



State of College Readiness for Latino Students

EXECUTIVE SUMMARY

In the following report, we present data examining college readiness among Latino students using results from EXPLORE[®] (for students in grade 8 or 9), PLAN[®] (for students in grade 10), and the ACT[®] test (for students in grade 11 or 12). Latino students include Mexican American/Chicano students, Puerto Rican students, Cuban students, and other students of Hispanic origin. Among the results discussed in the report are the following:

- Between 2002 and 2006, Latino high school graduates increased their average ACT Composite, English, Mathematics, Reading, and Science scores.
- Latino high school graduates have improved their college readiness in English, Mathematics and Science. (The average score increase in Reading was not quite enough to affect college readiness in Reading.)
- In 2006, the percentages of ACT-tested Latino graduates who aspire to at least a bachelor's degree were similar to that of all high school graduates nationally.
- Taking the ACT-recommended core curriculum appears to be improving the college readiness of Latino high school students.
- Taking higher-level mathematics courses beyond Algebra II and higher-level science courses beyond Biology appears to increase average ACT Mathematics and Science scores for all Latino high school graduates, as well as for low-achieving and high-achieving Latino students.
- When examined by mathematics and science course sequences, average ACT Mathematics and Science scores for high school graduates from all three Latino groups are consistently lower than those seen for students nationally.
- There appears to be a discrepancy between Latino high school students' educational aspirations and the high school coursework these students plan to take to be prepared to meet these aspirations.
- Between 2002 and 2006, Latino tenth-graders increased their average PLAN scores in all four subject areas. Higher percentages of Latino tenth-graders in 2006 than in 2002 appear to be on target to be ready for college in English, reading, and science by the time they graduate from high school.
- Latino eighth-graders increased their average EXPLORE Mathematics scores. Puerto Rican, Cuban, and other eighth-graders of Hispanic origin increased their average EXPLORE scores in all four subject areas. Higher percentages of Latino eighth-graders in 2006 than in 2002 appear to be on target to be ready for college in mathematics by the time they graduate from high school.
- Latino high school graduates who participate in EXPLORE, PLAN, and the ACT, as well as those who take both PLAN and the ACT, appear more likely to be ready for college than all Latino graduates who take only the ACT.
- Fewer Latino students are ready for college by the time they graduate from high school than are expected based on their performance in tenth grade.
- More than half of ACT-tested Latino high school graduates are enrolling in college. Latino high school graduates who meet the ACT College Readiness Benchmarks are more likely than those who do not meet the Benchmarks to enroll in college directly after high school and to re-enroll at the same college their second year.

State of College Readiness for Latino Students

The purpose of this report is to examine college readiness among Latino students using results from EXPLORE[®] (for students in grade 8 or 9), PLAN[®] (for students in grade 10), and the ACT[®] test (for students in grade 11 or 12). Latino students include Mexican American/Chicano students, Puerto Rican students, Cuban students, and other students of Hispanic origin. The following questions are addressed:

- Has the achievement of Latino high school graduates improved in the past five years?
- Are Latino 2006 high school graduates better prepared for college and workforce training than Latino graduates five years ago?
- How do the college aspirations of Latino high school graduates compare to those seen nationally?
- What factors affect the academic achievement and college readiness of Latino students?
- Are today's Latino eighth- and tenth-graders more likely than their counterparts five years ago to be on target to graduate from high school ready for college and workforce training?
- Are Latino students in the educational pipeline in grades 10 and 12 ready for college?
- What is the relationship between college readiness and college success for Latino high school graduates?

These questions are examined for 1) all ACT-tested Latino high school graduates, 2) Mexican American/Chicano high school graduates, and 3) Puerto Rican, Cuban, and other high school graduates of Hispanic origin. Within each group, some of these questions are also examined by gender, family income range, and whether English is the most frequently spoken language in the home. Results are summarized across all groups, unless there are notable differences among the groups.

Of ACT-tested 2006 high school graduates, 7 percent were Latino students (about 85,800 students); of these, 63 percent were Mexican American/Chicano students and 37 percent were Puerto Rican, Cuban, and other students of Hispanic origin.^{*} Fifty-one percent indicated that English is the most frequently spoken language in the home, 32 percent indicated that it is not, and 17 percent did not provide this information. Based on what we know about numbers of Latino students in public schools, we estimate that about 20 percent of all Latino public high school graduates took the ACT in 2006.^{**}

^{*} Approximately 6 percent of 2006 ACT-tested Mexican American/Chicano high school graduates were from the East, 24 percent from the Midwest, 36 percent from the Southwest, and 34 percent from the West. Of 2006 Puerto Rican, Cuban, and other high school graduates of Hispanic origin, approximately 41 percent were from the East, 23 percent from the Midwest, 15 percent from the Southwest, and 20 percent from the West.

^{**} Counts were obtained from the National Center for Educational Statistics website (<http://nces.ed.gov/ccd/bat/>; Diploma Recipients by Race/Ethnicity).

In 2006, 8 percent of eighth-graders (about 39,500 students) who took EXPLORE and 7 percent of tenth-graders (about 61,700 students) who took PLAN were Latino students. Thus, the percentages of Latino students among the total numbers of students who took these two tests in 2006 are roughly the same.

Q. Has the achievement of Latino high school graduates improved in the past five years?

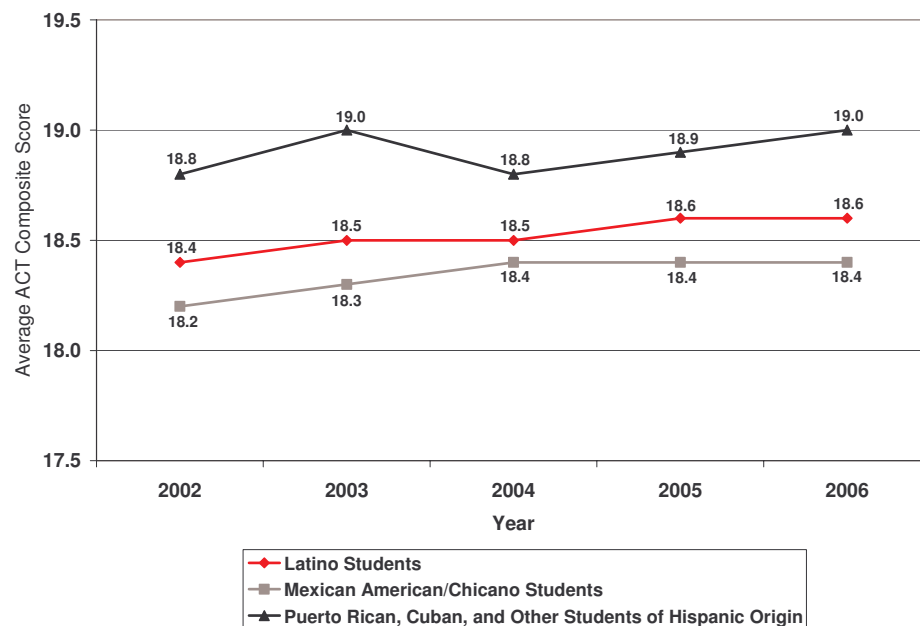
A. Yes. Between 2002 and 2006, Latino high school graduates increased their average ACT Composite, English, Mathematics, Reading, and Science scores. These increases are particularly impressive given that more Latino high school graduates took the ACT in 2006 than in 2002.

Supporting Data

Between 2002 and 2006, Latino high school graduates increased their average ACT scores in most subject areas.

- Between 2002 and 2006, average ACT Composite scores increased by 0.2 point for all three Latino student groups (Figure 1).*

Figure 1: Average ACT Composite Scores of Latino High School Graduates



- Across all three groups, average ACT English and Mathematics scores of Latino students increased by 0.2 to 0.3 points and average ACT Reading

* Between 2003 and 2004 there was a large increase (relative to other annual increases between 2002 and 2006) in the number of ACT-tested Puerto Rican, Cuban, and other students of Hispanic origin, especially females and students with family incomes of less than \$30,000. This increase might help explain the decrease in average ACT Composite scores for these students between 2003 and 2004.

scores increased by 0.1 to 0.3 points (Figures 2 and 3). Average ACT Science scores increased by 0.2 point for Mexican American/Chicano students, but remained the same for Puerto Rican, Cuban, and other students of Hispanic origin.

Figure 2: Average ACT English and Reading Scores of Latino High School Graduates

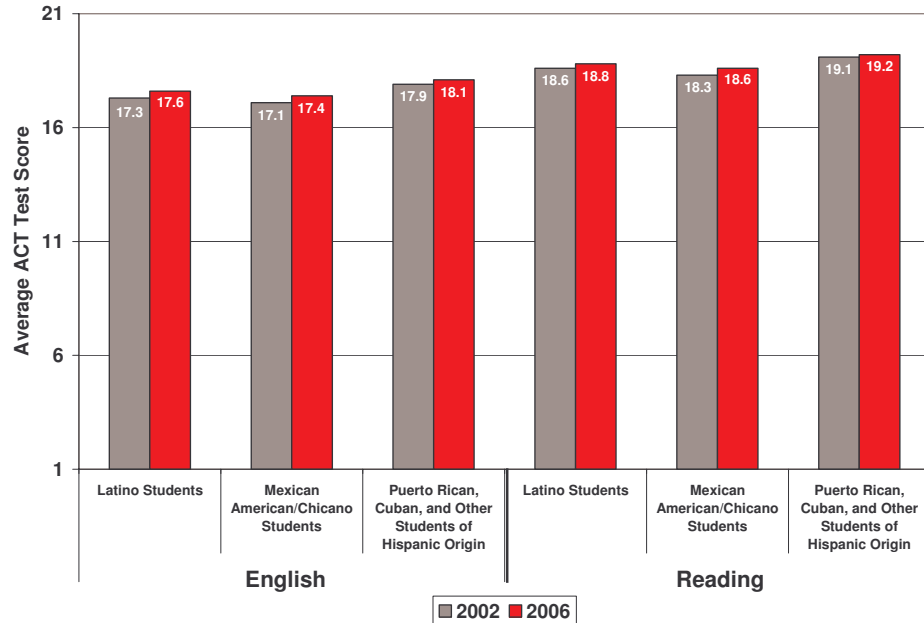
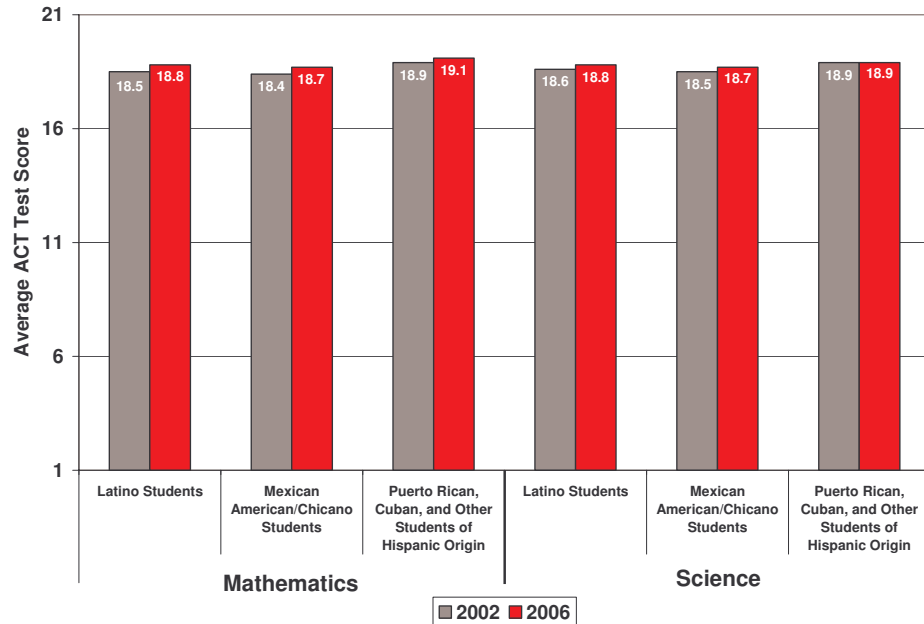


Figure 3: Average ACT Mathematics and Science Scores of Latino High School Graduates



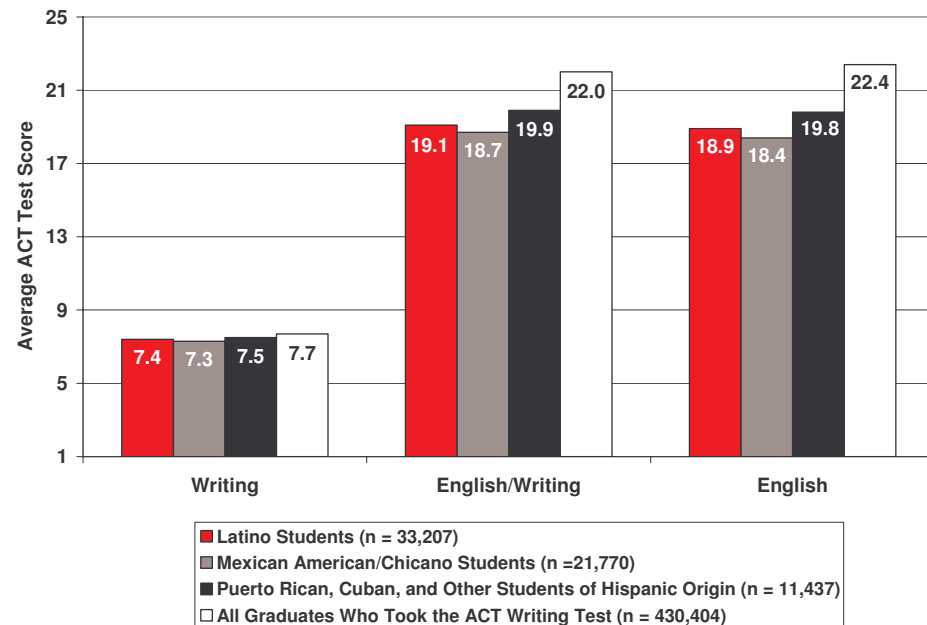
- These increases are particularly impressive given that more Latino high school graduates took the ACT in 2006 than in 2002; the numbers of Latino, Mexican American/Chicano, and Puerto Rican, Cuban, and other

students of Hispanic origin taking the ACT increased by 28, 18, and 51 percent, respectively (Appendix, Table 1).

- Similar increases in average ACT scores were seen when examined by gender (Appendix, Table 1).
- Average ACT score increases tended to be larger for Latino students from higher-income families than for those from lower-income families (Appendix, Table 1).
- For Mexican American/Chicano high school graduates, students from homes where English is not the most frequently spoken language had larger average ACT score increases than those from homes where English is the most frequently spoken language. This was not true for Puerto Rican, Cuban, and other students of Hispanic origin (Appendix, Table 1). On average, however, students from homes in which English is not the most frequently spoken language score lower than do students from homes in which English is the most frequently spoken language.
- In 2006, 36 to 40 percent of ACT-tested Latino high school graduates took the ACT Writing Test.* Average ACT Writing scores for Latino students were only 0.2 to 0.4 points lower than that of all ACT-tested graduates nationally (Figure 4). However, average ACT English and combined English/Writing scores for all three Latino groups were substantially lower than those for students nationally who took the ACT Writing Test (by as much as 4.0 score points for Mexican American/Chicano students and 2.6 score points for Puerto Rican, Cuban, and other students of Hispanic origin; Figure 4).

* The ACT Writing Test was first administered in 2006. ACT Writing Test scores are on a scale from 2 to 12; ACT English Test and combined English/Writing scores are on a scale from 1 to 36.

Figure 4: Average ACT Writing, English/Writing, and English Scores for 2006 High School Graduates who Took the ACT Writing Test



- Average Writing, English, and combined English/Writing scores of Latino high school graduates were higher for females than for males, and higher for students from higher-income families than for students from lower-income families (Appendix, Table 2).
- In 2006, average Writing scores were 0.2 to 0.4 score points higher, and average combined English/Writing scores were 2.2 score points higher, for Latino high school graduates from homes where English is the most frequently spoken language than for Latino students from homes where English is not the most frequently spoken language (Appendix, Table 2).

Q. Are Latino 2006 high school graduates better prepared for college and workforce training than Latino graduates five years ago?

A. Yes. Latino high school graduates have improved their college readiness in English, Mathematics and Science, but not in Reading.

Supporting Data

Between 2002 and 2006, Latino high school graduates improved their ACT College Readiness Benchmark attainment in English, Mathematics and Science.*

* ACT has developed its College Readiness Benchmarks to identify students who are prepared for college-level coursework. The ACT Benchmarks (English = 18, Mathematics = 22, Reading = 21, and Science = 24) reflect at least a 50% chance of achieving a B or higher grade, or at least a 75% chance of a C or higher grade, in entry-level, credit-bearing college English Composition, College Algebra, Social Science, and Biology courses, respectively.

- Between 2002 and 2006, the percentages of Latino high school graduates from all three groups who met the ACT College Readiness Benchmarks in English, Mathematics and Science increased by 1 to 2 percentage points (Figures 5 and 6). However, the percentages of Latino students who met the Reading Benchmark decreased by 1 to 2 percentage points (Figure 5).

Figure 5: Percentages of Latino High School Graduates Meeting ACT English and Reading College Readiness Benchmarks

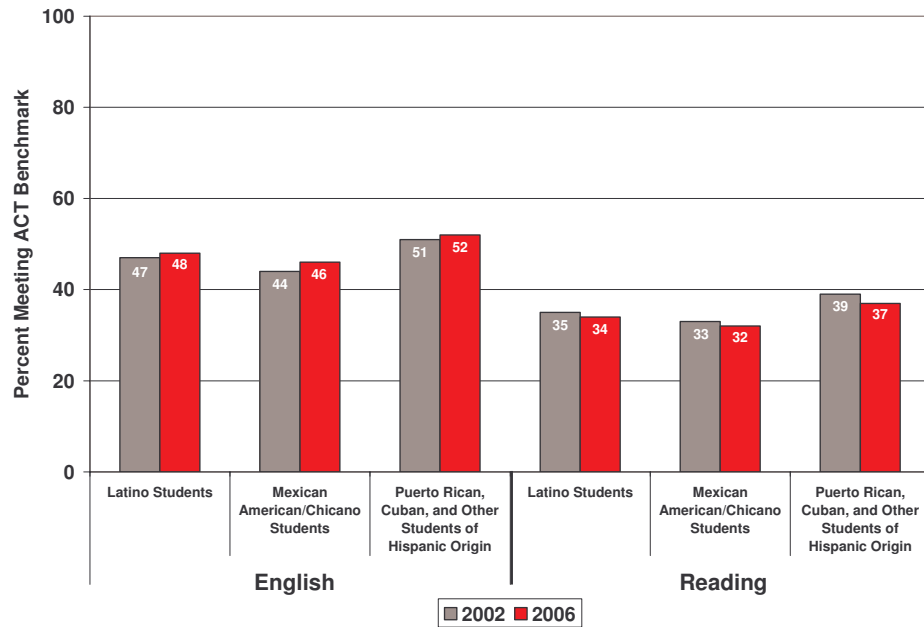
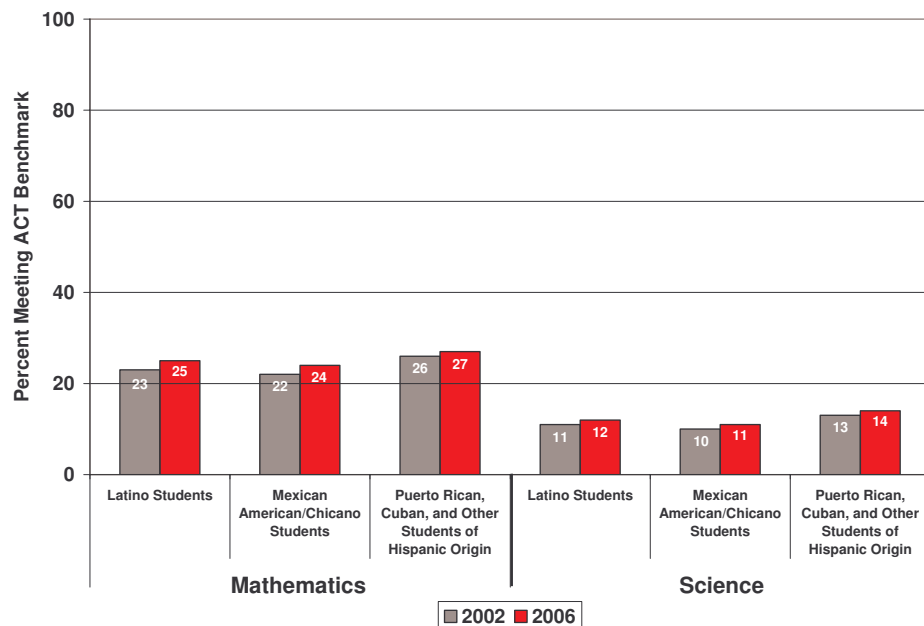


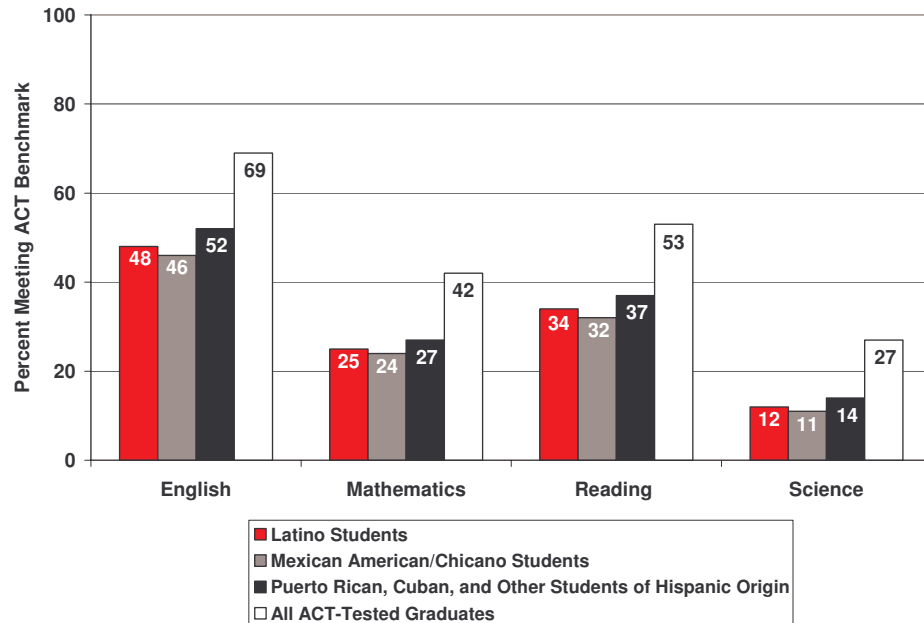
Figure 6: Percentages of Latino High School Graduates Meeting ACT Mathematics and Science College Readiness Benchmarks



- Between 2002 and 2006, similar increases in the percentages of students meeting the ACT English, Mathematics, and Science Benchmarks were seen for males from all Latino groups and for Mexican American/Chicano female graduates (Appendix, Table 3). Puerto Rican, Cuban, and other female graduates of Hispanic origin improved their Benchmark attainment in Mathematics (by 1 percentage point; Appendix, Table 3).
- For Mexican American/Chicano students, similar improvements in Benchmark attainment in English, Mathematics, and Science were seen when examined by family income range (Appendix, Table 3). For Puerto Rican, Cuban and other students of Hispanic origin, increases in Benchmark attainment between 2002 and 2006 were larger for students from higher-income families than for students from lower-income families (Appendix, Table 3). In fact, for Puerto Rican, Cuban and other students of Hispanic origin from families with incomes less than \$30,000, the percentages of students meeting the Benchmarks remained the same or decreased in all four subject areas.*
- The only group of students who improved their Benchmark attainment in Reading between 2002 and 2006 was high school graduates from families with incomes of more than \$60,000 (Appendix, Table 3). This was seen for all three groups.
- For Mexican American/Chicano students, improvements in Benchmark attainment in English, Mathematics, and Science were seen irrespective of whether English is the most frequently spoken language in the home (Appendix, Table 3). For Puerto Rican, Cuban, and other students of Hispanic origin, higher percentages of students meeting the English, Mathematics, and Science Benchmarks were seen for students from homes where English is the most frequently spoken language.
- In 2006, 8 to 11 percent of Latino high school graduates met all four ACT College Readiness Benchmarks, while nearly one-half did not meet any of the Benchmarks. Only about one-quarter of Latino graduates met the Mathematics Benchmark, about one-third met the Reading Benchmark, and fewer than 15 percent met the Science Benchmark.
- In 2006, the percentages of high school graduates from all three groups who met the College Readiness Benchmarks were lower than those seen nationally (Figure 7; by as much as 23, 18, 21, and 16 percentage points in English, Mathematics, Reading, and Science, respectively).

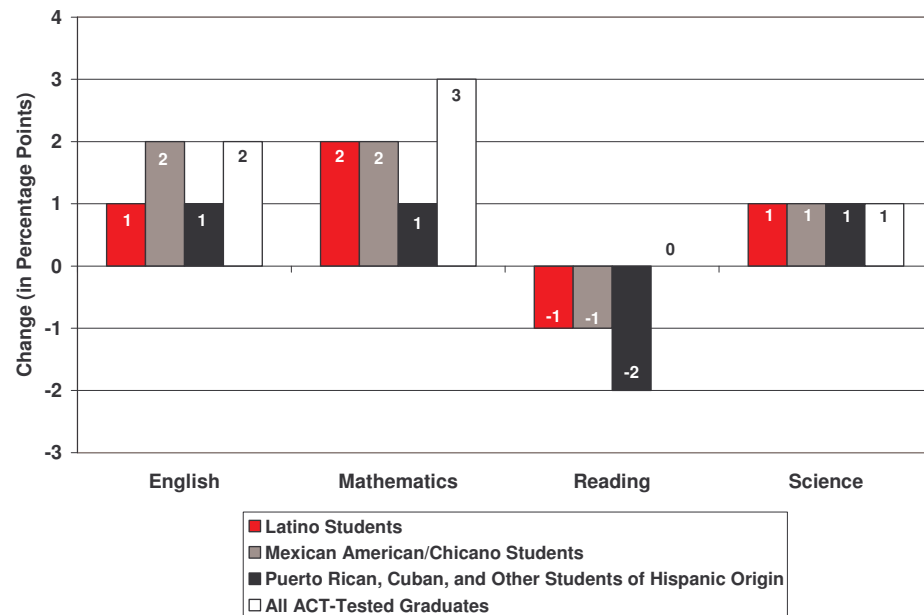
* Between 2002 and 2006 there was a 54 percent increase in the number of ACT-tested Puerto Rican, Cuban, and other students of Hispanic origin from families with incomes of less than \$30,000. This increase might help explain the lack of improvement in Benchmark attainment for these students between 2002 and 2006.

Figure 7: Percentages of 2006 High School Graduates Meeting ACT College Readiness Benchmarks



- The improvements between 2002 and 2006 in ACT College Readiness Benchmark attainment in English, Mathematics, and Science for Latino high school graduates were the same as or slightly smaller than those seen nationally (Figure 8). While the percentage of students meeting the ACT Reading Benchmark did not change between 2002 and 2006 for high school graduates nationally, the percentage decreased slightly for each Latino student group.

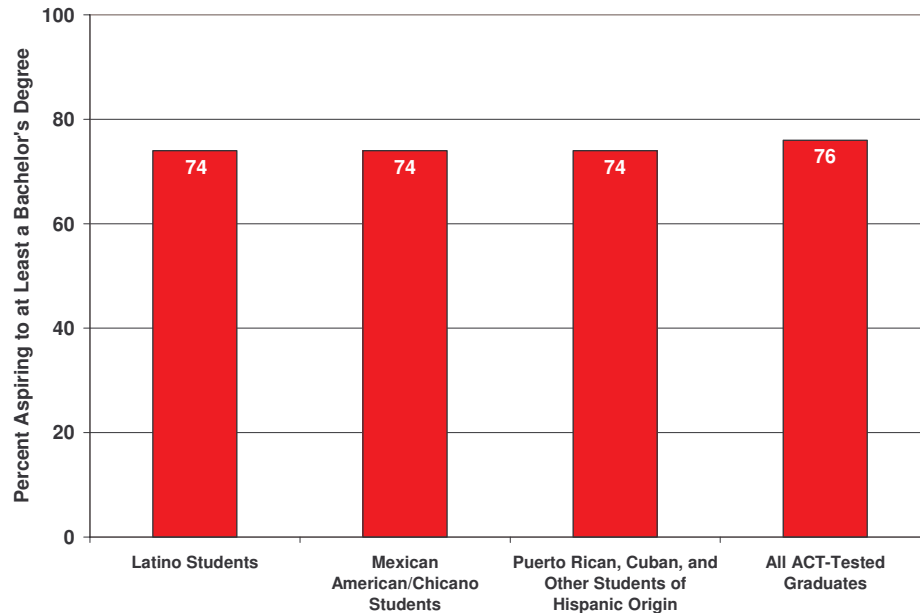
Figure 8: Changes in ACT College Readiness Benchmark Attainment between 2002 and 2006



Q. How do the college aspirations of Latino high school graduates compare to those seen nationally?

A. In 2006, the percentages of ACT-tested Latino graduates who aspire to at least a bachelor's degree were similar to that of all high school graduates nationally (Figure 9).

Figure 9: Percentages of 2006 High School Graduates Aspiring to at Least a Bachelor's Degree



Q. What factors affect the academic achievement and college readiness of Latino students?

A. Between 2002 and 2006, there have been slight increases in the percentages of Latino high school students taking higher-level mathematics courses (such as Trigonometry, Calculus, and Other Advanced Math) and higher-level science courses (such as Chemistry and Physics).

Taking the ACT-recommended core curriculum* appears to be improving the college readiness of Latino high school students. In addition, taking higher-level mathematics courses beyond Algebra II and higher-level science courses beyond Biology appears to increase average ACT Mathematics and Science scores for all Latino high school graduates, as well as for low-achieving and high-achieving Latino students.

* Four years of English and three years each of mathematics, science, and social studies (4-3-3-3).

However, when examined by mathematics and science course sequences, average ACT Mathematics and Science scores for high school graduates from all three Latino groups are consistently lower than those seen for students nationally.

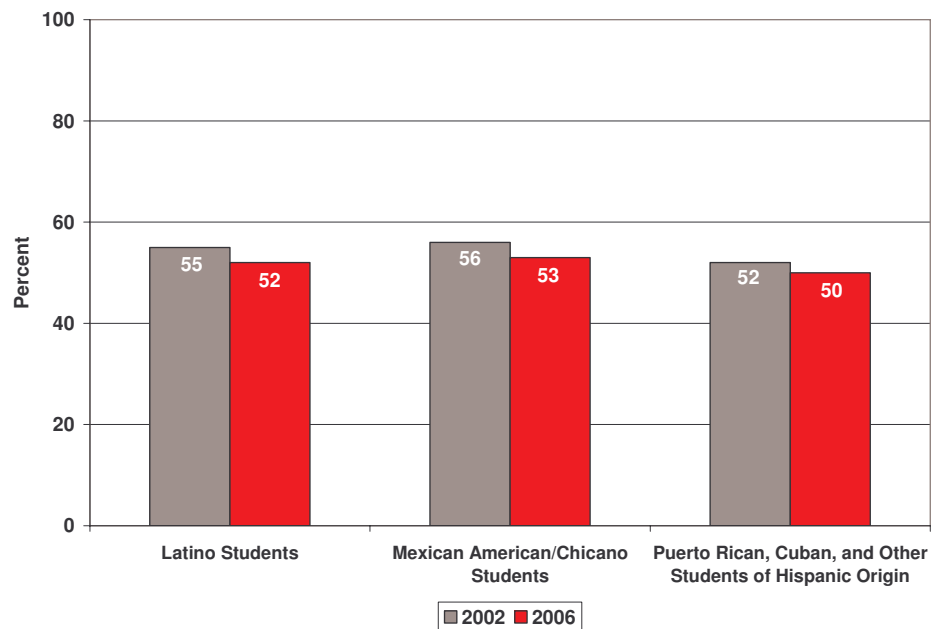
Further, there appears to be a discrepancy between Latino high school students' educational aspirations and the high school coursework these students plan to take to be prepared to meet these aspirations.

Supporting Data

Although fewer Latino high school students are taking (or planning to take) the ACT-recommended core curriculum, more are taking higher-level mathematics and science courses beyond the core curriculum.

- Between 2002 and 2006, the percentages of ACT-tested Latino high school students taking or planning to take the ACT-recommended core curriculum decreased by 2 to 3 percentage points (Figure 10).** In 2006, the percentages for all three Latino groups were slightly lower than that for ACT-tested graduates nationally (54 percent). The percentages of Latino core-takers decreased or remained the same when examined by gender, family income range, and whether English is the most frequently spoken language in the home (Appendix, Table 4).

Figure 10: Percentages of Latino High School Graduates Taking or Planning to Take Core Curriculum¹



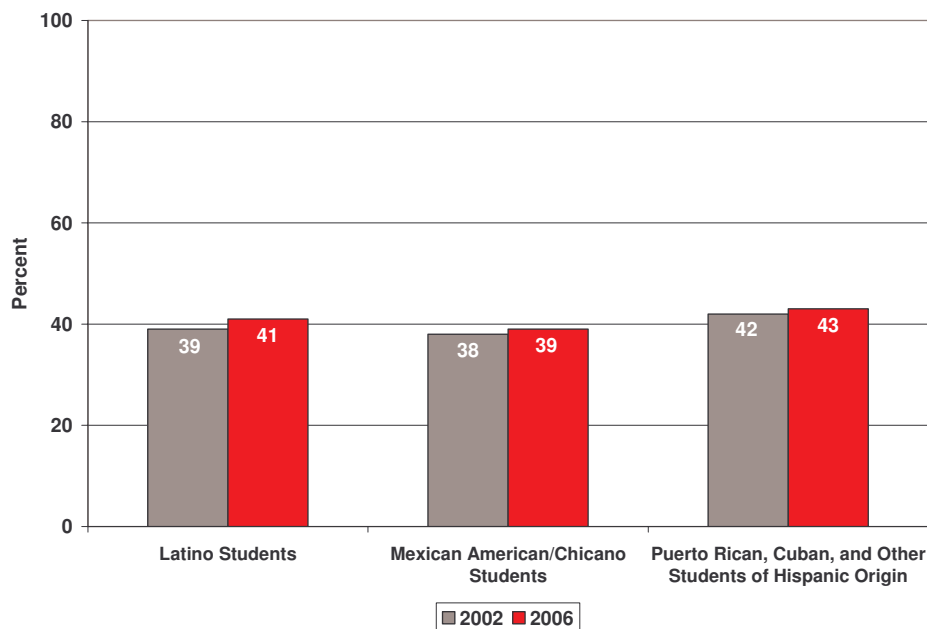
¹ Taken/planned to take; four years of English, three years or more each of mathematics, science, and social studies, according to ACT's Course Grade Information section.

- The percentages of ACT-tested Latino high school students taking higher-level mathematics courses beyond Algebra II increased slightly

**These decreases can be attributed to increases in missing data between 2002 and 2006.

between 2002 and 2006 (Figure 11).^{*} The percentages remained the same or increased slightly when examined by gender, family income range, and whether English is the most frequently spoken language in the home (Appendix, Table 4). In 2006, the percentages for all three Latino groups were lower than that for ACT-tested graduates nationally (47 percent).

Figure 11: Percentages of Latino High School Graduates Taking Mathematics Courses Beyond Algebra II^{1,2}



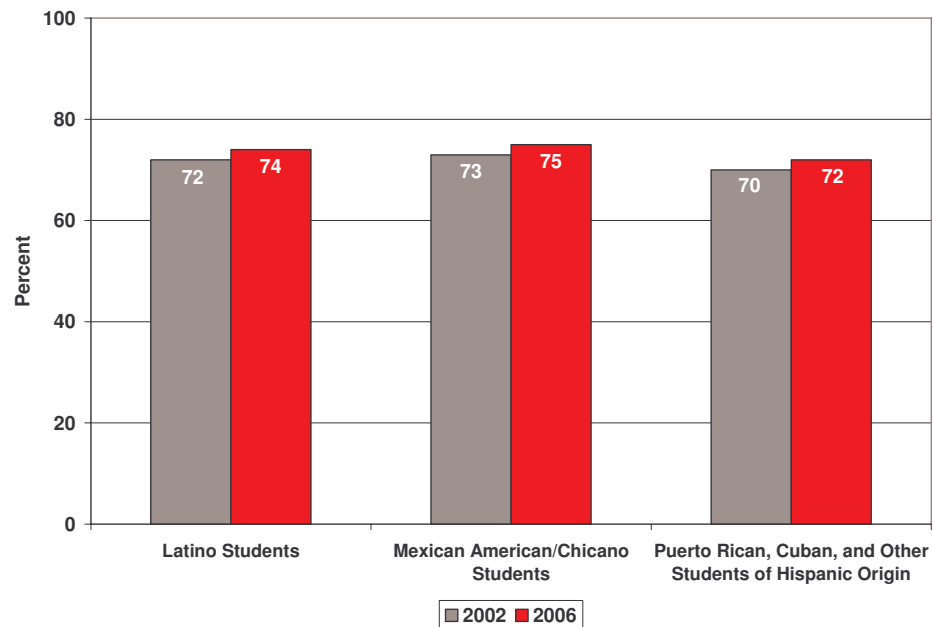
¹ Percentages are based on students who completed the mathematics portion of ACT’s Course Grade Information Section; percentages reported in ACT’s High School Profile Reports are calculated differently.

² Taken by time of ACT testing; includes Trigonometry, Calculus, and/or Other Advanced Math.

- The percentages of students taking science courses beyond Biology (i.e., Chemistry and/or Physics) increased slightly between 2002 and 2006 for all three Latino groups (Figure 12). Similar increases in percentages were seen when examined by gender, family income range, and whether English is the most frequently spoken language in the home (Appendix, Table 4). However, the percentages of Latino students taking Biology, Chemistry, and Physics remained the same between 2002 and 2006 (28 percent for Latino students; 29 percent for Mexican American/Chicano students; and 26 percent for Puerto Rican, Cuban, and other students of Hispanic origin). In comparison, only 24 percent of ACT-tested 2006 graduates nationally took Biology, Chemistry, and Physics.

^{*} These increases may be due, in part, to increases in missing data between 2002 and 2006

Figure 12: Percentages of Latino High School Graduates Taking Science Courses Beyond Biology^{1,2}



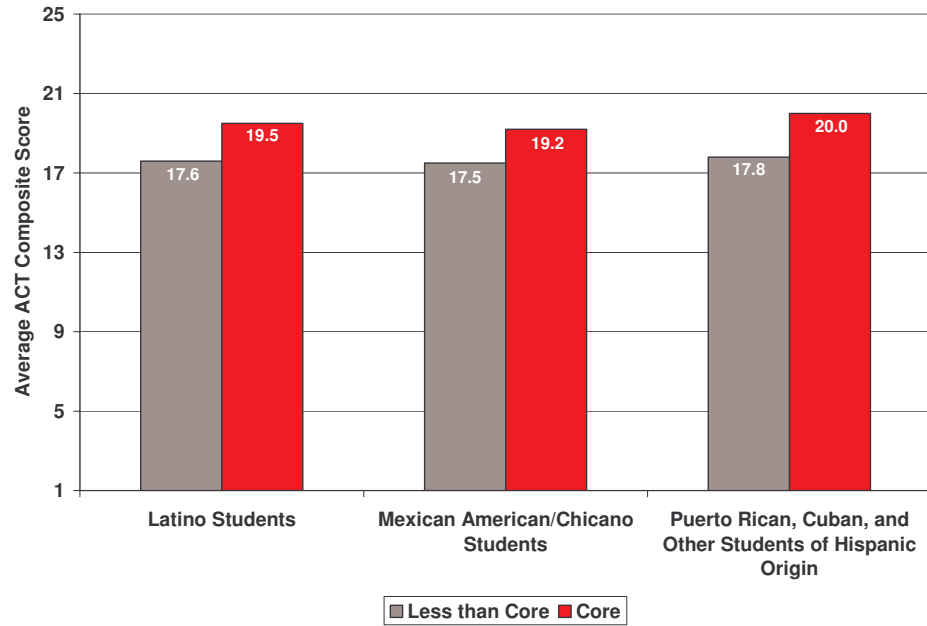
¹ Percentages are based on students who completed the science portion of ACT's Course Grade Information Section; percentages reported in ACT's High School Profile Reports are calculated differently.

² Taken by time of ACT testing; includes Chemistry or both Chemistry and Physics.

Taking the ACT-recommended core curriculum (4-3-3-3) appears to be improving, but not ensuring, the college readiness of Latino high school graduates.

- Average ACT Composite scores of Latino 2006 high school graduates taking or planning to take the ACT-recommended core curriculum were nearly 2.0 points higher than those of Latino students taking less than the core curriculum (Figure 13; 1.7 points for Mexican American/Chicano students and 2.2 points for Puerto Rican, Cuban, and other students of Hispanic origin).

Figure 13: Average ACT Composite Scores of Latino 2006 High School Graduates, by Core Taking



- In addition, Latino 2006 high school graduates taking or planning to take the ACT-recommended core curriculum had higher average ACT subject area scores than those of students taking less than the core curriculum (Figures 14 and 15). The largest differences were in English and the smallest differences were in Science.

Figure 14: Average ACT English and Reading Scores of Latino 2006 High School Graduates, by Core Taking

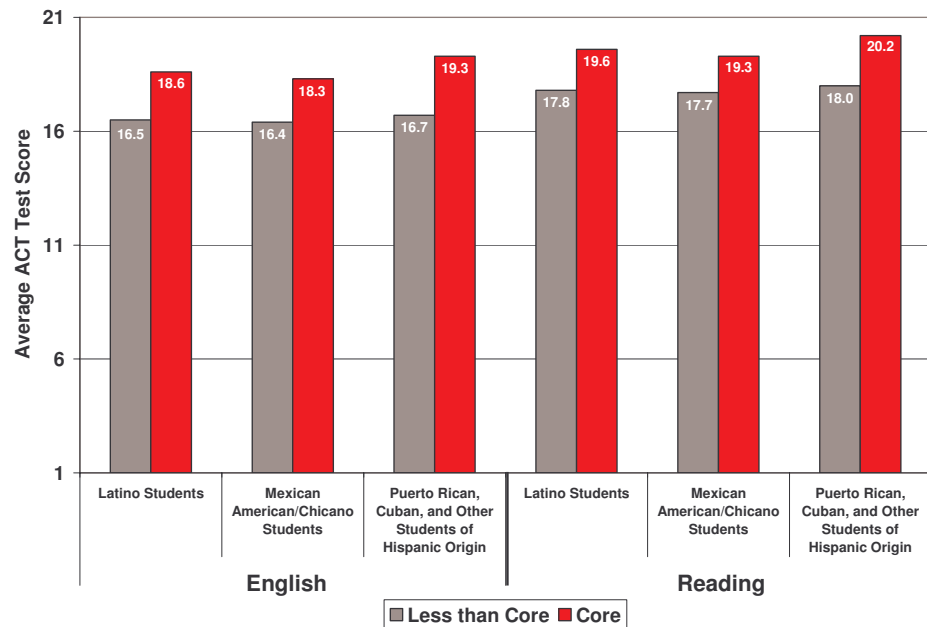
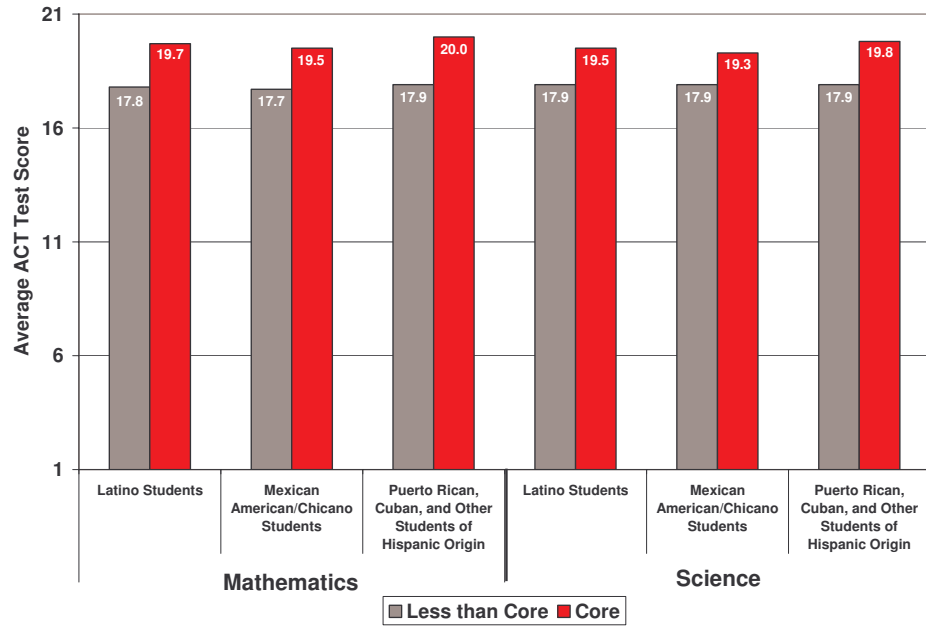


Figure 15: Average ACT Mathematics and Science Scores of Latino 2006 High School Graduates, by Core Taking



- Latino 2006 high school graduates who took the ACT-recommended core curriculum were more likely to meet the ACT College Readiness Benchmarks than non-core takers (Figures 16 and 17; range of differences: 6–9 percentage points in Science to 15–20 percentage points in English).

Figure 16: Percentages of Latino 2006 High School Graduates Meeting ACT English and Reading College Readiness Benchmarks, by Core Taking

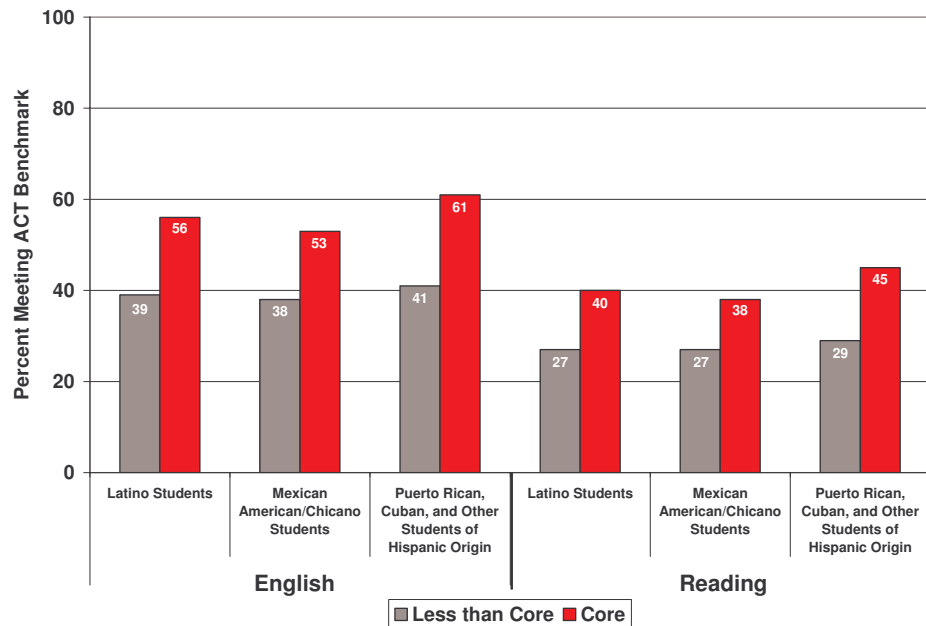
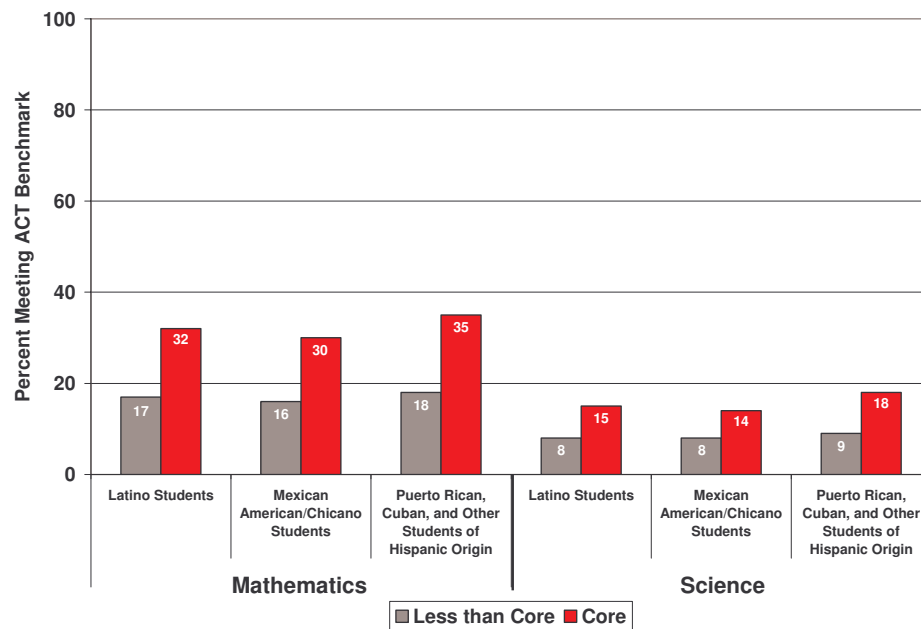


Figure 17: Percentages of Latino 2006 High School Graduates Meeting ACT Mathematics and Science College Readiness Benchmarks, by Core Taking

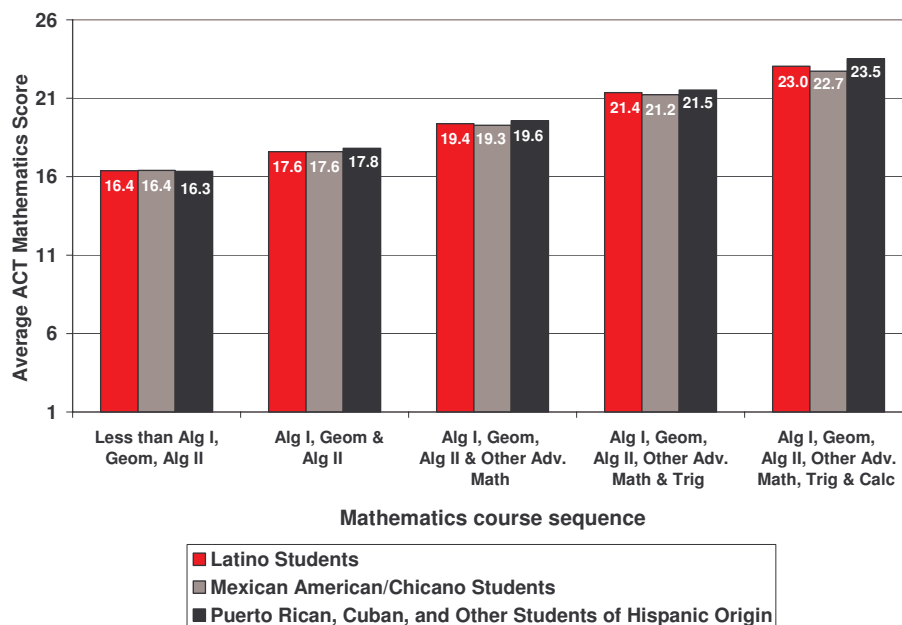


- Of Latino core takers who graduated from high school in 2006, fewer than 15 percent met all four Benchmarks, one-third or more did not meet any of the Benchmarks, 35 percent or fewer met the Mathematics Benchmark, and fewer than one in five met the Science Benchmark. Similar findings were also found for each separate Latino student group.

Taking higher-level mathematics courses beyond Algebra II and higher-level science courses beyond Biology appears to increase average ACT Mathematics and Science scores of Latino high school graduates, regardless of students' achievement level.

- In 2006, after controlling for students' grade level and high school grade point average (GPA), average ACT Mathematics scores of Latino high school graduates who took Algebra I, Geometry, and Algebra II were 1.2 to 1.5 points higher than that of students who took less than these three core courses, and average ACT Mathematics scores of students taking additional, higher-level mathematics courses beyond these three courses were 1.7 to 5.7 points higher than those of students taking only these three core courses (Figure 18). In other words, these are the expected ACT Mathematics score differences between any two students with the same high school GPA and grade level, where one takes a higher-level mathematics course sequence and the other takes a lower course sequence. These score-point differences are substantial, given that ACT scores range from 1 to 36, and are similar to those seen for 2006 ACT-tested high school graduates nationally (Figure 19).

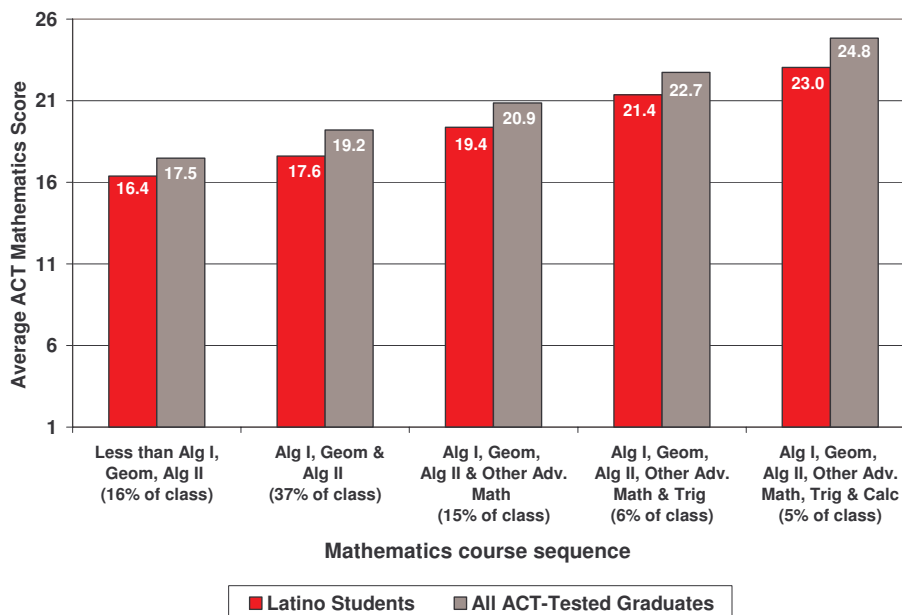
Figure 18: Average ACT Mathematics Scores of Latino 2006 High School Graduates, by Mathematics Course Sequence^{1,2}



¹ Analyses statistically controlled for students' high school GPA and grade level.

² Course sequences taken by time of ACT testing. Latino students who did not complete the mathematics portion of ACT's Course Grade Information Section were not included in calculations.

Figure 19: Average ACT Mathematics Scores of 2006 High School Graduates, by Mathematics Course Sequence^{1,2}

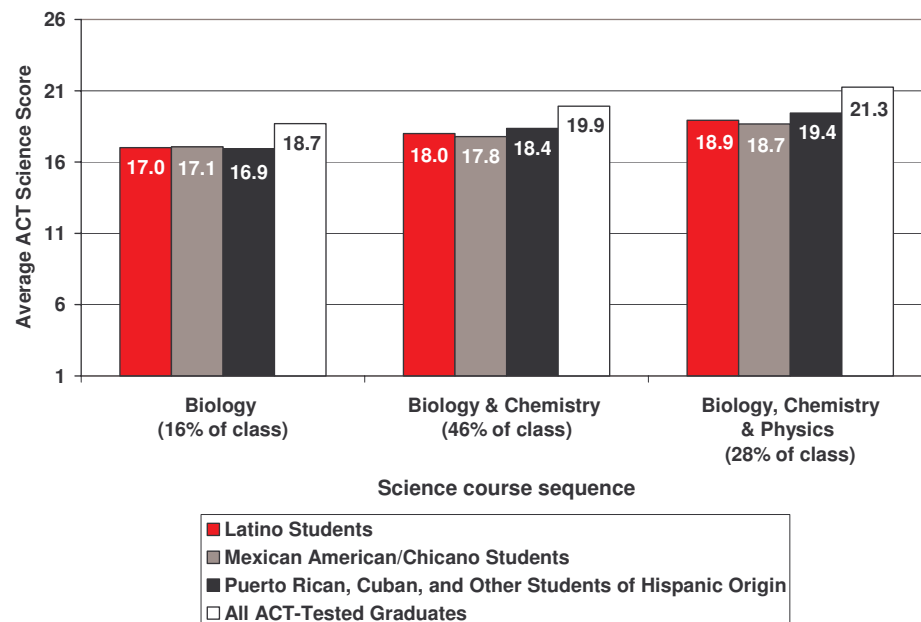


¹ Analyses statistically controlled for students' high school GPA and grade level.

² Course sequences taken by time of ACT testing. The percentage of Latino students taking each course sequence is shown. These percentages do not sum to 100, due to other course sequences not included in this analysis. The corresponding percentages for 2006 ACT-tested high school graduates nationally are 15, 33, 14, 9, and 5 percent, respectively. Students who did not complete the mathematics portion of ACT's Course Grade Information Section were not included in the calculations.

- In 2006, after controlling for students' high school GPA and grade level, average ACT Science scores of Latino high school graduates who took Biology and Chemistry were 0.7 to 1.5 points higher than that of Latino graduates taking only Biology, and average ACT Science scores of Latino students who took Biology, Chemistry, and Physics were 1.6 to 2.5 points higher than that of students taking only Biology (Figure 20). In other words, these are the expected ACT Science score differences between any two students with the same high school GPA and grade level, where one takes a higher-level science course sequence and the other takes a lower course sequence.

Figure 20: Average ACT Science Scores of 2006 High School Graduates, by Science Course Sequence^{1,2}



¹ Analyses statistically controlled for students' high school GPA and grade level.

² Course sequences taken by time of ACT testing. The percentage of all Latino students taking each course sequence is shown. These percentages do not sum to 100, due to other course sequences not included in this analysis. The corresponding percentages for 2006 ACT-tested high school graduates nationally are 18, 48, and 24 percent, respectively. Students who did not complete the science portion of ACT's Course Grade Information Section were not included in the calculations.

- Similar patterns of average score increases were found for low-achieving and high-achieving Latino students.* This held true for all three Latino groups.
- The substantial increases in average ACT Mathematics and Science scores associated with taking higher-level courses in these subject areas held true for all Latino high school students, both low-achieving and high-achieving. This finding suggests that students who take higher-level courses are more likely to be ready for college. Obviously, the rigor of the courses is a strong determinant of student readiness for college and workforce training. Average ACT Mathematics and Science scores for

* Low- and high-achieving students were identified as those with high school GPAs of 0.0 to 2.99 and 3.00 to 4.00, respectively.

all three Latino groups were lower than national averages for each coursework sequence (Figures 19 and 20). However, increases in average scores associated with taking higher-level mathematics coursework were comparable to those for students nationally. These findings suggest that there may be a need to evaluate the content and rigor of high school mathematics and science courses to ensure that the curricula being taught are of sufficient breadth and depth to prepare all students for college and workforce training.

- In 2006, 74 percent of ACT-tested Latino high school graduates stated that they aspired to complete at least a bachelor's degree and an additional 6 percent indicated that they planned to complete a two-year college degree. However, only 58 to 61 percent of ACT-tested Latino students aspiring to complete at least a bachelor's degree took or planned to take the ACT-recommended core curriculum in high school, and fewer than 40 percent of Latino students aspiring to complete a two-year college degree took or planned to take the core curriculum. Furthermore, 38 to 42 percent of ACT-tested Latino high school graduates in 2006 indicated that they needed help with their educational and occupational plans.
- The above suggests a discrepancy between Latino students' educational goals and the high school coursework they plan to take to be prepared for these goals.

Q. Are today's Latino eighth- and tenth-graders more likely than their counterparts five years ago to be on target to graduate from high school ready for college and workforce training?

- A.** Yes, for both eighth- and tenth-graders. Between 2002 and 2006, Latino tenth-graders increased their average PLAN scores in all four subject areas, except in English for Puerto Rican, Cuban, and other students of Hispanic origin. Higher percentages of Latino tenth-graders appear to be on target to be ready for college in English, reading, and science by the time they graduate from high school.

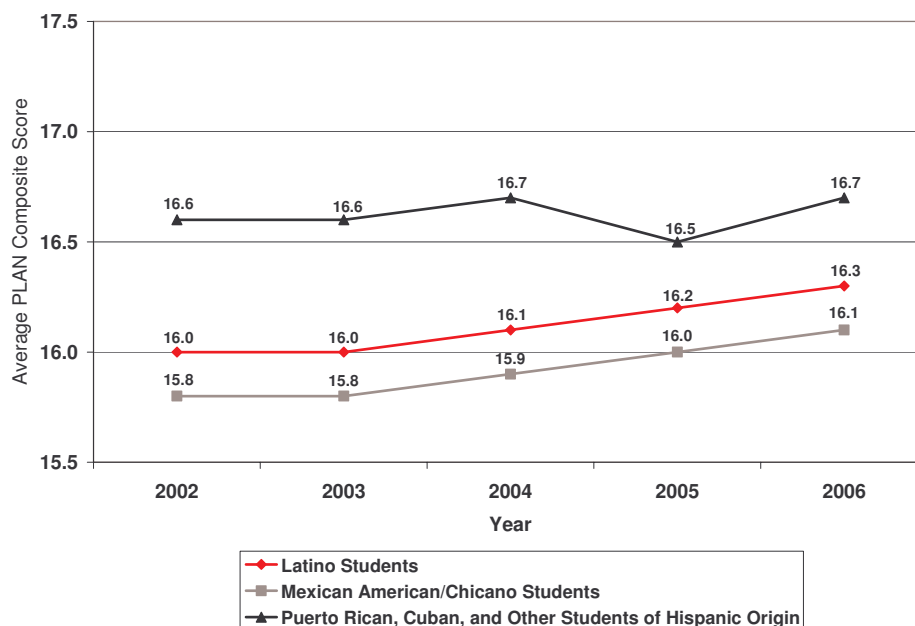
Latino eighth-graders increased their average EXPLORE Mathematics scores. Puerto Rican, Cuban, and other eighth-graders of Hispanic origin increased their average EXPLORE scores in all four subject areas. Higher percentages of eighth-graders meeting the Mathematics Benchmark were seen for all Latino students and Mexican American/Chicano students, and improvements in Benchmark attainment were seen in all four subject areas for Puerto Rican, Cuban, and other students of Hispanic origin.

Supporting Data

Between 2002 and 2006, average PLAN scores of Latino tenth-graders increased in all four subject areas, except in English for Puerto Rican, Cuban, and other students of Hispanic origin.

- The number of Puerto Rican, Cuban, and other tenth-graders of Hispanic origin taking PLAN nearly doubled between 2002 and 2006 (from 10,951 in 2002 to 20,537 in 2006). The number of Mexican American/Chicano tenth-graders taking PLAN increased from 36,542 in 2002 to 41,168 in 2006.*
- Between 2002 and 2006, average PLAN Composite scores of Mexican American/Chicano tenth-graders increased by 0.3 point (Figure 21). The corresponding increase for Puerto Rican, Cuban, and other tenth-graders of Hispanic origin was 0.1 point.

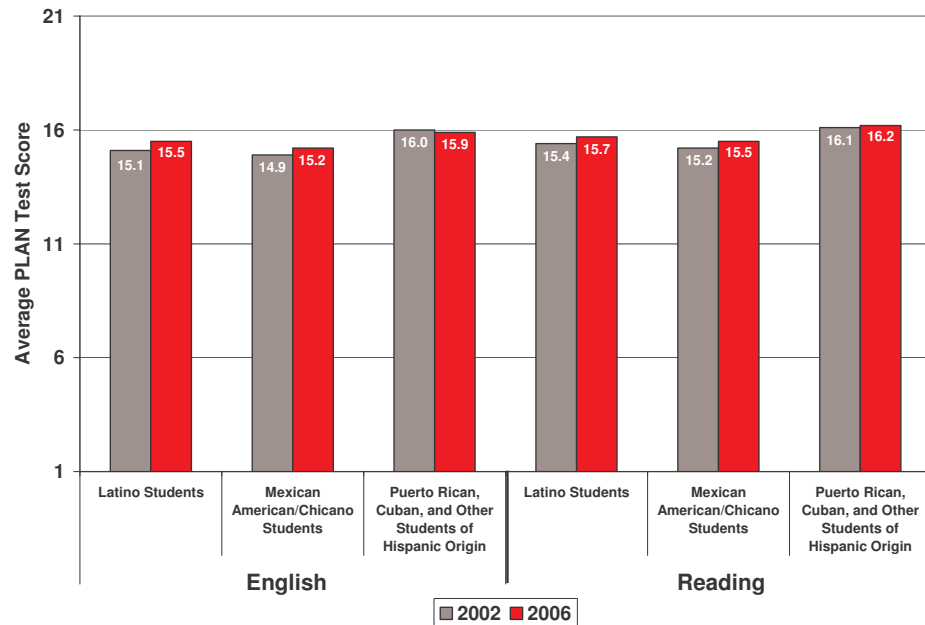
Figure 21: Average PLAN Composite Scores of Latino Tenth-Graders



- Between 2002 and 2006, Mexican American/Chicano tenth-graders increased their average PLAN English and Reading scores by 0.3 score point. Puerto Rican, Cuban, and other tenth-graders of Hispanic origin increased their average PLAN Reading score by 0.1 point, but decreased their average PLAN English score by 0.1 point (Figure 22).

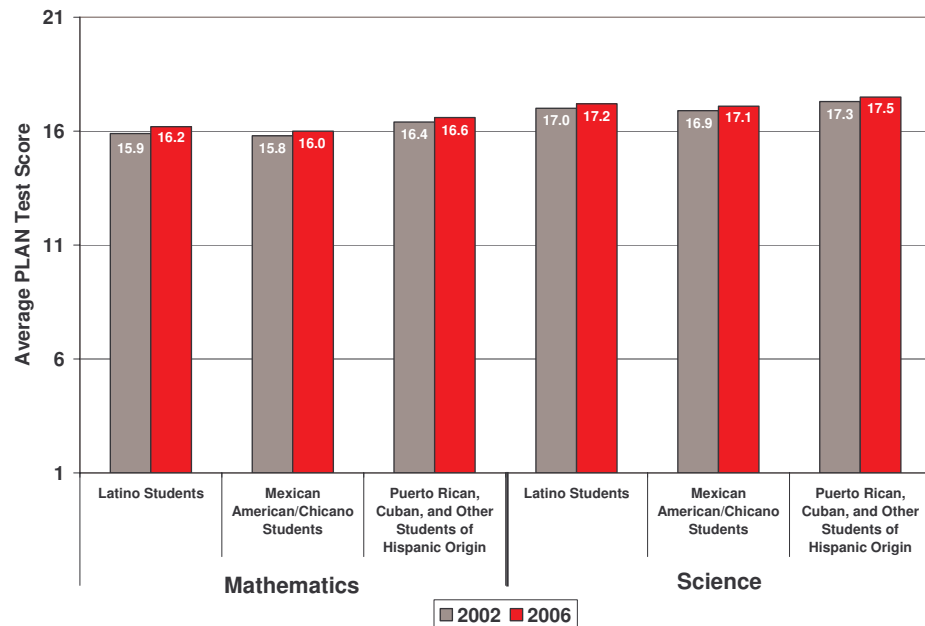
* Approximately 5 percent of 2006 PLAN-tested Mexican American/Chicano tenth-graders were from the East, 29 percent from the Midwest, 35 percent from the Southwest, and 30 percent from the West. Of 2006 Puerto Rican, Cuban, and other Tenth-graders of Hispanic origin, approximately 27 percent were from the East, 27 percent from the Midwest, 21 percent from the Southwest, and 23 percent from the West.

Figure 22: Average PLAN English and Reading Scores of Latino Tenth-Graders



- Average PLAN Mathematics and Science scores increased by 0.2 to 0.3 score points for all three Latino groups (Figure 23).

Figure 23: Average PLAN Mathematics and Science Scores of Latino Tenth-Graders

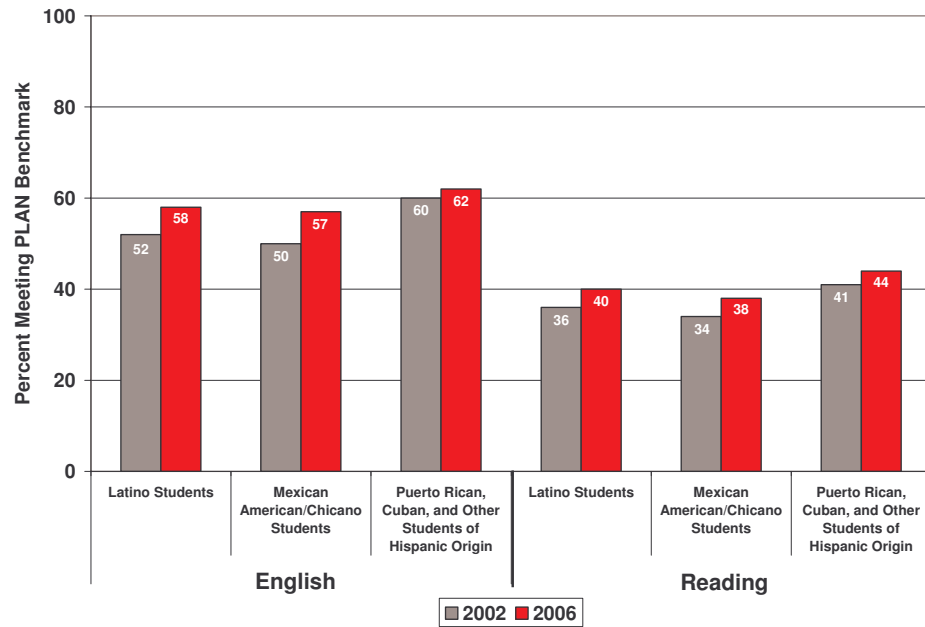


- Average PLAN score increases were larger for Latino female tenth-graders than for Latino male tenth-graders (Appendix, Table 5). (Information about family income range and whether English is the most frequently spoken language in the home was not available for tenth-graders.)

Between 2002 and 2006, the percentages of Latino PLAN-tested tenth-graders who are on target to be ready for college in English, reading, and science by the time they graduate from high school increased.

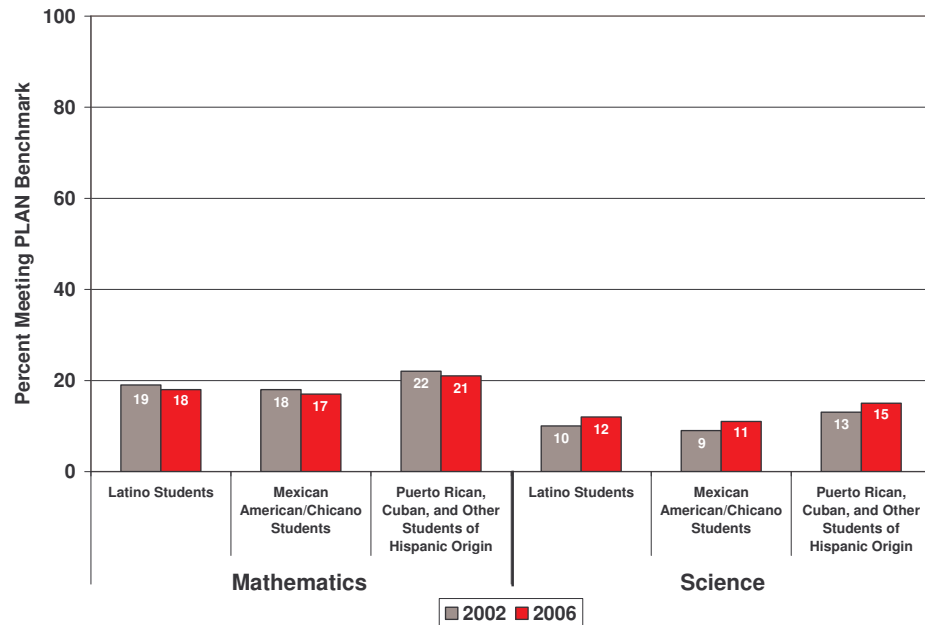
- Between 2002 and 2006, the percentages of Mexican American/Chicano tenth-graders who met the PLAN College Readiness Benchmarks in English and Reading increased by 7 and 4 percentage points, respectively (Figure 24). For Puerto Rican, Cuban, and other tenth-graders of Hispanic origin, Benchmark attainment in English and Reading improved by 2 and 3 percentage points, respectively.

Figure 24: Percentages of Latino Tenth-Graders Meeting PLAN College Readiness Benchmarks in English and Reading



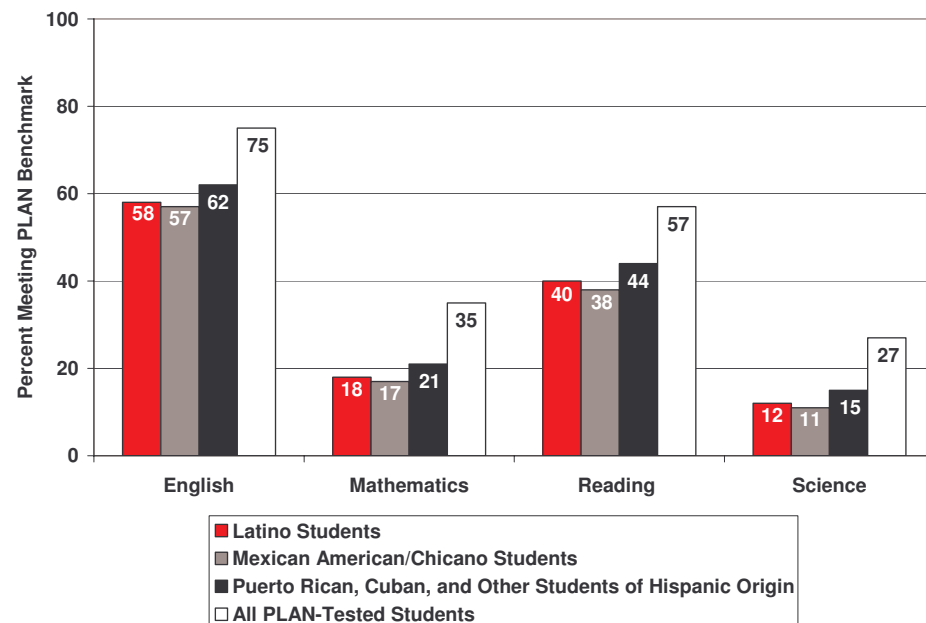
- The percentages of Latino tenth-graders who met the PLAN Science Benchmark increased by 2 percentage points for all three groups (Figure 25). In Mathematics, the corresponding percentages decreased by 1 percentage point.

Figure 25: Percentages of Latino Tenth-Graders Meeting PLAN College Readiness Benchmarks in Mathematics and Science



- For Mexican American/Chicano students, increases in Benchmark attainment were seen for both females and males (Appendix, Table 6). For Puerto Rican, Cuban, and other students of Hispanic origin, larger increases in the percentages of students meeting the PLAN Benchmarks were seen for females than for males.
- In 2006, Latino tenth-graders were less likely to be on target to be ready for college in all four subject areas by the time they graduate than tenth-graders nationally who participated in PLAN (Figure 26).

Figure 26: Percentages of 2006 PLAN-Tested Tenth-Graders Meeting PLAN College Readiness Benchmarks



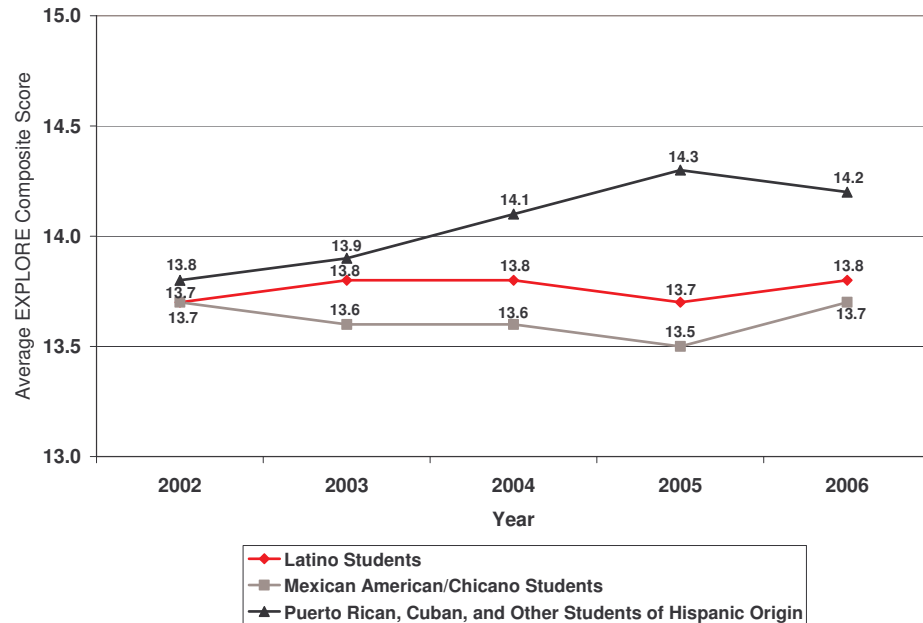
Between 2002 and 2006, Mexican American/Chicano eighth-graders who participated in EXPLORE improved their academic achievement and Benchmark attainment in Mathematics. Puerto Rican, Cuban, and other eighth-graders of Hispanic origin increased their average EXPLORE scores and the percentages of students meeting the EXPLORE College Readiness Benchmarks in all four subject areas.

- The number of Mexican American/Chicano eighth-graders taking EXPLORE increased from 20,272 in 2002 to 30,952 in 2006. The number of Puerto Rican, Cuban, and other eighth-graders of Hispanic origin taking EXPLORE decreased from 20,544 in 2002 to 8,554 in 2006.*
- Between 2002 and 2006, average EXPLORE Composite scores increased for Latino students by 0.1 point and for Puerto Rican, Cuban, and other students of Hispanic origin by 0.4 point (Figure 27). For Mexican American/Chicano eighth-graders, the average EXPLORE Composite score was the same in 2006 as it was in 2002.

* In 2006, approximately 3 percent of EXPLORE-tested Mexican American/Chicano eighth-graders were from the East, 30 percent from the Midwest, 51 percent from the Southwest, and 16 percent from the West. In 2006, approximately 17 percent of EXPLORE-tested Puerto Rican, Cuban, and other Eighth-graders of Hispanic origin were from the East, 38 percent from the Midwest, 35 percent from the Southwest, and 9 percent from the West.

Between 2002 and 2006 a large school district with substantial numbers of Puerto Rican, Cuban, and other students of Hispanic origin discontinued using EXPLORE, resulting in a large decrease in the number of these students participating. The average EXPLORE score increases and improvements in Benchmark attainment for Puerto Rican, Cuban, and other students of Hispanic origin discussed in this section should therefore be interpreted with caution.

Figure 27: Average EXPLORE Composite Scores of Latino Eighth-Graders



- Between 2002 and 2006, Puerto Rican, Cuban, and other eighth-graders of Hispanic origin increased their average EXPLORE scores in all four subject areas (Figures 28 and 29). Mexican American/Chicano eighth-graders increased their average EXPLORE Mathematics score by 0.2 point, but their average EXPLORE scores in English, Reading and Science either decreased or remained the same.

Figure 28: Average EXPLORE English and Reading Scores of Latino Eighth-Graders

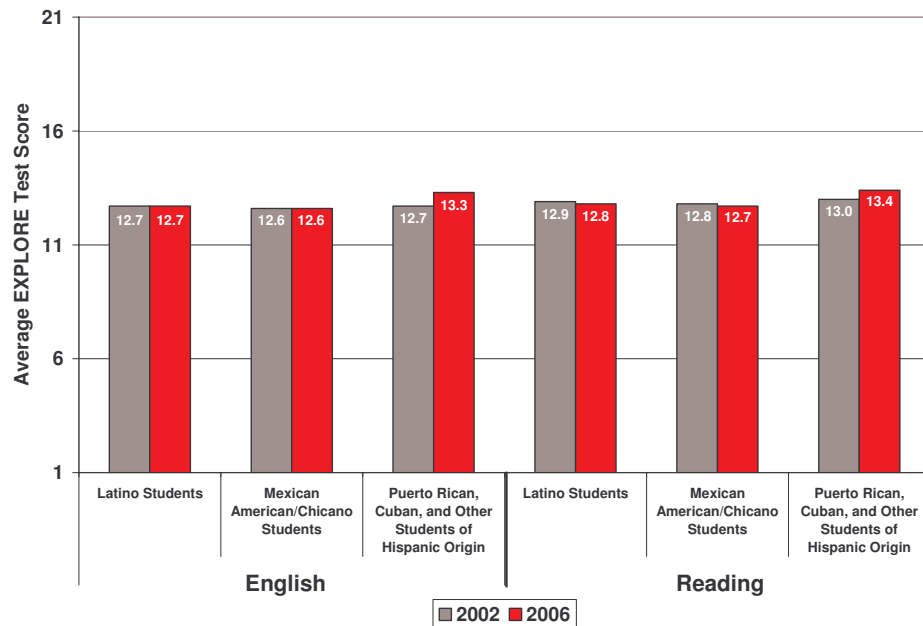
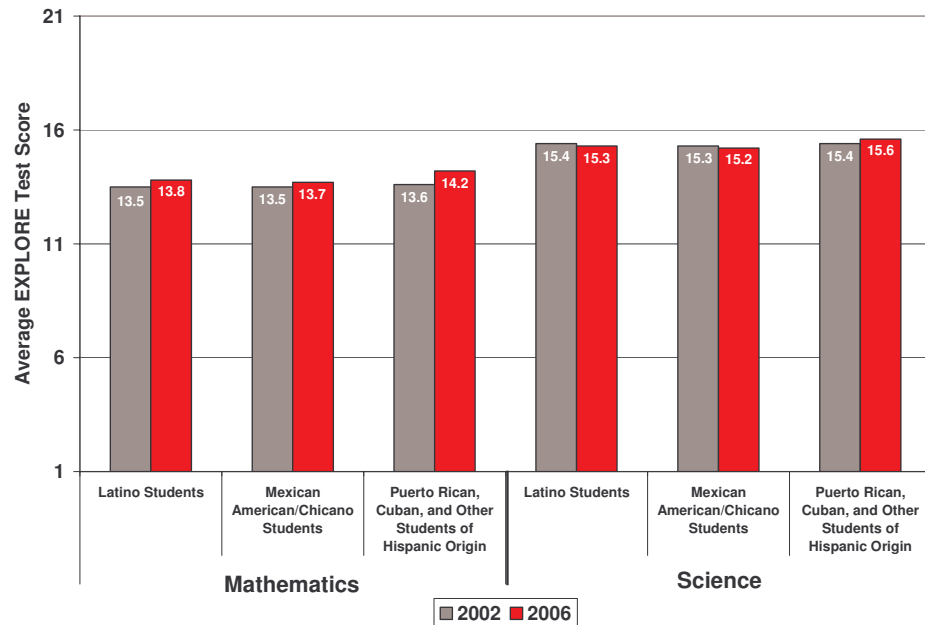


Figure 29: Average EXPLORE Mathematics and Science Scores of Latino Eighth-Graders



- Similar increases in average EXPLORE scores were seen when examined by gender (Appendix, Table 7). (Information about family income range and whether English is the most frequently spoken language in the home was not available for eighth-graders.)
- Between 2002 and 2006, Puerto Rican, Cuban, and other eighth-graders of Hispanic origin improved their Benchmark attainment in all four subject areas (Figures 30 and 31). The percentage of Mexican American/Chicano eighth-graders who met the EXPLORE Mathematics Benchmark increased by 1 percentage point. Benchmark attainment in the other subject areas for Mexican American/Chicano eighth-graders either decreased or remained the same.
- Similar changes in EXPLORE Benchmark attainment between 2002 and 2006 were seen for Latino females and males (Appendix, Table 8).

Figure 30: Percentages of Latino Eighth-Graders Meeting EXPLORE College Readiness Benchmarks in English and Reading

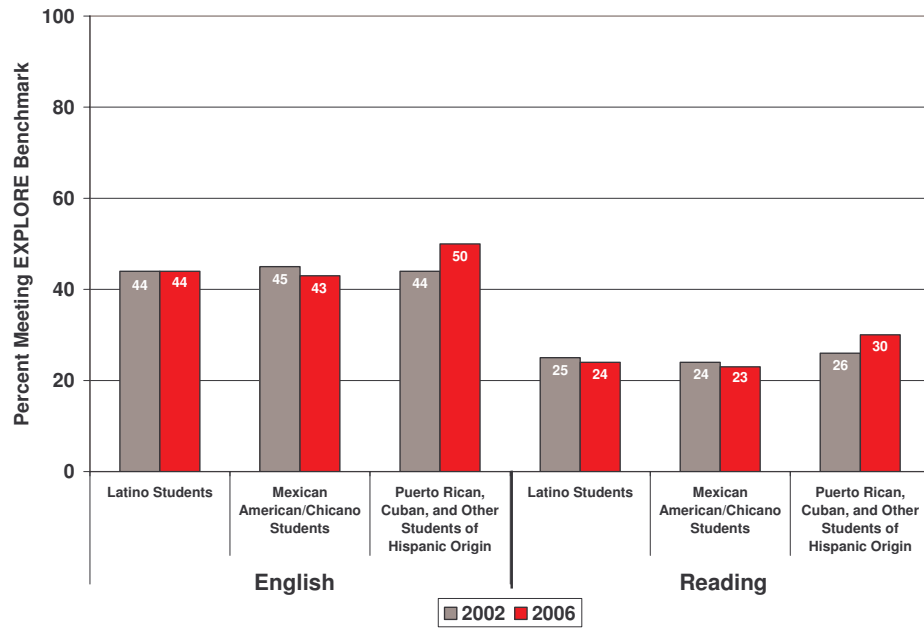
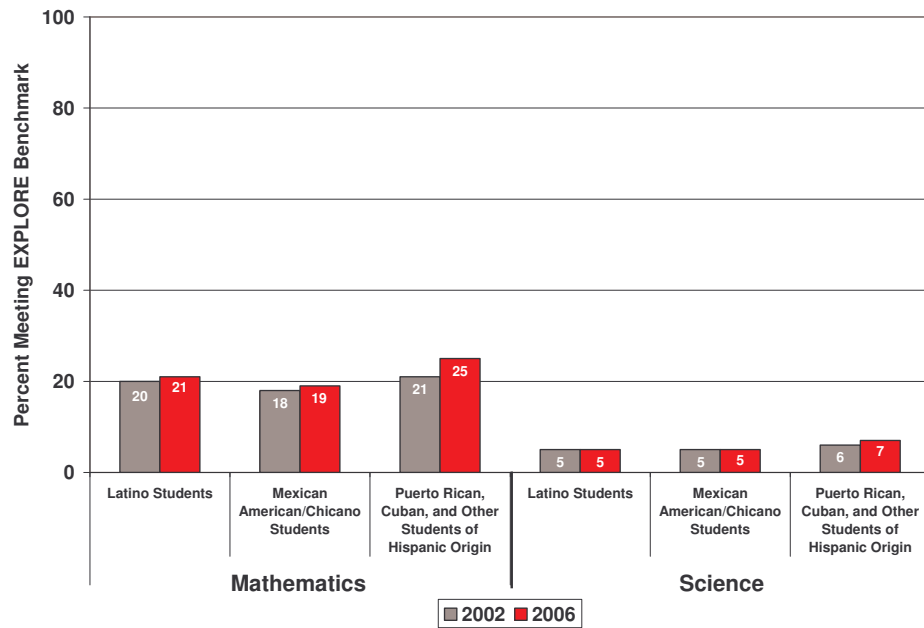
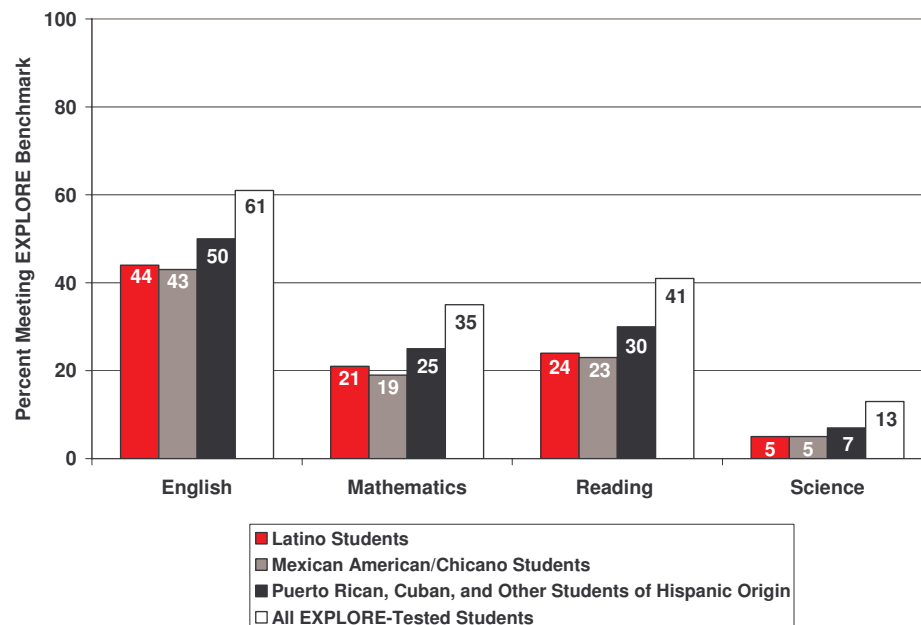


Figure 31: Percentages of Latino Eighth-Graders Meeting EXPLORE College Readiness Benchmarks in Mathematics and Science



- In 2006, EXPLORE-tested eighth-graders from all three Latino groups were less likely to be on target to be ready for college in all four subject areas by the time they graduate from high school than eighth-graders nationally who participated in EXPLORE (Figure 32).

Figure 32: Percentages of 2006 EXPLORE-Tested Eighth-Graders Meeting EXPLORE College Readiness Benchmarks



- In 2006, no more than 50 percent of Latino eighth-graders met the EXPLORE English Benchmark, fewer than one-third met the EXPLORE Reading Benchmark, one-quarter or fewer met the EXPLORE Mathematics Benchmark, and fewer than one in ten met the EXPLORE Science Benchmark. Moreover, 45 percent or more of Latino eighth-graders who participated in EXPLORE did not meet any of the Benchmarks, and only 6 percent or fewer met all four Benchmarks (Appendix, Table 8). These results suggest there is a need to intervene now to ensure that even more Latino students are ready for college by the time they graduate from high school.

Q. Are Latino students in the educational pipeline in grades 10 and 12 ready for college?

A. Latino high school graduates who participate in EXPLORE, PLAN, and the ACT, as well as those who take both PLAN and the ACT, appear more likely to be ready for college than all Latino graduates who take the ACT. However, fewer Latino students are ready for college by the time they graduate from high school than are expected based on their performance in tenth grade. This finding raises questions about the type and quality of courses Latino students take in eleventh and twelfth grades.

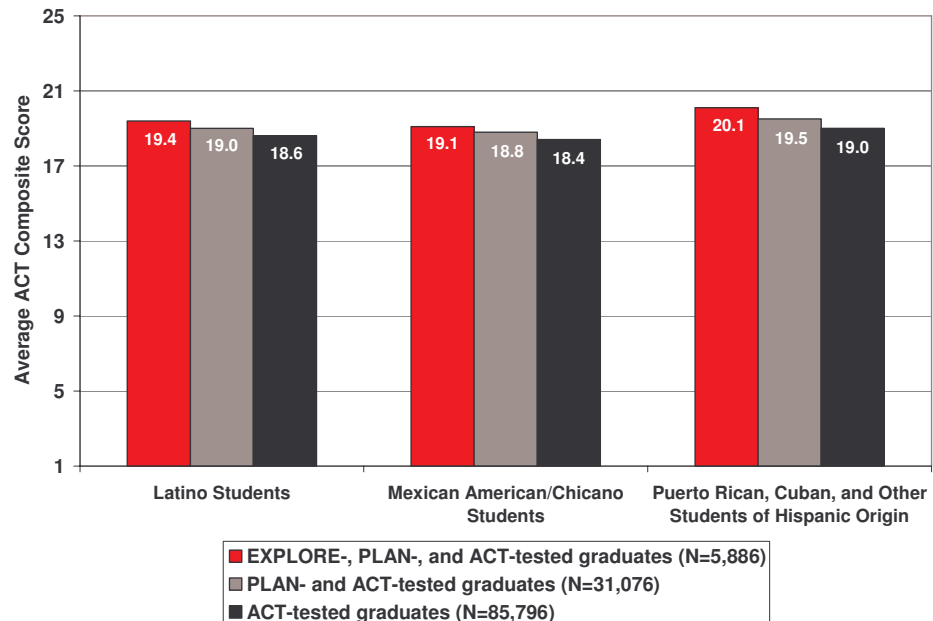
Supporting Data

ACT-tested Latino 2006 high school graduates who also took PLAN, or both EXPLORE and PLAN, had higher average ACT scores and were more likely to

meet the ACT College Readiness Benchmarks than all Latino high school graduates who did not take college readiness assessments earlier.

- Of ACT-tested Latino 2006 high school graduates, 36 percent also took PLAN and 7 percent took both EXPLORE and PLAN. For Mexican American/Chicano graduates, these percentages were 39 percent and 7 percent, respectively, and for Puerto Rican, Cuban, and other students of Hispanic origin, these percentages were 32 percent and 6 percent, respectively.
- Latino 2006 high school graduates who took both PLAN and the ACT, or who participated in EXPLORE, PLAN, and the ACT, had higher average ACT Composite scores (Figure 33) than all ACT-tested Latino 2006 high school graduates.

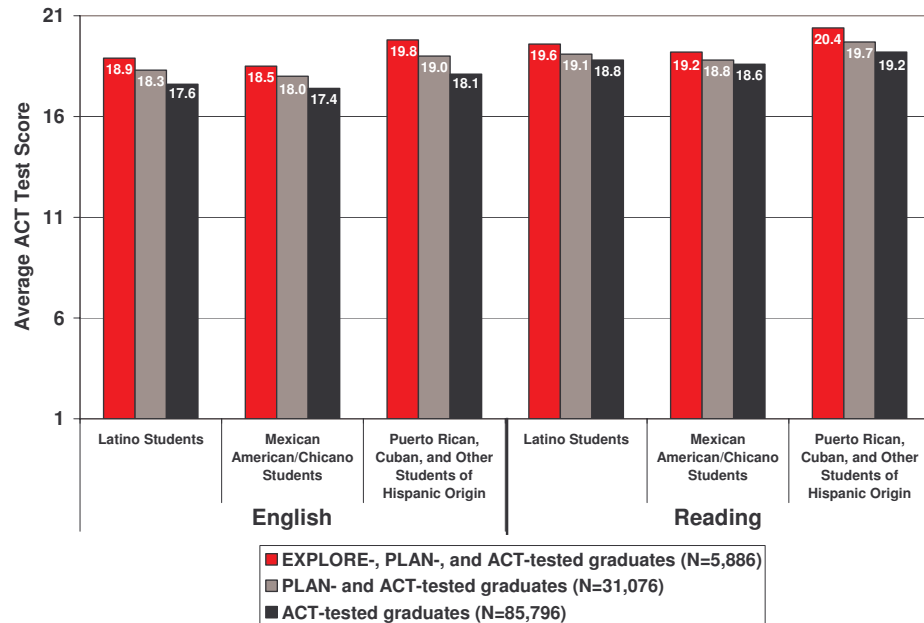
Figure 33: Average ACT Composite Scores of Latino 2006 High School Graduates, by Program Participation¹



¹The number of all Latino high school graduates included in each of the three overlapping program participation groups is shown in the figure legend.

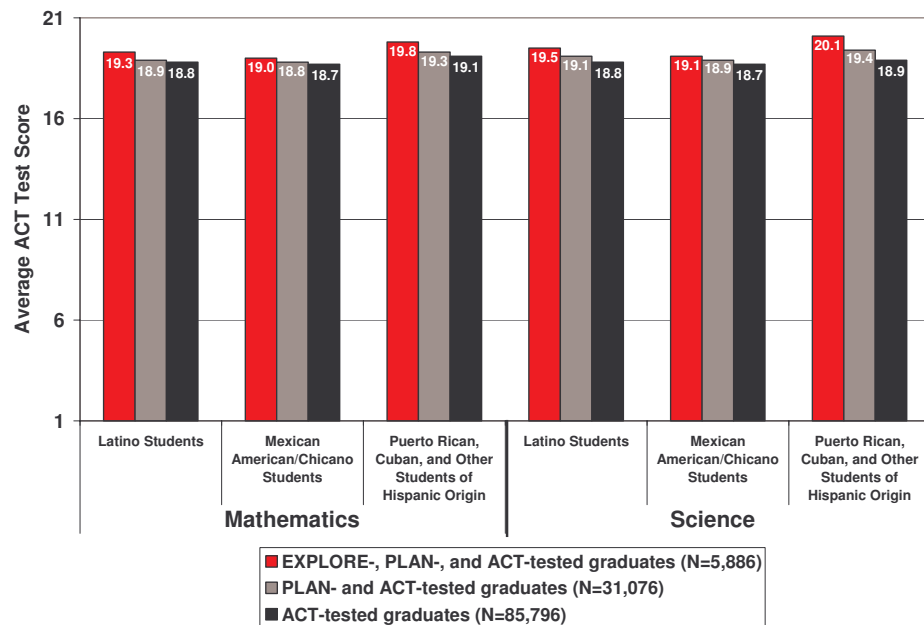
- In addition, Latino 2006 high school graduates who took both PLAN and the ACT, or participated in EXPLORE, PLAN, and the ACT, had higher average ACT subject area scores than all ACT-tested Latino 2006 high school graduates (Figures 34 and 35). This finding was also seen when examined by gender, family income range, and whether English is the most frequently spoken language in the home (Appendix, Table 9).

Figure 34: Average ACT English and Reading Scores of Latino 2006 High School Graduates, by Program Participation¹



¹The number of all Latino high school graduates included in each of the three overlapping program participation groups is shown in the figure legend.

Figure 35: Average ACT Mathematics and Science Scores of Latino 2006 High School Graduates, by Program Participation¹

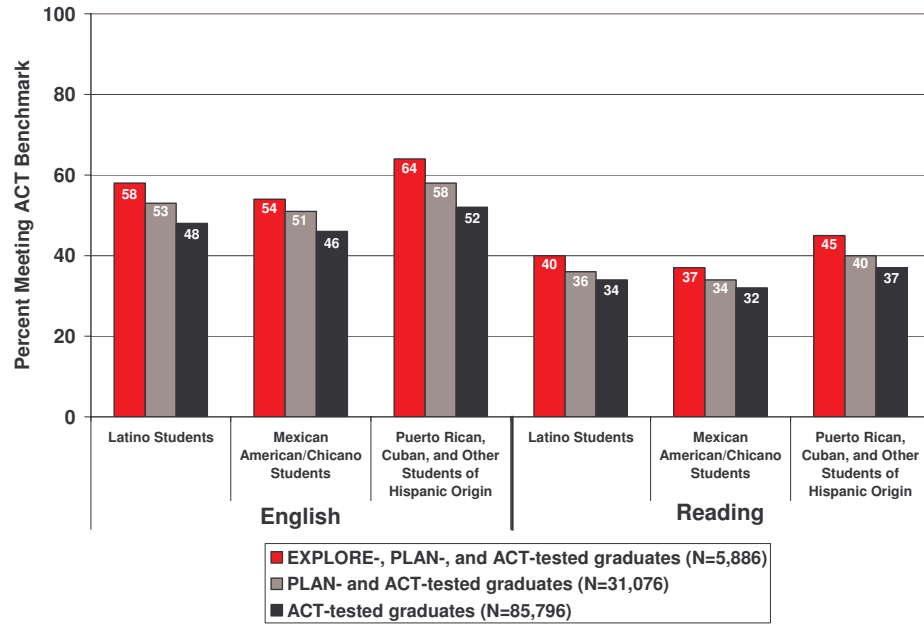


¹The number of all Latino high school graduates included in each of the three overlapping program participation groups is shown in the figure legend.

- Latino 2006 high school graduates who took both PLAN and the ACT, or participated in EXPLORE, PLAN, and the ACT, were more likely to be ready for first-year college coursework than all ACT-tested Latino 2006 high school graduates (Figures 36 and 37). This finding was also seen when examined by gender, family income range, and whether

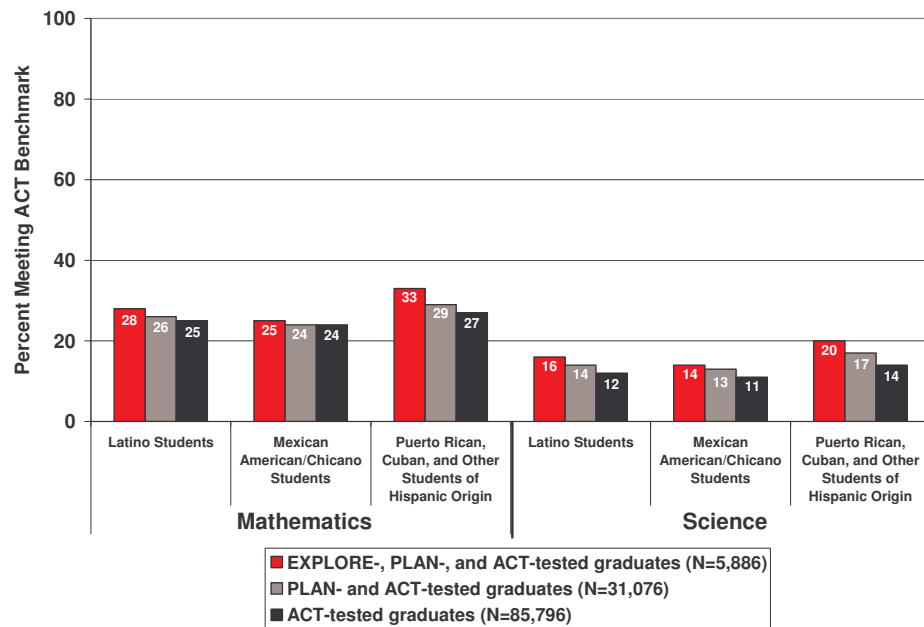
English is the most frequently spoken language in the home (Appendix, Table 10).

Figure 36: Percentages of Latino 2006 High School Graduates Meeting ACT College Readiness Benchmarks in English and Reading, by Program Participation¹



¹The number of all Latino high school graduates included in each of the three overlapping program participation groups is shown in the figure legend.

Figure 37: Percentages of Latino 2006 High School Graduates Meeting ACT College Readiness Benchmarks in Mathematics and Science, by Program Participation¹

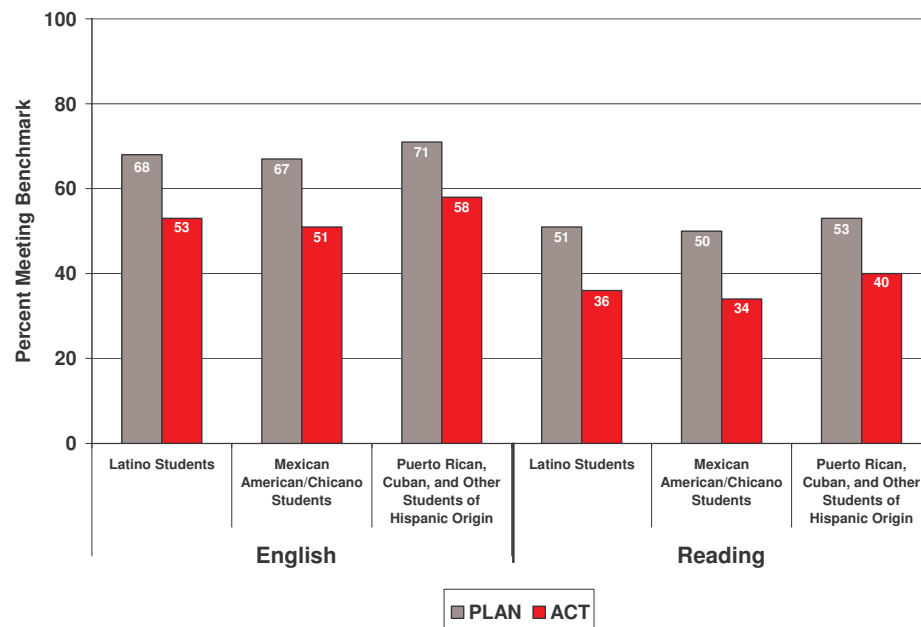


¹The number of all Latino high school graduates included in each of the three overlapping program participation groups is shown in the figure legend.

Of ACT-tested Latino 2006 high school graduates who also took PLAN, it appears that more were on target to be ready at grade 10 for first-year college English, social science, and science courses than were actually ready by the time they took the ACT.

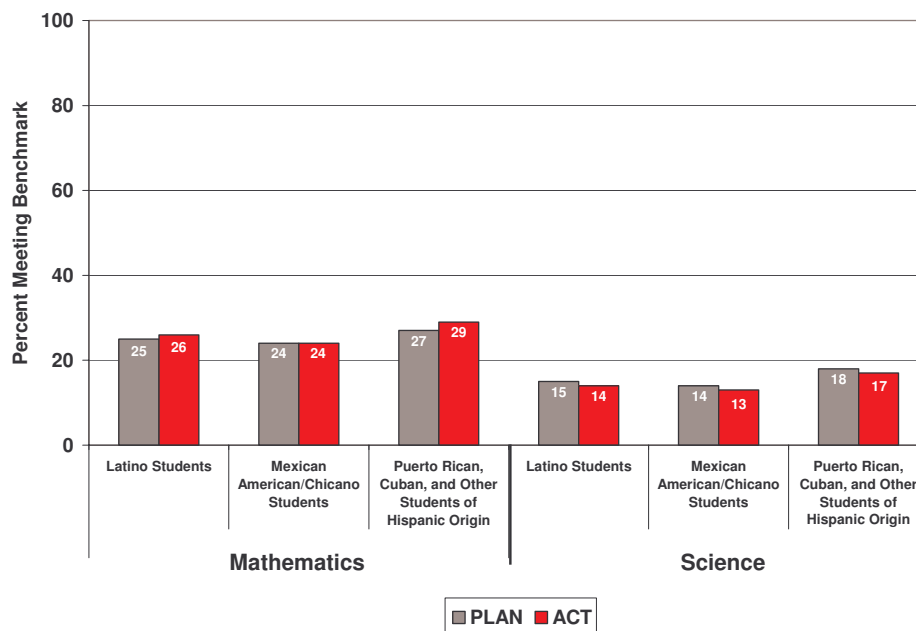
- Among ACT-tested Latino 2006 high school graduates who also took PLAN, there were substantially fewer graduates who were ready for first-year college English and social science courses than expected based on their performance in tenth grade (Figure 38). For example, 67 to 71 percent of Latino tenth-graders were on target to be ready for first-year college English Composition by the time they graduate from high school, but when the same students took the ACT only 51 to 58 percent of them met the ACT English Benchmark.

Figure 38: Percentages of PLAN- and ACT-Tested Latino 2006 High School Graduates Meeting PLAN and ACT College Readiness Benchmarks in English and Reading



- The percentages of Latino students who met the Mathematics Benchmark between grades 10 and 12 remained the same or increased slightly (Figure 39). In science, there were slightly fewer Latino graduates who were ready for first-year college Biology than expected based on their performance in tenth grade.

Figure 39: Percentages of PLAN- and ACT-Tested Latino 2006 High School Graduates Meeting PLAN and ACT College Readiness Benchmarks in Mathematics and Science



- Between grades 10 and 12, similar declines in English, Reading, and Science Benchmark attainment were seen when examined by gender, family income range, and whether English is the most frequently spoken language in the home. Consistent with the overall results presented in Figure 39, there was little to no improvement in Benchmark attainment in Mathematics between grades 10 and 12 for Latino students when examined by gender, family income range, and whether English is the most frequently spoken language in the home.
- Results for ACT-tested Latino 2006 high school students who participated in EXPLORE, PLAN, and the ACT (6 to 7 percent of the class) show the same declines in Benchmark attainment in English, Reading, and Science between tenth and twelfth grades. This finding suggests there may be a need to strengthen course-taking patterns and course quality during the last two years of high school.

Q. What is the relationship between college readiness and college success for Latino high school graduates?

A. More than half of ACT-tested Latino high school graduates are enrolling in college.* Latino high school graduates who meet the ACT College Readiness Benchmarks are more likely than those who do not meet the Benchmarks to enroll in college directly after high school and to re-enroll at the same college their second year.

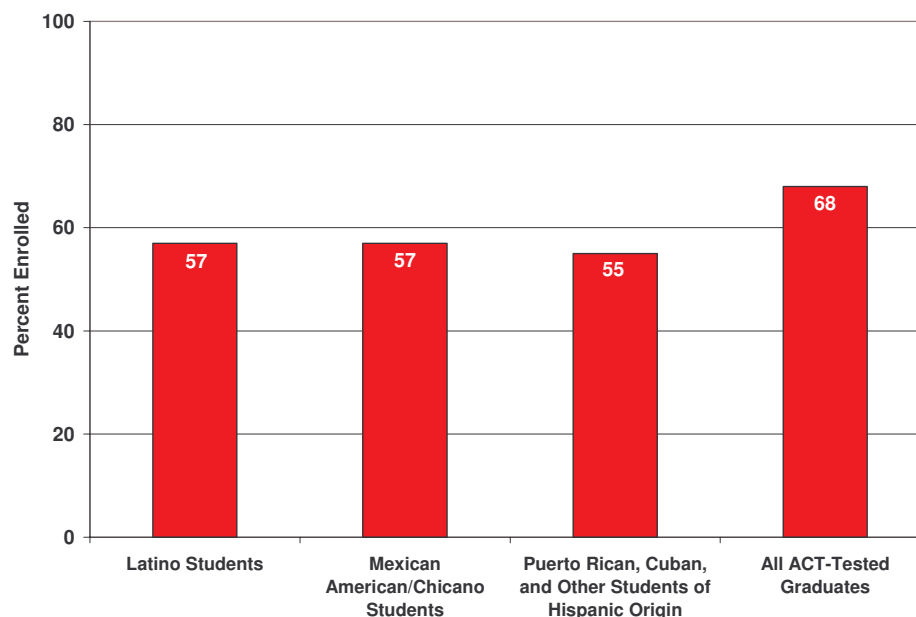
* Colleges include two-year and four-year postsecondary institutions.

Supporting Data

More than half of ACT-tested Latino high school graduates enrolled in college.

- Fifty-seven percent of ACT-tested Latino 2004 high school graduates enrolled in college the fall following graduation. And, although Puerto Rican, Cuban, and other students of Hispanic origin had higher average ACT scores and were more likely to meet the ACT College Readiness Benchmarks than Mexican American/Chicano students, they were slightly less likely to enroll in college the fall following graduation (Figure 40). Moreover, college enrollment rates for all three Latino student groups were lower than that for ACT-tested high school graduates nationally (by 11 to 13 percentage points).

Figure 40: College Enrollment Rates for ACT-Tested 2004 High School Graduates¹



¹High school graduates' college enrollment rates for 2004 were based on National Student Clearinghouse data.

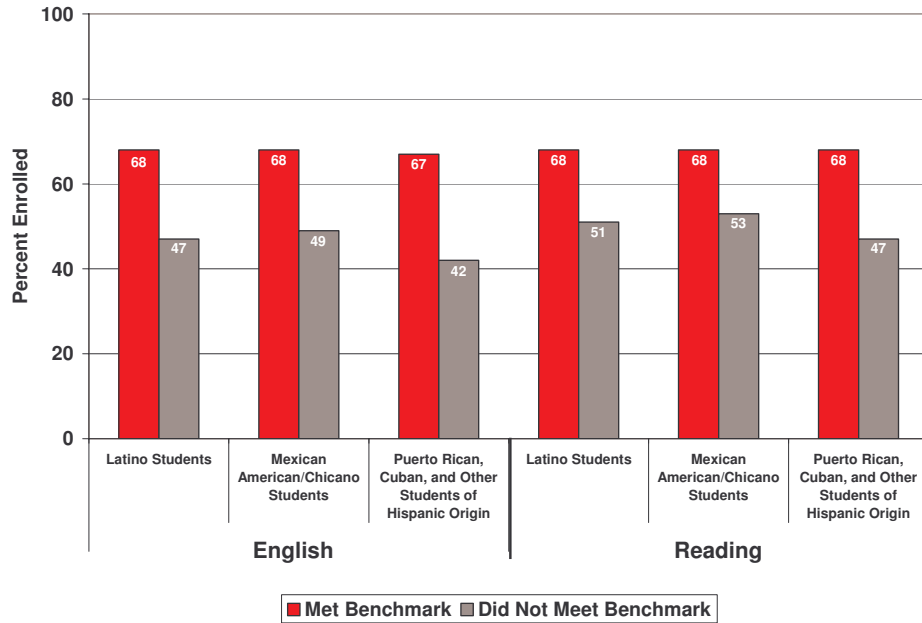
- Latino females enrolled in college at a higher rate than Latino males, and Latino students from homes where English is the most frequently spoken language enrolled at a higher rate than those from homes where English is not the most frequently spoken language (Appendix, Table 11). In addition, Latino students from higher-income families were more likely than those from lower-income families to enroll in college directly after high school. These results were also seen for ACT-tested high school graduates nationally when examined by gender and family income range.

Latino high school graduates who meet the ACT College Readiness Benchmarks were more likely to enroll in college the fall following graduation.

- Latino 2004 high school graduates who met the ACT College Readiness Benchmarks enrolled in college the fall following graduation at a higher rate than those who did not meet the Benchmarks (Figures 41 and 42);

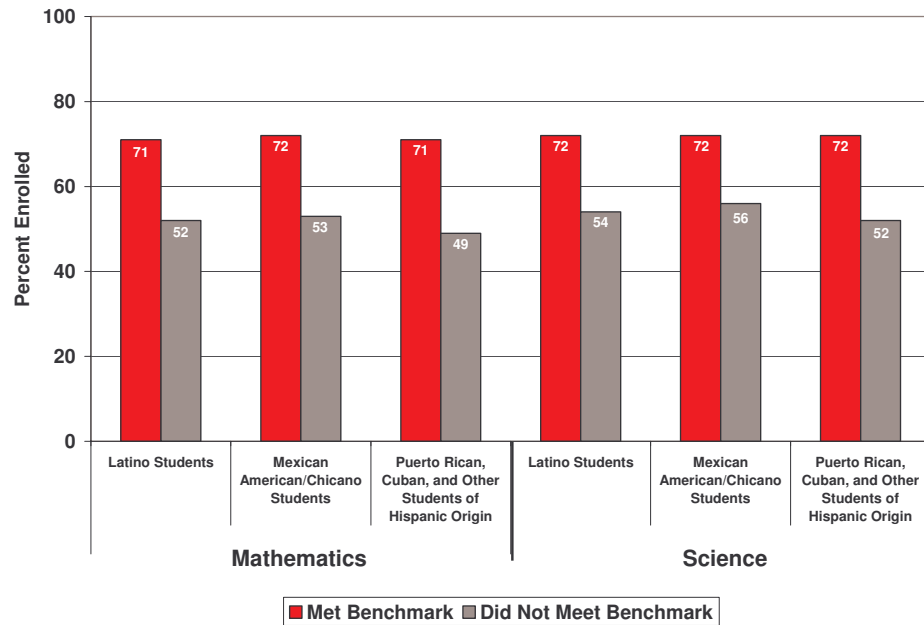
this finding held true when examined by gender, family income range, and whether English is the most frequently spoken language in the home. College enrollment rates differed by at least 15 percentage points for Mexican American/Chicano students and at least 20 percentage points for Puerto Rican, Cuban, and other students of Hispanic origin.

Figure 41: College Enrollment Rates for Latino 2004 High School Graduates, by ACT College Readiness Benchmark Attainment in English and Reading¹



¹ Latino high school graduates' college enrollment rates for 2004 were based on National Student Clearinghouse data.

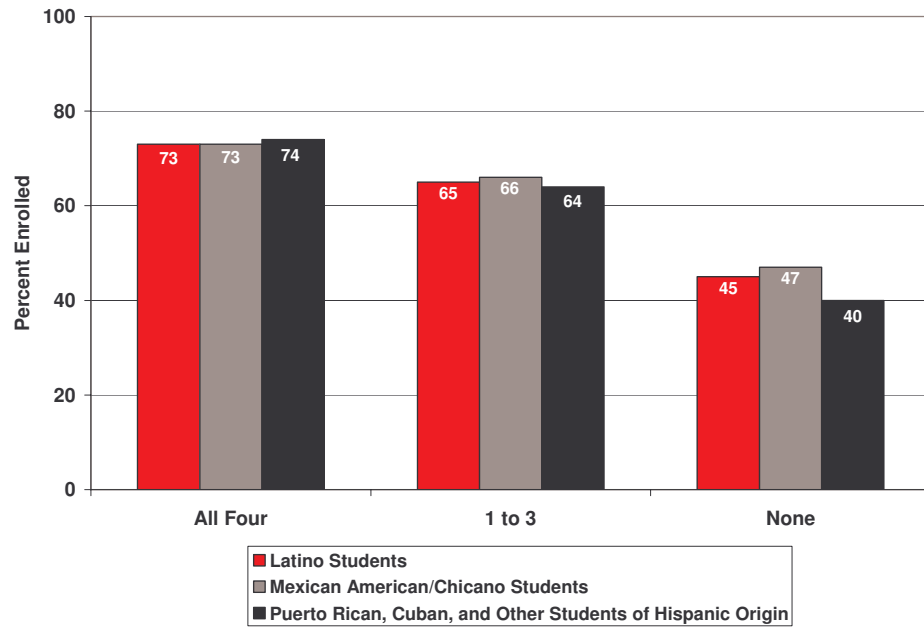
Figure 42: College Enrollment Rates for Latino 2004 High School Graduates, by ACT College Readiness Benchmark Attainment in Mathematics and Science¹



¹ Latino high school graduates' college enrollment rates for 2004 were based on National Student Clearinghouse data.

- In particular, 73 to 74 percent of Latino students who met all four of the ACT College Readiness Benchmarks enrolled in college the fall following graduation, compared to 40 to 47 percent of Latino students who met none of the Benchmarks (Figure 43).

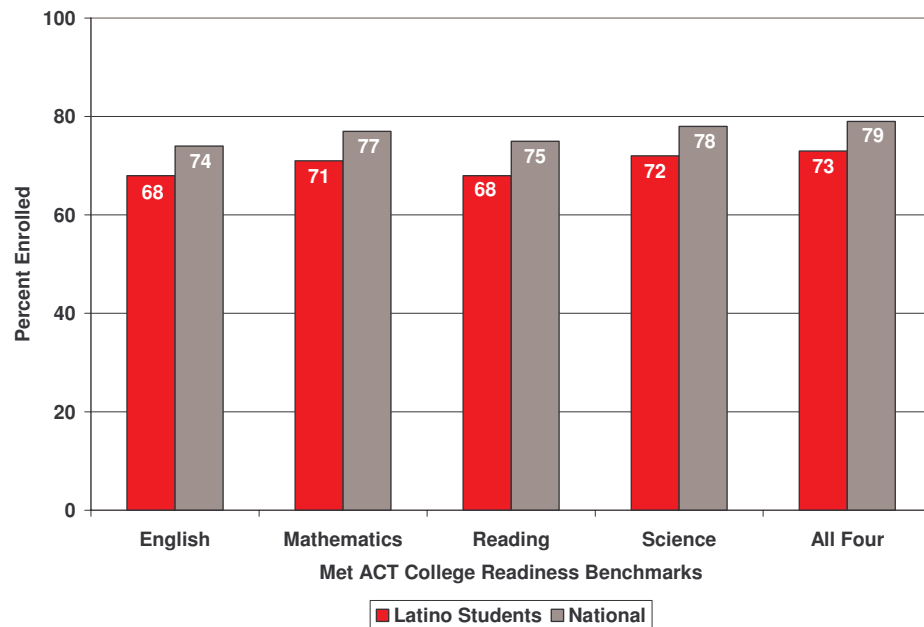
Figure 43: College Enrollment Rates for Latino 2004 High School Graduates, by Number of ACT College Readiness Benchmarks Attained¹



¹ Latino high school graduates' college enrollment rates for 2004 were based on National Student Clearinghouse data.

- Of students who met the ACT College Readiness Benchmarks, college enrollment rates for Latino students were 6 to 7 percentage points lower than those for ACT-tested students nationally (Figure 44). However, this difference was nearly half of that previously noted between all ACT-tested Latino high school graduates and graduates nationally, irrespective of Benchmark attainment (Figure 40).

Figure 44: College Enrollment Rates for 2004 High School Graduates Meeting the ACT College Readiness Benchmarks¹

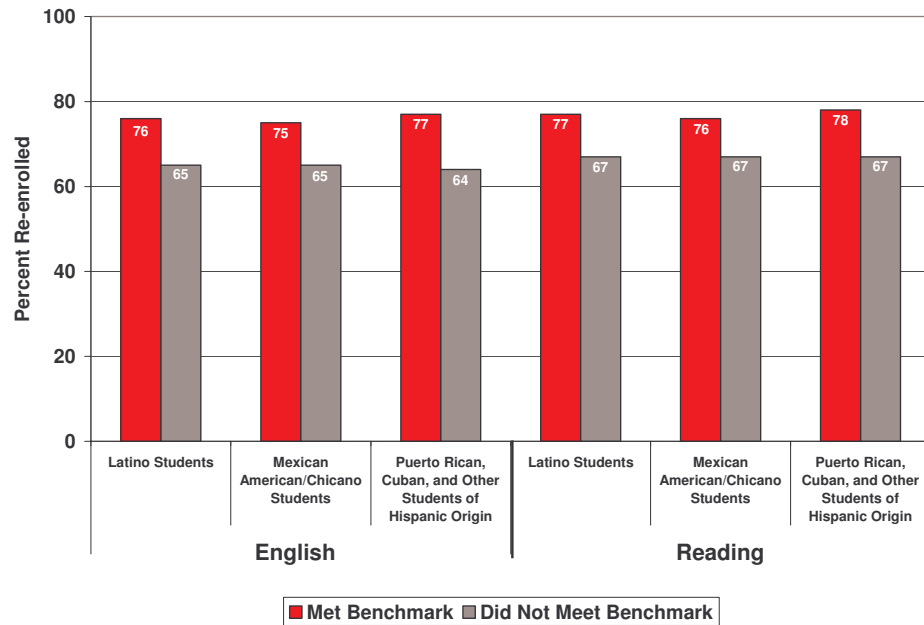


¹ High school graduates' college enrollment rates for 2004 were based on National Student Clearinghouse data.

Latino high school graduates who met the ACT College Readiness Benchmarks were more likely to re-enroll at the same postsecondary institution their second year.

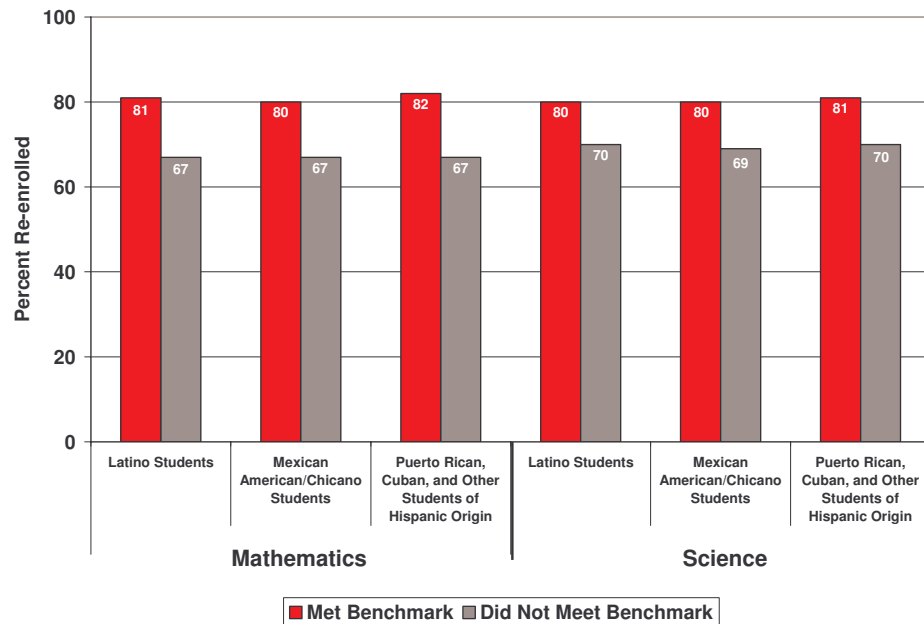
- In 2004, ACT-tested Latino high school graduates re-enrolled at the same institution their second year at a similar rate to that seen for ACT-tested graduates nationally (71 to 72 percent and 72 percent, respectively).
- Latino 2004 high school graduates who met the ACT College Readiness Benchmarks re-enrolled at the same college their second year at a higher rate than those who did not meet the Benchmarks (Figures 45 and 46); this finding held true when examined by gender, family income range, and whether English is the most frequently spoken language in the home. For all three Latino groups, college retention rates differed by at least 9 percentage points between students who met and did not meet the Benchmarks (Figures 45 and 46).

Figure 45: College Retention Rates for Latino 2004 High School Graduates Who Enrolled in College the Fall Following Graduation, by ACT College Readiness Benchmark Attainment in English and Reading¹



¹ Latino high school graduates' college retention rates for 2004 were based on National Student Clearinghouse data.

Figure 46: College Retention Rates for Latino 2004 High School Graduates Who Enrolled in College the Fall Following Graduation, by ACT College Readiness Benchmark Attainment in Mathematics and Science¹

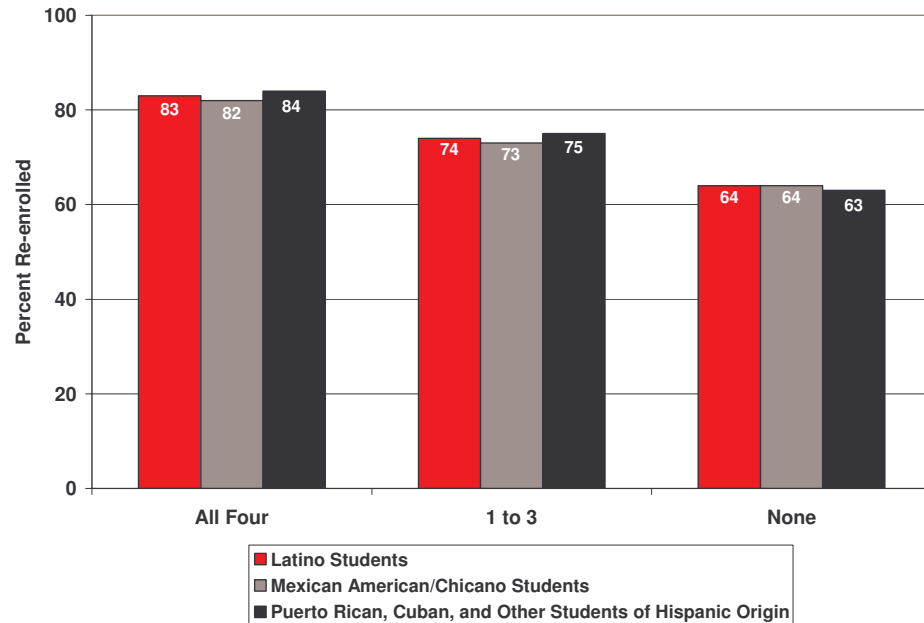


¹ Latino high school graduates' college retention rates for 2004 were based on National Student Clearinghouse data.

- In particular, 82 to 84 percent of Latino students who met all four ACT College Readiness Benchmarks re-enrolled at the same college the

second year, compared to 73 to 75 percent who met one to three Benchmarks and 63 to 64 percent who met none of the Benchmarks (Figure 47).

Figure 47: College Retention Rates for Latino 2004 High School Graduates Who Enrolled in College the Fall Following Graduation, by Number of ACT College Readiness Benchmarks Met¹



¹ Latino high school graduates' college retention rates for 2004 were based on National Student Clearinghouse data.

Recommendations

In the past five years, Latino students have experienced encouraging improvements in academic achievement and college readiness. However, there are still many Latino students who are not ready for either college or workforce training. Based on these findings, we offer the following recommendations to encourage continual progress in improving the college and workforce readiness of Latino students.

1. *We need to continue to encourage more Latino students to take the core curriculum and higher-level coursework in high school, especially in mathematics and science.* Slightly higher percentages of Latino students are taking higher-level mathematics and science coursework in 2006 than in 2002, but there is no improvement in the percentages of Latino students taking the ACT-recommended core curriculum. Further, given that only about one-quarter of Latino high school graduates are ready for college in mathematics and fewer than fifteen percent are ready in science, we recommend that more emphasis be placed on encouraging Latino students to take higher-level mathematics courses beyond Algebra II, as well as Chemistry and Physics. ACT research shows that increases in coursework preparation are directly related to academic achievement and college and workforce training readiness and success.

2. *We need to continue to review and evaluate the rigor and content of high school courses in English, mathematics, reading and science.* ACT research shows that Latino students who take higher-level coursework in high school achieve higher ACT scores and are more likely to meet ACT College Readiness Benchmarks than Latino students who do not take these courses. The rigor of the courses students take is a strong determinant of their readiness for college and workplace training.

Evaluation of course rigor in English, mathematics, and science courses could include such activities as comparing the content of these courses to those described in *On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College* and the ACT College Readiness Standards™. ACT research shows that students who are ready for college-level science handle cognitively complex tasks better than those who are not ready. Underprepared students are less likely to be able to generalize findings from given information, obtain new information, draw conclusions, or make predictions pertaining to scientific investigation. Students need to be able to apply and refine science process skills such as data analysis and interpretation, and also to communicate conclusions effectively to others.

In reading, we recommend incorporating reading expectations across the curriculum into state standards so that they specify the inclusion, by grade level, of increasingly complex reading materials in English, mathematics, science, and social studies courses (for more details, see *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading*). Students must have the opportunity to read complex materials across the curriculum so that they are better positioned to comprehend complex texts in all subjects once they enter college or workforce training.

Across the nation there is an increasing trend toward establishing stringent graduation requirements, including graduation examinations, for high school students. In addition, many high schools are reviewing and measuring the rigor of their courses through the use of end-of-course examinations, such as those available through ACT's high school instructional improvement program, QualityCore™ (for more information on these exams, visit www.act.org/qualitycore). One of the essential features of such examinations is that they must be aligned with the expectations of postsecondary education and thus require a level of proficiency that demonstrates students' readiness for college and workforce training. For example, ACT's QualityCore™ examinations are based on end-of-course objectives that are rigorous, empirically based, derived from the syllabi of course offerings at high-performing United States high schools serving predominantly minority and Title I-funded populations, and validated by a selection of teachers at high-performing high schools across the U.S. Through collaborative efforts, such as engaging in field studies and research, we can help states, schools, and educators investigate the professional resources and activities needed to help them strengthen the quality of the courses students take in high schools across the nation.

3. *We need to establish high expectations for Latino students, monitor their progress through high school at becoming ready for college, and encourage more Latino students to take the ACT in their junior year.* Latino students must be prepared to compete in today's highly technology-based economy, where many of the jobs now being created require at least some postsecondary education training or the skills and knowledge equivalent to those expected of first-year college students. However, only about 10 percent of ACT-tested Latino high school graduates are ready for college-level coursework in all four subject areas. Being underprepared for college-level coursework severely disadvantages students in terms of college success. Underprepared students generally need to take remedial coursework, typically courses that are not credit-bearing. However, taking remedial coursework delays completion of educational programs and increases the cost of completing these programs. The end result is higher college dropout rates and lower program completion rates for students who enter college underprepared. Therefore, to help Latino high school students become ready for college and the workplace, we must ensure that they prepare. To do this, we need to monitor the college and work readiness of Latino students early and often.

One way of accomplishing this is through the use of a longitudinal assessment system, such as EXPLORE, PLAN, and the ACT; such a system helps establish high expectations for Latino students and monitors their progress. Some states (e.g., Colorado, Illinois, Michigan) administer the ACT to all of their public high school juniors. By doing this, these states have given all their students, including Latino students, the opportunity to identify academic strengths and weaknesses, explore educational and career interests, set high standards for academic achievement, and prepare to meet their educational and career goals. In addition, some states (e.g., Arkansas and Oklahoma) administer EXPLORE and PLAN on a state-funded voluntary basis. This allows educators in these states to use EXPLORE results to identify students' strengths and weaknesses early in eighth grade, so that appropriate individual learning plans can be developed and appropriate interventions made while there is still time. Progress can again be evaluated with PLAN in the tenth grade. ACT research shows that implementation of a longitudinal assessment system, such as EXPLORE, PLAN, and the ACT, helps increase student readiness for college and workforce training.

We also recommend that more Latino students be encouraged to take the ACT in their junior year and again early in their senior year to gauge their progress in becoming ready for college. Repeat testing also helps students become familiar with the format and the content of the ACT. Results in 2006 reveal that only 27 to 29 percent of ACT-tested Latino high school graduates took the ACT more than once, and nearly 50 percent of Latino students took the ACT for the first time during their senior year. ACT research shows that Latino students who take the ACT earlier and more frequently tend to achieve higher ACT Composite scores than if they take the ACT only once, in their senior year. ACT offers fee waivers for economically disadvantaged students. Eligible

students may use a maximum of two fee waivers, since many students test as juniors and again as seniors.

4. *We need to provide student guidance.* Given the discrepancy between the educational aspirations of Latino students and the high school coursework they are taking, and given the decline in progress toward college readiness between grades 10 and 12 for Latino students who took both PLAN and the ACT, we recommend that states, schools, and educators evaluate both their current educational and career guidance programs and the courses students take in high school, especially in eleventh and twelfth grades. Through the ACT Interest Inventory and the World-of-Work Map, Mexican American/Chicano, Puerto Rican, Cuban, and other students of Hispanic origin can explore their educational and career interests as early as grade 8. Guidance counselors, teachers, and parents can use this information to help guide Latino students toward occupations and postsecondary education and training programs that are aligned with their interests and help Latino students plan coursework for grades 8 through 12 that includes rigorous courses through grade 12 (another reason for encouraging Latino students to take the ACT during their junior year).

EXPLORE, PLAN, and the ACT, provide a longitudinal approach to educational and career planning that begins early in middle school and provides all students, including those who have never before considered going to college, with an opportunity to explore their educational and career interests. EXPLORE is designed to stimulate career exploration and facilitate development of a plan for the student's high school academic program (for more information, visit www.explorestudent.org). PLAN is designed to improve student planning and preparation for education, training, work, and career after high school and offers guidance to students about course-taking between grades 10 and 12 (for more information, visit www.planstudent.org). Each program, including the ACT, helps students explore career options based on their own skills, interests, and aspirations. Using a longitudinal system such as EXPLORE, PLAN, and the ACT to its full potential, states, schools, and educators can assist their middle school and high school Latino students in assessing their interests and skills early, in order to help students make important career and educational decisions. ACT research shows that using EXPLORE, PLAN, and the ACT promotes educational and career planning.

5. *We need to continue to evaluate and align the curriculum with both high school standards and college and workplace readiness standards.* Based on the strong association between the college readiness and college success of Latino high school graduates, we recommend that states, schools, and educators continue to evaluate and align their curricula with both high school state standards and college and workplace standards. Being ready for college increases students' chances of enrolling in college, staying in college, and succeeding in first-year courses, and decreases the likelihood of their needing to take remedial courses.

Summary

We applaud *Excelencia* in Education for its commitment to improving the educational achievement of Latino students in higher education. ACT research shows that students who participate in EXPLORE, PLAN, and the ACT are more likely to be ready for college when they graduate, are more likely to enroll in college and re-enroll at the same college their second year. Data for Latino students show that such positive developments are occurring. By sustaining and extending these efforts, we can help ensure that Latino students make even greater progress toward their academic goals.

APPENDIX

Table 1: Average ACT Test Scores of Latino¹ High School Graduates

ACT Test	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	2002	2006	Diff ²	2002	2006	Diff ²	2002	2006	Diff ²
All Students									
Composite	18.4	18.6	0.2	18.2	18.4	0.2	18.8	19.0	0.2
English	17.3	17.6	0.3	17.1	17.4	0.3	17.9	18.1	0.2
Mathematics	18.5	18.8	0.3	18.4	18.7	0.3	18.9	19.1	0.2
Reading	18.6	18.8	0.2	18.3	18.6	0.3	19.1	19.2	0.1
Science	18.6	18.8	0.2	18.5	18.7	0.2	18.9	18.9	0.0
N	66,770	85,796		45,762	54,176		21,008	31,620	
Females									
Composite	18.3	18.6	0.3	18.1	18.4	0.3	18.8	18.9	0.1
English	17.6	17.9	0.3	17.3	17.6	0.3	18.2	18.3	0.1
Mathematics	18.1	18.5	0.4	18.0	18.3	0.3	18.5	18.7	0.2
Reading	18.7	19.0	0.3	18.4	18.7	0.3	19.3	19.4	0.1
Science	18.3	18.5	0.2	18.1	18.4	0.3	18.6	18.6	0.0
N	39,181	50,108		26,635	31,109		12,546	18,999	
Males									
Composite	18.5	18.7	0.2	18.3	18.5	0.2	19.0	19.1	0.1
English	17.0	17.3	0.3	16.7	17.0	0.3	17.5	17.8	0.3
Mathematics	19.1	19.4	0.3	18.9	19.2	0.3	19.5	19.7	0.2
Reading	18.4	18.6	0.2	18.2	18.3	0.1	18.9	19.0	0.1
Science	19.1	19.2	0.1	18.9	19.1	0.2	19.4	19.4	0.0
N	27,317	35,164		18,974	22,775		8,343	12,389	
Family Income less than \$30,000									
Composite	17.2	17.3	0.1	17.1	17.3	0.2	17.3	17.3	0.0
English	15.9	16.0	0.1	15.8	16.0	0.2	16.1	16.0	-0.1
Mathematics	17.5	17.7	0.2	17.5	17.8	0.3	17.6	17.7	0.1
Reading	17.2	17.3	0.1	17.1	17.3	0.2	17.5	17.4	-0.1
Science	17.6	17.7	0.1	17.6	17.8	0.2	17.6	17.6	0.0
N	24,581	29,712		17,837	19,344		6,744	10,368	
Family Income about \$30,000 to \$60,000									
Composite	18.8	18.9	0.1	18.7	18.8	0.1	19.1	19.2	0.1
English	17.9	18.0	0.1	17.7	17.8	0.1	18.2	18.4	0.2
Mathematics	18.8	19.0	0.2	18.7	18.9	0.2	19.0	19.1	0.1
Reading	19.1	19.2	0.1	19.0	19.0	0.0	19.4	19.5	0.1
Science	19.0	19.0	0.0	18.9	18.9	0.0	19.2	19.2	0.0
N	19,010	21,709		13,159	14,201		5,851	7,508	
Family Income more than \$60,000									
Composite	20.9	21.3	0.4	20.6	21.0	0.4	21.3	21.7	0.4
English	20.2	20.8	0.6	19.9	20.4	0.5	20.8	21.4	0.6
Mathematics	20.8	21.1	0.3	20.5	20.8	0.3	21.1	21.4	0.3
Reading	21.3	21.7	0.4	21.0	21.4	0.4	21.7	22.2	0.5
Science	20.7	20.9	0.2	20.5	20.7	0.2	21.0	21.2	0.2
N	10,659	13,555		6,667	8,025		3,992	5,530	

Table 1 (continued): Average ACT Test Scores of Latino¹ High School Graduates

ACT Test	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	2002	2006	Diff ²	2002	2006	Diff ²	2002	2006	Diff ²
English Language Most Frequently Spoken in Home									
Composite	19.1	19.4	0.3	19.0	19.2	0.2	19.5	19.7	0.2
English	18.3	18.6	0.3	18.0	18.3	0.3	18.8	19.1	0.3
Mathematics	19.0	19.3	0.3	18.8	19.2	0.4	19.3	19.5	0.2
Reading	19.5	19.8	0.3	19.3	19.5	0.2	19.9	20.2	0.3
Science	19.2	19.4	0.2	19.2	19.3	0.1	19.5	19.6	0.1
N	38,129	43,709		26,419	27,939		11,710	15,770	
English Language Not Most Frequently Spoken in Home									
Composite	17.3	17.6	0.3	17.0	17.5	0.5	17.8	17.8	0.0
English	15.8	16.3	0.5	15.5	16.1	0.6	16.6	16.6	0.0
Mathematics	17.9	18.2	0.3	17.7	18.1	0.4	18.3	18.4	0.1
Reading	17.2	17.5	0.3	16.8	17.3	0.5	17.9	17.9	0.0
Science	17.6	17.9	0.3	17.4	17.9	0.5	18.0	18.0	0.0
N	20,365	27,395		13,849	17,171		6,516	10,224	

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

² Differences between 2002 and 2006.

Table 2: Average ACT Writing, English/Writing, and English Scores of Latino High School Graduates in 2006

ACT Test	Latino Students ¹	Mexican American/ Chicano Students	Puerto Rican, Cuban, and Other students of Hispanic origin
All Students			
Writing	7.4	7.3	7.5
English/Writing	19.1	18.7	19.9
English	18.9	18.4	19.8
N	33,207	21,770	11,437
Females			
Writing	7.5	7.5	7.7
English/Writing	19.4	18.9	20.1
English	19.0	18.5	19.8
N	20,497	13,265	7,232
Males			
Writing	7.1	7.0	7.3
English/Writing	18.7	18.3	19.6
English	18.7	18.2	19.6
N	12,536	8,400	4,136
Family Income less than \$30,000			
Writing	7.1	7.0	7.1
English/Writing	17.2	17.1	17.6
English	16.7	16.5	17.1
N	10,626	7,402	3,224
Family Income about \$30,000 to \$60,000			
Writing	7.4	7.3	7.5
English/Writing	19.2	18.9	19.8
English	18.9	18.6	19.6
N	7,942	5,452	2,490
Family Income more than \$60,000			
Writing	7.9	7.8	8.0
English/Writing	22.0	21.5	22.7
English	22.2	21.7	23.0
N	6,339	3,858	2,481
English Language Most Frequently Spoken in Home			
Writing	7.5	7.4	7.7
English/Writing	20.0	19.6	20.8
English	19.9	19.5	20.8
N	16,998	11,338	5,660
English Language Not Most Frequently Spoken in Home			
Writing	7.2	7.2	7.3
English/Writing	17.8	17.4	18.6
English	17.2	16.8	18.1
N	10,192	6,702	3,490

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

Table 3: Percentages of Latino¹ Graduates Meeting the ACT College Readiness Benchmarks

ACT Benchmark ²	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	2002	2006	Diff ³	2002	2006	Diff ³	2002	2006	Diff ³
All Students									
English	47	48	1	44	46	2	51	52	1
Mathematics	23	25	2	22	24	2	26	27	1
Reading	35	34	-1	33	32	-1	39	37	-2
Science	11	12	1	10	11	1	13	14	1
All Four	8	9	1	7	8	1	10	11	1
None	46	45	-1	48	47	-1	42	42	0
N	66,770	85,796		45,762	54,176		21,008	31,620	
Females									
English	48	50	2	46	48	2	53	53	0
Mathematics	20	22	2	18	20	2	23	24	1
Reading	36	35	-1	34	33	-1	40	38	-2
Science	9	10	1	8	9	1	11	11	0
All Four	6	7	1	5	6	1	8	9	1
None	45	44	-1	47	46	-1	41	42	1
N	39,181	50,108		26,635	31,109		12,546	18,999	
Males									
English	44	46	2	42	44	2	48	49	1
Mathematics	28	30	2	26	28	2	31	33	2
Reading	34	33	-1	32	31	-1	37	36	-1
Science	14	16	2	13	15	2	17	18	1
All Four	10	11	1	9	10	1	13	14	1
None	47	46	-1	49	48	-1	43	43	0
N	27,317	35,164		18,974	22,775		8,343	12,389	
Family Income less than \$30,000									
English	35	36	1	34	36	2	38	36	-2
Mathematics	15	16	1	15	16	1	16	16	0
Reading	26	24	-2	25	23	-2	27	25	-2
Science	6	6	0	5	6	1	7	6	-1
All Four	4	4	0	3	3	0	5	4	-1
None	57	57	0	58	57	-1	55	57	2
N	24,581	29,712		17,837	19,344		6,744	10,368	
Family Income about \$30,000 to \$60,000									
English	51	52	1	50	50	0	54	55	1
Mathematics	24	26	2	24	26	2	26	27	1
Reading	38	36	-2	37	35	-2	41	39	-2
Science	12	13	1	11	12	1	13	14	1
All Four	8	9	1	8	8	0	10	9	-1
None	41	41	0	42	42	0	39	38	-1
N	19,010	21,709		13,159	14,201		5,851	7,508	
Family Income more than \$60,000									
English	69	71	2	67	69	2	72	74	2
Mathematics	41	44	3	39	41	2	44	47	3
Reading	54	55	1	52	53	1	57	59	2
Science	23	26	3	22	24	2	26	28	2
All Four	18	21	3	17	19	2	21	24	3
None	25	23	-2	26	24	-2	23	20	-3
N	10,659	13,555		6,667	8,025		3,992	5,530	

Table 3 (continued): Percentages of Latino¹ Graduates Meeting the ACT College Readiness Benchmarks

ACT Benchmark ²	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	2002	2006	Diff ³	2002	2006	Diff ³	2002	2006	Diff ³
English Language Most Frequently Spoken in Home									
English	54	56	2	52	54	2	58	59	1
Mathematics	26	29	3	25	27	2	29	31	2
Reading	41	41	0	40	39	-1	44	44	0
Science	14	16	2	13	15	2	16	18	2
All Four	10	12	2	9	11	2	13	13	0
None	39	38	-1	40	40	0	36	35	-1
N	38,129	43,709		26,419	27,939		11,710	15,770	
English Language Not Most Frequently Spoken in Home									
English	35	38	3	32	37	5	41	41	0
Mathematics	18	20	2	16	19	3	21	21	0
Reading	25	25	0	23	23	0	30	28	-2
Science	6	7	1	5	7	2	9	9	0
All Four	4	5	1	3	4	1	7	7	0
None	57	55	-2	60	56	-4	52	53	1
N	20,365	27,395		13,849	17,171		6,516	10,224	

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

² ACT College Readiness Benchmarks are 18 in English, 22 in Mathematics, 21 in Reading, and 24 in Science.

³ Differences between 2002 and 2006.

Table 4: Percentages of Latino High School Graduates Taking Core Curriculum, Mathematics Courses Beyond Algebra II and Science Courses Beyond Biology in 2002 and 2006

High School Coursework	Latino Students ¹		Mexican American/ Chicano Students		Puerto Rican, Cuban, and Other students of Hispanic origin	
	2002	2006	2002	2006	2002	2006
All Students						
Core Curriculum ²	55	52	56	53	52	50
Beyond Alg II ^{3,4}	39	41	38	39	42	43
Beyond Biology ^{3,5}	72	74	73	75	70	72
Females						
Core Curriculum ²	56	54	57	55	55	52
Beyond Alg II ^{3,4}	40	42	39	40	43	44
Beyond Biology ^{3,5}	74	75	75	76	72	74
Males						
Core Curriculum ²	53	50	55	51	48	48
Beyond Alg II ^{3,4}	39	39	38	38	40	42
Beyond Biology ^{3,5}	70	72	71	73	67	70
Family Income less than \$30,000						
Core Curriculum ²	56	56	58	58	51	52
Beyond Alg II ^{3,4}	35	36	35	35	36	38
Beyond Biology ^{3,5}	71	72	73	75	67	68
Family Income about \$30,000 to \$60,000						
Core Curriculum ²	60	57	60	58	58	56
Beyond Alg II ^{3,4}	40	41	40	40	41	43
Beyond Biology ^{3,5}	72	73	73	74	70	72
Family Income more than \$60,000						
Core Curriculum ²	65	62	65	62	64	62
Beyond Alg II ^{3,4}	50	50	48	49	53	53
Beyond Biology ^{3,5}	78	79	77	78	80	79
English Language Most Frequently Spoken in Home						
Core Curriculum ²	60	58	61	59	56	56
Beyond Alg II ^{3,4}	40	41	39	39	42	43
Beyond Biology ^{3,5}	72	73	73	74	70	72
English Language Not Most Frequently Spoken in Home						
Core Curriculum ²	55	55	56	56	54	54
Beyond Alg II ^{3,4}	38	40	37	38	41	42
Beyond Biology ^{3,5}	73	74	74	75	71	72

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

² Taken/planned to take; four years of English, three years or more each of mathematics, science, and social studies, according to ACT's Course Grade Information section.

³ Percentages are based on students who completed ACT's Course Grade Information section; percentages reported in ACT's High School Profile Reports are calculated differently.

⁴ Taken by time of ACT testing; includes Trigonometry, Calculus, and/or Other Advanced Math.

⁵ Taken by time of ACT testing; includes Chemistry or both Chemistry and Physics.

Table 5: Average PLAN Test Scores of Latino¹ High School Tenth-Graders

PLAN Test	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	2002	2006	Diff ²	2002	2006	Diff ²	2002	2006	Diff ²
All Students									
Composite	16.0	16.3	0.3	15.8	16.1	0.3	16.6	16.7	0.1
English	15.1	15.5	0.4	14.9	15.2	0.3	16.0	15.9	-0.1
Mathematics	15.9	16.2	0.3	15.8	16.0	0.2	16.4	16.6	0.2
Reading	15.4	15.7	0.3	15.2	15.5	0.3	16.1	16.2	0.1
Science	17.0	17.2	0.2	16.9	17.1	0.2	17.3	17.5	0.2
N	47,493	61,705		36,542	41,168		10,951	20,537	
Females									
Composite	16.1	16.5	0.4	15.9	16.3	0.4	16.6	16.8	0.2
English	15.5	15.9	0.4	15.2	15.7	0.5	16.3	16.3	0.0
Mathematics	15.7	16.1	0.4	15.6	16.0	0.4	16.1	16.4	0.3
Reading	15.7	16.2	0.5	15.5	16.0	0.5	16.3	16.6	0.3
Science	16.9	17.2	0.3	16.8	17.1	0.3	17.2	17.5	0.3
N	24,857	32,146		18,928	20,975		5,929	11,171	
Males									
Composite	15.9	16.1	0.2	15.7	15.9	0.2	16.5	16.5	0.0
English	14.8	15.0	0.2	14.5	14.8	0.3	15.7	15.5	-0.2
Mathematics	16.1	16.3	0.2	16.0	16.1	0.1	16.7	16.7	0.0
Reading	15.0	15.2	0.2	14.8	15.0	0.2	15.8	15.7	-0.1
Science	17.1	17.1	0.0	16.9	17.0	0.1	17.5	17.5	0.0
N	22,532	29,382		17,536	20,074		4,996	9,308	

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

² Differences between 2002 and 2006.

Table 6: Percentages of Latino¹ High School Tenth-Graders Meeting the PLAN College Readiness Benchmarks

PLAN Benchmark ²	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	2002	2006	Diff ³	2002	2006	Diff ³	2002	2006	Diff ³
All Students									
English	52	58	6	50	57	7	60	62	2
Mathematics	19	18	-1	18	17	-1	22	21	-1
Reading	36	40	4	34	38	4	41	44	3
Science	10	12	2	9	11	2	13	15	2
All Four	6	8	2	6	7	1	9	10	1
None	41	37	-4	44	38	-6	34	34	0
N	47,493	61,705		36,542	41,168		10,951	20,537	
Females									
English	55	62	7	53	61	8	63	65	2
Mathematics	17	17	0	16	15	-1	19	19	0
Reading	38	44	6	37	42	5	44	47	3
Science	9	11	2	8	10	2	11	14	3
All Four	5	7	2	5	6	1	7	10	3
None	38	33	-5	41	34	-7	32	30	-2
N	24,857	32,146		18,928	20,975		5,929	11,171	
Males									
English	48	54	6	46	52	6	56	57	1
Mathematics	21	20	-1	20	18	-2	26	23	-3
Reading	33	35	2	31	33	2	39	39	0
Science	12	13	1	10	12	2	16	16	0
All Four	8	9	1	7	8	1	11	11	0
None	45	41	-4	47	42	-5	37	37	0
N	22,532	29,382		17,536	20,074		4,996	9,308	

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

² PLAN Benchmarks are 15 in English, 19 in Mathematics, 17 in Reading, and 21 in Science.

³ Differences between 2002 and 2006.

Table 7: Average EXPLORE Test Scores of Latino¹ Eighth-Graders

EXPLORE Test	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	2002	2006	Diff ²	2002	2006	Diff ²	2002	2006	Diff ²
All Students									
Composite	13.7	13.8	0.1	13.7	13.7	0.0	13.8	14.2	0.4
English	12.7	12.7	0.0	12.6	12.6	0.0	12.7	13.3	0.6
Mathematics	13.5	13.8	0.3	13.5	13.7	0.2	13.6	14.2	0.6
Reading	12.9	12.8	-0.1	12.8	12.7	-0.1	13.0	13.4	0.4
Science	15.4	15.3	-0.1	15.3	15.2	-0.1	15.4	15.6	0.2
N	40,816	39,506		20,272	30,952		20,544	8,554	
Females									
Composite	14.0	14.0	0.0	14.0	13.9	-0.1	14.0	14.4	0.4
English	13.1	13.2	0.1	13.1	13.0	-0.1	13.0	13.6	0.6
Mathematics	13.6	13.9	0.3	13.6	13.8	0.2	13.6	14.2	0.6
Reading	13.2	13.1	-0.1	13.2	13.0	-0.2	13.3	13.6	0.3
Science	15.5	15.4	-0.1	15.5	15.3	-0.2	15.5	15.6	0.1
N	20,439	19,569		10,168	15,309		10,271	4,260	
Males									
Composite	13.5	13.6	0.1	13.4	13.4	0.0	13.6	14.1	0.5
English	12.3	12.3	0.0	12.2	12.1	-0.1	12.3	13.0	0.7
Mathematics	13.5	13.8	0.3	13.4	13.6	0.2	13.6	14.3	0.7
Reading	12.6	12.6	0.0	12.5	12.4	-0.1	12.8	13.2	0.4
Science	15.2	15.1	-0.1	15.0	15.0	0.0	15.3	15.6	0.3
N	19,992	19,199		9,848	15,111		10,144	4,088	

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

Table 8: Percentages of Latino¹ Eighth-Graders Meeting the EXPLORE College Readiness Benchmarks

EXPLORE Benchmark ²	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	2002	2006	Diff ³	2002	2006	Diff ³	2002	2006	Diff ³
All Students									
English	44	44	0	45	43	-2	44	50	6
Mathematics	20	21	1	18	19	1	21	25	4
Reading	25	24	-1	24	23	-1	26	30	4
Science	5	5	0	5	5	0	6	7	1
All Four	4	4	0	4	3	-1	5	6	1
None	51	50	-1	51	52	1	51	45	-6
N	40,816	39,506		20,272	30,952		20,544	8,554	
Females									
English	49	49	0	49	48	-1	48	53	5
Mathematics	19	20	1	18	19	1	20	23	3
Reading	28	27	-1	27	26	-1	28	31	3
Science	5	5	0	5	4	-1	5	6	1
All Four	4	4	0	4	3	-1	4	5	1
None	47	46	-1	47	48	1	48	42	-6
N	20,439	19,569		10,168	15,309		10,271	4,260	
Males									
English	40	40	0	40	38	-2	40	47	7
Mathematics	20	21	1	18	20	2	22	26	4
Reading	23	22	-1	21	20	-1	24	28	4
Science	6	5	-1	5	5	0	7	8	1
All Four	4	4	0	4	4	0	5	6	1
None	55	54	-1	56	56	0	54	46	-8
N	19,992	19,199		9,848	15,111		10,144	4,088	

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

² EXPLORE Benchmarks are 13 in English, 17 in Mathematics, 15 in Reading, and 20 in Science.

³ Differences between 2002 and 2006.

Table 9: Average ACT Composite and Subject Area Scores of ACT-Tested Latino¹ 2006 High School Graduates, by Program Participation

ACT Test	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	EPA ²	PLAN/ ACT ³	ACT ⁴	EPA ²	PLAN/ ACT ³	ACT ⁴	EPA ²	PLAN/ ACT ³	ACT ⁴
All Students									
Composite	19.4	19.0	18.6	19.1	18.8	18.4	20.1	19.5	19.0
English	18.9	18.3	17.6	18.5	18.0	17.4	19.8	19.0	18.1
Mathematics	19.3	18.9	18.8	19.0	18.8	18.7	19.8	19.3	19.1
Reading	19.6	19.1	18.8	19.2	18.8	18.6	20.4	19.7	19.2
Science	19.5	19.1	18.8	19.1	18.9	18.7	20.1	19.4	18.9
N	5,886	31,076	85,796	3,831	21,034	54,176	2,055	10,042	31,620
Females									
Composite	19.3	18.9	18.6	19.0	18.7	18.4	19.8	19.3	18.9
English	19.1	18.6	17.9	18.8	18.3	17.6	19.7	19.1	18.3
Mathematics	18.8	18.5	18.5	18.6	18.4	18.3	19.1	18.8	18.7
Reading	19.7	19.3	19.0	19.4	19.1	18.7	20.3	19.7	19.4
Science	19.1	18.8	18.5	18.9	18.7	18.4	19.6	19.0	18.6
N	3,324	17,563	50,108	2,157	11,744	31,109	1,167	5,819	18,999
Males									
Composite	19.6	19.1	18.7	19.1	18.8	18.5	20.6	19.7	19.1
English	18.7	18.0	17.3	18.1	17.6	17.0	19.8	18.8	17.8
Mathematics	19.9	19.4	19.4	19.5	19.2	19.2	20.7	19.9	19.7
Reading	19.5	18.9	18.6	18.9	18.6	18.3	20.4	19.6	19.0
Science	19.9	19.5	19.2	19.5	19.3	19.1	20.8	20.0	19.4
N	2,562	13,512	35,164	1,674	9,289	22,775	888	4,223	12,389
Family Income less than \$30,000									
Composite	18.0	17.6	17.3	17.8	17.6	17.3	18.3	17.6	17.3
English	17.1	16.6	16.0	16.9	16.6	16.0	17.5	16.7	16.0
Mathematics	17.9	17.7	17.7	17.8	17.8	17.8	18.0	17.6	17.7
Reading	18.1	17.6	17.3	17.9	17.5	17.3	18.4	17.7	17.4
Science	18.3	18.0	17.7	18.1	18.0	17.8	18.6	18.0	17.6
N	1,577	9,171	29,712	1,050	6,422	19,344	527	2,749	10,368
Family Income about \$30,000 to \$60,000									
Composite	19.4	19.2	18.9	19.1	19.1	18.8	19.8	19.5	19.2
English	18.8	18.6	18.0	18.5	18.4	17.8	19.3	19.0	18.4
Mathematics	19.2	19.0	19.0	19.1	19.0	18.9	19.4	19.1	19.1
Reading	19.5	19.4	19.2	19.3	19.3	19.0	19.9	19.7	19.5
Science	19.5	19.3	19.0	19.2	19.2	18.9	20.0	19.5	19.2
N	1,704	7,824	21,709	1,128	5,316	14,201	576	2,508	7,508
Family Income more than \$60,000									
Composite	21.7	21.7	21.3	21.3	21.4	21.0	22.3	22.2	21.7
English	21.8	21.5	20.8	21.3	21.1	20.4	22.5	22.2	21.4
Mathematics	21.4	21.3	21.1	20.9	21.0	20.8	22.0	21.7	21.4
Reading	22.0	22.1	21.7	21.6	21.8	21.4	22.6	22.6	22.2
Science	21.3	21.3	20.9	20.9	21.0	20.7	21.8	21.7	21.2
N	1,083	5,132	13,555	635	3,176	8,025	448	1,956	5,530

Table 9 (continued): Average ACT Composite and Subject Area Scores of ACT-Tested 2006 High School Graduates, by Program Participation

ACT Test	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	EPA ²	PLAN/ ACT ³	ACT ⁴	EPA ²	PLAN/ ACT ³	ACT ⁴	EPA ²	PLAN/ ACT ³	ACT ⁴
English Language Most Frequently Spoken in Home									
Composite	20.0	19.8	19.4	19.7	19.6	19.2	20.6	20.2	19.7
English	19.6	19.3	18.6	19.2	19.0	18.3	20.4	19.9	19.1
Mathematics	19.7	19.5	19.3	19.4	19.4	19.2	20.1	19.7	19.5
Reading	20.3	20.1	19.8	19.9	19.9	19.5	20.9	20.6	20.2
Science	19.9	19.8	19.4	19.6	19.6	19.3	20.5	20.1	19.6
N	3,308	15,831	43,709	2,116	10,386	27,939	1,192	5,445	15,770
English Language Not Most Frequently Spoken in Home									
Composite	18.3	17.9	17.6	18.1	17.8	17.5	18.8	18.2	17.8
English	17.5	17.0	16.3	17.2	16.8	16.1	18.0	17.3	16.6
Mathematics	18.5	18.3	18.2	18.3	18.2	18.1	18.8	18.4	18.4
Reading	18.3	17.8	17.5	18.0	17.7	17.3	18.8	18.1	17.9
Science	18.6	18.3	17.9	18.4	18.2	17.9	19.0	18.4	18.0
N	1,466	8,310	27,395	941	5,731	17,171	525	2,579	10,224

¹Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

² EPA includes students who participated in all three programs (EXPLORE, PLAN, and the ACT).

³PLAN/ACT includes students who participated in both PLAN and the ACT.

⁴ACT includes all students who took the ACT.

Table 10: Percentages of ACT-Tested Latino¹ 2006 High School Graduates Meeting ACT College Readiness Benchmarks, by Program Participation

ACT Benchmark ²	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	EPA ³	PLAN/ ACT ⁴	ACT ⁵	EPA ³	PLAN/ ACT ⁴	ACT ⁵	EPA ³	PLAN/ ACT ⁴	ACT ⁵
All Students									
English	58	53	48	54	51	46	64	58	52
Mathematics	28	26	25	25	24	24	33	29	27
Reading	40	36	34	37	34	32	45	40	37
Science	16	14	12	14	13	11	20	17	14
Meet all four	12	10	9	10	9	8	15	13	11
Meet none	37	42	45	40	43	47	32	38	42
N	5,886	31,076	85,796	3,831	21,034	54,176	2,055	10,042	31,620
Females									
English	59	55	50	57	53	48	63	59	53
Mathematics	23	22	22	22	21	20	27	25	24
Reading	40	37	35	38	36	33	44	40	38
Science	12	11	10	10	10	9	15	13	11
Meet all four	9	8	7	7	7	6	12	10	9
Meet none	37	40	44	39	42	46	33	37	42
N	3,324	17,563	50,108	2,157	11,744	31,109	1,167	5,819	18,999
Males									
English	55	51	46	51	48	44	64	56	49
Mathematics	34	30	30	30	28	28	40	34	33
Reading	39	34	33	35	32	31	45	39	36
Science	21	18	16	18	16	15	26	21	18
Meet all four	15	13	11	13	11	10	19	16	14
Meet none	39	43	46	42	45	48	32	39	43
N	2,562	13,512	35,164	1,674	9,289	22,775	888	4,223	12,389
Family Income less than \$30,000									
English	44	41	36	43	40	36	47	41	36
Mathematics	17	16	16	16	16	16	19	15	16
Reading	29	25	24	28	25	23	30	25	25
Science	9	7	6	8	7	6	11	7	6
Meet all four	4	4	4	4	4	3	6	4	4
Meet none	50	54	57	51	54	57	49	54	57
N	1,577	9,171	29,712	1,050	6,422	19,344	527	2,749	10,368
Family Income about \$30,000 to \$60,000									
English	58	57	52	55	55	50	65	61	55
Mathematics	27	26	26	26	26	26	29	27	27
Reading	38	38	36	37	38	35	41	39	39
Science	15	14	13	13	13	12	17	15	14
Meet all four	10	9	9	9	9	8	12	10	9
Meet none	36	37	41	38	38	42	31	35	38
N	1,704	7,824	21,709	1,128	5,316	14,201	576	2,508	7,508
Family Income more than \$60,000									
English	75	75	71	72	74	69	79	78	74
Mathematics	45	46	44	42	43	41	51	50	47
Reading	57	58	55	53	56	53	62	62	59
Science	28	28	26	25	26	24	31	32	28
Meet all four	23	23	21	21	21	19	27	27	24
Meet none	21	20	23	24	22	24	17	18	20
N	1,083	5,132	13,555	635	3,176	8,025	448	1,956	5,530

Table 10 (continued): Percentages of ACT-Tested Latino¹ 2006 High School Graduates Meeting ACT College Readiness Benchmarks

ACT Benchmark ²	Latino Students ¹			Mexican American/ Chicano Students			Puerto Rican, Cuban, and Other students of Hispanic origin		
	EPA ³	PLAN/ACT ⁴	ACT ⁵	EPA ³	PLAN/ACT ⁴	ACT ⁵	EPA ³	PLAN/ACT ⁴	ACT ⁵
English Language Most Frequently Spoken in Home									
English	62	61	56	59	59	54	68	65	59
Mathematics	31	30	29	28	29	27	36	33	31
Reading	44	43	41	42	42	39	48	46	44
Science	18	18	16	16	17	15	23	20	18
Meet all four	14	13	12	12	12	11	17	15	13
Meet none	33	34	38	36	36	40	29	31	35
N	3,308	15,831	43,709	2,116	10,386	27,939	1,192	5,445	15,770
English Language Not Most Frequently Spoken in Home									
English	47	43	38	45	42	37	50	45	41
Mathematics	22	20	20	21	19	19	23	22	21
Reading	30	27	25	28	26	23	33	28	28
Science	10	8	7	9	8	7	12	10	9
Meet all four	6	6	5	6	5	4	8	7	7
Meet none	46	51	55	48	51	56	44	50	53
N	1,466	8,310	27,395	941	5,731	17,171	525	2,579	10,224

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.

² ACT College Readiness Benchmarks are 18 in English, 22 in Mathematics, 21 in Reading, and 24 in Science.

³ EPA includes students who participated in all three programs (EXPLORE, PLAN, and the ACT).

⁴ PLAN/ACT includes students who participated in both PLAN and the ACT.

⁵ ACT includes all students who took the ACT.

Table 11: College Enrollment Rates of Latino High School Graduates in 2004

Student Demographic Group	Latino Students¹	Mexican American/ Chicano Students	Puerto Rican, Cuban, and Other students of Hispanic origin
All Students	57	57	55
Females	58	59	56
Males	54	55	53
Family Income less than \$30,000	50	51	46
Family Income about \$30,000 to \$60,000	60	62	58
Family Income more than \$60,000	69	69	70
English most frequently spoken language in home	60	61	60
English not most frequently spoken language in home	51	53	48

¹ Latino students includes Mexican American, Chicano, Puerto Rican, Cuban, and other students of Hispanic origin.



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