

ACT High School Profile Report

The Graduating Class of 2007
Indiana



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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

28% 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. 14,257 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. 54% 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 9% of the cohort took less than three years of math courses. Of these students, 35% were college ready. 17% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 15% of these students were college ready. In comparison, 64% 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 21% of the cohort took less than three years of natural science courses. 26% of these students were college ready. In comparison, 35% 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 38% 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.

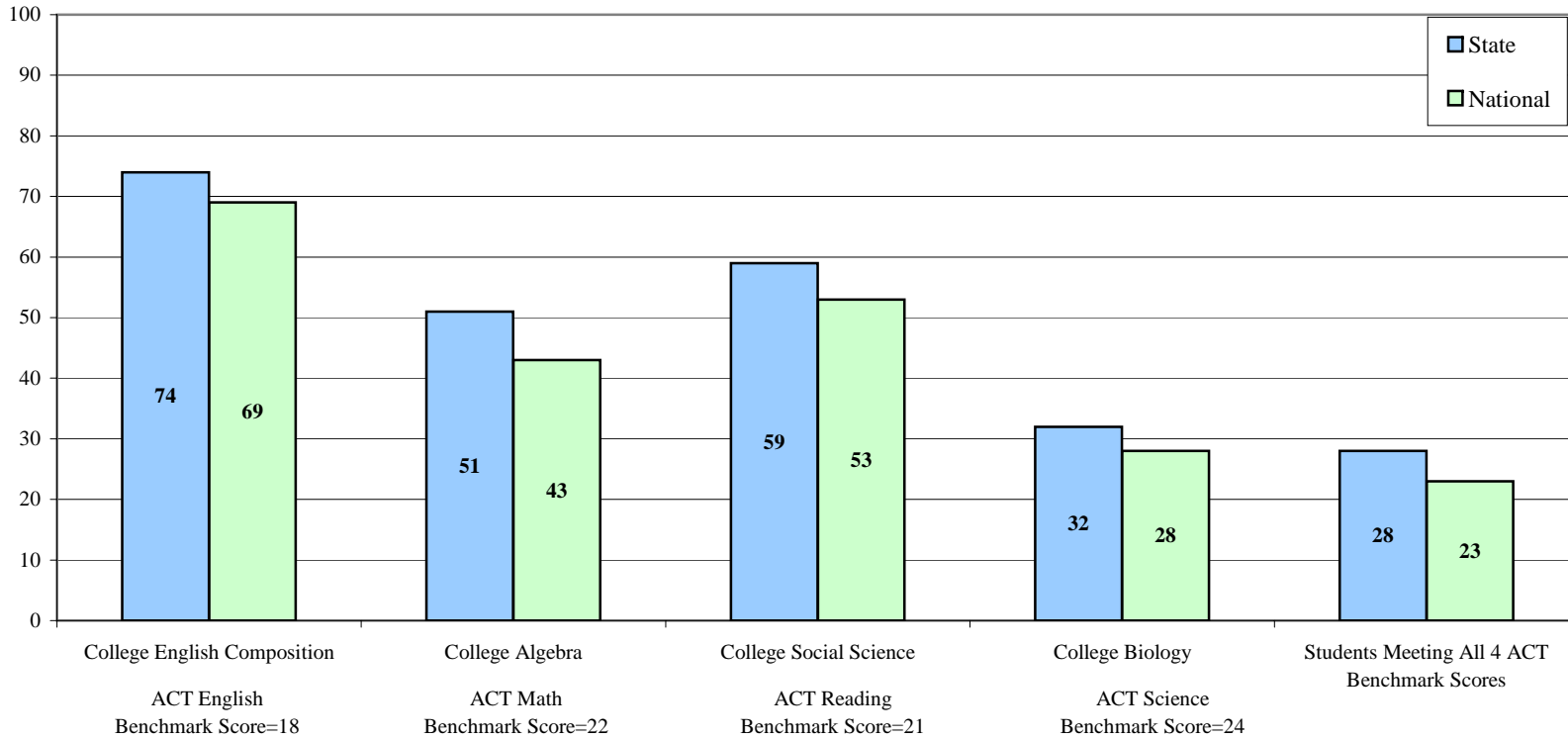
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 847-634-2560.

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	13,386	1,175,059	72	67	46	40	57	52	29	26	24	20
2004	13,116	1,171,460	72	68	47	40	57	52	29	26	24	21
2005	13,231	1,186,251	73	68	47	41	58	51	30	26	25	21
2006	13,237	1,206,455	72	69	48	42	57	53	30	27	24	21
2007	14,257	1,300,599	74	69	51	43	59	53	32	28	28	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	13,386	1,175,059	20.9	20.3	21.3	20.6	22.1	21.2	21.4	20.8	21.6	20.8
2004	13,116	1,171,460	21.0	20.4	21.5	20.7	22.2	21.3	21.4	20.9	21.6	20.9
2005	13,231	1,186,251	21.2	20.4	21.5	20.7	22.2	21.3	21.4	20.9	21.7	20.9
2006	13,237	1,206,455	21.1	20.6	21.6	20.8	22.2	21.4	21.4	20.9	21.7	21.1
2007	14,257	1,300,599	21.5	20.7	22.0	21.0	22.5	21.5	21.7	21.0	22.0	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	7,964	4,066	59	30	21.7	19.6	22.1	19.7	22.7	21.0	22.0	20.1	22.3	20.2
2004	7,748	4,022	59	31	21.6	19.9	22.2	20.0	22.7	21.2	22.0	20.3	22.3	20.5
2005	7,603	4,083	57	31	21.9	20.0	22.3	20.3	22.8	21.2	22.0	20.5	22.4	20.6
2006	7,376	4,130	56	31	21.7	20.1	22.2	20.5	22.7	21.3	21.9	20.5	22.3	20.7
2007	7,710	4,426	54	31	22.0	20.6	22.6	21.0	22.9	21.8	22.2	20.8	22.5	21.2

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	13,386	100	21.6	13,116	100	21.6	13,231	100	21.7	13,237	100	21.7	14,257	100	22.0
African American/Black	1,210	9	17.3	1,191	9	17.6	1,257	10	17.2	1,326	10	17.3	1,394	10	17.3
American Indian/Alaska Native	33	0	20.6	34	0	21.9	40	0	20.9	35	0	21.3	37	0	23.4
Caucasian American/White	10,749	80	22.0	10,375	79	22.0	10,377	78	22.2	9,823	74	22.2	10,171	71	22.5
Hispanic	286	2	19.8	291	2	19.6	299	2	19.2	312	2	19.7	354	2	19.9
Asian American/Pacific Islander	252	2	23.3	239	2	23.1	257	2	23.7	235	2	24.1	238	2	24.2
Other/No Response	856	6	22.2	986	8	22.5	1,001	8	22.3	1,506	11	22.1	2,063	14	22.8

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	20	100	39	100	78	100	55	100	9	100	36
35	134	100	108	100	169	99	134	100	31	100	35
34	224	99	146	99	241	98	42	99	77	100	34
33	195	97	134	98	316	97	146	98	138	99	33
32	165	96	186	97	397	94	134	97	191	98	32
31	280	95	322	96	441	92	120	96	277	97	31
30	317	93	278	93	450	88	249	96	339	95	30
29	407	91	452	91	489	85	257	94	465	93	29
28	489	88	519	88	718	82	282	92	551	89	28
27	535	84	683	85	646	77	486	90	678	85	27
26	659	81	789	80	574	72	710	87	717	81	26
25	885	76	975	74	605	68	944	82	891	76	25
24	742	70	1,042	68	822	64	1,060	75	917	69	24
23	788	65	735	60	984	58	1,097	68	1,027	63	23
22	945	59	851	55	690	51	1,445	60	1,093	56	22
21	1,064	52	832	49	796	47	1,188	50	1,091	48	21
20	1,156	45	801	43	1,048	41	1,423	41	1,040	40	20
19	932	37	922	38	798	34	1,054	31	1,074	33	19
18	679	30	998	31	619	28	1,006	24	1,002	26	18
17	599	26	1,098	24	748	24	761	17	765	19	17
16	780	21	1,210	16	770	18	399	12	655	13	16
15	655	16	681	8	471	13	350	9	528	9	15
14	470	11	330	3	519	10	283	6	336	5	14
13	311	8	80	1	371	6	188	4	192	3	13
12	275	6	33	1	293	3	167	3	115	1	12
11	189	4	8	1	102	1	134	2	44	1	11
10	147	3	3	1	62	1	96	1	12	1	10
9	92	2	1	1	17	1	26	1	1	1	9
8	76	1	0	1	14	1	13	1	1	1	8
7	36	1	0	1	8	1	7	1	0	1	7
6	10	1	0	1	1	1	1	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	1	1	1	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	21.5 (5.8)		22.0 (5.1)		22.5 (6.0)		21.7 (4.8)		22.0 (4.9)		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	483	100	96	100	264	100	587	100	531	100	170	100	180	100	18
17	841	97	243	99	893	98	950	96	872	96	172	99	114	99	17
16	616	91	608	98	921	92	1,151	89	1,017	90	468	98	462	98	16
15	696	86	976	93	883	85	1,298	81	985	83	745	94	876	95	15
14	1,119	82	1,130	87	1,038	79	1,070	72	1,254	76	1,171	89	1,265	89	14
13	1,026	74	1,233	79	908	72	1,258	65	1,554	67	1,742	81	1,438	80	13
12	1,280	66	1,610	70	1,726	66	1,316	56	1,392	56	1,478	69	1,723	70	12
11	1,286	57	2,059	59	1,511	53	1,114	46	1,238	47	1,913	58	1,750	58	11
10	1,616	48	1,780	44	1,356	43	1,300	39	1,425	38	2,136	45	1,906	45	10
9	1,308	37	1,487	32	1,256	33	1,111	30	999	28	1,833	30	1,891	32	9
8	1,300	28	1,358	21	1,483	25	840	22	1,248	21	1,028	17	985	19	8
7	906	19	747	12	756	14	820	16	1,163	12	583	10	797	12	7
6	697	12	429	7	599	9	802	10	421	4	344	6	272	6	6
5	566	8	301	4	306	5	369	4	91	1	291	3	256	4	5
4	322	4	139	1	210	3	207	2	40	1	46	1	155	2	4
3	140	1	50	1	105	1	51	1	19	1	106	1	115	1	3
2	45	1	10	1	36	1	11	1	5	1	1	1	34	1	2
1	10	1	1	1	6	1	2	1	3	1	30	1	38	1	1
Avg (SD)	10.9 (3.7)		11.0 (3.0)		11.2 (3.5)		11.7 (3.7)		11.8 (3.4)		11.0 (2.9)		10.9 (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)	25	26	27	24	25
Q2 (50th Percentile)	21	22	22	22	22
Q1 (25th Percentile)	17	18	18	19	18

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	14,257	54	22.5	21.2
	African Am./Black	1,394	52	17.8	17.0
	Am. Indian/Alaska Native	37	59	24.1	22.0
	Caucasian Am./White	10,171	57	23.1	21.7
	Hispanic	354	54	20.7	19.0
	Asian Am./Pacific Islander	238	63	24.3	24.2
	Other/No Response	2,063	42	23.2	21.9
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	21.5	22.0	22.5	21.7	22.0
	African Am./Black	16.2	17.6	17.5	17.5	17.3
	Am. Indian/Alaska Native	22.5	22.8	24.6	23.1	23.4
	Caucasian Am./White	22.0	22.4	23.0	22.1	22.5
	Hispanic	18.8	20.1	20.1	19.9	19.9
	Asian Am./Pacific Islander	23.4	25.5	23.8	23.6	24.2
	Other/No Response	22.4	22.8	23.4	22.2	22.8
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	573	4	427	3	804	6	377	3
	28 to 32	1,658	12	1,757	12	2,495	18	1,042	7
	24 to 27	2,821	20	3,489	24	2,647	19	3,200	22
	20 to 23	3,953	28	3,219	23	3,518	25	5,153	36
	16 to 19	2,990	21	4,228	30	2,935	21	3,220	23
	13 to 15	1,436	10	1,091	8	1,361	10	821	6
	01 to 12	826	6	46	0	497	3	444	3
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	5,669	40	21.1	22.9	22.3	22.3	22.3
	Females	7,632	54	21.6	21.3	22.5	21.1	21.7
	Missing	956	7	22.6	22.8	23.5	22.3	22.9
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	72	57	57	38	32
	Females	75	45	59	28	24
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

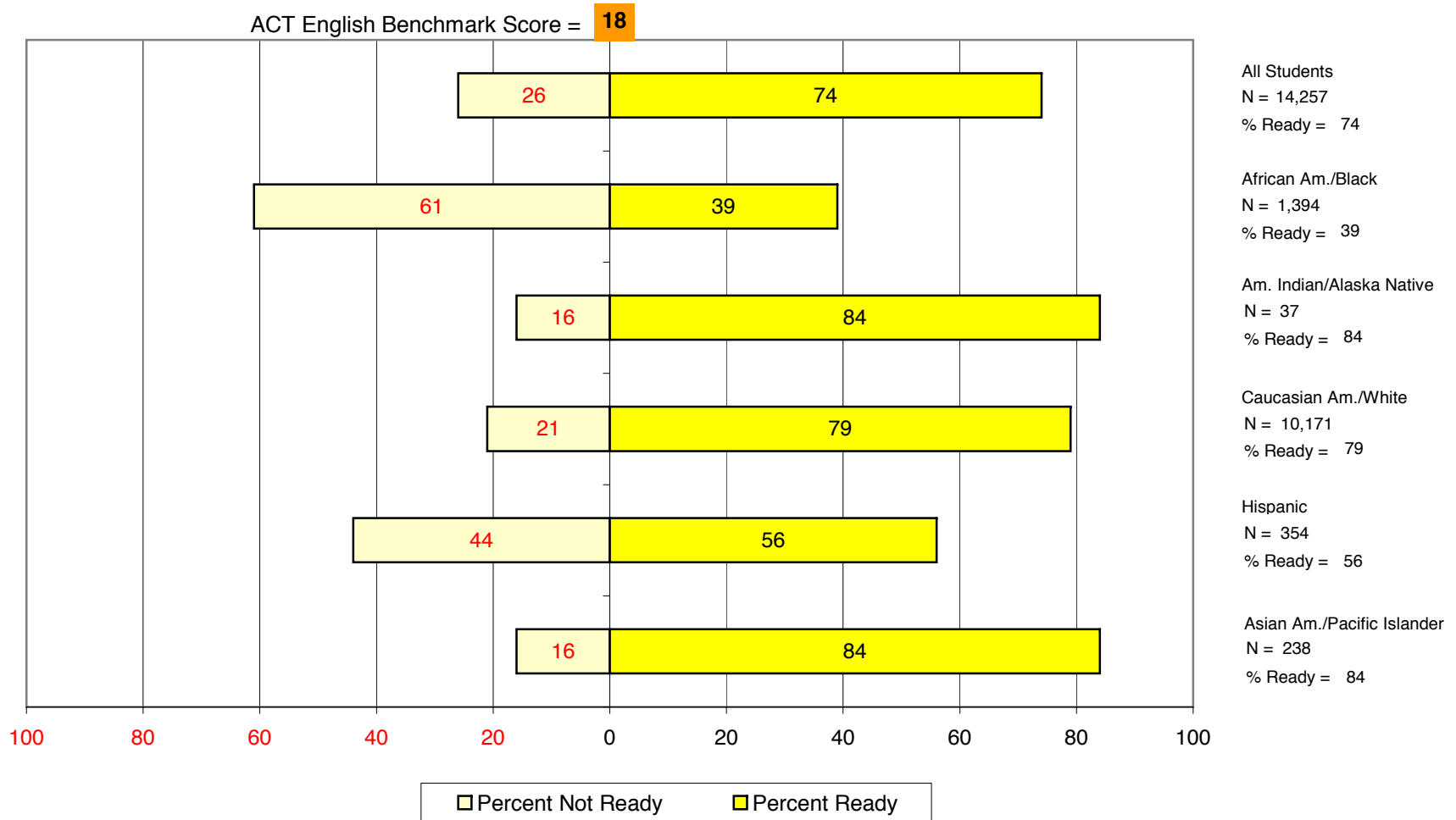


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

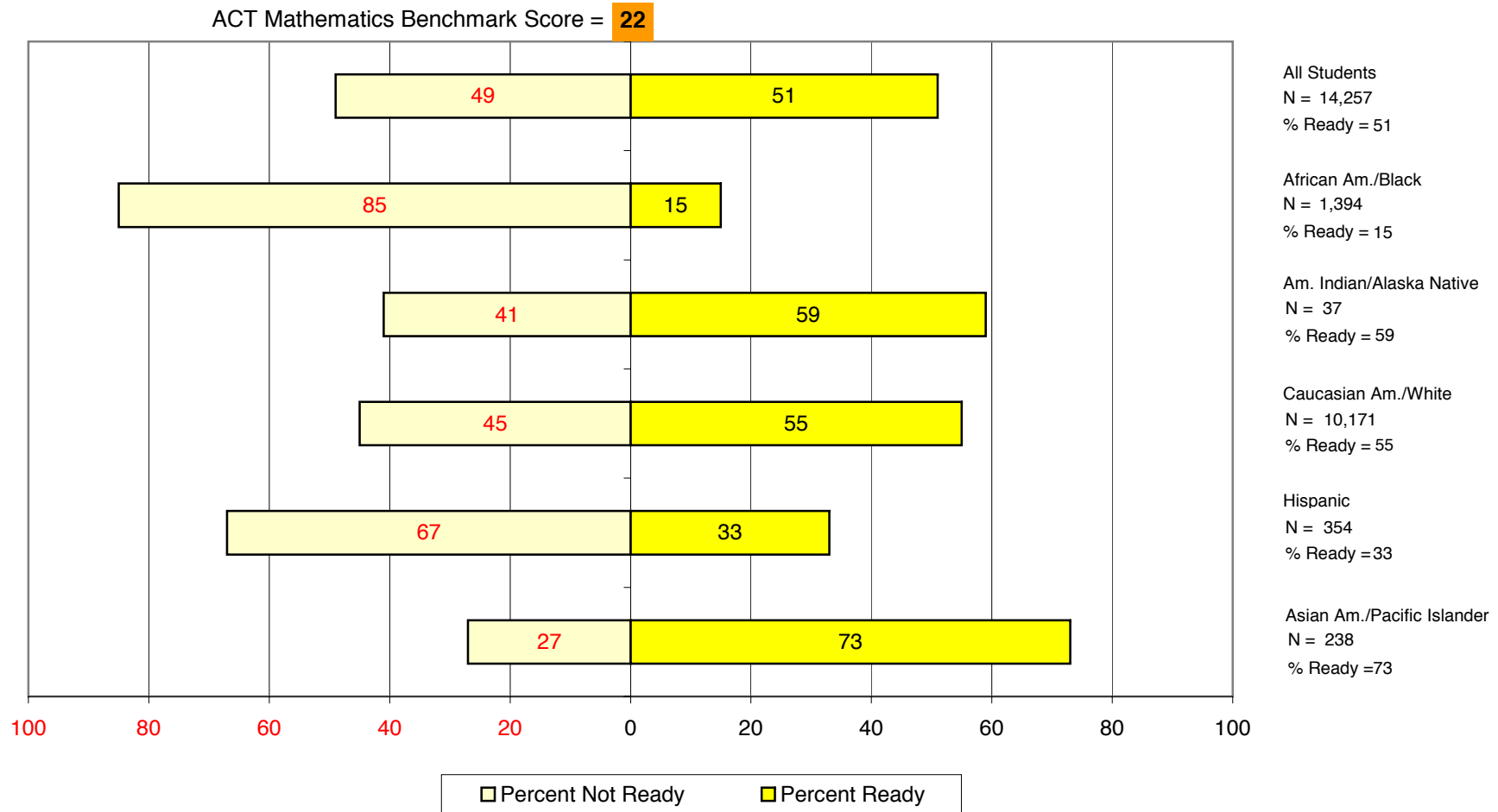


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

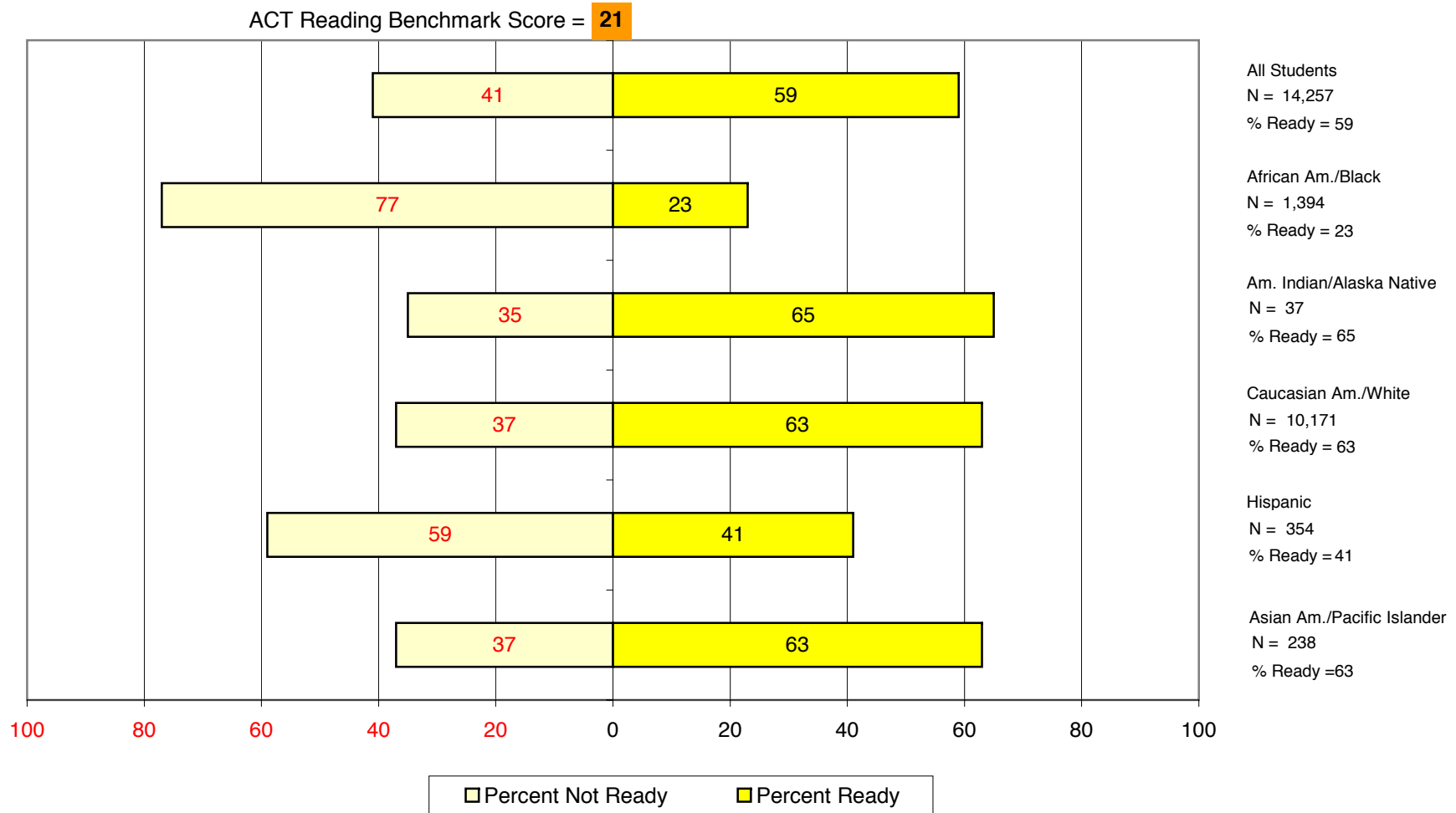


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

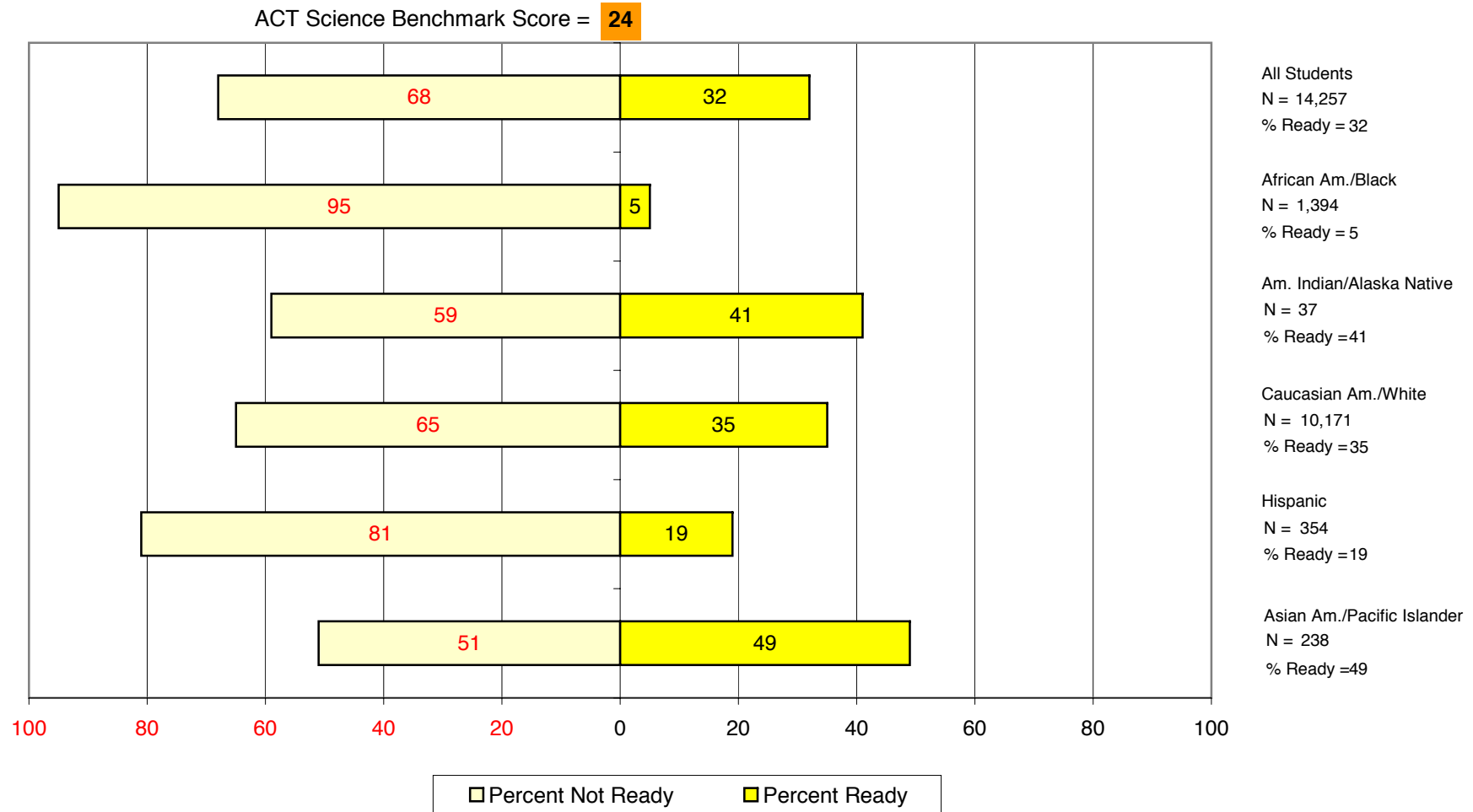


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

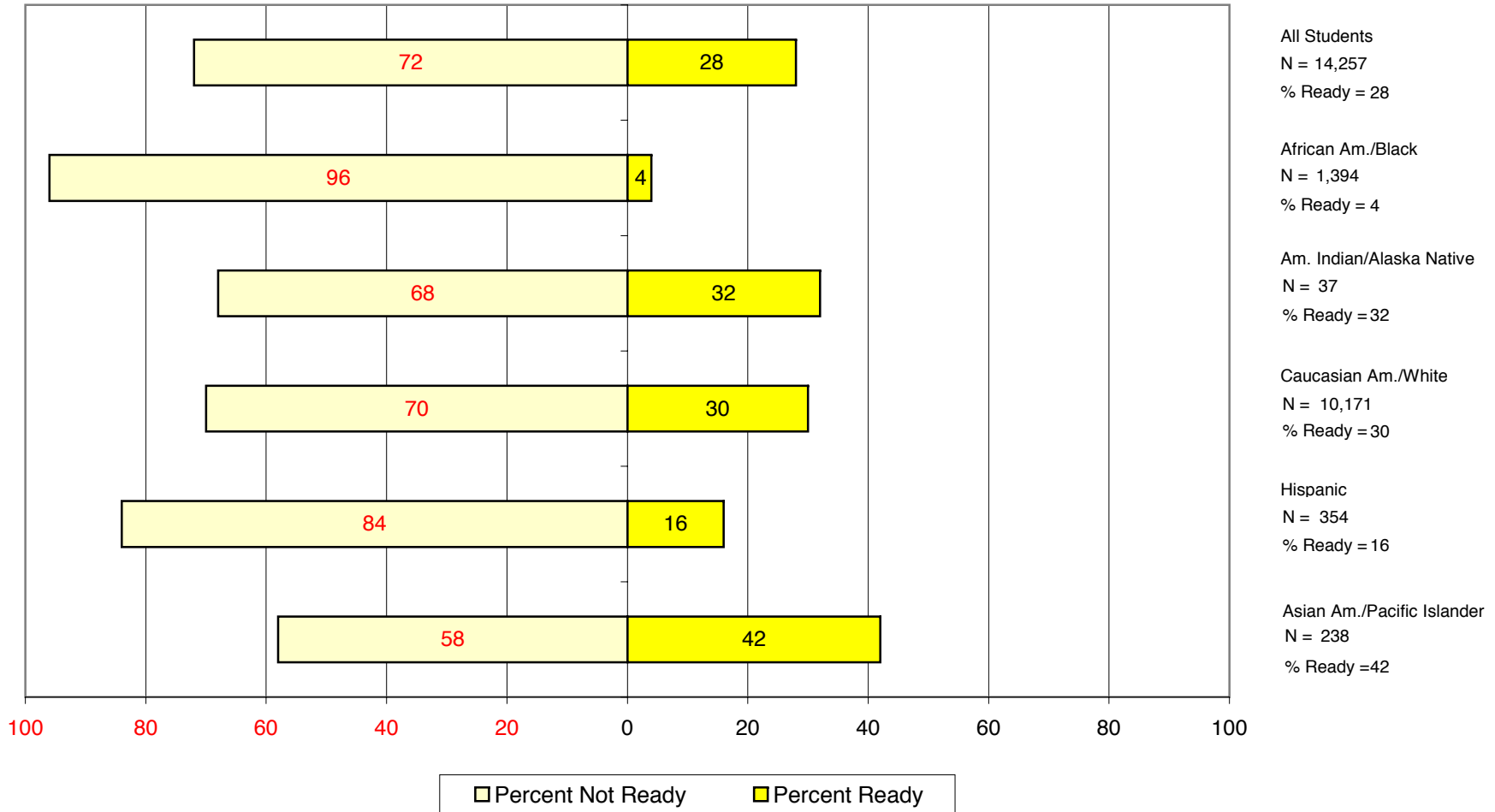


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	2,666	19	23.1	2.0	947	17	22.8	1.8	1,578	21	23.3	2.3
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,882	55	21.0	-0.1	3,178	56	20.7	-0.3	4,366	57	21.2	0.2
Less than 4 years of English	1,481	10	21.1	-	601	11	21.0	-	766	10	21.0	-
No English course/grade information reported	2,228	16	21.4	-	943	17	20.8	-	922	12	21.4	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	933	7	26.2	6.1	413	7	27.2	6.6	472	6	25.4	5.9
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	859	6	22.8	2.7	275	5	23.7	3.1	542	7	22.3	2.8
Alg 1, Alg 2, Geom, & Trig	770	5	21.3	1.2	288	5	22.2	1.6	449	6	20.7	1.2
Alg 1, Alg 2, Geom, & Other Adv Math	2,315	16	21.1	1.0	759	13	22.0	1.4	1,453	19	20.7	1.2
Other comb of 4 or more years of Math	2,587	18	25.6	5.5	1,181	21	26.5	5.9	1,286	17	24.8	5.3
Alg 1, Alg 2, & Geom (Min. Core)	2,469	17	18.1	-2.0	923	16	18.6	-2.0	1,440	19	17.8	-1.7
Other comb of 3 or 3.5 years of Math	761	5	23.1	3.0	318	6	23.7	3.1	391	5	22.4	2.9
Less than 3 years of Math	1,253	9	20.1	-	527	9	20.6	-	650	9	19.5	-
No Math course/grade information reported	2,310	16	22.0	-	985	17	22.3	-	949	12	21.1	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	66	0	25.0	3.4	28	0	23.8	2.2	34	0	25.9	4.4
Other comb of 4 or more years Social Science	5,457	38	22.9	1.3	2,079	37	22.8	1.2	3,117	41	23.0	1.5
US Hist, World Hist, & Am Gov (Min. Core)	159	1	22.0	0.4	73	1	22.0	0.4	80	1	22.2	0.7
Other comb of 3 or 3.5 years of Social Science	4,746	33	22.3	0.7	1,865	33	22.3	0.7	2,668	35	22.2	0.7
Less than 3 years of Social Science	1,535	11	21.6	-	656	12	21.6	-	786	10	21.5	-
No Soc Sci course/grade information reported	2,294	16	22.3	-	968	17	21.8	-	947	12	22.3	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,578	18	22.0	1.2	1,156	20	22.9	2.0	1,308	17	21.3	0.6
Bio, Chem, Phys	2,762	19	24.0	3.2	1,239	22	25.0	4.1	1,390	18	23.1	2.4
Gen Sci ² , Bio, Chem (Min. Core)	3,219	23	20.3	-0.5	1,092	19	20.6	-0.3	1,980	26	20.2	-0.5
Other comb of 3 years of Natural Science	247	2	20.1	-0.7	131	2	20.8	-0.1	110	1	19.3	-1.4
Less than 3 years of Natural Science	2,977	21	20.8	-	994	18	20.9	-	1,821	24	20.7	-
No Nat Sci course/grade information reported	2,474	17	21.5	-	1,057	19	21.7	-	1,023	13	21.0	-

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	2,666	19	23.1	83	191,202	15	22.2	79
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,882	55	21.0	72	766,001	59	20.5	68
Less than 4 years of English	1,481	10	21.1	75	141,777	11	19.7	64
No English course/grade information reported	2,228	16	21.4	74	201,619	16	20.7	69
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	933	7	26.2	86	75,970	6	24.8	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	859	6	22.8	61	87,647	7	22.4	58
Alg 1, Alg 2, Geom, & Trig	770	5	21.3	47	100,139	8	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	2,315	16	21.1	46	163,562	13	20.4	38
Other comb of 4 or more years of Math	2,587	18	25.6	79	239,187	18	24.3	69
Alg 1, Alg 2, & Geom (Min. Core)	2,469	17	18.1	15	218,745	17	17.9	15
Other comb of 3 or 3.5 years of Math	761	5	23.1	62	57,945	4	20.9	43
Less than 3 years of Math	1,253	9	20.1	35	145,617	11	18.3	21
No Math course/grade information reported	2,310	16	22.0	51	211,787	16	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	66	0	25.0	68	31,985	2	22.7	61
Other comb of 4 or more years Social Science	5,457	38	22.9	63	448,356	34	22.0	56
US Hist, World Hist, & Am Gov (Min. Core)	159	1	22.0	56	72,952	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	4,746	33	22.3	57	333,689	26	21.4	52
Less than 3 years of Social Science	1,535	11	21.6	53	201,605	16	20.6	47
No Soc Sci course/grade information reported	2,294	16	22.3	57	212,012	16	21.5	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,578	18	22.0	36	333,648	26	22.4	40
Bio, Chem, Phys	2,762	19	24.0	52	115,297	9	23.4	48
Gen Sci ¹ , Bio, Chem (Min. Core)	3,219	23	20.3	20	353,348	27	20.2	20
Other comb of 3 years of Natural Science	247	2	20.1	19	32,593	3	20.4	24
Less than 3 years of Natural Science	2,977	21	20.8	26	247,312	19	19.1	15
No Nat Sci course/grade information reported	2,474	17	21.5	32	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	130	1	20.2	18	5	17.4	103	1	20.8
Architecture & Environmental Design	201	1	21.6	9	2	18.9	184	2	21.6
Business & Management	950	7	21.3	22	6	17.5	894	8	21.4
Business & Office	40	0	20.6	6	2	18.7	31	0	20.9
Marketing & Distribution	84	1	21.2	1	0	18.0	80	1	21.1
Communications & Comm. Technologies	366	3	21.3	10	3	16.3	345	3	21.5
Community & Personal Services	216	2	19.1	22	6	17.8	185	2	19.2
Computer & Information Sciences	220	2	22.6	14	4	17.7	202	2	22.9
Cross-Disciplinary Studies	16	0	25.8	0	0	.	14	0	25.5
Education	565	4	21.1	9	2	17.1	532	5	21.2
Teacher Education	303	2	20.3	3	1	15.3	288	3	20.4
Engineering	495	3	24.3	4	1	14.8	468	4	24.4
Engineering-Related Technologies	241	2	22.6	4	1	19.5	232	2	22.7
Foreign Languages	65	0	23.5	2	1	17.5	58	1	24.1
Health Sciences & Allied Health Fields	2,297	16	21.5	90	24	18.1	2,136	19	21.7
Human, Family & Consumer Science	89	1	20.2	7	2	17.3	80	1	20.4
Letters	55	0	26.8	0	0	.	53	0	26.7
Mathematics	56	0	26.6	0	0	.	55	0	26.5
Philosophy, Religion & Theology	104	1	22.3	3	1	19.3	96	1	22.6
Sciences (Biological & Physical)	679	5	24.9	2	1	18.5	654	6	24.9
Social Sciences	691	5	22.6	4	1	18.5	666	6	22.6
Trade & Industrial	63	0	20.0	19	5	16.9	40	0	21.2
Visual & Performing Arts	560	4	22.2	18	5	19.0	524	5	22.4
Undecided	1,763	12	21.8	61	16	17.8	1,586	14	22.0
No Response	4,008	28	22.2	45	12	18.1	1,545	14	22.4

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	40	17.8	9	16.1	0	.	29	18.0	0	.	0	.	2	22.5
2-yr College Degree	333	17.9	44	14.5	0	.	247	18.5	13	18.2	1	25.0	28	17.3
Bachelors Degree	5,099	20.7	434	16.6	10	20.0	3,967	21.2	119	18.7	33	22.0	536	20.8
Graduate Study	2,525	23.4	201	18.4	9	26.1	1,945	23.9	60	21.8	38	23.6	272	23.7
Prof. Level Degree	3,427	23.5	440	18.5	14	25.0	2,338	24.3	83	20.7	117	25.3	435	24.4
Other	210	18.7	37	15.3	1	18.0	142	19.7	5	15.6	0	.	25	18.8
No Response	2,623	22.2	229	16.6	3	21.3	1,503	22.5	74	19.8	49	23.3	765	23.4

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	
INDIANA UNIVERSITY BLOOMINGTON	Indiana	3,985	1,592	2,393	1	6	23	32	24	12	2	
PURDUE UNIVERSITY	Indiana	3,504	1,242	2,262	1	4	19	32	27	15	2	
BALL STATE UNIVERSITY	Indiana	2,988	980	2,008	1	7	30	34	20	7	0	
INDIANA UNIV-PURDUE UNIV INDIANAPOLIS	Indiana	2,102	664	1,438	2	9	34	34	15	6	0	
UNIVERSITY OF SOUTHERN INDIANA	Indiana	1,242	432	810	1	10	38	30	16	4	0	
INDIANA STATE UNIVERSITY	Indiana	1,146	223	923	2	15	36	30	13	3	0	
BUTLER UNIVERSITY	Indiana	1,114	271	843	1	3	14	31	30	19	2	
UNIVERSITY OF INDIANAPOLIS	Indiana	1,099	212	887	1	10	33	33	18	4	0	
UNIVERSITY OF EVANSVILLE	Indiana	659	149	510	1	5	21	29	29	14	1	
INDIANA UNIV-PURDUE UNIV AT FORT WAYNE	Indiana	601	208	393	1	8	31	34	19	5	1	
UNIVERSITY OF NOTRE DAME	Indiana	575	181	394	0	1	8	17	34	32	7	
DEPAUW UNIVERSITY	Indiana	500	126	374	0	3	10	26	36	21	3	
VINCENNES UNIVERSITY	Indiana	482	111	371	4	18	45	24	8	0	0	
VALPARAISO UNIVERSITY	Indiana	382	61	321	1	5	15	34	30	14	2	
INDIANA WESLEYAN UNIVERSITY	Indiana	362	129	233	1	6	21	33	27	12	0	
ROSE-HULMAN INSTITUTE OF TECHNOLOGY	Indiana	360	76	284	0	1	7	17	38	31	7	
IVY TECH COMM COLL-CENTRAL INDIANA	Indiana	359	89	270	5	21	47	19	6	1	0	
FRANKLIN COLLEGE	Indiana	345	92	253	1	6	36	35	17	4	0	
ANDERSON UNIVERSITY	Indiana	343	90	253	1	8	28	34	20	8	1	
UNIVERSITY OF LOUISVILLE	Kentucky	336	132	204	2	8	25	34	19	11	0	
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	303	113	190	1	7	25	33	24	10	1	
HANOVER COLLEGE	Indiana	273	43	230	0	3	21	33	29	14	1	
MARIAN COLLEGE	Indiana	265	49	216	3	10	32	38	12	4	0	
MIAMI UNIVERSITY	Ohio	262	62	200	0	2	10	23	38	26	2	
WESTERN KENTUCKY UNIVERSITY	Kentucky	233	60	173	2	8	38	33	15	4	0	
INDIANA UNIVERSITY SOUTH BEND	Indiana	219	63	156	1	11	40	28	15	4	0	
TAYLOR UNIVERSITY	Indiana	217	59	158	1	3	15	25	35	19	2	
UNIVERSITY OF SAINT FRANCIS-IN	Indiana	215	74	141	1	9	30	40	15	4	0	
MANCHESTER COLLEGE	Indiana	201	39	162	0	9	27	31	25	6	0	
PURDUE UNIVERSITY CALUMET	Indiana	198	63	135	2	18	30	30	17	4	0	
All Other Institutions		13,541	3,431	10,110	2	8	22	27	23	16	3	
Total		38,411	11,116	27,295	1	7	25	30	23	13	2	

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	9,140	532,943	22.0	22.3	7.3	7.6	21.3	21.8
African Am./Black	823	50,340	16.5	17.2	6.6	6.7	16.7	17.3
Am. Indian/Alaska Native	19	3,462	23.4	19.8	7.2	7.0	22.4	19.4
Caucasian Am./White	6,528	308,578	22.5	23.4	7.3	7.6	21.8	22.6
Hispanic	231	42,588	19.5	18.8	7.1	7.3	19.3	19.0
Asian Am./Pacific Islander	183	25,616	23.8	23.2	7.7	8.0	23.1	22.8
Other/No Response	1,356	102,359	23.0	23.2	7.5	7.8	22.2	22.7
Males	3,524	204,427	21.7	22.0	7.0	7.3	20.8	21.3
Females	4,958	285,556	22.1	22.5	7.5	7.7	21.6	22.1
Missing	658	42,960	23.0	23.0	7.5	7.8	22.3	22.6

