

ACT High School Profile Report

The Graduating Class of 2006
National



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This report provides information about the performance of your 2006 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 - college 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: A Test Like No Other

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

21% of 2006 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. 1,206,455 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. 54% 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 11% of the cohort took less than three years of math courses. Of these students, 18% were college ready. 17% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 14% of these students were college ready. In comparison, 54% 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 19% of the cohort took less than three years of natural science courses. 14% of these students were college ready. In comparison, 31% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.4 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 47% 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.

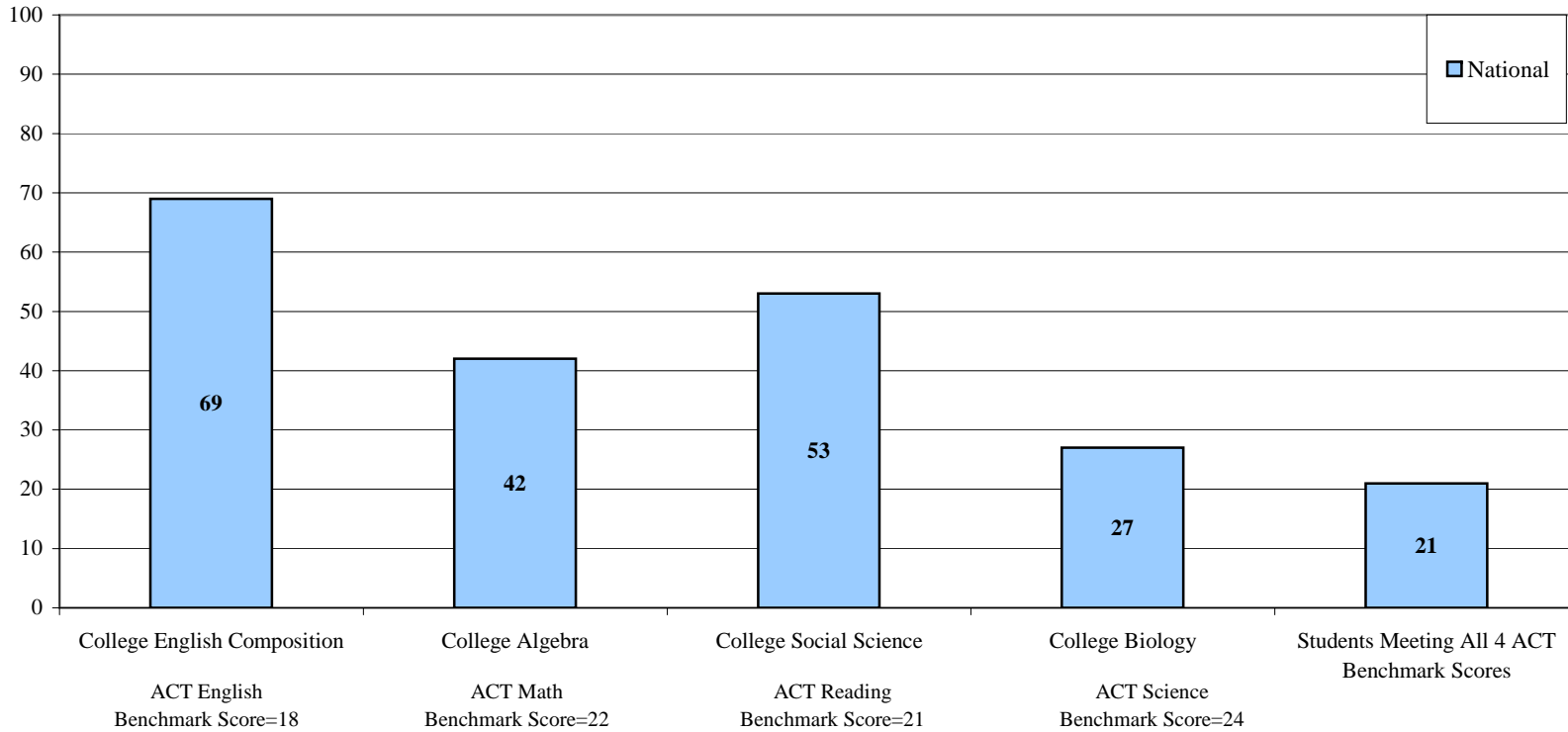
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 1-800-553-6244 x1726.

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 National	Percent Meeting Benchmarks				
		English National	Mathematics National	Reading National	Science National	Meeting All Four National
2002	1,116,082	67	39	53	26	20
2003	1,175,059	67	40	52	26	20
2004	1,171,460	68	40	52	26	21
2005	1,186,251	68	41	51	26	21
2006	1,206,455	69	42	53	27	21

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
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
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

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
2002	643,596	397,544	58	36	21.4	18.4	21.6	18.8	22.2	19.5	21.7	19.4	21.8	19.2
2003	667,526	410,753	57	35	21.4	18.5	21.6	18.9	22.2	19.7	21.7	19.5	21.8	19.3
2004	661,290	405,328	56	35	21.5	18.7	21.7	19.1	22.3	19.8	21.7	19.6	21.9	19.4
2005	658,430	406,763	56	34	21.6	18.8	21.7	19.1	22.2	19.8	21.7	19.6	21.9	19.5
2006	647,298	413,888	54	34	21.6	19.0	21.8	19.4	22.3	20.1	21.7	19.7	22.0	19.7

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

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,116,082	100	20.8	1,175,059	100	20.8	1,171,460	100	20.9	1,186,251	100	20.9	1,206,455	100	21.1
African American/Black	120,311	11	16.8	129,507	11	16.9	131,925	11	17.1	138,964	12	17.0	139,118	12	17.1
American Indian/Alaskan Native	11,895	1	18.6	12,127	1	18.7	12,507	1	18.8	13,695	1	18.7	13,635	1	18.8
Caucasian American/White	773,933	69	21.7	804,858	68	21.7	787,870	67	21.8	781,581	66	21.9	760,084	63	22.0
Hispanic	66,770	6	18.4	75,449	6	18.5	78,584	7	18.5	83,447	7	18.6	85,796	7	18.6
Asian American/Pacific Islander	36,732	3	21.6	39,102	3	21.8	39,337	3	21.9	39,284	3	22.1	39,867	3	22.3
Other/No Response	106,441	10	20.3	114,016	10	20.6	121,237	10	20.9	129,280	11	20.9	167,955	14	21.1

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	1,721	100	2,308	100	6,304	100	2,187	100	216	100	36
35	8,339	100	4,674	100	11,677	99	5,052	100	1,806	100	35
34	13,831	99	10,225	99	18,269	99	5,203	99	4,249	100	34
33	12,042	98	7,188	99	20,566	97	6,356	99	6,964	99	33
32	13,503	97	9,064	98	18,645	95	9,343	98	10,772	99	32
31	18,059	96	13,211	97	26,873	94	9,764	98	15,971	98	31
30	25,289	94	20,086	96	29,346	92	7,068	97	22,719	97	30
29	30,853	92	27,779	94	35,493	89	16,395	96	28,186	95	29
28	38,690	90	33,315	92	39,725	86	25,245	95	37,436	92	28
27	34,028	87	49,307	89	50,783	83	30,696	93	45,731	89	27
26	47,274	84	62,499	85	53,402	79	66,916	90	54,941	86	26
25	64,263	80	67,789	80	57,620	74	56,791	85	64,245	81	25
24	59,745	74	70,915	75	62,665	69	83,604	80	73,260	76	24
23	60,455	70	62,881	69	71,551	64	98,187	73	80,292	70	23
22	78,914	65	62,264	63	66,870	58	95,993	65	87,327	63	22
21	87,925	58	68,729	58	67,798	53	106,621	57	93,787	56	21
20	94,012	51	70,305	53	74,522	47	118,334	48	94,252	48	20
19	76,427	43	74,586	47	80,078	41	115,983	38	90,986	40	19
18	66,367	37	89,255	41	59,424	34	92,859	29	87,955	33	18
17	60,649	31	119,117	33	73,510	29	67,247	21	79,507	25	17
16	64,295	26	116,561	23	56,028	23	50,356	15	70,020	19	16
15	65,979	21	83,798	14	49,913	19	37,372	11	56,562	13	15
14	53,952	15	52,976	7	66,053	15	30,092	8	43,340	8	14
13	29,894	11	17,754	2	40,937	9	23,480	6	30,052	5	13
12	25,742	8	7,074	1	35,897	6	17,156	4	16,945	2	12
11	22,933	6	1,786	1	19,986	3	14,424	2	6,422	1	11
10	17,627	4	588	1	6,108	1	7,435	1	1,740	1	10
9	13,640	3	250	1	3,238	1	3,496	1	512	1	9
8	12,510	2	79	1	1,582	1	1,598	1	188	1	8
7	5,253	1	32	1	659	1	647	1	57	1	7
6	1,545	1	36	1	412	1	328	1	13	1	6
5	502	1	5	1	311	1	130	1	1	1	5
4	141	1	12	1	129	1	13	1	1	1	4
3	39	1	6	1	23	1	60	1	0	1	3
2	13	1	0	1	47	1	8	1	0	1	2
1	4	1	1	1	11	1	16	1	0	1	1
Average	20.6		20.8		21.4		20.9		21.1		Average

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	31,487	100	7,324	100	17,368	100	32,852	100	31,679	100	8,830	100	9,431	100	18
17	46,751	97	23,050	99	63,479	99	61,156	97	38,388	97	15,119	99	11,949	99	17
16	45,409	94	48,530	97	54,465	93	73,433	92	73,718	94	19,689	98	26,971	98	16
15	59,393	90	76,038	93	69,886	89	84,030	86	65,327	88	41,491	96	58,174	96	15
14	78,820	85	92,137	87	71,851	83	87,222	79	81,337	83	95,610	93	90,785	91	14
13	67,195	78	93,308	80	101,254	77	94,297	72	116,798	76	79,529	85	119,452	84	13
12	99,329	73	121,375	72	120,178	69	117,865	64	129,467	66	163,284	78	126,311	74	12
11	113,620	64	158,839	62	121,907	59	97,145	54	92,077	56	124,421	65	120,722	63	11
10	139,657	55	145,119	49	110,989	49	110,542	46	110,999	48	194,685	55	204,175	53	10
9	115,549	43	139,329	37	138,368	39	106,228	37	99,731	39	202,812	38	145,968	36	9
8	109,489	34	113,350	25	129,574	28	84,176	28	147,037	30	103,673	22	111,756	24	8
7	100,920	25	72,413	16	83,548	17	78,035	21	130,341	18	37,244	13	73,830	15	7
6	78,565	16	49,235	10	62,340	10	91,671	15	58,241	7	54,849	10	50,662	9	6
5	53,687	10	38,846	6	24,949	5	48,547	7	19,944	3	36,769	5	11,335	5	5
4	39,121	6	19,092	2	18,751	3	27,819	3	7,439	1	10,898	2	27,233	4	4
3	19,356	2	6,470	1	11,742	1	8,920	1	2,638	1	13,255	1	4,591	1	3
2	7,350	1	1,848	1	3,885	1	2,320	1	1,130	1	1,099	1	10,262	1	2
1	757	1	152	1	1,921	1	197	1	164	1	3,198	1	2,848	1	1
Average	10.3		10.7		10.8		11.0		10.9		10.4		10.5		Average

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

Table 2.3. 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
National	All Students	1,206,455	54	22.0	19.7
	African Am./Black	139,118	53	17.8	16.2
	Am. Indian/Alaskan Native	13,635	48	20.2	17.5
	Caucasian Am./White	760,084	56	22.9	20.6
	Hispanic	85,796	52	19.5	17.6
	Asian Am./Pacific Islander	39,867	60	22.9	21.1
	Other/No Response	167,955	41	22.2	19.8

Table 2.4. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
National	33 to 36	35,933	3	24,395	2	56,816	5	18,798	2
	28 to 32	126,394	10	103,455	9	150,082	12	67,815	6
	24 to 27	205,310	17	250,510	21	224,470	19	238,007	20
	20 to 23	321,306	27	264,179	22	280,741	23	419,135	35
	16 to 19	267,738	22	399,519	33	269,040	22	326,445	27
	13 to 15	149,825	12	154,528	13	156,903	13	90,944	8
	01 to 12	99,949	8	9,869	1	68,403	6	45,311	4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
National	Males	517,563	43	20.1	21.5	21.1	21.4	21.2
	Females	646,688	54	21.0	20.3	21.6	20.5	21.0
	Missing	42,204	3	20.6	21.1	21.6	20.8	21.1

Table 2.6. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet
		English	Math	Reading	Science	All Four
National	Males	66	47	51	32	25
	Females	71	37	55	23	18

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

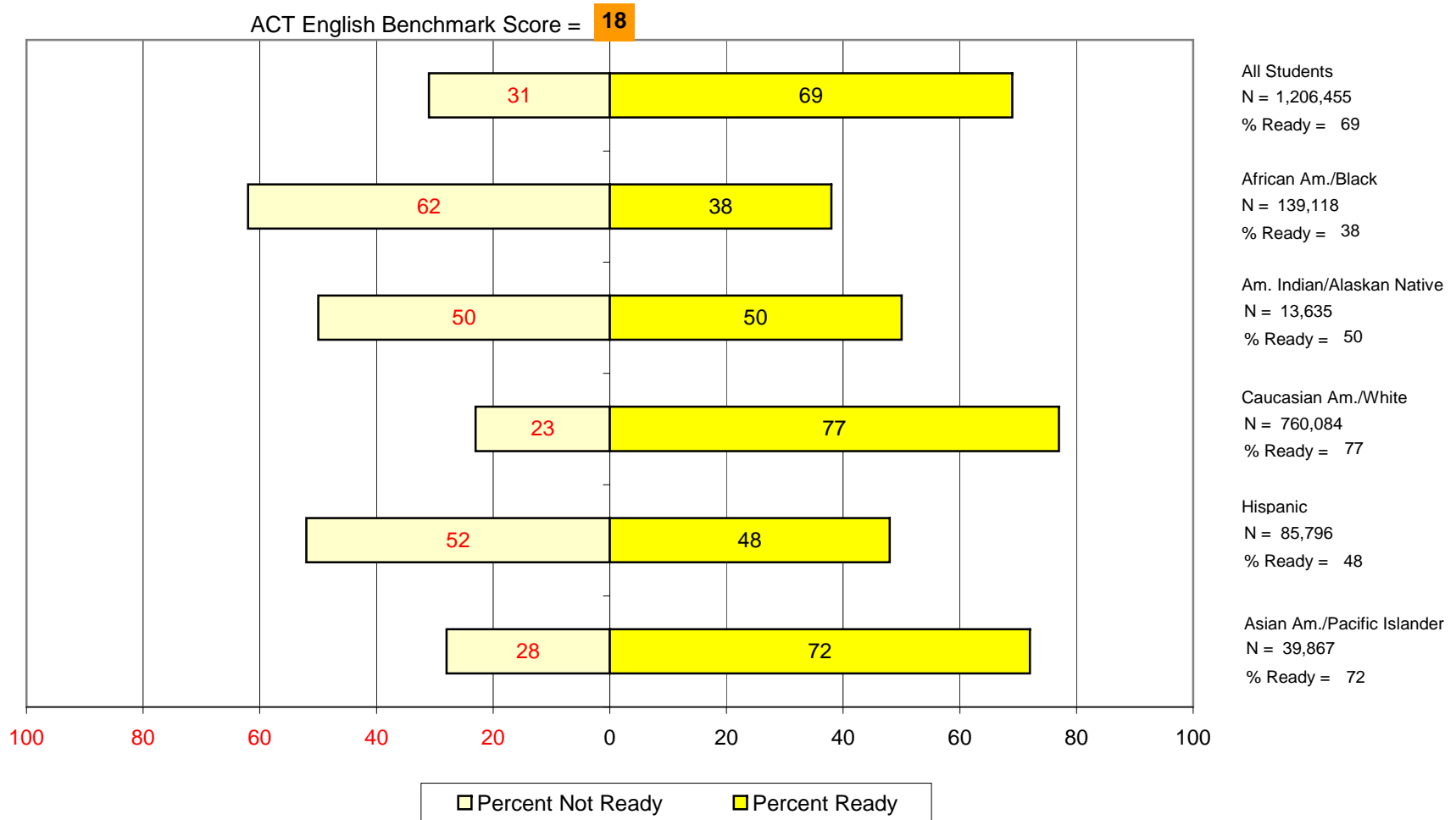


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

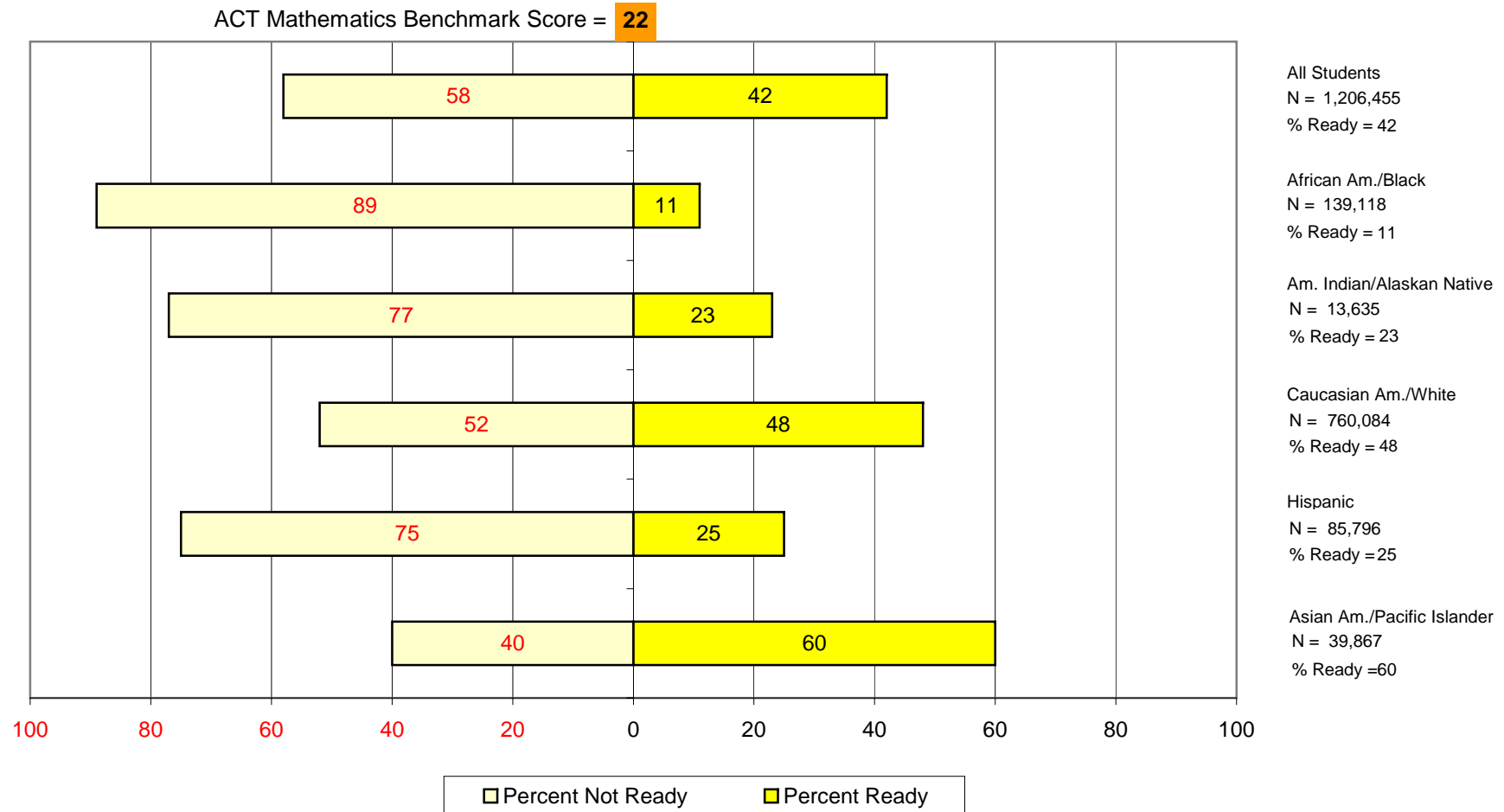


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

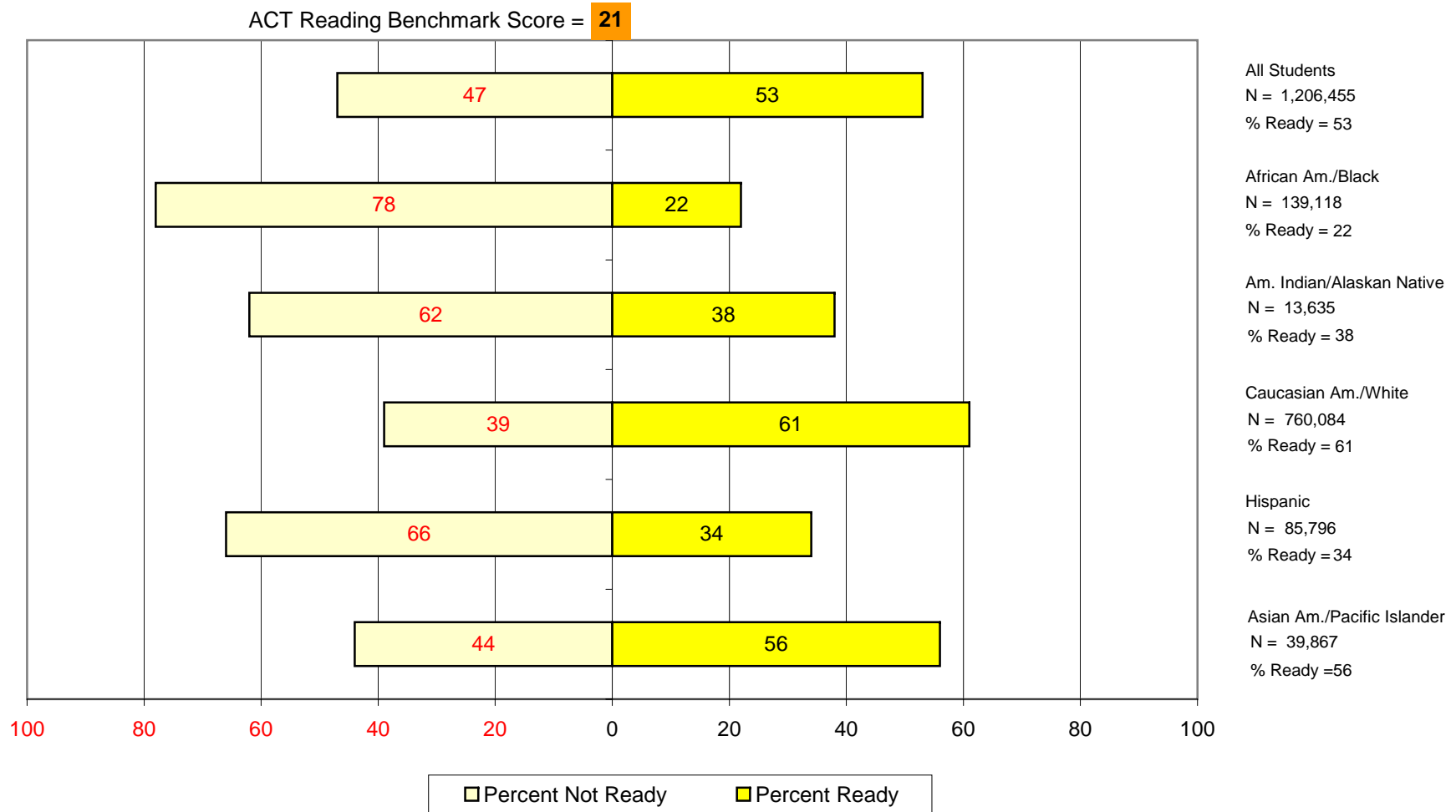


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

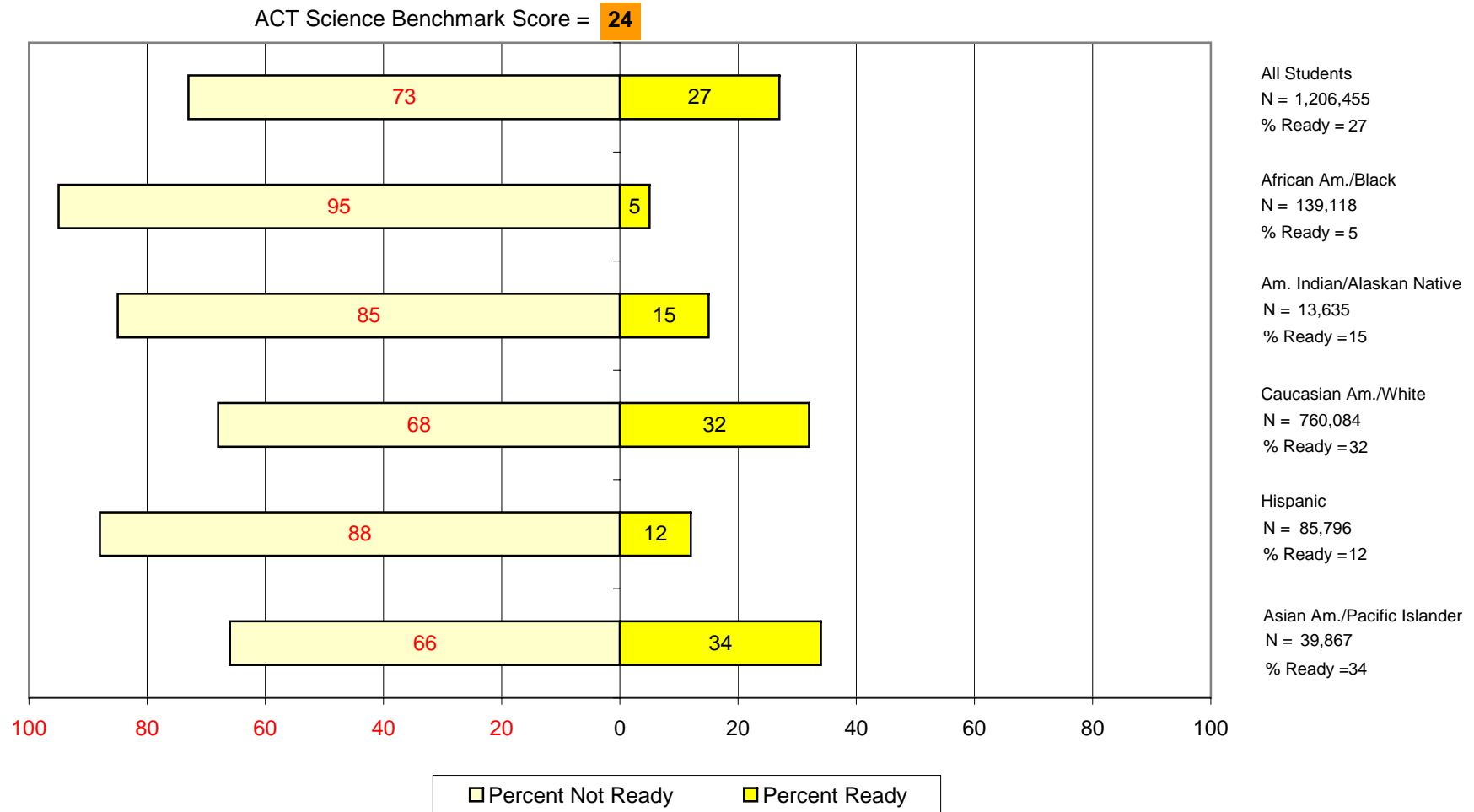


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

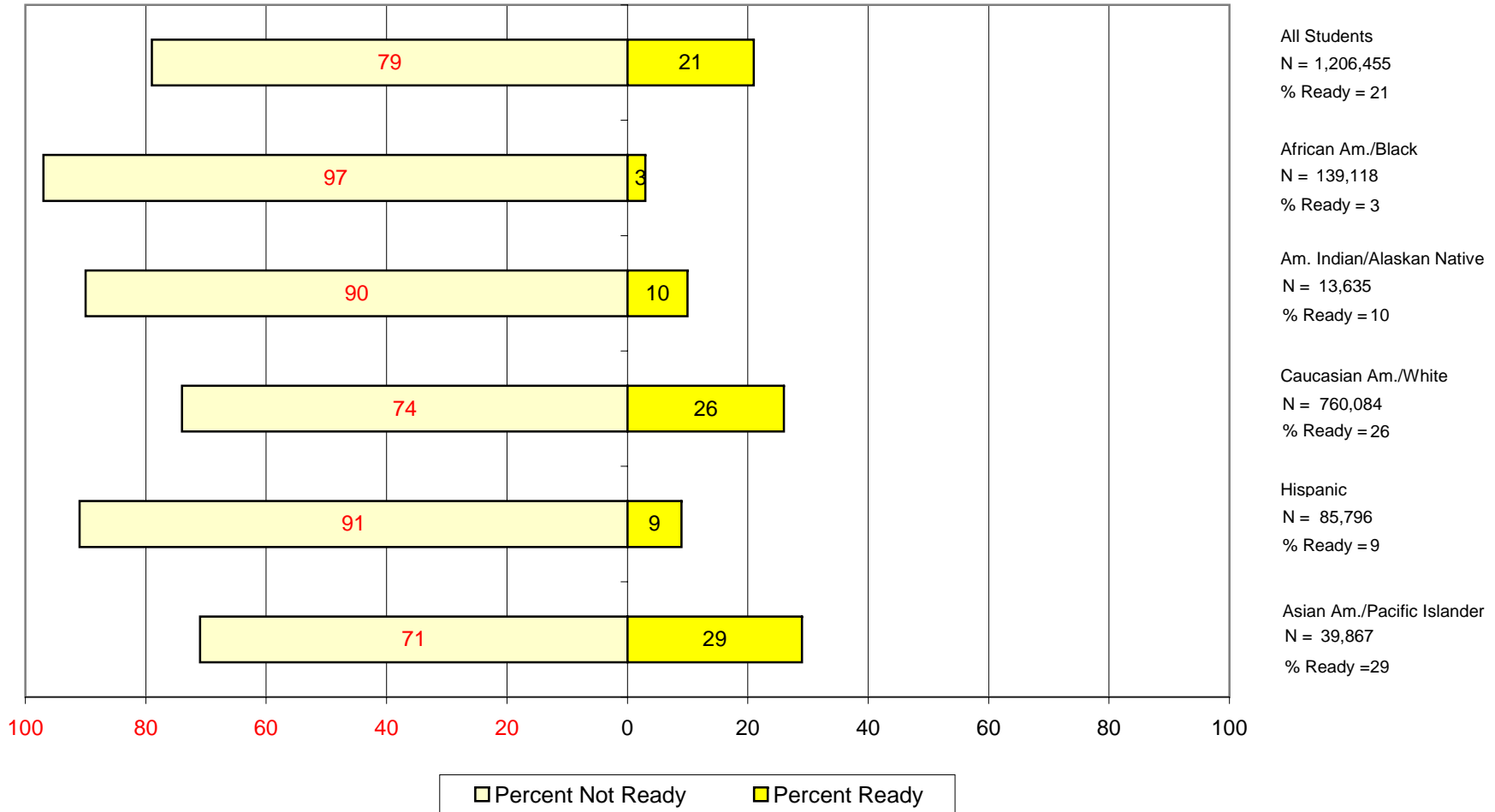


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	272,554	23	21.8	2.4	110,167	21	21.3	2.4	157,709	24	22.1	2.3
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	668,226	55	20.4	1.0	282,242	55	20.0	1.1	367,042	57	20.7	0.9
Less than 4 years of English	115,551	10	19.4	-	54,942	11	18.9	-	55,966	9	19.8	-
No English course/grade information reported	150,124	12	20.3	-	70,212	14	19.7	-	65,971	10	20.8	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	67,960	6	24.7	6.8	30,314	6	25.4	7.2	35,801	6	24.0	6.4
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	90,348	7	22.2	4.3	32,597	6	22.9	4.7	55,581	9	21.7	4.1
Alg 1, Alg 2, Geom, & Trig	95,613	8	20.4	2.5	38,921	8	21.0	2.8	54,055	8	19.9	2.3
Alg 1, Alg 2, Geom, & Other Adv Math	153,394	13	20.3	2.4	55,673	11	21.0	2.8	93,566	14	19.9	2.3
Other comb of 4 or more years of Math	244,137	20	24.0	6.1	115,238	22	24.9	6.7	123,881	19	23.3	5.7
Alg 1, Alg 2, & Geom (Min. Core)	209,836	17	17.8	-0.1	86,017	17	18.3	0.1	118,309	18	17.5	-0.1
Other comb of 3 or 3.5 years of Math	54,965	5	20.6	2.7	25,442	5	21.1	2.9	28,040	4	20.1	2.5
Less than 3 years of Math	131,567	11	17.9	-	59,034	11	18.2	-	67,598	10	17.6	-
No Math course/grade information reported	158,635	13	20.8	-	74,327	14	21.2	-	69,857	11	20.3	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	31,335	3	22.7	2.2	14,914	3	22.2	2.1	15,643	2	23.0	2.2
Other comb of 4 or more years Social Science	443,622	37	21.9	1.4	177,401	34	21.7	1.6	255,023	39	22.1	1.3
US Hist, World Hist, & Am Gov (Min. Core)	67,943	6	20.8	0.3	32,343	6	20.5	0.4	33,921	5	21.0	0.2
Other comb of 3 or 3.5 years of Social Science	325,879	27	21.3	0.8	136,274	26	21.1	1.0	181,721	28	21.5	0.7
Less than 3 years of Social Science	179,270	15	20.5	-	82,154	16	20.1	-	90,873	14	20.8	-
No Soc Sci course/grade information reported	158,406	13	21.2	-	74,477	14	20.8	-	69,507	11	21.5	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	320,821	27	22.3	3.2	148,147	29	23.0	3.7	165,116	26	21.7	2.7
Bio, Chem, Phys	115,519	10	23.2	4.1	51,558	10	24.1	4.8	60,731	9	22.4	3.4
Gen Sci ² , Bio, Chem (Min. Core)	339,689	28	20.2	1.1	124,150	24	20.5	1.2	207,176	32	20.0	1.0
Other comb of 3 years of Natural Science	32,330	3	20.5	1.4	17,196	3	21.2	1.9	14,321	2	19.7	0.7
Less than 3 years of Natural Science	234,307	19	19.1	-	99,865	19	19.3	-	127,182	20	19.0	-
No Nat Sci course/grade information reported	163,789	14	20.7	-	76,647	15	21.0	-	72,162	11	20.3	-

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	National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	668,226	55	20.4	67
Less than 4 years of English	115,551	10	19.4	62
No English course/grade information reported	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN				
Alg 1, Alg 2, Geom, Trig, & Calc	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	153,394	13	20.3	37
Other comb of 4 or more years of Math	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	54,965	5	20.6	40
Less than 3 years of Math	131,567	11	17.9	18
No Math course/grade information reported	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN				
US Hist, World Hist, Am Gov, & Other Hist	31,335	3	22.7	60
Other comb of 4 or more years Social Science	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	325,879	27	21.3	52
Less than 3 years of Social Science	179,270	15	20.5	46
No Soc Sci course/grade information reported	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN				
Gen Sci ¹ , Bio, Chem, & Phys	320,821	27	22.3	38
Bio, Chem, Phys	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	339,689	28	20.2	19
Other comb of 3 years of Natural Science	32,330	3	20.5	24
Less than 3 years of Natural Science	234,307	19	19.1	14
No Nat Sci course/grade information reported	163,789	14	20.7	26

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	15,250	1	19.1	2,461	4	16.9	11,924	1	19.6
Architecture & Environmental Design	22,260	2	20.9	1,400	2	17.2	19,802	2	21.3
Business & Management	91,411	8	20.5	4,554	7	17.0	82,981	9	20.8
Business & Office	6,026	0	19.4	956	1	17.0	4,708	1	19.9
Marketing & Distribution	7,960	1	20.3	414	1	16.7	7,189	1	20.6
Communications & Comm. Technologies	28,917	2	21.3	1,233	2	17.3	26,321	3	21.6
Community & Personal Services	28,422	2	18.4	4,290	6	16.7	22,177	2	18.9
Computer & Information Sciences	23,426	2	21.4	2,050	3	18.2	20,247	2	21.8
Cross-Disciplinary Studies	1,179	0	23.7	30	0	16.7	1,105	0	24.0
Education	42,719	4	20.7	1,150	2	16.6	39,652	4	20.9
Teacher Education	28,008	2	20.1	769	1	16.3	25,871	3	20.4
Engineering	42,738	4	22.4	2,591	4	16.4	38,268	4	23.0
Engineering-Related Technologies	25,229	2	22.0	1,988	3	17.2	22,207	2	22.5
Foreign Languages	4,997	0	23.7	174	0	17.9	4,523	0	24.0
Health Sciences & Allied Health Fields	184,912	15	20.5	12,565	19	17.2	165,002	18	20.8
Human, Family & Consumer Science	10,960	1	18.7	1,762	3	16.7	8,360	1	19.3
Letters	6,133	1	24.4	191	0	19.5	5,681	1	24.7
Mathematics	4,740	0	24.4	89	0	17.5	4,497	0	24.7
Philosophy, Religion & Theology	6,087	1	22.6	187	0	19.4	5,545	1	22.8
Sciences (Biological & Physical)	47,422	4	23.5	511	1	17.7	45,363	5	23.7
Social Sciences	67,132	6	22.0	876	1	17.1	63,860	7	22.1
Trade & Industrial	12,931	1	18.3	6,446	10	17.4	5,649	1	19.3
Visual & Performing Arts	58,634	5	21.0	4,354	7	17.3	50,300	6	21.4
Undecided	112,151	9	21.2	7,813	12	17.0	95,366	10	21.7
No Response	326,811	27	21.2	7,269	11	16.8	137,328	15	21.8

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/ Alaskan 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	15,540	16.9	1,985	14.7	387	15.6	9,921	17.7	1,560	15.3	228	16.8	1,459	16.5
2-yr College Degree	50,583	17.1	7,071	14.6	992	15.7	32,094	18.0	4,969	15.4	866	16.7	4,591	16.8
Bachelors Degree	398,867	20.3	40,897	16.3	4,598	18.4	282,952	21.1	23,958	18.0	8,913	20.0	37,549	20.1
Graduate Study	210,109	22.7	20,184	18.1	1,802	20.5	144,403	23.6	12,765	20.3	7,449	23.0	23,506	22.7
Prof. Level Degree	304,950	22.2	44,438	18.2	3,723	20.3	178,065	23.5	26,548	19.8	15,576	23.7	36,600	22.4
Other	33,158	18.2	6,187	15.5	580	16.8	18,237	19.4	2,812	16.5	972	18.7	4,370	18.2
No Response	193,248	20.9	18,356	16.6	1,553	17.9	94,412	22.1	13,184	18.0	5,863	22.8	59,880	21.0

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
		National	National	National
All Students	430,404	22.4	7.7	22.0
African Am./Black	38,583	17.5	6.8	17.6
Am. Indian/Alaskan Native	2,803	19.8	7.1	19.6
Caucasian Am./White	269,428	23.4	7.8	22.8
Hispanic	33,207	18.9	7.4	19.1
Asian Am./Pacific Islander	21,275	23.0	8.0	22.8
Other/No Response	65,108	22.8	7.9	22.5
Males	170,904	22.1	7.4	21.5
Females	240,056	22.6	7.9	22.3
Missing	19,444	22.1	7.8	21.9