

ACT High School Profile Report

The Graduating Class of 2007
Georgia



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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

18% 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. 29,465 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. 59% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES. Table 3.2 reports 11% of the cohort took less than three years of math courses. Of these students, 25% were college ready. 6% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 14% of these students were college ready. In comparison, 40% 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. 12% 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 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 51% 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.

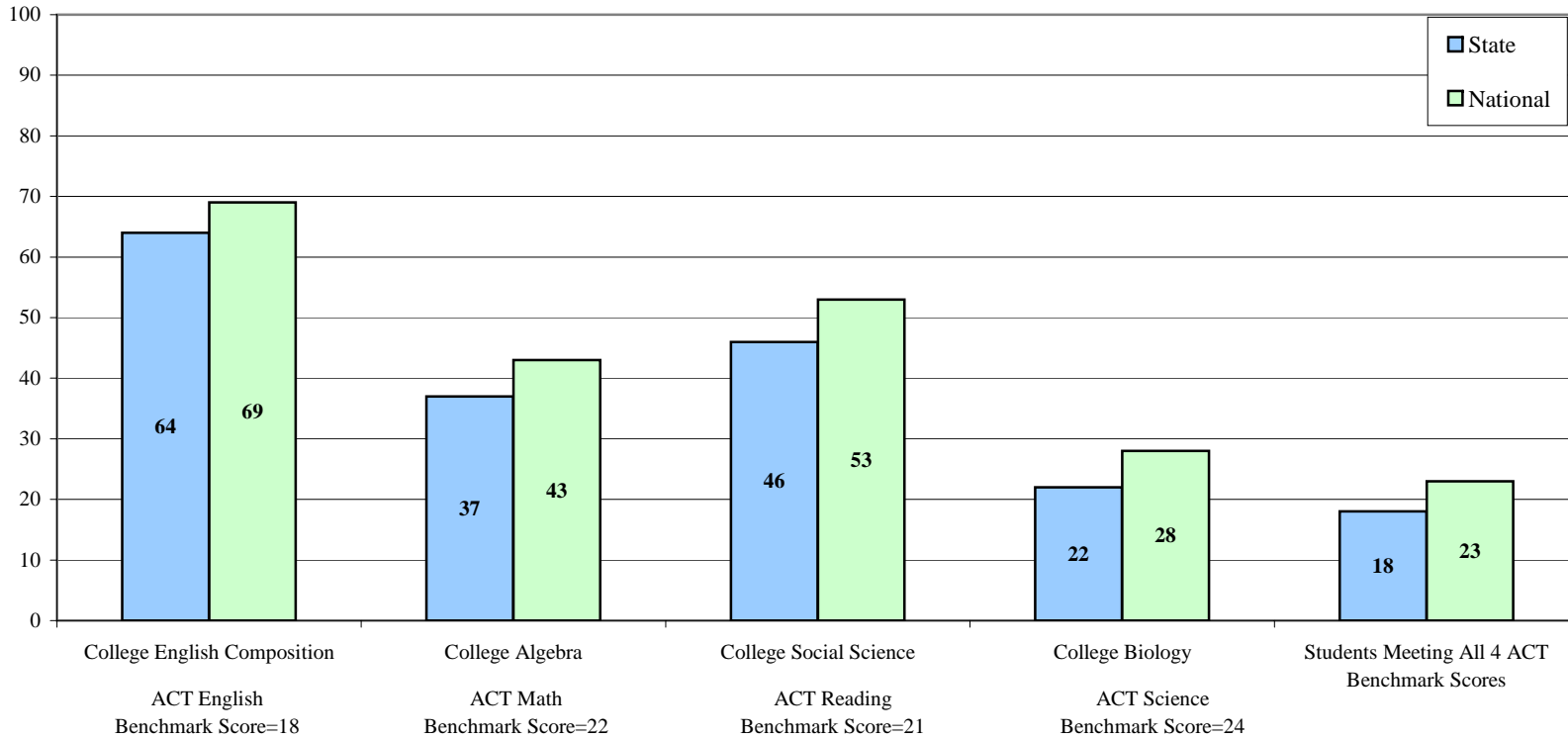
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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	18,863	1,175,059	60	67	33	40	43	52	19	26	15	20
2004	20,510	1,171,460	62	68	34	40	44	52	19	26	15	21
2005	23,324	1,186,251	61	68	33	41	44	51	19	26	15	21
2006	25,064	1,206,455	64	69	36	42	46	53	20	27	16	21
2007	29,465	1,300,599	64	69	37	43	46	53	22	28	18	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	18,863	1,175,059	19.3	20.3	19.7	20.6	20.1	21.2	19.7	20.8	19.8	20.8
2004	20,510	1,171,460	19.5	20.4	19.9	20.7	20.3	21.3	19.9	20.9	20.0	20.9
2005	23,324	1,186,251	19.4	20.4	19.8	20.7	20.3	21.3	19.8	20.9	20.0	20.9
2006	25,064	1,206,455	19.8	20.6	20.1	20.8	20.5	21.4	20.0	20.9	20.2	21.1
2007	29,465	1,300,599	19.9	20.7	20.3	21.0	20.6	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	12,340	4,418	65	23	20.0	17.2	20.4	17.9	20.7	18.3	20.2	18.3	20.4	18.0
2004	12,994	5,009	63	24	20.2	17.6	20.5	18.3	20.9	18.6	20.4	18.5	20.6	18.4
2005	14,110	6,101	60	26	20.2	17.7	20.5	18.3	20.9	18.7	20.4	18.5	20.6	18.4
2006	14,955	6,579	60	26	20.4	18.3	20.6	18.9	21.1	19.3	20.4	18.9	20.7	19.0
2007	17,380	7,502	59	25	20.4	18.5	20.7	19.2	21.1	19.6	20.5	19.2	20.8	19.2

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	18,863	100	19.8	20,510	100	20.0	23,324	100	20.0	25,064	100	20.2	29,465	100	20.3
African American/Black	5,973	32	16.9	6,447	31	17.2	7,561	32	17.1	7,850	31	17.2	9,201	31	17.2
American Indian/Alaska Native	40	0	20.0	36	0	20.3	48	0	20.3	51	0	20.0	73	0	21.7
Caucasian American/White	10,372	55	21.4	11,099	54	21.5	12,257	53	21.6	12,207	49	21.9	13,673	46	22.0
Hispanic	370	2	18.9	454	2	19.2	611	3	19.1	591	2	19.6	757	3	19.8
Asian American/Pacific Islander	596	3	21.4	605	3	21.8	710	3	21.9	750	3	22.1	889	3	22.7
Other/No Response	1,512	8	20.3	1,869	9	20.6	2,137	9	20.3	3,615	14	20.8	4,872	17	21.2

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	30	100	49	100	112	100	80	100	9	100	36
35	154	100	109	100	224	100	138	100	43	100	35
34	322	99	158	99	321	99	50	99	96	100	34
33	236	98	161	99	405	98	186	99	136	99	33
32	253	97	226	98	475	96	166	98	244	99	32
31	381	97	320	98	572	95	145	98	327	98	31
30	489	95	337	97	615	93	299	97	379	97	30
29	561	94	523	95	737	91	316	96	550	96	29
28	718	92	703	94	958	88	299	95	747	94	28
27	833	89	830	91	1,025	85	616	94	916	91	27
26	921	87	1,142	88	998	82	1,018	92	1,092	88	26
25	1,546	83	1,419	85	1,043	78	1,410	89	1,388	85	25
24	1,225	78	1,748	80	1,408	75	1,761	84	1,519	80	24
23	1,391	74	1,489	74	2,054	70	1,659	78	1,781	75	23
22	1,826	69	1,605	69	1,259	63	2,542	72	1,920	69	22
21	2,108	63	1,672	63	1,495	59	2,621	64	2,255	62	21
20	2,284	56	1,849	58	2,258	54	2,903	55	2,236	55	20
19	2,049	48	2,144	51	1,776	46	2,579	45	2,347	47	19
18	1,500	41	2,349	44	1,437	40	2,769	36	2,335	39	18
17	1,473	36	2,859	36	1,825	35	2,014	27	2,275	31	17
16	1,894	31	3,598	26	2,042	29	1,339	20	2,033	23	16
15	1,708	25	2,300	14	1,358	22	1,144	15	1,712	16	15
14	1,630	19	1,231	6	1,649	17	1,031	12	1,389	11	14
13	906	13	403	2	1,292	12	567	8	933	6	13
12	854	10	178	1	1,108	7	619	6	494	3	12
11	668	7	42	1	491	3	553	4	207	1	11
10	535	5	9	1	277	2	400	2	63	1	10
9	363	3	5	1	95	1	109	1	25	1	9
8	358	2	4	1	69	1	65	1	10	1	8
7	165	1	0	1	43	1	34	1	3	1	7
6	56	1	0	1	22	1	14	1	1	1	6
5	21	1	0	1	11	1	12	1	0	1	5
4	6	1	2	1	4	1	4	1	0	1	4
3	0	1	0	1	2	1	0	1	0	1	3
2	0	1	1	1	5	1	0	1	0	1	2
1	1	1	0	1	0	1	3	1	0	1	1
Avg (SD)	19.9 (5.9)		20.3 (4.8)		20.6 (6.0)		20.1 (4.8)		20.3 (4.8)		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	618	100	121	100	350	100	776	100	555	100	208	100	163	100	18
17	1,193	98	311	100	1,221	99	1,301	97	1,148	98	181	99	155	99	17
16	861	94	942	99	1,097	95	1,786	93	1,273	94	565	99	505	99	16
15	1,069	91	1,358	95	1,262	91	2,135	87	1,470	90	879	97	1,022	97	15
14	1,802	87	1,684	91	1,807	87	1,696	80	2,115	85	1,590	94	1,634	94	14
13	1,699	81	2,107	85	1,599	81	2,340	74	2,367	78	2,656	88	2,141	88	13
12	2,098	75	3,017	78	3,141	75	2,676	66	2,849	70	2,735	79	2,832	81	12
11	2,517	68	3,937	68	2,726	64	2,172	57	2,797	60	4,045	70	3,171	71	11
10	3,326	60	3,782	54	2,942	55	2,547	49	2,980	51	4,909	56	4,312	61	10
9	2,779	48	3,431	41	3,164	45	2,712	41	2,717	40	4,588	40	4,778	46	9
8	3,151	39	3,541	30	3,732	34	2,144	32	3,264	31	2,874	24	2,983	30	8
7	2,482	28	2,038	18	2,272	22	2,101	24	3,664	20	1,600	14	2,548	20	7
6	2,042	20	1,388	11	1,743	14	2,555	17	1,509	8	1,081	9	984	11	6
5	1,875	13	888	6	982	8	1,467	9	427	3	856	5	882	8	5
4	1,111	7	647	3	790	5	772	4	234	1	230	2	632	5	4
3	579	3	195	1	428	2	205	1	73	1	363	2	432	2	3
2	234	1	69	1	144	1	69	1	15	1	5	1	148	1	2
1	29	1	9	1	65	1	11	1	8	1	100	1	143	1	1
Avg (SD)	9.9 (3.7)		10.2 (3.0)		10.2 (3.5)		10.7 (3.8)		10.7 (3.3)		10.2 (2.8)		9.9 (3.0)		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	24	25	23	24
Q2 (50th Percentile)	20	19	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	29,465	59	20.8	19.2
	African Am./Black	9,201	62	17.8	16.3
	Am. Indian/Alaska Native	73	67	22.2	21.1
	Caucasian Am./White	13,673	61	22.5	21.1
	Hispanic	757	63	20.1	19.0
	Asian Am./Pacific Islander	889	66	23.1	21.6
	Other/No Response	4,872	47	21.6	20.2
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	19.9	20.3	20.6	20.1	20.3
	African Am./Black	16.3	17.4	17.3	17.4	17.2
	Am. Indian/Alaska Native	20.7	21.5	22.9	21.2	21.7
	Caucasian Am./White	21.8	21.7	22.5	21.6	22.0
	Hispanic	18.7	20.2	20.1	19.7	19.8
	Asian Am./Pacific Islander	21.6	24.2	22.1	22.5	22.7
	Other/No Response	20.8	21.1	21.5	20.8	21.2
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	742	3	477	2	1,062	4	454	2
	28 to 32	2,402	8	2,109	7	3,357	11	1,225	4
	24 to 27	4,525	15	5,139	17	4,474	15	4,805	16
	20 to 23	7,609	26	6,615	22	7,066	24	9,725	33
	16 to 19	6,916	23	10,950	37	7,080	24	8,701	30
	13 to 15	4,244	14	3,934	13	4,299	15	2,742	9
	01 to 12	3,027	10	241	1	2,127	7	1,813	6
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	11,423	39	19.2	20.8	20.2	20.4	20.3
	Females	15,597	53	20.2	19.8	20.8	19.8	20.3
	Missing	2,445	8	20.8	21.1	21.4	20.9	21.2
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	59	41	44	25	20
	Females	66	33	48	19	15
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

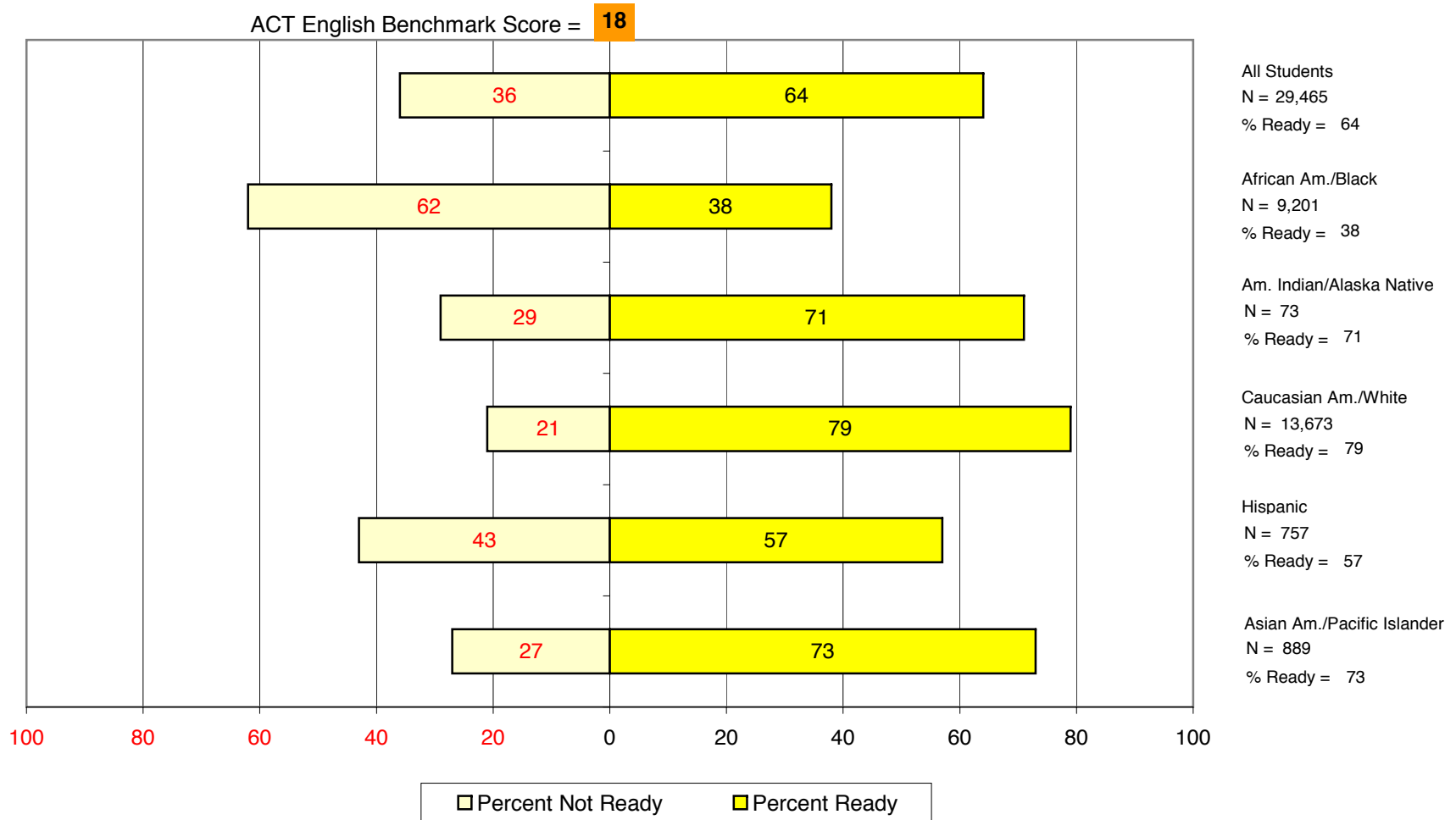


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

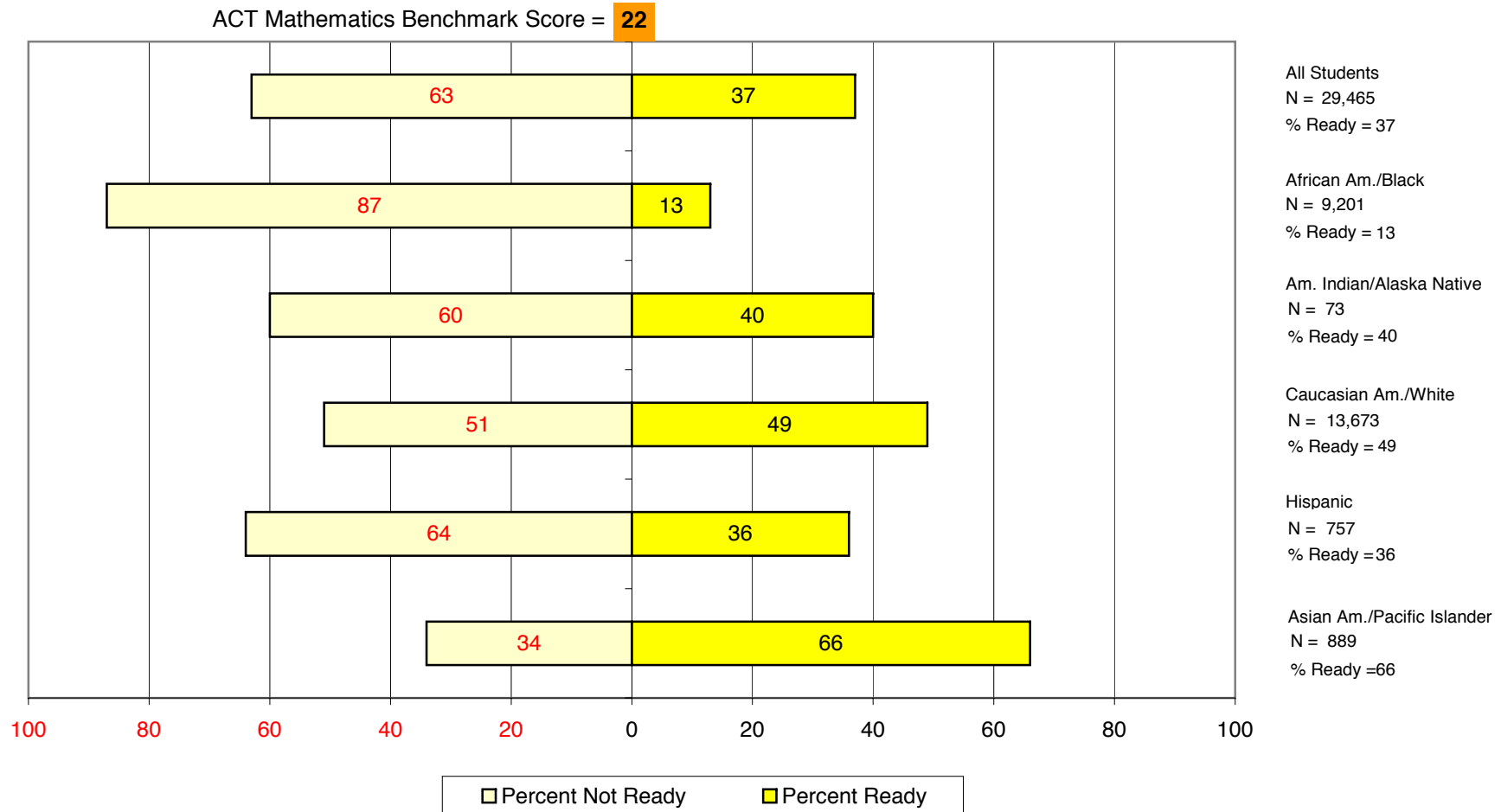


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: **READING**

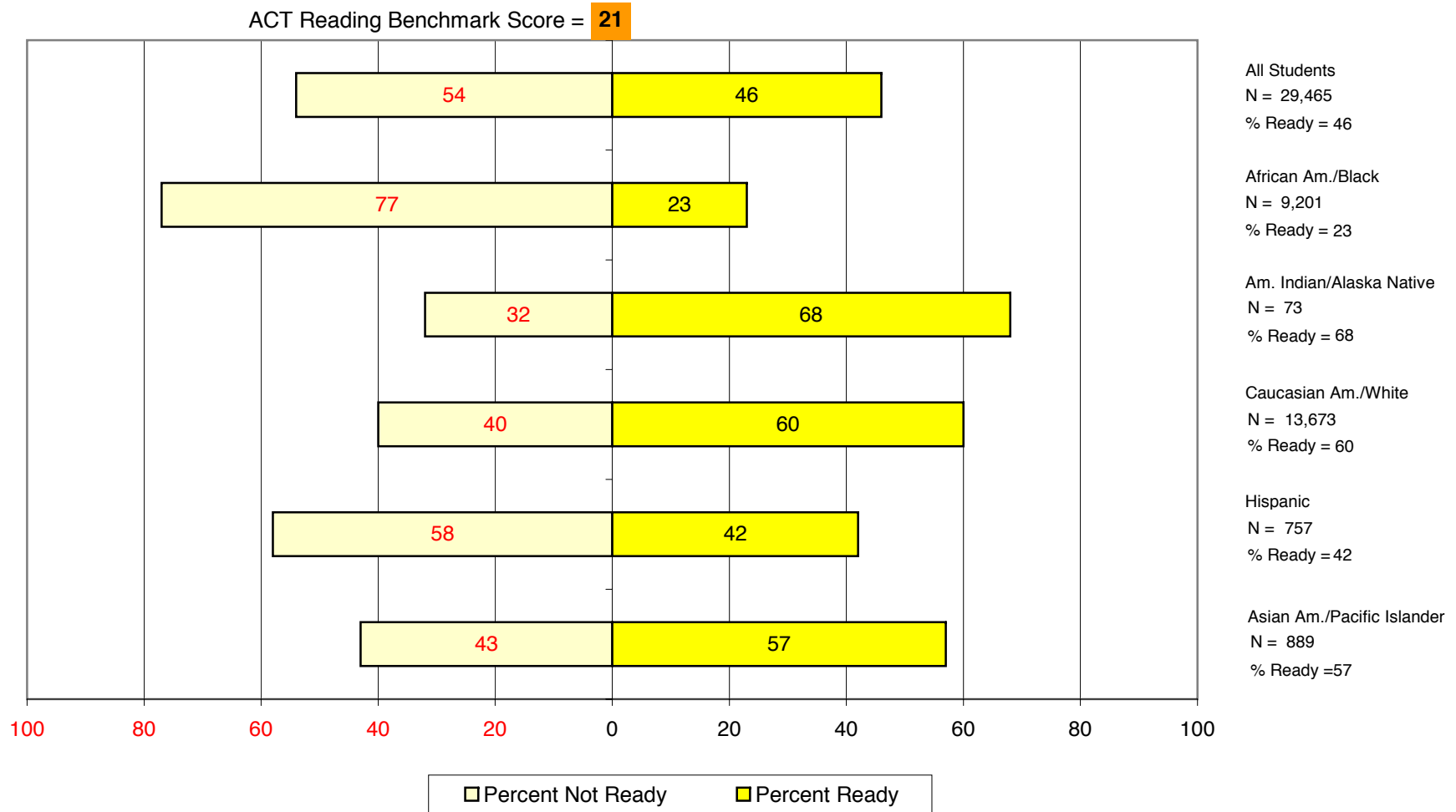


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

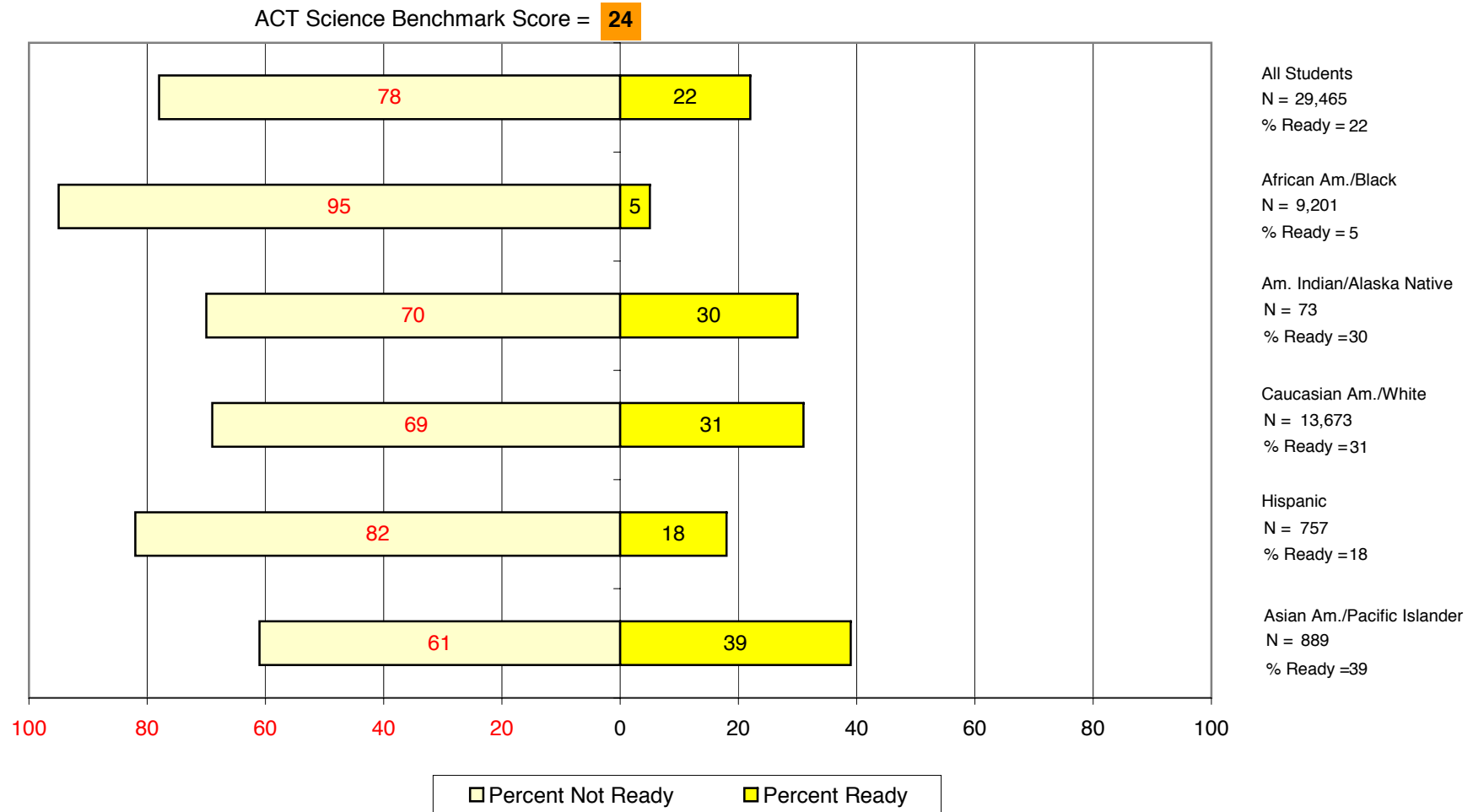


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

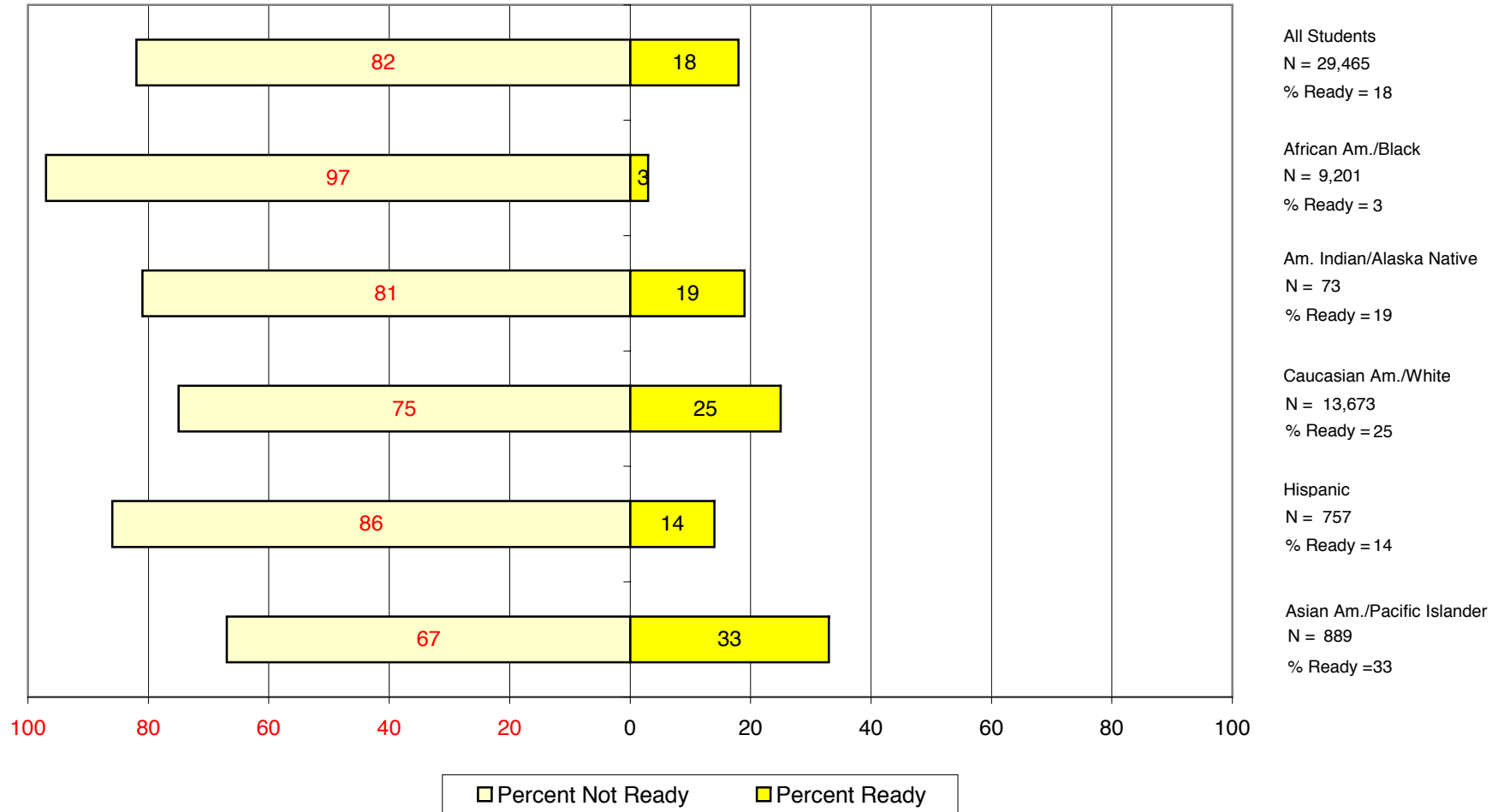


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	1,999	7	21.3	1.1	701	6	20.0	0.6	1,172	8	22.0	1.2
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	19,532	66	19.7	-0.5	7,440	65	19.1	-0.3	10,921	70	19.9	-0.9
Less than 4 years of English	3,109	11	20.2	-	1,260	11	19.4	-	1,565	10	20.8	-
No English course/grade information reported	4,825	16	19.8	-	2,022	18	18.8	-	1,939	12	20.5	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	2,478	8	23.6	4.9	943	8	24.5	5.7	1,377	9	22.7	4.2
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	2,164	7	21.2	2.5	683	6	21.9	3.1	1,333	9	20.8	2.3
Alg 1, Alg 2, Geom, & Trig	4,297	15	19.1	0.4	1,537	13	19.7	0.9	2,502	16	18.7	0.2
Alg 1, Alg 2, Geom, & Other Adv Math	5,589	19	18.7	0.0	1,942	17	19.3	0.5	3,320	21	18.3	-0.2
Other comb of 4 or more years of Math	4,150	14	23.5	4.8	1,755	15	24.1	5.3	2,135	14	22.9	4.4
Alg 1, Alg 2, & Geom (Min. Core)	1,878	6	17.6	-1.1	820	7	17.8	-1.0	956	6	17.3	-1.2
Other comb of 3 or 3.5 years of Math	793	3	21.1	2.4	369	3	21.2	2.4	372	2	20.8	2.3
Less than 3 years of Math	3,122	11	18.7	-	1,287	11	18.8	-	1,590	10	18.5	-
No Math course/grade information reported	4,994	17	20.4	-	2,087	18	20.4	-	2,012	13	20.1	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	161	1	22.6	1.9	78	1	22.0	1.9	72	0	23.1	2.1
Other comb of 4 or more years Social Science	13,513	46	21.0	0.3	4,793	42	20.7	0.6	7,923	51	21.1	0.1
US Hist, World Hist, & Am Gov (Min. Core)	430	1	19.5	-1.2	209	2	18.9	-1.2	199	1	20.3	-0.7
Other comb of 3 or 3.5 years of Social Science	6,916	23	19.9	-0.8	2,792	24	19.7	-0.4	3,712	24	20.0	-1.0
Less than 3 years of Social Science	3,389	12	20.7	-	1,417	12	20.1	-	1,676	11	21.0	-
No Soc Sci course/grade information reported	5,056	17	20.6	-	2,134	19	19.9	-	2,015	13	21.0	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	7,046	24	21.5	3.2	2,957	26	21.9	3.6	3,599	23	21.0	2.8
Bio, Chem, Phys	2,946	10	22.7	4.4	1,156	10	23.4	5.1	1,566	10	22.2	4.0
Gen Sci ² , Bio, Chem (Min. Core)	9,634	33	19.1	0.8	3,290	29	19.2	0.9	5,854	38	18.9	0.7
Other comb of 3 years of Natural Science	336	1	17.7	-0.6	143	1	17.8	-0.5	173	1	17.5	-0.7
Less than 3 years of Natural Science	4,075	14	18.3	-	1,629	14	18.3	-	2,177	14	18.2	-
No Nat Sci course/grade information reported	5,428	18	20.2	-	2,248	20	20.1	-	2,228	14	20.1	-

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	1,999	7	21.3	71	191,202	15	22.2	79
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	19,532	66	19.7	63	766,001	59	20.5	68
Less than 4 years of English	3,109	11	20.2	66	141,777	11	19.7	64
No English course/grade information reported	4,825	16	19.8	64	201,619	16	20.7	69
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	2,478	8	23.6	67	75,970	6	24.8	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	2,164	7	21.2	48	87,647	7	22.4	58
Alg 1, Alg 2, Geom, & Trig	4,297	15	19.1	25	100,139	8	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	5,589	19	18.7	20	163,562	13	20.4	38
Other comb of 4 or more years of Math	4,150	14	23.5	63	239,187	18	24.3	69
Alg 1, Alg 2, & Geom (Min. Core)	1,878	6	17.6	14	218,745	17	17.9	15
Other comb of 3 or 3.5 years of Math	793	3	21.1	43	57,945	4	20.9	43
Less than 3 years of Math	3,122	11	18.7	25	145,617	11	18.3	21
No Math course/grade information reported	4,994	17	20.4	38	211,787	16	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	161	1	22.6	58	31,985	2	22.7	61
Other comb of 4 or more years Social Science	13,513	46	21.0	49	448,356	34	22.0	56
US Hist, World Hist, & Am Gov (Min. Core)	430	1	19.5	39	72,952	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	6,916	23	19.9	41	333,689	26	21.4	52
Less than 3 years of Social Science	3,389	12	20.7	46	201,605	16	20.6	47
No Soc Sci course/grade information reported	5,056	17	20.6	47	212,012	16	21.5	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	7,046	24	21.5	32	333,648	26	22.4	40
Bio, Chem, Phys	2,946	10	22.7	41	115,297	9	23.4	48
Gen Sci ¹ , Bio, Chem (Min. Core)	9,634	33	19.1	13	353,348	27	20.2	20
Other comb of 3 years of Natural Science	336	1	17.7	10	32,593	3	20.4	24
Less than 3 years of Natural Science	4,075	14	18.3	12	247,312	19	19.1	15
No Nat Sci course/grade information reported	5,428	18	20.2	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	201	1	18.6	24	3	15.4	169	1	19.2
Architecture & Environmental Design	407	1	20.8	14	2	14.6	372	2	21.1
Business & Management	2,311	8	19.4	70	9	16.4	2,130	10	19.5
Business & Office	93	0	18.2	8	1	16.4	80	0	18.5
Marketing & Distribution	217	1	19.8	4	0	18.0	199	1	19.9
Communications & Comm. Technologies	719	2	20.3	16	2	16.1	671	3	20.4
Community & Personal Services	395	1	17.0	40	5	15.7	332	2	17.3
Computer & Information Sciences	440	1	19.7	22	3	16.5	389	2	20.0
Cross-Disciplinary Studies	19	0	21.3	2	0	14.0	16	0	22.6
Education	891	3	19.8	16	2	17.3	841	4	19.9
Teacher Education	578	2	18.6	13	2	15.5	538	2	18.8
Engineering	730	2	21.9	28	3	15.4	666	3	22.2
Engineering-Related Technologies	482	2	20.7	24	3	15.0	436	2	21.1
Foreign Languages	81	0	22.5	1	0	18.0	77	0	22.8
Health Sciences & Allied Health Fields	4,151	14	19.4	171	21	16.5	3,799	17	19.7
Human, Family & Consumer Science	177	1	18.2	20	2	16.0	147	1	18.6
Letters	101	0	23.8	0	0	.	94	0	24.0
Mathematics	94	0	22.5	1	0	13.0	85	0	22.8
Philosophy, Religion & Theology	97	0	22.0	1	0	18.0	92	0	22.1
Sciences (Biological & Physical)	1,121	4	22.3	7	1	16.9	1,081	5	22.5
Social Sciences	1,410	5	21.0	12	1	17.3	1,351	6	21.1
Trade & Industrial	72	0	17.0	31	4	16.3	36	0	17.4
Visual & Performing Arts	1,079	4	20.3	35	4	16.8	979	4	20.6
Undecided	4,240	14	20.2	138	17	16.7	3,764	17	20.5
No Response	9,359	32	20.9	107	13	16.5	3,517	16	21.5

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	173	16.2	77	15.0	0	.	68	17.5	9	16.2	2	12.0	17	17.3
2-yr College Degree	632	16.4	238	14.9	1	14.0	289	17.7	29	15.7	8	17.1	67	16.4
Bachelors Degree	8,382	19.2	2,656	16.3	21	20.8	4,351	20.8	188	19.0	134	19.8	1,032	19.7
Graduate Study	5,562	21.6	1,501	18.1	13	23.5	3,037	23.2	123	21.1	165	22.8	723	22.1
Prof. Level Degree	7,917	21.1	3,055	18.3	22	23.0	3,060	23.4	253	20.7	396	23.7	1,131	21.7
Other	677	17.2	343	15.7	4	16.5	211	19.5	16	16.4	15	19.1	88	17.6
No Response	6,122	20.7	1,331	16.7	12	21.3	2,657	21.9	139	19.5	169	23.3	1,814	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
UNIVERSITY OF GEORGIA	Georgia	7,225	3,002	4,223	1	4	18	33	29	14	1
GEORGIA SOUTHERN UNIVERSITY	Georgia	4,882	1,293	3,589	3	14	38	32	12	3	0
GEORGIA STATE UNIVERSITY	Georgia	4,645	1,294	3,351	2	13	36	30	15	4	0
KENNESAW STATE UNIVERSITY	Georgia	3,530	1,009	2,521	1	9	35	37	16	3	0
VALDOSTA STATE UNIVERSITY	Georgia	3,155	784	2,371	3	17	42	28	8	2	0
GEORGIA INSTITUTE OF TECHNOLOGY	Georgia	2,697	1,034	1,663	1	4	14	24	31	22	3
UNIVERSITY OF WEST GEORGIA	Georgia	2,385	597	1,788	2	16	43	27	11	2	0
ALBANY STATE UNIVERSITY	Georgia	2,035	739	1,296	6	34	47	11	2	0	0
GEORGIA COLLEGE & STATE UNIV	Georgia	2,015	568	1,447	0	5	28	39	22	6	0
AUBURN UNIVERSITY	Alabama	1,754	611	1,143	1	6	19	36	29	10	0
EMORY UNIVERSITY	Georgia	1,560	396	1,164	1	7	17	27	25	21	3
SAVANNAH STATE UNIVERSITY	Georgia	1,410	261	1,149	8	31	43	16	3	0	0
CLARK ATLANTA UNIVERSITY	Georgia	1,274	337	937	7	28	47	16	2	0	0
COLUMBUS STATE UNIVERSITY	Georgia	1,138	373	765	3	20	43	26	7	2	0
FORT VALLEY STATE UNIVERSITY	Georgia	1,120	270	850	9	36	43	10	1	0	0
NORTH GEORGIA COLLEGE & STATE UNIV	Georgia	1,015	227	788	1	6	31	38	19	5	0
MERCER UNIVERSITY-MACON	Georgia	999	171	828	1	7	26	33	23	9	1
CLAYTON STATE UNIVERSITY	Georgia	984	285	699	5	26	46	17	6	1	0
BERRY COLLEGE	Georgia	936	286	650	1	4	21	36	26	12	0
GEORGIA PERIMETER COLLEGE	Georgia	902	256	646	7	24	36	23	8	2	0
GAINESVILLE COLLEGE	Georgia	744	214	530	2	12	41	33	10	1	0
AUGUSTA STATE UNIVERSITY	Georgia	722	253	469	6	24	42	21	7	1	0
CLEMSON UNIVERSITY	South Carolina	706	106	600	1	3	13	29	35	18	1
FLORIDA STATE UNIVERSITY	Florida	686	141	545	2	11	28	31	22	7	1
SAVANNAH COLLEGE OF ART AND DESIGN THE	Georgia	686	225	461	3	13	30	30	17	6	1
ARMSTRONG ATLANTIC STATE UNIVERSITY	Georgia	660	234	426	3	14	42	30	9	2	0
UNIVERSITY OF ALABAMA	Alabama	655	215	440	0	4	23	39	25	9	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	630	265	365	4	20	33	27	13	3	0
GORDON COLLEGE-GA	Georgia	614	158	456	5	30	40	19	6	0	0
SPELMAN COLLEGE	Georgia	584	147	437	2	18	42	30	7	1	0
All Other Institutions		31,242	7,371	23,871	3	16	29	25	16	10	1
Total		83,590	23,122	60,468	3	14	31	27	16	8	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	14,949	532,943	21.2	22.3	7.2	7.6	20.7	21.8
African Am./Black	3,829	50,340	17.2	17.2	6.7	6.7	17.3	17.3
Am. Indian/Alaska Native	40	3,462	21.7	19.8	7.6	7.0	21.4	19.4
Caucasian Am./White	7,394	308,578	22.9	23.4	7.4	7.6	22.1	22.6
Hispanic	398	42,588	19.6	18.8	7.3	7.3	19.5	19.0
Asian Am./Pacific Islander	600	25,616	22.7	23.2	7.8	8.0	22.3	22.8
Other/No Response	2,688	102,359	22.1	23.2	7.4	7.8	21.5	22.7
Males	5,481	204,427	20.6	22.0	6.9	7.3	20.0	21.3
Females	8,127	285,556	21.4	22.5	7.4	7.7	21.0	22.1
Missing	1,341	42,960	22.0	23.0	7.4	7.8	21.5	22.6

