

ACT High School Profile Report

The Graduating Class of 2007
Iowa



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Iowa

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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. 23,016 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. 60% 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 10% of the cohort took less than three years of math courses. Of these students, 20% were college ready. 21% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 23% of these students were college ready. In comparison, 66% of the students who advanced beyond minimum core were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 13% of the cohort took less than three years of natural science courses. 19% of these students were college ready. In comparison, 39% 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 36% 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.

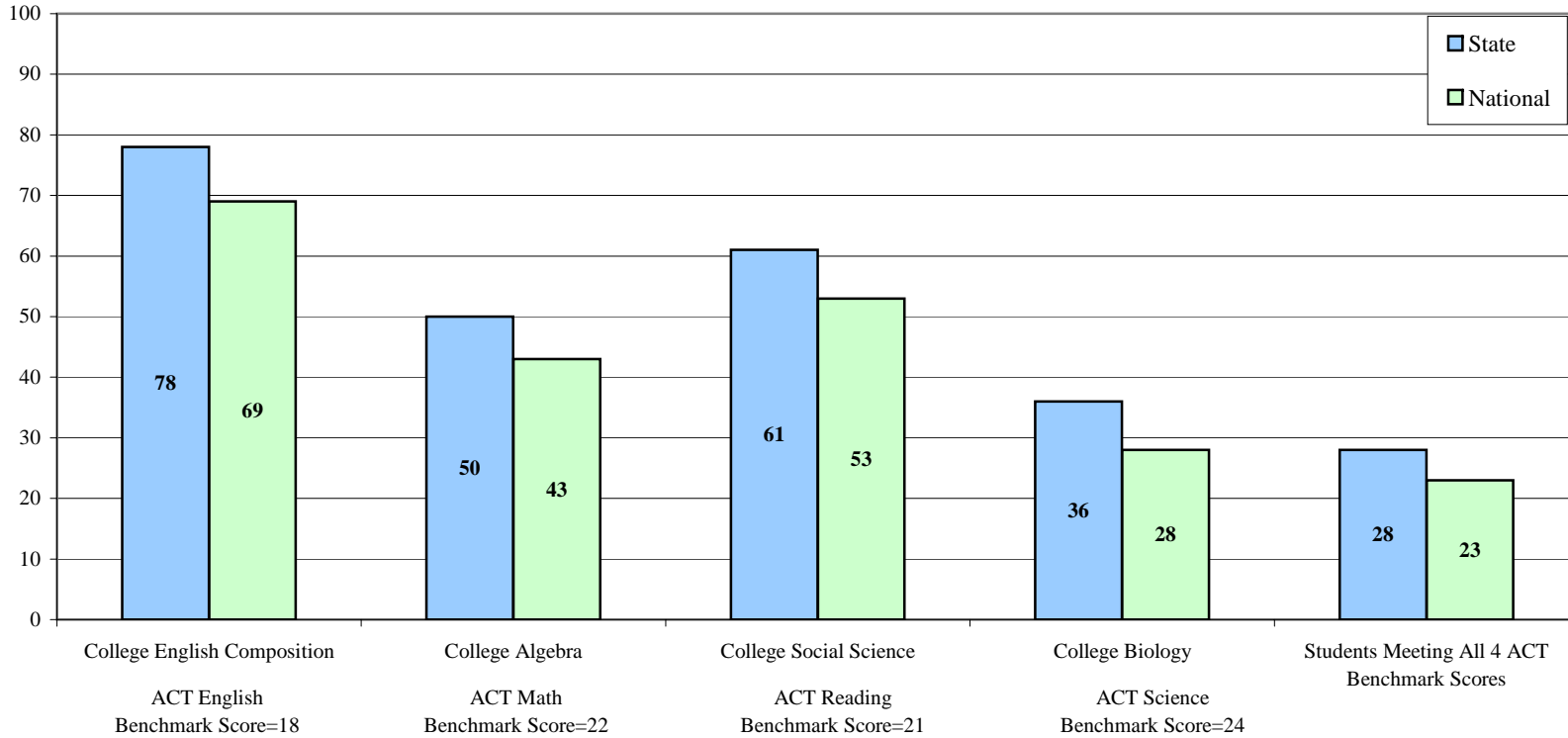
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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	24,200	1,175,059	77	67	48	40	61	52	34	26	26	20
2004	23,591	1,171,460	77	68	49	40	60	52	34	26	27	21
2005	22,545	1,186,251	77	68	48	41	59	51	34	26	26	21
2006	22,233	1,206,455	77	69	50	42	62	53	35	27	27	21
2007	23,016	1,300,599	78	69	50	43	61	53	36	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	24,200	1,175,059	21.3	20.3	21.6	20.6	22.4	21.2	22.1	20.8	22.0	20.8
2004	23,591	1,171,460	21.4	20.4	21.8	20.7	22.4	21.3	22.1	20.9	22.0	20.9
2005	22,545	1,186,251	21.5	20.4	21.7	20.7	22.4	21.3	22.1	20.9	22.0	20.9
2006	22,233	1,206,455	21.6	20.6	21.8	20.8	22.5	21.4	22.1	20.9	22.1	21.1
2007	23,016	1,300,599	21.6	20.7	21.9	21.0	22.6	21.5	22.3	21.0	22.3	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	15,880	7,267	66	30	22.3	19.2	22.6	19.5	23.3	20.5	22.9	20.5	22.9	20.0
2004	15,522	7,008	66	30	22.3	19.4	22.7	19.7	23.2	20.6	22.8	20.5	22.9	20.2
2005	14,799	6,565	66	29	22.4	19.5	22.6	19.7	23.2	20.6	22.8	20.6	22.9	20.2
2006	14,034	6,549	63	29	22.5	19.6	22.7	20.0	23.4	20.8	22.8	20.7	23.0	20.4
2007	13,735	6,727	60	29	22.5	19.8	22.7	20.1	23.4	21.0	23.0	20.9	23.1	20.6

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	24,200	100	22.0	23,591	100	22.0	22,545	100	22.0	22,233	100	22.1	23,016	100	22.3
African American/Black	344	1	17.5	361	2	18.5	357	2	17.9	338	2	18.3	402	2	18.5
American Indian/Alaska Native	83	0	19.6	76	0	19.1	69	0	19.9	80	0	20.5	64	0	20.5
Caucasian American/White	21,695	90	22.1	21,122	90	22.1	20,100	89	22.2	19,379	87	22.3	19,388	84	22.4
Hispanic	360	1	19.8	372	2	19.4	393	2	20.0	373	2	19.8	448	2	20.1
Asian American/Pacific Islander	468	2	21.7	448	2	22.1	411	2	21.9	457	2	22.2	381	2	22.7
Other/No Response	1,250	5	22.1	1,212	5	22.2	1,215	5	22.1	1,606	7	22.0	2,333	10	22.4

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	36	100	45	100	99	100	79	100	6	100	36
35	187	100	108	100	237	100	176	100	43	100	35
34	298	99	180	99	364	99	100	99	105	100	34
33	256	98	163	99	433	97	227	98	160	99	33
32	270	97	250	98	541	95	168	97	250	99	32
31	400	95	357	97	689	93	249	97	420	98	31
30	407	94	334	95	680	90	394	96	511	96	30
29	518	92	686	94	752	87	399	94	586	94	29
28	795	90	656	91	1,154	84	605	92	835	91	28
27	789	86	1,086	88	1,074	78	822	90	1,050	87	27
26	1,058	83	1,386	83	1,070	74	1,439	86	1,232	83	26
25	1,478	78	1,616	77	1,080	69	1,725	80	1,512	77	25
24	1,418	72	1,717	70	1,517	64	1,842	72	1,799	71	24
23	1,470	66	1,443	63	1,906	58	2,077	64	1,907	63	23
22	1,863	59	1,537	56	1,155	50	2,680	55	2,092	55	22
21	1,961	51	1,557	50	1,363	45	2,236	44	2,041	46	21
20	2,021	43	1,539	43	1,834	39	2,277	34	1,988	37	20
19	1,618	34	1,779	36	1,469	31	1,634	24	1,800	28	19
18	1,181	27	1,621	29	997	24	1,404	17	1,512	20	18
17	1,027	22	1,743	22	1,164	20	840	11	1,151	14	17
16	1,167	17	1,833	14	1,059	15	475	7	850	9	16
15	922	12	857	6	715	10	355	5	545	5	15
14	691	8	394	2	691	7	289	4	320	3	14
13	368	5	89	1	422	4	178	2	196	1	13
12	310	4	26	1	338	2	149	2	82	1	12
11	189	2	9	1	127	1	107	1	19	1	11
10	152	1	4	1	51	1	64	1	4	1	10
9	75	1	0	1	12	1	19	1	0	1	9
8	76	1	0	1	10	1	3	1	0	1	8
7	9	1	1	1	8	1	3	1	0	1	7
6	6	1	0	1	5	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	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	1	1	0	1	1
Avg (SD)	21.6 (5.3)		21.9 (4.7)		22.6 (5.6)		22.3 (4.4)		22.3 (4.4)		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	511	100	139	100	402	100	703	100	658	100	189	100	226	100	18
17	1,057	98	439	99	1,329	98	1,201	97	1,029	97	201	99	147	99	17
16	1,019	93	972	97	1,508	92	1,706	92	1,299	93	499	98	622	98	16
15	870	89	1,585	93	1,511	86	1,942	84	1,583	87	1,044	96	1,356	96	15
14	1,814	85	1,872	86	1,856	79	2,115	76	2,107	80	1,719	92	1,992	90	14
13	1,834	77	2,110	78	1,717	71	2,216	67	2,869	71	2,921	84	2,634	81	13
12	2,299	69	2,880	69	3,046	64	2,350	57	2,231	59	2,761	71	3,064	70	12
11	2,559	59	3,750	57	2,989	51	1,907	47	2,376	49	3,042	59	3,036	56	11
10	2,908	48	2,957	40	2,175	38	2,241	39	2,498	39	4,127	46	3,586	43	10
9	2,288	35	2,293	27	2,081	28	1,890	29	1,779	28	2,815	28	2,830	28	9
8	2,216	25	1,978	17	2,139	19	1,409	21	2,018	20	1,682	16	1,477	15	8
7	1,410	16	938	9	987	10	1,185	14	1,768	11	868	9	1,038	9	7
6	1,011	10	557	5	708	6	1,248	9	567	3	551	5	483	4	6
5	721	5	367	2	272	2	532	4	164	1	329	3	170	2	5
4	341	2	137	1	195	1	289	2	53	1	112	1	198	2	4
3	132	1	33	1	73	1	58	1	10	1	130	1	89	1	3
2	25	1	9	1	23	1	24	1	7	1	2	1	37	1	2
1	1	1	0	1	5	1	0	1	0	1	24	1	31	1	1
Avg (SD)	10.9 (3.4)		11.2 (2.8)		11.5 (3.2)		11.6 (3.5)		11.6 (3.2)		10.9 (2.7)		11.1 (2.7)		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	25	27	25	25
Q2 (50th Percentile)	21	22	23	22	22
Q1 (25th Percentile)	18	18	19	20	19

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	23,016	60	23.1	20.6
	African Am./Black	402	55	19.5	17.3
	Am. Indian/Alaska Native	64	53	21.9	19.1
	Caucasian Am./White	19,388	62	23.2	20.7
	Hispanic	448	58	21.1	18.3
	Asian Am./Pacific Islander	381	64	23.5	20.8
	Other/No Response	2,333	43	23.2	20.9
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	21.6	21.9	22.6	22.3	22.3
	African Am./Black	17.7	18.1	19.0	18.8	18.5
	Am. Indian/Alaska Native	19.2	19.3	21.6	21.0	20.5
	Caucasian Am./White	21.8	22.0	22.7	22.4	22.4
	Hispanic	19.1	19.9	20.5	20.4	20.1
	Asian Am./Pacific Islander	22.0	23.1	22.5	22.7	22.7
	Other/No Response	21.9	22.0	22.9	22.3	22.4
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	777	3	496	2	1,133	5	582	3
	28 to 32	2,390	10	2,283	10	3,816	17	1,815	8
	24 to 27	4,743	21	5,805	25	4,741	21	5,828	25
	20 to 23	7,315	32	6,076	26	6,258	27	9,270	40
	16 to 19	4,993	22	6,976	30	4,689	20	4,353	19
	13 to 15	1,981	9	1,340	6	1,828	8	822	4
	01 to 12	817	4	40	0	551	2	346	2
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	10,169	44	21.2	22.6	22.4	22.9	22.4
	Females	11,917	52	22.1	21.2	22.8	21.8	22.1
	Missing	930	4	21.6	21.8	22.6	22.0	22.2
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	75	57	60	41	32
	Females	81	45	62	32	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

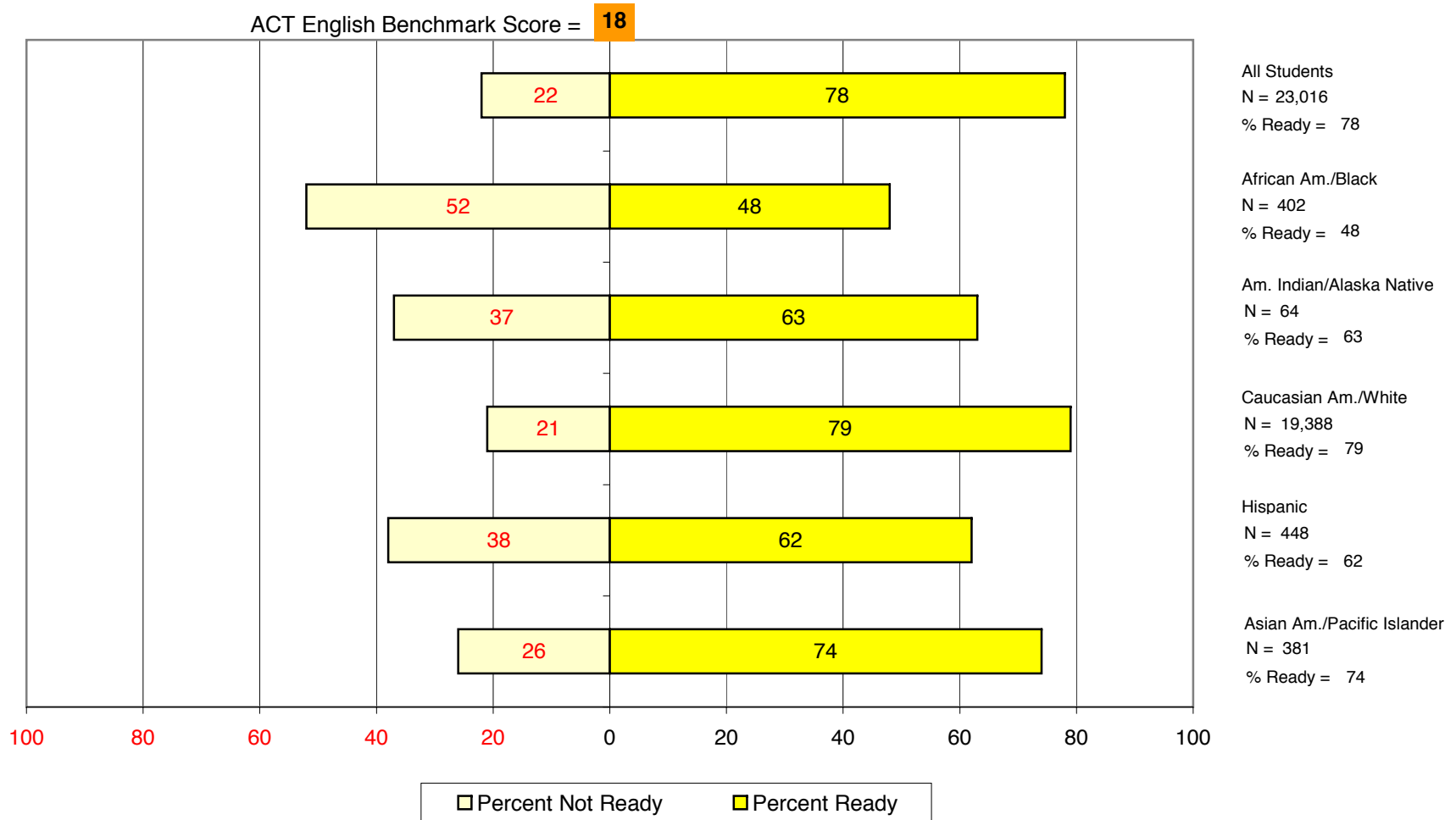


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

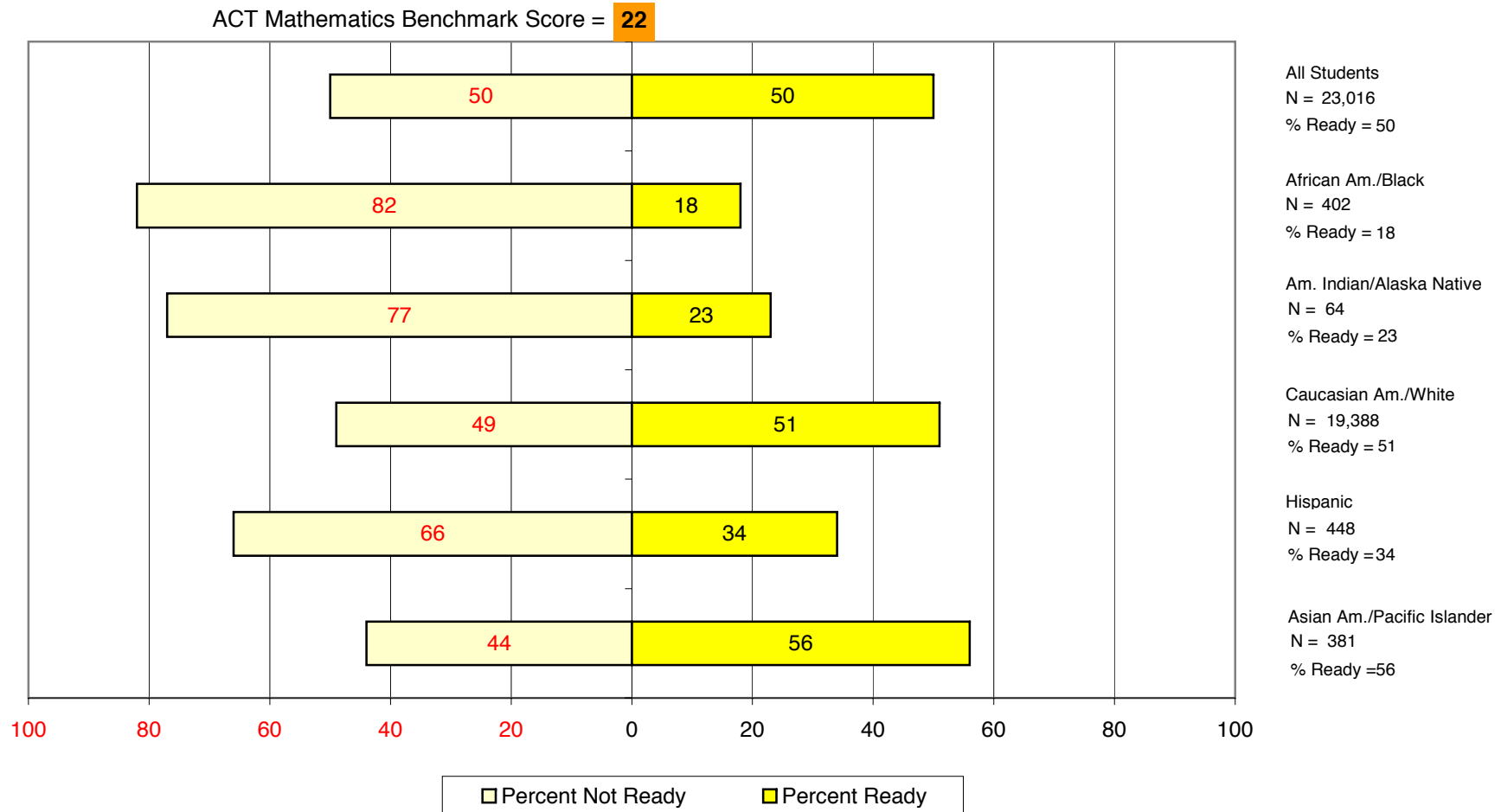


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: **READING**

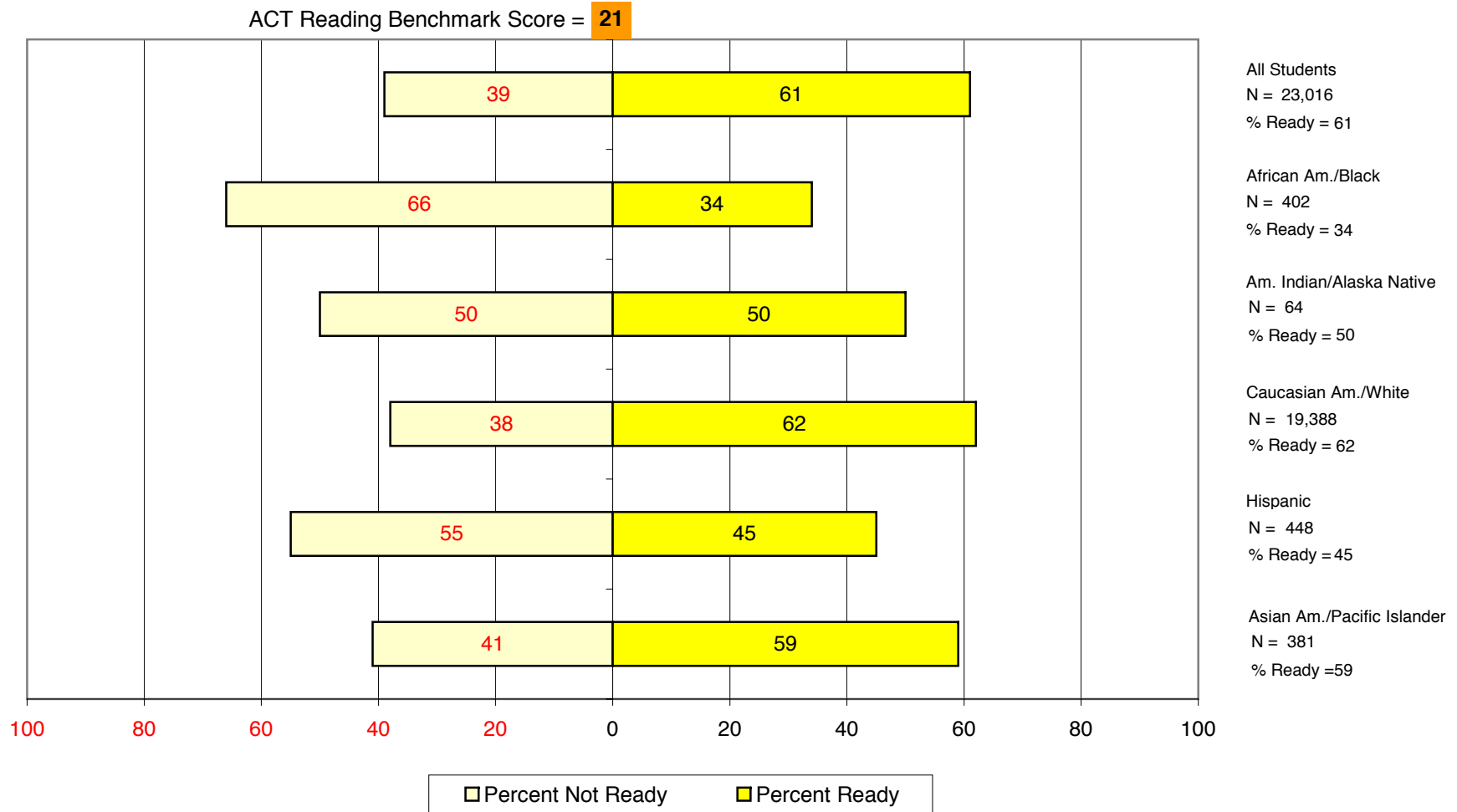


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

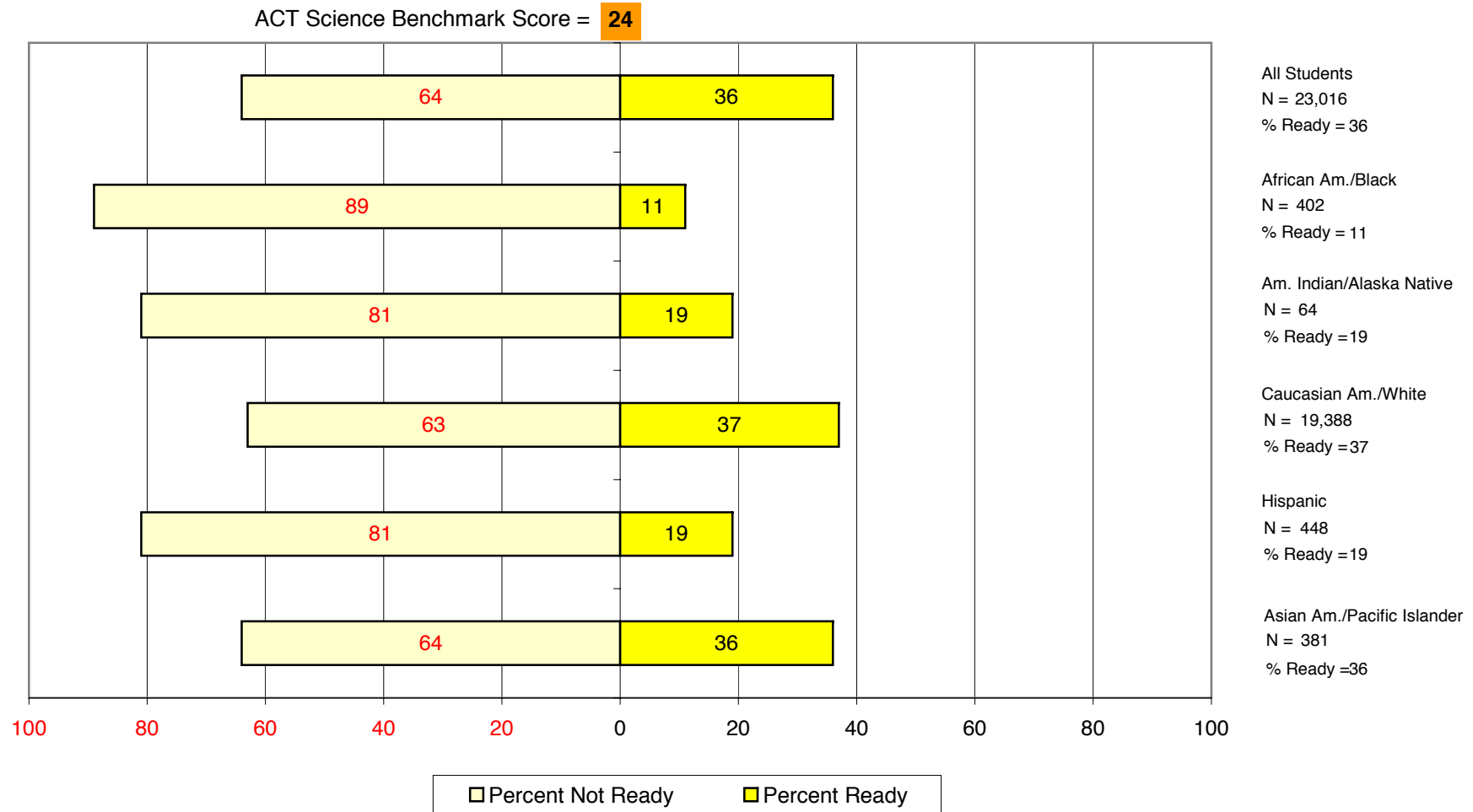


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

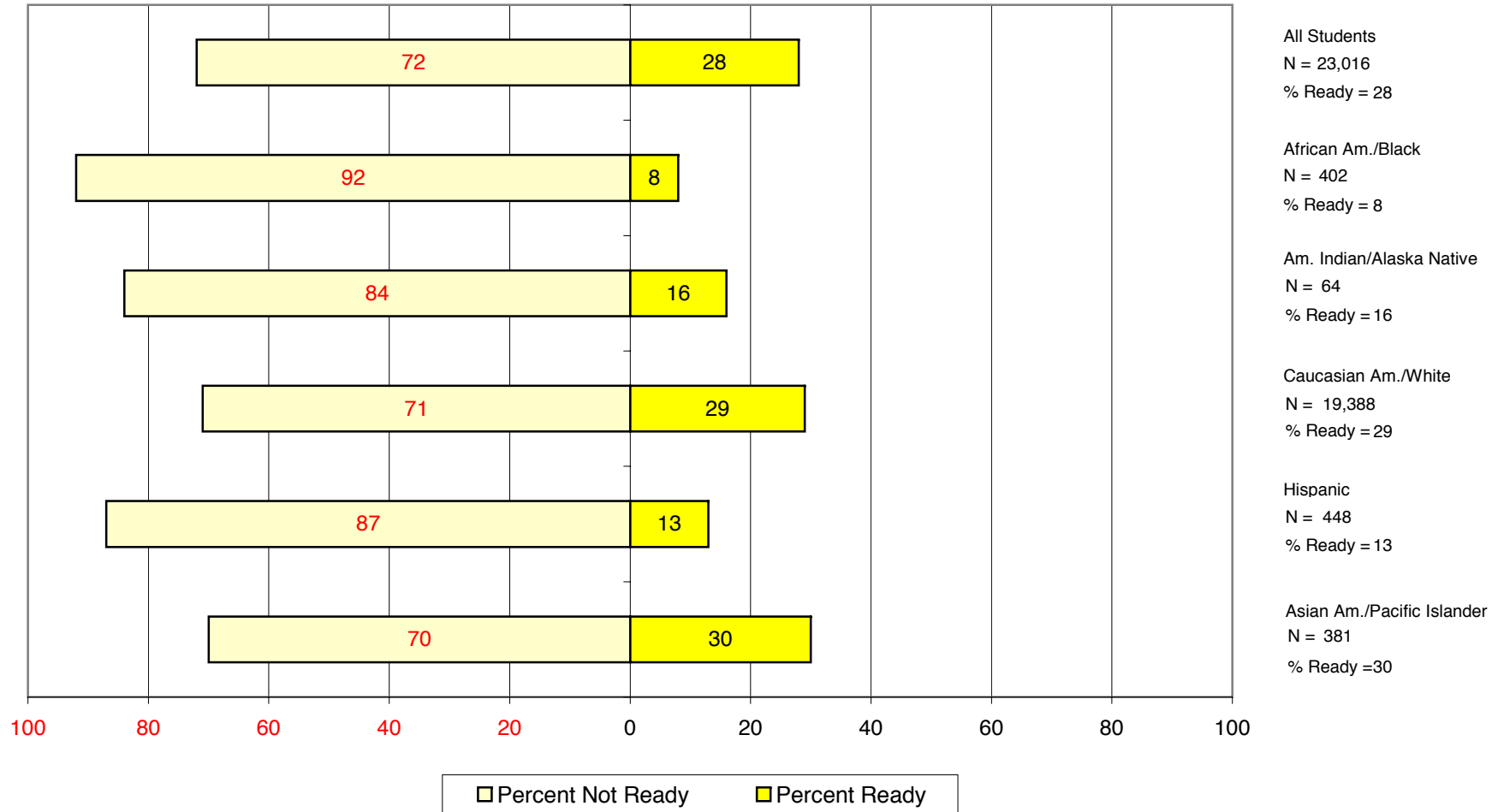


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	7,117	31	22.7	2.5	2,772	27	22.3	2.4	4,193	35	23.0	2.4
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	10,053	44	21.4	1.2	4,639	46	21.0	1.1	5,146	43	21.7	1.1
Less than 4 years of English	3,203	14	20.2	-	1,541	15	19.9	-	1,537	13	20.6	-
No English course/grade information reported	2,643	11	21.7	-	1,217	12	21.0	-	1,041	9	22.2	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	1,233	5	25.7	7.3	619	6	26.4	7.5	590	5	24.9	7.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,631	7	23.5	5.1	632	6	24.2	5.3	958	8	23.0	5.1
Alg 1, Alg 2, Geom, & Trig	1,722	7	22.0	3.6	713	7	22.7	3.8	949	8	21.5	3.6
Alg 1, Alg 2, Geom, & Other Adv Math	3,064	13	21.8	3.4	1,142	11	22.5	3.6	1,839	15	21.4	3.5
Other comb of 4 or more years of Math	4,446	19	25.1	6.7	2,292	23	25.8	6.9	2,078	17	24.5	6.6
Alg 1, Alg 2, & Geom (Min. Core)	4,834	21	19.2	0.8	1,944	19	19.9	1.0	2,758	23	18.7	0.8
Other comb of 3 or 3.5 years of Math	943	4	21.6	3.2	492	5	22.0	3.1	431	4	21.2	3.3
Less than 3 years of Math	2,378	10	18.4	-	1,073	11	18.9	-	1,213	10	17.9	-
No Math course/grade information reported	2,765	12	21.7	-	1,262	12	22.1	-	1,101	9	21.1	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	523	2	22.7	1.2	287	3	22.5	1.2	224	2	23.1	1.4
Other comb of 4 or more years Social Science	9,481	41	23.2	1.7	3,949	39	23.1	1.8	5,308	45	23.3	1.6
US Hist, World Hist, & Am Gov (Min. Core)	1,366	6	21.8	0.3	661	7	21.6	0.3	669	6	22.1	0.4
Other comb of 3 or 3.5 years of Social Science	6,502	28	22.5	1.0	2,824	28	22.3	1.0	3,517	30	22.7	1.0
Less than 3 years of Social Science	2,414	10	21.5	-	1,197	12	21.3	-	1,116	9	21.7	-
No Soc Sci course/grade information reported	2,730	12	22.6	-	1,251	12	22.3	-	1,083	9	22.7	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	7,509	33	23.8	3.7	3,745	37	24.5	4.2	3,593	30	23.1	3.2
Bio, Chem, Phys	1,214	5	25.0	4.9	582	6	25.7	5.4	603	5	24.4	4.5
Gen Sci ² , Bio, Chem (Min. Core)	7,874	34	21.4	1.3	2,831	28	21.7	1.4	4,834	41	21.2	1.3
Other comb of 3 years of Natural Science	638	3	21.9	1.8	366	4	22.3	2.0	255	2	21.3	1.4
Less than 3 years of Natural Science	3,008	13	20.1	-	1,368	13	20.3	-	1,540	13	19.9	-
No Nat Sci course/grade information reported	2,773	12	22.2	-	1,277	13	22.5	-	1,092	9	21.7	-

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	7,117	31	22.7	84	191,202	15	22.2	79
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	10,053	44	21.4	77	766,001	59	20.5	68
Less than 4 years of English	3,203	14	20.2	69	141,777	11	19.7	64
No English course/grade information reported	2,643	11	21.7	78	201,619	16	20.7	69
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	1,233	5	25.7	82	75,970	6	24.8	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,631	7	23.5	69	87,647	7	22.4	58
Alg 1, Alg 2, Geom, & Trig	1,722	7	22.0	54	100,139	8	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	3,064	13	21.8	53	163,562	13	20.4	38
Other comb of 4 or more years of Math	4,446	19	25.1	78	239,187	18	24.3	69
Alg 1, Alg 2, & Geom (Min. Core)	4,834	21	19.2	23	218,745	17	17.9	15
Other comb of 3 or 3.5 years of Math	943	4	21.6	48	57,945	4	20.9	43
Less than 3 years of Math	2,378	10	18.4	20	145,617	11	18.3	21
No Math course/grade information reported	2,765	12	21.7	49	211,787	16	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	523	2	22.7	61	31,985	2	22.7	61
Other comb of 4 or more years Social Science	9,481	41	23.2	65	448,356	34	22.0	56
US Hist, World Hist, & Am Gov (Min. Core)	1,366	6	21.8	55	72,952	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	6,502	28	22.5	60	333,689	26	21.4	52
Less than 3 years of Social Science	2,414	10	21.5	52	201,605	16	20.6	47
No Soc Sci course/grade information reported	2,730	12	22.6	61	212,012	16	21.5	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	7,509	33	23.8	50	333,648	26	22.4	40
Bio, Chem, Phys	1,214	5	25.0	59	115,297	9	23.4	48
Gen Sci ¹ , Bio, Chem (Min. Core)	7,874	34	21.4	26	353,348	27	20.2	20
Other comb of 3 years of Natural Science	638	3	21.9	29	32,593	3	20.4	24
Less than 3 years of Natural Science	3,008	13	20.1	19	247,312	19	19.1	15
No Nat Sci course/grade information reported	2,773	12	22.2	35	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	528	2	20.4	91	7	18.5	403	2	20.9
Architecture & Environmental Design	438	2	22.0	30	2	18.3	389	2	22.4
Business & Management	1,775	8	21.7	107	8	18.2	1,593	9	22.0
Business & Office	130	1	20.1	30	2	20.0	97	1	20.2
Marketing & Distribution	114	0	20.7	7	1	18.4	99	1	20.8
Communications & Comm. Technologies	483	2	22.5	28	2	19.9	439	3	22.8
Community & Personal Services	499	2	19.7	96	7	18.1	380	2	20.1
Computer & Information Sciences	368	2	22.8	36	3	19.9	317	2	23.0
Cross-Disciplinary Studies	22	0	23.8	0	0	.	22	0	23.8
Education	905	4	21.6	21	2	17.2	847	5	21.8
Teacher Education	546	2	21.3	11	1	19.3	500	3	21.4
Engineering	804	3	24.5	28	2	18.5	745	4	24.8
Engineering-Related Technologies	379	2	23.6	29	2	18.5	342	2	24.1
Foreign Languages	84	0	24.3	1	0	16.0	78	0	24.6
Health Sciences & Allied Health Fields	3,290	14	22.0	234	17	18.6	2,918	17	22.3
Human, Family & Consumer Science	200	1	20.0	28	2	16.6	156	1	20.5
Letters	133	1	24.9	5	0	21.8	120	1	25.2
Mathematics	102	0	26.4	2	0	23.0	99	1	26.6
Philosophy, Religion & Theology	126	1	22.8	9	1	19.0	112	1	23.1
Sciences (Biological & Physical)	841	4	24.6	14	1	20.2	806	5	24.7
Social Sciences	1,115	5	23.1	10	1	18.1	1,068	6	23.2
Trade & Industrial	230	1	19.8	128	9	19.1	95	1	20.8
Visual & Performing Arts	963	4	22.3	72	5	19.3	846	5	22.6
Undecided	3,401	15	21.8	240	17	18.7	2,906	17	22.2
No Response	5,540	24	22.5	140	10	18.8	2,153	12	22.7

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	181	18.7	5	16.8	3	14.7	153	19.1	4	16.3	2	13.5	14	18.1
2-yr College Degree	1,216	18.7	10	17.0	1	22.0	1,098	18.8	26	17.9	10	19.2	71	18.7
Bachelors Degree	9,413	21.5	129	17.8	21	20.9	8,319	21.7	163	19.7	104	20.6	677	21.0
Graduate Study	3,522	23.7	62	19.9	10	20.2	3,084	23.9	47	22.0	52	22.9	267	23.7
Prof. Level Degree	4,595	23.8	113	19.7	14	19.9	3,768	24.0	123	20.9	150	24.4	427	23.8
Other	574	19.7	15	18.3	4	22.0	477	19.7	16	19.8	11	19.9	51	19.3
No Response	3,515	22.6	68	17.2	11	21.6	2,489	22.7	69	19.5	52	23.4	826	23.0

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 IOWA	Iowa	8,751	3,313	5,438	0	2	17	37	29	13	1
IOWA STATE UNIVERSITY	Iowa	8,049	3,330	4,719	0	3	18	36	28	13	1
UNIVERSITY OF NORTHERN IOWA	Iowa	7,081	1,823	5,258	0	3	22	40	26	9	0
KIRKWOOD COMMUNITY COLLEGE	Iowa	2,306	748	1,558	1	8	36	38	14	2	0
DRAKE UNIVERSITY	Iowa	1,466	296	1,170	0	2	14	33	32	18	1
SIMPSON COLLEGE	Iowa	1,455	291	1,164	0	4	21	38	26	11	0
CENTRAL COLLEGE	Iowa	1,391	378	1,013	0	3	22	36	27	11	0
WARTBURG COLLEGE	Iowa	1,387	265	1,122	0	2	17	39	29	12	1
DES MOINES AREA COMMUNITY COLL-ANKENY	Iowa	1,124	405	719	1	9	33	38	15	4	0
HAWKEYE COMMUNITY COLLEGE	Iowa	915	252	663	0	10	39	38	13	1	0
COE COLLEGE	Iowa	818	181	637	0	4	22	38	28	9	1
BUENA VISTA UNIVERSITY	Iowa	814	191	623	0	4	26	38	22	9	0
LUTHER COLLEGE	Iowa	787	193	594	0	1	14	31	31	20	2
LORAS COLLEGE	Iowa	639	151	488	0	4	24	36	26	8	1
ST AMBROSE UNIVERSITY	Iowa	639	131	508	1	3	26	40	22	8	0
IOWA CENTRAL COMMUNITY COLL-FORT DODGE	Iowa	613	227	386	1	10	40	33	14	2	0
MORNINGSIDE COLLEGE	Iowa	583	142	441	0	3	29	36	24	7	1
NORTHWESTERN COLLEGE	Iowa	547	162	385	1	2	16	37	29	13	1
CREIGHTON UNIVERSITY	Nebraska	541	133	408	0	2	7	29	38	21	3
GRAND VIEW COLLEGE	Iowa	516	110	406	1	8	33	38	15	4	0
UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	477	116	361	0	2	15	32	33	17	1
INDIAN HILLS COMMUNITY COLL-OTTUMWA	Iowa	467	169	298	1	9	35	36	16	3	0
IOWA WESTERN COMM C-COUNCIL BLFS	Iowa	459	203	256	1	10	39	36	11	2	0
NORTHWEST MISSOURI ST UNIV	Missouri	459	127	332	0	3	26	39	25	6	0
NORTH IOWA AREA COMMUNITY COLL	Iowa	455	183	272	0	9	39	33	15	4	0
UNIVERSITY OF SOUTH DAKOTA	South Dakota	449	95	354	0	4	28	35	22	10	1
MOUNT MERCY COLLEGE	Iowa	432	100	332	0	6	29	44	17	4	0
BRIAR CLIFF UNIVERSITY	Iowa	383	110	273	0	5	32	38	20	5	0
SOUTH DAKOTA STATE UNIVERSITY	South Dakota	373	101	272	0	2	22	33	28	13	1
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	360	55	305	0	2	8	28	37	21	4
All Other Institutions		21,598	5,181	16,417	1	5	22	31	24	14	3
Total		66,334	19,162	47,172	0	4	22	35	25	12	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	4,994	532,943	24.2	22.3	7.7	7.6	23.3	21.8
African Am./Black	94	50,340	19.5	17.2	7.0	6.7	19.3	17.3
Am. Indian/Alaska Native	13	3,462	18.9	19.8	6.8	7.0	18.6	19.4
Caucasian Am./White	4,030	308,578	24.3	23.4	7.7	7.6	23.4	22.6
Hispanic	105	42,588	21.8	18.8	7.4	7.3	21.3	19.0
Asian Am./Pacific Islander	151	25,616	24.5	23.2	7.8	8.0	23.6	22.8
Other/No Response	601	102,359	24.7	23.2	7.8	7.8	23.7	22.7
Males	1,936	204,427	24.0	22.0	7.5	7.3	23.0	21.3
Females	2,845	285,556	24.3	22.5	7.9	7.7	23.5	22.1
Missing	213	42,960	23.9	23.0	7.8	7.8	23.2	22.6

