

ACT High School Profile Report

The Graduating Class of 2007
SAIS Member Composite HSP



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This report provides information about the performance of your 2007 graduating seniors who took the ACT as sophomores, juniors, or seniors.

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, the graduating class data for a school, district, state, and the nation 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, state, or the nation.

Further, 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.

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

42% of 2007 graduates 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. 8,554 ACT-tested graduates 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. 45% 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, 65% were college ready. 6% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 37% of these students were college ready. In comparison, 73% of the students who advanced beyond minimum core 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 8% of the cohort took less than three years of natural science courses. 35% of these students were college ready. In comparison, 49% 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 21% 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.

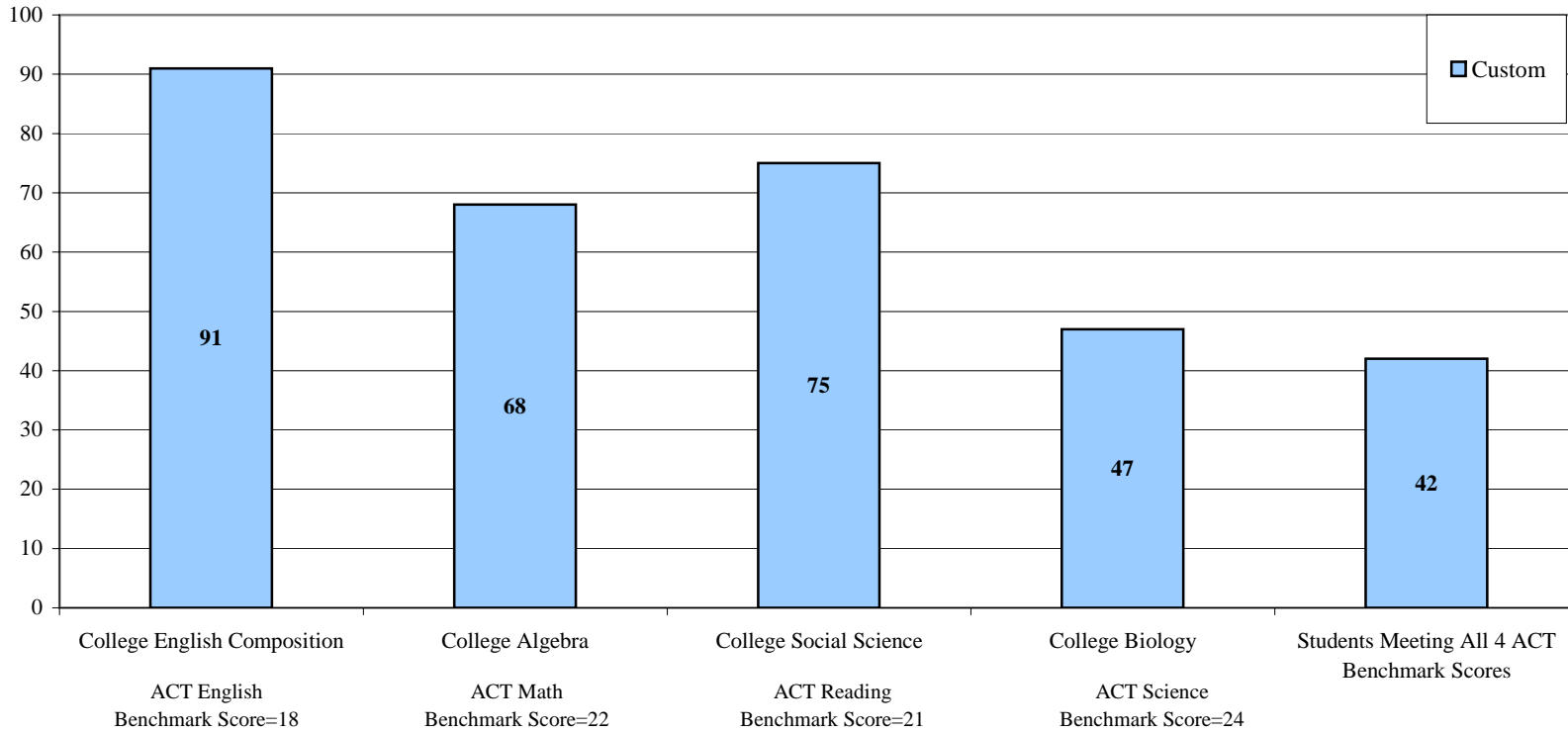
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 your regional office at 319-337-1488.

Section I

Executive Summary

Figure 1.1. Percent of ACT-Tested 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

Grad Year	Number of Students Tested Custom	Percent Meeting Benchmarks				
		English Custom	Mathematics Custom	Reading Custom	Science Custom	Meeting All Four Custom
2003	6,736	89	66	72	43	38
2004	7,048	90	66	73	44	39
2005	7,414	89	67	74	44	40
2006	7,812	90	68	74	44	40
2007	8,554	91	68	75	47	42

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

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1
2007	1,300,599	20.7	21.0	21.5	21.0	21.2

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

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
	Core or More	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
2003	3,813	1,759	57	26	24.5	24.0	23.7	23.5	24.3	24.1	23.1	22.9	24.0	23.8
2004	3,763	1,913	53	27	24.7	24.2	23.9	23.8	24.7	24.2	23.2	23.0	24.2	23.9
2005	3,796	2,104	51	28	24.6	24.8	23.8	24.1	24.6	25.0	23.1	23.3	24.1	24.4
2006	3,955	2,027	51	26	25.0	24.3	24.0	23.9	24.9	24.3	23.2	22.9	24.4	24.0
2007	3,850	2,322	45	27	25.0	24.8	24.2	24.3	24.8	24.8	23.4	23.4	24.5	24.5

¹Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

	2003			2004			2005			2006			2007		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	6,736	100	23.9	7,048	100	24.1	7,414	100	24.2	7,812	100	24.2	8,554	100	24.4
African American/Black	327	5	20.2	345	5	20.6	340	5	20.4	382	5	20.1	397	5	20.6
American Indian/Alaska Native	15	0	21.5	16	0	22.6	19	0	23.0	18	0	22.4	26	0	23.5
Caucasian American/White	5,451	81	24.0	5,665	80	24.1	5,800	78	24.2	5,807	74	24.3	5,789	68	24.4
Hispanic	110	2	23.3	142	2	24.6	172	2	24.4	204	3	24.2	226	3	24.2
Asian American/Pacific Islander	177	3	25.7	161	2	26.4	170	2	25.8	183	2	25.8	194	2	26.3
Other/No Response	656	10	24.6	719	10	24.7	913	12	24.8	1,218	16	24.7	1,922	22	24.9

Section II

Academic Achievement

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
36	38	100	55	100	91	100	50	100	7	100	36
35	220	100	126	99	197	99	157	99	51	100	35
34	329	97	163	98	285	97	47	98	99	99	34
33	264	93	169	96	305	93	143	97	176	98	33
32	248	90	232	94	335	90	123	95	231	96	32
31	346	87	314	91	437	86	134	94	339	93	31
30	371	83	244	88	376	81	210	92	408	89	30
29	418	79	434	85	395	76	246	90	450	85	29
28	518	74	455	80	498	72	278	87	517	79	28
27	451	68	578	74	438	66	404	84	575	73	27
26	571	63	662	68	460	61	635	79	625	67	26
25	757	56	698	60	443	55	724	72	681	59	25
24	507	47	676	52	544	50	832	63	682	51	24
23	538	41	522	44	749	44	674	53	696	43	23
22	570	35	523	38	377	35	902	46	633	35	22
21	579	28	474	32	449	31	752	35	591	28	21
20	510	21	437	26	516	25	675	26	491	21	20
19	322	15	382	21	379	19	473	18	375	15	19
18	208	12	420	16	285	15	397	13	294	11	18
17	167	9	339	12	247	12	238	8	223	7	17
16	178	7	388	8	232	9	104	5	148	5	16
15	162	5	163	3	133	6	86	4	108	3	15
14	90	3	70	1	146	4	77	3	68	2	14
13	45	2	20	1	96	3	53	2	46	1	13
12	41	2	6	1	74	2	56	2	25	1	12
11	35	1	4	1	40	1	39	1	8	1	11
10	24	1	0	1	14	1	28	1	5	1	10
9	20	1	0	1	4	1	5	1	1	1	9
8	19	1	0	1	3	1	6	1	1	1	8
7	5	1	0	1	2	1	3	1	0	1	7
6	2	1	0	1	2	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	1	1	0	1	1	1	3	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	24.8 (5.5)		24.2 (5.1)		24.7 (5.8)		23.3 (4.7)		24.4 (4.7)		Avg (SD)

¹Note: CP is the cumulative percent of students at or below a score point. Also, 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 for All Students

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
18	633	100	145	100	313	100	588	100	542	100	210	100	199	100	18
17	1,075	93	377	98	875	96	849	93	812	94	178	98	151	98	17
16	690	80	785	94	768	86	994	83	902	84	496	95	514	96	16
15	683	72	1,044	85	646	77	971	72	827	74	788	90	846	90	15
14	956	64	1,021	73	792	70	777	60	969	64	956	80	1,068	80	14
13	790	53	1,032	61	694	60	822	51	1,021	53	1,433	69	1,062	68	13
12	786	44	1,128	49	1,089	52	786	42	812	41	976	53	1,136	55	12
11	751	34	1,205	35	885	39	614	32	708	31	1,025	41	955	42	11
10	769	26	676	21	789	29	596	25	637	23	1,051	29	1,007	31	10
9	461	17	439	13	593	20	473	18	429	15	712	17	722	19	9
8	422	11	348	8	520	13	362	13	431	10	358	9	389	10	8
7	237	6	177	4	266	7	261	8	326	5	172	4	261	6	7
6	120	4	69	2	176	4	272	5	91	2	91	2	87	3	6
5	94	2	61	1	60	2	97	2	29	1	63	1	53	2	5
4	52	1	33	1	50	1	69	1	13	1	17	1	59	1	4
3	29	1	10	1	25	1	14	1	3	1	21	1	23	1	3
2	6	1	3	1	8	1	8	1	2	1	4	1	12	1	2
1	0	1	1	1	5	1	1	1	0	1	3	1	10	1	1
Avg (SD)	12.9 (3.4)		12.6 (2.8)		12.4 (3.3)		12.9 (3.5)		13.0 (3.2)		12.1 (2.7)		12.0 (2.9)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values for All Students

Quartile	English	Math	Reading	Science	Composite
Q3 (75th Percentile)	29	28	29	26	28
Q2 (50th Percentile)	25	24	24	23	24
Q1 (25th Percentile)	21	20	20	20	21

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

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More	Average ACT Composite Score	
				Core or More	Less Than Core
Custom	All Students	8,554	45	24.5	24.5
	African Am./Black	397	47	20.6	21.0
	Am. Indian/Alaska Native	26	50	23.2	24.6
	Caucasian Am./White	5,789	49	24.5	24.5
	Hispanic	226	41	24.0	24.0
	Asian Am./Pacific Islander	194	48	26.1	26.8
	Other/No Response	1,922	32	25.2	25.1

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
Custom	All Students	24.8	24.2	24.7	23.3	24.4
	African Am./Black	20.4	20.4	20.9	20.1	20.6
	Am. Indian/Alaska Native	23.8	23.4	24.2	21.8	23.5
	Caucasian Am./White	24.9	24.1	24.8	23.3	24.4
	Hispanic	24.2	24.2	24.7	23.1	24.2
	Asian Am./Pacific Islander	26.1	27.5	25.5	25.4	26.3
	Other/No Response	25.3	24.9	25.2	23.7	24.9

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	%
Custom	33 to 36	851	10	513	6	878	10	397	5
	28 to 32	1,901	22	1,679	20	2,041	24	991	12
	24 to 27	2,286	27	2,614	31	1,885	22	2,595	30
	20 to 23	2,197	26	1,956	23	2,091	24	3,003	35
	16 to 19	875	10	1,529	18	1,143	13	1,212	14
	13 to 15	297	3	253	3	375	4	216	3
	01 to 12	147	2	10	0	141	2	140	2

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
Custom	Males	3,862	45	24.0	24.5	24.2	23.6	24.2
	Females	3,800	44	25.5	23.7	25.2	23.0	24.5
	Missing	892	10	25.0	24.4	24.8	23.4	24.5

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

Student Group	Gender	Percent of Students				Meet All Four
		English	Math	Reading	Science	
Custom	Males	87	70	71	49	44
	Females	94	66	78	44	40

Section III

College Readiness and the Impact of Course Rigor

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

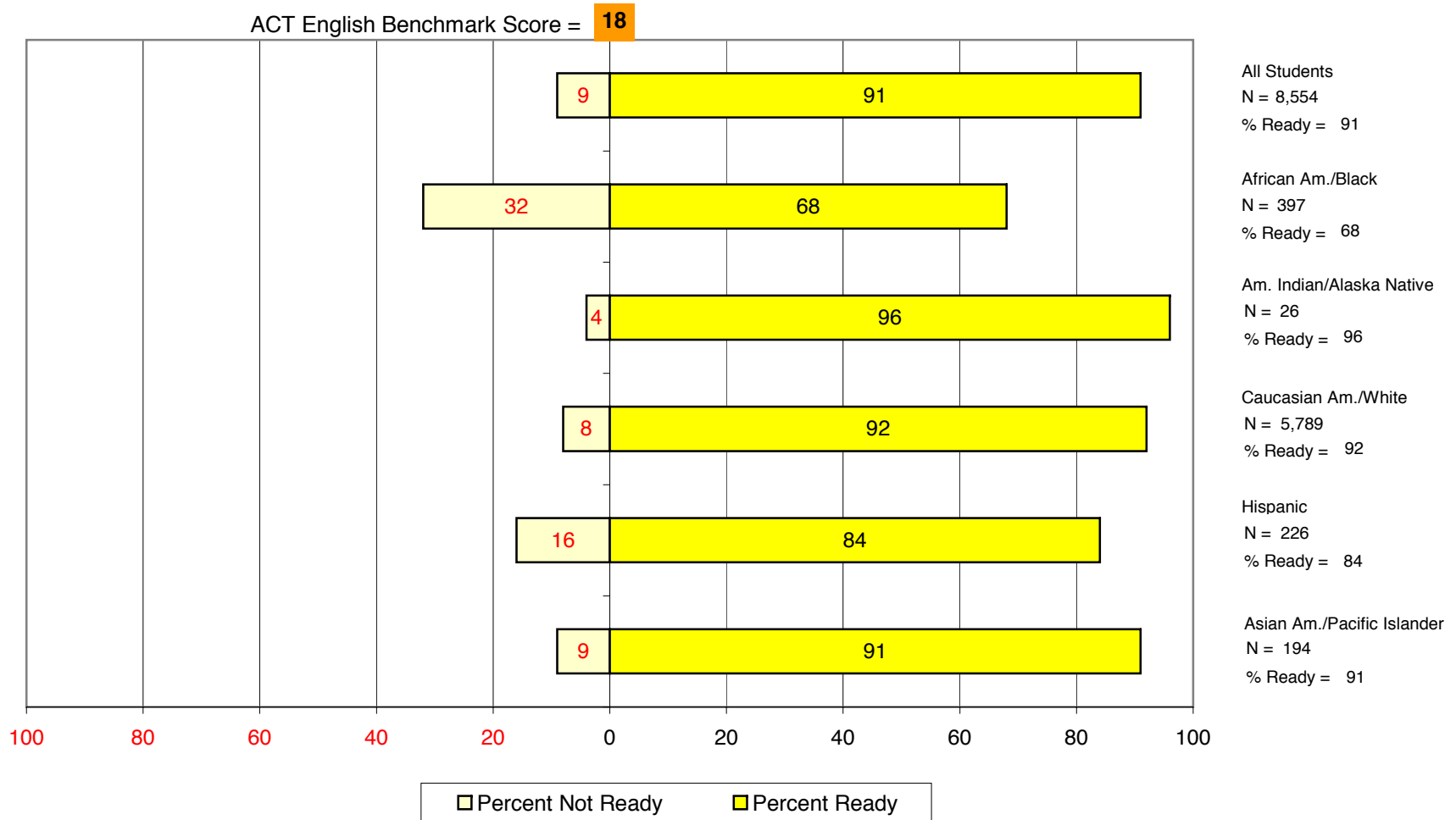


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

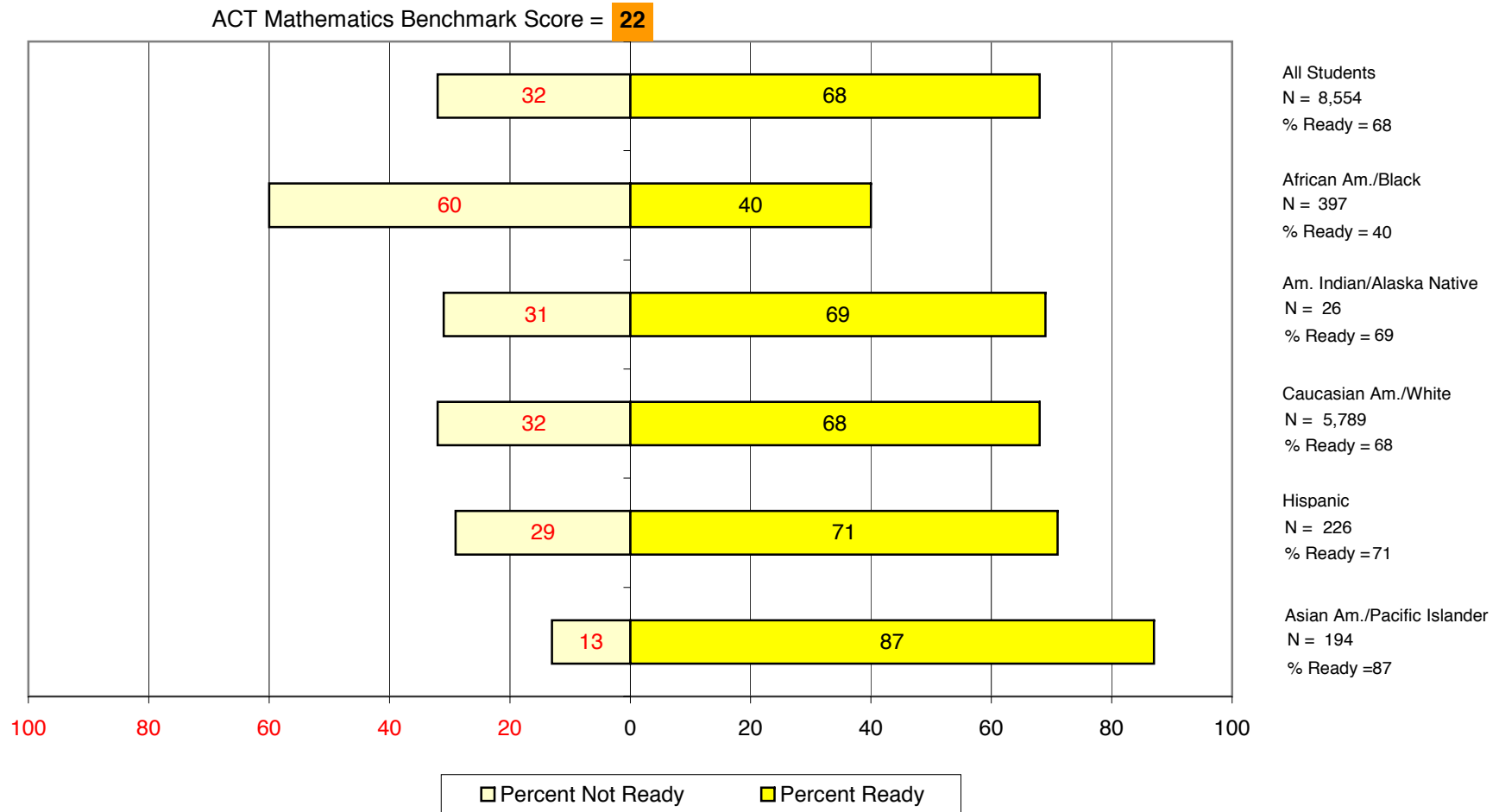


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: **READING**

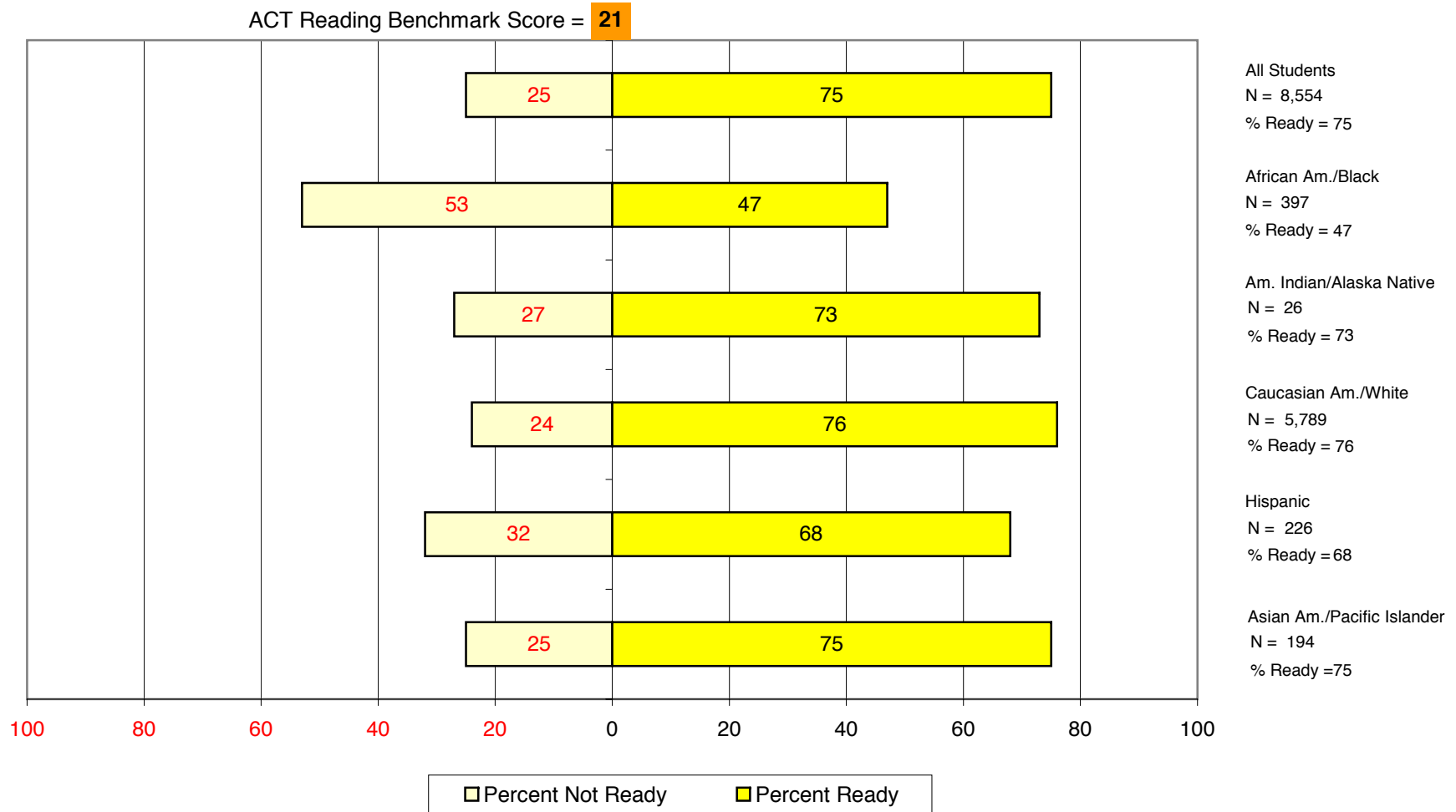


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

ACT Science Benchmark Score = 24

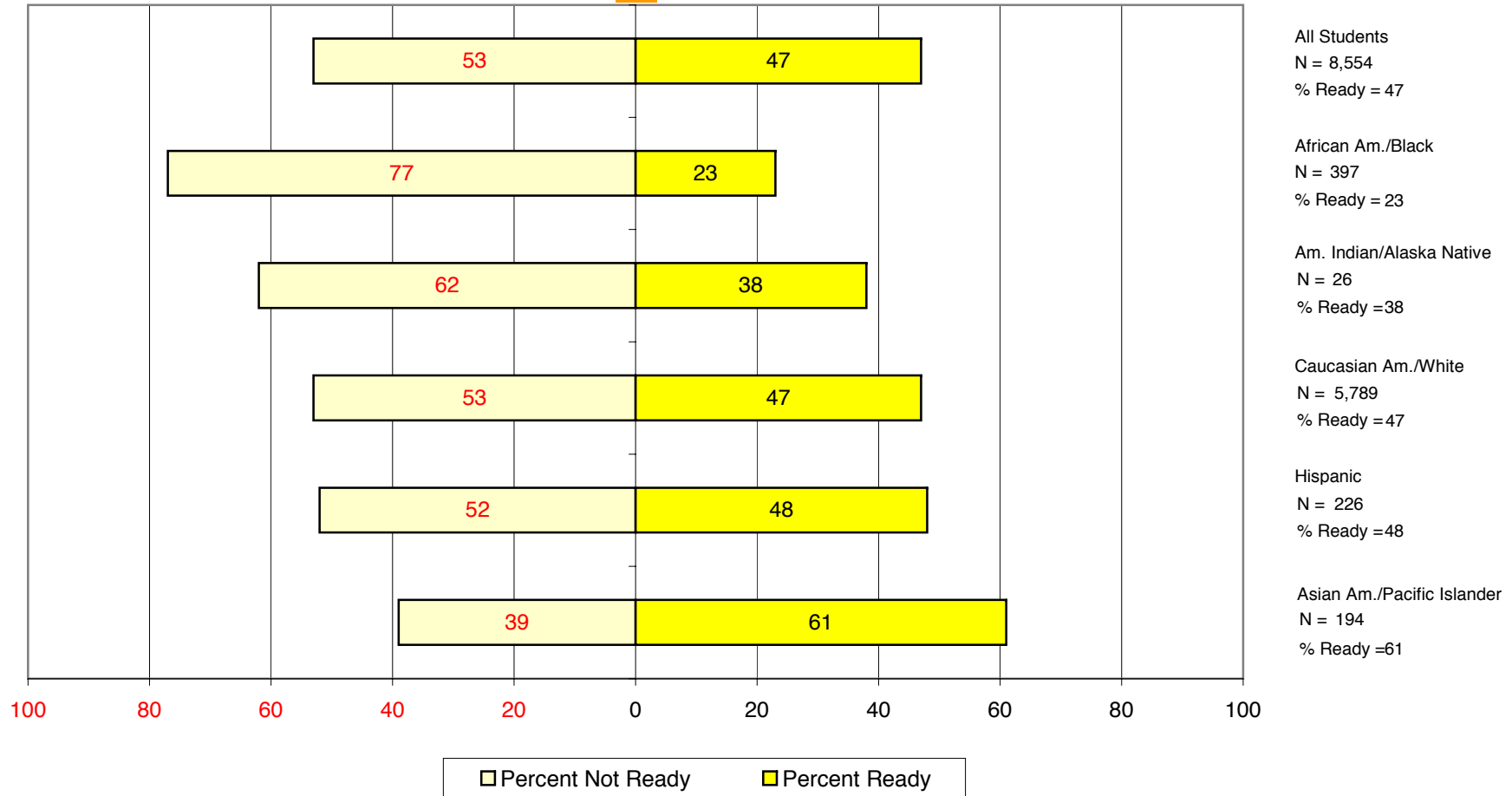


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

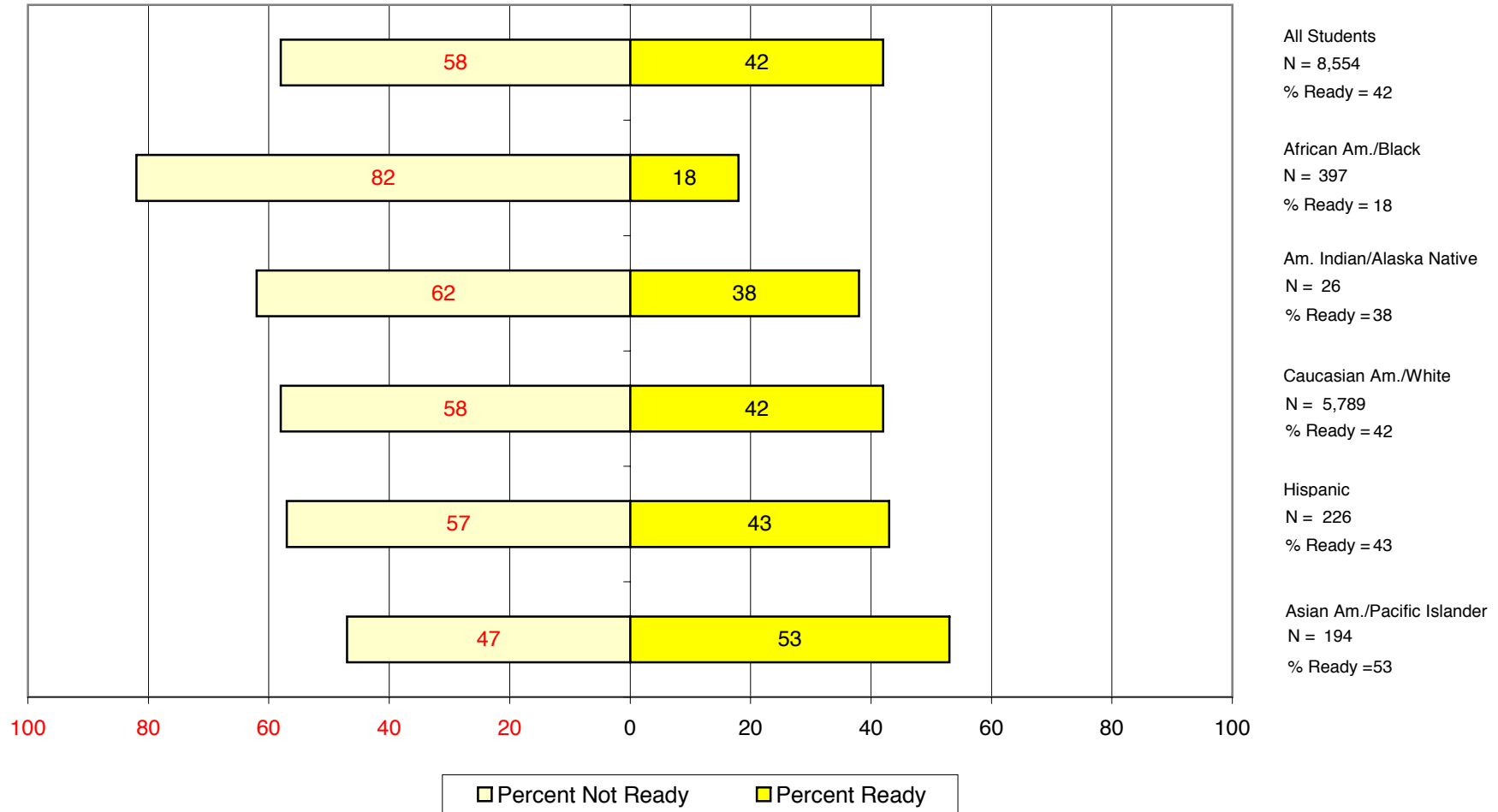


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	845	10	25.5	1.6	351	9	24.9	1.6	443	12	26.0	1.5
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	4,442	52	25.0	1.1	2,030	53	24.2	0.9	2,101	55	25.8	1.3
Less than 4 years of English	862	10	23.9	-	432	11	23.3	-	355	9	24.5	-
No English course/grade information reported	2,405	28	24.4	-	1,049	27	23.6	-	901	24	25.2	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	613	7	26.8	3.2	268	7	27.5	3.5	289	8	26.0	2.8
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	534	6	23.6	0.0	209	5	24.1	0.1	280	7	23.3	0.1
Alg 1, Alg 2, Geom, & Trig	426	5	22.0	-1.6	195	5	22.4	-1.6	208	5	21.5	-1.7
Alg 1, Alg 2, Geom, & Other Adv Math	1,084	13	22.1	-1.5	427	11	22.6	-1.4	573	15	21.8	-1.4
Other comb of 4 or more years of Math	2,042	24	26.2	2.6	1,003	26	26.4	2.4	931	25	25.8	2.6
Alg 1, Alg 2, & Geom (Min. Core)	514	6	20.2	-3.4	278	7	20.3	-3.7	208	5	20.0	-3.2
Other comb of 3 or 3.5 years of Math	394	5	24.9	1.3	184	5	24.5	0.5	173	5	25.1	1.9
Less than 3 years of Math	444	5	23.6	-	201	5	24.0	-	200	5	23.2	-
No Math course/grade information reported	2,503	29	24.0	-	1,097	28	24.4	-	938	25	23.5	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	301	4	26.1	1.0	134	3	25.8	1.4	141	4	26.5	0.6
Other comb of 4 or more years Social Science	2,336	27	24.4	-0.7	1,021	26	24.1	-0.3	1,162	31	24.6	-1.3
US Hist, World Hist, & Am Gov (Min. Core)	212	2	24.7	-0.4	95	2	23.5	-0.9	102	3	25.7	-0.2
Other comb of 3 or 3.5 years of Social Science	1,483	17	24.8	-0.3	725	19	24.3	-0.1	662	17	25.2	-0.7
Less than 3 years of Social Science	1,692	20	25.1	-	782	20	24.4	-	782	21	25.9	-
No Soc Sci course/grade information reported	2,530	30	24.5	-	1,105	29	23.8	-	951	25	24.9	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,661	31	24.2	2.1	1,276	33	24.5	2.5	1,196	31	23.9	1.7
Bio, Chem, Phys	995	12	25.1	3.0	462	12	25.7	3.7	461	12	24.6	2.4
Gen Sci ² , Bio, Chem (Min. Core)	1,545	18	21.6	-0.5	637	16	21.5	-0.5	816	21	21.7	-0.5
Other comb of 3 years of Natural Science	74	1	21.7	-0.4	42	1	21.2	-0.8	26	1	22.6	0.4
Less than 3 years of Natural Science	690	8	22.1	-	313	8	22.0	-	325	9	22.2	-
No Nat Sci course/grade information reported	2,589	30	23.1	-	1,132	29	23.4	-	976	26	22.6	-

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	Custom			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	845	10	25.5	93
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	4,442	52	25.0	92
Less than 4 years of English	862	10	23.9	88
No English course/grade information reported	2,405	28	24.4	90
MATHEMATICS COURSE PATTERN				
Alg 1, Alg 2, Geom, Trig, & Calc	613	7	26.8	87
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	534	6	23.6	72
Alg 1, Alg 2, Geom, & Trig	426	5	22.0	53
Alg 1, Alg 2, Geom, & Other Adv Math	1,084	13	22.1	55
Other comb of 4 or more years of Math	2,042	24	26.2	82
Alg 1, Alg 2, & Geom (Min. Core)	514	6	20.2	37
Other comb of 3 or 3.5 years of Math	394	5	24.9	73
Less than 3 years of Math	444	5	23.6	65
No Math course/grade information reported	2,503	29	24.0	67
SOCIAL SCIENCE COURSE PATTERN				
US Hist, World Hist, Am Gov, & Other Hist	301	4	26.1	82
Other comb of 4 or more years Social Science	2,336	27	24.4	73
US Hist, World Hist, & Am Gov (Min. Core)	212	2	24.7	76
Other comb of 3 or 3.5 years of Social Science	1,483	17	24.8	75
Less than 3 years of Social Science	1,692	20	25.1	77
No Soc Sci course/grade information reported	2,530	30	24.5	73
NATURAL SCIENCE COURSE PATTERN				
Gen Sci ¹ , Bio, Chem, & Phys	2,661	31	24.2	55
Bio, Chem, Phys	995	12	25.1	63
Gen Sci ¹ , Bio, Chem (Min. Core)	1,545	18	21.6	32
Other comb of 3 years of Natural Science	74	1	21.7	31
Less than 3 years of Natural Science	690	8	22.1	35
No Nat Sci course/grade information reported	2,589	30	23.1	45

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Table 4.1. Distribution of Planned Educational Majors for All Students and 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 ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	41	0	20.2	2	5	18.5	38	1	20.2
Architecture & Environmental Design	107	1	23.8	1	2	15.0	101	2	23.9
Business & Management	495	6	23.6	3	7	17.3	475	9	23.7
Business & Office	22	0	23.9	0	0	.	22	0	23.9
Marketing & Distribution	56	1	22.1	0	0	.	53	1	22.0
Communications & Comm. Technologies	144	2	24.0	2	5	18.5	128	2	23.9
Community & Personal Services	34	0	22.1	2	5	20.5	31	1	22.3
Computer & Information Sciences	56	1	25.3	1	2	16.0	53	1	25.5
Cross-Disciplinary Studies	15	0	26.9	0	0	.	15	0	26.9
Education	91	1	22.8	0	0	.	86	2	22.8
Teacher Education	43	1	21.2	1	2	13.0	40	1	21.5
Engineering	248	3	25.7	1	2	19.0	242	5	25.7
Engineering-Related Technologies	115	1	25.4	1	2	18.0	111	2	25.4
Foreign Languages	46	1	27.0	0	0	.	45	1	27.0
Health Sciences & Allied Health Fields	663	8	24.1	9	20	17.6	633	12	24.2
Human, Family & Consumer Science	20	0	21.3	0	0	.	19	0	21.7
Letters	36	0	27.9	0	0	.	35	1	27.9
Mathematics	23	0	25.7	0	0	.	22	0	25.7
Philosophy, Religion & Theology	24	0	24.1	0	0	.	22	0	24.0
Sciences (Biological & Physical)	287	3	26.2	0	0	.	281	5	26.3
Social Sciences	295	3	25.5	1	2	13.0	289	5	25.6
Trade & Industrial	13	0	18.5	1	2	15.0	12	0	18.8
Visual & Performing Arts	255	3	24.0	2	5	15.5	234	4	24.1
Undecided	1,062	12	23.7	9	20	16.9	959	18	23.7
No Response	4,363	51	24.5	8	18	17.0	1,398	26	24.7

¹2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

²Percent of students tested.

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

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African-Am./ Black		Am. Indian/ Alaska Native		Caucasian-Am./ White		Hispanic		Asian-Am./ Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	8	17.4	0	.	0	.	7	16.6	0	.	0	.	1	23.0
2-yr College Degree	36	17.1	3	15.0	0	.	29	17.4	0	.	1	17.0	3	15.7
Bachelors Degree	1,583	22.4	52	18.2	10	21.9	1,264	22.5	36	23.1	16	22.7	205	22.7
Graduate Study	1,664	24.8	69	21.6	1	25.0	1,289	24.9	40	23.8	29	25.3	236	25.4
Prof. Level Degree	2,097	25.6	142	21.7	9	24.6	1,413	25.9	76	24.6	88	27.0	369	25.8
Other	90	22.9	9	16.4	0	.	63	23.7	1	21.0	1	20.0	16	23.3
No Response	3,076	24.5	122	20.1	6	24.2	1,724	24.4	73	24.5	59	26.9	1,092	25.0

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

Section V

Optional Writing Test Results

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

	N	Average ACT Scores		
		English	Writing	English/Writing Combined
		Custom	Custom	Custom
All Students	5,301	25.9	8.0	24.8
African Am./Black	217	22.1	7.3	21.4
Am. Indian/Alaska Native	20	24.6	8.3	24.2
Caucasian Am./White	3,377	26.0	7.9	24.9
Hispanic	184	24.6	8.1	24.0
Asian Am./Pacific Islander	153	26.9	8.2	25.8
Other/No Response	1,350	26.3	8.1	25.2
Males	2,257	25.3	7.7	24.1
Females	2,455	26.4	8.2	25.4
Missing	589	26.1	8.1	25.0

