

# ACT Profile Report - National

Graduating Class 2012 - American Indian/Alaska Native Students  
National





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This report provides information about the performance of your 2012 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2012 and tested under standard time conditions.

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, test data for a school, district, and the state 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, or the state.

Furthermore, 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. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at [www.act.org/standard/infoserv.html](http://www.act.org/standard/infoserv.html).

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](http://www.act.org)

## How to Improve Scores and Increase College Readiness

11% of your students 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:** 13,523 of your students 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. 66% 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 7% of the cohort took less than three years of math courses. Of these students, 3% were college ready. 22% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 6% of these students were college ready. In comparison, 33% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry 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 19% of the cohort took less than three years of natural science courses. 6% of these students were college ready. In comparison, 17% 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 68% 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](http://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.

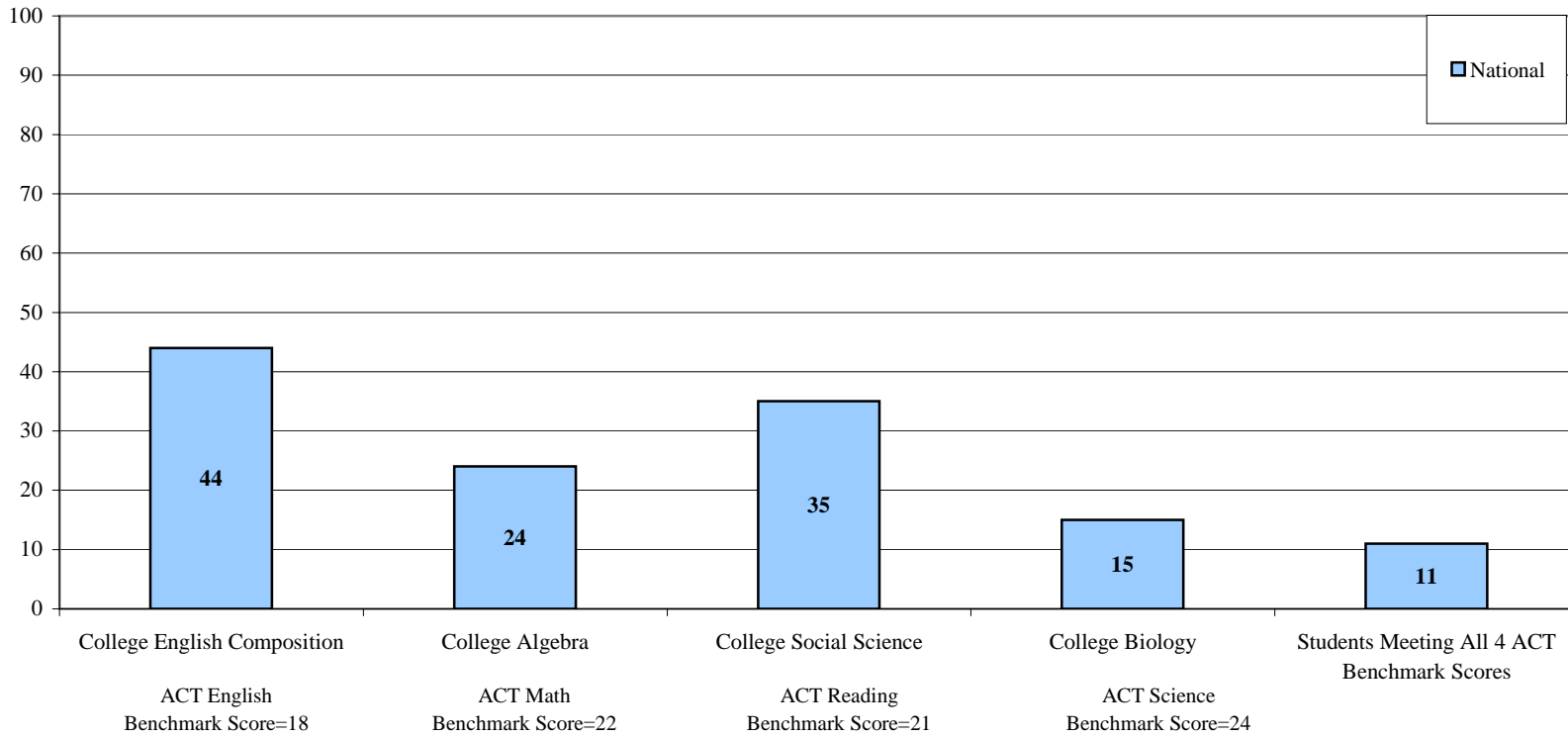
# Section I

## Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories.

Therefore, trend data may not be present where direct conversions are not available.

**Figure 1.1. Percent of Your 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**

Year	Number of Students Tested National	Percent Meeting Benchmarks				
		English National	Mathematics National	Reading National	Science National	Meeting All Four National
2008	14,380	52	25	40	16	11
2009	15,773	50	24	39	16	11
2010	16,382	50	26	39	17	12
2011	14,970	47	25	36	15	11
<b>2012</b>	<b>13,523</b>	<b>44</b>	<b>24</b>	<b>35</b>	<b>15</b>	<b>11</b>

**Table 1.2. Five Year Trends—Average ACT Scores (table omitted for this report)**

**Table 1.3. Five Year Trends—Average ACT Scores Nationwide**

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2008	14,380	18.1	18.8	19.6	19.2	19.0
2009	15,773	17.9	18.7	19.4	19.1	18.9
2010	16,382	17.9	18.8	19.4	19.3	19.0
2011	14,970	17.5	18.6	19.1	18.9	18.6
<b>2012</b>	<b>13,523</b>	<b>17.1</b>	<b>18.5</b>	<b>18.7</b>	<b>18.7</b>	<b>18.4</b>

**Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation**

Year	Number of Students Tested		Percent <sup>2</sup>		Average ACT Scores									
	Core or More <sup>1</sup>	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
2008	7,608	5,467	53	38	19.6	16.5	20.0	17.5	20.9	18.2	20.4	17.9	20.3	17.6
2009	9,280	5,420	59	34	19.3	16.2	19.8	17.2	20.7	18.0	20.2	17.8	20.1	17.4
2010	9,831	5,345	60	33	19.4	16.0	19.9	17.3	20.7	17.8	20.4	17.8	20.2	17.4
2011	9,441	4,519	63	30	18.7	15.6	19.5	17.2	20.1	17.6	19.8	17.5	19.7	17.1
<b>2012</b>	<b>8,908</b>	<b>3,839</b>	<b>66</b>	<b>28</b>	<b>18.1</b>	<b>15.4</b>	<b>19.3</b>	<b>17.1</b>	<b>19.6</b>	<b>17.3</b>	<b>19.5</b>	<b>17.3</b>	<b>19.3</b>	<b>16.9</b>

<sup>1</sup>"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

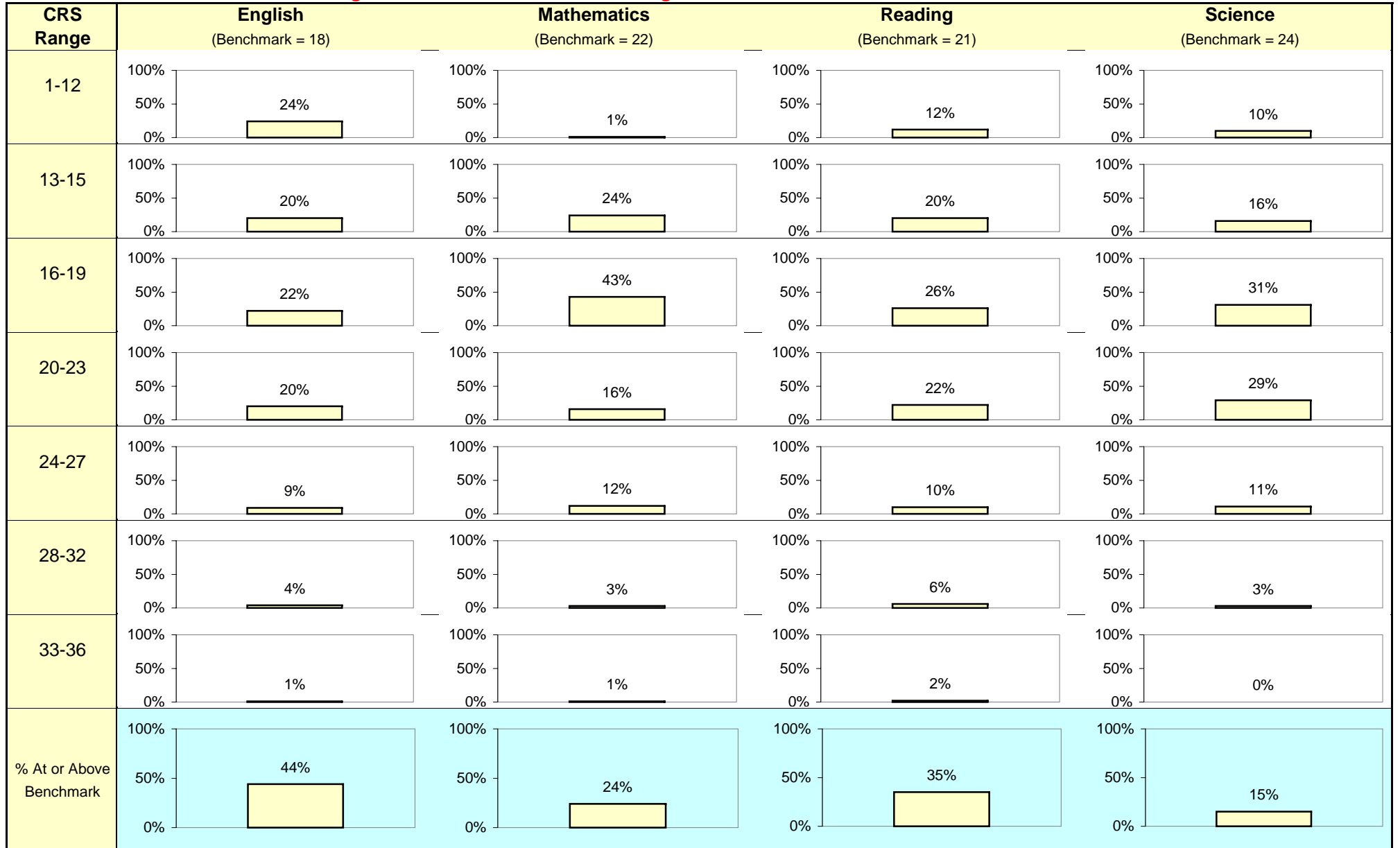
<sup>2</sup>Percent of all students tested. Numbers will not add up to 100% due to student non-response.


**Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity<sup>1</sup>**

	2008			2009			2010			2011			2012		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
<b>All Students</b>	<b>14,380</b>	<b>100</b>	<b>19.0</b>	<b>15,773</b>	<b>100</b>	<b>18.9</b>	<b>16,382</b>	<b>100</b>	<b>19.0</b>	<b>14,970</b>	<b>100</b>	<b>18.6</b>	<b>13,523</b>	<b>100</b>	<b>18.4</b>
Black/African American	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
American Indian/Alaska Native	14,380	100	19.0	15,773	100	18.9	16,382	100	19.0	14,970	100	18.6	13,523	100	18.4
White	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Hispanic/Latino	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Asian	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Prefer not to respond/No response	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.

<sup>1</sup>Refer to the section header on page 5 for a description of race/ethnicity changes.

**Table 1.6. Percent of Students in College Readiness Standards Score Ranges**



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# Section II

## Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

**Table 2.1. ACT Score Distributions, Cumulative Percentages (CP<sup>1</sup>), and Score Averages**

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	5	100	6	100	31	100	11	100	0	100	36
35	34	100	15	100	35	100	8	100	8	100	35
34	64	100	31	100	71	100	18	100	18	100	34
33	58	99	28	100	116	99	28	100	19	100	33
32	58	99	43	99	123	98	32	100	49	100	32
31	94	98	46	99	147	97	61	99	72	99	31
30	113	98	60	99	190	96	77	99	96	99	30
29	97	97	90	98	193	95	83	98	142	98	29
28	136	96	159	98	217	93	121	98	151	97	28
27	193	95	251	96	243	92	254	97	222	96	27
26	218	94	323	95	302	90	254	95	282	94	26
25	292	92	413	92	307	88	390	93	352	92	25
24	530	90	599	89	566	85	626	90	479	90	24
23	486	86	602	85	534	81	705	85	548	86	23
22	598	82	542	80	681	77	747	80	731	82	22
21	779	78	409	76	928	72	1,085	75	783	77	21
20	837	72	627	73	845	65	1,363	67	933	71	20
19	777	66	717	69	739	59	1,091	57	1,003	64	19
18	623	60	1,030	63	1,100	54	1,245	49	1,120	56	18
17	661	56	1,552	56	909	46	966	39	1,154	48	17
16	902	51	2,560	44	835	39	918	32	1,287	40	16
15	1,139	44	2,073	25	1,035	33	827	25	1,209	30	15
14	924	36	857	10	1,000	25	681	19	1,041	21	14
13	649	29	333	4	706	18	639	14	880	13	13
12	660	24	102	1	780	12	473	10	613	7	12
11	668	19	31	1	384	7	362	6	233	2	11
10	731	14	12	1	270	4	273	3	62	1	10
9	460	9	5	1	113	2	110	1	29	1	9
8	426	5	5	1	51	1	36	1	5	1	8
7	211	2	0	1	39	1	19	1	2	1	7
6	54	1	1	1	17	1	12	1	0	1	6
5	33	1	0	1	6	1	5	1	0	1	5
4	8	1	1	1	4	1	1	1	0	1	4
3	3	1	0	1	5	1	2	1	0	1	3
2	1	1	0	1	1	1	0	1	0	1	2
1	1	1	0	1	0	1	0	1	0	1	1
Avg (SD)	17.1 (5.9)		18.5 (4.2)		18.7 (5.6)		18.7 (4.7)		18.4 (4.6)		Avg (SD)

<sup>1</sup>CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

**Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP<sup>1</sup>), and Subtest Score Averages**

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	123	100	45	100	139	100	145	100	157	100	26	100	33	100	18
17	208	99	52	100	234	99	295	99	183	99	25	100	10	100	17
16	232	98	264	99	369	97	432	97	177	97	109	100	122	100	16
15	232	96	322	97	379	95	450	94	352	96	178	99	263	99	15
14	367	94	439	95	527	92	594	90	478	94	492	98	465	97	14
13	353	91	652	92	724	88	781	86	809	90	871	94	662	93	13
12	691	89	978	87	1,186	82	940	80	919	84	899	87	1,156	89	12
11	1,010	84	1,317	80	1,057	74	983	73	1,048	77	1,595	81	1,312	80	11
10	1,295	76	1,228	70	1,474	66	1,285	66	1,114	70	2,000	69	2,051	70	10
9	1,347	67	1,789	61	1,503	55	1,504	56	1,074	61	2,477	54	2,190	55	9
8	1,301	57	1,607	48	1,615	44	1,439	45	2,199	53	2,104	36	1,930	39	8
7	1,562	47	1,363	36	1,930	32	1,219	35	2,572	37	1,171	20	1,468	25	7
6	1,442	36	1,026	26	1,109	18	1,385	26	1,410	18	646	12	775	14	6
5	1,211	25	1,063	18	663	9	1,096	15	657	8	473	7	327	8	5
4	919	16	872	10	352	5	563	7	242	3	154	3	396	6	4
3	835	9	403	4	154	2	305	3	77	1	181	2	154	3	3
2	342	3	88	1	75	1	99	1	47	1	28	1	141	2	2
1	53	1	15	1	33	1	8	1	8	1	94	1	68	1	1
Avg (SD)	8.1 (3.6)		8.8 (3.2)		9.4 (3.3)		9.3 (3.6)		9.1 (3.1)		9.4 (2.6)		9.2 (2.8)		Avg (SD)

<sup>1</sup>CP is the cumulative percent of students at or below a score point.

**Table 2.3. ACT Score Quartile Values**

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	21	21	22	22	21
Q2 (50th Percentile)	16	17	18	19	18
Q1 (25th Percentile)	13	15	15	15	15

**Table 2.4. Average ACT Composite Scores for Race/Ethnicity<sup>1</sup> by Level of Preparation**

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More <sup>2</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
National	All Students	13,523	66	19.3	16.9
	Black/African American	0	.	.	.
	American Indian/Alaska Native	13,523	66	19.3	16.9
	White	0	.	.	.
	Hispanic/Latino	0	.	.	.
	Asian	0	.	.	.
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or more races	0	.	.	.
	Prefer not/No Response	0	.	.	.

<sup>1</sup>Refer to the section header on page 11 for a description of race/ethnicity changes.

<sup>2</sup>"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

**Table 2.5. Average ACT Scores by Race/Ethnicity<sup>1</sup>**

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
National	All Students	17.1	18.5	18.7	18.7	18.4
	Black/African American	.	.	.	.	.
	American Indian/Alaska Native	17.1	18.5	18.7	18.7	18.4
	White	.	.	.	.	.
	Hispanic/Latino	.	.	.	.	.
	Asian	.	.	.	.	.
	Native Hawaiian/Other Pac. Isl.	.	.	.	.	.
	Two or more races	.	.	.	.	.
	Prefer not/No Response	.	.	.	.	.

<sup>1</sup>Refer to the section header on page 11 for a description of race/ethnicity changes.



**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	%
National	33 to 36	161	1	80	1	253	2	65	0
	28 to 32	498	4	398	3	870	6	374	3
	24 to 27	1,233	9	1,586	12	1,418	10	1,524	11
	20 to 23	2,700	20	2,180	16	2,988	22	3,900	29
	16 to 19	2,963	22	5,859	43	3,583	26	4,220	31
	13 to 15	2,712	20	3,263	24	2,741	20	2,147	16
	01 to 12	3,256	24	157	1	1,670	12	1,293	10

**Table 2.7. Average ACT Scores by Gender**

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Males	6,056	45	16.7	18.9	18.6	19.1	18.4
	Females	7,461	55	17.4	18.1	18.8	18.4	18.3
	Missing	6	0	12.3	15.3	15.8	16.3	15.0

**Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender**

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
National	Males	42	27	34	18	13
	Females	46	21	35	12	9

**Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum**

Student Group	Curriculum Taken <sup>1</sup>	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % <sup>4</sup>	Avg
National	Core or More <sup>2</sup>	8,908	52	18.1	30	19.3	41	19.6	19	19.5	14	19.3
	Less than Core	3,839	32	15.4	12	17.1	24	17.3	7	17.3	4	16.9
	Missing <sup>3</sup>	776	19	13.3	8	16.2	14	15.4	5	15.9	3	15.3

<sup>1</sup> "Curriculum Taken" reflects overall high school curriculum in this table.

<sup>2</sup> "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

<sup>3</sup> Zero years or no coursework information reported in one or more content areas.

<sup>4</sup> Composite CRB% results reflect students who meet all four subject-area benchmarks.

**Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum**

Student Group	Curriculum Taken <sup>1</sup>	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
National	Core or More <sup>2</sup>	12,185	47	17.4	11,822	26	18.8	11,642	37	19.1	10,180	17	19.2
	Less than Core	662	26	14.5	980	3	15.7	1,179	21	16.9	2,624	6	17.2
	Missing <sup>3</sup>	676	19	13.3	721	8	16.2	702	14	15.4	719	5	16.0

<sup>1</sup> "Curriculum Taken" reflects content-specific curriculum in this table.

<sup>2</sup> "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

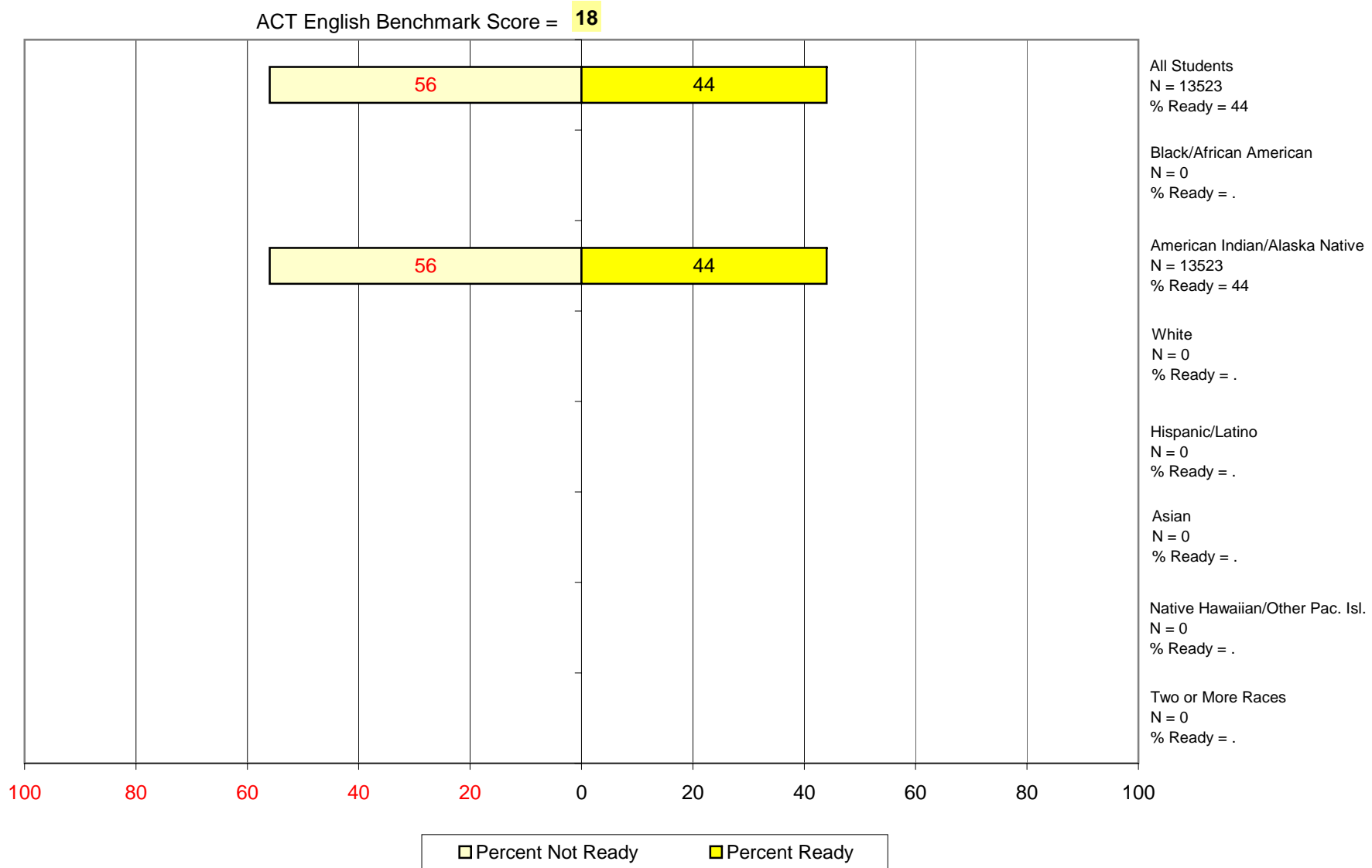
<sup>3</sup> Zero years or no coursework information reported in the specified content area.

# Section III

## College Readiness and the Impact of Course Rigor

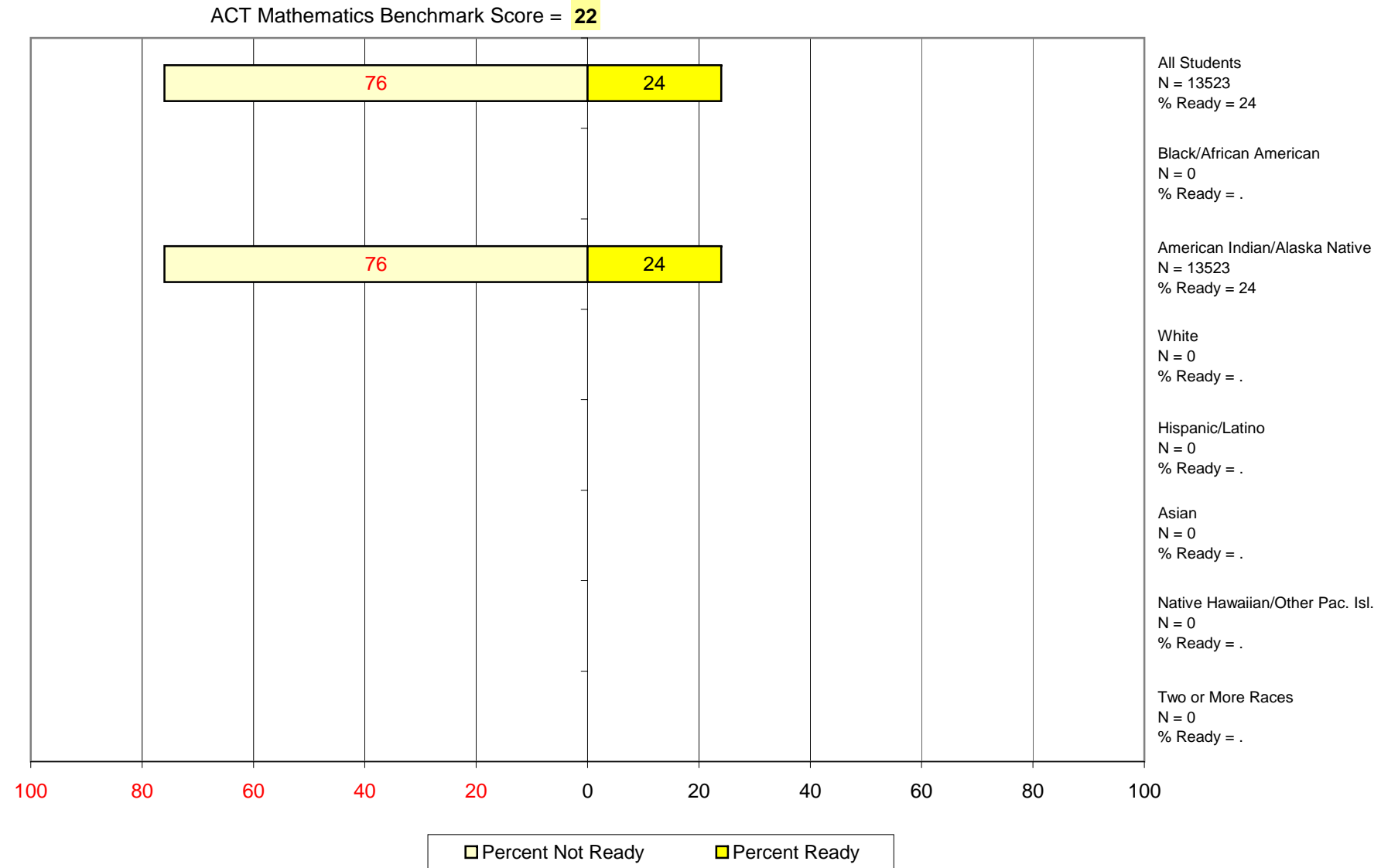
Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

**Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: ENGLISH**



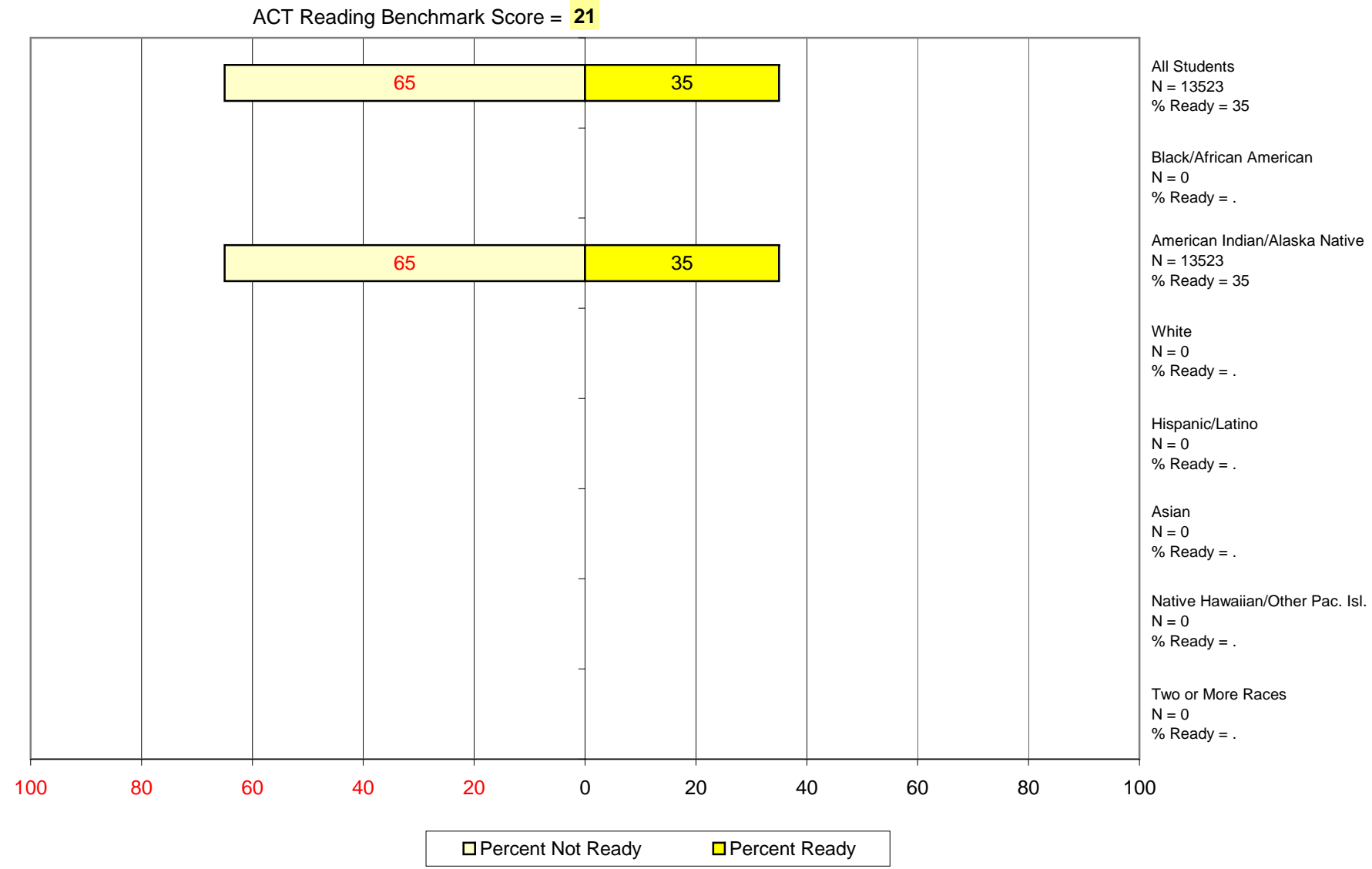
<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: MATHEMATICS



<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

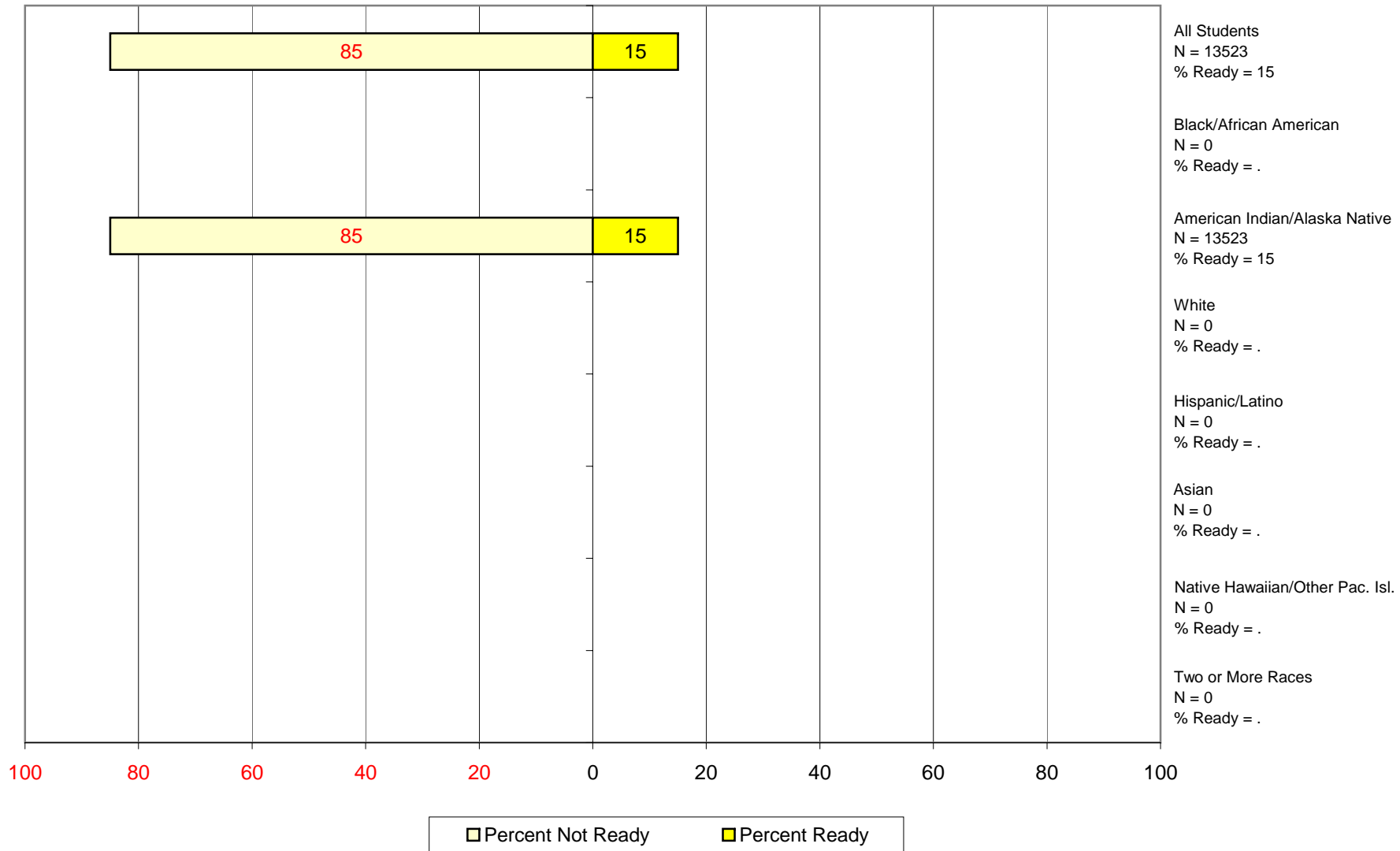
**Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: READING**



<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

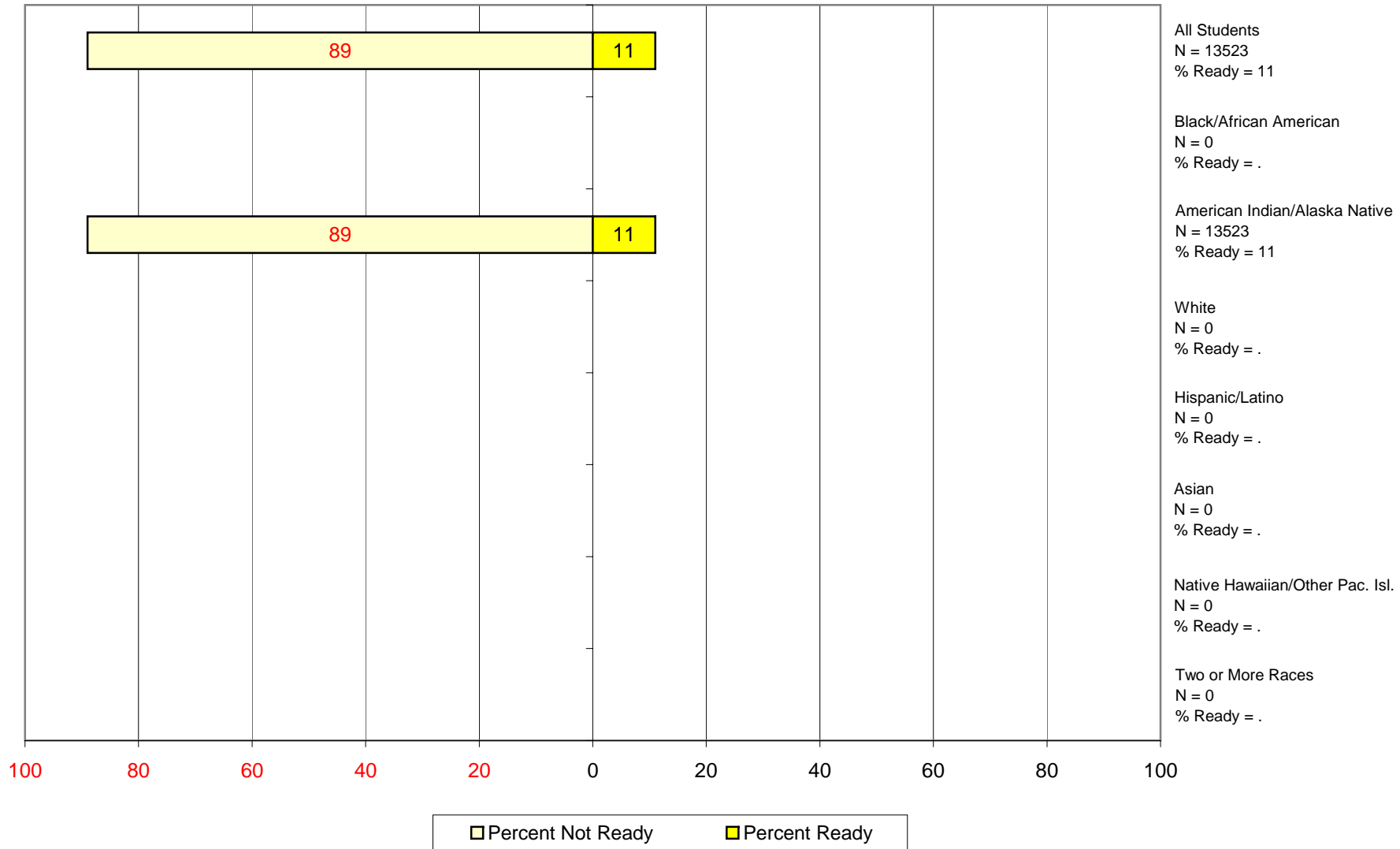
**Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: SCIENCE**

ACT Science Benchmark Score = **24**



<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.

**Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: ALL FOUR**



<sup>1</sup>Refer to the section header on page 17 for a description of race/ethnicity changes.



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

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>
<b>ENGLISH COURSE PATTERN</b>												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,849	21	18.2	3.7	1,213	20	17.8	3.5	1,634	22	18.6	3.9
Eng 9, Eng 10, Eng 11, Eng 12	9,336	69	17.2	2.7	4,147	68	16.9	2.6	5,189	70	17.4	2.7
Less than 4 years of English	662	5	14.5	-	357	6	14.3	-	304	4	14.7	-
Zero years / no English courses reported	676	5	13.3	-	339	6	13.2	-	334	4	13.4	-
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	624	5	20.5	4.8	280	5	21.1	5.1	342	5	20.0	4.5
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	755	6	20.6	4.9	292	5	21.3	5.3	463	6	20.1	4.6
Alg 1, Alg 2, Geom, & Trig	979	7	18.2	2.5	384	6	18.6	2.6	595	8	18.0	2.5
Alg 1, Alg 2, Geom, & Other Adv Math	1,837	14	18.6	2.9	736	12	18.8	2.8	1,101	15	18.5	3.0
Other comb of 4 or more years of Math	3,871	29	20.5	4.8	1,846	30	21.2	5.2	2,025	27	19.9	4.4
Alg 1, Alg 2, & Geom	2,911	22	16.6	0.9	1,282	21	16.8	0.8	1,628	22	16.4	0.9
Other comb of 3 or 3.5 years of Math	845	6	17.5	1.8	373	6	17.6	1.6	472	6	17.5	2.0
Less than 3 years of Math	980	7	15.7	-	502	8	16.0	-	478	6	15.5	-
Zero years / no Math courses reported	721	5	16.2	-	361	6	16.7	-	357	5	15.8	-
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	572	4	18.7	1.8	269	4	18.4	1.7	303	4	19.0	1.9
Other comb of 4 or more years Social Science	6,879	51	19.5	2.6	3,004	50	19.5	2.8	3,873	52	19.5	2.4
US Hist, World Hist, & Am Gov	892	7	17.8	0.9	408	7	17.6	0.9	484	6	17.9	0.8
Other comb of 3 or 3.5 years of Social Science	3,299	24	18.7	1.8	1,442	24	18.5	1.8	1,857	25	18.8	1.7
Less than 3 years of Social Science	1,179	9	16.9	-	582	10	16.7	-	597	8	17.1	-
Zero years / no Social Science courses reported	702	5	15.4	-	351	6	15.6	-	347	5	15.2	-
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>2</sup> , Bio, Chem, & Phys	5,022	37	19.6	2.4	2,367	39	20.3	3.1	2,653	36	19.1	1.8
Bio, Chem, Phys	538	4	21.3	4.1	234	4	22.4	5.2	304	4	20.5	3.2
Gen Sci <sup>2</sup> , Bio, Chem	4,099	30	18.6	1.4	1,648	27	18.9	1.7	2,451	33	18.5	1.2
Other comb of 3 years of Natural Science	521	4	17.8	0.6	273	5	18.2	1.0	248	3	17.4	0.1
Less than 3 years of Natural Science	2,624	19	17.2	-	1,175	19	17.2	-	1,449	19	17.3	-
Zero years / no Natural Science courses reported	719	5	16.0	-	359	6	16.4	-	356	5	15.5	-

<sup>1</sup>Course value added is defined as the average ACT score change compared to course sequences in which students took less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

<sup>2</sup>Includes General, Physical and Earth Sciences.

**Table 3.2. College Readiness Percents by Common Course Patterns**

Course Pattern	National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
<b>ENGLISH COURSE PATTERN</b>				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,849	21	18.2	53
Eng 9, Eng 10, Eng 11, Eng 12	9,336	69	17.2	45
Less than 4 years of English	662	5	14.5	26
Zero years / no English courses reported	676	5	13.3	19
<b>MATHEMATICS COURSE PATTERN</b>				
Alg 1, Alg 2, Geom, Trig, & Calc	624	5	20.5	41
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	755	6	20.6	45
Alg 1, Alg 2, Geom, & Trig	979	7	18.2	19
Alg 1, Alg 2, Geom, & Other Adv Math	1,837	14	18.6	24
Other comb of 4 or more years of Math	3,871	29	20.5	42
Alg 1, Alg 2, & Geom	2,911	22	16.6	6
Other comb of 3 or 3.5 years of Math	845	6	17.5	14
Less than 3 years of Math	980	7	15.7	3
Zero years / no Math courses reported	721	5	16.2	8
<b>SOCIAL SCIENCE COURSE PATTERN</b>				
US Hist, World Hist, Am Gov, & Other Hist	572	4	18.7	36
Other comb of 4 or more years Social Science	6,879	51	19.5	40
US Hist, World Hist, & Am Gov	892	7	17.8	27
Other comb of 3 or 3.5 years of Social Science	3,299	24	18.7	34
Less than 3 years of Social Science	1,179	9	16.9	21
Zero years / no Social Science courses reported	702	5	15.4	14
<b>NATURAL SCIENCE COURSE PATTERN</b>				
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	5,022	37	19.6	21
Bio, Chem, Phys	538	4	21.3	34
Gen Sci <sup>1</sup> , Bio, Chem	4,099	30	18.6	12
Other comb of 3 years of Natural Science	521	4	17.8	10
Less than 3 years of Natural Science	2,624	19	17.2	6
Zero years / no Natural Science courses reported	719	5	16.0	5

<sup>1</sup>Includes General, Physical and Earth Sciences.

# Section IV

## Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

**Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans**

Planned Educational Major <sup>1</sup>	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N <sup>2</sup>	Percent <sup>3</sup>	Avg ACT Comp	N	Percent <sup>3</sup>	Avg ACT Comp	N	Percent <sup>3</sup>	Avg ACT Comp
Agriculture & Natural Resources Conservation	327	2	17.2	49	4	15.4	259	2	17.7
Architecture	188	1	18.0	21	2	14.0	155	1	18.8
Area, Ethnic, & Multidisciplinary Studies	40	0	18.5	8	1	15.6	31	0	19.4
Arts: Visual & Performing	988	7	17.9	126	9	15.8	765	7	18.5
Business	942	7	18.7	110	8	16.0	773	7	19.1
Communications	187	1	20.2	9	1	17.0	166	2	20.5
Community, Family, & Personal Services	446	3	16.5	91	7	15.2	320	3	17.0
Computer Science & Mathematics	256	2	20.4	27	2	16.6	208	2	21.0
Education	685	5	18.0	47	4	14.5	606	6	18.3
Engineering	790	6	19.7	76	6	14.9	668	6	20.4
Engineering Technology & Drafting	250	2	17.5	51	4	14.2	184	2	18.6
English & Foreign Languages	127	1	21.6	7	1	15.1	112	1	22.0
Health Administration & Assisting	652	5	16.4	84	6	15.0	525	5	16.6
Health Sciences & Technologies	2,813	21	18.9	174	13	16.0	2,508	24	19.1
Philosophy, Religion, & Theology	71	1	19.9	6	0	17.7	57	1	20.3
Repair, Production, & Construction	324	2	15.7	144	11	15.0	143	1	16.4
Sciences: Biological & Physical	630	5	20.9	23	2	16.4	574	5	21.1
Social Sciences & Law	966	7	19.1	42	3	15.2	871	8	19.2
Undecided	1,980	15	18.5	186	14	15.2	1,496	14	19.2
No Response	829	6	15.9	46	3	14.5	111	1	16.8

<sup>1</sup>Refer to the section header on page 25 for a description of educational major changes.

<sup>2</sup>2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

<sup>3</sup>Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

**Table 4.2. Average ACT Composite Scores for Racial/Ethnic<sup>1</sup> Groups by Post-Secondary Educational Aspirations**

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	350	15.3	0	.	350	15.3	0	.	0	.
2-yr College Degree	990	15.4	0	.	990	15.4	0	.	0	.
Bachelors Degree	6,430	18.0	0	.	6,430	18.0	0	.	0	.
Graduate Study	1,379	20.9	0	.	1,379	20.9	0	.	0	.
Prof. Level Degree	2,738	20.5	0	.	2,738	20.5	0	.	0	.
Other	365	15.7	0	.	365	15.7	0	.	0	.
No Response	1,271	16.8	0	.	1,271	16.8	0	.	0	.

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	350	15.3	0	.	0	.	0	.	0	.
2-yr College Degree	990	15.4	0	.	0	.	0	.	0	.
Bachelors Degree	6,430	18.0	0	.	0	.	0	.	0	.
Graduate Study	1,379	20.9	0	.	0	.	0	.	0	.
Prof. Level Degree	2,738	20.5	0	.	0	.	0	.	0	.
Other	365	15.7	0	.	0	.	0	.	0	.
No Response	1,271	16.8	0	.	0	.	0	.	0	.

<sup>1</sup>Refer to the section header on page 25 for a description of race/ethnicity changes.

**Table 4.3. Students' Score Report Preferences at Time of Testing (table omitted for this report)**

# Section V

## Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

**Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity<sup>1</sup> and Gender for students who took ACT Writing**

	N National	Average ACT Scores		
		English National	Writing National	English/Writing Combined National
<b>All Students</b>	<b>5,233</b>	<b>17.8</b>	<b>6.5</b>	<b>17.5</b>
Black/African American	0	.	.	.
American Indian/Alaska Native	5,233	17.8	6.5	17.5
White	0	.	.	.
Hispanic/Latino	0	.	.	.
Asian	0	.	.	.
Native Hawaiian/Other Pac. Isl.	0	.	.	.
Two or more races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	2,268	17.5	6.2	17.0
Females	2,962	18.1	6.7	18.0
Missing	3	14.7	5.0	13.7

<sup>1</sup>Refer to the section header on page 29 for a description of race/ethnicity changes.





