

ACT Profile Report - High School

Graduating Class 2011
BUSHLAND HIGH SCHOOL

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This report provides information about the performance of your 2011 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2011 and tested under standard time conditions.

This report focuses on:

Performance - student test performance in the context of college readiness

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

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

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

Awareness - extent to which student aspirations match performance

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

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

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

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

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

The ACT:

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

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

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

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

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

25% 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: 60 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. 100% 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 0% of the cohort took less than three years of math courses. Of these students, 0% were college ready. 0% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 0% of these students were college ready. In comparison, 52% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 0% of the cohort took less than three years of natural science courses. 0% of these students were college ready. In comparison, 32% 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 34% 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.

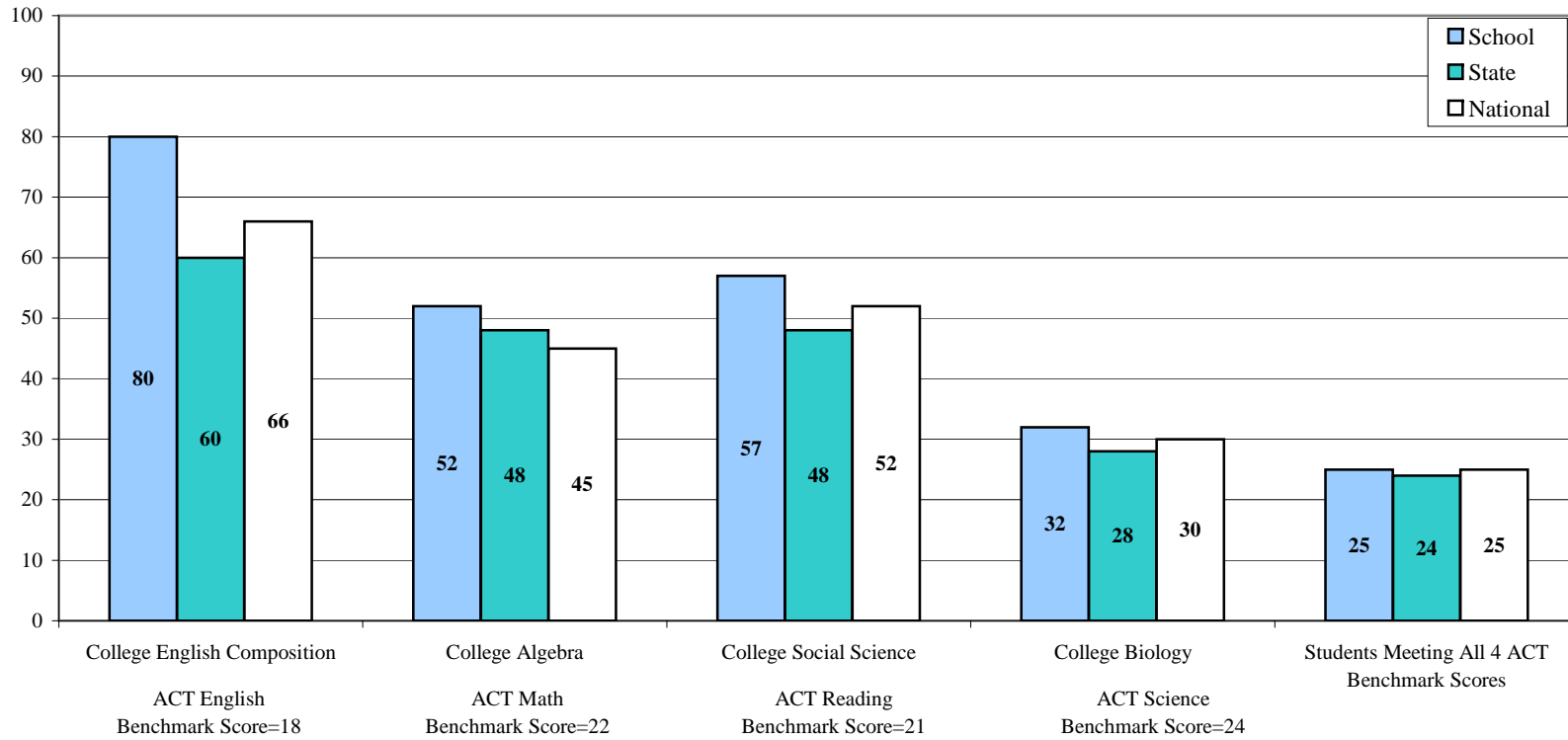
For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 512-320-1850.

Section I

Executive Summary

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

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



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

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

Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	0	76,542	.	62	.	41	.	47	.	24	.	19
2008	32	79,050	81	63	59	44	53	49	34	25	25	20
2009	40	82,640	83	63	53	44	48	49	23	26	15	22
2010	50	92,615	58	61	38	46	52	48	18	29	12	24
2011	60	101,569	80	60	52	48	57	48	32	28	25	24

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	0	76,542	.	19.5	.	20.8	.	20.6	.	20.4	.	20.5
2008	32	79,050	20.7	19.8	22.4	21.2	21.4	20.9	21.8	20.5	21.7	20.7
2009	40	82,640	21.4	19.9	21.6	21.3	20.5	20.9	20.4	20.6	21.1	20.8
2010	50	92,615	19.2	19.7	20.2	21.4	20.6	20.8	20.3	20.9	20.2	20.8
2011	60	101,569	21.3	19.6	21.7	21.5	21.4	20.7	21.9	20.8	21.7	20.8

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2007	1,300,599	20.7	21.0	21.5	21.0	21.2
2008	1,421,941	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1

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
2007	0	0	.	.	.	.	.	.	.	.	.	.	.	.
2008	28	4	88	13	20.6	20.8	22.7	20.3	21.3	22.5	21.8	22.0	21.8	21.5
2009	38	2	95	5	21.7	16.0	21.9	16.0	20.7	16.0	20.6	15.0	21.4	16.0
2010	46	4	92	8	19.6	15.0	20.5	17.5	21.0	16.5	20.4	18.3	20.5	17.0
2011	60	0	100	0	21.3	.	21.7	.	21.4	.	21.9	.	21.7	.

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

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

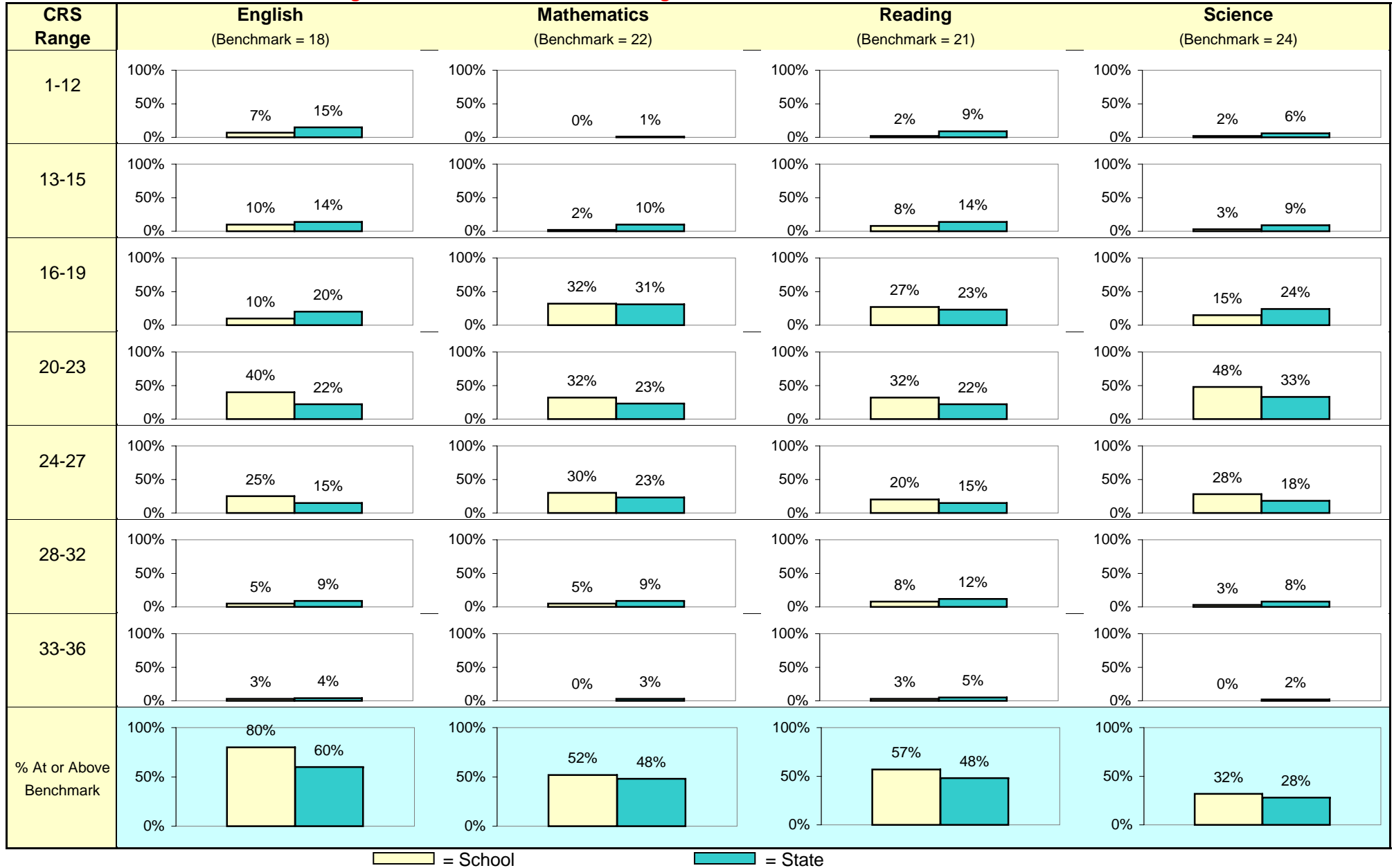
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	0	.	.	32	100	21.7	40	100	21.1	50	100	20.2	60	100	21.7
Black/African American	0	.	.	0	0	.	1	3	16.0	1	2	15.0	0	0	.
American Indian/Alaska Native	0	.	.	1	3	19.0	1	3	23.0	1	2	27.0	1	2	18.0
White	0	.	.	26	81	21.3	34	85	21.0	37	74	20.4	50	83	22.0
Hispanic/Latino	0	.	.	0	0	.	2	5	23.5	3	6	17.0	5	8	19.4
Asian	0	.	.	0	0	.	0	0	.	0	0	.	0	0	.
Native Hawaiian/Other Pacific Islander	0	.	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	0	.	.	2	6	24.0	0	0	.	0	0	.	4	7	20.8
Prefer not to respond/No response	0	.	.	3	9	24.7	2	5	23.0	8	16	20.5	0	0	.

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

Total Students in Report: 60

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



Section II

Academic Achievement

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

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	0	100	0	100	0	100	0	100	0	100	36
35	0	100	0	100	0	100	0	100	0	100	35
34	0	100	0	100	1	100	0	100	0	100	34
33	2	100	0	100	1	98	0	100	0	100	33
32	0	97	1	100	0	97	0	100	0	100	32
31	0	97	0	98	0	97	0	100	0	100	31
30	1	97	0	98	1	97	1	100	2	100	30
29	1	95	0	98	1	95	1	98	2	97	29
28	1	93	2	98	3	93	0	97	1	93	28
27	5	92	3	95	1	88	7	97	2	92	27
26	0	83	4	90	1	87	1	85	3	88	26
25	6	83	4	83	6	85	5	83	2	83	25
24	4	73	7	77	4	75	4	75	4	80	24
23	5	67	7	65	6	68	6	68	9	73	23
22	3	58	3	53	3	58	4	58	5	58	22
21	6	53	3	48	6	53	8	52	6	50	21
20	10	43	6	43	4	43	11	38	8	40	20
19	4	27	4	33	4	37	4	20	3	27	19
18	0	20	6	27	4	30	3	13	6	22	18
17	1	20	6	17	6	23	2	8	3	12	17
16	1	18	3	7	2	13	0	5	0	7	16
15	3	17	1	2	2	10	0	5	2	7	15
14	3	12	0	1	1	7	0	5	1	3	14
13	0	7	0	1	2	5	2	5	1	2	13
12	1	7	0	1	0	2	1	2	0	1	12
11	1	5	0	1	1	2	0	1	0	1	11
10	0	3	0	1	0	1	0	1	0	1	10
9	2	3	0	1	0	1	0	1	0	1	9
8	0	1	0	1	0	1	0	1	0	1	8
7	0	1	0	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	21.3 (5.2)		21.7 (3.8)		21.4 (4.8)		21.9 (3.7)		21.7 (3.9)		Avg (SD)

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

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

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

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	1	100	0	100	0	100	1	100	0	100	0	100	0	100	18
17	2	98	0	100	0	100	3	98	2	100	0	100	0	100	17
16	0	95	3	100	4	100	3	93	0	97	1	100	0	100	16
15	4	95	7	95	1	93	5	88	3	97	2	98	2	100	15
14	3	88	4	83	2	92	4	80	10	92	6	95	6	97	14
13	7	83	4	77	8	88	5	73	9	75	11	85	5	87	13
12	5	72	9	70	11	75	5	65	6	60	7	67	9	78	12
11	7	63	8	55	7	57	7	57	9	50	13	55	12	63	11
10	12	52	11	42	6	45	9	45	3	35	9	33	14	43	10
9	7	32	2	23	7	35	6	30	5	30	6	18	5	20	9
8	3	20	3	20	4	23	6	20	8	22	2	8	2	12	8
7	4	15	2	15	3	17	3	10	4	8	1	5	3	8	7
6	2	8	2	12	3	12	2	5	1	2	2	3	2	3	6
5	1	5	4	8	3	7	1	2	0	1	0	1	0	1	5
4	0	3	1	2	1	2	0	1	0	1	0	1	0	1	4
3	2	3	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)	10.7 (3.1)		11.0 (3.1)		10.6 (3.0)		11.3 (3.2)		11.3 (2.7)		11.3 (2.2)		10.9 (2.1)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	25	24	25	25	24
Q2 (50th Percentile)	21	22	21	21	22
Q1 (25th Percentile)	19	18	18	20	19

Total Students in Report: 60

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

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
School	All Students	60	100	21.7	.
	Black/African American	0	.	.	.
	American Indian/Alaska Native	1	100	18.0	.
	White	50	100	22.0	.
	Hispanic/Latino	5	100	19.4	.
	Asian	0	.	.	.
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or more races	4	100	20.8	.
	Prefer not/No Response	0	.	.	.
State	All Students	101,569	92	21.0	18.4
	Black/African American	12,874	91	17.6	15.9
	American Indian/Alaska Native	464	92	22.0	18.5
	White	42,685	94	23.3	20.9
	Hispanic/Latino	35,093	91	18.7	16.7
	Asian	4,556	95	24.9	23.2
	Native Hawaiian/Other Pac. Isl.	94	96	19.7	19.0
	Two or more races	2,171	93	22.0	19.3
	Prefer not/No Response	3,632	90	21.5	18.8

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

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

Table 2.5. Average ACT Scores by Race/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
School	All Students	21.3	21.7	21.4	21.9	21.7
	Black/African American	.	.	.	.	.
	American Indian/Alaska Native	15.0	19.0	18.0	20.0	18.0
	White	21.7	22.0	21.5	22.5	22.0
	Hispanic/Latino	19.0	19.8	20.2	17.8	19.4
	Asian	.	.	.	.	.
	Native Hawaiian/Other Pac. Isl.	.	.	.	.	.
	Two or more races	21.0	20.8	21.8	19.0	20.8
	Prefer not/No Response	.	.	.	.	.
State	All Students	19.6	21.5	20.7	20.8	20.8
	Black/African American	16.0	18.3	17.2	17.8	17.5
	American Indian/Alaska Native	20.5	22.1	22.0	21.7	21.7
	White	22.5	23.5	23.3	22.8	23.2
	Hispanic/Latino	16.8	19.5	18.3	18.9	18.5
	Asian	23.8	26.6	24.2	24.2	24.8
	Native Hawaiian/Other Pac. Isl.	18.4	20.6	19.5	20.2	19.7
	Two or more races	20.9	22.0	22.0	21.7	21.8
	Prefer not/No Response	20.2	21.9	21.2	21.1	21.2

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

Total Students in Report: 60

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	%
School	33 to 36	2	3	0	0	2	3	0	0
	28 to 32	3	5	3	5	5	8	2	3
	24 to 27	15	25	18	30	12	20	17	28
	20 to 23	24	40	19	32	19	32	29	48
	16 to 19	6	10	19	32	16	27	9	15
	13 to 15	6	10	1	2	5	8	2	3
	01 to 12	4	7	0	0	1	2	1	2
State	33 to 36	3,645	4	3,410	3	5,122	5	1,970	2
	28 to 32	9,276	9	9,382	9	11,800	12	7,769	8
	24 to 27	15,714	15	22,958	23	15,156	15	18,788	18
	20 to 23	22,770	22	23,270	23	22,645	22	33,572	33
	16 to 19	20,278	20	31,982	31	23,509	23	24,211	24
	13 to 15	14,455	14	9,928	10	14,068	14	9,559	9
	01 to 12	15,431	15	639	1	9,269	9	5,700	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
School	Males	35	58	21.5	22.1	21.5	22.3	22.0
	Females	25	42	21.0	21.0	21.2	21.2	21.2
	Missing	0	0	.	.	.	.	.
State	Males	45,705	45	19.3	22.1	20.6	21.3	21.0
	Females	55,853	55	19.9	21.0	20.8	20.4	20.6
	Missing	11	0	14.1	17.4	16.5	17.9	16.6

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

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
School	Males	80	54	57	40	29
	Females	80	48	56	20	20
State	Males	58	53	47	33	27
	Females	61	44	49	24	21

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

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
School	Core or More ²	60	80	21.3	52	21.7	57	21.4	32	21.9	25	21.7
	Less than Core	0	.	.	.	.	.	.	.	.	.	.
	Missing ³	0	.	.	.	.	.	.	.	.	.	.
State	Core or More	93,858	62	19.9	50	21.7	49	20.9	29	21.0	25	21.0
	Less than Core	5,925	42	16.9	28	19.2	32	18.3	15	18.6	12	18.4
	Missing	1,786	36	15.8	26	18.7	28	17.5	12	18.4	10	17.7

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

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

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
School	Core or More ²	60	80	21.3	60	52	21.7	60	57	21.4	60	32	21.9
	Less than Core	0	.	.	0	.	.	0	.	.	0	.	.
	Missing ³	0	.	.	0	.	.	0	.	.	0	.	.
State	Core or More	98,569	61	19.7	98,651	49	21.6	98,011	49	20.8	96,925	29	20.9
	Less than Core	1,315	43	17.0	1,204	12	16.8	1,845	37	18.9	2,925	11	18.1
	Missing	1,685	37	16.0	1,714	26	18.8	1,713	28	17.5	1,719	13	18.5

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

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

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

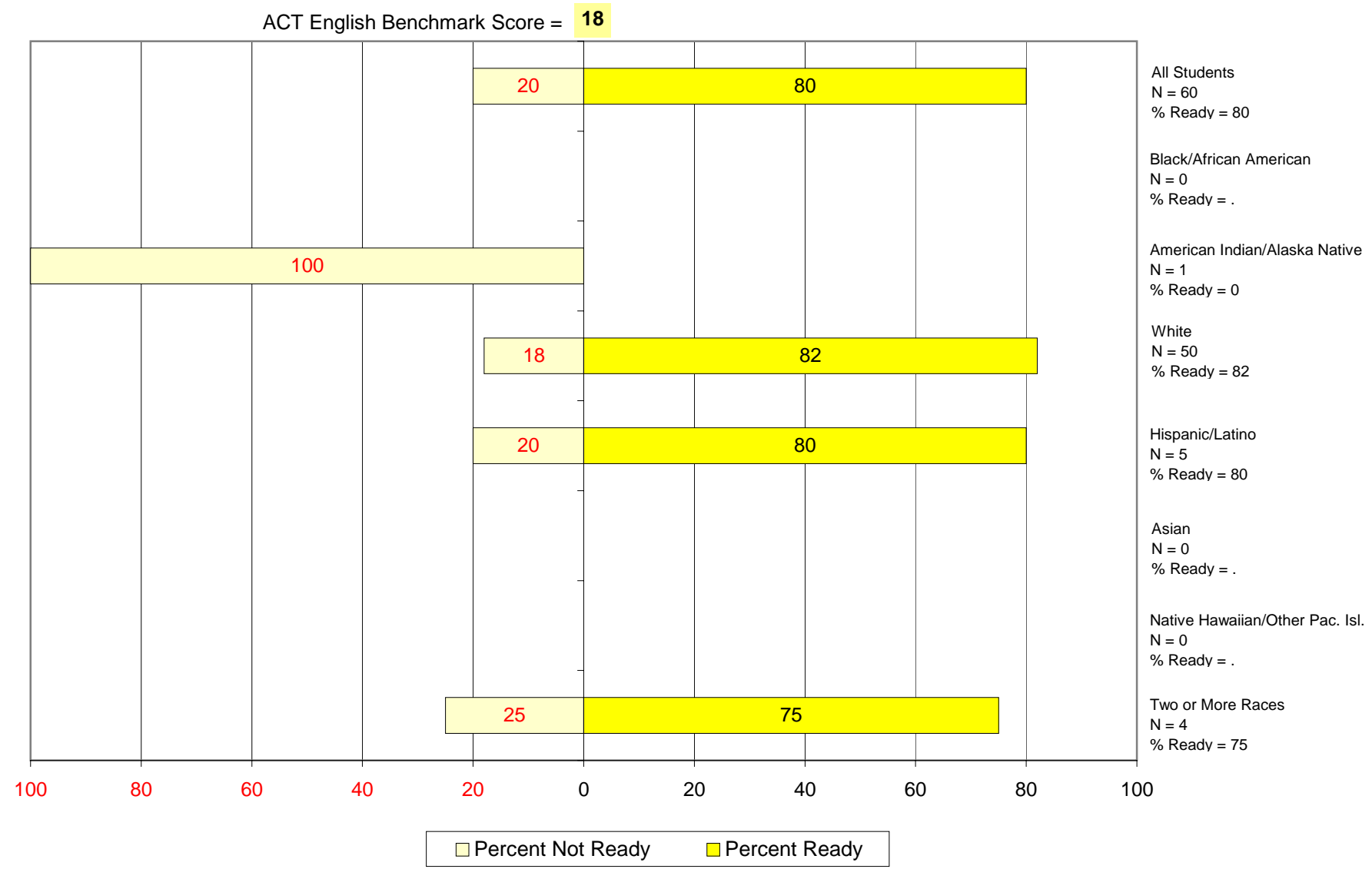
³ Zero years or no coursework information reported in the specified content area.

Section III

College Readiness and the Impact of Course Rigor

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

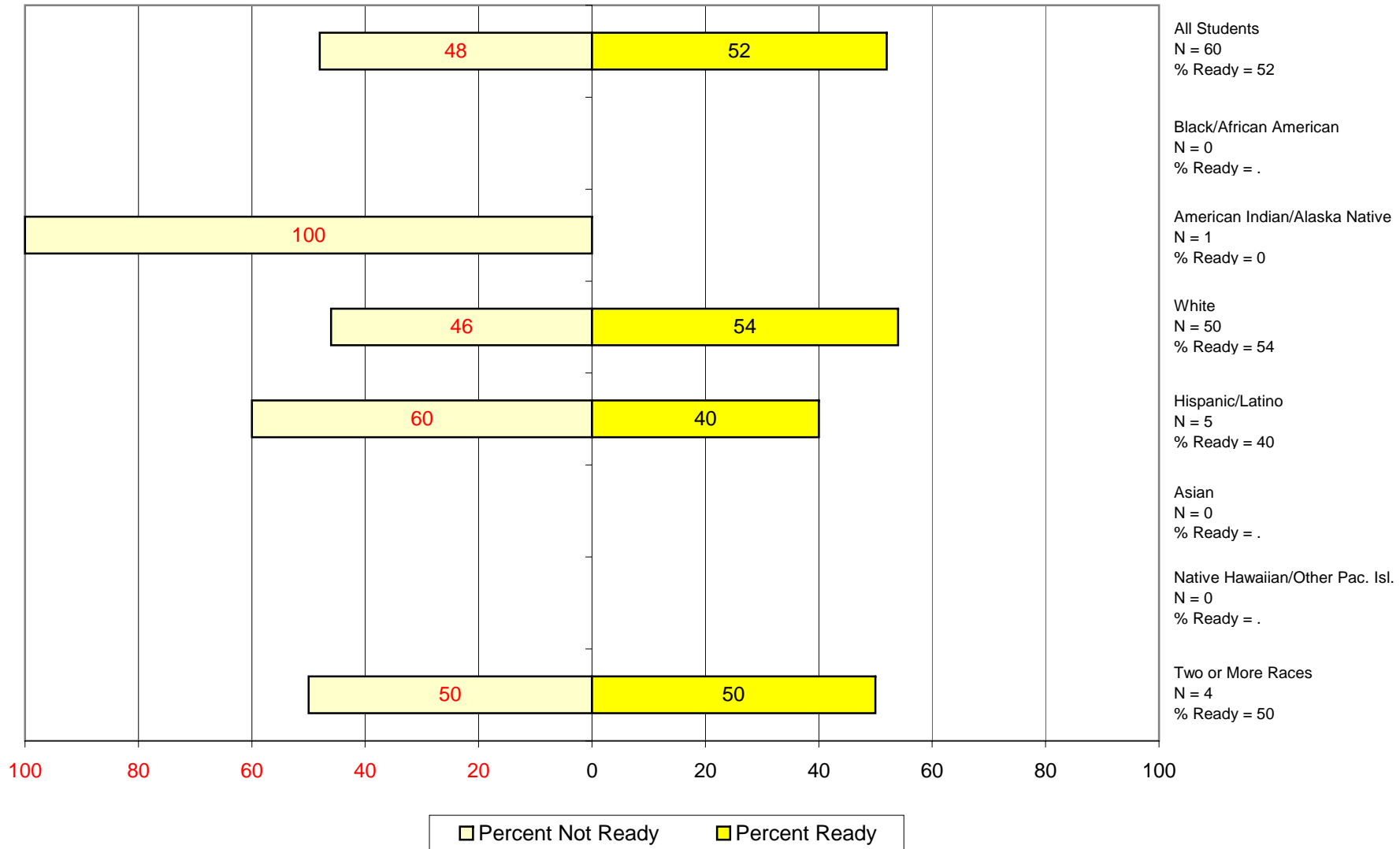
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



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

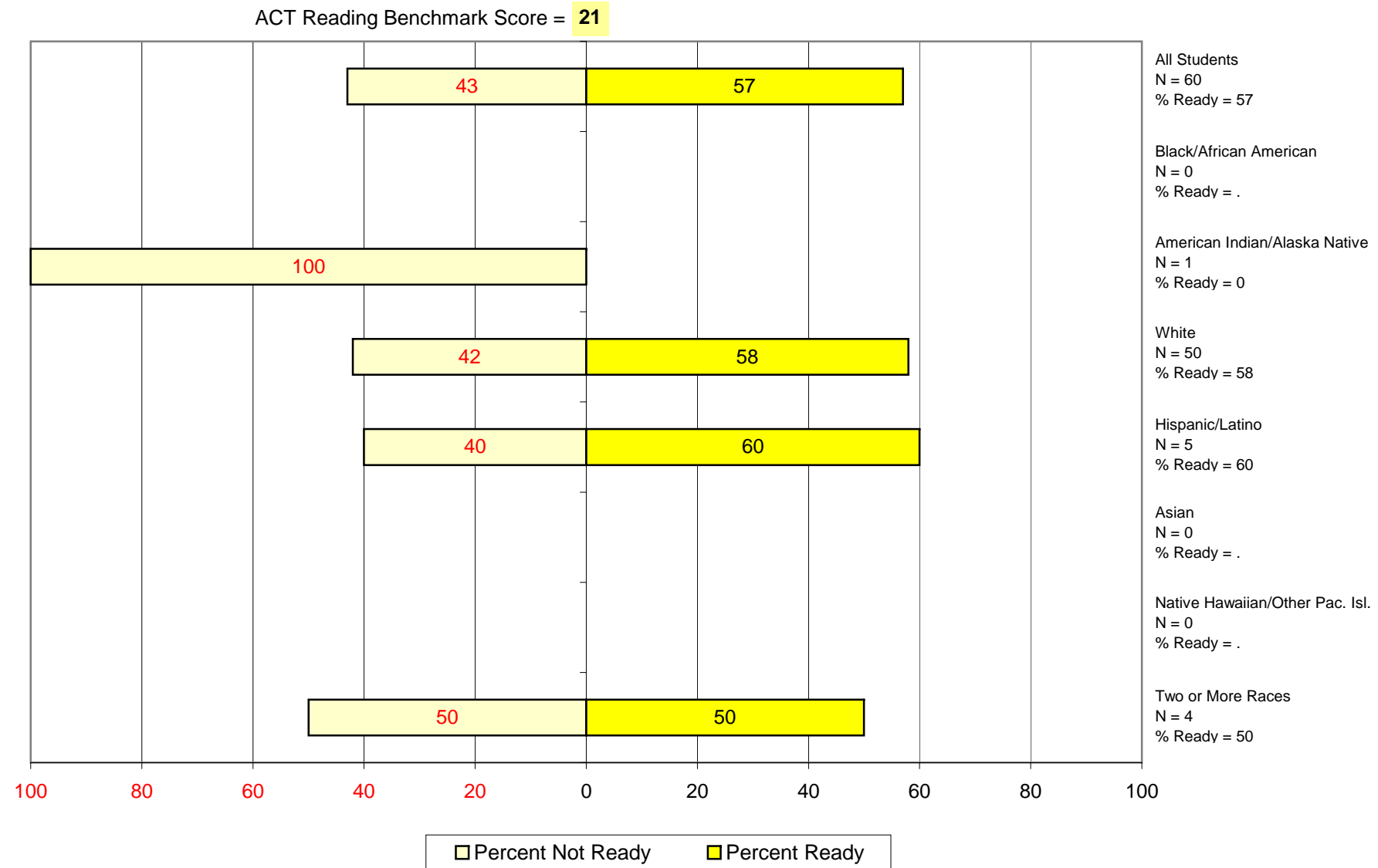
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS

ACT Mathematics Benchmark Score = **22**



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

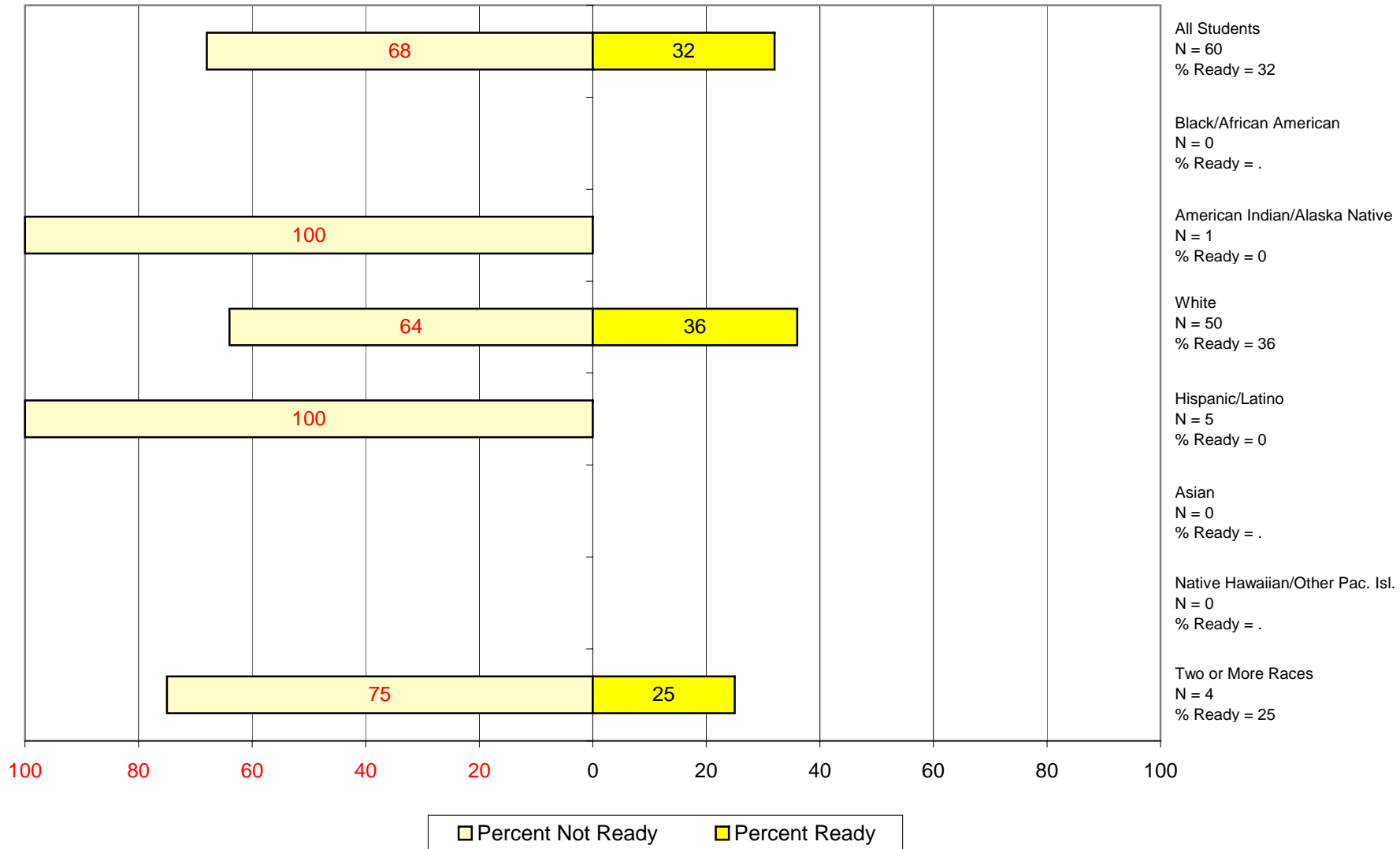
Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING



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

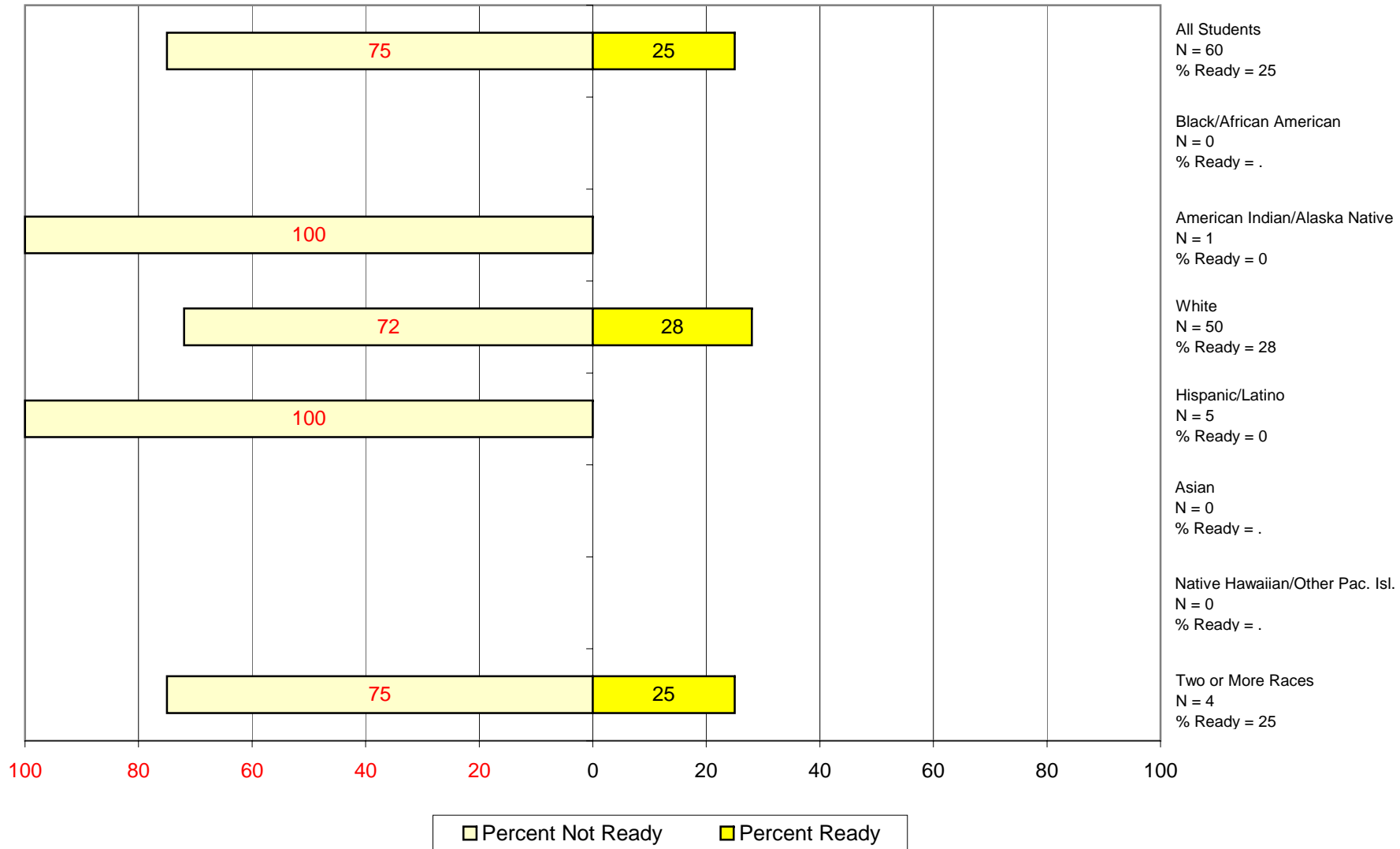
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE

ACT Science Benchmark Score = **24**



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

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



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

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

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	10	17	23.3	.	5	14	25.6	.	5	20	21.0	.
Eng 9, Eng 10, Eng 11, Eng 12	50	83	20.9	.	30	86	20.8	.	20	80	21.0	.
Less than 4 years of English	0	0	.	-	0	0	.	-	0	0	.	-
Zero years / no English courses reported	0	0	.	-	0	0	.	-	0	0	.	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	8	13	22.8	.	5	14	24.2	.	3	12	20.3	.
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	3	5	22.3	.	1	3	25.0	.	2	8	21.0	.
Alg 1, Alg 2, Geom, & Trig	1	2	18.0	.	1	3	18.0	.	0	0	.	.
Alg 1, Alg 2, Geom, & Other Adv Math	19	32	21.2	.	13	37	21.0	.	6	24	21.7	.
Other comb of 4 or more years of Math	26	43	22.0	.	13	37	22.7	.	13	52	21.2	.
Alg 1, Alg 2, & Geom	0	0	.	-	0	0	.	-	0	0	.	-
Other comb of 3 or 3.5 years of Math	3	5	19.7	.	2	6	21.0	.	1	4	17.0	.
Less than 3 years of Math	0	0	.	-	0	0	.	-	0	0	.	-
Zero years / no Math courses reported	0	0	.	-	0	0	.	-	0	0	.	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	0	0	.	-	0	0	.	-	0	0	.	-
Other comb of 4 or more years Social Science	52	87	22.1	.	30	86	22.4	.	22	88	21.7	.
US Hist, World Hist, & Am Gov	0	0	.	-	0	0	.	-	0	0	.	-
Other comb of 3 or 3.5 years of Social Science	8	13	16.6	.	5	14	16.4	.	3	12	17.0	.
Less than 3 years of Social Science	0	0	.	-	0	0	.	-	0	0	.	-
Zero years / no Social Science courses reported	0	0	.	-	0	0	.	-	0	0	.	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	47	78	21.9	.	29	83	22.4	.	18	72	21.1	.
Bio, Chem, Phys	8	13	23.0	.	4	11	24.8	.	4	16	21.3	.
Gen Sci ² , Bio, Chem	5	8	19.8	.	2	6	17.0	.	3	12	21.7	.
Other comb of 3 years of Natural Science	0	0	.	-	0	0	.	-	0	0	.	-
Less than 3 years of Natural Science	0	0	.	-	0	0	.	-	0	0	.	-
Zero years / no Natural Science courses reported	0	0	.	-	0	0	.	-	0	0	.	-

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

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	School				State			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	10	17	23.3	100	18,852	19	19.7	61
Eng 9, Eng 10, Eng 11, Eng 12	50	83	20.9	76	79,717	78	19.7	60
Less than 4 years of English	0	0	.	.	1,315	1	17.0	43
Zero years / no English courses reported	0	0	.	.	1,685	2	16.0	37
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	8	13	22.8	50	4,309	4	24.1	68
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	3	5	22.3	67	3,610	4	22.9	65
Alg 1, Alg 2, Geom, & Trig	1	2	18.0	0	2,476	2	20.5	42
Alg 1, Alg 2, Geom, & Other Adv Math	19	32	21.2	53	26,482	26	20.4	41
Other comb of 4 or more years of Math	26	43	22.0	54	41,523	41	23.4	63
Alg 1, Alg 2, & Geom	0	0	.	.	11,412	11	17.6	14
Other comb of 3 or 3.5 years of Math	3	5	19.7	33	8,839	9	20.2	37
Less than 3 years of Math	0	0	.	.	1,204	1	16.8	12
Zero years / no Math courses reported	0	0	.	.	1,714	2	18.8	26
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	0	0	.	.	611	1	21.5	52
Other comb of 4 or more years Social Science	52	87	22.1	63	86,051	85	21.0	50
US Hist, World Hist, & Am Gov	0	0	.	.	462	0	18.7	33
Other comb of 3 or 3.5 years of Social Science	8	13	16.6	13	10,887	11	19.4	38
Less than 3 years of Social Science	0	0	.	.	1,845	2	18.9	37
Zero years / no Social Science courses reported	0	0	.	.	1,713	2	17.5	28
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	47	78	21.9	30	62,946	62	21.0	30
Bio, Chem, Phys	8	13	23.0	50	25,281	25	21.4	33
Gen Sci ¹ , Bio, Chem	5	8	19.8	20	8,200	8	18.9	12
Other comb of 3 years of Natural Science	0	0	.	.	498	0	20.1	21
Less than 3 years of Natural Science	0	0	.	.	2,925	3	18.1	11
Zero years / no Natural Science courses reported	0	0	.	.	1,719	2	18.5	13

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

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

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

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

Planned Educational Major ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	2	3	26.5	0	0	.	2	3	26.5
Architecture	0	0	.	0	0	.	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	1	2	21.0	0	0	.	1	2	21.0
Business	8	13	20.6	1	50	18.0	7	12	21.0
Communications	0	0	.	0	0	.	0	0	.
Community, Family, & Personal Services	1	2	26.0	0	0	.	1	2	26.0
Computer Science & Mathematics	0	0	.	0	0	.	0	0	.
Education	6	10	19.2	0	0	.	6	10	19.2
Engineering	2	3	21.5	0	0	.	2	3	21.5
Engineering Technology & Drafting	0	0	.	0	0	.	0	0	.
English & Foreign Languages	0	0	.	0	0	.	0	0	.
Health Administration & Assisting	1	2	23.0	0	0	.	1	2	23.0
Health Sciences & Technologies	15	25	21.1	0	0	.	15	26	21.1
Philosophy, Religion, & Theology	1	2	29.0	0	0	.	1	2	29.0
Repair, Production, & Construction	1	2	25.0	0	0	.	1	2	25.0
Sciences: Biological & Physical	7	12	23.7	0	0	.	7	12	23.7
Social Sciences & Law	4	7	23.0	0	0	.	4	7	23.0
Undecided	11	18	20.5	1	50	14.0	10	17	21.1
No Response	0	0	.	0	0	.	0	0	.

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

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

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

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

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	1	18.0	0	.	0	.	1	18.0	0	.
2-yr College Degree	1	14.0	0	.	0	.	1	14.0	0	.
Bachelors Degree	36	21.2	0	.	1	18.0	32	21.3	2	20.5
Graduate Study	6	25.0	0	.	0	.	6	25.0	0	.
Prof. Level Degree	16	22.2	0	.	0	.	10	23.7	3	18.7
Other	0	.	0	.	0	.	0	.	0	.
No Response	0	.	0	.	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	1	18.0	0	.	0	.	0	.	0	.
2-yr College Degree	1	14.0	0	.	0	.	0	.	0	.
Bachelors Degree	36	21.2	0	.	0	.	1	21.0	0	.
Graduate Study	6	25.0	0	.	0	.	0	.	0	.
Prof. Level Degree	16	22.2	0	.	0	.	3	20.7	0	.
Other	0	.	0	.	0	.	0	.	0	.
No Response	0	.	0	.	0	.	0	.	0	.

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

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

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
WEST TEXAS A&M UNIVERSITY	Texas	28	5	23	0	4	25	43	18	11	0
TEXAS TECH UNIVERSITY	Texas	22	8	14	0	0	14	68	18	0	0
AMARILLO COLLEGE	Texas	11	4	7	0	9	27	64	0	0	0
TEXAS A&M UNIVERSITY-MAIN CAMPUS	Texas	11	7	4	0	0	9	45	27	18	0
UNIVERSITY OF NORTH TEXAS	Texas	9	3	6	0	0	22	44	11	22	0
OKLAHOMA STATE UNIVERSITY	Oklahoma	6	2	4	0	0	33	67	0	0	0
UNIV OF TEXAS AT AUSTIN	Texas	6	0	6	0	0	17	33	33	17	0
BAYLOR UNIVERSITY	Texas	4	1	3	0	0	25	50	0	25	0
NCAA ELIGIBILITY CENTER	Indiana	4	2	2	0	0	50	50	0	0	0
SOUTH PLAINS COLLEGE	Texas	4	0	4	0	0	25	50	0	25	0
TEXAS STATE UNIVERSITY-SAN MARCOS	Texas	4	1	3	0	0	25	25	50	0	0
ABILENE CHRISTIAN UNIVERSITY	Texas	3	0	3	0	0	33	0	67	0	0
COLORADO STATE UNIVERSITY	Colorado	3	0	3	0	0	33	67	0	0	0
TEXAS A&M UNIVERSITY AT GALVESTON	Texas	3	1	2	0	0	33	33	0	33	0
ANGELO STATE UNIVERSITY	Texas	2	1	1	0	0	50	50	0	0	0
COLORADO SCHOOL OF MINES	Colorado	2	1	1	0	0	0	0	50	50	0
EASTERN NEW MEXICO UNIVERSITY	New Mexico	2	1	1	0	0	0	100	0	0	0
JOHNSON & WALES UNIVERSITY-DENVER	Colorado	2	1	1	0	0	0	100	0	0	0
LUBBOCK CHRISTIAN UNIVERSITY	Texas	2	0	2	0	0	50	50	0	0	0
OKLAHOMA CITY UNIVERSITY	Oklahoma	2	0	2	0	0	50	50	0	0	0
TEXAS CHRISTIAN UNIVERSITY	Texas	2	1	1	0	0	0	100	0	0	0
UNIVERSITY OF OKLAHOMA	Oklahoma	2	1	1	0	0	0	50	50	0	0
YALE UNIVERSITY	Connecticut	2	0	2	0	0	0	100	0	0	0
CLARENDON COLLEGE	Texas	1	1	0	0	100	0	0	0	0	0
COLLINS COLLEGE	Arizona	1	0	1	0	0	100	0	0	0	0
CONCORDIA UNIVERSITY-NE	Nebraska	1	0	1	0	0	0	100	0	0	0
DALLAS BAPTIST UNIVERSITY	Texas	1	1	0	0	0	0	100	0	0	0
DUKE UNIVERSITY	North Carolina	1	0	1	0	0	0	0	0	100	0
ELON UNIVERSITY	North Carolina	1	1	0	0	0	0	0	0	100	0
FRANK PHILLIPS COLLEGE	Texas	1	1	0	0	0	0	100	0	0	0
All Other Institutions		22	6	16	0	0	5	82	5	9	0
Total		165	50	115	0	2	19	56	13	10	0

Section V

Optional Writing Test Results

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

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

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	School	State	School	State	School	State	School	State
All Students	44	77,776	21.5	20.1	6.0	6.5	19.8	19.2
Black/African American	0	8,726	.	16.5	.	6.0	.	16.0
American Indian/Alaska Native	0	327	.	21.1	.	6.5	.	19.9
White	37	31,263	21.7	23.2	5.9	6.9	19.8	21.8
Hispanic/Latino	4	28,830	17.8	17.0	6.3	6.2	17.3	16.6
Asian	0	3,999	.	24.4	.	7.6	.	23.3
Native Hawaiian/Other Pac. Isl.	0	73	.	18.8	.	6.6	.	18.3
Two or more races	3	1,684	24.0	21.4	6.7	6.7	22.3	20.3
Prefer not/No Response	0	2,874	.	20.7	.	6.6	.	19.7
Males	24	33,885	21.4	19.8	6.0	6.3	19.7	18.8
Females	20	43,882	21.7	20.2	6.0	6.7	19.9	19.5
Missing	0	9	.	14.2	.	5.3	.	13.8

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

