

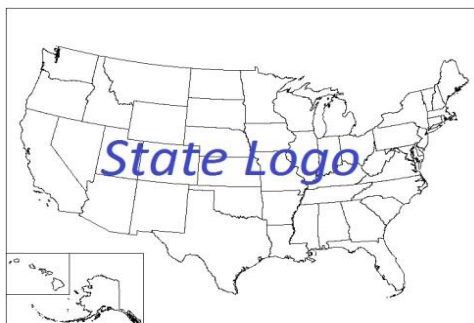


Profile Report - High School

Sample Testing Program 2018-2019
Grade 11 Tested Students
Sample High School 1

999991
Test Coordinator
Sample High School 1
Street Address

Sample City, ST Zip



New to your 2018-2019 Profile Report

Though ACT will continue to report English, mathematics, reading, and science subject scores, beginning in September 2016, subscores such as rhetorical skills and arts/literature will be omitted. Instead, a comprehensive set of reporting categories aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness will be included. This change will make it easier for students, parents, and educators to gain deeper insight into students' performance and better understand strengths and areas for improvement in each subject.

In this report, reporting category outcomes indicate the percentage of students with reporting category scores falling within associated ACT Readiness Ranges. These ranges reflect where a student who has met an associated ACT College Readiness Benchmark would typically perform in each reporting category.

This report includes percentage of students meeting/exceeding the ACT College Readiness Benchmark for English Language Arts (ELA). This benchmark reflects a score of 20.

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This report provides information about the performance of your students who took the ACT as part of the Sample Testing Program (Grade 11 Tested Students).

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 who met or exceeded 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, STEM, and (optional) ELA and writing
- 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 and Career 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. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.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, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

37% 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: 191 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. 82% 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 3.8 reports 4% of the cohort took less than three years of math courses. Of these students, 43% were college ready. 3% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 20% of these students were college ready. In comparison, 57% 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 3.8 reports 7% of the cohort took less than three years of natural science courses. 36% of these students were college ready. In comparison, 50% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 31% 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 and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

Section I

Executive Summary

Figure 1.1. Average Composite Scores: 5 Years of Testing*

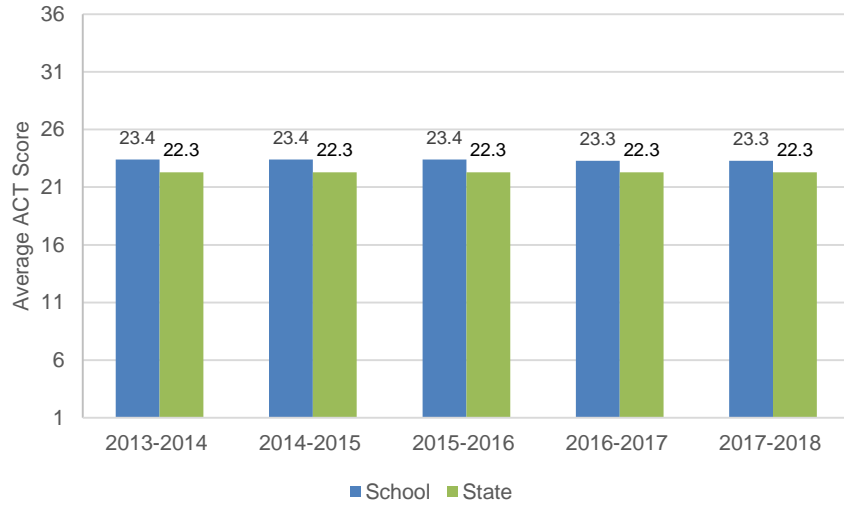


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

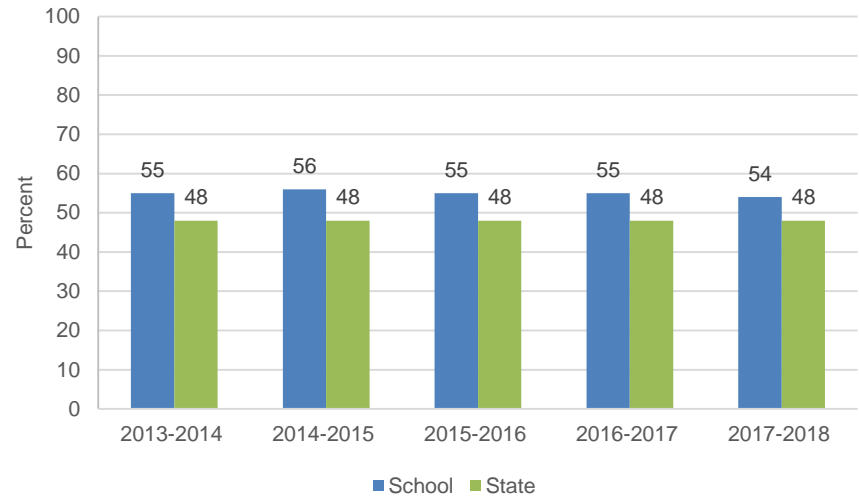


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

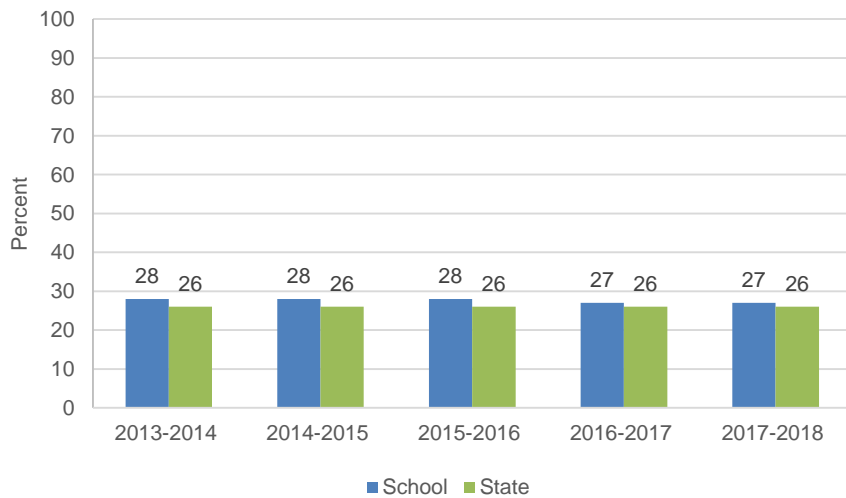
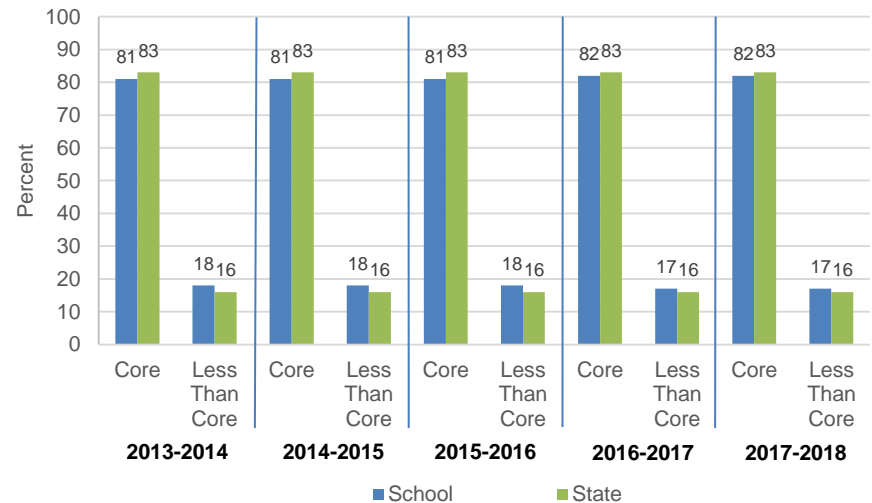


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* Missing columns in above graphs reflect years in which no students were tested.

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
	School	State	English		Mathematics		Reading		Science		Met All Four	
			School	State	School	State	School	State	School	State	School	State
2013-2014	159	70,855	80	73	57	50	61	56	53	45	40	34
2014-2015	167	71,520	80	73	57	50	61	56	51	45	38	34
2015-2016	174	72,375	80	73	56	50	60	56	51	45	38	34
2016-2017	182	73,420	80	73	55	50	60	56	50	45	37	34
2017-2018	191	74,655	80	73	55	50	59	56	50	45	37	34

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	School	State	English		Mathematics		Reading		Science		Composite	
			School	State	School	State	School	State	School	State	School	State
2013-2014	159	70,855	23.1	22.0	22.7	21.8	24.3	22.7	23.1	22.0	23.4	22.3
2014-2015	167	71,520	23.2	22.0	22.7	21.8	24.4	22.7	23.0	22.0	23.4	22.3
2015-2016	174	72,375	23.1	22.0	22.6	21.8	24.2	22.7	23.0	22.0	23.4	22.3
2016-2017	182	73,420	23.0	22.0	22.5	21.8	24.2	22.7	22.8	22.0	23.3	22.3
2017-2018	191	74,655	23.0	22.0	22.5	21.8	24.1	22.7	22.8	22.0	23.3	22.3

Table 1.3. Five Year Trends—Average ACT Scores Statewide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2013-2014	70,855	22.0	21.8	22.7	22.0	22.3
2014-2015	71,520	22.0	21.8	22.7	22.0	22.3
2015-2016	72,375	22.0	21.8	22.7	22.0	22.3
2016-2017	73,420	22.0	21.8	22.7	22.0	22.3
2017-2018	74,655	22.0	21.8	22.7	22.0	22.3

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
2013-2014	128	29	81	18	23.5	21.6	23.1	21.1	24.5	23.2	23.2	22.1	23.7	22.1
2014-2015	135	30	81	18	23.6	21.4	23.1	20.9	24.6	23.1	23.2	21.8	23.8	21.9
2015-2016	141	31	81	18	23.6	21.0	23.1	20.7	24.5	23.0	23.2	21.7	23.7	21.7
2016-2017	149	31	82	17	23.4	21.0	22.9	20.7	24.4	23.0	23.0	21.7	23.6	21.7
2017-2018	156	33	82	17	23.4	21.5	22.9	20.8	24.2	23.2	23.0	22.0	23.5	22.0

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/Ethnicity

Race/Ethnicity	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	159	100	23.4	167	100	23.4	174	100	23.4	182	100	23.3	191	100	23.3
Black/African American	9	6	18.4	10	6	18.5	10	6	18.5	11	6	18.4	12	6	18.2
American Indian/Alaska Native	1	1	12.0	2	1	16.5	2	1	16.5	2	1	16.5	2	1	16.5
White	88	55	23.3	92	55	23.3	97	56	23.3	101	55	23.3	106	55	23.4
Hispanic/Latino	31	19	21.9	32	19	22.0	33	19	21.9	36	20	21.8	37	19	21.6
Asian	15	9	26.5	16	10	26.5	16	9	26.5	16	9	26.5	16	8	26.5
Native Hawaiian/Other Pacific Islander	1	1	20.0	1	1	20.0	1	1	20.0	1	1	20.0	1	1	20.0
Two or more races	4	3	28.0	4	2	28.0	5	3	25.4	5	3	25.4	6	3	24.8
Prefer not to respond/No response	10	6	29.2	10	6	29.2	10	6	29.2	10	5	29.2	11	6	28.9

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	School	State	School	State	School	State	School	State	School	State
2013-2014	159	70,855	23.1	22.2	28	26	28.4	28.6	29.5	28.3
2014-2015	167	71,520	23.1	22.2	28	26	28.5	28.6	29.4	28.3
2015-2016	174	72,375	23.0	22.2	28	26	28.5	28.6	29.5	28.3
2016-2017	182	73,420	22.9	22.2	27	26	28.5	28.6	29.4	28.3
2017-2018	191	74,655	22.9	22.2	27	26	28.6	28.6	29.5	28.3

¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State	
2013-2014	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2014-2015	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2015-2016	58	30,485	33	42	17.9	17.2	61	22,953	35	32	23.7	23.6	55	18,937	32	26	31.6	30.5
2016-2017	60	30,926	33	42	17.9	17.2	64	23,258	35	32	23.6	23.6	58	19,236	32	26	31.5	30.5
2017-2018	65	31,459	34	42	17.8	17.2	66	23,632	35	32	23.5	23.6	60	19,564	31	26	31.6	30.5

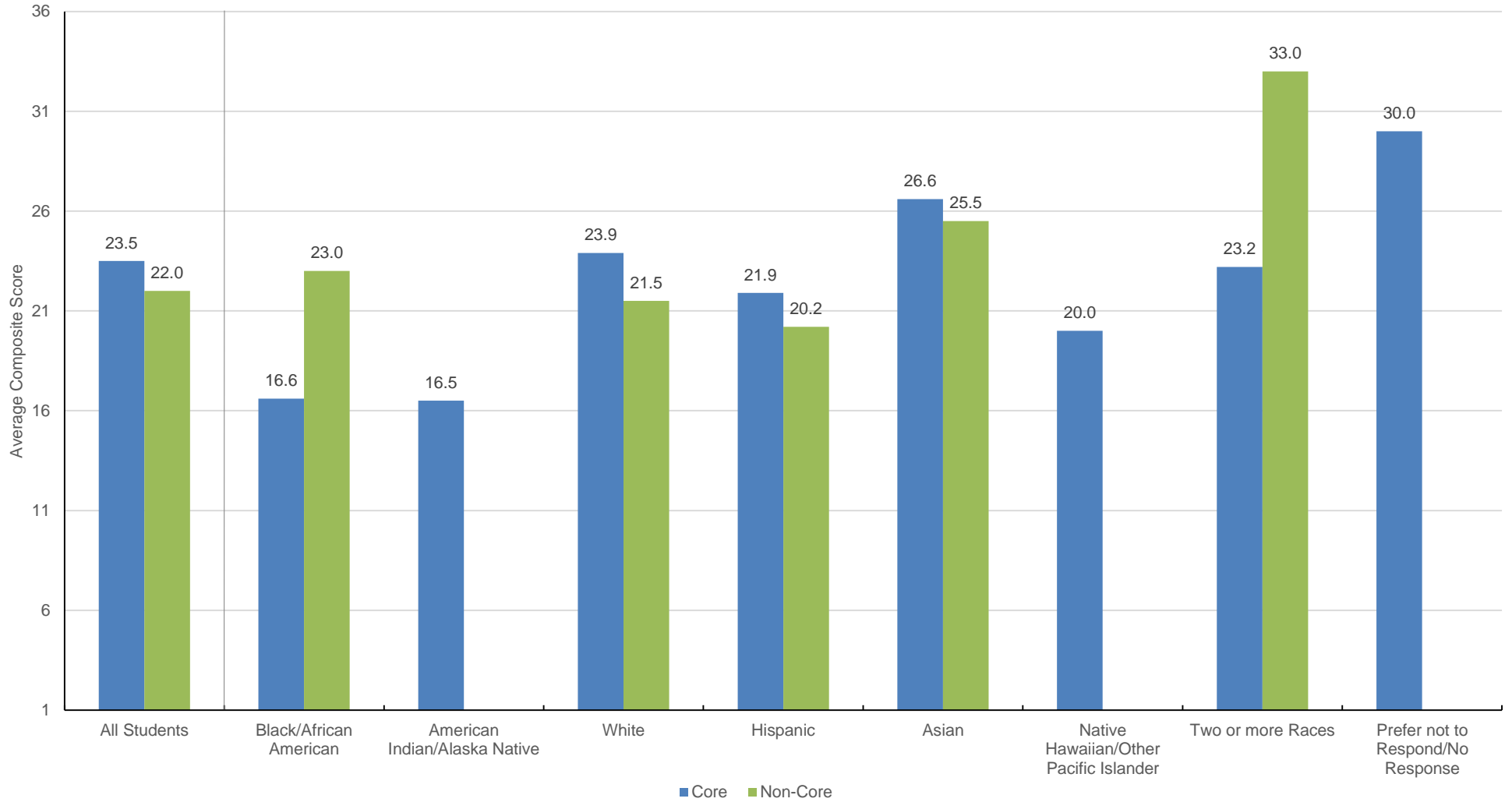
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II

Academic Achievement

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Sample Testing Program
 Grade 11 Tested Students
 Total Students in Report: 191

Code 999991
 Sample High School 1
 Sample City, ST

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	2	100	1	100	4	100	5	100	1	100	3	100	0	100	36
35	13	99	2	99	9	98	1	97	2	99	0	98	1	100	35
34	5	92	0	98	6	93	1	97	4	98	1	98	1	48	34
33	5	90	2	98	7	90	4	96	7	96	2	98	1	47	33
32	4	87	3	97	8	86	5	94	5	93	5	97	5	47	32
31	3	85	4	96	7	82	3	92	5	90	7	94	5	44	31
30	6	83	5	94	10	79	5	90	4	87	6	91	5	41	30
29	4	80	4	91	7	73	3	87	4	85	3	87	4	39	29
28	2	78	10	89	4	70	7	86	8	83	7	86	4	37	28
27	10	77	9	84	3	68	10	82	12	79	7	82	3	35	27
26	6	72	18	79	6	66	10	77	8	73	11	79	7	33	26
25	16	69	19	70	8	63	10	72	18	69	15	73	3	29	25
24	10	60	12	60	14	59	11	66	13	59	12	65	8	28	24
23	14	55	7	53	10	51	20	61	10	52	20	59	4	24	23
22	11	48	9	50	10	46	22	50	13	47	15	48	5	21	22
21	11	42	12	45	11	41	10	39	11	40	16	40	7	19	21
20	8	36	15	39	16	35	7	34	14	35	10	32	2	15	20
19	13	32	7	31	16	27	12	30	12	27	13	27	3	14	19
18	9	25	9	27	7	18	17	24	12	21	9	20	7	13	18
17	4	20	14	23	7	15	5	15	8	15	10	15	2	9	17
16	8	18	14	15	11	11	8	12	5	10	8	10	7	8	16
15	6	14	8	8	2	5	8	8	9	8	6	6	0	4	15
14	4	11	6	4	3	4	4	4	2	3	4	3	3	4	14
13	3	9	1	1	0	3	0	2	2	2	0	1	1	3	13
12	5	7	0	1	3	3	2	2	2	1	1	1	1	2	12
11	3	5	0	1	0	1	1	1	0	1	0	1	2	2	11
10	3	3	0	1	0	1	0	1	0	1	0	1	1	1	10
9	3	2	0	1	1	1	0	1	0	1	0	1	0	1	9
8	0	1	0	1	1	1	0	1	0	1	0	1	0	1	8
7	0	1	0	1	0	1	0	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	23.0 (6.8)		22.5 (5.1)		24.1 (6.4)		22.8 (5.4)		23.3 (5.4)		22.9 (5.0)		23.3 (6.0)		Avg (SD)

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

² ELA scores are derived only for students with a valid writing score.

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

Figure 2.2. English Reporting Categories¹

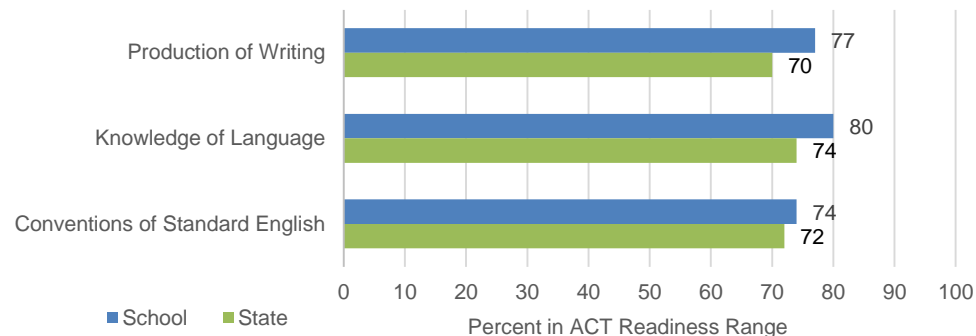


Figure 2.3. Math Reporting Categories¹

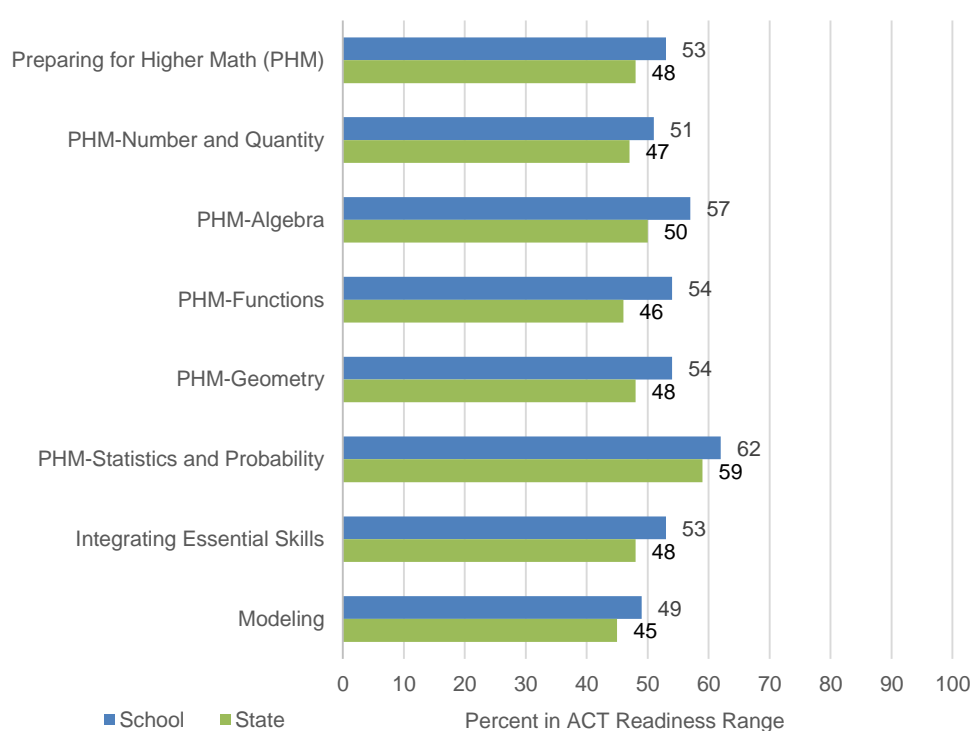


Figure 2.4. Reading Reporting Categories¹

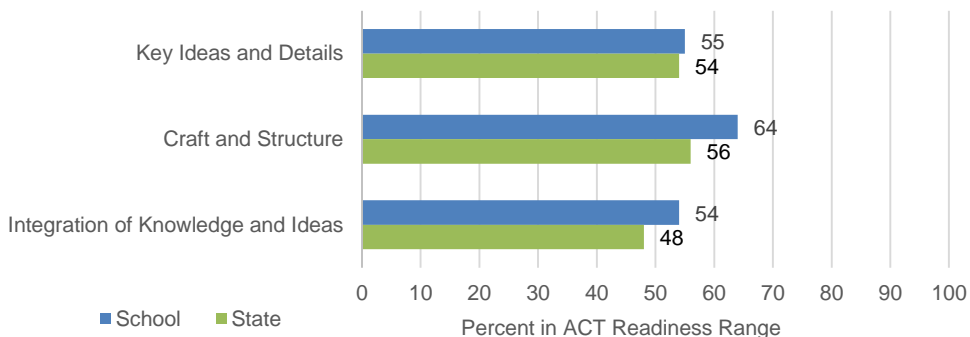
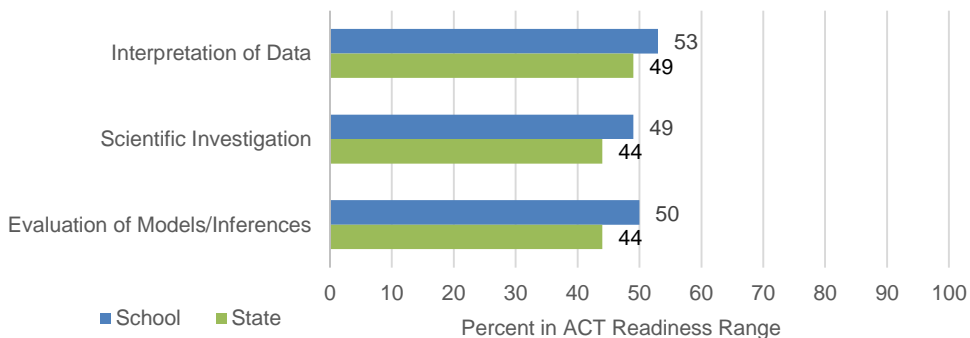


Figure 2.5. Science Reporting Categories¹



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

¹ Reporting Categories are reported only for testing events beginning September 2016.

Sample Testing Program
 Grade 11 Tested Students
 Total Students in Report: 191

Code 999991
 Sample High School 1
 Sample City, ST

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
School	All Students	191	82	23.5	22.0
	Black/African American	12	75	16.6	23.0
	American Indian/Alaska Native	2	100	16.5	.
	White	106	79	23.9	21.5
	Hispanic/Latino	37	86	21.9	20.2
	Asian	16	88	26.6	25.5
	Native Hawaiian/Other Pacific Islander	1	100	20.0	.
	Two or More Races	6	83	23.2	33.0
	Prefer not/No Response	11	82	30.0	.
State	All Students	74,655	83	22.6	20.9
	Black/African American	9,039	80	18.3	17.1
	American Indian/Alaska Native	471	76	19.6	18.1
	White	42,526	85	23.5	22.0
	Hispanic/Latino	10,489	82	20.5	18.8
	Asian	5,197	83	25.5	24.4
	Native Hawaiian/Other Pacific Islander	162	81	21.2	19.2
	Two or More Races	3,054	84	22.8	21.8
	Prefer not/No Response	3,717	72	24.1	22.6

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.

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	All Students	191	100	23.0	22.5	24.1	22.8	23.3	22.9
	Black/African American	12	6	17.4	17.3	20.2	18.1	18.2	18.0
	American Indian/Alaska Native	2	1	15.5	16.5	17.5	16.5	16.5	16.5
	White	106	55	23.4	22.5	24.2	22.9	23.4	22.9
	Hispanic/Latino	37	19	20.8	21.4	22.4	21.5	21.6	21.7
	Asian	16	8	26.4	26.4	26.4	25.8	26.5	26.3
	Native Hawaiian/Other Pacific Islander	1	1	19.0	19.0	24.0	18.0	20.0	19.0
	Two or More Races	6	3	24.7	23.2	26.0	24.3	24.8	24.0
	Prefer not/No Response	11	6	29.3	27.4	30.4	28.4	28.9	28.1
State	All Students	74,655	100	22.0	21.8	22.7	22.0	22.3	22.2
	Black/African American	9,039	12	17.4	17.8	18.5	18.2	18.1	18.2
	American Indian/Alaska Native	471	1	18.0	19.0	19.7	19.7	19.2	19.6
	White	42,526	57	23.2	22.6	23.8	23.0	23.3	23.0
	Hispanic/Latino	10,489	14	19.4	20.0	20.8	20.1	20.2	20.3
	Asian	5,197	7	24.9	26.3	24.7	24.7	25.3	25.8
	Native Hawaiian/Other Pacific Islander	162	0	20.1	20.9	21.0	20.8	20.8	21.1
	Two or More Races	3,054	4	22.5	22.0	23.4	22.4	22.7	22.4
	Prefer not/No Response	3,717	5	23.1	22.6	23.6	22.6	23.1	22.8

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
School	Males	81	84	22.8	23.6
	Females	110	80	24.1	21.2
	No Response	0	.	.	.
State	Males	31,544	83	22.9	21.0
	Females	43,111	83	22.4	20.8
	No Response	0	.	.	.

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.

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	Males	81	42	21.8	22.7	23.6	22.9	22.9	23.0
	Females	110	58	23.9	22.4	24.5	22.8	23.5	22.8
	No Response	0	0	.	.	.	.	.	.
State	Males	31,544	42	21.8	22.6	22.7	22.7	22.6	22.9
	Females	43,111	58	22.2	21.3	22.7	21.6	22.1	21.7
	No Response	0	0	.	.	.	.	.	.

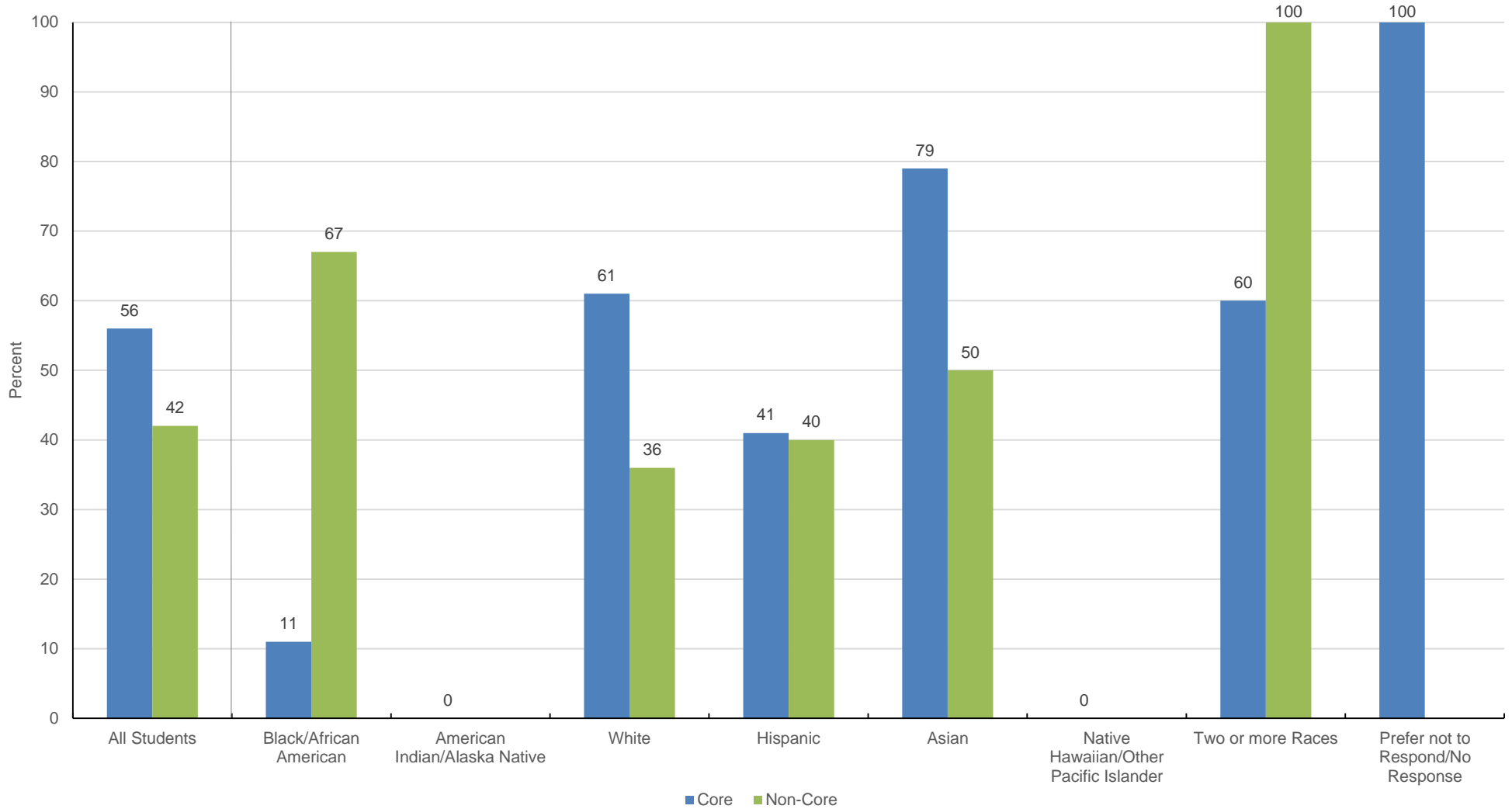
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	27	26	30	26	27
Q2 (50th Percentile)	23	23	23	22	23
Q1 (25th Percentile)	18	18	19	19	19

Section III

College and Career Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
School	33 to 36	25	13	5	3	26	14	11	6
	28 to 32	19	10	26	14	36	19	23	12
	24 to 27	42	22	58	30	31	16	41	21
	20 to 23	44	23	43	23	47	25	59	31
	16 to 19	34	18	44	23	41	21	42	22
	13 to 15	13	7	15	8	5	3	12	6
	01 to 12	14	7	0	0	5	3	3	2
State	33 to 36	6,405	9	2,463	3	6,276	8	2,797	4
	28 to 32	8,123	11	8,877	12	11,843	16	7,660	10
	24 to 27	14,707	20	18,789	25	13,004	17	17,164	23
	20 to 23	18,421	25	13,980	19	18,496	25	23,753	32
	16 to 19	13,843	19	22,419	30	15,413	21	16,181	22
	13 to 15	8,333	11	7,870	11	7,144	10	4,963	7
	01 to 12	4,823	6	257	0	2,479	3	2,137	3

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
School	Males	70	53	52	48	37
	Females	86	56	65	51	37
	No Response	.	.	.	.	.
State	Males	71	56	56	50	38
	Females	74	45	56	41	31
	No Response	.	.	.	.	.

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
School	All Students	191	80	55	59	50	37	27
	Black/African American	12	50	17	25	17	8	8
	American Indian/Alaska Native	2	50	0	0	0	0	0
	White	106	82	57	62	48	39	26
	Hispanic/Latino	37	76	46	46	41	22	14
	Asian	16	81	81	69	75	56	63
	Native Hawaiian/Other Pacific Islander	1	100	0	100	0	0	0
	Two or More Races	6	83	67	67	83	67	33
	Prefer Not to Respond	11	100	82	100	91	73	55
State	All Students	74,655	73	50	56	45	34	26
	Black/African American	9,039	43	18	27	15	9	5
	American Indian/Alaska Native	471	48	27	37	23	14	10
	White	42,526	82	57	64	52	40	29
	Hispanic/Latino	10,489	57	34	43	28	20	14
	Asian	5,197	84	78	67	65	54	53
	Native Hawaiian/Other Pacific Islander	162	64	43	48	33	25	17
	Two or More Races	3,054	75	51	60	47	36	26
	Prefer Not to Respond	3,717	73	54	60	49	40	32

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level ²	N	%	Average Composite
School	Gold or Higher	78	41	28.6
	Silver	93	49	20.6
	Bronze	18	9	14.9
	Needs Improvement	2	1	12.0
State	Gold or Higher	24,974	33	28.3
	Silver	38,728	52	20.6
	Bronze	10,082	14	14.9
	Needs Improvement	871	1	11.6

¹ The ACT Composite scores associated with a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as 'Needs Improvement', 13 to 16 as 'Bronze', 17 to 24 as 'Silver', and 25 or above as 'Gold or Higher' in the table above. For comparison, individual student score reports classify those who scored 12-13, 14-17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

² Additional information on the ACT NCRC can be found at www.act.org.

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
School	Core or More ²	156	83	23.4	58	22.9	60	24.2	52	23.0	40	23.5	29	23.2
	Less than Core	33	61	21.5	42	20.8	52	23.2	36	22.0	27	22.0	18	21.7
	Missing ³	2	100	21.5	0	21.0	100	28.5	100	24.5	0	24.0	0	23.0
State	Core or More	61,937	75	22.4	52	22.1	58	23.0	47	22.3	36	22.6	27	22.5
	Less than Core	11,840	62	20.4	39	20.5	46	21.4	34	20.8	25	20.9	19	20.9
	Missing	878	43	17.4	18	18.3	33	19.4	17	18.6	9	18.6	7	18.7

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 College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
School	Core or More ²	187	80	23.1	182	56	22.6	174	59	24.0	175	50	23.0
	Less than Core	2	50	17.5	7	43	20.0	15	60	25.4	14	36	21.0
	Missing ³	2	100	21.5	2	0	21.0	2	100	28.5	2	100	24.5
State	Core or More	72,538	73	22.1	72,327	51	22.0	68,613	57	22.8	67,910	47	22.3
	Less than Core	1,327	58	19.7	1,504	15	17.4	5,231	52	22.3	5,924	27	19.7
	Missing	790	43	17.5	824	17	18.3	811	34	19.5	821	18	18.7

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.

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	School				State			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	53	28	24.3	87	18,485	25	22.5	76
Eng 9, Eng 10, Eng 11, Eng 12	134	70	22.6	77	54,053	72	22.0	73
Less than 4 years of English	2	1	17.5	50	1,327	2	19.7	58
Zero years / no English courses reported	2	1	21.5	100	790	1	17.5	43
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	13	7	25.5	77	5,431	7	23.3	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	15	8	21.3	53	6,469	9	21.5	49
Alg 1, Alg 2, Geom, & Trig	7	4	21.4	57	3,790	5	19.4	30
Alg 1, Alg 2, Geom, & Other Adv Math	15	8	18.7	27	12,766	17	19.6	31
Other comb of 4 or more years of Math	117	61	23.5	62	35,114	47	23.8	66
Alg 1, Alg 2, & Geom	5	3	17.8	20	5,054	7	17.4	12
Other comb of 3 or 3.5 years of Math	10	5	19.0	20	3,703	5	20.5	39
Less than 3 years of Math	7	4	20.0	43	1,504	2	17.4	15
Zero years / no Math courses reported	2	1	21.0	0	824	1	18.3	17
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	2	1	18.5	0	2,031	3	23.1	58
Other comb of 4 or more years Social Science	116	61	23.4	54	43,354	58	23.0	59
US Hist, World Hist, & Am Gov	6	3	19.3	33	3,271	4	21.4	47
Other comb of 3 or 3.5 years of Social Science	50	26	26.1	74	19,957	27	22.5	54
Less than 3 years of Social Science	15	8	25.4	60	5,231	7	22.3	52
Zero years / no Social Science courses reported	2	1	28.5	100	811	1	19.5	34
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	102	53	23.0	51	38,632	52	22.7	51
Bio, Chem, Phys	26	14	25.6	65	9,244	12	23.7	57
Gen Sci ¹ , Bio, Chem	40	21	21.0	35	18,528	25	20.8	34
Other comb of 3 years of Natural Science	7	4	23.9	71	1,506	2	20.1	29
Less than 3 years of Natural Science	14	7	21.0	36	5,924	8	19.7	27
Zero years / no Natural Science courses reported	2	1	24.5	100	821	1	18.7	18

¹Includes General, Physical and Earth Sciences.

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	53	28	24.3	87	18	22	24.2	83	35	32	24.4	89
Eng 9, Eng 10, Eng 11, Eng 12	134	70	22.6	77	60	74	21.1	65	74	67	23.8	86
Less than 4 years of English	2	1	17.5	50	1	1	20.0	100	1	1	15.0	0
Zero years / no English courses reported	2	1	21.5	100	2	2	21.5	100	0	0	.	.
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	13	7	25.5	77	3	4	27.3	100	10	9	24.9	70
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	15	8	21.3	53	4	5	21.0	50	11	10	21.5	55
Alg 1, Alg 2, Geom, & Trig	7	4	21.4	57	4	5	23.0	100	3	3	19.3	0
Alg 1, Alg 2, Geom, & Other Adv Math	15	8	18.7	27	3	4	15.0	0	12	11	19.7	33
Other comb of 4 or more years of Math	117	61	23.5	62	56	69	23.5	55	61	55	23.6	69
Alg 1, Alg 2, & Geom	5	3	17.8	20	1	1	16.0	0	4	4	18.3	25
Other comb of 3 or 3.5 years of Math	10	5	19.0	20	6	7	20.3	33	4	4	17.0	0
Less than 3 years of Math	7	4	20.0	43	2	2	20.0	50	5	5	20.0	40
Zero years / no Math courses reported	2	1	21.0	0	2	2	21.0	0	0	0	.	.
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	2	1	18.5	0	0	0	.	.	2	2	18.5	0
Other comb of 4 or more years Social Science	116	61	23.4	54	44	54	21.8	41	72	65	24.3	63
US Hist, World Hist, & Am Gov	6	3	19.3	33	3	4	16.3	0	3	3	22.3	67
Other comb of 3 or 3.5 years of Social Science	50	26	26.1	74	26	32	26.2	69	24	22	26.0	79
Less than 3 years of Social Science	15	8	25.4	60	6	7	28.0	67	9	8	23.7	56
Zero years / no Social Science courses reported	2	1	28.5	100	2	2	28.5	100	0	0	.	.
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	102	53	23.0	51	47	58	22.9	49	55	50	23.2	53
Bio, Chem, Phys	26	14	25.6	65	12	15	27.1	67	14	13	24.3	64
Gen Sci ² , Bio, Chem	40	21	21.0	35	14	17	19.3	21	26	24	21.8	42
Other comb of 3 years of Natural Science	7	4	23.9	71	4	5	24.3	75	3	3	23.3	67
Less than 3 years of Natural Science	14	7	21.0	36	2	2	19.5	0	12	11	21.3	42
Zero years / no Natural Science courses reported	2	1	24.5	100	2	2	24.5	100	0	0	.	.

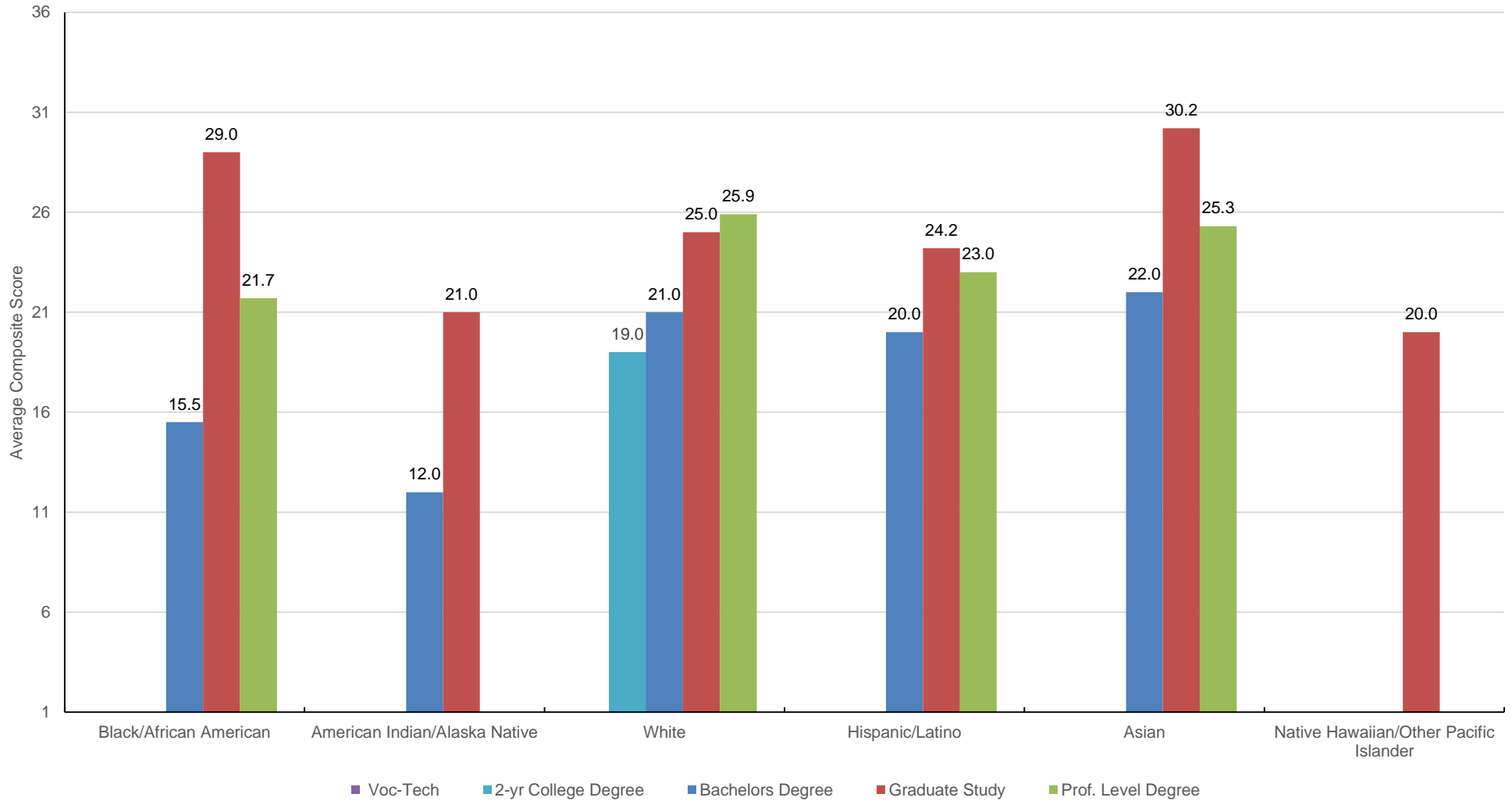
¹Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

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

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	6	3	21.5	1	33	22.0	4	2	21.8
Architecture	5	3	19.6	1	33	16.0	4	2	20.5
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	9	5	23.7	0	0	.	8	5	24.0
Business	27	14	23.9	0	0	.	24	14	23.1
Communications	3	2	16.7	0	0	.	3	2	16.7
Community, Family, & Personal Services	2	1	16.5	0	0	.	1	1	18.0
Computer Science & Mathematics	5	3	26.0	0	0	.	5	3	26.0
Education	11	6	21.8	0	0	.	10	6	21.2
Engineering	14	7	25.4	0	0	.	14	8	25.4
Engineering Technology & Drafting	2	1	29.0	0	0	.	2	1	29.0
English & Foreign Languages	1	1	18.0	0	0	.	1	1	18.0
Health Administration & Assisting	6	3	24.3	0	0	.	4	2	23.3
Health Sciences & Technologies	43	23	23.3	1	33	19.0	39	23	23.6
Philosophy, Religion, & Theology	2	1	21.0	0	0	.	2	1	21.0
Repair, Production, & Construction	1	1	13.0	0	0	.	1	1	13.0
Sciences: Biological & Physical	20	10	23.7	0	0	.	19	11	24.1
Social Sciences & Law	11	6	25.5	0	0	.	9	5	25.9
Undecided	20	10	22.6	0	0	.	16	10	22.8
No Response	3	2	21.0	0	0	.	1	1	15.0

¹2-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.

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

Table 4.2. Average ACT Composite Scores for Racial/Ethnic 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	0	.	0	.	0	.	0	.	0	.
2-yr College Degree	3	19.0	0	.	0	.	3	19.0	0	.
Bachelors Degree	74	20.6	6	15.5	1	12.0	49	21.0	12	20.0
Graduate Study	37	26.0	1	29.0	1	21.0	19	25.0	5	24.2
Prof. Level Degree	56	25.1	3	21.7	0	.	27	25.9	14	23.0
Other	2	24.0	0	.	0	.	2	24.0	0	.
No Response	19	23.3	2	15.5	0	.	6	28.5	6	19.7

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	0	.	0	.	0	.	0	.	0	.
2-yr College Degree	3	19.0	0	.	0	.	0	.	0	.
Bachelors Degree	74	20.6	3	22.0	0	.	1	22.0	2	31.0
Graduate Study	37	26.0	6	30.2	1	20.0	1	27.0	3	29.0
Prof. Level Degree	56	25.1	7	25.3	0	.	3	28.3	2	30.5
Other	2	24.0	0	.	0	.	0	.	0	.
No Response	19	23.3	0	.	0	.	1	15.0	4	27.0

Table 4.3. Students' Score Report Preferences at Time of Testing

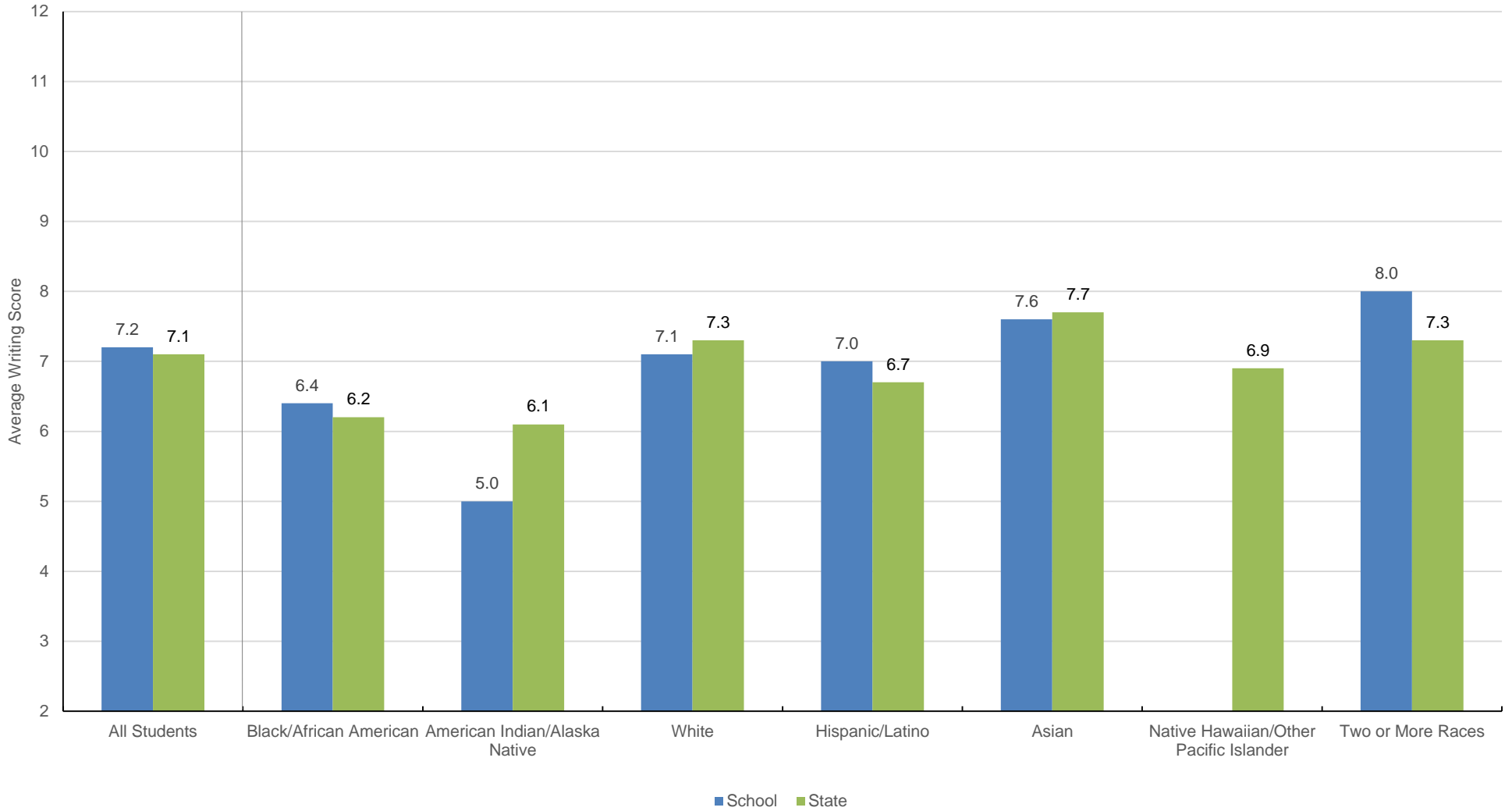
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF SOUTHERN CALIFORNIA	California	5	1	4	0	0	20	0	40	0	40
AUBURN UNIVERSITY	Alabama	4	2	2	0	0	0	50	50	0	0
JOHNS HOPKINS UNIVERSITY THE	Maryland	4	1	3	0	0	0	25	25	25	25
MOREHEAD STATE UNIVERSITY	Kentucky	4	1	3	0	0	0	50	50	0	0
NCAA ELIGIBILITY CENTER	Indiana	4	2	2	0	0	0	100	0	0	0
UNIVERSITY OF ALABAMA	Alabama	4	1	3	0	0	0	0	75	25	0
UNIVERSITY OF ALABAMA IN BIRMINGHAM	Alabama	4	1	3	0	0	50	0	50	0	0
UNIVERSITY OF FLORIDA	Florida	4	1	3	0	0	50	25	0	25	0
UNIVERSITY OF KENTUCKY	Kentucky	4	2	2	0	0	0	25	75	0	0
UNIVERSITY OF UTAH	Utah	4	1	3	0	0	0	50	50	0	0
COLORADO STATE UNIVERSITY	Colorado	3	0	3	0	33	0	0	67	0	0
DUKE UNIVERSITY	North Carolina	3	1	2	0	0	0	0	33	0	67
EMORY UNIVERSITY	Georgia	3	2	1	0	33	0	0	0	33	33
KENNESAW STATE UNIVERSITY	Georgia	3	1	2	0	33	0	67	0	0	0
STANFORD UNIVERSITY	California	3	2	1	0	0	0	33	0	0	67
UNIVERSITY OF CALIFORNIA-BERKELEY	California	3	1	2	0	0	33	0	33	0	33
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	3	0	3	0	0	33	33	0	0	33
UNIVERSITY OF LOUISVILLE	Kentucky	3	1	2	0	0	0	33	67	0	0
UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	3	0	3	0	0	33	33	0	33	0
UNIVERSITY OF SOUTH ALABAMA	Alabama	3	0	3	0	0	67	0	33	0	0
UNIVERSITY OF WASHINGTON	Washington	3	2	1	0	0	0	33	33	33	0
ACADEMY OF ART UNIVERSITY	California	2	0	2	0	0	0	50	50	0	0
ARIZONA STATE UNIVERSITY	Arizona	2	1	1	0	0	0	50	50	0	0
ARKANSAS TECH UNIVERSITY	Arkansas	2	0	2	0	0	0	100	0	0	0
BALDWIN WALLACE UNIVERSITY	Ohio	2	0	2	0	0	50	0	50	0	0
COLUMBIA UNIV UNDERGRAD ADMISSIONS	New York	2	0	2	0	0	0	0	50	0	50
DAVIDSON COLLEGE	North Carolina	2	2	0	0	0	0	0	100	0	0
DUKE UNIV TALENT IDENTIFICATION PROGRAM	North Carolina	2	2	0	0	0	0	0	100	0	0
ILLINOIS STATE UNIVERSITY	Illinois	2	1	1	0	0	50	0	50	0	0
JACKSONVILLE STATE UNIVERSITY	Alabama	2	1	1	0	0	100	0	0	0	0
All Other Institutions		227	76	151	0	8	16	24	36	11	5
Total		319	106	213	0	7	16	24	36	9	7

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Section V

Optional Writing Test Results

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing

	N		Average ACT Scores					
			English		Reading		Writing	
			School	State	School	State	School	State
All Students	92	33,223	24.6	23.4	25.3	23.9	7.2	7.1
Black/African American	5	3,427	17.8	18.6	19.6	19.6	6.4	6.2
American Indian/Alaska Native	1	163	9.0	17.3	14.0	19.3	5.0	6.1
White	38	16,113	25.2	24.8	25.9	25.2	7.1	7.3
Hispanic/Latino	24	6,335	21.8	20.1	22.2	21.4	7.0	6.7
Asian	13	3,783	27.1	26.0	27.6	25.7	7.6	7.7
Native Hawaiian/Other Pacific Islander	0	88	.	20.9	.	21.5	.	6.9
Two or More Races	4	1,455	26.5	24.2	28.8	25.0	8.0	7.3
Prefer not/No Response	7	1,859	31.9	25.7	31.6	25.7	8.4	7.4
Males	40	13,510	23.8	23.4	24.9	24.0	7.0	7.0
Females	52	19,713	25.2	23.4	25.5	23.9	7.4	7.2
No Response	0	0	.	.	.	.	.	.

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender for Students Who Took ACT Writing

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
			School	State	School	State
All Students	92	33,223	23.3	22.3	71	68
Black/African American	5	3,427	18.0	18.1	40	37
American Indian/Alaska Native	1	163	11.0	17.5	0	36
White	38	16,113	23.6	23.4	79	77
Hispanic/Latino	24	6,335	21.1	19.9	54	50
Asian	13	3,783	25.3	24.5	77	81
Native Hawaiian/Other Pacific Islander	0	88	.	20.3	.	57
Two or More Races	4	1,455	26.0	23.2	75	74
Prefer not/No Response	7	1,859	29.0	24.1	100	78
Males	40	13,510	22.6	22.2	60	67
Females	52	19,713	23.8	22.4	79	68
No Response	0	0	.	.	.	.

