



# Profile Report - Custom

Graduating Class 2018

Independent Schools Association of the Central States

## New to your 2018 Profile Report

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

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

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

# Table of Contents

## Section I: Executive Summary

Page 5

Average Composite Scores: 5 Years of Testing  
 Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing  
 Percent Meeting STEM Benchmark: 5 Years of Testing  
 Percent Taking A Core Curriculum: 5 Years of Testing  
 Five Year Trends—Percent of Students Who Met  
     College Readiness Benchmarks  
 Five Year Trends—Average ACT Scores  
 Five Year Trends—Average ACT Scores by Level of Preparation  
 Five Year Trends—Percent and Average Composite Score  
     by Race/Ethnicity  
 Five Year Trends—Achievement in STEM  
 Proficiency Toward Understanding Complex Text  
 Average ACT College Reportable Scores by Test Session Duration  
 Percent of Students Who Met College Readiness Benchmark Scores  
     by Test Session Duration

## Section II: Academic Achievement

Page 11

Average ACT Composite Scores by Race and Core Curriculum Status  
 ACT Score Distributions, Cumulative Percents, and Averages  
 Subject Area Reporting Categories  
 Average ACT Composite Scores for Race/Ethnicity  
     by Level of Preparation  
 Average ACT Scores by Race/Ethnicity  
 Average ACT Composite Scores for Gender by Level of Preparation  
 Average ACT Scores by Gender  
 ACT Score Quartile Values

## Section III: College Readiness & Impact of Course Rigor

Page 17

Percent of Students Meeting 3 or 4 College Readiness  
     Benchmarks by Core College Curriculum Status  
 Percent of Students in College and Career Readiness Standards (CCRS)  
     Score Ranges  
 Percent of Students Who Met ACT College Readiness Benchmark Scores  
     by Gender  
 Percent of Students Who Met ACT College Readiness Benchmark Scores  
     by Race/Ethnicity  
 Likely ACT National Career Readiness Certificate (NCRC) Level  
     Based Upon ACT Composite Score  
 College Readiness Benchmark Percent and Average ACT Scores  
     by Overall High School Curriculum  
 College Readiness Benchmark Percent and Average ACT Scores  
     by Content-Specific Curriculum  
 College Readiness Benchmark Percent and Average ACT Scores  
     by Common Course Patterns  
 College Readiness Benchmark Percent and Average ACT Scores  
     for Gender by Common Course Patterns

## Section IV: Career and Educational Aspirations

Page 25

Average ACT Composite Scores  
     by Race and Student Postsecondary Aspirations  
 Distribution of Planned Educational Majors for All Students  
     by College Plans  
 Average ACT Composite Scores for Racial/Ethnic Groups  
     by Post-Secondary Educational Aspirations  
 Students' Score Report Preferences at Time of Testing

## Section V: Optional Writing Test Results

Page 31

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

We are pleased to provide this 2018 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2018 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](http://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](http://www.act.org)

## How to Improve Scores and Increase College Readiness

63% 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:** 8,073 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. 71% 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 1% of the cohort took less than three years of math courses. Of these students, 39% were college ready. 3% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 29% of these students were college ready. In comparison, 80% 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 4% of the cohort took less than three years of natural science courses. 50% of these students were college ready. In comparison, 75% 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 17% 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](http://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.

# Section I

## Executive Summary

Total Students in Report: 8,073

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

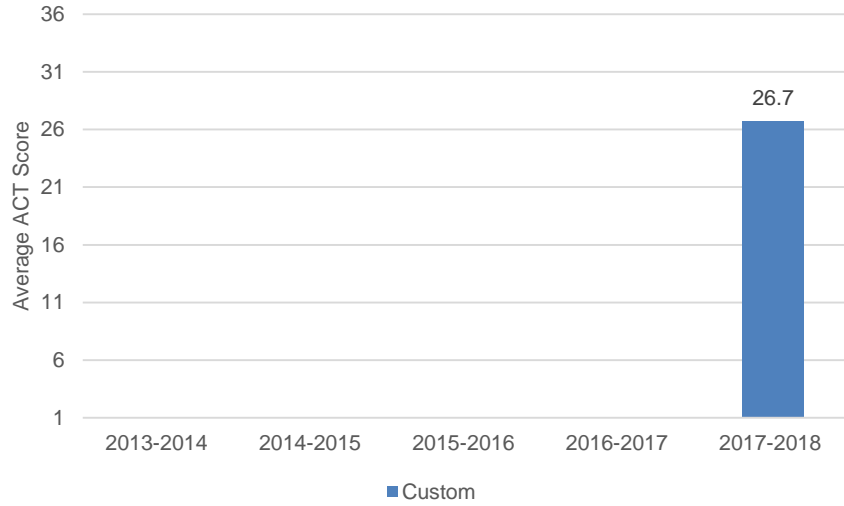


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing\*

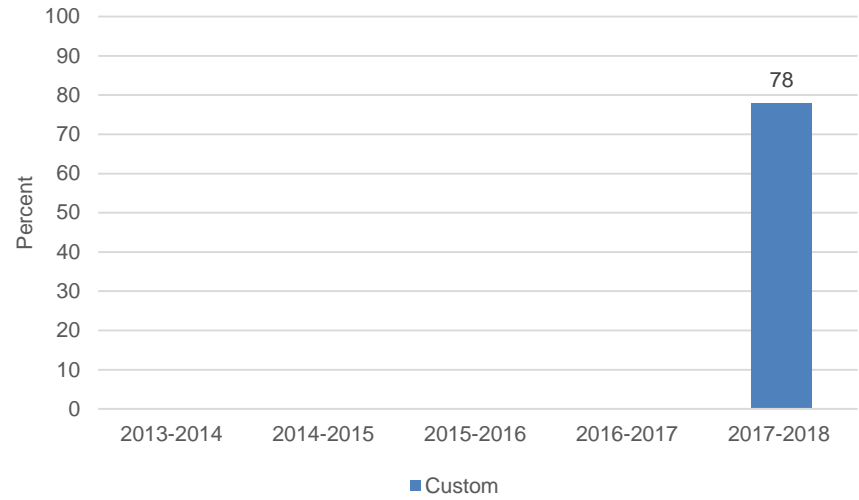


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing\*

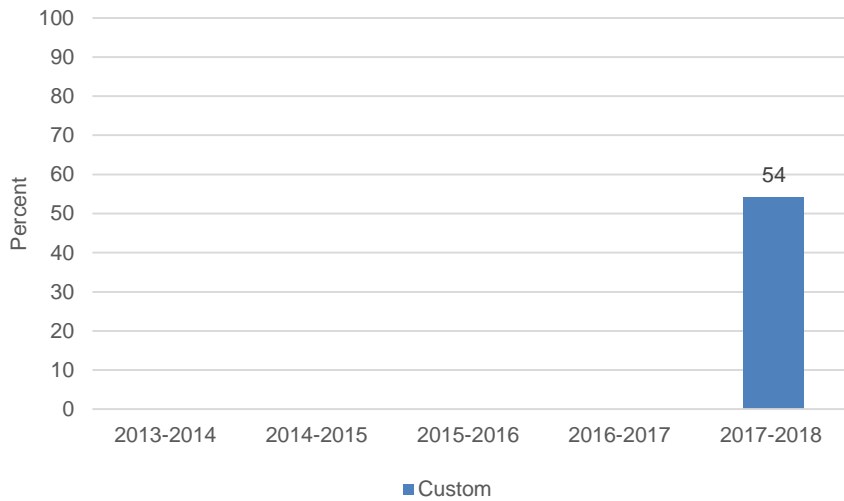
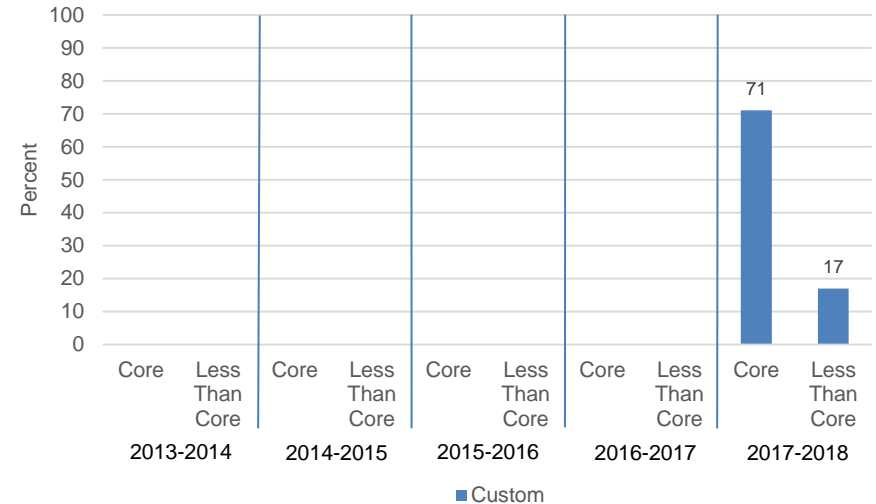


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing\*



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



Total Students in Report: 8,073

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

Year	Number of Students	Percent Who Met Benchmarks				
	Tested Custom	English Custom	Mathematics Custom	Reading Custom	Science Custom	Met All Four Custom
2014	0	.	.	.	.	.
2015	0	.	.	.	.	.
2016	0	.	.	.	.	.
2017	0	.	.	.	.	.
<b>2018</b>	<b>8,073</b>	<b>93</b>	<b>77</b>	<b>81</b>	<b>73</b>	<b>63</b>

**Table 1.2. Five Year Trends—Average ACT Scores**

Year	Number of Students	Average ACT Scores				
	Tested Custom	English Custom	Mathematics Custom	Reading Custom	Science Custom	Composite Custom
2014	0	.	.	.	.	.
2015	0	.	.	.	.	.
2016	0	.	.	.	.	.
2017	0	.	.	.	.	.
<b>2018</b>	<b>8,073</b>	<b>27.5</b>	<b>25.8</b>	<b>27.3</b>	<b>25.9</b>	<b>26.7</b>

**Table 1.3. Five Year Trends—Average ACT Scores Statewide (table omitted for this report)**

Total Students in Report: 8,073

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

Year	Number of Students Tested		Percent <sup>2</sup>		Average ACT Scores									
	Core or More <sup>1</sup>	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
2014	0	0	.	.	.	.	.	.	.	.	.	.	.	.
2015	0	0	.	.	.	.	.	.	.	.	.	.	.	.
2016	0	0	.	.	.	.	.	.	.	.	.	.	.	.
2017	0	0	.	.	.	.	.	.	.	.	.	.	.	.
<b>2018</b>	<b>5,707</b>	<b>1,404</b>	<b>71</b>	<b>17</b>	<b>28.0</b>	<b>27.0</b>	<b>26.1</b>	<b>25.7</b>	<b>27.6</b>	<b>26.7</b>	<b>26.0</b>	<b>25.6</b>	<b>27.1</b>	<b>26.4</b>

<sup>1</sup>"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.

<sup>2</sup>Percent 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	2014			2015			2016			2017			2018		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
<b>All Students</b>	<b>0</b>	.	.	<b>0</b>	.	.	<b>0</b>	.	.	<b>0</b>	.	.	<b>8,073</b>	<b>100</b>	<b>26.7</b>
Black/African American	0	.	.	0	.	.	0	.	.	0	.	.	612	8	22.1
American Indian/Alaska Native	0	.	.	0	.	.	0	.	.	0	.	.	14	0	23.4
White	0	.	.	0	.	.	0	.	.	0	.	.	4,768	59	27.2
Hispanic/Latino	0	.	.	0	.	.	0	.	.	0	.	.	461	6	25.0
Asian	0	.	.	0	.	.	0	.	.	0	.	.	686	8	28.4
Native Hawaiian/Other Pacific Islander	0	.	.	0	.	.	0	.	.	0	.	.	6	0	27.0
Two or more races	0	.	.	0	.	.	0	.	.	0	.	.	327	4	26.6
Prefer not to respond/No response	0	.	.	0	.	.	0	.	.	0	.	.	1,199	15	27.0

Total Students in Report: 8,073

**Table 1.6. Five Year Trends—Achievement in STEM<sup>1</sup>**

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
	Custom	Custom	Custom	Custom	Custom
2014	0	.	.	.	.
2015	0	.	.	.	.
2016	0	.	.	.	.
2017	0	.	.	.	.
<b>2018</b>	<b>8,073</b>	<b>26.1</b>	<b>54</b>	<b>29.8</b>	<b>29.8</b>

<sup>1</sup>The STEM score describes students' overall proficiency in mathematics and science.

**Table 1.7. Proficiency In Understanding Complex Texts<sup>1</sup>**

Year	Text Complexity Proficiency Level								
	Below Proficient			Proficient			Above Proficient		
	N	Percent	Avg. Reading	N	Percent	Avg. Reading	N	Percent	Avg. Reading
Custom	Custom	Custom	Custom	Custom	Custom	Custom	Custom	Custom	Custom
2014	0	.	.	0	.	.	0	.	.
2015	0	.	.	0	.	.	0	.	.
2016	0	.	.	0	.	.	0	.	.
2017	0	.	.	0	.	.	0	.	.
<b>2018</b>	<b>1,563</b>	<b>19</b>	<b>18.4</b>	<b>2,280</b>	<b>28</b>	<b>24.6</b>	<b>4,230</b>	<b>52</b>	<b>32.1</b>

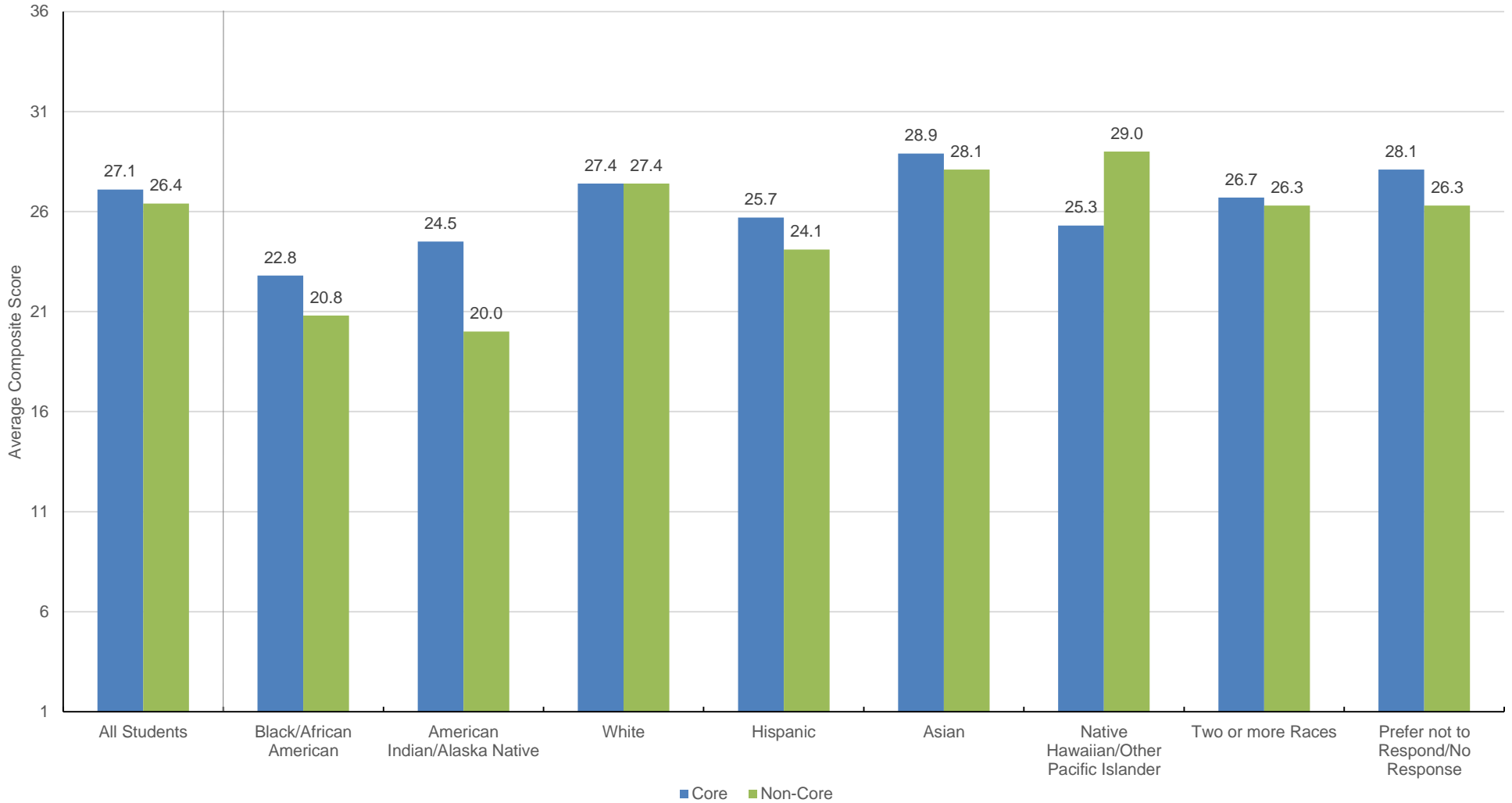
<sup>1</sup>The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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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.

Total Students in Report: 8,073

Table 2.1. ACT Score Distributions, Cumulative Percents (CP<sup>1</sup>), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA <sup>2</sup>		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	469	100	135	100	409	100	284	100	73	100	136	100	3	100	36
35	1,002	94	351	98	642	95	283	96	332	99	268	98	24	99	35
34	621	82	297	94	646	87	313	93	425	95	318	95	115	99	34
33	400	74	314	90	542	79	383	89	503	90	333	91	255	97	33
32	352	69	248	86	500	72	199	84	512	83	374	87	303	92	32
31	302	65	360	83	426	66	397	82	497	77	430	82	398	85	31
30	338	61	410	79	396	61	407	77	491	71	405	77	440	77	30
29	327	57	464	74	227	56	358	72	491	65	472	72	378	68	29
28	262	53	577	68	409	53	394	67	499	59	503	66	317	60	28
27	418	50	660	61	312	48	421	63	516	53	532	60	302	53	27
26	390	44	625	53	357	44	467	57	494	46	598	53	285	47	26
25	479	40	576	45	363	40	681	52	472	40	587	46	312	41	25
24	519	34	470	38	484	35	687	43	482	34	564	39	262	34	24
23	449	27	378	32	450	29	631	35	447	28	454	32	272	29	23
22	325	22	316	27	396	24	443	27	415	23	422	26	230	23	22
21	334	18	242	23	282	19	482	21	340	18	387	21	185	18	21
20	214	13	306	20	268	15	272	15	300	13	338	16	156	14	20
19	159	11	241	17	230	12	299	12	220	10	283	12	137	11	19
18	110	9	327	14	143	9	189	8	157	7	217	8	77	8	18
17	106	7	300	10	167	7	132	6	114	5	169	6	82	6	17
16	127	6	233	6	109	5	114	4	96	4	117	4	50	5	16
15	113	5	127	3	80	4	73	3	82	2	74	2	47	3	15
14	76	3	92	1	82	3	52	2	41	1	50	1	25	2	14
13	42	2	19	1	45	2	36	1	39	1	28	1	28	2	13
12	43	2	5	1	57	1	32	1	26	1	11	1	27	1	12
11	49	1	0	1	23	1	15	1	6	1	2	1	13	1	11
10	21	1	0	1	19	1	19	1	3	1	1	1	7	1	10
9	13	1	0	1	3	1	5	1	0	1	0	1	8	1	9
8	6	1	0	1	5	1	1	1	0	1	0	1	6	1	8
7	3	1	0	1	0	1	2	1	0	1	0	1	3	1	7
6	3	1	0	1	0	1	0	1	0	1	0	1	1	1	6
5	1	1	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	2	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1
Avg (SD)	27.5 (6.4)		25.8 (5.5)		27.3 (6.2)		25.9 (5.5)		26.7 (5.3)		26.1 (5.2)		26.2 (5.1)		Avg (SD)

<sup>1</sup> CP is the cumulative percent of students at or below a score point.

<sup>2</sup> 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<sup>1</sup>

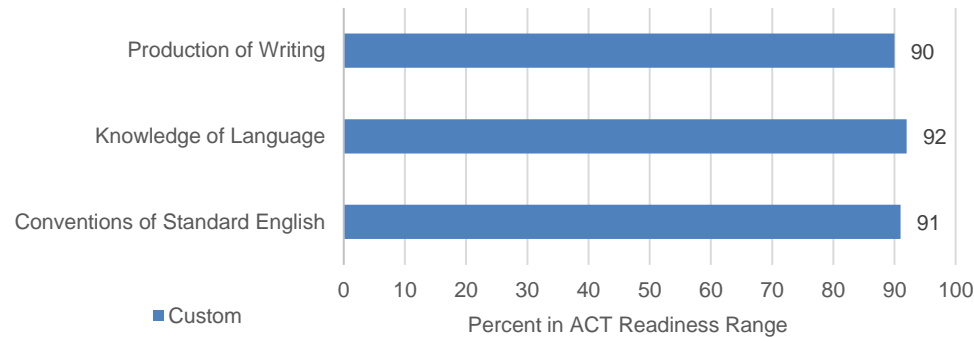


Figure 2.3. Math Reporting Categories<sup>1</sup>

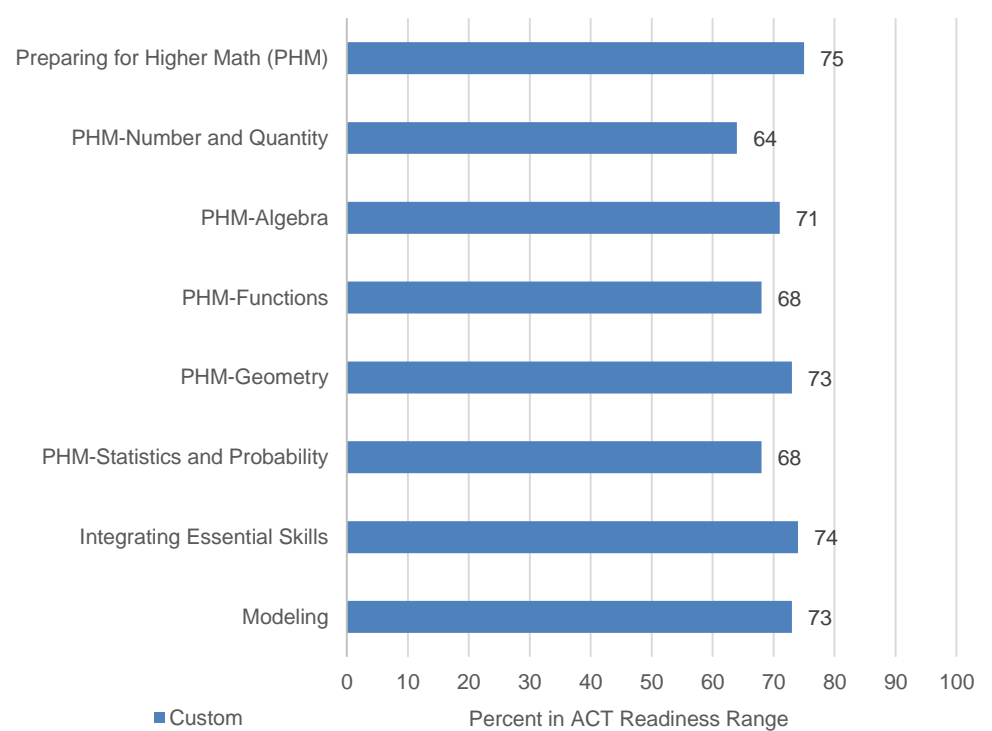


Figure 2.4. Reading Reporting Categories<sup>1</sup>

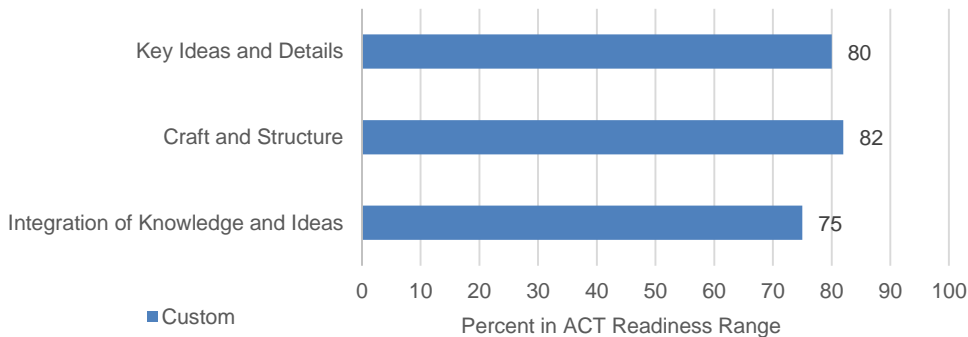
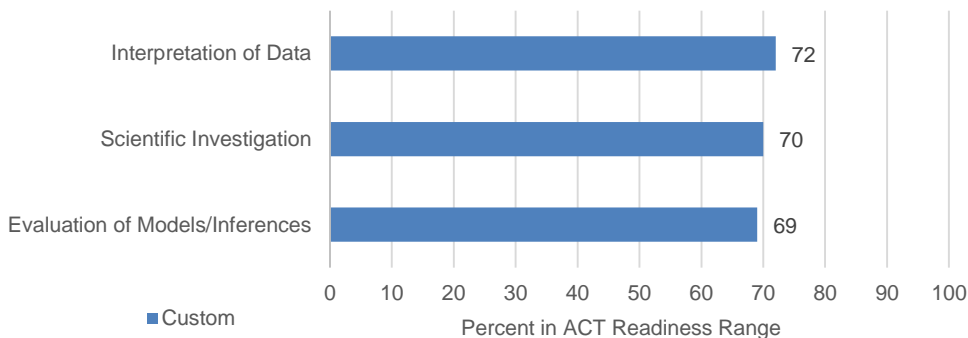


Figure 2.5. Science Reporting Categories<sup>1</sup>



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.

<sup>1</sup> Reporting Categories are reported only for testing events beginning September 2016 .



Total Students in Report: 8,073

**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 <sup>1</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
	<b>All Students</b>	<b>8,073</b>	<b>71</b>	<b>27.1</b>	<b>26.4</b>
	Black/African American	612	73	22.8	20.8
	American Indian/Alaska Native	14	79	24.5	20.0
	White	4,768	79	27.4	27.4
<b>Custom</b>	Hispanic/Latino	461	74	25.7	24.1
	Asian	686	72	28.9	28.1
	Native Hawaiian/Other Pacific Islander	6	50	25.3	29.0
	Two or More Races	327	75	26.7	26.3
	Prefer not/No Response	1,199	36	28.1	26.3

<sup>1</sup> "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
	<b>All Students</b>	<b>8,073</b>	<b>100</b>	27.5	25.8	27.3	25.9	26.7	26.1
	Black/African American	612	8	22.4	21.4	22.7	21.5	22.1	21.7
	American Indian/Alaska Native	14	0	23.4	21.4	25.4	22.9	23.4	22.3
	White	4,768	59	28.2	26.0	27.9	26.3	27.2	26.4
<b>Custom</b>	Hispanic/Latino	461	6	25.5	24.2	25.7	24.2	25.0	24.4
	Asian	686	8	28.8	29.5	27.2	27.5	28.4	28.7
	Native Hawaiian/Other Pacific Islander	6	0	26.7	25.5	27.3	28.0	27.0	27.0
	Two or More Races	327	4	27.4	25.6	27.1	25.7	26.6	25.9
	Prefer not/No Response	1,199	15	27.4	25.5	28.1	26.3	27.0	26.1

Total Students in Report: 8,073

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

Student Group	Gender	Number of Students Tested	Percent Taking Core or More <sup>1</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
Custom	Males	4,142	70	27.2	26.4
	Females	3,924	72	27.0	26.4
	No Response	7	29	21.5	13.0

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

**Table 2.5. Average ACT Scores by Gender**

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
Custom	Males	4,142	51	27.0	26.3	26.9	26.2	26.7	26.5
	Females	3,924	49	28.1	25.2	27.8	25.5	26.8	25.6
	No Response	7	0	23.6	20.9	23.4	23.1	22.6	22.1

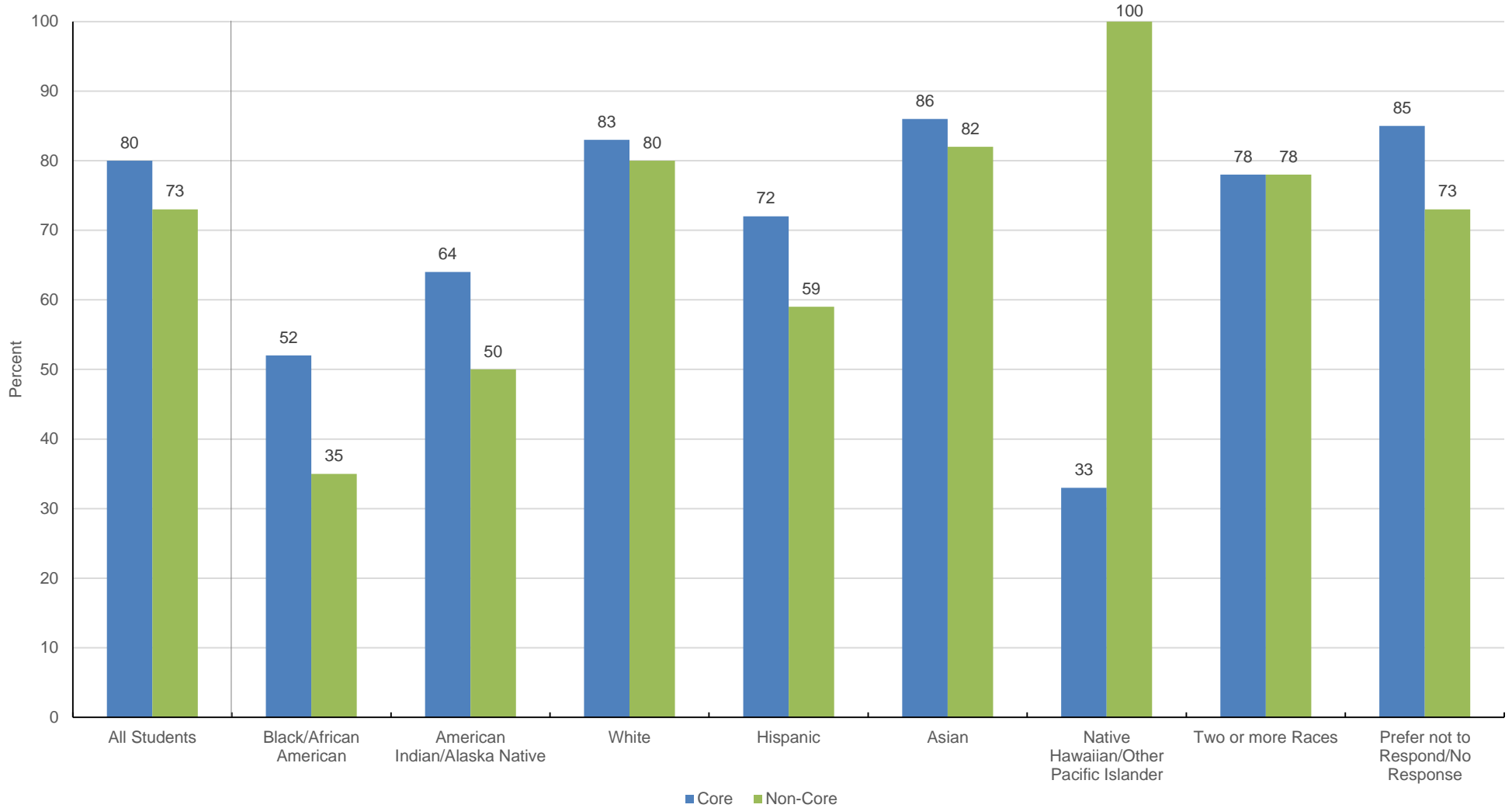
**Table 2.6. ACT Score Quartile Values**

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	34	30	33	30	31
Q2 (50th Percentile)	28	26	28	25	27
Q1 (25th Percentile)	23	22	23	22	23

# 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.

Total Students in Report: 8,073

**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	%
Custom	33 to 36	2,492	31	1,097	14	2,239	28	1,263	16
	28 to 32	1,581	20	2,059	26	1,958	24	1,755	22
	24 to 27	1,806	22	2,331	29	1,516	19	2,256	28
	20 to 23	1,322	16	1,242	15	1,396	17	1,828	23
	16 to 19	502	6	1,101	14	649	8	734	9
	13 to 15	231	3	238	3	207	3	161	2
	01 to 12	139	2	5	0	108	1	76	1

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

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
Custom	Males	91	78	78	74	64
	Females	95	75	84	72	62
	No Response	71	43	57	43	29

Total Students in Report: 8,073

**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 %
Custom	All Students	8,073	93	77	81	73	63	54
	Black/African American	612	76	47	58	41	31	21
	American Indian/Alaska Native	14	71	43	64	57	43	21
	White	4,768	95	80	85	77	68	57
	Hispanic/Latino	461	87	66	74	62	52	42
	Asian	686	92	91	77	81	70	73
	Native Hawaiian/Other Pacific Islander	6	100	67	67	100	67	67
	Two or More Races	327	94	75	79	75	61	51
	Prefer Not to Respond	1,199	92	73	84	75	64	56

**Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score<sup>1</sup>**

Student Group	ACT NCRC Level <sup>2</sup>	N	%	Average Composite
Custom	Gold or Higher	5,305	66	29.9
	Silver	2,475	31	21.4
	Bronze	258	3	14.9
	Needs Improvement	35	0	11.7

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

<sup>2</sup> Additional information on the ACT NCRC can be found at [www.act.org](http://www.act.org).

Total Students in Report: 8,073

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

Student Group	Curriculum Taken <sup>1</sup>	N	English		Mathematics		Reading		Science		Composite <sup>4</sup>		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
Custom	Core or More <sup>2</sup>	5,707	95	28.0	79	26.1	83	27.6	75	26.0	66	27.1	55	26.3
	Less than Core	1,404	90	27.0	75	25.7	76	26.7	70	25.6	60	26.4	54	25.9
	Missing <sup>3</sup>	962	83	25.2	62	24.0	77	26.7	66	25.2	54	25.4	47	24.8

<sup>1</sup> "Curriculum Taken" reflects overall high school curriculum in this table.

<sup>2</sup> "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.

<sup>3</sup> Zero years or no coursework information reported in one or more content areas.

<sup>4</sup> 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 <sup>1</sup>	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
Custom	Core or More <sup>2</sup>	6,955	94	27.9	7,042	79	26.0	6,089	82	27.4	6,803	75	26.1
	Less than Core	173	75	22.5	83	39	22.1	1,034	80	27.6	319	50	22.5
	Missing <sup>3</sup>	945	83	25.3	948	62	24.0	950	77	26.8	951	67	25.3

<sup>1</sup> "Curriculum Taken" reflects content-specific curriculum in this table.

<sup>2</sup> "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.

<sup>3</sup> Zero years or no coursework information reported in the specified content area.

Total Students in Report: 8,073

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

Course Pattern		Custom		
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
<b>ENGLISH COURSE PATTERN</b>				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,003	25	28.0	94
Eng 9, Eng 10, Eng 11, Eng 12	4,952	61	27.9	94
Less than 4 years of English	173	2	22.5	75
Zero years / no English courses reported	945	12	25.3	83
<b>MATHEMATICS COURSE PATTERN</b>				
	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	662	8	26.7	87
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	474	6	23.1	65
Alg 1, Alg 2, Geom, & Trig	255	3	21.9	53
Alg 1, Alg 2, Geom, & Other Adv Math	764	9	21.7	53
Other comb of 4 or more years of Math	4,384	54	27.7	88
Alg 1, Alg 2, & Geom	202	3	19.0	29
Other comb of 3 or 3.5 years of Math	301	4	24.7	71
Less than 3 years of Math	83	1	22.1	39
Zero years / no Math courses reported	948	12	24.0	62
<b>SOCIAL SCIENCE COURSE PATTERN</b>				
	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	571	7	27.6	82
Other comb of 4 or more years Social Science	3,414	42	27.5	84
US Hist, World Hist, & Am Gov	344	4	25.6	74
Other comb of 3 or 3.5 years of Social Science	1,760	22	27.4	81
Less than 3 years of Social Science	1,034	13	27.6	80
Zero years / no Social Science courses reported	950	12	26.8	77
<b>NATURAL SCIENCE COURSE PATTERN</b>				
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	4,416	55	26.4	78
Bio, Chem, Phys	1,632	20	26.8	78
Gen Sci <sup>1</sup> , Bio, Chem	689	9	23.1	54
Other comb of 3 years of Natural Science	66	1	23.8	59
Less than 3 years of Natural Science	319	4	22.5	50
Zero years / no Natural Science courses reported	951	12	25.3	67

<sup>1</sup>Includes General, Physical and Earth Sciences.



Total Students in Report: 8,073

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

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
<b>ENGLISH COURSE PATTERN</b>												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,003	25	28.0	94	972	23	27.7	93	1,031	26	28.4	96
Eng 9, Eng 10, Eng 11, Eng 12	4,952	61	27.9	94	2,534	61	27.4	93	2,415	62	28.4	95
Less than 4 years of English	173	2	22.5	75	101	2	22.2	70	72	2	22.9	82
Zero years / no English courses reported	945	12	25.3	83	535	13	24.4	78	406	10	26.5	91
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	662	8	26.7	87	332	8	27.0	87	329	8	26.5	88
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	474	6	23.1	65	204	5	23.5	69	270	7	22.8	62
Alg 1, Alg 2, Geom, & Trig	255	3	21.9	53	123	3	22.0	52	132	3	21.9	54
Alg 1, Alg 2, Geom, & Other Adv Math	764	9	21.7	53	332	8	22.0	55	431	11	21.4	52
Other comb of 4 or more years of Math	4,384	54	27.7	88	2,307	56	28.3	90	2,077	53	26.9	86
Alg 1, Alg 2, & Geom	202	3	19.0	29	105	3	19.1	31	97	2	19.0	26
Other comb of 3 or 3.5 years of Math	301	4	24.7	71	165	4	24.8	73	136	3	24.6	70
Less than 3 years of Math	83	1	22.1	39	38	1	22.5	42	44	1	21.9	36
Zero years / no Math courses reported	948	12	24.0	62	536	13	24.0	62	408	10	24.0	63
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	571	7	27.6	82	262	6	27.3	81	309	8	27.9	84
Other comb of 4 or more years Social Science	3,414	42	27.5	84	1,746	42	27.2	82	1,668	43	27.8	86
US Hist, World Hist, & Am Gov	344	4	25.6	74	170	4	25.1	75	173	4	26.2	73
Other comb of 3 or 3.5 years of Social Science	1,760	22	27.4	81	877	21	27.0	78	881	22	27.7	83
Less than 3 years of Social Science	1,034	13	27.6	80	550	13	27.1	77	484	12	28.2	83
Zero years / no Social Science courses reported	950	12	26.8	77	537	13	25.8	70	409	10	28.1	87
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	4,416	55	26.4	78	2,299	56	26.8	79	2,116	54	25.9	76
Bio, Chem, Phys	1,632	20	26.8	78	863	21	27.3	81	768	20	26.2	76
Gen Sci <sup>2</sup> , Bio, Chem	689	9	23.1	54	271	7	22.6	52	417	11	23.3	55
Other comb of 3 years of Natural Science	66	1	23.8	59	37	1	23.3	51	29	1	24.6	69
Less than 3 years of Natural Science	319	4	22.5	50	133	3	22.1	47	186	5	22.7	52
Zero years / no Natural Science courses reported	951	12	25.3	67	539	13	24.8	62	408	10	25.9	73

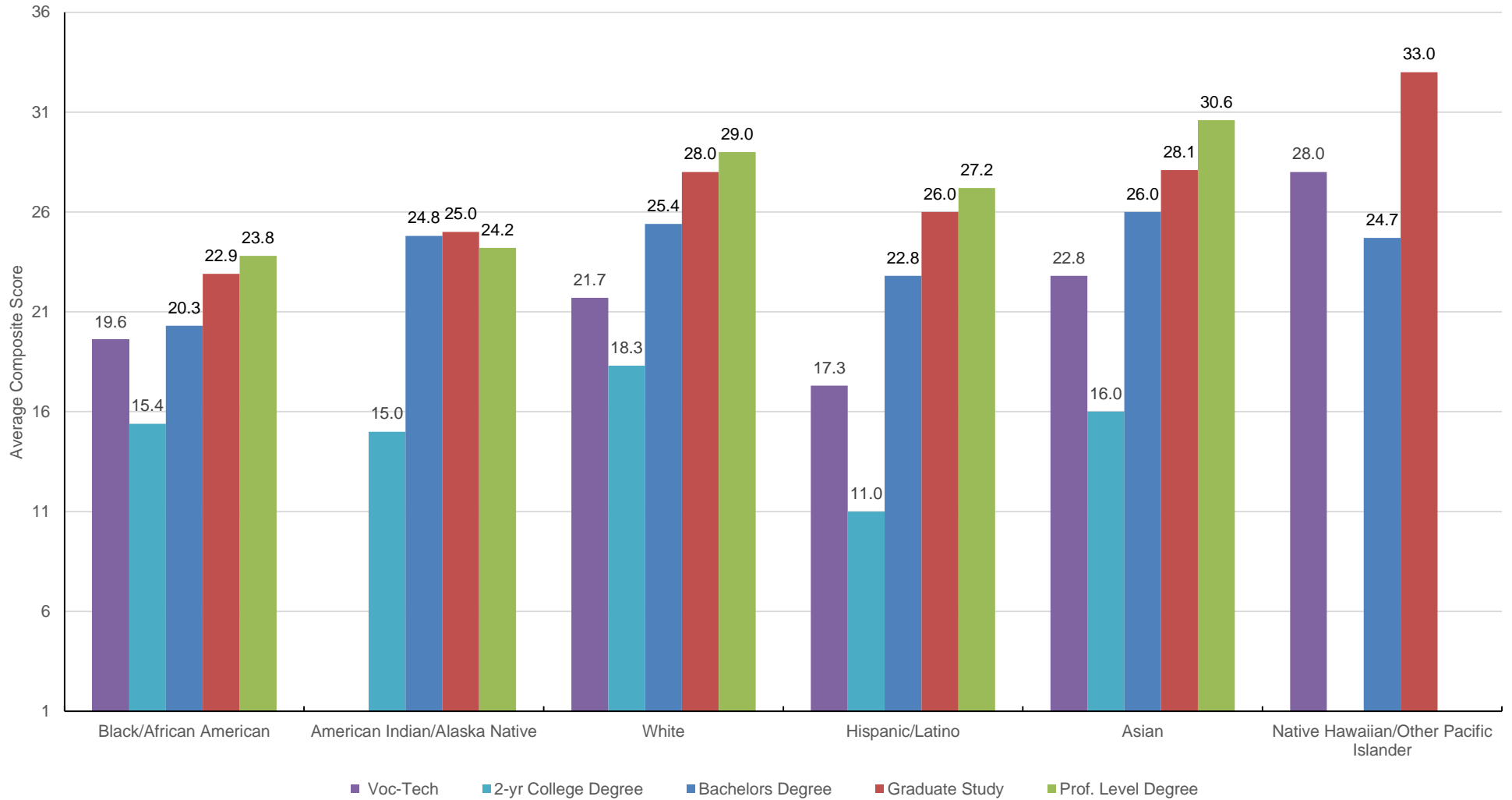
<sup>1</sup>Includes General, Physical and Earth Sciences.

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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.

Total Students in Report: 8,073

**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 <sup>1</sup>	Percent <sup>2</sup>	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	48	1	25.1	3	3	21.0	39	1	24.9
Architecture	73	1	26.5	1	1	13.0	64	1	26.6
Area, Ethnic, & Multidisciplinary Studies	15	0	24.3	0	0	.	12	0	24.5
Arts: Visual & Performing	414	5	25.5	8	9	17.4	375	6	25.6
Business	1,110	14	25.8	24	28	20.8	1,021	16	25.9
Communications	132	2	25.2	1	1	31.0	126	2	25.1
Community, Family, & Personal Services	59	1	21.1	2	2	19.5	56	1	21.3
Computer Science & Mathematics	247	3	28.9	3	3	19.7	217	3	28.7
Education	128	2	24.2	2	2	20.5	119	2	24.3
Engineering	669	8	28.6	4	5	20.8	613	10	28.6
Engineering Technology & Drafting	52	1	24.9	1	1	11.0	43	1	25.7
English & Foreign Languages	110	1	28.4	1	1	16.0	100	2	28.5
Health Administration & Assisting	59	1	23.9	0	0	.	53	1	23.7
Health Sciences & Technologies	907	11	26.4	5	6	16.8	845	13	26.4
Philosophy, Religion, & Theology	19	0	25.4	0	0	.	17	0	24.9
Repair, Production, & Construction	12	0	20.8	7	8	20.3	5	0	21.4
Sciences: Biological & Physical	711	9	28.5	1	1	14.0	664	10	28.5
Social Sciences & Law	566	7	27.1	0	0	.	533	8	27.1
Undecided	1,856	23	27.3	15	17	21.1	1,485	23	27.2
No Response	881	11	25.6	6	7	14.7	15	0	23.8

<sup>1</sup>2-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.

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

Total Students in Report: 8,073

**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	48	21.2	5	19.6	0	.	24	21.7	3	17.3
2-yr College Degree	39	16.8	12	15.4	1	15.0	19	18.3	1	11.0
Bachelors Degree	2,198	24.8	196	20.3	6	24.8	1,549	25.4	131	22.8
Graduate Study	1,987	27.5	151	22.9	1	25.0	1,376	28.0	101	26.0
Prof. Level Degree	2,219	28.5	205	23.8	5	24.2	1,256	29.0	155	27.2
Other	60	24.6	4	22.0	0	.	37	25.2	5	24.0
No Response	1,522	26.6	39	21.4	1	18.0	507	27.3	65	23.6

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	48	21.2	11	22.8	1	28.0	1	18.0	3	17.3
2-yr College Degree	39	16.8	1	16.0	0	.	0	.	5	16.0
Bachelors Degree	2,198	24.8	126	26.0	3	24.7	92	25.1	95	24.9
Graduate Study	1,987	27.5	134	28.1	1	33.0	89	26.7	134	28.6
Prof. Level Degree	2,219	28.5	286	30.6	0	.	114	27.5	198	28.5
Other	60	24.6	6	22.3	0	.	4	26.3	4	24.0
No Response	1,522	26.6	122	26.8	1	27.0	27	27.5	760	26.6

Total Students in Report: 8,073

**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
INDIANA UNIVERSITY BLOOMINGTON	Indiana	250	92	158	0	0	5	24	32	31	8
UNIVERSITY OF MICHIGAN-ANN ARBOR	Michigan	233	86	147	0	0	0	9	19	47	25
PURDUE UNIVERSITY	Indiana	208	58	150	0	0	4	21	26	32	17
OHIO STATE UNIVERSITY THE	Ohio	195	69	126	0	1	4	21	37	29	9
MIAMI UNIVERSITY	Ohio	178	39	139	0	0	6	26	29	31	8
UNIVERSITY OF CINCINNATI	Ohio	160	39	121	0	1	8	28	30	24	10
MICHIGAN STATE UNIVERSITY	Michigan	131	44	87	0	1	5	24	31	27	11
UNIV OF WISCONSIN-MADISON	Wisconsin	131	40	91	0	0	2	11	23	44	21
UNIVERSITY OF DAYTON	Ohio	126	23	103	0	0	4	21	37	33	6
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	125	40	85	0	1	6	14	30	38	12
UNIV OF MISSOURI-COLUMBIA	Missouri	124	44	80	0	4	10	34	26	23	2
UNIVERSITY OF NOTRE DAME	Indiana	108	39	69	0	0	3	7	21	41	28
NCAA ELIGIBILITY CENTER	Indiana	97	69	28	0	5	11	29	27	22	6
NORTHWESTERN UNIVERSITY	Illinois	94	28	66	0	0	1	4	12	45	38
LOYOLA UNIVERSITY OF CHICAGO	Illinois	93	19	74	0	0	4	28	34	26	8
SAINT LOUIS UNIVERSITY	Missouri	92	20	72	0	2	11	20	32	28	8
MARQUETTE UNIVERSITY	Wisconsin	88	24	64	0	0	5	15	32	39	10
UNIVERSITY OF KENTUCKY	Kentucky	86	29	57	0	2	9	35	29	23	1
UNIVERSITY OF ILLINOIS-URBANA CHAMPAIGN	Illinois	82	27	55	0	0	2	10	29	38	21
WASHINGTON UNIVERSITY IN ST LOUIS	Missouri	81	22	59	0	4	6	4	15	42	30
BUTLER UNIVERSITY	Indiana	76	16	60	0	3	5	28	39	24	1
UNIVERSITY OF CHICAGO	Illinois	74	26	48	0	0	3	3	14	38	43
MISSOURI STATE UNIVERSITY	Missouri	70	25	45	0	9	17	46	19	9	1
XAVIER UNIVERSITY-OH	Ohio	68	11	57	0	0	12	26	34	25	3
OHIO UNIVERSITY	Ohio	66	18	48	0	2	11	44	27	14	3
UNIV OF COLORADO-BOULDER	Colorado	65	12	53	0	2	6	18	35	37	2
UNIVERSITY OF KANSAS	Kansas	64	22	42	0	0	8	28	39	19	6
UNIVERSITY OF SOUTHERN CALIFORNIA	California	57	17	40	0	2	9	19	14	40	16
NEW YORK UNIVERSITY	New York	56	12	44	0	0	5	18	27	32	18
CASE WESTERN RESERVE UNIV	Ohio	55	12	43	0	0	0	5	29	38	27
All Other Institutions		5,436	1,488	3,948	1	3	11	22	24	28	11
<b>Total</b>		<b>8,769</b>	<b>2,510</b>	<b>6,259</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>21</b>	<b>25</b>	<b>30</b>	<b>12</b>

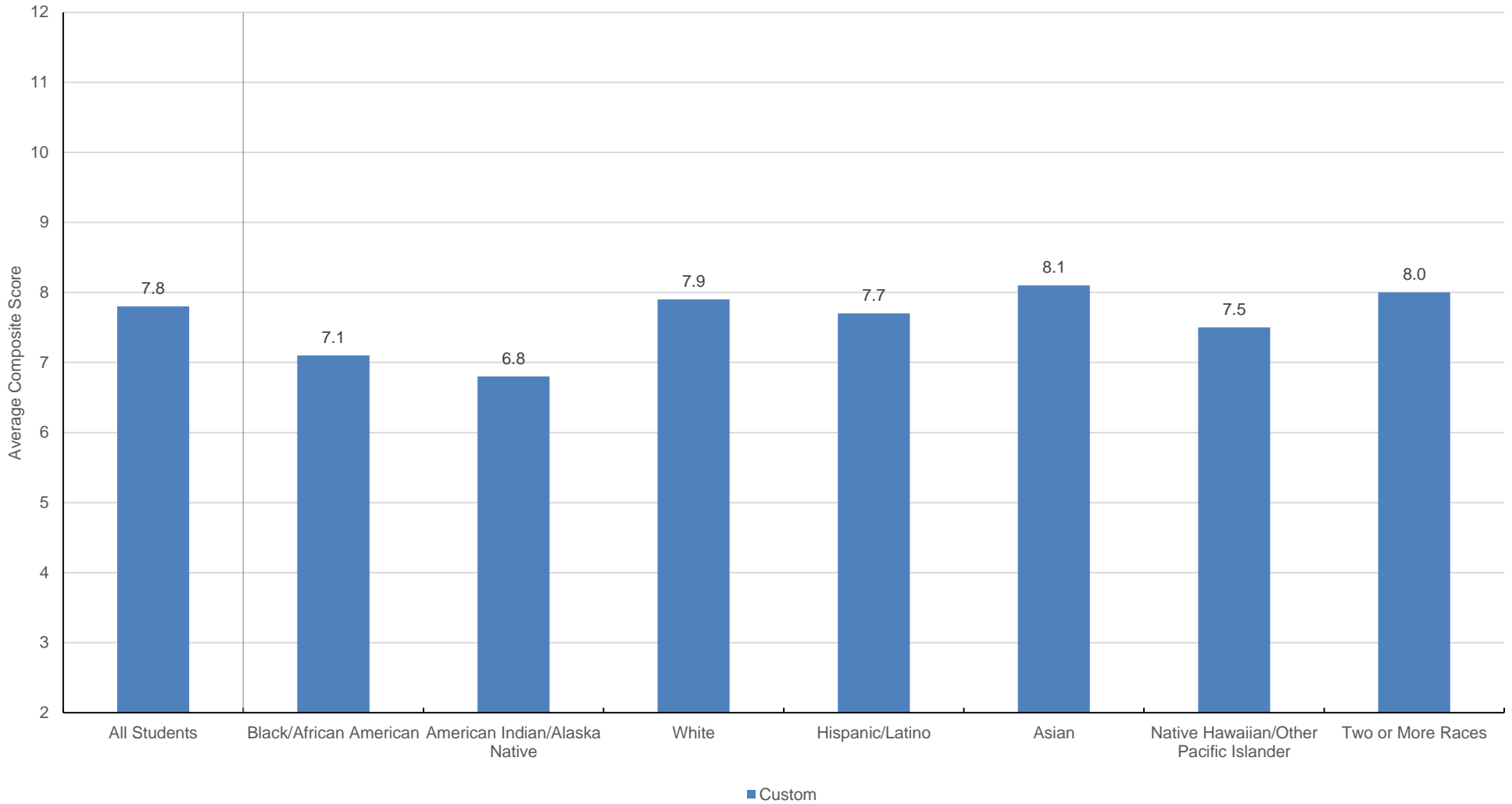
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# Section V

## Optional Writing Test Results

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



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

Total Students in Report: 8,073

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

	N Custom	Average ACT Scores		
		English Custom	Reading Custom	Writing Custom
<b>All Students</b>	<b>4,748</b>	<b>28.5</b>	<b>28.2</b>	<b>7.8</b>
Black/African American	333	23.2	23.3	7.1
American Indian/Alaska Native	8	21.6	22.6	6.8
White	2,637	29.2	28.8	7.9
Hispanic/Latino	276	25.7	26.1	7.7
Asian	549	29.9	28.2	8.1
Native Hawaiian/Other Pacific Islander	4	27.5	28.0	7.5
Two or More Races	195	28.7	27.9	8.0
Prefer not/No Response	746	28.6	28.9	7.8
Males	2,419	28.0	27.8	7.7
Females	2,325	29.1	28.6	8.0
No Response	4	23.3	21.5	6.8

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

	N Custom	Average ACT Scores	
		Average ELA Score Custom	Percent Who Met ELA Benchmark Custom
<b>All Students</b>	<b>4,748</b>	<b>26.2</b>	<b>89</b>
Black/African American	333	21.9	66
American Indian/Alaska Native	8	20.8	63
White	2,637	26.7	93
Hispanic/Latino	276	24.3	82
Asian	549	27.0	90
Native Hawaiian/Other Pacific Islander	4	25.3	75
Two or More Races	195	26.4	92
Prefer not/No Response	746	26.6	90
Males	2,419	25.7	86
Females	2,325	26.8	92
No Response	4	21.0	50

