

Profile Report - National

Graduating Class 2024

National



New to your 2024 Profile Report

For 2023-2024, contents of the ACT Profile Report remain consistent with last year.

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We are pleased to provide this 2024 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2024 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.

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 <u>www.act.org</u>

How to Improve Scores and Increase College Readiness

20% 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: 1,374,791 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. 40% 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 3.7 reports 3% of the cohort took less than three years of math courses. Of these students, 11% were college ready. 7% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 9% of these students were college ready. In comparison, 44% 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 3.7 reports 11% of the cohort took less than three years of natural science courses. 23% of these students were college ready. In comparison, 44% 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 64% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Care at 319-337-1365 or hs.reporting@act.org.

Section I Executive Summary



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

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



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



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



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

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

	Number of Students		F	Percent Who Met Benchmar	k	
	Tested	English	Mathematics	Reading	Science	Met All Four
Year	National	National	National	National	National	National
2020	1,670,497	58	37	45	36	26
2021	1,295,349	56	36	44	35	25
2022	1,349,644	53	31	41	32	22
2023	1,386,335	51	30	40	31	21
2024	1,374,791	51	29	40	30	20

Table 1.2. Five Year Trends--Average ACT Scores (table omitted for this report)

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

	Number of Students			Average ACT Scores		
Year	Tested	English	Mathematics	Reading	Science	Composite
2020	1,670,497	19.9	20.2	21.2	20.6	20.6
2021	1,295,349	19.6	19.9	20.9	20.4	20.3
2022	1,349,644	19.0	19.3	20.4	19.9	19.8
2023	1,386,335	18.6	19.0	20.1	19.6	19.5
2024	1,374,791	18.6	19.0	20.1	19.6	19.4

Average ACT Scores Number of **Students Tested Mathematics** Percent² English Reading Science Composite Core Less Core or Less than Less than Less than than Core or Less than Core or Core or Less than Core or Core or Less than or Year More¹ Core More Core More Core More Core More Core More Core More Core 2020 928,969 316,044 56 19 21.9 18.3 21.7 18.9 23.0 19.7 22.1 19.2 22.3 19.2 2021 229,759 22.4 22.5 19.2 599,682 46 18 22.1 18.4 21.8 18.8 23.2 19.8 19.4 2022 641,028 246,319 47 18 21.6 18.6 21.2 18.8 22.8 20.0 21.9 19.5 22.0 19.4 2023 231,055 41 22.7 567,731 17 21.5 18.6 21.2 18.7 20.1 21.8 19.4 21.9 19.3 240.040 2024 549,095 40 17 21.5 18.6 21.2 18.7 22.8 20.1 21.8 19.4 21.9 19.3

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

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science. ²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

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

		2020			2021			2022			2023			2024	
Race/Ethnicity	Ν	%	Avg	N	%	Avg									
All Students	1,670,497	100	20.6	1,295,349	100	20.3	1,349,644	100	19.8	1,386,335	100	19.5	1,374,791	100	19.4
Black/African American	203,517	12	16.7	153,641	12	16.3	153,579	11	16.1	171,380	12	16.0	165,482	12	16.0
American Indian/Alaska Native	14,597	1	16.7	10,094	1	16.9	10,728	1	16.4	13,616	1	16.0	13,245	1	15.9
White	860,496	52	22.0	698,565	54	21.7	708,952	53	21.3	722,990	52	21.0	686,125	50	20.9
Hispanic/Latino	277,796	17	18.5	181,958	14	18.3	210,205	16	17.7	234,031	17	17.4	246,217	18	17.4
Asian	78,707	5	24.9	54,272	4	24.9	54,464	4	24.7	57,600	4	24.2	55,731	4	24.1
Native Hawaiian/Other Pacific Islander	4,726	0	17.5	3,450	0	17.2	2,961	0	17.1	3,932	0	16.3	3,843	0	16.3
Two or more races	76,782	5	20.9	58,528	5	20.6	64,330	5	20.1	68,095	5	19.8	68,896	5	19.7
Prefer not to respond/No response	153,876	9	19.7	134,841	10	19.2	144,425	11	17.6	114,691	8	17.6	135,252	10	18.3

Table 1.6. Five Year Trends—Achievement in STEM¹

		All Tested	I Students	Students Meeting STEM Benchmarks			
	Number of		Percent Meeting STEM				
	Tested	Avg. STEM Score	Benchmark	Avg. Mathematics Score	Avg. Science Score		
Year	National	National	National	National	National		
2020	1,670,497	20.6	20	28.9	29.1		
2021	1,295,349	20.4	19	28.9	29.2		
2022	1,349,644	19.9	16	28.8	29.1		
2023	1,386,335	19.6	15	28.7	29.1		
2024	1,374,791	19.5	15	28.8	29.1		

¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency in Understanding Complex Texts¹

				Text Co	omplexity Proficiend	cy Level				
		Below Proficient			Proficient		Above Proficient			
	N	Percent	Avg. Reading	N	Percent	Avg. Reading	N	Percent	Avg. Reading	
Year	National	National	National	National	National	National	National	National	National	
2020	903,921	54	16.1	398,982	24	23.6	367,594	22	31.1	
2021	711,705	55	15.8	318,182	25	23.8	265,462	20	31.3	
2022	770,624	57	15.6	318,327	24	23.5	260,693	19	31.0	
2023	793,815	57	15.3	334,268	24	23.3	258,252	19	30.7	
2024	785,183	57	15.3	343,943	25	23.3	245,665	18	30.9	

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

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Section II Academic Achievement





Core Non-Core

*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Reading ELA² ACT Scale ACT Scale English **Mathematics** Science Composite STEM Ν N CP Score CP CP Ν N CP Ν CP Ν CP N CP Score 3,041 36 11,026 100 5,281 100 22,164 100 8.436 100 100 5,226 100 40 100 36 35 28.375 99 11.761 99 24.120 98 10.041 99 9.258 99 8.280 99 200 99 35 99 97 99 34 20.038 97 9.242 22,170 13.012 99 11.817 99 9.470 99 743 34 99 33 15.986 96 8.475 98 28.556 95 11.450 98 14.110 98 11.152 98 1.312 33 32 14.699 95 11.213 97 27.467 93 12.167 97 17.245 97 12.807 98 2.260 99 32 13,054 93 97 28,756 91 16,670 96 19,629 96 15,736 97 3,523 99 31 31 13,377 92 96 89 95 95 95 98 30 30 17,358 16,164 24,357 19,805 23,203 18,566 4,154 29 21,849 91 18,133 95 87 93 25,785 93 94 4,957 97 29 27,977 17,209 22,267 28 22.893 90 26,899 93 32,471 85 19,743 92 29,972 91 26,385 92 5,816 95 28 27 91 83 91 89 94 27 23.324 88 40.366 34.249 25.378 34.536 32.810 91 7.033 26 88 32.316 80 89 86 92 26 34.958 86 48.453 40.424 40.290 43.213 88 8.518 25 43,194 84 52,933 85 38,005 78 50,773 86 47,583 83 52,670 85 10,019 90 25 53,874 81 75 82 80 87 24 24 81 48,064 54,225 78,749 54,199 56,814 81 12,240 76 84 23 23 53,557 77 49,965 77 68,025 71 90,878 76 60,087 57,985 77 14,630 72 80 22 74 66 73 22 57,501 73 42,860 78,189 71,146 70 65,909 61,274 16,918 67 75 21 21 79,658 69 41,330 71 76,962 60 73,997 65 71,881 68,985 68 18,631 20 77.075 63 50.531 68 64.668 55 82.844 59 76.783 62 79.299 63 20.629 70 20 50 19 62.171 57 59.400 64 60.283 88.257 53 79.679 56 88.782 58 21.423 64 19 18 54,665 53 88,212 60 66,821 46 92,242 47 83,666 50 101,510 51 22,501 59 18 40 52 17 49,082 49 117,657 53 61,385 41 93,184 86,974 44 114,828 44 23,297 17 33 38 46 16 72,833 45 171.131 45 58,372 36 89,839 90.877 125,997 35 23,868 16 32 32 27 97,435 31 40 40 68.670 102.189 126.356 26 15 15 94.115 171.641 24.351 27 14 78.982 33 135.022 20 84.993 76.893 19 106.679 24 102.925 17 23.946 33 14 27 13 70.740 27 68.429 10 75.111 21 53.540 14 106.794 16 72.960 10 22.125 13 21 12 70.244 22 34.512 5 90.078 16 52.044 10 73,709 9 35.270 4 19.780 12 11 80,845 17 16,952 2 65,612 9 37,855 6 29,113 3 13,730 2 17,843 15 11 10 76,973 11 7,010 1 30,948 4 22,932 3 8,575 1 5,017 1 14,367 10 10 2 12,564 2 1,979 7 9 9 38,401 6 4,158 1 13,356 3,014 1 1 10,037 8 14.681 3 2.316 1 7.135 1 4.675 1.358 1 1.097 1 8.115 4 8 1 2 7 11.014 2 1.244 1 2.589 2.628 1 796 1 624 1 4.464 7 1 337 1,261 6 6,617 1 521 1 1,985 1 1,465 1 414 1 1 1 6 5 5 2,332 1 597 1.170 596 201 195 356 1 1 1 1 1 1 1,030 1 378 750 250 113 110 116 1 4 4 1 1 1 1 1 3 822 136 579 42 87 3 1 1 143 1 1 1 48 1 1 413 205 21 2 2 1 1 456 1 9 1 1 30 1 10 1 223 328 412 257 3 18 1 1 1 1 1 1 1 4 1 1 Avg (SD) 18.6 (7.0) 19.0 (5.6) 20.1 (7.1) 19.6 (5.8) 19.4 (5.9) 19.5 (5.4) 17.6 (5.8) Avg (SD)

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

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

²ELA scores are derived only for students with a valid writing score.

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

Figure 2.2. English Reporting Categories



Figure 2.4. Reading Reporting Categories











The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student		Number of	Percent Taking	Average ACT C	omposite Score
Group	Race/Ethnicity	Students Tested	Core or More ¹	Core or More	Less Than Core
	All Students	1,374,791	40	21.9	19.3
	Black/African American	165,482	34	17.8	16.2
	American Indian/Alaska Native	13,245	26	18.1	16.1
	White	686,125	49	22.7	20.2
National	Hispanic/Latino	246,217	32	20.0	17.7
	Asian	55,731	56	25.7	23.0
	Native Hawaiian/Other Pacific Islander	3,843	26	19.4	16.3
	Two or More Races	68,896	41	22.0	19.5
	Prefer not/no Response	135,252	12	23.8	20.8

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

Table 2.3. Average ACT Scores by Race/Ethnicity

Student									
Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
	All Students	1,374,791	100	18.6	19.0	20.1	19.6	19.4	19.5
	Black/African American	165,482	12	14.8	15.7	16.5	16.3	16.0	16.3
	American Indian/Alaska Native	13,245	1	14.4	15.9	16.3	16.5	15.9	16.5
	White	686,125	50	20.3	20.2	21.7	21.0	20.9	20.9
National	Hispanic/Latino	246,217	18	16.2	17.1	17.9	17.6	17.4	17.6
	Asian	55,731	4	23.8	24.1	24.2	23.7	24.1	24.2
	Native Hawaiian/Other Pacific Islander	3,843	0	15.0	16.4	16.5	16.8	16.3	16.8
	Two or More Races	68,896	5	19.0	19.0	20.6	19.8	19.7	19.6
	Prefer not/no Response	135,252	10	17.0	18.1	18.8	18.5	18.3	18.6

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

Student Group	Gender ¹	Number of	Percent Taking	Average ACT Composite Score			
Student Group	Gender	Students Tested	Core or More ²	Core or More	Less Than Core		
	Males	625,337	39	22.2	19.2		
National	Females	649,492	45	21.7	19.4		
	Other Responses	99,962	10	23.6	21.2		

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
	Males	625,337	45	18.2	19.4	19.6	19.8	19.4	19.8
National	Females	649,492	47	19.2	18.7	20.6	19.5	19.6	19.3
	Other Responses	99,962	7	17.6	18.2	19.6	18.8	18.7	18.8

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	23	23	24	23	23
Q2 (50th Percentile)	18	17	19	19	18
Q1 (25th Percentile)	13	15	14	15	15

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

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

Section III College and Career Readiness and the Impact of Course Rigor



Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*

Core Non-Core

*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Student	CCRS	English		Mathe	matics	Read	ding	Science		
Group	Range	N	%	N	%	N	%	N	%	
	33 to 36	75,425	5	34,759	3	97,010	7	42,939	3	
	28 to 32	89,853	7	85,786	6	141,028	10	85,594	6	
	24 to 27	155,350	11	189,816	14	158,795	12	195,324	14	
National	20 to 23	267,791	19	184,686	13	287,844	21	318,865	23	
	16 to 19	238,751	17	436,400	32	246,861	18	363,522	26	
	13 to 15	243,837	18	375,092	27	228,774	17	232,622	17	
	01 to 12	303,784	22	68,252	5	214,479	16	135,925	10	

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

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

			Percent of	f Students		Met
Student Group	Gender ¹	English	Mathematics	Reading	Science	All Four
	Males	48	32	37	32	22
National	Females	55	27	42	29	19
	Other Responses	45	24	37	26	16

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

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student	– – – – – – – – – – – – – – – – – – –		English	Mathematics	Reading	Science	All Four	STEM
Group	Race/Ethnicity	N N	%	%	%	%	%	%
	All Students	1,374,791	51	29	40	30	20	15
	Black/African American	165,482	27	8	18	9	5	3
	American Indian/Alaska Native	13,245	24	9	18	9	5	3
	White	686,125	63	38	49	39	27	20
National	Hispanic/Latino	246,217	37	17	27	17	10	7
	Asian	55,731	74	61	62	57	47	43
	Native Hawaiian/Other Pacific Islander	3,843	27	13	19	12	8	5
	Two or More Races	68,896	54	29	42	31	21	15
	Prefer Not to Respond	135,252	41	24	33	24	16	12

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

Student				Average
Group	ACT NCRC Level	N	%	Composite
	Platinum	188,596	14	30.1
	Gold	268,068	19	23.8
National	Silver	398,983	29	18.9
	Bronze	401,785	29	14.4
	Needs Improvement	117,359	9	11.4

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

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

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

Student	Curriculum		English		Mathematics		Reading		Science		Composite ^₄		STEM	
Group	Taken ¹	N	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
	Core or More ²	549,095	70	21.5	44	21.2	55	22.8	45	21.8	32	21.9	25	21.8
National	Less than Core	240,040	51	18.6	26	18.7	39	20.1	28	19.4	18	19.3	12	19.3
	Missing ³	585,656	34	15.9	16	17.0	25	17.6	17	17.5	10	17.1	7	17.5

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

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

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student	Curriculum	English			Mathematics				Reading		Science		
Group	Taken ¹	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
	Core or More ²	799,149	64	20.6	769,352	40	20.6	706,032	51	22.1	651,749	44	21.6
National	Less than Core	43,979	48	17.9	41,289	11	16.3	92,771	39	20.1	152,646	23	18.7
	Missing ³	531,663	33	15.7	564,150	16	17.0	575,988	25	17.6	570,396	17	17.5

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.

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

Course Pattern	National					
		Percent Taking	Avg ACT	Percent Who Met		
ENGLISH COURSE PATTERN	Ν	Pattern	English	Benchmark		
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	210,018	15	20.6	64		
Eng 9, Eng 10, Eng 11, Eng 12	589,131	43	20.6	64		
Less than 4 years of English	43,979	3	17.9	48		
Zero years / no English courses reported	531,663	39	15.7	33		
		Percent Taking	Avg ACT	Percent Who Met		
MATHEMATICS COURSE PATTERN	Ν	Pattern	Math	Benchmark		
Alg 1, Alg 2, Geom, Trig, & Calc	26,949	2	22.4	55		
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	52,777	4	20.9	45		
Alg 1, Alg 2, Geom, & Trig	26,623	2	18.5	25		
Alg 1, Alg 2, Geom, & Other Adv Math	200,898	15	18.9	27		
Other comb of 4 or more years of Math	313,885	23	23.1	59		
Alg 1, Alg 2, & Geom	92,087	7	16.5	9		
Other comb of 3 or 3.5 years of Math	56,133	4	18.9	28		
_ess than 3 years of Math	41,289	3	16.3	11		
Zero years / no Math courses reported	564,150	41	17.0	16		
		Percent Taking	Avg ACT	Percent Who Met		
SOCIAL SCIENCE COURSE PATTERN	Ν	Pattern	Reading	Benchmark		
JS Hist, World Hist, Am Gov, & Other Hist	24,624	2	22.1	50		
Other comb of 4 or more years Social Science	373,729	27	22.7	55		
JS Hist, World Hist, & Am Gov	59,130	4	20.0	38		
Other comb of 3 or 3.5 years of Social Science	248,549	18	21.8	49		
Less than 3 years of Social Science	92,771	7	20.1	39		
Zero years / no Social Science courses reported	575,988	42	17.6	25		
		Percent Taking	Avg ACT	Percent Who Met		
NATURAL SCIENCE COURSE PATTERN	Ν	Pattern	Science	Benchmark		
Gen Sci ¹ , Bio, Chem, & Phys	272,150	20	22.3	49		
Bio, Chem, Phys	102,723	7	23.5	57		
Gen Sci ¹ , Bio, Chem	245,596	18	20.4	34		
Other comb of 3 years of Natural Science	31,280	2	19.3	28		
Less than 3 years of Natural Science	152,646	11	18.7	23		
Zero years / no Natural Science courses reported	570,396	41	17.5	17		

¹Includes General, Physical and Earth Sciences.

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

Course Pattern		N	lales			Fe	males			Other R	lesponses	1
		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met
ENGLISH COURSE PATTERN	Ν	Pattern	English	Benchmark	N	Pattern	English	Benchmark	N	Pattern	English	Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	84,836	14	20.1	61	120,882	19	20.8	66	4,300	4	23.1	77
Eng 9, Eng 10, Eng 11, Eng 12	273,698	44	20.3	62	304,603	47	20.8	65	10,830	11	22.9	76
Less than 4 years of English	22,335	4	17.5	45	20,688	3	18.3	50	956	1	20.3	63
Zero years / no English courses reported	244,468	39	15.2	30	203,319	31	15.9	34	83,876	84	16.6	39
		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met
MATHEMATICS COURSE PATTERN	Ν	Pattern	Math	Benchmark	Ν	Pattern	Math	Benchmark	N	Pattern	Math	Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	12,574	2	23.2	61	13,859	2	21.7	50	516	1	22.3	53
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	19,486	3	21.4	50	32,355	5	20.6	42	936	1	21.8	52
Alg 1, Alg 2, Geom, & Trig	11,808	2	18.9	28	14,148	2	18.2	21	667	1	19.3	31
Alg 1, Alg 2, Geom, & Other Adv Math	74,775	12	19.3	31	122,482	19	18.6	24	3,641	4	19.9	36
Other comb of 4 or more years of Math	156,442	25	23.9	63	152,174	23	22.3	54	5,269	5	23.8	63
Alg 1, Alg 2, & Geom	41,196	7	16.7	11	48,788	8	16.2	7	2,103	2	17.1	13
Other comb of 3 or 3.5 years of Math	27,646	4	19.3	31	27,340	4	18.4	25	1,147	1	19.6	32
Less than 3 years of Math	20,358	3	16.4	11	19,918	3	16.2	10	1,013	1	17.0	15
Zero years / no Math courses reported	261,052	42	17.1	17	218,428	34	16.6	13	84,670	85	17.7	20
		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met
SOCIAL SCIENCE COURSE PATTERN	Ν	Pattern	Reading	Benchmark	Ν	Pattern	Reading	Benchmark	N	Pattern	Reading	Benchmark
US Hist, World Hist, Am Gov, & Other Hist	12,961	2	21.8	49	11,196	2	22.4	52	467	0	24.7	67
Other comb of 4 or more years Social Science	155,195	25	22.5	54	212,018	33	22.8	55	6,516	7	25.1	69
US Hist, World Hist, & Am Gov	30,493	5	19.7	37	27,436	4	20.1	38	1,201	1	23.3	59
Other comb of 3 or 3.5 years of Social Science	112,110	18	21.7	49	131,577	20	21.8	49	4,862	5	24.7	67
Less than 3 years of Social Science	47,055	8	19.8	37	43,794	7	20.4	40	1,922	2	22.8	56
Zero years / no Social Science courses reported	267,523	43	17.0	23	223,471	34	17.8	26	84,994	85	18.8	32
		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met
NATURAL SCIENCE COURSE PATTERN	Ν	Pattern	Science	Benchmark	N	Pattern	Science	Benchmark	N	Pattern	Science	Benchmark
Gen Sci², Bio, Chem, & Phys	133,320	21	22.9	54	134,158	21	21.7	45	4,672	5	23.3	56
Bio, Chem, Phys	50,521	8	24.3	63	50,329	8	22.6	50	1,873	2	25.0	66
Gen Sci¹, Bio, Chem	94,738	15	20.5	36	146,232	23	20.3	33	4,626	5	21.6	45
Other comb of 3 years of Natural Science	17,148	3	19.9	33	13,412	2	18.5	21	720	1	21.1	42
Less than 3 years of Natural Science	64,875	10	18.5	23	84,516	13	18.7	22	3,255	3	20.1	34
Zero years / no Natural Science courses reported	264,735	42	17.4	17	220,845	34	17.2	14	84,816	85	18.2	22

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

² Includes General, Physical and Earth Sciences.

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Section IV Career and Educational Aspirations





Vo-Tech 2-yr College Degree Bachelors Degree Graduate Study Prof. Level Degree

*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

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

	All Students		Plan o	on 2 Years or Less	of College	Plan on 4 Years or More of College			
			Avg ACT			Avg ACT			Avg ACT
Planned Educational Major	N ¹	Percent ²	Comp	N	Percent	Comp	N	Percent	Comp
Agriculture & Natural Resources Conservation	13,193	1	19.8	1,675	3	16.8	9,200	2	21.1
Architecture	11,005	1	20.8	722	1	16.4	8,415	2	21.8
Area, Ethnic, & Multidisciplinary Studies	832	0	21.2	51	0	15.5	594	0	23.0
Arts: Visual & Performing	31,609	2	20.7	3,029	6	17.5	22,553	4	21.8
Business	97,992	7	20.5	8,332	16	16.2	73,789	14	21.5
Communications	10,302	1	20.7	427	1	16.0	8,146	2	21.6
Community, Family, & Personal Services	11,261	1	18.2	1,961	4	16.8	7,260	1	19.2
Computer Science & Mathematics	32,818	2	24.5	1,420	3	18.8	27,052	5	25.0
Education	24,518	2	19.8	898	2	15.8	20,274	4	20.5
Engineering	59,020	4	23.8	2,856	5	16.5	47,937	9	24.8
Engineering Technology & Drafting	14,694	1	20.7	1,815	3	16.4	9,920	2	22.5
English & Foreign Languages	6,450	0	22.9	330	1	16.6	4,929	1	24.4
Health Administration & Assisting	26,871	2	17.7	2,847	5	15.9	19,128	4	18.3
Health Sciences & Technologies	96,211	7	21.0	4,943	9	17.1	81,325	15	21.5
Philosophy, Religion, & Theology	2,824	0	20.8	220	0	16.8	2,093	0	21.9
Repair, Production, & Construction	13,606	1	16.7	6,651	13	17.0	2,642	0	18.4
Sciences: Biological & Physical	61,882	5	24.0	850	2	17.0	54,623	10	24.2
Social Sciences & Law	45,481	3	22.4	941	2	16.6	39,675	7	22.7
Undecided	153,827	11	20.9	11,865	23	17.1	89,067	17	22.5
No Response	660,243	48	17.4	414	1	16.8	2,739	1	21.3

¹2-Year and 4-Year "N" counts do not reflect students indicating no college plans, "Other" college plans, and missing responses. Therefore, they may not add up to the N count for All Students. ²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

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

	All Racial/Ethnic Groups									
Educational Degree	Educational Degree Combined		Black/African American		American Ind	ian/Alaska Native	Wł	nite	Hispani	c/Latino
Aspirations	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	18,535	16.6	2,126	14.3	194	14.8	11,743	17.3	2,965	15.5
2-yr College Degree	33,726	16.9	4,408	14.9	378	15.3	20,143	17.7	5,726	15.9
Bachelors Degree	285,858	20.8	30,572	16.9	1,654	18.0	181,214	21.7	38,999	19.2
Graduate Study	121,772	24.4	8,994	19.6	415	21.0	78,328	24.8	13,890	22.8
Prof. Level Degree	123,814	24.0	14,565	19.5	547	20.1	66,814	24.7	17,733	21.8
Other	12,856	18.2	1,651	15.0	103	15.2	7,201	19.0	2,129	16.7
No Response	749,735	17.7	98,204	15.0	9,500	15.2	306,013	19.3	159,084	16.1

		Native Hawaiian/						to respond/		
Educational Degree	Educational Degree Combined		Asian		Other Pacific Islander		Two or More races		No Response	
Aspirations	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	18,535	16.6	233	17.7	40	14.2	835	16.5	399	17.1
2-yr College Degree	33,726	16.9	642	17.3	138	15.8	1,640	16.9	651	17.3
Bachelors Degree	285,858	20.8	11,523	23.0	602	18.4	14,115	20.7	7,179	22.0
Graduate Study	121,772	24.4	9,188	27.4	174	22.4	5,947	24.7	4,836	25.6
Prof. Level Degree	123,814	24.0	12,003	27.7	216	21.3	6,853	24.1	5,083	26.1
Other	12,856	18.2	422	22.3	43	16.8	604	18.2	703	20.8
No Response	749,735	17.7	21,159	21.7	2,467	15.1	37,630	18.1	115,678	17.4

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

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Section V Optional Writing Test Results

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



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

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

		Average ACT Scores				
	N	English	Reading	Writing		
	National	National	National	National		
All Students	369,535	17.5	19.0	6.1		
Black/African American	32,832	14.4	16.0	5.3		
American Indian/Alaska Native	7,760	13.9	15.8	5.2		
White	170,289	19.4	20.8	6.4		
Hispanic/Latino	91,489	15.4	16.9	5.8		
Asian	16,264	20.4	21.3	6.8		
Native Hawaiian/Other Pacific Islander	1,913	14.0	15.5	5.5		
Two or More Races	24,393	18.0	19.5	6.2		
Prefer not/No Response	24,595	16.0	17.5	5.5		
Males	176,350	17.0	18.5	5.8		
Females	177,390	17.9	19.4	6.3		
Other Responses	15,795	18.6	20.1	6.1		

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

		Average ACT Scores	
	N National	Average ELA Score National	Percent Who Met ELA Benchmark National
All Students	369,535	17.6	36
Black/African American	32,832	14.6	15
American Indian/Alaska Native	7,760	14.4	14
White	170,289	19.2	47
Hispanic/Latino	91,489	15.9	23
Asian	16,264	20.2	50
Native Hawaiian/Other Pacific Islander	1,913	14.6	15
Two or More Races	24,393	18.1	38
Prefer not/No Response	24,595	15.9	26
Males	176,350	16.9	32
Females	177,390	18.2	39
Other Responses	15,795	18.4	42

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