 | 18.7 | 0.0 | 423 | 2 | 18.1 | -0.2 |
| Less than 3 years of Natural Science | 7,521 | 22 | 18.5 | - | 3,274 | 22 | 18.7 | - | 4,014 | 22 | 18.3 | - |
| No Nat Sci course/grade information reported | 3,875 | 11 | 20.5 | - | 1,748 | 12 | 20.7 | - | 1,442 | 8 | 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 | 3,742 | 11 | 22.0 | 77 | 191,202 | 15 | 22.2 | 79 |
| Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core) | 23,975 | 70 | 20.0 | 65 | 766,001 | 59 | 20.5 | 68 |
| Less than 4 years of English | 2,856 | 8 | 19.9 | 65 | 141,777 | 11 | 19.7 | 64 |
| No English course/grade information reported | 3,614 | 11 | 20.9 | 71 | 201,619 | 16 | 20.7 | 69 |
| MATHEMATICS COURSE PATTERN | | | | | | | | |
| Alg 1, Alg 2, Geom, Trig, & Calc | 2,346 | 7 | 21.3 | 45 | 75,970 | 6 | 24.8 | 75 |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 3,810 | 11 | 20.3 | 36 | 87,647 | 7 | 22.4 | 58 |
| Alg 1, Alg 2, Geom, & Trig | 3,178 | 9 | 18.5 | 20 | 100,139 | 8 | 20.5 | 40 |
| Alg 1, Alg 2, Geom, & Other Adv Math | 3,298 | 10 | 18.9 | 24 | 163,562 | 13 | 20.4 | 38 |
| Other comb of 4 or more years of Math | 7,793 | 23 | 21.9 | 50 | 239,187 | 18 | 24.3 | 69 |
| Alg 1, Alg 2, & Geom (Min. Core) | 4,225 | 12 | 17.0 | 9 | 218,745 | 17 | 17.9 | 15 |
| Other comb of 3 or 3.5 years of Math | 1,514 | 4 | 18.7 | 22 | 57,945 | 4 | 20.9 | 43 |
| Less than 3 years of Math | 4,263 | 12 | 17.0 | 11 | 145,617 | 11 | 18.3 | 21 |
| No Math course/grade information reported | 3,760 | 11 | 20.0 | 34 | 211,787 | 16 | 21.1 | 44 |
| SOCIAL SCIENCE COURSE PATTERN | | | | | | | | |
| US Hist, World Hist, Am Gov, & Other Hist | 695 | 2 | 20.4 | 45 | 31,985 | 2 | 22.7 | 61 |
| Other comb of 4 or more years Social Science | 15,731 | 46 | 21.3 | 51 | 448,356 | 34 | 22.0 | 56 |
| US Hist, World Hist, & Am Gov (Min. Core) | 1,214 | 4 | 19.0 | 33 | 72,952 | 6 | 20.8 | 48 |
| Other comb of 3 or 3.5 years of Social Science | 8,679 | 25 | 20.0 | 41 | 333,689 | 26 | 21.4 | 52 |
| Less than 3 years of Social Science | 3,990 | 12 | 20.1 | 42 | 201,605 | 16 | 20.6 | 47 |
| No Soc Sci course/grade information reported | 3,878 | 11 | 21.3 | 51 | 212,012 | 16 | 21.5 | 53 |
| NATURAL SCIENCE COURSE PATTERN | | | | | | | | |
| Gen Sci ¹ , Bio, Chem, & Phys | 10,426 | 30 | 21.0 | 27 | 333,648 | 26 | 22.4 | 40 |
| Bio, Chem, Phys | 1,713 | 5 | 23.5 | 46 | 115,297 | 9 | 23.4 | 48 |
| Gen Sci ¹ , Bio, Chem (Min. Core) | 9,810 | 29 | 19.8 | 17 | 353,348 | 27 | 20.2 | 20 |
| Other comb of 3 years of Natural Science | 842 | 2 | 18.4 | 10 | 32,593 | 3 | 20.4 | 24 |
| Less than 3 years of Natural Science | 7,521 | 22 | 18.5 | 11 | 247,312 | 19 | 19.1 | 15 |
| No Nat Sci course/grade information reported | 3,875 | 11 | 20.5 | 23 | 218,401 | 17 | 20.9 | 29 |

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 | 459 | 1 | 18.1 | 51 | 3 | 15.5 | 381 | 1 | 18.6 |
| Architecture & Environmental Design | 561 | 2 | 20.4 | 41 | 2 | 16.4 | 488 | 2 | 20.8 |
| Business & Management | 2,261 | 7 | 19.2 | 126 | 6 | 16.1 | 2,003 | 8 | 19.5 |
| Business & Office | 145 | 0 | 18.7 | 25 | 1 | 16.6 | 110 | 0 | 19.4 |
| Marketing & Distribution | 186 | 1 | 19.7 | 9 | 0 | 15.1 | 167 | 1 | 20.1 |
| Communications & Comm. Technologies | 655 | 2 | 20.7 | 24 | 1 | 16.8 | 589 | 2 | 21.1 |
| Community & Personal Services | 724 | 2 | 17.7 | 101 | 5 | 16.4 | 581 | 2 | 18.0 |
| Computer & Information Sciences | 679 | 2 | 20.1 | 61 | 3 | 17.0 | 592 | 2 | 20.6 |
| Cross-Disciplinary Studies | 18 | 0 | 22.6 | 1 | 0 | 14.0 | 17 | 0 | 23.1 |
| Education | 1,089 | 3 | 19.8 | 34 | 2 | 15.4 | 997 | 4 | 20.1 |
| Teacher Education | 736 | 2 | 18.6 | 25 | 1 | 15.3 | 669 | 3 | 18.8 |
| Engineering | 1,546 | 5 | 21.5 | 74 | 4 | 16.9 | 1,390 | 5 | 21.9 |
| Engineering-Related Technologies | 771 | 2 | 20.9 | 57 | 3 | 17.0 | 680 | 3 | 21.4 |
| Foreign Languages | 96 | 0 | 23.3 | 3 | 0 | 19.0 | 89 | 0 | 23.7 |
| Health Sciences & Allied Health Fields | 6,936 | 20 | 19.8 | 491 | 25 | 16.9 | 6,145 | 23 | 20.1 |
| Human, Family & Consumer Science | 277 | 1 | 18.5 | 35 | 2 | 17.3 | 227 | 1 | 18.8 |
| Letters | 120 | 0 | 24.2 | 5 | 0 | 18.2 | 109 | 0 | 24.7 |
| Mathematics | 123 | 0 | 22.3 | 2 | 0 | 15.0 | 114 | 0 | 22.4 |
| Philosophy, Religion & Theology | 175 | 1 | 21.9 | 7 | 0 | 19.0 | 156 | 1 | 22.2 |
| Sciences (Biological & Physical) | 1,121 | 3 | 22.4 | 17 | 1 | 16.8 | 1,067 | 4 | 22.5 |
| Social Sciences | 1,622 | 5 | 21.2 | 25 | 1 | 17.3 | 1,526 | 6 | 21.3 |
| Trade & Industrial | 262 | 1 | 17.0 | 139 | 7 | 16.5 | 108 | 0 | 17.9 |
| Visual & Performing Arts | 1,369 | 4 | 20.5 | 93 | 5 | 16.9 | 1,185 | 5 | 20.9 |
| Undecided | 4,371 | 13 | 20.1 | 304 | 16 | 16.8 | 3,722 | 14 | 20.5 |
| No Response | 7,885 | 23 | 20.9 | 202 | 10 | 16.5 | 3,042 | 12 | 21.4 |

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/ Alaska 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 | 307 | 16.4 | 107 | 14.8 | 2 | 17.0 | 179 | 17.4 | 3 | 13.7 | 3 | 18.0 | 13 | 16.9 |
| 2-yr College Degree | 1,645 | 16.7 | 536 | 15.0 | 10 | 16.8 | 990 | 17.6 | 21 | 17.2 | 8 | 17.6 | 80 | 16.7 |
| Bachelors Degree | 11,090 | 19.4 | 2,695 | 16.4 | 72 | 19.8 | 7,514 | 20.5 | 115 | 19.1 | 87 | 20.2 | 607 | 19.6 |
| Graduate Study | 5,168 | 21.7 | 1,179 | 18.1 | 36 | 21.4 | 3,543 | 22.9 | 66 | 21.2 | 50 | 23.9 | 294 | 22.3 |
| Prof. Level Degree | 9,896 | 21.3 | 3,042 | 18.1 | 99 | 21.7 | 5,787 | 22.8 | 151 | 21.2 | 184 | 23.8 | 633 | 21.7 |
| Other | 1,152 | 17.7 | 458 | 15.9 | 12 | 18.5 | 570 | 19.0 | 11 | 17.7 | 16 | 19.8 | 85 | 18.2 |
| No Response | 4,929 | 20.9 | 784 | 17.1 | 23 | 21.8 | 2,899 | 21.5 | 43 | 20.0 | 61 | 22.8 | 1,119 | 21.7 |

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 |
| AUBURN UNIVERSITY | Alabama | 11,257 | 4,615 | 6,642 | 1 | 7 | 26 | 35 | 20 | 10 | 1 |
| UNIVERSITY OF ALABAMA | Alabama | 11,008 | 4,297 | 6,711 | 1 | 7 | 27 | 35 | 19 | 10 | 1 |
| UNIVERSITY OF ALABAMA IN BIRMINGHAM | Alabama | 8,141 | 2,078 | 6,063 | 2 | 12 | 32 | 32 | 16 | 7 | 1 |
| TROY UNIVERSITY-TROY | Alabama | 4,944 | 1,102 | 3,842 | 2 | 13 | 36 | 31 | 14 | 4 | 0 |
| JACKSONVILLE STATE UNIVERSITY | Alabama | 3,616 | 975 | 2,641 | 2 | 18 | 38 | 29 | 10 | 3 | 0 |
| UNIVERSITY OF SOUTH ALABAMA | Alabama | 3,339 | 1,033 | 2,306 | 1 | 11 | 32 | 34 | 17 | 5 | 0 |
| UNIVERSITY OF ALABAMA IN HUNTSVILLE | Alabama | 3,055 | 748 | 2,307 | 1 | 10 | 28 | 33 | 19 | 8 | 1 |
| ALABAMA A & M UNIVERSITY | Alabama | 2,834 | 950 | 1,884 | 6 | 34 | 44 | 14 | 2 | 0 | 0 |
| UNIVERSITY OF NORTH ALABAMA | Alabama | 2,791 | 680 | 2,111 | 1 | 12 | 34 | 34 | 15 | 5 | 0 |
| ALABAMA STATE UNIVERSITY | Alabama | 2,698 | 792 | 1,906 | 6 | 32 | 43 | 15 | 3 | 1 | 0 |
| AUBURN UNIVERSITY MONTGOMERY | Alabama | 2,112 | 615 | 1,497 | 3 | 18 | 40 | 26 | 10 | 3 | 0 |
| SAMFORD UNIVERSITY | Alabama | 2,032 | 303 | 1,729 | 1 | 5 | 19 | 34 | 26 | 13 | 2 |
| BIRMINGHAM-SOUTHERN COLLEGE | Alabama | 1,942 | 322 | 1,620 | 2 | 10 | 23 | 30 | 22 | 12 | 1 |
| UNIVERSITY OF MONTEVALLO | Alabama | 1,688 | 422 | 1,266 | 1 | 10 | 33 | 34 | 17 | 5 | 0 |
| SHELTON STATE COMMUNITY COLLEGE | Alabama | 1,420 | 447 | 973 | 3 | 20 | 41 | 26 | 7 | 2 | 0 |
| WALLACE STATE COLLEGE | Alabama | 1,351 | 395 | 956 | 1 | 14 | 42 | 31 | 9 | 2 | 0 |
| JEFFERSON STATE COMMUNITY COLLEGE | Alabama | 1,312 | 336 | 976 | 2 | 18 | 40 | 30 | 9 | 1 | 0 |
| CALHOUN COMMUNITY COLLEGE | Alabama | 1,246 | 464 | 782 | 2 | 14 | 38 | 33 | 11 | 3 | 0 |
| UNIVERSITY OF WEST ALABAMA | Alabama | 1,132 | 250 | 882 | 3 | 21 | 40 | 27 | 8 | 1 | 0 |
| UNIVERSITY OF MOBILE | Alabama | 1,065 | 180 | 885 | 2 | 13 | 32 | 35 | 14 | 4 | 0 |
| TUSKEGEE UNIVERSITY | Alabama | 1,015 | 226 | 789 | 5 | 27 | 42 | 21 | 5 | 1 | 0 |
| SOUTHERN UNION STATE COMMUNITY COLLEGE | Alabama | 910 | 223 | 687 | 2 | 15 | 45 | 30 | 7 | 1 | 0 |
| MISSISSIPPI STATE UNIVERSITY | Mississippi | 880 | 143 | 737 | 1 | 7 | 22 | 27 | 24 | 17 | 1 |
| FAULKNER UNIVERSITY | Alabama | 874 | 199 | 675 | 2 | 19 | 41 | 25 | 11 | 3 | 0 |
| GADSDEN STATE COMMUNITY COLLEGE | Alabama | 863 | 255 | 608 | 2 | 18 | 41 | 29 | 8 | 2 | 0 |
| MILES COLLEGE | Alabama | 768 | 142 | 626 | 10 | 41 | 38 | 10 | 1 | 0 | 0 |
| UNIVERSITY OF GEORGIA | Georgia | 747 | 100 | 647 | 1 | 6 | 19 | 29 | 25 | 18 | 2 |
| HUNTINGDON COLLEGE | Alabama | 733 | 150 | 583 | 1 | 11 | 32 | 32 | 18 | 6 | 1 |
| TROY UNIVERSITY-MONTGOMERY | Alabama | 729 | 108 | 621 | 3 | 24 | 44 | 21 | 6 | 1 | 0 |
| SPRING HILL COLLEGE | Alabama | 700 | 101 | 599 | 2 | 11 | 24 | 32 | 22 | 9 | 0 |
| All Other Institutions | | 29,827 | 6,572 | 23,255 | 2 | 14 | 30 | 26 | 15 | 10 | 2 |
| Total | | 107,029 | 29,223 | 77,806 | 2 | 14 | 32 | 29 | 15 | 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 |
| All Students | 4,758 | 532,943 | 24.1 | 22.3 | 7.1 | 7.6 | 22.6 | 21.8 |
| African Am./Black | 861 | 50,340 | 19.3 | 17.2 | 6.3 | 6.7 | 18.4 | 17.3 |
| Am. Indian/Alaska Native | 38 | 3,462 | 24.7 | 19.8 | 7.3 | 7.0 | 23.3 | 19.4 |
| Caucasian Am./White | 3,104 | 308,578 | 25.1 | 23.4 | 7.2 | 7.6 | 23.5 | 22.6 |
| Hispanic | 67 | 42,588 | 23.4 | 18.8 | 7.3 | 7.3 | 22.4 | 19.0 |
| Asian Am./Pacific Islander | 117 | 25,616 | 26.2 | 23.2 | 7.8 | 8.0 | 24.8 | 22.8 |
| Other/No Response | 571 | 102,359 | 25.2 | 23.2 | 7.5 | 7.8 | 23.8 | 22.7 |
| Males | 1,836 | 204,427 | 24.0 | 22.0 | 6.9 | 7.3 | 22.3 | 21.3 |
| Females | 2,665 | 285,556 | 24.0 | 22.5 | 7.2 | 7.7 | 22.7 | 22.1 |
| Missing | 257 | 42,960 | 25.2 | 23.0 | 7.3 | 7.8 | 23.7 | 22.6 |

