



Profile Report - National

Graduating Class 2020
Black/African American Students
National

New to your 2020 Profile Report

Upon registration, students are now given the option to select gender values that include Male, Female, Another Gender, and Prefer Not to Respond. With this change, ACT Profile Reports will report outcomes for Males, Females, and those students providing Other Responses.

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We are pleased to provide this 2020 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2020 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

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

6% 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: 203,517 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. 51% 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 6% of the cohort took less than three years of math courses. Of these students, 2% were college ready. 11% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 3% of these students were college ready. In comparison, 18% 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 12% of the cohort took less than three years of natural science courses. 6% of these students were college ready. In comparison, 15% 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 83% 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*

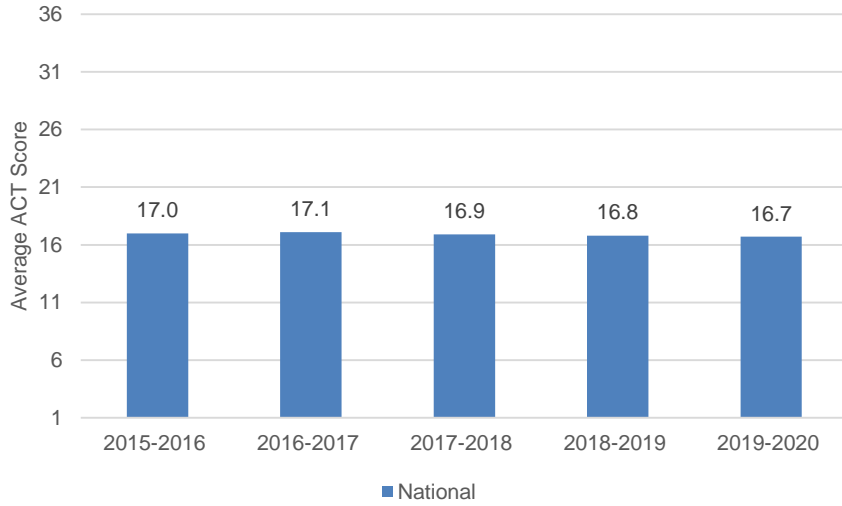


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

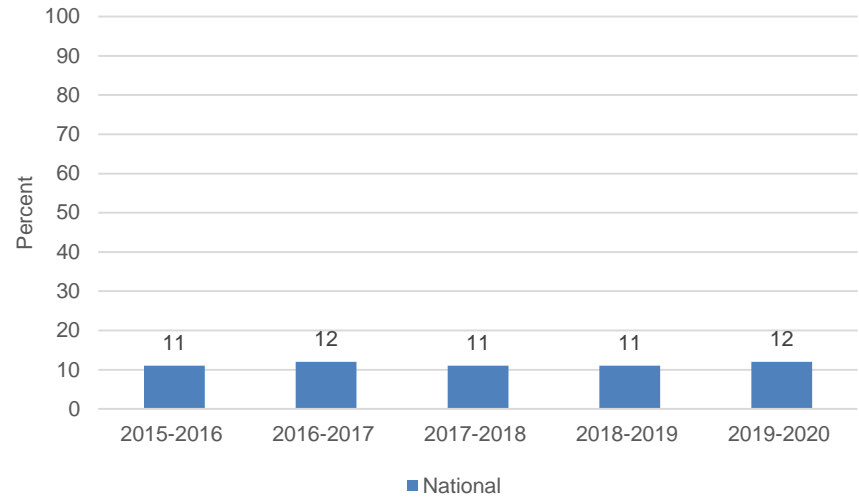


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

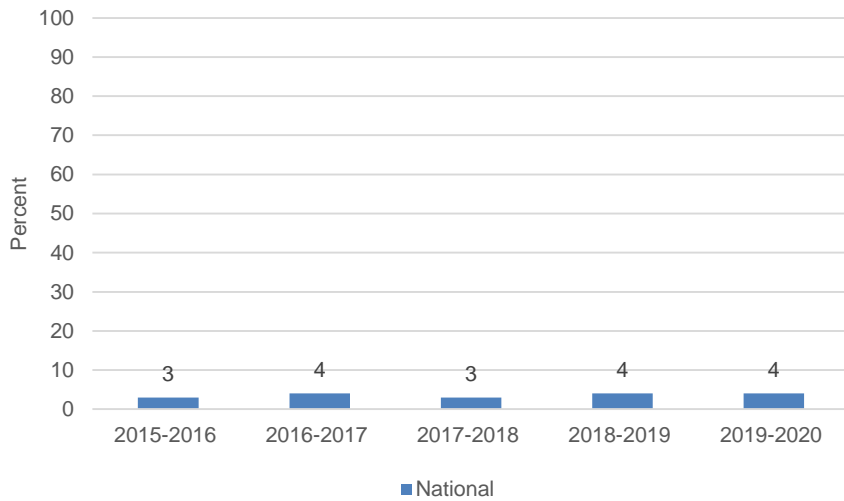
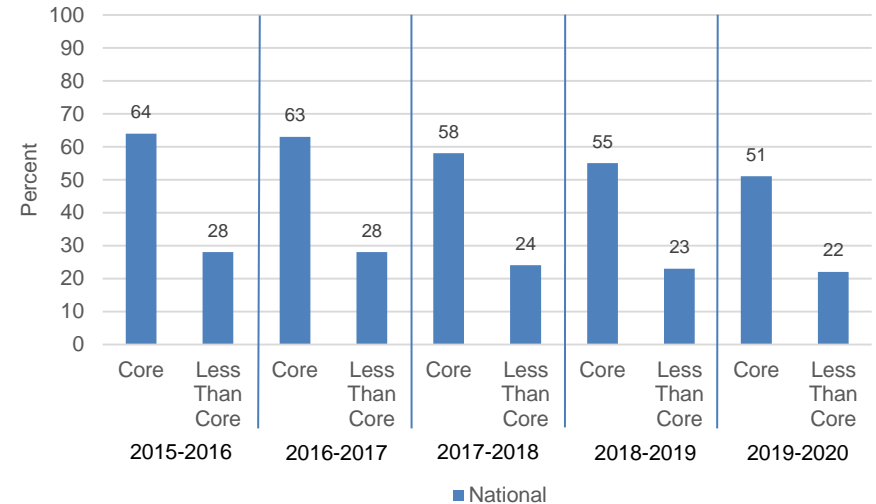


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* 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	Percent Who Met Benchmarks				
	Tested National	English National	Mathematics National	Reading National	Science National	Met All Four National
2016	272,363	33	13	19	11	6
2017	256,756	33	13	20	11	6
2018	243,080	32	13	20	11	6
2019	220,627	32	12	20	11	6
2020	203,517	30	12	19	12	6

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	Average ACT Scores				
	Tested	English	Mathematics	Reading	Science	Composite
2016	272,363	15.8	17.0	17.4	17.2	17.0
2017	256,756	16.0	17.1	17.4	17.4	17.1
2018	243,080	15.8	16.9	17.3	17.1	16.9
2019	220,627	15.8	16.8	17.2	16.9	16.8
2020	203,517	15.6	16.7	17.0	16.9	16.7

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
2016	174,902	76,151	64	28	16.8	14.2	17.6	16.1	18.3	16.1	17.9	16.0	17.8	15.7
2017	161,657	71,227	63	28	17.0	14.5	17.7	16.2	18.3	16.2	18.1	16.4	17.9	16.0
2018	140,969	58,236	58	24	17.0	14.6	17.6	16.1	18.3	16.3	18.0	16.2	17.9	15.9
2019	121,847	51,785	55	23	17.1	14.7	17.5	16.0	18.4	16.3	17.9	16.1	17.9	15.9
2020	104,114	44,399	51	22	17.2	14.7	17.6	16.0	18.4	16.2	18.1	16.2	17.9	15.9

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	2016			2017			2018			2019			2020		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	272,363	100	17.0	256,756	100	17.1	243,080	100	16.9	220,627	100	16.8	203,517	100	16.7
Black/African American	272,363	100	17.0	256,756	100	17.1	243,080	100	16.9	220,627	100	16.8	203,517	100	16.7
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	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
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	.

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
	National	National	National	National	National
2016	272,363	17.3	3	27.7	27.5
2017	256,756	17.5	4	27.7	27.7
2018	243,080	17.3	3	27.7	27.7
2019	220,627	17.1	4	27.8	28.0
2020	203,517	17.0	4	27.8	28.1

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
National	National	National	National	National	National	National	National	National	National
2016	109,666	40	15.9	33,229	12	22.4	11,238	4	28.9
2017	191,539	75	15.2	49,079	19	22.4	15,616	6	29.4
2018	188,132	77	15.2	40,277	17	22.6	14,671	6	29.6
2019	169,459	77	15.1	37,106	17	22.5	14,062	6	29.5
2020	159,460	78	14.8	30,419	15	22.5	13,638	7	29.6

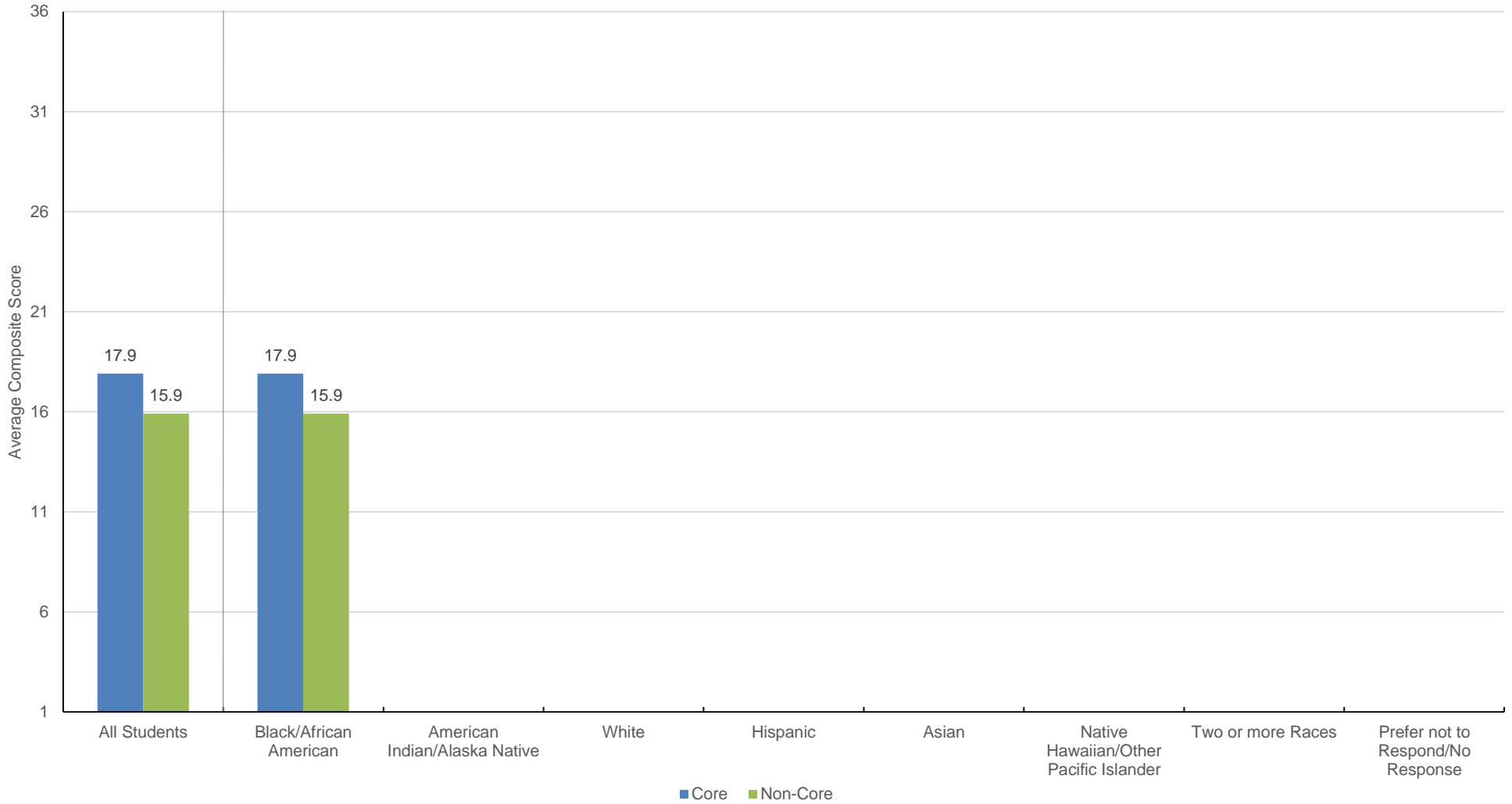
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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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.

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	262	100	46	100	624	100	173	100	28	100	48	100	0	100	36
35	1,055	99	142	99	837	99	220	99	140	99	109	99	5	100	35
34	802	99	182	99	1,123	99	169	99	253	99	178	99	27	99	34
33	664	99	183	99	1,213	99	376	99	373	99	238	99	68	99	33
32	814	99	255	99	1,356	98	362	99	505	99	288	99	132	99	32
31	632	98	341	99	1,555	97	520	99	678	99	450	99	265	99	31
30	969	98	648	99	1,767	97	575	99	940	99	621	99	345	99	30
29	956	97	820	99	860	96	640	99	1,104	99	774	99	409	99	29
28	1,484	97	1,119	99	2,007	95	1,040	99	1,414	98	1,123	99	459	98	28
27	1,254	96	2,054	98	2,380	94	1,266	98	1,897	97	1,615	98	580	98	27
26	2,082	96	2,882	97	1,774	93	1,970	97	2,354	96	2,367	97	713	97	26
25	2,901	95	3,165	96	3,157	92	3,609	96	2,983	95	3,178	96	868	96	25
24	4,526	93	3,646	94	5,030	91	5,549	95	3,729	94	4,058	95	1,107	95	24
23	5,008	91	4,623	92	6,304	88	7,228	92	4,799	92	4,688	93	1,391	93	23
22	5,666	88	4,071	90	8,436	85	7,261	88	6,066	90	5,756	90	1,755	91	22
21	8,706	86	4,017	88	8,999	81	9,734	85	7,547	87	7,211	87	2,154	89	21
20	9,025	81	5,681	86	9,263	77	9,670	80	9,457	83	9,564	84	2,749	86	20
19	7,636	77	7,657	83	10,708	72	16,152	75	11,430	78	12,827	79	3,211	82	19
18	7,473	73	11,163	80	13,588	67	16,165	67	13,738	73	17,883	73	3,851	78	18
17	8,377	70	20,055	74	13,754	60	19,221	59	16,615	66	23,195	64	4,428	73	17
16	12,858	65	38,124	64	12,759	53	22,619	50	19,585	58	27,726	53	5,179	67	16
15	18,445	59	36,279	46	14,917	47	16,651	39	22,400	48	27,629	39	5,629	60	15
14	18,632	50	35,253	28	19,493	40	16,653	31	24,746	37	22,649	26	6,147	52	14
13	13,627	41	12,402	10	16,195	30	13,129	22	23,743	25	15,655	14	6,299	44	13
12	16,336	34	5,067	4	20,105	22	10,804	16	16,378	13	8,668	7	6,085	36	12
11	18,808	26	1,888	2	12,504	12	8,297	11	6,984	5	3,134	2	5,956	28	11
10	17,623	17	732	1	5,934	6	6,400	7	2,142	2	1,070	1	4,998	19	10
9	7,953	8	379	1	3,251	3	4,068	3	872	1	398	1	3,658	13	9
8	4,168	4	266	1	1,811	2	1,521	1	329	1	212	1	2,966	8	8
7	2,541	2	139	1	715	1	714	1	166	1	86	1	1,864	4	7
6	1,173	1	90	1	377	1	290	1	66	1	60	1	621	1	6
5	552	1	43	1	394	1	196	1	30	1	30	1	237	1	5
4	289	1	50	1	174	1	121	1	17	1	15	1	84	1	4
3	106	1	15	1	32	1	58	1	8	1	11	1	42	1	3
2	75	1	6	1	84	1	51	1	1	1	3	1	6	1	2
1	39	1	34	1	37	1	45	1	0	1	0	1	3	1	1
Avg (SD)	15.6 (5.6)		16.7 (3.8)		17.0 (5.6)		16.9 (4.6)		16.7 (4.4)		17.0 (3.9)		14.9 (5.1)		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 Categories

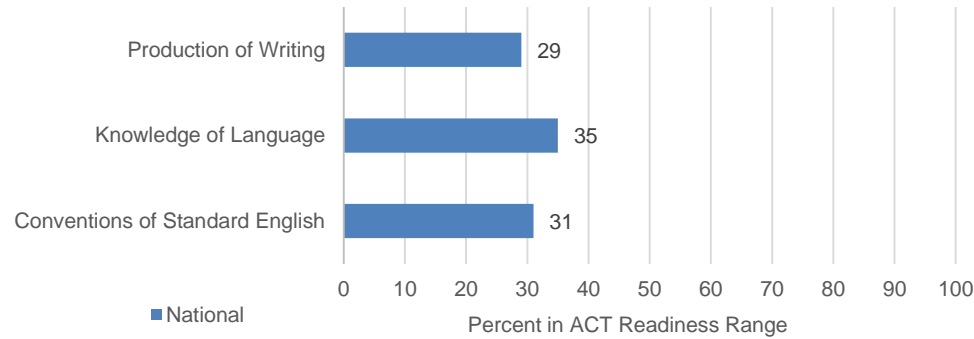


Figure 2.3. Math Reporting Categories

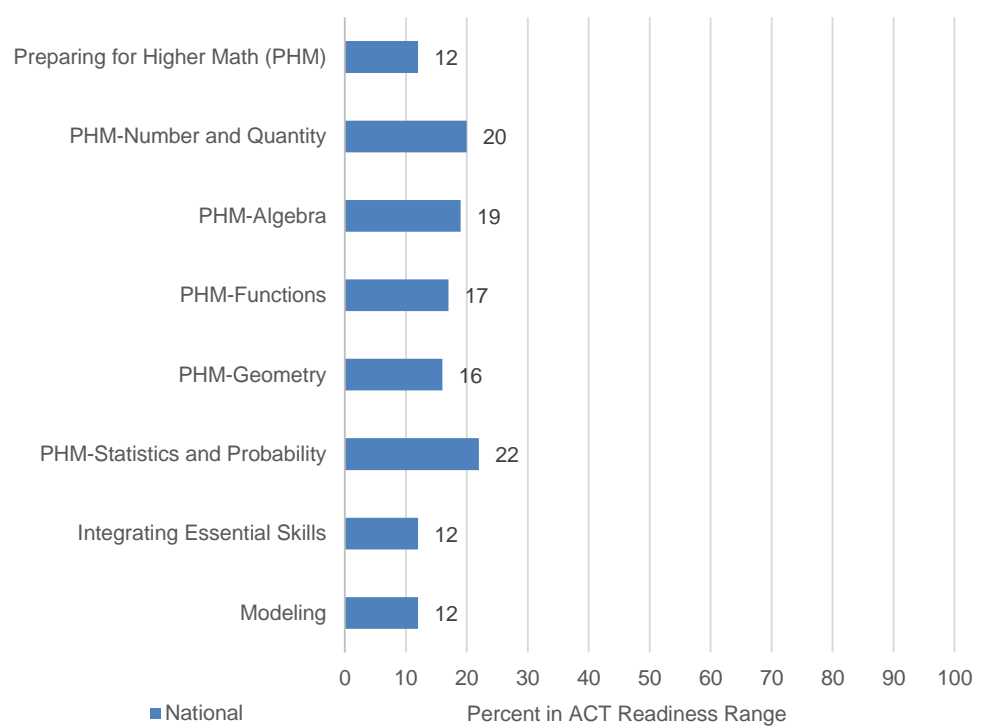


Figure 2.4. Reading Reporting Categories

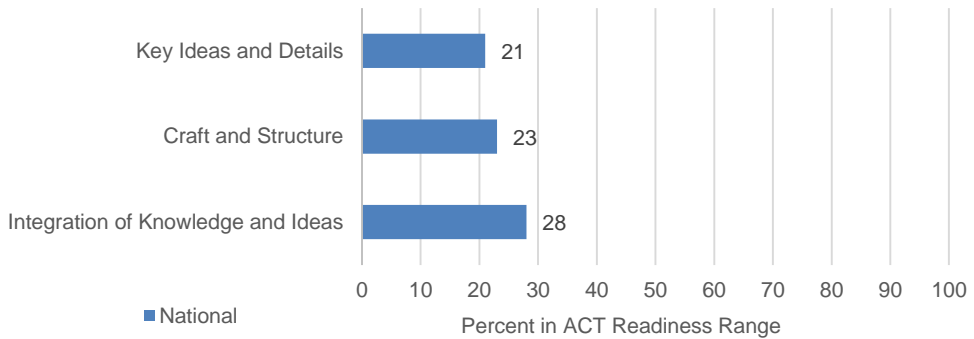
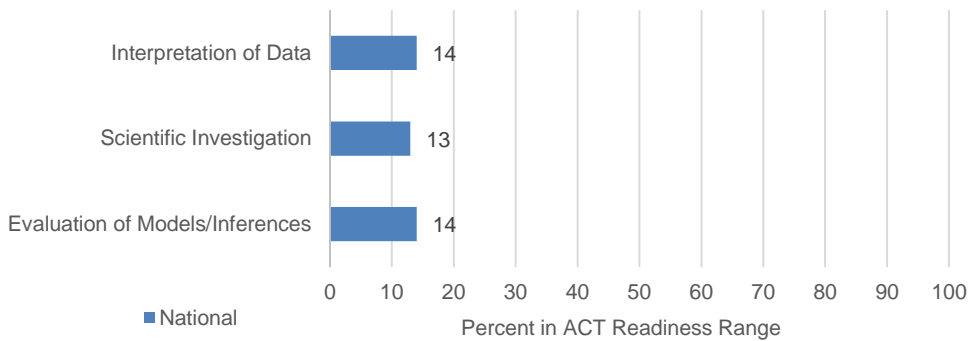


Figure 2.5. Science Reporting Categories



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.

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
	All Students	203,517	51	17.9	15.9
National	Black/African American	203,517	51	17.9	15.9
	American Indian/Alaska Native	0	.	.	.
	White	0	.	.	.
	Hispanic/Latino	0	.	.	.
	Asian	0	.	.	.
	Native Hawaiian/Other Pacific Islander	0	.	.	.
	Two or More Races	0	.	.	.
	Prefer not/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 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
National	Black/African American	203,517	100	15.6	16.7	17.0	16.9	16.7	17.0
	American Indian/Alaska Native	0	0	.	.	.	.	.	.
	White	0	0	.	.	.	.	.	.
	Hispanic/Latino	0	0	.	.	.	.	.	.
	Asian	0	0	.	.	.	.	.	.
	Native Hawaiian/Other Pacific Islander	0	0	.	.	.	.	.	.
	Two or More Races	0	0	.	.	.	.	.	.
	Prefer not/No Response	0	0	.	.	.	.	.	.

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

Student Group	Gender ¹	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
National	Males	93,579	47	17.6	15.5
	Females	109,662	55	18.2	16.3
	Other Responses	276	25	19.0	17.3

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
National	Males	93,579	46	14.8	16.6	16.3	16.6	16.2	16.8
	Females	109,662	54	16.2	16.8	17.6	17.2	17.1	17.2
	Other Responses	276	0	15.2	16.1	17.1	16.4	16.4	16.5

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	19	18	20	19	19
Q2 (50th Percentile)	14	16	16	17	16
Q1 (25th Percentile)	11	14	13	14	14

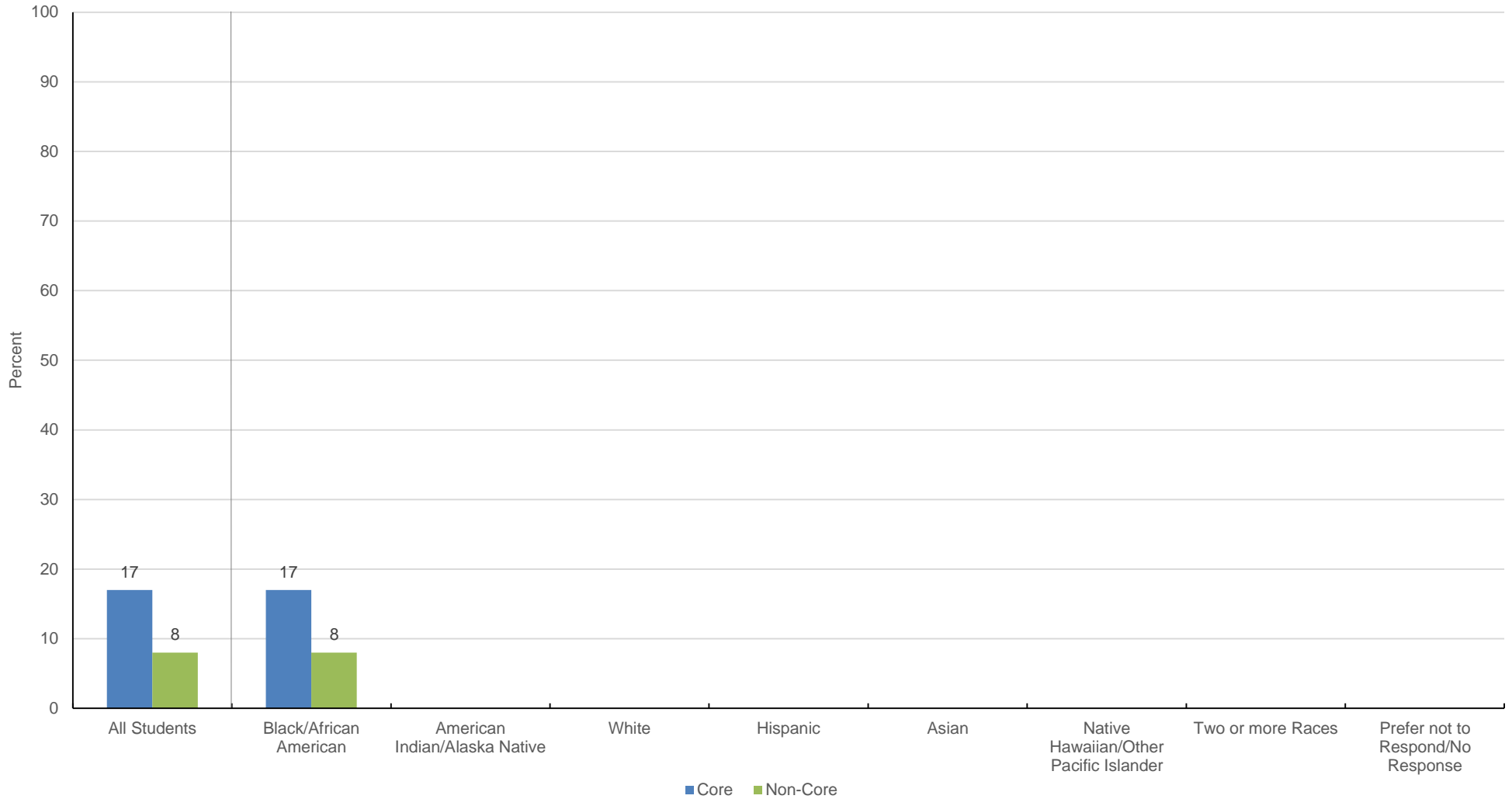
¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

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.

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	%
National	33 to 36	2,783	1	553	0	3,797	2	938	0
	28 to 32	4,855	2	3,183	2	7,545	4	3,137	2
	24 to 27	10,763	5	11,747	6	12,341	6	12,394	6
	20 to 23	28,405	14	18,392	9	33,002	16	33,893	17
	16 to 19	36,344	18	76,999	38	50,809	25	74,157	36
	13 to 15	50,704	25	83,934	41	50,605	25	46,433	23
	01 to 12	69,663	34	8,709	4	45,418	22	32,565	16

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

Student Group	Gender ¹	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
National	Males	25	12	16	11	6
	Females	35	12	22	12	7
	Other Responses	32	10	24	13	6

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

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 %
National	All Students	203,517	30	12	19	12	6	4
	Black/African American	203,517	30	12	19	12	6	4
	American Indian/Alaska Native	0	.	.	.	.	.	.
	White	0	.	.	.	.	.	.
	Hispanic/Latino	0	.	.	.	.	.	.
	Asian	0	.	.	.	.	.	.
	Native Hawaiian/Other Pacific Islander	0	.	.	.	.	.	.
	Two or More Races	0	.	.	.	.	.	.
	Prefer Not to Respond	0	.	.	.	.	.	.

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

Student Group	ACT NCRC Level	N	%	Average Composite
National	Platinum	7,332	4	29.3
	Gold	19,931	10	23.5
	Silver	58,787	29	18.6
	Bronze	90,474	44	14.4
	Needs Improvement	26,993	13	11.4

¹ The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.

Visit www.act.org/NCRC-indicator to learn more.

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
National	Core or More ²	104,114	42	17.2	17	17.6	26	18.4	17	18.1	9	17.9	6	18.1
	Less than Core	44,399	23	14.7	8	16.0	14	16.2	8	16.2	4	15.9	2	16.4
	Missing ³	55,004	15	13.2	5	15.5	10	15.0	5	15.2	2	14.9	1	15.6

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
National	Core or More ²	138,263	38	16.7	138,572	15	17.3	128,000	24	18.0	125,083	15	17.8
	Less than Core	12,634	14	13.2	11,448	2	14.9	21,830	13	15.8	24,644	6	15.9
	Missing ³	52,620	15	13.2	53,497	5	15.5	53,687	10	15.0	53,790	5	15.2

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		National		
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	30,325	15	17.2	41
Eng 9, Eng 10, Eng 11, Eng 12	107,938	53	16.5	37
Less than 4 years of English	12,634	6	13.2	14
Zero years / no English courses reported	52,620	26	13.2	15
MATHEMATICS COURSE PATTERN				
	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	6,803	3	17.9	21
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	8,658	4	18.3	21
Alg 1, Alg 2, Geom, & Trig	8,498	4	16.3	7
Alg 1, Alg 2, Geom, & Other Adv Math	32,188	16	16.8	10
Other comb of 4 or more years of Math	48,739	24	18.6	26
Alg 1, Alg 2, & Geom	22,827	11	15.3	3
Other comb of 3 or 3.5 years of Math	10,859	5	16.6	10
Less than 3 years of Math	11,448	6	14.9	2
Zero years / no Math courses reported	53,497	26	15.5	5
SOCIAL SCIENCE COURSE PATTERN				
	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	3,773	2	17.7	22
Other comb of 4 or more years Social Science	71,235	35	18.4	26
US Hist, World Hist, & Am Gov	10,777	5	16.7	16
Other comb of 3 or 3.5 years of Social Science	42,215	21	17.8	22
Less than 3 years of Social Science	21,830	11	15.8	13
Zero years / no Social Science courses reported	53,687	26	15.0	10
NATURAL SCIENCE COURSE PATTERN				
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	62,877	31	18.0	17
Bio, Chem, Phys	12,933	6	19.2	25
Gen Sci ¹ , Bio, Chem	43,786	22	17.4	12
Other comb of 3 years of Natural Science	5,487	3	16.0	6
Less than 3 years of Natural Science	24,644	12	15.9	6
Zero years / no Natural Science courses reported	53,790	26	15.2	5

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	Males				Females				Other Responses ¹			
	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	12,614	13	16.2	34	17,685	16	17.8	46	26	9	18.6	54
Eng 9, Eng 10, Eng 11, Eng 12	46,577	50	15.9	32	61,276	56	17.0	40	85	31	17.7	48
Less than 4 years of English	6,760	7	12.8	11	5,860	5	13.6	17	14	5	13.1	14
Zero years / no English courses reported	27,628	30	12.9	13	24,841	23	13.7	18	151	55	13.3	21
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	2,705	3	17.9	21	4,094	4	17.9	21	4	1	25.0	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	3,007	3	18.3	22	5,645	5	18.3	20	6	2	20.3	33
Alg 1, Alg 2, Geom, & Trig	3,748	4	16.3	7	4,739	4	16.3	6	11	4	16.0	0
Alg 1, Alg 2, Geom, & Other Adv Math	12,353	13	16.8	10	19,805	18	16.9	10	30	11	17.4	17
Other comb of 4 or more years of Math	21,875	23	18.6	26	26,840	24	18.5	25	24	9	18.9	25
Alg 1, Alg 2, & Geom	10,989	12	15.3	3	11,809	11	15.3	2	29	11	15.1	3
Other comb of 3 or 3.5 years of Math	4,891	5	16.6	11	5,960	5	16.6	10	8	3	15.0	0
Less than 3 years of Math	5,875	6	14.8	2	5,563	5	15.0	3	10	4	14.7	0
Zero years / no Math courses reported	28,136	30	15.5	5	25,207	23	15.6	5	154	56	15.4	6
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	1,873	2	17.2	19	1,894	2	18.3	25	6	2	20.2	33
Other comb of 4 or more years Social Science	29,297	31	17.5	22	41,891	38	18.9	29	47	17	20.3	40
US Hist, World Hist, & Am Gov	5,040	5	16.2	14	5,730	5	17.2	18	7	3	26.4	86
Other comb of 3 or 3.5 years of Social Science	17,878	19	17.2	19	24,305	22	18.2	24	32	12	20.4	41
Less than 3 years of Social Science	11,201	12	15.4	11	10,601	10	16.3	14	28	10	17.0	25
Zero years / no Social Science courses reported	28,290	30	14.6	9	25,241	23	15.4	11	156	57	15.0	12
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	28,606	31	17.9	17	34,235	31	18.0	17	36	13	17.9	22
Bio, Chem, Phys	5,084	5	19.2	25	7,838	7	19.2	24	11	4	21.4	36
Gen Sci ¹ , Bio, Chem	17,557	19	17.0	10	26,195	24	17.7	13	34	12	17.3	15
Other comb of 3 years of Natural Science	2,566	3	15.9	7	2,912	3	16.0	5	9	3	18.7	33
Less than 3 years of Natural Science	11,446	12	15.5	5	13,168	12	16.3	7	30	11	16.9	10
Zero years / no Natural Science courses reported	28,320	30	15.0	5	25,314	23	15.4	5	156	57	15.3	8

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

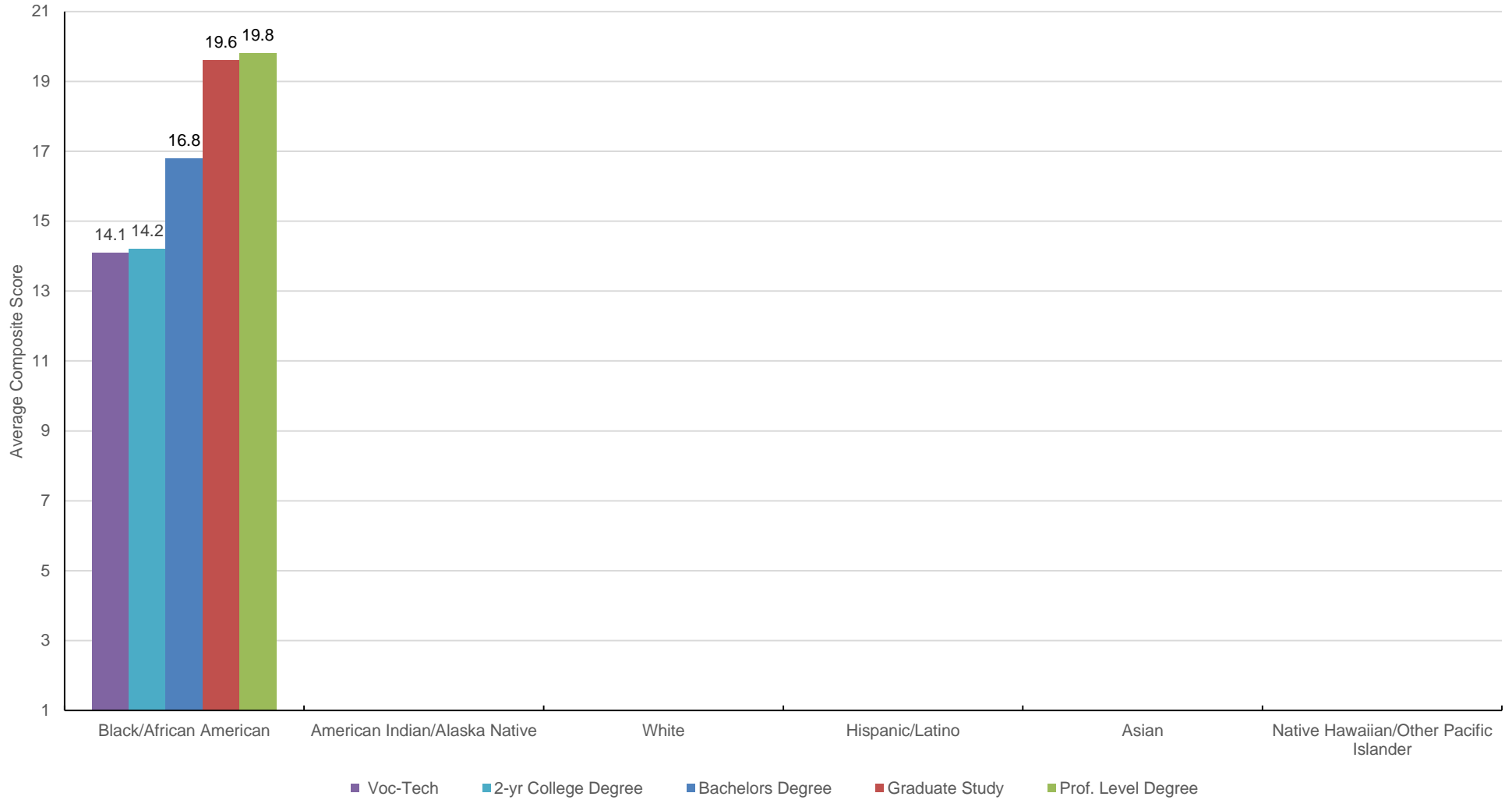
² Includes General, Physical and Earth Sciences.

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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	1,346	1	16.1	253	2	13.6	920	1	17.0
Architecture	1,724	1	17.7	135	1	14.4	1,417	1	18.2
Area, Ethnic, & Multidisciplinary Studies	281	0	17.4	32	0	14.5	217	0	18.2
Arts: Visual & Performing	9,187	5	16.9	1,124	8	14.4	6,996	6	17.6
Business	17,139	8	16.8	2,081	16	14.4	13,228	12	17.4
Communications	2,814	1	17.8	171	1	14.4	2,411	2	18.1
Community, Family, & Personal Services	4,283	2	15.5	777	6	14.0	3,037	3	16.1
Computer Science & Mathematics	4,845	2	19.4	306	2	15.2	4,102	4	19.9
Education	4,206	2	16.2	352	3	13.9	3,402	3	16.6
Engineering	10,630	5	18.5	929	7	14.3	8,697	8	19.2
Engineering Technology & Drafting	2,668	1	16.6	432	3	14.3	1,947	2	17.3
English & Foreign Languages	869	0	19.2	50	0	14.1	714	1	19.8
Health Administration & Assisting	7,561	4	16.0	622	5	14.4	6,134	5	16.3
Health Sciences & Technologies	28,855	14	17.9	1,294	10	14.6	25,585	22	18.2
Philosophy, Religion, & Theology	303	0	17.1	18	0	14.7	256	0	17.4
Repair, Production, & Construction	1,257	1	14.5	563	4	14.1	540	0	15.2
Sciences: Biological & Physical	9,805	5	19.7	153	1	14.6	9,010	8	19.9
Social Sciences & Law	11,475	6	18.7	286	2	14.7	10,267	9	19.0
Undecided	19,063	9	16.7	1,625	12	14.2	12,089	11	17.7
No Response	64,677	32	14.8	1,796	14	13.4	3,544	3	14.9

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	4,074	14.1	4,074	14.1	0	.	0	.	0	.
2-yr College Degree	9,152	14.2	9,152	14.2	0	.	0	.	0	.
Bachelors Degree	66,949	16.8	66,949	16.8	0	.	0	.	0	.
Graduate Study	15,516	19.6	15,516	19.6	0	.	0	.	0	.
Prof. Level Degree	32,294	19.8	32,294	19.8	0	.	0	.	0	.
Other	3,334	14.7	3,334	14.7	0	.	0	.	0	.
No Response	72,198	15.1	72,198	15.1	0	.	0	.	0	.

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	4,074	14.1	0	.	0	.	0	.	0	.
2-yr College Degree	9,152	14.2	0	.	0	.	0	.	0	.
Bachelors Degree	66,949	16.8	0	.	0	.	0	.	0	.
Graduate Study	15,516	19.6	0	.	0	.	0	.	0	.
Prof. Level Degree	32,294	19.8	0	.	0	.	0	.	0	.
Other	3,334	14.7	0	.	0	.	0	.	0	.
No Response	72,198	15.1	0	.	0	.	0	.	0	.

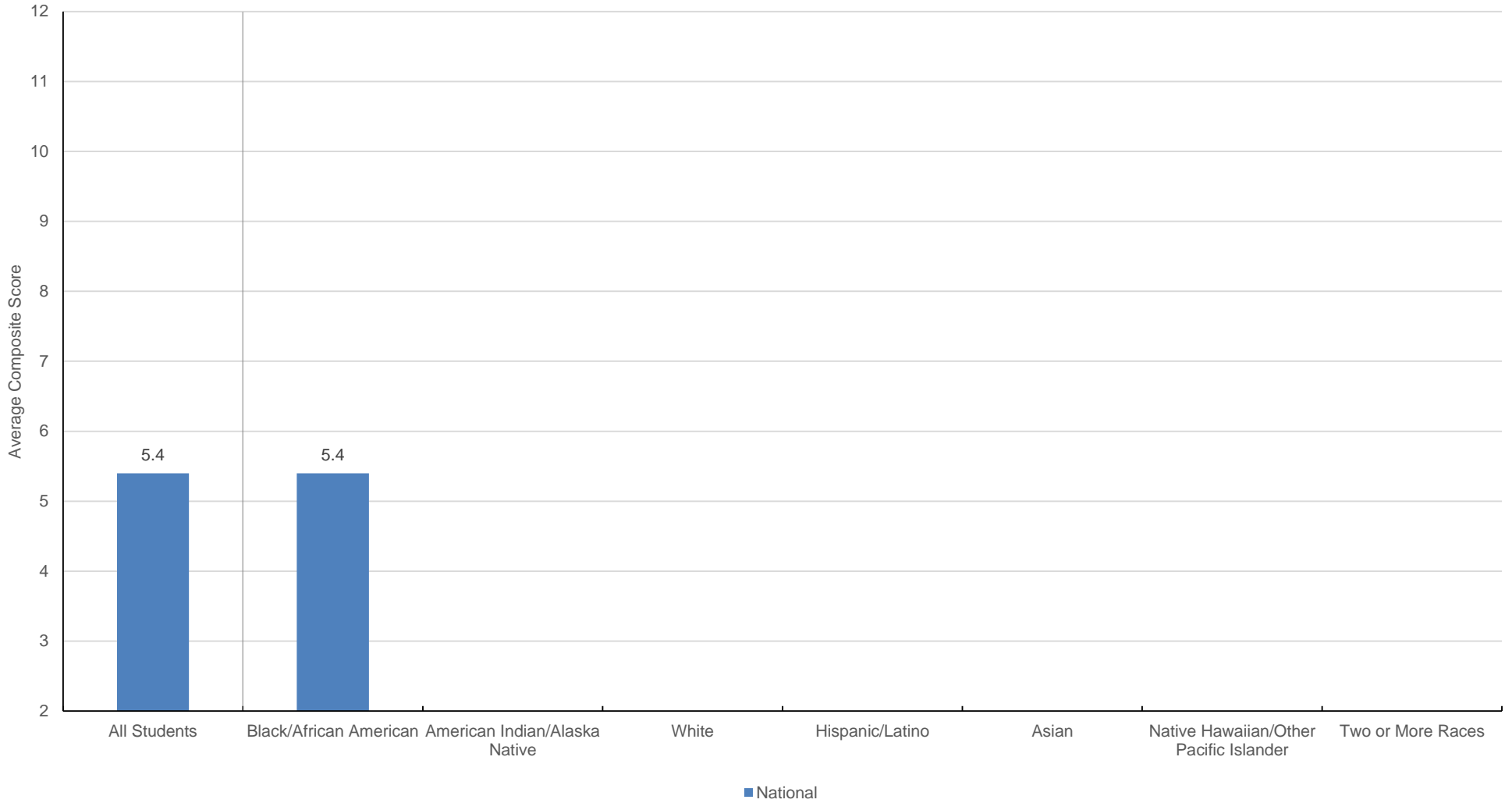
Table 4.3. Students' Score Report Preferences at Time of Testing (table omitted for this report)

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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 Gender¹ for Students Who Took ACT Writing

	N National	Average ACT Scores		
		English National	Reading National	Writing National
All Students	74,291	15.1	16.8	5.4
Black/African American	74,291	15.1	16.8	5.4
American Indian/Alaska Native	0	.	.	.
White	0	.	.	.
Hispanic/Latino	0	.	.	.
Asian	0	.	.	.
Native Hawaiian/Other Pacific Islander	0	.	.	.
Two or More Races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	34,149	14.4	16.0	5.1
Females	40,033	15.7	17.4	5.8
Other Responses	109	14.0	16.0	5.0

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

	N National	Average ACT Scores	
		Average ELA Score National	Percent Who Met ELA Benchmark National
All Students	74,291	14.9	18
Black/African American	74,291	14.9	18
American Indian/Alaska Native	0	.	.
White	0	.	.
Hispanic/Latino	0	.	.
Asian	0	.	.
Native Hawaiian/Other Pacific Islander	0	.	.
Two or More Races	0	.	.
Prefer not/No Response	0	.	.
Males	34,149	14.0	13
Females	40,033	15.7	21
Other Responses	109	13.7	17

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

