

ACT Profile Report - National

Graduating Class 2012 - Hispanic/Latino Students
National



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

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

| College Course/Course Area | ACT Test | Benchmark Score |
|----------------------------|-------------|-----------------|
| English Composition | English | 18 |
| Algebra | Mathematics | 22 |
| Social Sciences | Reading | 21 |
| Biology | Science | 24 |

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

13% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 234,456 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 73% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.2 reports 5% of the cohort took less than three years of math courses. Of these students, 5% were college ready. 16% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 8% of these students were college ready. In comparison, 39% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 13% of the cohort took less than three years of natural science courses. 7% of these students were college ready. In comparison, 18% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 60% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

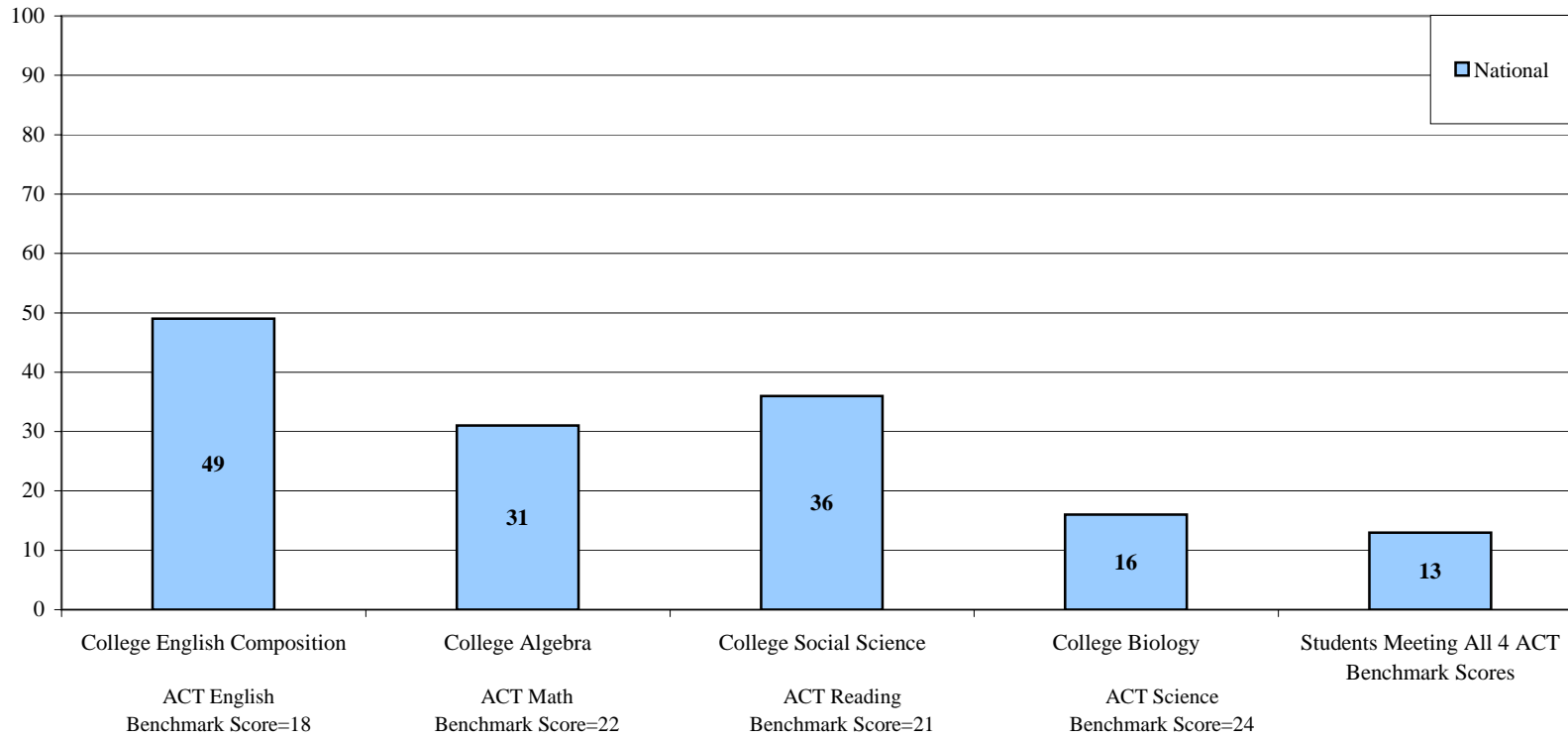
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

Section I

Executive Summary

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

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

| Year | Number of Students Tested National | Percent Meeting Benchmarks | | | | |
|-------------|---------------------------------------|----------------------------|-------------------------|---------------------|---------------------|------------------------------|
| | | English National | Mathematics National | Reading National | Science National | Meeting All Four National |
| 2008 | 114,697 | 49 | 26 | 35 | 13 | 10 |
| 2009 | 133,569 | 48 | 27 | 35 | 13 | 10 |
| 2010 | 157,579 | 46 | 27 | 34 | 14 | 11 |
| 2011 | 200,661 | 47 | 30 | 35 | 15 | 11 |
| 2012 | 234,456 | 49 | 31 | 36 | 16 | 13 |

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

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

| Year | Number of Students Tested | Average ACT Scores | | | | |
|-------------|---------------------------|--------------------|-------------|-------------|-------------|-------------|
| | | English | Mathematics | Reading | Science | Composite |
| 2008 | 114,697 | 17.7 | 19.0 | 18.9 | 18.7 | 18.7 |
| 2009 | 133,569 | 17.7 | 19.1 | 18.9 | 18.8 | 18.7 |
| 2010 | 157,579 | 17.3 | 19.0 | 18.7 | 18.7 | 18.6 |
| 2011 | 200,661 | 17.6 | 19.2 | 18.9 | 18.8 | 18.7 |
| 2012 | 234,456 | 17.7 | 19.4 | 19.0 | 18.9 | 18.9 |

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

| Year | Number of Students Tested | | Percent ² | | Average ACT Scores | | | | | | | | | |
|-------------|---------------------------|----------------|----------------------|----------------|--------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| | Core or More ¹ | Less than Core | Core or More | Less than Core | English | | Mathematics | | Reading | | Science | | Composite | |
| | | | | | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core |
| 2008 | 69,127 | 36,450 | 60 | 32 | 18.7 | 16.3 | 19.9 | 17.8 | 19.8 | 17.6 | 19.4 | 17.6 | 19.6 | 17.4 |
| 2009 | 88,960 | 37,750 | 67 | 28 | 18.7 | 16.0 | 19.9 | 17.6 | 19.8 | 17.4 | 19.4 | 17.5 | 19.6 | 17.3 |
| 2010 | 106,995 | 43,137 | 68 | 27 | 18.3 | 15.5 | 19.8 | 17.5 | 19.5 | 17.2 | 19.4 | 17.3 | 19.4 | 17.0 |
| 2011 | 143,964 | 48,380 | 72 | 24 | 18.4 | 15.8 | 19.9 | 17.7 | 19.5 | 17.3 | 19.4 | 17.3 | 19.4 | 17.2 |
| 2012 | 170,538 | 54,860 | 73 | 23 | 18.5 | 16.0 | 20.0 | 17.9 | 19.6 | 17.5 | 19.5 | 17.5 | 19.5 | 17.4 |

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

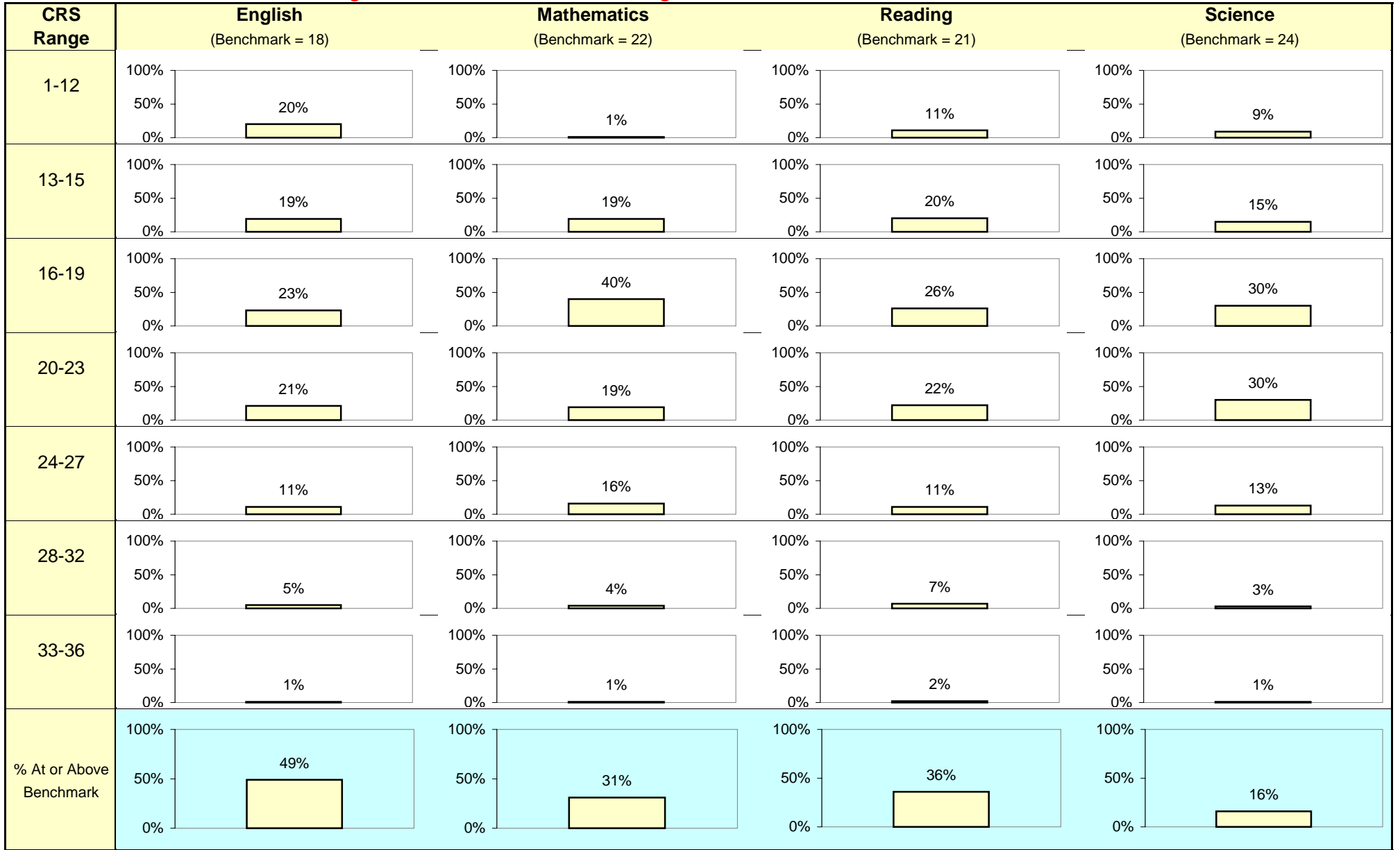
²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

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

| | 2008 | | | 2009 | | | 2010 | | | 2011 | | | 2012 | | |
|--|----------------|------------|-------------|----------------|------------|-------------|----------------|------------|-------------|----------------|------------|-------------|----------------|------------|-------------|
| | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg |
| All Students | 114,697 | 100 | 18.7 | 133,569 | 100 | 18.7 | 157,579 | 100 | 18.6 | 200,661 | 100 | 18.7 | 234,456 | 100 | 18.9 |
| Black/African American | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . |
| American Indian/Alaska Native | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . |
| White | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . |
| Hispanic/Latino | 114,697 | 100 | 18.7 | 133,569 | 100 | 18.7 | 157,579 | 100 | 18.6 | 200,661 | 100 | 18.7 | 234,456 | 100 | 18.9 |
| Asian | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . |
| Native Hawaiian/Other Pacific Islander | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . |
| Two or more races | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . |
| Prefer not to respond/No response | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . |

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

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



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Section II

Academic Achievement

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

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages

| ACT Score | English | | Mathematics | | Reading | | Science | | Composite | | ACT Score |
|-----------|------------|-----|-------------|-----|------------|-----|------------|-----|------------|-----|-----------|
| | N | CP | N | CP | N | CP | N | CP | N | CP | |
| 36 | 152 | 100 | 164 | 100 | 565 | 100 | 243 | 100 | 17 | 100 | 36 |
| 35 | 810 | 100 | 385 | 100 | 769 | 100 | 325 | 100 | 127 | 100 | 35 |
| 34 | 1,196 | 100 | 657 | 100 | 1,368 | 99 | 254 | 100 | 355 | 100 | 34 |
| 33 | 1,268 | 99 | 903 | 99 | 1,973 | 99 | 402 | 100 | 580 | 100 | 33 |
| 32 | 1,491 | 99 | 998 | 99 | 2,364 | 98 | 701 | 99 | 945 | 100 | 32 |
| 31 | 1,691 | 98 | 957 | 99 | 3,269 | 97 | 1,068 | 99 | 1,402 | 99 | 31 |
| 30 | 2,461 | 97 | 1,739 | 98 | 3,304 | 96 | 1,302 | 99 | 2,062 | 99 | 30 |
| 29 | 2,441 | 96 | 2,327 | 98 | 3,683 | 94 | 1,347 | 98 | 2,686 | 98 | 29 |
| 28 | 2,757 | 95 | 3,838 | 97 | 4,107 | 93 | 2,351 | 98 | 3,660 | 97 | 28 |
| 27 | 4,349 | 94 | 5,750 | 95 | 4,728 | 91 | 4,632 | 97 | 4,624 | 95 | 27 |
| 26 | 4,937 | 92 | 8,446 | 92 | 5,220 | 89 | 4,551 | 95 | 5,855 | 93 | 26 |
| 25 | 6,315 | 90 | 9,593 | 89 | 5,904 | 87 | 7,971 | 93 | 7,654 | 90 | 25 |
| 24 | 9,501 | 87 | 13,072 | 85 | 10,054 | 84 | 12,847 | 89 | 9,457 | 87 | 24 |
| 23 | 8,979 | 83 | 13,064 | 79 | 10,303 | 80 | 12,292 | 84 | 11,463 | 83 | 23 |
| 22 | 10,893 | 79 | 11,720 | 74 | 11,265 | 75 | 15,074 | 79 | 13,119 | 78 | 22 |
| 21 | 15,250 | 75 | 8,006 | 69 | 15,844 | 71 | 19,393 | 72 | 15,242 | 73 | 21 |
| 20 | 15,183 | 68 | 12,815 | 65 | 14,168 | 64 | 23,616 | 64 | 16,467 | 66 | 20 |
| 19 | 12,982 | 62 | 14,138 | 60 | 13,189 | 58 | 18,872 | 54 | 17,827 | 59 | 19 |
| 18 | 11,796 | 56 | 18,181 | 54 | 20,953 | 52 | 21,139 | 46 | 19,271 | 52 | 18 |
| 17 | 11,902 | 51 | 24,168 | 46 | 14,146 | 43 | 15,494 | 37 | 19,788 | 43 | 17 |
| 16 | 16,526 | 46 | 37,125 | 36 | 13,818 | 37 | 14,010 | 30 | 19,489 | 35 | 16 |
| 15 | 18,759 | 39 | 28,550 | 20 | 18,397 | 31 | 12,649 | 24 | 18,529 | 27 | 15 |
| 14 | 14,877 | 31 | 11,480 | 8 | 15,848 | 23 | 11,333 | 19 | 16,678 | 19 | 14 |
| 13 | 10,397 | 25 | 4,454 | 3 | 12,300 | 17 | 10,574 | 14 | 13,363 | 12 | 13 |
| 12 | 9,046 | 20 | 1,199 | 1 | 12,934 | 11 | 7,875 | 9 | 8,585 | 6 | 12 |
| 11 | 10,309 | 16 | 435 | 1 | 6,396 | 6 | 5,860 | 6 | 3,584 | 2 | 11 |
| 10 | 10,844 | 12 | 171 | 1 | 4,180 | 3 | 5,133 | 4 | 1,098 | 1 | 10 |
| 9 | 6,963 | 7 | 43 | 1 | 1,589 | 1 | 1,899 | 1 | 367 | 1 | 9 |
| 8 | 6,048 | 4 | 32 | 1 | 783 | 1 | 601 | 1 | 111 | 1 | 8 |
| 7 | 2,715 | 2 | 11 | 1 | 526 | 1 | 331 | 1 | 36 | 1 | 7 |
| 6 | 998 | 1 | 18 | 1 | 227 | 1 | 180 | 1 | 9 | 1 | 6 |
| 5 | 408 | 1 | 1 | 1 | 133 | 1 | 67 | 1 | 4 | 1 | 5 |
| 4 | 144 | 1 | 14 | 1 | 73 | 1 | 23 | 1 | 1 | 1 | 4 |
| 3 | 50 | 1 | 0 | 1 | 45 | 1 | 31 | 1 | 0 | 1 | 3 |
| 2 | 14 | 1 | 0 | 1 | 23 | 1 | 1 | 1 | 1 | 1 | 2 |
| 1 | 4 | 1 | 2 | 1 | 8 | 1 | 15 | 1 | 0 | 1 | 1 |
| Avg (SD) | 17.7 (6.0) | | 19.4 (4.5) | | 19.0 (5.7) | | 18.9 (4.7) | | 18.9 (4.7) | | Avg (SD) |

¹CP is the cumulative percent of students at or below a score point.

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

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages

| ACT Scale Score | English | | | | Reading | | | | Mathematics | | | | | | ACT Scale Score |
|-----------------|------------------|-----|-------------------|-----|--------------------------|-----|------------------|-----|------------------------|-----|------------------------------|-----|------------------------------|-----|-----------------|
| | Usage/ Mechanics | | Rhetorical Skills | | Social Studies/ Sciences | | Arts/ Literature | | Pre/Elementary Algebra | | Algebra/ Coordinate Geometry | | Plane Geometry/ Trigonometry | | |
| | N | CP | N | CP | N | CP | N | CP | N | CP | N | CP | N | CP | |
| 18 | 3,037 | 100 | 807 | 100 | 2,267 | 100 | 3,445 | 100 | 3,779 | 100 | 714 | 100 | 761 | 100 | 18 |
| 17 | 4,423 | 99 | 1,223 | 100 | 4,796 | 99 | 5,947 | 99 | 5,190 | 98 | 525 | 100 | 229 | 100 | 17 |
| 16 | 5,917 | 97 | 5,206 | 99 | 6,806 | 97 | 8,407 | 96 | 3,633 | 96 | 2,747 | 99 | 3,065 | 100 | 16 |
| 15 | 4,713 | 94 | 6,497 | 97 | 6,577 | 94 | 8,747 | 92 | 8,300 | 95 | 4,498 | 98 | 6,165 | 98 | 15 |
| 14 | 9,124 | 92 | 9,335 | 94 | 9,080 | 91 | 11,960 | 89 | 10,806 | 91 | 12,575 | 96 | 11,006 | 96 | 14 |
| 13 | 6,296 | 88 | 12,744 | 90 | 13,473 | 87 | 13,812 | 84 | 17,977 | 86 | 20,624 | 91 | 14,794 | 91 | 13 |
| 12 | 13,261 | 86 | 18,250 | 85 | 21,270 | 82 | 16,301 | 78 | 20,252 | 79 | 17,542 | 82 | 23,966 | 85 | 12 |
| 11 | 18,226 | 80 | 24,581 | 77 | 18,170 | 73 | 17,291 | 71 | 20,731 | 70 | 32,350 | 75 | 26,402 | 74 | 11 |
| 10 | 24,285 | 72 | 22,723 | 66 | 24,064 | 65 | 20,967 | 63 | 22,131 | 61 | 35,964 | 61 | 36,445 | 63 | 10 |
| 9 | 22,874 | 62 | 32,748 | 57 | 26,477 | 55 | 25,766 | 54 | 18,540 | 52 | 35,972 | 46 | 32,726 | 48 | 9 |
| 8 | 22,992 | 52 | 26,041 | 43 | 26,828 | 43 | 26,340 | 43 | 34,747 | 44 | 30,315 | 30 | 28,760 | 34 | 8 |
| 7 | 25,268 | 42 | 23,000 | 32 | 35,399 | 32 | 19,769 | 32 | 37,370 | 29 | 17,240 | 17 | 22,229 | 21 | 7 |
| 6 | 22,674 | 32 | 15,420 | 22 | 17,002 | 17 | 22,430 | 24 | 18,108 | 13 | 10,464 | 10 | 11,425 | 12 | 6 |
| 5 | 20,042 | 22 | 15,549 | 15 | 12,342 | 9 | 19,515 | 14 | 8,697 | 5 | 5,688 | 6 | 5,586 | 7 | 5 |
| 4 | 14,260 | 13 | 12,704 | 9 | 5,530 | 4 | 7,729 | 6 | 2,746 | 2 | 3,359 | 3 | 5,923 | 5 | 4 |
| 3 | 11,441 | 7 | 5,934 | 3 | 2,667 | 2 | 4,241 | 3 | 910 | 1 | 1,891 | 2 | 1,882 | 2 | 3 |
| 2 | 4,973 | 2 | 1,514 | 1 | 1,134 | 1 | 1,674 | 1 | 453 | 1 | 809 | 1 | 2,179 | 1 | 2 |
| 1 | 650 | 1 | 180 | 1 | 574 | 1 | 115 | 1 | 86 | 1 | 1,179 | 1 | 913 | 1 | 1 |
| Avg (SD) | 8.6 (3.7) | | 9.1 (3.2) | | 9.5 (3.3) | | 9.5 (3.7) | | 9.8 (3.2) | | 9.8 (2.7) | | 9.6 (2.9) | | Avg (SD) |

¹CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values

| Quartile | English | Mathematics | Reading | Science | Composite |
|----------------------|---------|-------------|---------|---------|-----------|
| Q3 (75th Percentile) | 22 | 23 | 22 | 22 | 22 |
| Q2 (50th Percentile) | 17 | 18 | 18 | 19 | 18 |
| Q1 (25th Percentile) | 14 | 16 | 15 | 16 | 15 |

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

| Student Group | Race/Ethnicity | Number of Students Tested | Percent Taking Core or More ² | Average ACT Composite Score | |
|---------------|---------------------------------|---------------------------|--|-----------------------------|----------------|
| | | | | Core or More | Less Than Core |
| National | All Students | 234,456 | 73 | 19.5 | 17.4 |
| | Black/African American | 0 | . | . | . |
| | American Indian/Alaska Native | 0 | . | . | . |
| | White | 0 | . | . | . |
| | Hispanic/Latino | 234,456 | 73 | 19.5 | 17.4 |
| | Asian | 0 | . | . | . |
| | Native Hawaiian/Other Pac. Isl. | 0 | . | . | . |
| | Two or more races | 0 | . | . | . |
| | Prefer not/No Response | 0 | . | . | . |

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

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

Table 2.5. Average ACT Scores by Race/Ethnicity¹

| Student Group | Race/Ethnicity | English | Mathematics | Reading | Science | Composite |
|---------------|---------------------------------|---------|-------------|---------|---------|-----------|
| National | All Students | 17.7 | 19.4 | 19.0 | 18.9 | 18.9 |
| | Black/African American | . | . | . | . | . |
| | American Indian/Alaska Native | . | . | . | . | . |
| | White | . | . | . | . | . |
| | Hispanic/Latino | 17.7 | 19.4 | 19.0 | 18.9 | 18.9 |
| | Asian | . | . | . | . | . |
| | Native Hawaiian/Other Pac. Isl. | . | . | . | . | . |
| | Two or more races | . | . | . | . | . |
| | Prefer not/No Response | . | . | . | . | . |

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

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

| Student Group | CRS Range | English | | Mathematics | | Reading | | Science | |
|---------------|-----------|---------|----|-------------|----|---------|----|---------|----|
| | | N | % | N | % | N | % | N | % |
| National | 33 to 36 | 3,426 | 1 | 2,109 | 1 | 4,675 | 2 | 1,224 | 1 |
| | 28 to 32 | 10,841 | 5 | 9,859 | 4 | 16,727 | 7 | 6,769 | 3 |
| | 24 to 27 | 25,102 | 11 | 36,861 | 16 | 25,906 | 11 | 30,001 | 13 |
| | 20 to 23 | 50,305 | 21 | 45,605 | 19 | 51,580 | 22 | 70,375 | 30 |
| | 16 to 19 | 53,206 | 23 | 93,612 | 40 | 62,106 | 26 | 69,515 | 30 |
| | 13 to 15 | 44,033 | 19 | 44,484 | 19 | 46,545 | 20 | 34,556 | 15 |
| | 01 to 12 | 47,543 | 20 | 1,926 | 1 | 26,917 | 11 | 22,016 | 9 |

Table 2.7. Average ACT Scores by Gender

| Student Group | Gender | N | Percent | Average ACT Scores | | | | |
|---------------|---------|---------|---------|--------------------|-------------|---------|---------|-----------|
| | | | | English | Mathematics | Reading | Science | Composite |
| National | Males | 101,664 | 43 | 17.5 | 19.9 | 18.9 | 19.4 | 19.1 |
| | Females | 132,764 | 57 | 17.9 | 18.9 | 19.0 | 18.5 | 18.7 |
| | Missing | 28 | 0 | 15.0 | 17.4 | 15.4 | 16.9 | 16.3 |

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

| Student Group | Gender | Percent of Students | | | | Meet All Four |
|---------------|---------|---------------------|-------------|---------|---------|---------------|
| | | English | Mathematics | Reading | Science | |
| National | Males | 47 | 36 | 36 | 20 | 16 |
| | Females | 50 | 28 | 36 | 13 | 10 |

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

| Student Group | Curriculum Taken ¹ | N | English | | Mathematics | | Reading | | Science | | Composite | |
|---------------|-------------------------------|---------|---------|------|-------------|------|---------|------|---------|------|--------------------|------|
| | | | CRB % | Avg | CRB % | Avg | CRB % | Avg | CRB % | Avg | CRB % ⁴ | Avg |
| National | Core or More ² | 170,538 | 54 | 18.5 | 36 | 20.0 | 41 | 19.6 | 19 | 19.5 | 15 | 19.5 |
| | Less than Core | 54,860 | 36 | 16.0 | 19 | 17.9 | 25 | 17.5 | 9 | 17.5 | 7 | 17.4 |
| | Missing ³ | 9,058 | 25 | 14.3 | 13 | 17.0 | 16 | 15.9 | 6 | 16.5 | 4 | 16.0 |

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

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

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

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

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

| Student Group | Curriculum Taken ¹ | English | | | Mathematics | | | Reading | | | Science | | |
|---------------|-------------------------------|---------|-------|------|-------------|-------|------|---------|-------|------|---------|-------|------|
| | | N | CRB % | Avg | N | CRB % | Avg | N | CRB % | Avg | N | CRB % | Avg |
| National | Core or More ² | 215,524 | 51 | 18.0 | 215,469 | 33 | 19.6 | 202,433 | 38 | 19.3 | 195,585 | 18 | 19.3 |
| | Less than Core | 11,376 | 26 | 14.4 | 10,994 | 5 | 16.0 | 23,974 | 24 | 17.4 | 30,639 | 7 | 17.1 |
| | Missing ³ | 7,556 | 26 | 14.5 | 7,993 | 13 | 17.0 | 8,049 | 17 | 16.0 | 8,232 | 7 | 16.6 |

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

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

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

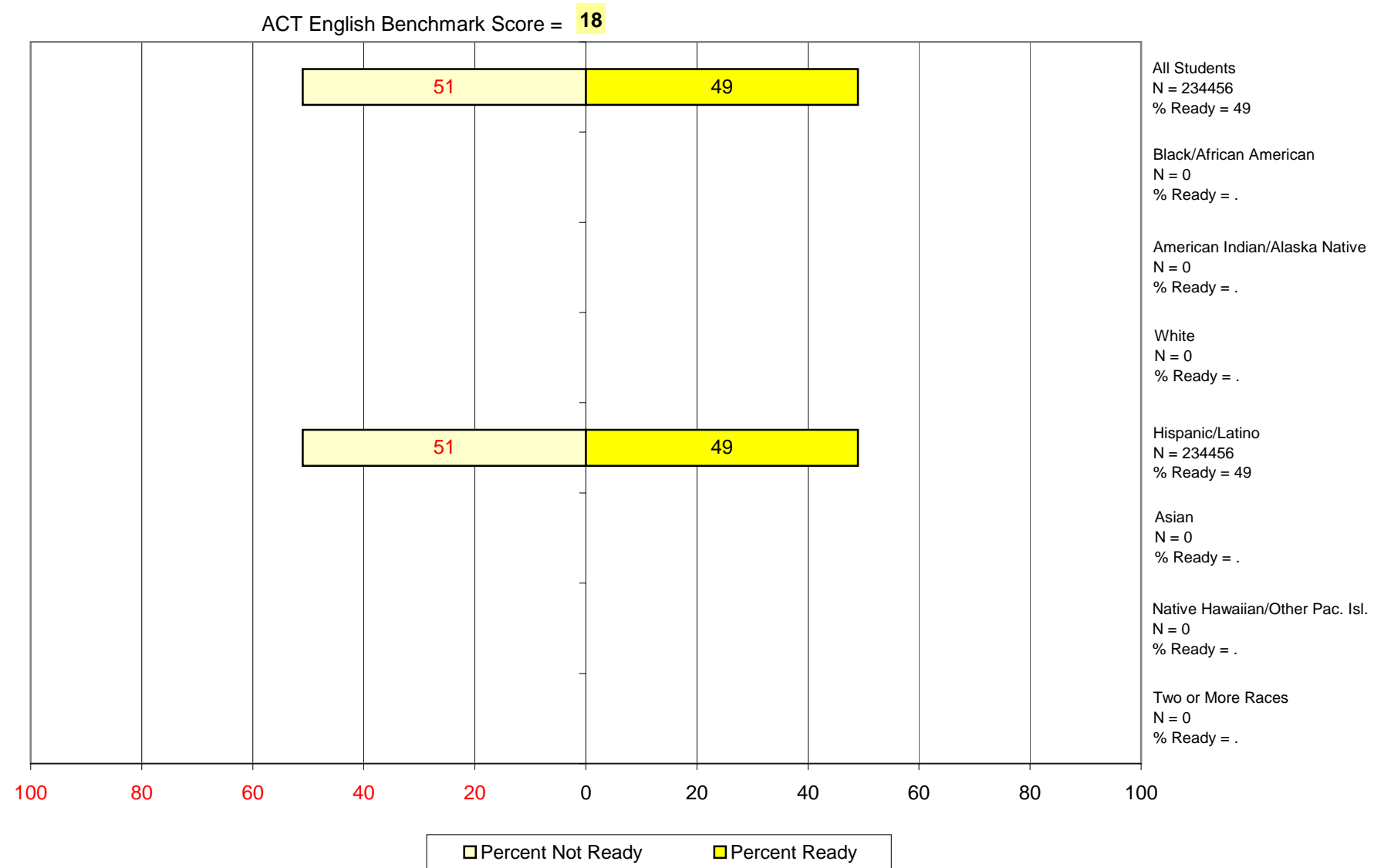
³ Zero years or no coursework information reported in the specified content area.

Section III

College Readiness and the Impact of Course Rigor

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

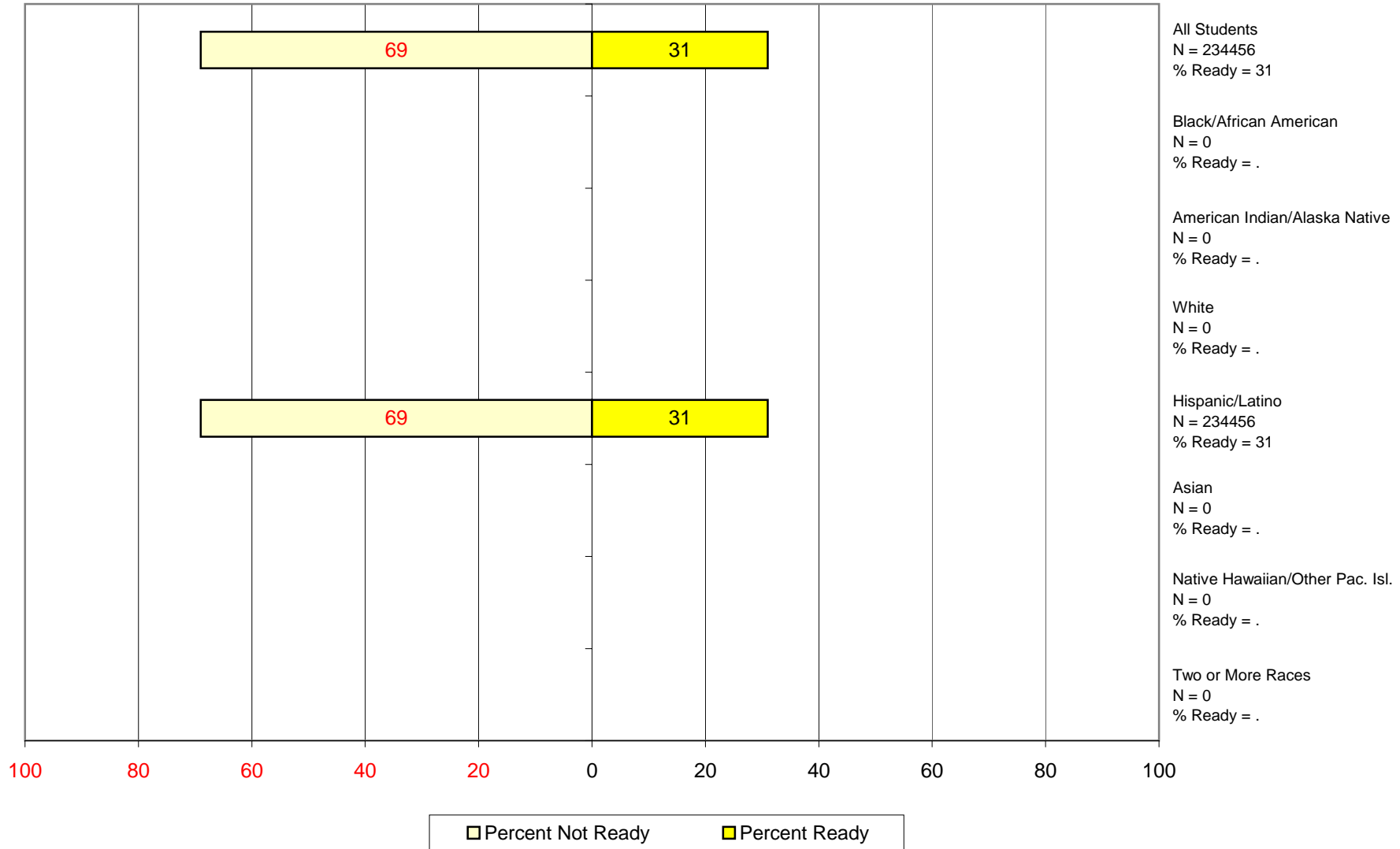
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



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

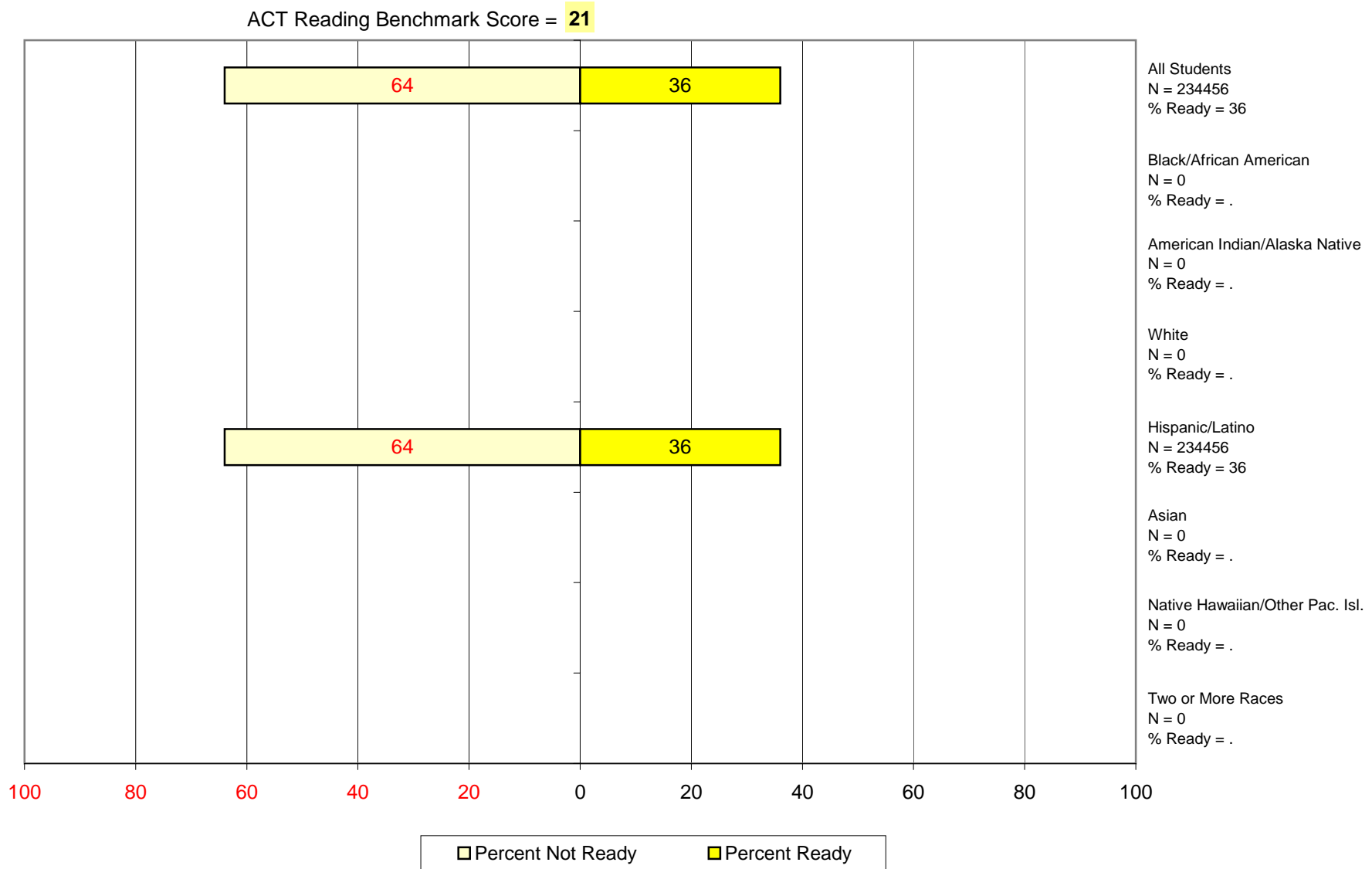
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS

ACT Mathematics Benchmark Score = 22



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

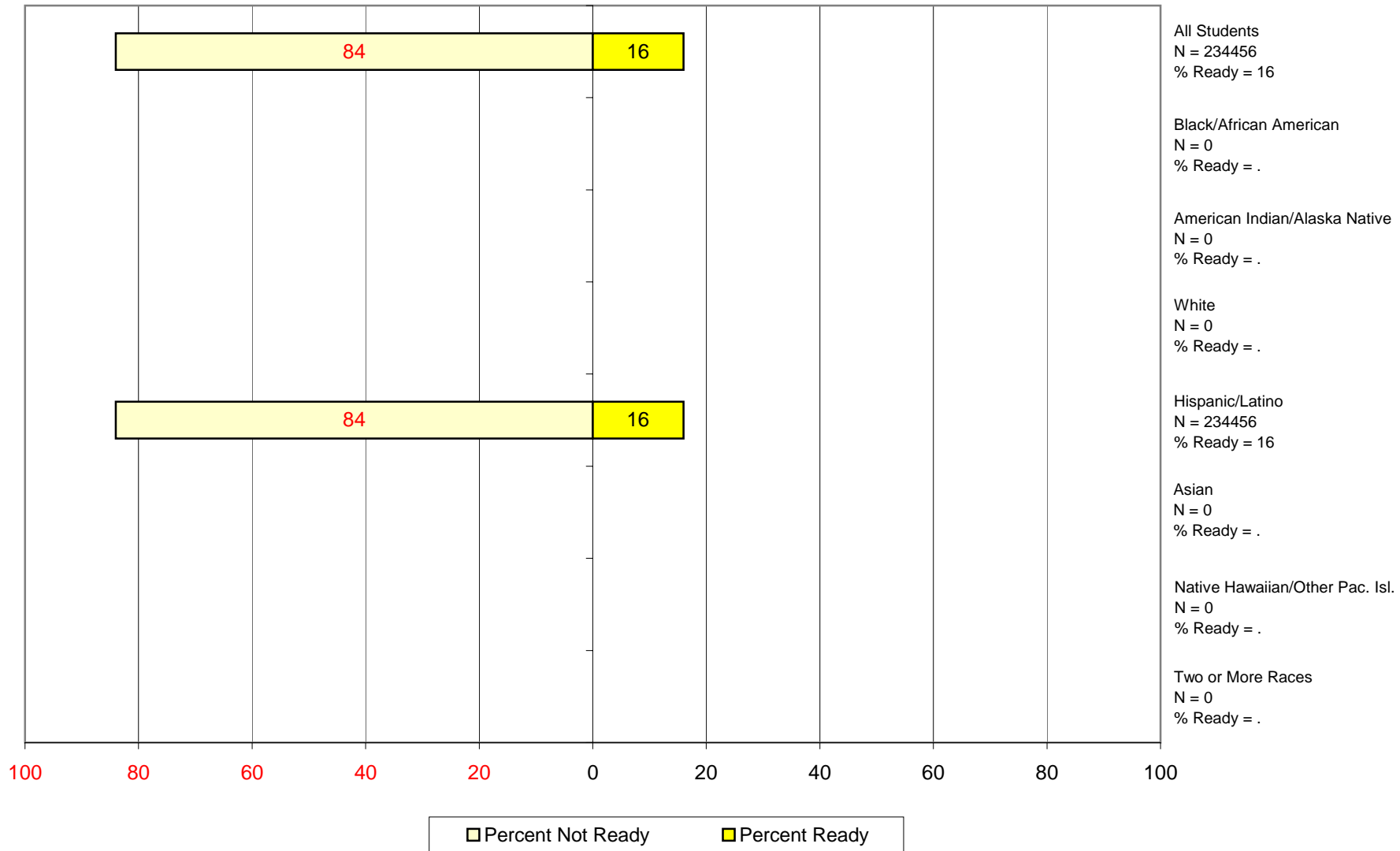
Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING



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

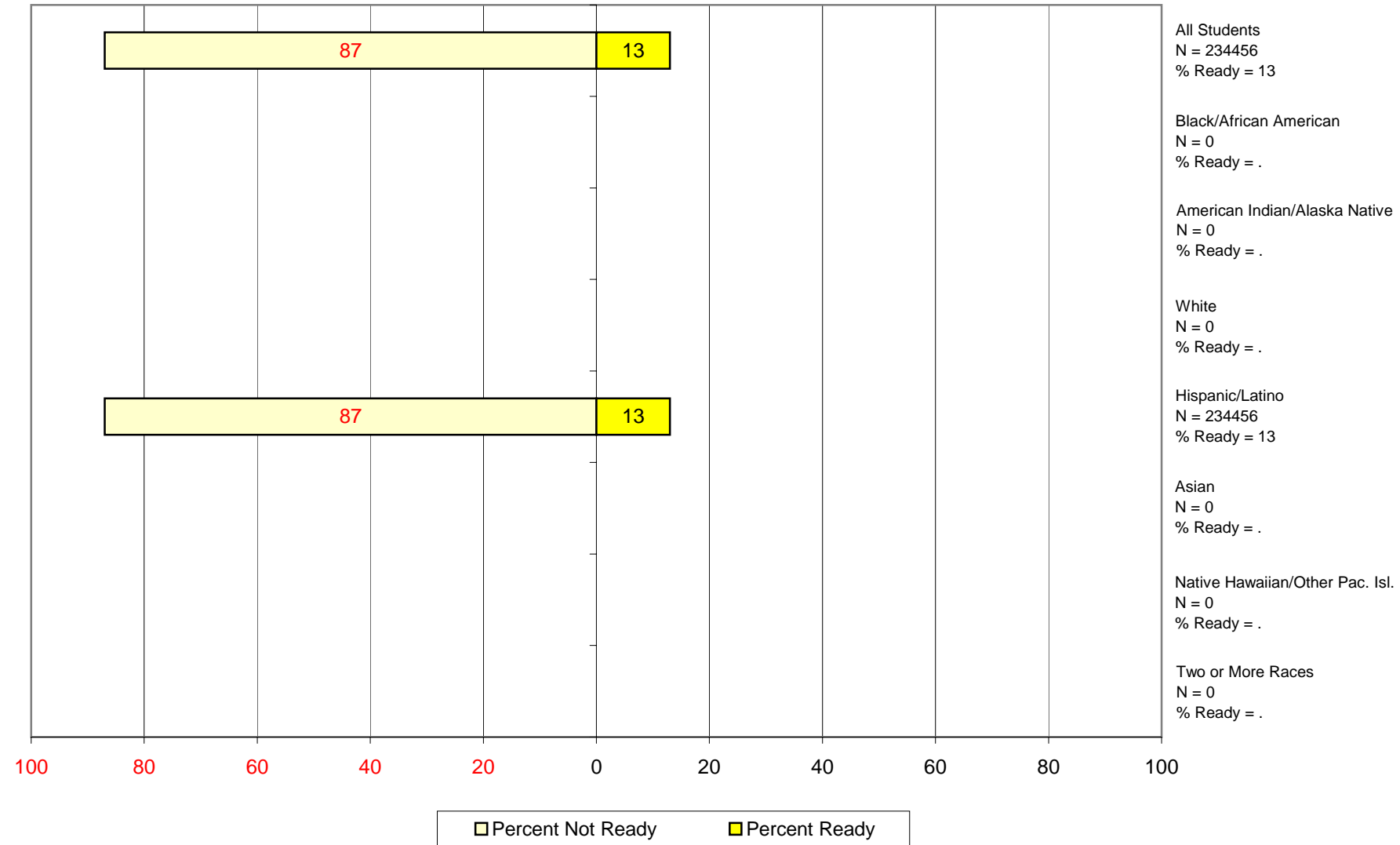
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE

ACT Science Benchmark Score = **24**



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

Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ALL FOUR



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

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

| Course Pattern | All Students | | | | Males | | | | Females | | | |
|--|--------------|---------|-------------|---------------------------------|--------|---------|-------------|---------------------------------|---------|---------|-------------|---------------------------------|
| | N | Percent | ACT English | Course Value Added ¹ | N | Percent | ACT English | Course Value Added ¹ | N | Percent | ACT English | Course Value Added ¹ |
| ENGLISH COURSE PATTERN | | | | | | | | | | | | |
| Eng 9, Eng 10, Eng 11, Eng 12, & Other English | 46,132 | 20 | 18.5 | 4.1 | 19,186 | 19 | 18.3 | 4.1 | 26,946 | 20 | 18.7 | 4.1 |
| Eng 9, Eng 10, Eng 11, Eng 12 | 169,392 | 72 | 17.9 | 3.5 | 72,876 | 72 | 17.7 | 3.5 | 96,500 | 73 | 18.0 | 3.4 |
| Less than 4 years of English | 11,376 | 5 | 14.4 | - | 5,648 | 6 | 14.2 | - | 5,722 | 4 | 14.6 | - |
| Zero years / no English courses reported | 7,556 | 3 | 14.5 | - | 3,954 | 4 | 14.3 | - | 3,596 | 3 | 14.7 | - |
| MATHEMATICS COURSE PATTERN | | | | | | | | | | | | |
| Alg 1, Alg 2, Geom, Trig, & Calc | 13,333 | 6 | 21.6 | 5.6 | 5,864 | 6 | 22.3 | 6.1 | 7,468 | 6 | 21.0 | 5.2 |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 17,108 | 7 | 20.7 | 4.7 | 6,468 | 6 | 21.4 | 5.2 | 10,637 | 8 | 20.3 | 4.5 |
| Alg 1, Alg 2, Geom, & Trig | 17,468 | 7 | 18.5 | 2.5 | 7,185 | 7 | 18.9 | 2.7 | 10,280 | 8 | 18.2 | 2.4 |
| Alg 1, Alg 2, Geom, & Other Adv Math | 43,108 | 18 | 18.9 | 2.9 | 16,389 | 16 | 19.3 | 3.1 | 26,716 | 20 | 18.7 | 2.9 |
| Other comb of 4 or more years of Math | 71,826 | 31 | 21.4 | 5.4 | 33,876 | 33 | 22.2 | 6.0 | 37,947 | 29 | 20.7 | 4.9 |
| Alg 1, Alg 2, & Geom | 38,616 | 16 | 16.7 | 0.7 | 16,444 | 16 | 17.0 | 0.8 | 22,167 | 17 | 16.6 | 0.8 |
| Other comb of 3 or 3.5 years of Math | 14,010 | 6 | 18.8 | 2.8 | 6,073 | 6 | 19.2 | 3.0 | 7,936 | 6 | 18.4 | 2.6 |
| Less than 3 years of Math | 10,994 | 5 | 16.0 | - | 5,225 | 5 | 16.2 | - | 5,766 | 4 | 15.8 | - |
| Zero years / no Math courses reported | 7,993 | 3 | 17.0 | - | 4,140 | 4 | 17.3 | - | 3,847 | 3 | 16.7 | - |
| SOCIAL SCIENCE COURSE PATTERN | | | | | | | | | | | | |
| US Hist, World Hist, Am Gov, & Other Hist | 4,402 | 2 | 19.6 | 2.2 | 2,112 | 2 | 19.4 | 2.3 | 2,290 | 2 | 19.8 | 2.3 |
| Other comb of 4 or more years Social Science | 124,573 | 53 | 19.6 | 2.2 | 51,822 | 51 | 19.7 | 2.6 | 72,745 | 55 | 19.6 | 2.1 |
| US Hist, World Hist, & Am Gov | 9,882 | 4 | 18.0 | 0.6 | 4,657 | 5 | 17.8 | 0.7 | 5,223 | 4 | 18.1 | 0.6 |
| Other comb of 3 or 3.5 years of Social Science | 63,576 | 27 | 18.8 | 1.4 | 27,425 | 27 | 18.8 | 1.7 | 36,146 | 27 | 18.8 | 1.3 |
| Less than 3 years of Social Science | 23,974 | 10 | 17.4 | - | 11,454 | 11 | 17.1 | - | 12,512 | 9 | 17.5 | - |
| Zero years / no Social Science courses reported | 8,049 | 3 | 16.0 | - | 4,194 | 4 | 15.9 | - | 3,848 | 3 | 16.2 | - |
| NATURAL SCIENCE COURSE PATTERN | | | | | | | | | | | | |
| Gen Sci ² , Bio, Chem, & Phys | 98,636 | 42 | 19.6 | 2.5 | 45,327 | 45 | 20.2 | 3.0 | 53,303 | 40 | 19.0 | 1.9 |
| Bio, Chem, Phys | 32,781 | 14 | 20.1 | 3.0 | 14,089 | 14 | 20.9 | 3.7 | 18,691 | 14 | 19.5 | 2.4 |
| Gen Sci ² , Bio, Chem | 57,713 | 25 | 18.5 | 1.4 | 21,845 | 21 | 18.7 | 1.5 | 35,863 | 27 | 18.4 | 1.3 |
| Other comb of 3 years of Natural Science | 6,455 | 3 | 17.7 | 0.6 | 3,156 | 3 | 18.3 | 1.1 | 3,295 | 2 | 17.2 | 0.1 |
| Less than 3 years of Natural Science | 30,639 | 13 | 17.1 | - | 12,980 | 13 | 17.2 | - | 17,653 | 13 | 17.1 | - |
| Zero years / no Natural Science courses reported | 8,232 | 4 | 16.6 | - | 4,267 | 4 | 16.7 | - | 3,959 | 3 | 16.4 | - |

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

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

| Course Pattern | National | | | |
|--|----------|------------------------|-----------------|---------------------------|
| | N | Percent Taking Pattern | Avg ACT English | Percent Meeting Benchmark |
| ENGLISH COURSE PATTERN | | | | |
| Eng 9, Eng 10, Eng 11, Eng 12, & Other English | 46,132 | 20 | 18.5 | 54 |
| Eng 9, Eng 10, Eng 11, Eng 12 | 169,392 | 72 | 17.9 | 50 |
| Less than 4 years of English | 11,376 | 5 | 14.4 | 26 |
| Zero years / no English courses reported | 7,556 | 3 | 14.5 | 26 |
| MATHEMATICS COURSE PATTERN | | | | |
| Alg 1, Alg 2, Geom, Trig, & Calc | 13,333 | 6 | 21.6 | 51 |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 17,108 | 7 | 20.7 | 45 |
| Alg 1, Alg 2, Geom, & Trig | 17,468 | 7 | 18.5 | 23 |
| Alg 1, Alg 2, Geom, & Other Adv Math | 43,108 | 18 | 18.9 | 26 |
| Other comb of 4 or more years of Math | 71,826 | 31 | 21.4 | 50 |
| Alg 1, Alg 2, & Geom | 38,616 | 16 | 16.7 | 8 |
| Other comb of 3 or 3.5 years of Math | 14,010 | 6 | 18.8 | 26 |
| Less than 3 years of Math | 10,994 | 5 | 16.0 | 5 |
| Zero years / no Math courses reported | 7,993 | 3 | 17.0 | 13 |
| SOCIAL SCIENCE COURSE PATTERN | | | | |
| US Hist, World Hist, Am Gov, & Other Hist | 4,402 | 2 | 19.6 | 41 |
| Other comb of 4 or more years Social Science | 124,573 | 53 | 19.6 | 41 |
| US Hist, World Hist, & Am Gov | 9,882 | 4 | 18.0 | 29 |
| Other comb of 3 or 3.5 years of Social Science | 63,576 | 27 | 18.8 | 34 |
| Less than 3 years of Social Science | 23,974 | 10 | 17.4 | 24 |
| Zero years / no Social Science courses reported | 8,049 | 3 | 16.0 | 17 |
| NATURAL SCIENCE COURSE PATTERN | | | | |
| Gen Sci ¹ , Bio, Chem, & Phys | 98,636 | 42 | 19.6 | 20 |
| Bio, Chem, Phys | 32,781 | 14 | 20.1 | 23 |
| Gen Sci ¹ , Bio, Chem | 57,713 | 25 | 18.5 | 12 |
| Other comb of 3 years of Natural Science | 6,455 | 3 | 17.7 | 9 |
| Less than 3 years of Natural Science | 30,639 | 13 | 17.1 | 7 |
| Zero years / no Natural Science courses reported | 8,232 | 4 | 16.6 | 7 |

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

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

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

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

| Planned Educational Major ¹ | All Students | | | Plan on 2 Years or Less of College | | | Plan on 4 Years or More of College | | |
|--|----------------|----------------------|--------------|------------------------------------|----------------------|--------------|------------------------------------|----------------------|--------------|
| | N ² | Percent ³ | Avg ACT Comp | N | Percent ³ | Avg ACT Comp | N | Percent ³ | Avg ACT Comp |
| Agriculture & Natural Resources Conservation | 1,954 | 1 | 18.1 | 200 | 1 | 15.0 | 1,501 | 1 | 18.7 |
| Architecture | 4,554 | 2 | 18.8 | 198 | 1 | 15.9 | 3,786 | 2 | 19.1 |
| Area, Ethnic, & Multidisciplinary Studies | 413 | 0 | 19.1 | 33 | 0 | 14.4 | 322 | 0 | 19.9 |
| Arts: Visual & Performing | 16,592 | 7 | 18.6 | 1,515 | 10 | 15.7 | 13,129 | 7 | 19.1 |
| Business | 20,007 | 9 | 19.0 | 1,536 | 11 | 15.8 | 16,365 | 9 | 19.5 |
| Communications | 4,611 | 2 | 20.0 | 140 | 1 | 15.9 | 4,051 | 2 | 20.2 |
| Community, Family, & Personal Services | 8,078 | 3 | 16.8 | 1,274 | 9 | 15.4 | 5,951 | 3 | 17.3 |
| Computer Science & Mathematics | 4,667 | 2 | 20.1 | 343 | 2 | 16.2 | 3,825 | 2 | 20.6 |
| Education | 10,003 | 4 | 18.4 | 425 | 3 | 15.3 | 8,547 | 5 | 18.7 |
| Engineering | 15,813 | 7 | 21.0 | 714 | 5 | 15.6 | 13,493 | 7 | 21.5 |
| Engineering Technology & Drafting | 4,116 | 2 | 17.9 | 587 | 4 | 15.4 | 3,044 | 2 | 18.7 |
| English & Foreign Languages | 2,683 | 1 | 21.3 | 90 | 1 | 16.7 | 2,328 | 1 | 21.6 |
| Health Administration & Assisting | 11,046 | 5 | 16.7 | 991 | 7 | 15.1 | 8,661 | 5 | 17.1 |
| Health Sciences & Technologies | 42,136 | 18 | 19.1 | 1,876 | 13 | 15.8 | 36,638 | 20 | 19.5 |
| Philosophy, Religion, & Theology | 942 | 0 | 19.6 | 30 | 0 | 16.7 | 809 | 0 | 20.0 |
| Repair, Production, & Construction | 2,513 | 1 | 16.1 | 991 | 7 | 15.4 | 1,209 | 1 | 16.8 |
| Sciences: Biological & Physical | 13,375 | 6 | 21.2 | 184 | 1 | 15.9 | 12,045 | 7 | 21.4 |
| Social Sciences & Law | 24,244 | 10 | 19.3 | 671 | 5 | 15.4 | 21,118 | 12 | 19.6 |
| Undecided | 32,818 | 14 | 18.8 | 1,981 | 14 | 15.4 | 23,382 | 13 | 19.5 |
| No Response | 13,516 | 6 | 16.0 | 682 | 5 | 13.8 | 1,670 | 1 | 16.6 |

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

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

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

Table 4.2. Average ACT Composite Scores for Racial/Ethnic¹ Groups by Post-Secondary Educational Aspirations

| Educational Degree Aspirations | All Racial/Ethnic Groups Combined | | Black/African American | | American Indian/ Alaska Native | | White | | Hispanic/Latino | |
|--------------------------------|-----------------------------------|---------|------------------------|---------|--------------------------------|---------|-------|---------|-----------------|---------|
| | N | Average | N | Average | N | Average | N | Average | N | Average |
| Voc-Tech | 3,643 | 15.4 | 0 | . | 0 | . | 0 | . | 3,643 | 15.4 |
| 2-yr College Degree | 10,927 | 15.5 | 0 | . | 0 | . | 0 | . | 10,927 | 15.5 |
| Bachelors Degree | 97,960 | 18.3 | 0 | . | 0 | . | 0 | . | 97,960 | 18.3 |
| Graduate Study | 29,103 | 21.3 | 0 | . | 0 | . | 0 | . | 29,103 | 21.3 |
| Prof. Level Degree | 55,028 | 20.8 | 0 | . | 0 | . | 0 | . | 55,028 | 20.8 |
| Other | 5,242 | 16.4 | 0 | . | 0 | . | 0 | . | 5,242 | 16.4 |
| No Response | 32,553 | 17.2 | 0 | . | 0 | . | 0 | . | 32,553 | 17.2 |

| Educational Degree Aspirations | All Racial/Ethnic Groups Combined | | Asian | | Native Hawaiian/ Other Pacific Islander | | Two or more races | | Prefer not to respond/ No Response | |
|--------------------------------|-----------------------------------|---------|-------|---------|---|---------|-------------------|---------|------------------------------------|---------|
| | N | Average | N | Average | N | Average | N | Average | N | Average |
| Voc-Tech | 3,643 | 15.4 | 0 | . | 0 | . | 0 | . | 0 | . |
| 2-yr College Degree | 10,927 | 15.5 | 0 | . | 0 | . | 0 | . | 0 | . |
| Bachelors Degree | 97,960 | 18.3 | 0 | . | 0 | . | 0 | . | 0 | . |
| Graduate Study | 29,103 | 21.3 | 0 | . | 0 | . | 0 | . | 0 | . |
| Prof. Level Degree | 55,028 | 20.8 | 0 | . | 0 | . | 0 | . | 0 | . |
| Other | 5,242 | 16.4 | 0 | . | 0 | . | 0 | . | 0 | . |
| No Response | 32,553 | 17.2 | 0 | . | 0 | . | 0 | . | 0 | . |

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

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

Section V

Optional Writing Test Results

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

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity¹ and Gender for students who took ACT Writing

| | N | Average ACT Scores | | |
|---------------------------------|----------------|--------------------|------------------|-----------------------------------|
| | | English National | Writing National | English/Writing Combined National |
| All Students | 150,249 | 18.5 | 6.8 | 18.3 |
| Black/African American | 0 | . | . | . |
| American Indian/Alaska Native | 0 | . | . | . |
| White | 0 | . | . | . |
| Hispanic/Latino | 150,249 | 18.5 | 6.8 | 18.3 |
| Asian | 0 | . | . | . |
| Native Hawaiian/Other Pac. Isl. | 0 | . | . | . |
| Two or more races | 0 | . | . | . |
| Prefer not/No Response | 0 | . | . | . |
| Males | 63,151 | 18.3 | 6.6 | 18.0 |
| Females | 87,087 | 18.6 | 7.0 | 18.6 |
| Missing | 11 | 15.3 | 5.8 | 15.1 |

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

