

ACT Profile Report - National

Graduating Class 2012 - Native Hawaiian/Other Pacific Islander 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.

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

17% 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: 4,545 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. 74% 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 5% of the cohort took less than three years of math courses. Of these students, 6% were college ready. 16% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 12% of these students were college ready. In comparison, 49% 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 12% of the cohort took less than three years of natural science courses. 11% of these students were college ready. In comparison, 23% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 52% 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.

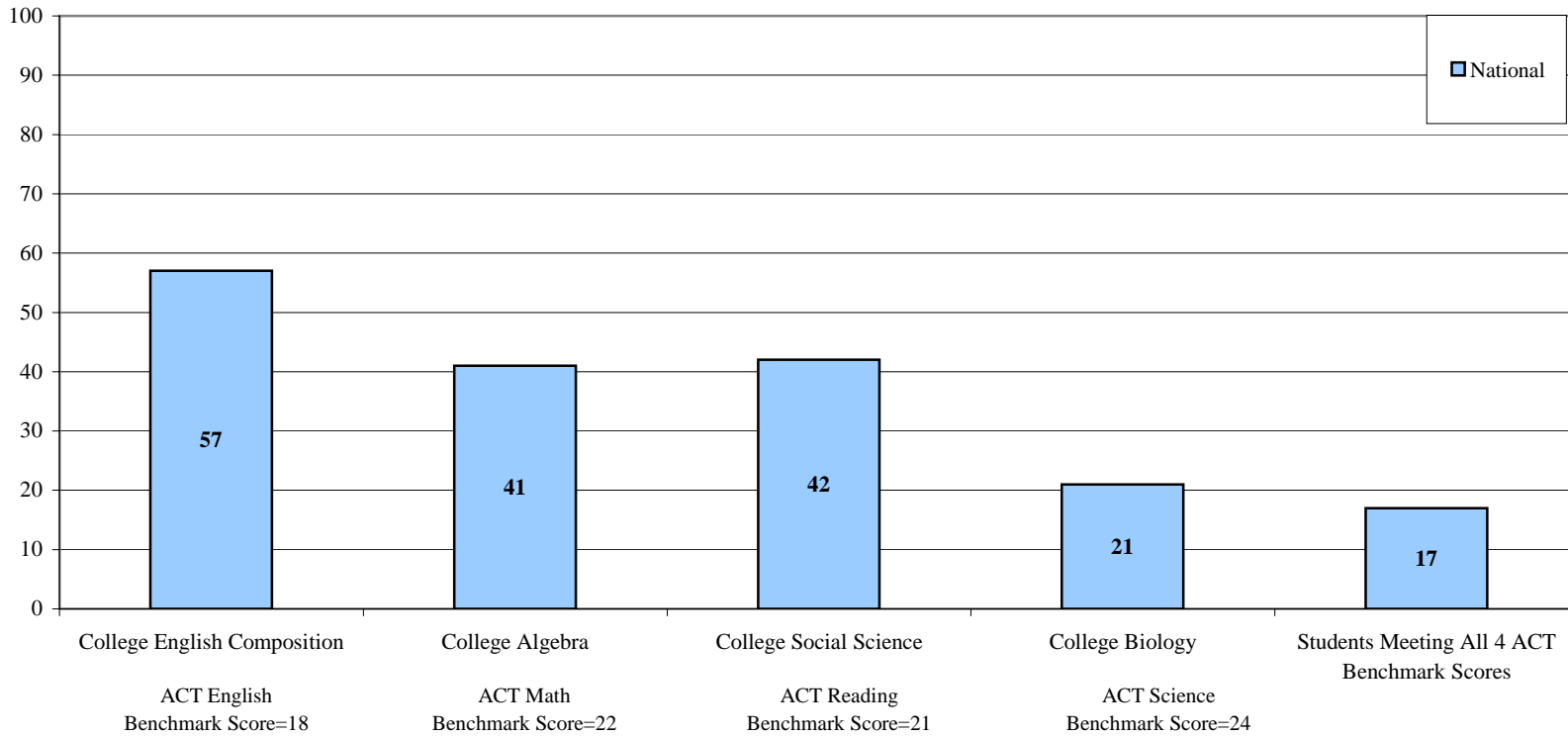
Section I

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	0	.	.	.	.	.
2009	0	.	.	.	.	.
2010	0	.	.	.	.	.
2011	2,244	55	36	39	19	15
2012	4,545	57	41	42	21	17

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	0	.	.	.	.	.
2009	0	.	.	.	.	.
2010	0	.	.	.	.	.
2011	2,244	18.6	19.9	19.4	19.5	19.5
2012	4,545	18.9	20.4	19.8	19.7	19.8

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	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	0	0	.	.	.	.	.	.	.	.	.	.	.	.
2009	0	0	.	.	.	.	.	.	.	.	.	.	.	.
2010	0	0	.	.	.	.	.	.	.	.	.	.	.	.
2011	1,751	442	78	20	19.2	16.6	20.4	18.1	19.8	17.9	19.9	17.8	20.0	17.8
2012	3,363	1,029	74	23	19.6	17.2	21.0	18.6	20.3	18.5	20.3	18.3	20.4	18.3

¹"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.

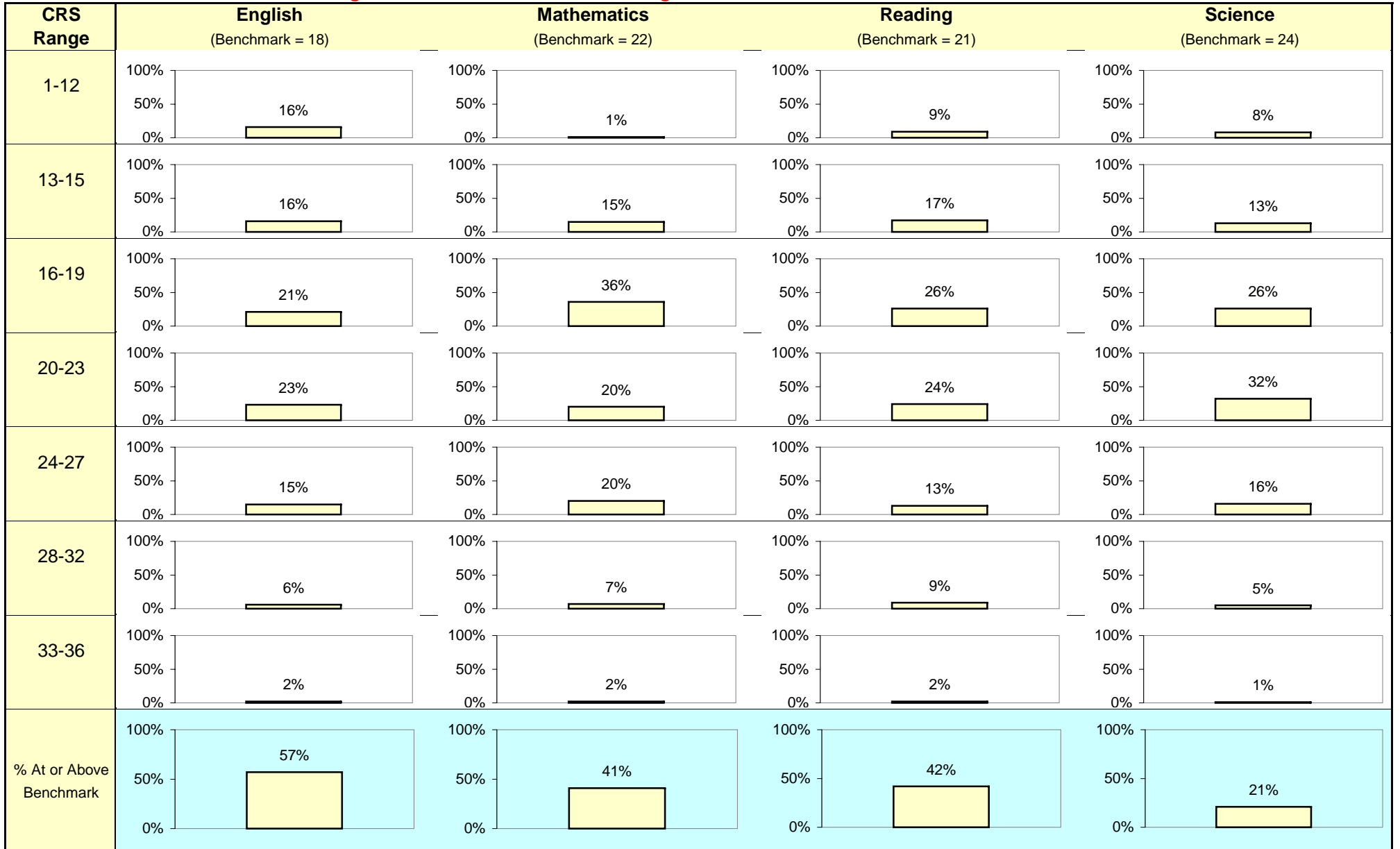
²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2008			2009			2010			2011			2012		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	0	.	.	0	.	.	0	.	.	2,244	100	19.5	4,545	100	19.8
Black/African American	0	.	.	0	.	.	0	.	.	0	0	.	0	0	.
American Indian/Alaska Native	0	.	.	0	.	.	0	.	.	0	0	.	0	0	.
White	0	.	.	0	.	.	0	.	.	0	0	.	0	0	.
Hispanic/Latino	0	.	.	0	.	.	0	.	.	0	0	.	0	0	.
Asian	0	.	.	0	.	.	0	.	.	0	0	.	0	0	.
Native Hawaiian/Other Pacific Islander	0	.	.	0	.	.	0	.	.	2,244	100	19.5	4,545	100	19.8
Two or more races	0	.	.	0	.	.	0	.	.	0	0	.	0	0	.
Prefer not to respond/No response	0	.	.	0	.	.	0	.	.	0	0	.	0	0	.

¹Refer 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 (CP¹), and Score Averages

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	4	100	8	100	12	100	6	100	2	100	36
35	26	100	18	100	15	100	9	100	3	100	35
34	32	99	26	99	32	99	6	100	8	100	34
33	30	99	32	99	52	99	14	100	23	100	33
32	45	98	32	98	56	98	34	99	31	99	32
31	40	97	36	97	67	96	27	98	50	99	31
30	66	96	42	97	84	95	47	98	52	97	30
29	71	95	73	96	103	93	40	97	59	96	29
28	68	93	118	94	92	91	59	96	100	95	28
27	110	92	157	92	107	89	114	95	115	93	27
26	130	89	221	88	133	86	121	92	172	90	26
25	175	86	238	83	126	83	207	90	193	86	25
24	252	82	299	78	235	81	286	85	224	82	24
23	216	77	284	71	236	75	299	79	282	77	23
22	228	72	257	65	243	70	322	72	306	71	22
21	305	67	153	59	313	65	379	65	292	64	21
20	314	60	227	56	288	58	456	57	334	58	20
19	268	54	269	51	269	52	321	47	327	51	19
18	209	48	292	45	396	46	390	40	340	43	18
17	212	43	420	39	267	37	234	31	350	36	17
16	286	38	633	30	242	31	240	26	298	28	16
15	319	32	442	16	324	26	235	21	308	22	15
14	236	25	174	6	257	19	189	15	281	15	14
13	189	20	63	2	201	13	160	11	212	9	13
12	164	16	11	1	193	9	139	8	124	4	12
11	149	12	16	1	91	4	100	5	46	1	11
10	162	9	3	1	67	2	74	2	7	1	10
9	105	5	1	1	24	1	21	1	2	1	9
8	82	3	0	1	8	1	9	1	3	1	8
7	35	1	0	1	6	1	3	1	1	1	7
6	10	1	0	1	2	1	1	1	0	1	6
5	6	1	0	1	0	1	2	1	0	1	5
4	1	1	0	1	1	1	1	1	0	1	4
3	0	1	0	1	3	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)	18.9 (6.1)		20.4 (4.9)		19.8 (5.7)		19.7 (4.9)		19.8 (4.9)		Avg (SD)

¹CP 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 (CP¹), 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	92	100	28	100	59	100	63	100	111	100	31	100	45	100	18
17	121	98	30	99	124	99	137	99	145	98	11	99	7	99	17
16	156	95	127	99	159	96	179	96	117	94	108	99	87	99	16
15	128	92	156	96	157	92	195	92	198	92	138	97	203	97	15
14	267	89	243	92	246	89	282	87	270	87	334	94	323	92	14
13	160	83	311	87	318	84	292	81	404	81	506	86	337	85	13
12	309	80	421	80	460	77	352	75	425	73	398	75	550	78	12
11	372	73	532	71	376	66	345	67	410	63	666	66	505	66	11
10	514	65	443	59	499	58	443	59	403	54	667	52	699	55	10
9	435	53	584	50	456	47	512	50	328	45	606	37	554	39	9
8	451	44	451	37	509	37	479	38	615	38	480	24	472	27	8
7	424	34	398	27	591	26	332	28	610	25	279	13	366	17	7
6	369	25	261	18	278	13	418	21	314	11	123	7	163	9	6
5	319	16	233	12	171	7	278	11	122	4	93	4	83	5	5
4	225	9	220	7	84	3	146	5	44	2	42	2	88	3	4
3	142	4	87	2	35	1	62	2	18	1	40	1	27	1	3
2	56	1	17	1	16	1	28	1	10	1	7	1	27	1	2
1	5	1	3	1	7	1	2	1	1	1	16	1	9	1	1
Avg (SD)	9.4 (3.8)		9.6 (3.3)		10.0 (3.4)		9.9 (3.6)		10.3 (3.4)		10.4 (2.8)		10.3 (2.9)		Avg (SD)

¹CP 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)	23	24	23	23	23
Q2 (50th Percentile)	19	19	19	20	19
Q1 (25th Percentile)	14	16	15	16	16

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
National	All Students	4,545	74	20.4	18.3
	Black/African American	0	.	.	.
	American Indian/Alaska Native	0	.	.	.
	White	0	.	.	.
	Hispanic/Latino	0	.	.	.
	Asian	0	.	.	.
	Native Hawaiian/Other Pac. Isl.	4,545	74	20.4	18.3
	Two or more races	0	.	.	.
	Prefer not/No Response	0	.	.	.

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

²"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/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
National	All Students	18.9	20.4	19.8	19.7	19.8
	Black/African American	.	.	.	.	.
	American Indian/Alaska Native	.	.	.	.	.
	White	.	.	.	.	.
	Hispanic/Latino	.	.	.	.	.
	Asian	.	.	.	.	.
	Native Hawaiian/Other Pac. Isl.	18.9	20.4	19.8	19.7	19.8
	Two or more races	.	.	.	.	.
	Prefer not/No Response	.	.	.	.	.

¹Refer 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	92	2	84	2	111	2	35	1
	28 to 32	290	6	301	7	402	9	207	5
	24 to 27	667	15	915	20	601	13	728	16
	20 to 23	1,063	23	921	20	1,080	24	1,456	32
	16 to 19	975	21	1,614	36	1,174	26	1,185	26
	13 to 15	744	16	679	15	782	17	584	13
	01 to 12	714	16	31	1	395	9	350	8

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
National	Males	2,216	49	18.4	20.7	19.5	20.1	19.8
	Females	2,325	51	19.4	20.1	20.1	19.4	19.8
	Missing	4	0	10.8	15.0	14.3	14.0	13.8

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	53	43	40	25	19
	Females	60	38	44	18	16

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

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
National	Core or More ²	3,363	62	19.6	46	21.0	46	20.3	24	20.3	20	20.4
	Less than Core	1,029	45	17.2	25	18.6	32	18.5	13	18.3	10	18.3
	Missing ³	153	31	15.7	19	17.9	21	17.1	12	17.7	8	17.2

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "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.

³ Zero years or no coursework information reported in one or more content areas.

⁴ 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 ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
National	Core or More ²	4,195	59	19.2	4,190	43	20.7	3,928	44	20.1	3,871	23	20.1
	Less than Core	219	34	15.6	219	6	16.0	475	31	18.2	533	11	17.7
	Missing ³	131	34	16.1	136	21	18.0	142	21	17.1	141	13	17.9

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "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.

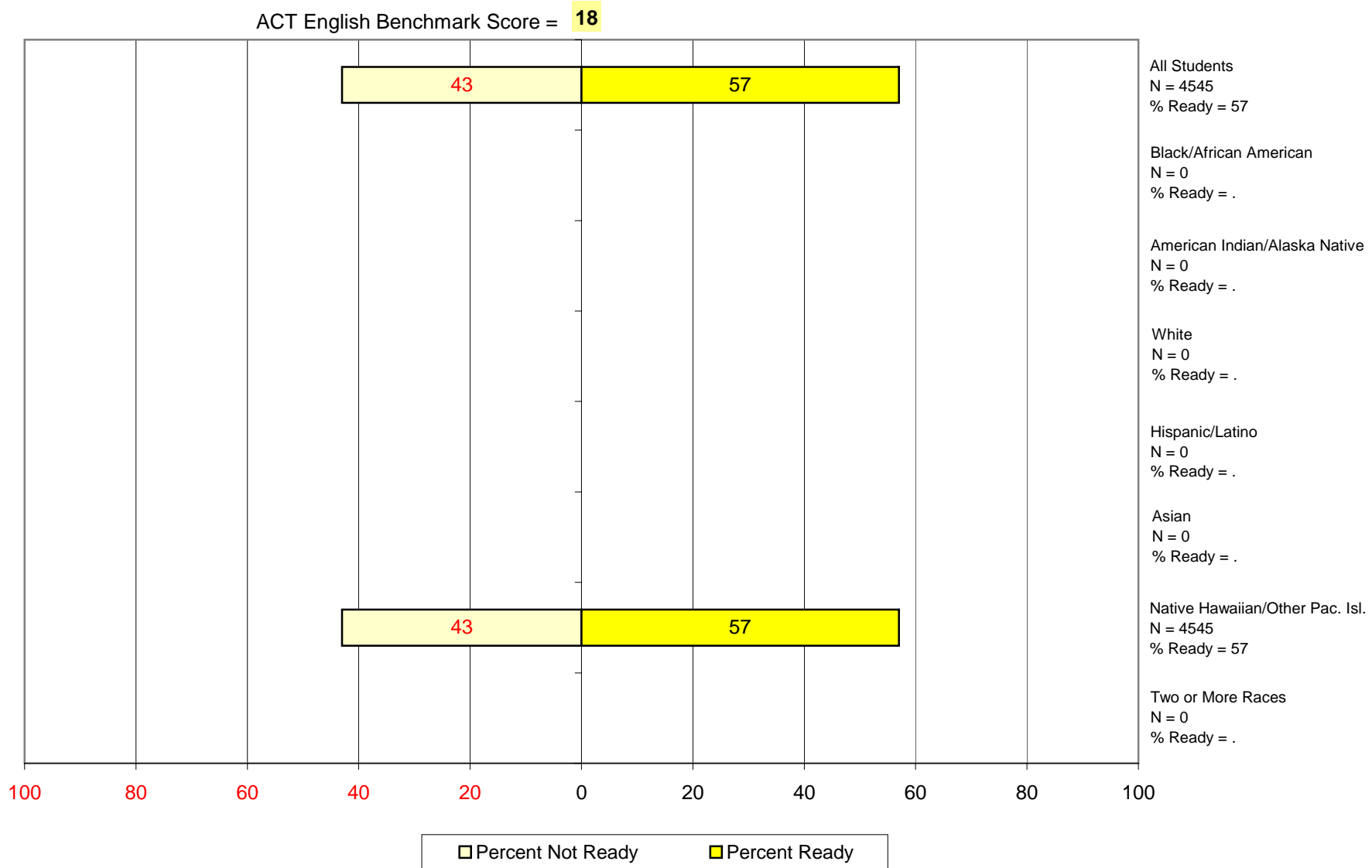
³ Zero years or no coursework information reported in the specified content area.

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.

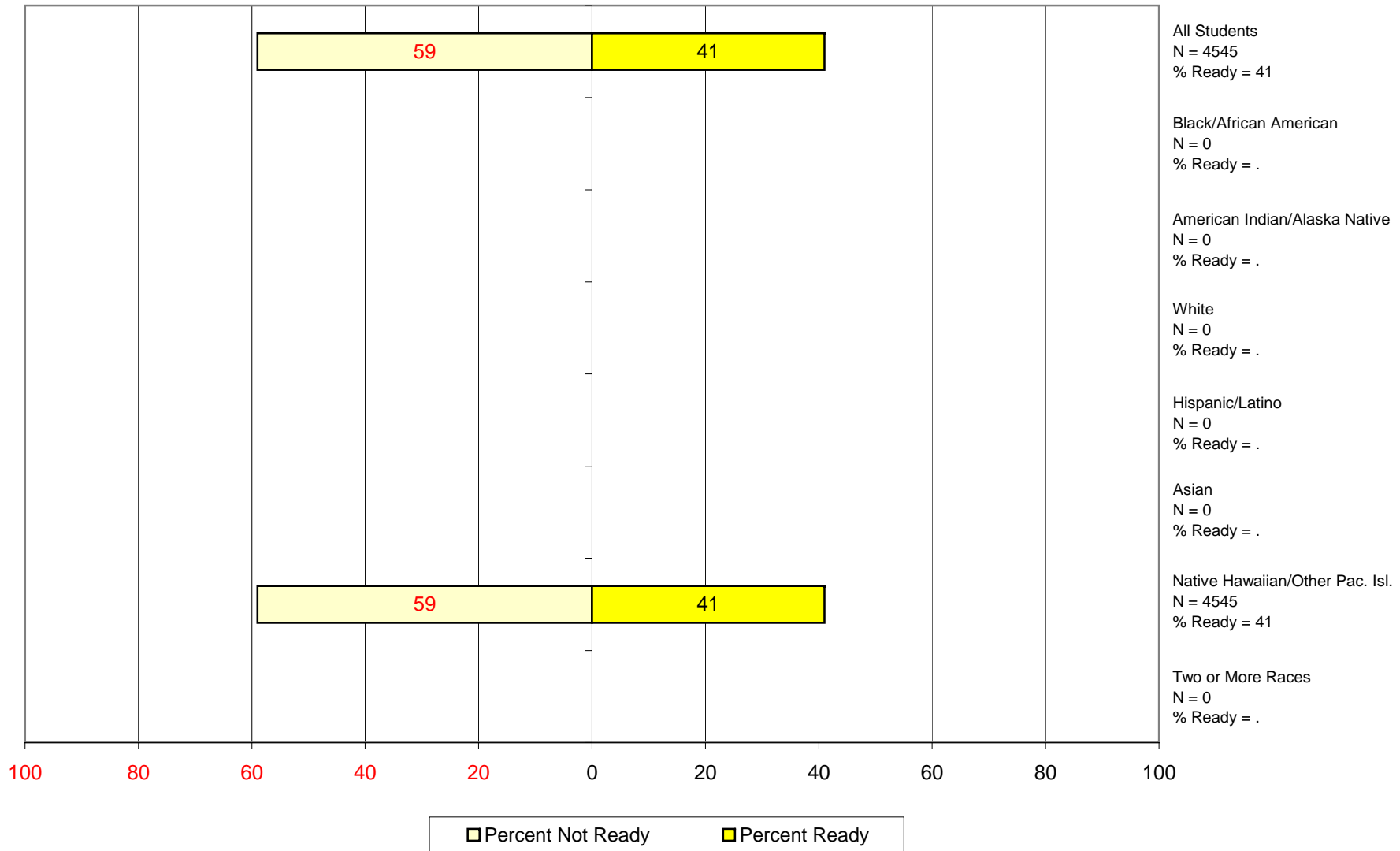
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



¹Refer 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/Ethnicity¹: MATHEMATICS

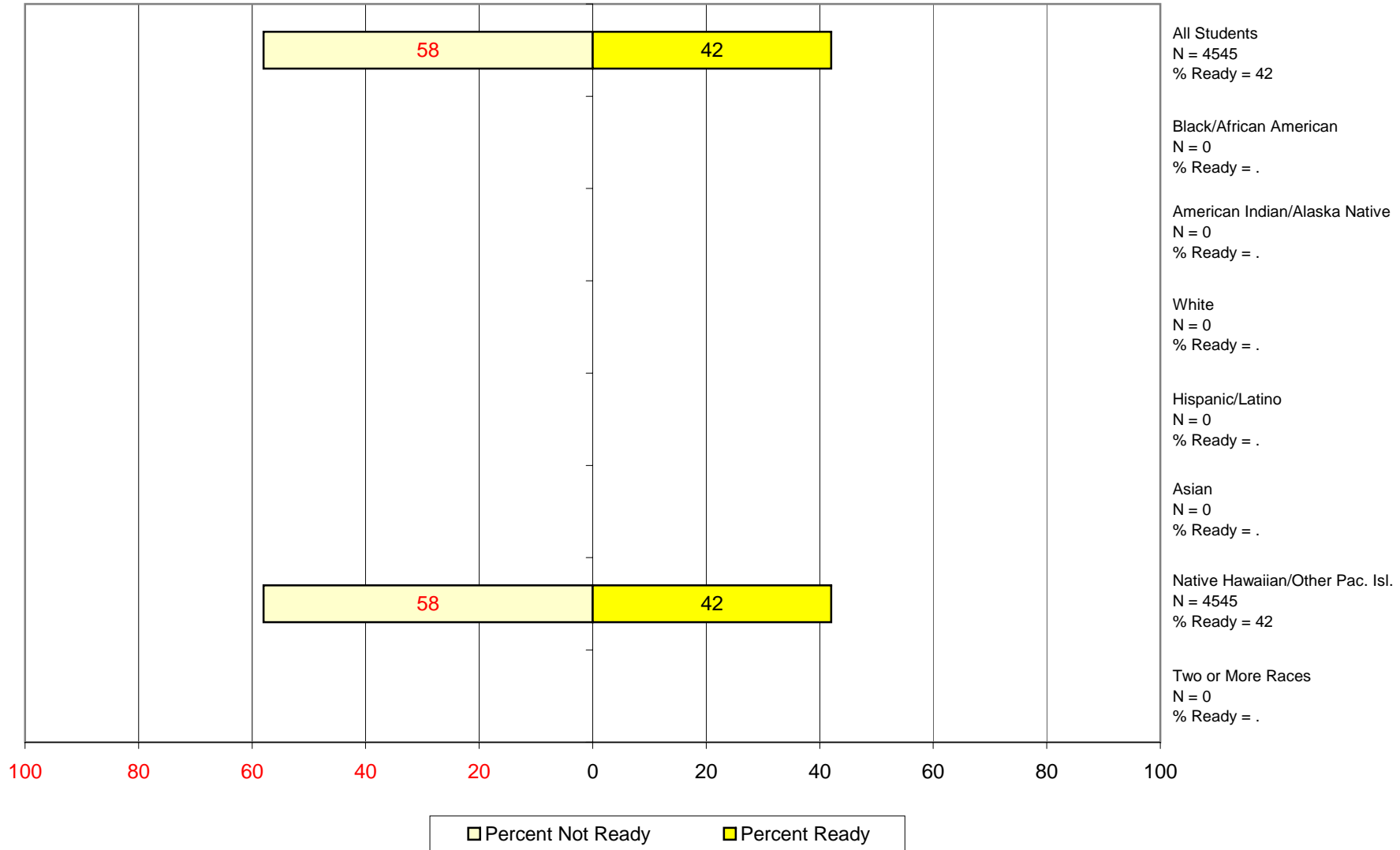
ACT Mathematics Benchmark Score = **22**



¹Refer 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/Ethnicity¹: READING

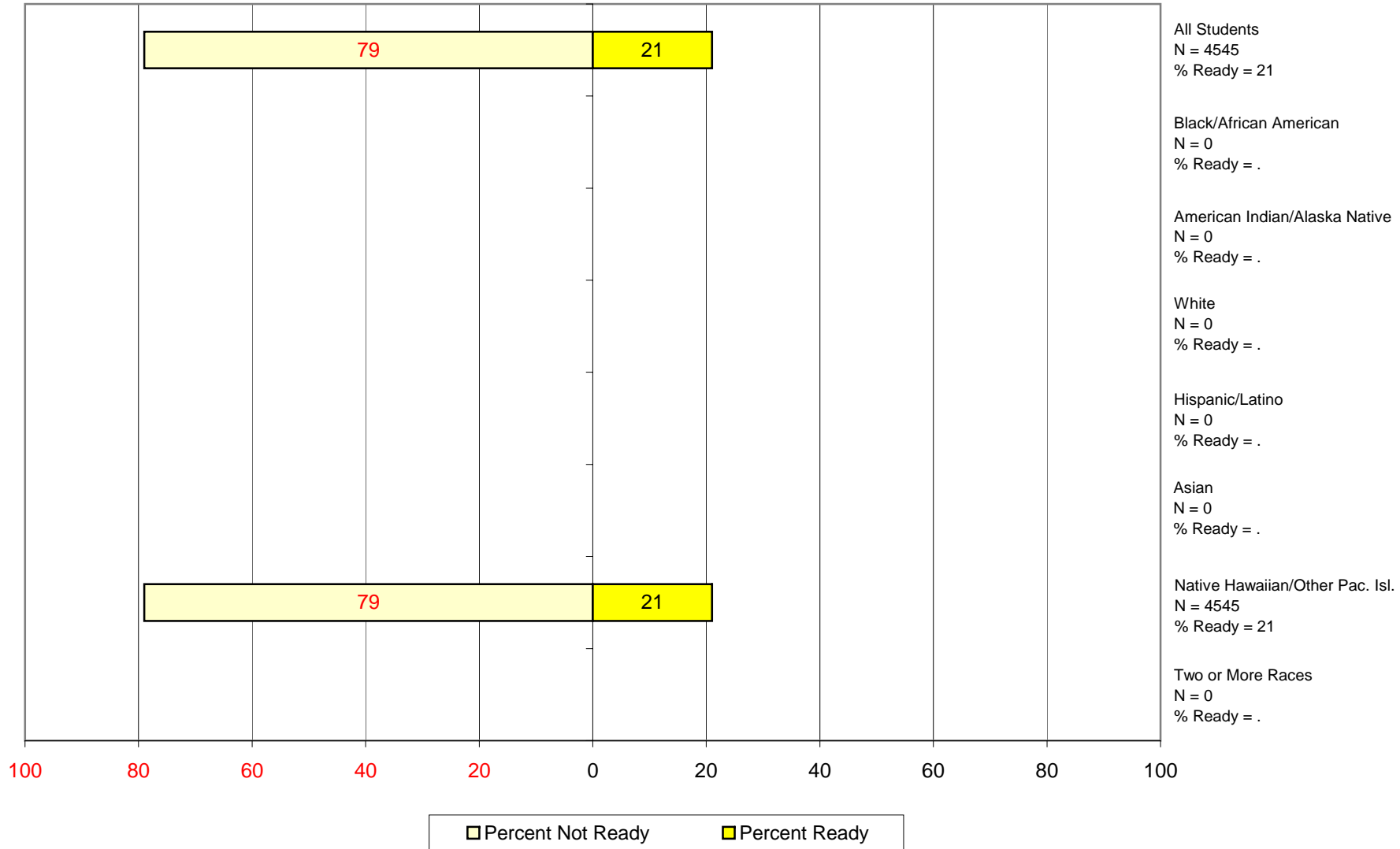
ACT Reading Benchmark Score = **21**



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

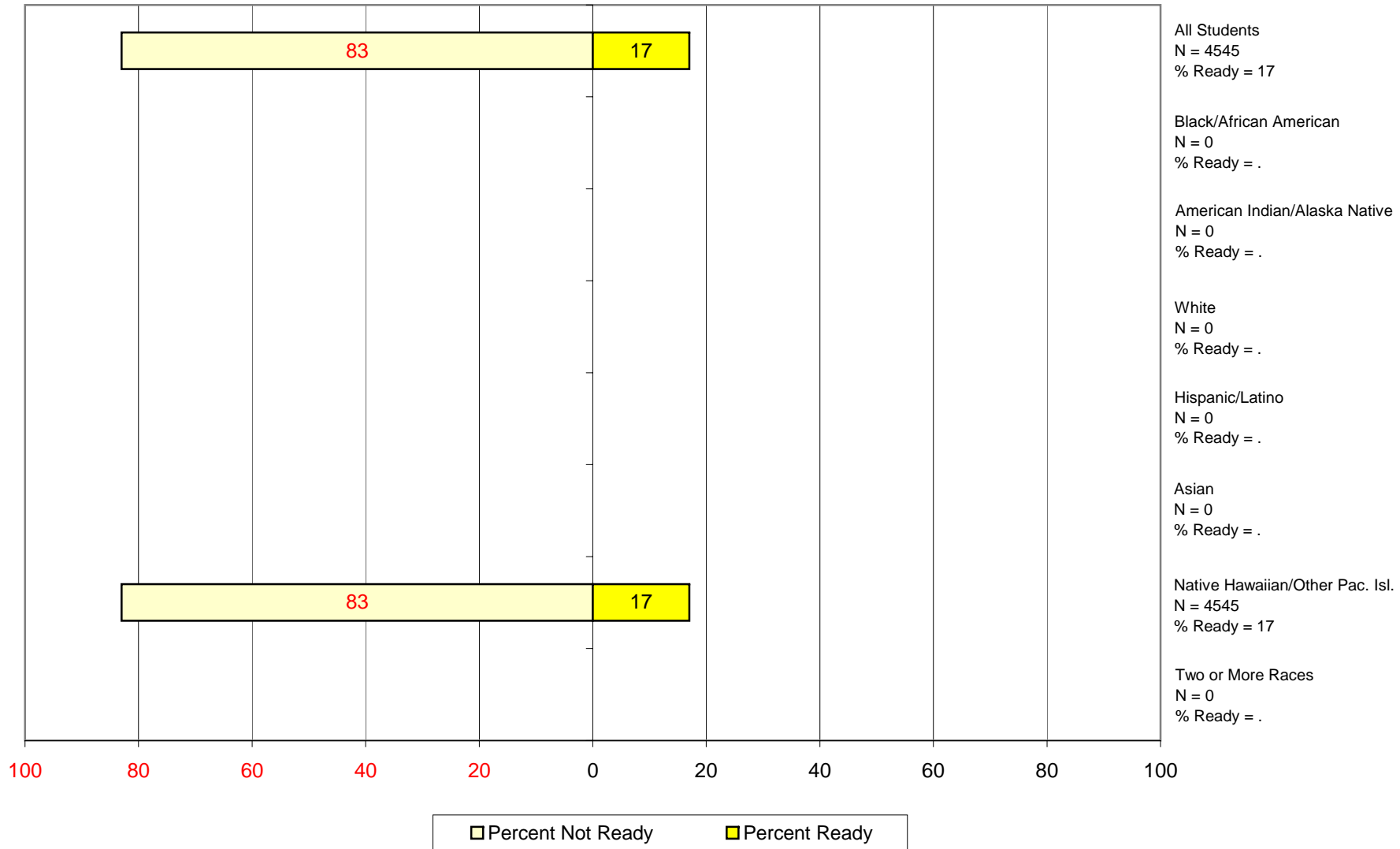
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE

ACT Science Benchmark Score = **24**



¹Refer 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/Ethnicity¹: ALL FOUR



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

Graduating Class 2012

Code 999999

Native Hawaiian/Other Pacific Islander Students

National

Total Students in Report: 4,545

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 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	977	21	19.6	4.0	466	21	19.1	3.6	511	22	20.0	4.0
Eng 9, Eng 10, Eng 11, Eng 12	3,218	71	19.0	3.4	1,546	70	18.6	3.1	1,672	72	19.5	3.5
Less than 4 years of English	219	5	15.6	-	120	5	15.5	-	95	4	16.0	-
Zero years / no English courses reported	131	3	16.1	-	84	4	16.1	-	47	2	16.0	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	304	7	22.6	6.6	138	6	23.1	7.1	166	7	22.1	6.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	400	9	21.6	5.6	160	7	22.3	6.3	240	10	21.2	5.1
Alg 1, Alg 2, Geom, & Trig	323	7	19.5	3.5	151	7	19.5	3.5	172	7	19.4	3.3
Alg 1, Alg 2, Geom, & Other Adv Math	636	14	19.5	3.5	260	12	19.5	3.5	375	16	19.4	3.3
Other comb of 4 or more years of Math	1,573	35	22.6	6.6	824	37	23.2	7.2	749	32	22.0	5.9
Alg 1, Alg 2, & Geom	721	16	17.2	1.2	351	16	17.2	1.2	370	16	17.1	1.0
Other comb of 3 or 3.5 years of Math	233	5	19.4	3.4	125	6	19.3	3.3	107	5	19.5	3.4
Less than 3 years of Math	219	5	16.0	-	118	5	16.0	-	99	4	16.1	-
Zero years / no Math courses reported	136	3	18.0	-	89	4	18.3	-	47	2	17.4	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	115	3	20.7	2.5	61	3	20.0	2.0	54	2	21.5	3.0
Other comb of 4 or more years Social Science	2,326	51	20.4	2.2	1,109	50	20.2	2.2	1,216	52	20.6	2.1
US Hist, World Hist, & Am Gov	188	4	18.7	0.5	97	4	18.7	0.7	91	4	18.8	0.3
Other comb of 3 or 3.5 years of Social Science	1,299	29	19.7	1.5	595	27	19.6	1.6	703	30	19.9	1.4
Less than 3 years of Social Science	475	10	18.2	-	262	12	18.0	-	211	9	18.5	-
Zero years / no Social Science courses reported	142	3	17.1	-	92	4	16.9	-	50	2	17.4	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,028	45	20.5	2.8	1,024	46	21.1	3.6	1,004	43	19.9	2.1
Bio, Chem, Phys	511	11	21.7	4.0	246	11	22.2	4.7	265	11	21.3	3.5
Gen Sci ² , Bio, Chem	1,185	26	18.8	1.1	507	23	18.9	1.4	676	29	18.7	0.9
Other comb of 3 years of Natural Science	147	3	18.4	0.7	82	4	18.5	1.0	64	3	18.2	0.4
Less than 3 years of Natural Science	533	12	17.7	-	267	12	17.5	-	265	11	17.8	-
Zero years / no Natural Science courses reported	141	3	17.9	-	90	4	18.4	-	51	2	16.9	-

¹Course 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.

²Includes 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
ENGLISH COURSE PATTERN				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	977	21	19.6	61
Eng 9, Eng 10, Eng 11, Eng 12	3,218	71	19.0	58
Less than 4 years of English	219	5	15.6	34
Zero years / no English courses reported	131	3	16.1	34
MATHEMATICS COURSE PATTERN				
Alg 1, Alg 2, Geom, Trig, & Calc	304	7	22.6	60
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	400	9	21.6	57
Alg 1, Alg 2, Geom, & Trig	323	7	19.5	34
Alg 1, Alg 2, Geom, & Other Adv Math	636	14	19.5	34
Other comb of 4 or more years of Math	1,573	35	22.6	58
Alg 1, Alg 2, & Geom	721	16	17.2	12
Other comb of 3 or 3.5 years of Math	233	5	19.4	29
Less than 3 years of Math	219	5	16.0	6
Zero years / no Math courses reported	136	3	18.0	21
SOCIAL SCIENCE COURSE PATTERN				
US Hist, World Hist, Am Gov, & Other Hist	115	3	20.7	50
Other comb of 4 or more years Social Science	2,326	51	20.4	46
US Hist, World Hist, & Am Gov	188	4	18.7	34
Other comb of 3 or 3.5 years of Social Science	1,299	29	19.7	41
Less than 3 years of Social Science	475	10	18.2	31
Zero years / no Social Science courses reported	142	3	17.1	21
NATURAL SCIENCE COURSE PATTERN				
Gen Sci ¹ , Bio, Chem, & Phys	2,028	45	20.5	27
Bio, Chem, Phys	511	11	21.7	32
Gen Sci ¹ , Bio, Chem	1,185	26	18.8	13
Other comb of 3 years of Natural Science	147	3	18.4	10
Less than 3 years of Natural Science	533	12	17.7	11
Zero years / no Natural Science courses reported	141	3	17.9	13

¹Includes 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 ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	40	1	17.5	1	1	13.0	34	1	17.6
Architecture	79	2	20.3	4	2	15.8	69	2	20.4
Area, Ethnic, & Multidisciplinary Studies	11	0	21.5	0	0	.	10	0	22.4
Arts: Visual & Performing	318	7	19.1	26	13	15.4	256	7	19.6
Business	396	9	19.6	33	17	15.2	329	9	20.2
Communications	106	2	20.4	3	2	17.0	94	3	20.6
Community, Family, & Personal Services	127	3	17.6	15	8	15.1	103	3	18.1
Computer Science & Mathematics	105	2	20.4	4	2	15.5	88	2	20.7
Education	155	3	18.8	3	2	17.3	135	4	19.1
Engineering	370	8	21.5	8	4	16.3	321	9	21.8
Engineering Technology & Drafting	76	2	20.1	5	3	15.0	67	2	20.6
English & Foreign Languages	46	1	20.8	1	1	21.0	42	1	20.9
Health Administration & Assisting	219	5	18.3	10	5	15.4	192	5	18.5
Health Sciences & Technologies	941	21	20.4	22	11	15.5	842	23	20.6
Philosophy, Religion, & Theology	20	0	20.6	0	0	.	17	0	21.5
Repair, Production, & Construction	35	1	16.9	7	4	15.7	22	1	17.6
Sciences: Biological & Physical	279	6	22.3	2	1	11.5	248	7	22.3
Social Sciences & Law	337	7	20.0	11	6	15.5	297	8	20.3
Undecided	633	14	19.6	27	14	14.9	451	12	20.1
No Response	243	5	16.9	9	5	13.3	41	1	16.9

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

²2-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.

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

Table 4.2. Average ACT Composite Scores for Racial/Ethnic¹ 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	57	15.2	0	.	0	.	0	.	0	.
2-yr College Degree	137	15.3	0	.	0	.	0	.	0	.
Bachelors Degree	1,994	18.9	0	.	0	.	0	.	0	.
Graduate Study	666	21.7	0	.	0	.	0	.	0	.
Prof. Level Degree	1,003	22.1	0	.	0	.	0	.	0	.
Other	103	17.0	0	.	0	.	0	.	0	.
No Response	585	18.8	0	.	0	.	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	57	15.2	0	.	57	15.2	0	.	0	.
2-yr College Degree	137	15.3	0	.	137	15.3	0	.	0	.
Bachelors Degree	1,994	18.9	0	.	1,994	18.9	0	.	0	.
Graduate Study	666	21.7	0	.	666	21.7	0	.	0	.
Prof. Level Degree	1,003	22.1	0	.	1,003	22.1	0	.	0	.
Other	103	17.0	0	.	103	17.0	0	.	0	.
No Response	585	18.8	0	.	585	18.8	0	.	0	.

¹Refer 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/Ethnicity¹ and Gender for students who took ACT Writing

	N National	Average ACT Scores		
		English National	Writing National	English/Writing Combined National
All Students	2,851	19.9	7.1	19.6
Black/African American	0	.	.	.
American Indian/Alaska Native	0	.	.	.
White	0	.	.	.
Hispanic/Latino	0	.	.	.
Asian	0	.	.	.
Native Hawaiian/Other Pac. Isl.	2,851	19.9	7.1	19.6
Two or more races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	1,309	19.5	6.9	19.1
Females	1,539	20.3	7.3	20.0
Missing	3	11.3	4.0	10.3

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

