

### Profile Report - National

**Graduating Class 2024** 

**National** 



Total Students in Report: 1,374,791

### New to your 2024 Profile Report

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

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Total Students in Report: 1,374,791

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 www.act.org

#### **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.

Total Students in Report: 1,374,791

# Section I Executive Summary

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

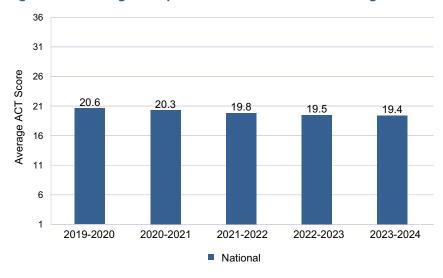


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing\*

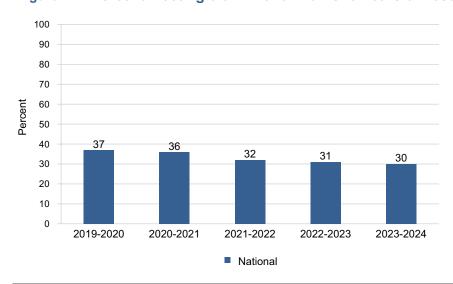
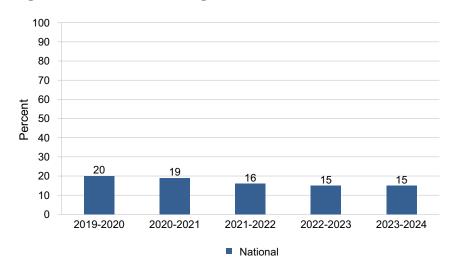
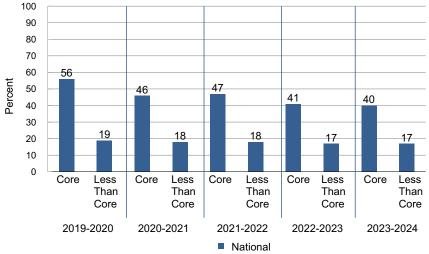


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing\*



80

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



<sup>\*</sup>Missing columns in above graphs reflect years in which no students were tested.

Total Students in Report: 1,374,791

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

	Number of Students		Percent Who Met Benchmark						
	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

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

									Average A	CT Scores				
		ber of s Tested	Pero	ent²	Eng	English Mathematics Reading Science							Com	oosite
			Core	Less										
	Core or	Less than	or	than	Core or	Less than	Core or	Less than	Core or	Less than	Core or	Less than	Core or	Less than
Year	More <sup>1</sup>	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	599,682	229,759	46	18	22.1	18.4	21.8	18.8	23.2	19.8	22.4	19.4	22.5	19.2
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	567,731	231,055	41	17	21.5	18.6	21.2	18.7	22.7	20.1	21.8	19.4	21.9	19.3
2024	549,095	240,040	40	17	21.5	18.6	21.2	18.7	22.8	20.1	21.8	19.4	21.9	19.3

<sup>&</sup>quot;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 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

		2020			2021			2022			2023			2024	
Race/Ethnicity	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

<sup>&</sup>lt;sup>2</sup>Percent of all students tested. Numbers will not add up to 100% due to student non-response.

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

		All Tested	l 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

<sup>&</sup>lt;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>

		Below Proficient		Text Co	omplexity Proficien Proficient	cy Level		Above Proficient	
Year	<b>N</b> National	Percent National	Avg. Reading National	<b>N</b> National	Percent National	Avg. Reading National	<b>N</b> National	Percent National	Avg. Reading 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

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

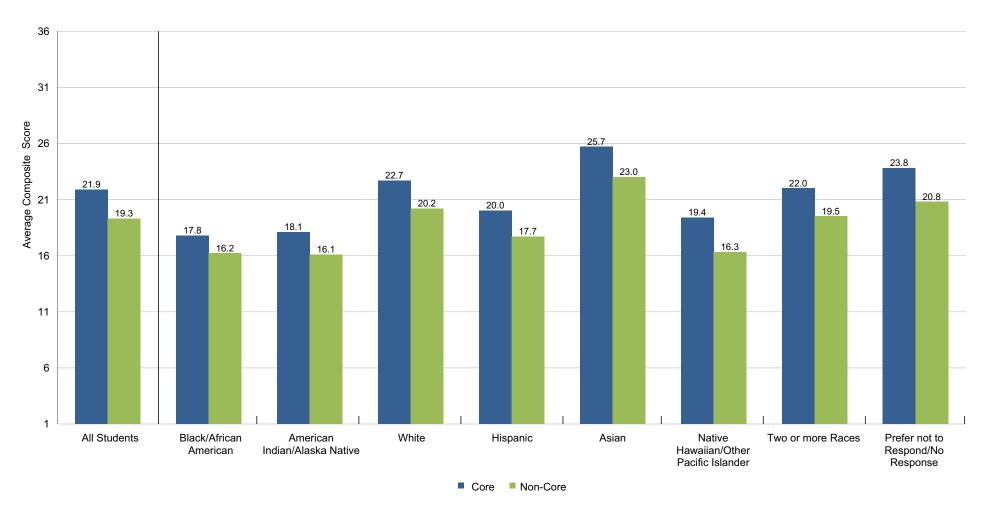
Total Students in Report: 1,374,791

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Total Students in Report: 1,374,791

### Section II Academic Achievement

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status\*



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

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

<b>ACT Scale</b>	Eng	lish	Mathe	matics	Rea	ding	Scie	ence	Com	oosite	l ste	ΞM	EL	<b>A</b> <sup>2</sup>	ACT Scale
Score	N	CP	N	CP	N N	l CP	l N	CP	l N	CP	N I	CP	N	CP	Score
36	11.026	100	5.281	100	22,164	100	8.436	100	3,041	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
34	20,038	97	9,242	99	22,170	97	13,012	99	11,817	99	9.470	99	743	99	34
33	15,986	96	8,475	98	28,556	95	11.450	98	14,110	98	11,152	98	1,312	99	33
32	14,699	95	11,213	97	27,467	93	12,167	97	17,245	97	12,807	98	2,260	99	32
31	13,054	93	13,377	97	28,756	91	16,670	96	19,629	96	15,736	97	3,523	99	31
30	17,358	92	16,164	96	24,357	89	19,805	95	23,203	95	18,566	95	4,154	98	30
29	21,849	91	18,133	95	27,977	87	17,209	93	25,785	93	22,267	94	4,957	97	29
28	22,893	90	26,899	93	32,471	85	19,743	92	29,972	91	26,385	92	5,816	95	28
27	23,324	88	40,366	91	34,249	83	25,378	91	34,536	89	32,810	91	7,033	94	27
26	34,958	86	48,453	88	32,316	80	40,424	89	40,290	86	43,213	88	8,518	92	26
25	43,194	84	52,933	85	38,005	78	50,773	86	47,583	83	52,670	85	10,019	90	25
24	53,874	81	48,064	81	54,225	75	78,749	82	54,199	80	56,814	81	12,240	87	24
23	53,557	77	49,965	77	68,025	71	90,878	76	60,087	76	57,985	77	14,630	84	23
22	57,501	73	42,860	74	78,189	66	71,146	70	65,909	72	61,274	73	16,918	80	22
21	79,658	69	41,330	71	76,962	60	73,997	65	71,881	67	68,985	68	18,631	75	21
20	77,075	63	50,531	68	64,668	55	82,844	59	76,783	62	79,299	63	20,629	70	20
19	62,171	57	59,400	64	60,283	50	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
17	49,082	49	117,657	53	61,385	41	93,184	40	86,974	44	114,828	44	23,297	52	17
16	72,833	45	171,131	45	58,372	36	89,839	33	90,877	38	125,997	35	23,868	46	16
15	94,115	40	171,641	32	68,670	32	102,189	27	97,435	31	126,356	26	24,351	40	15
14	78,982	33	135,022	20	84,993	27	76,893	19	106,679	24	102,925	17	23,946	33	14
13	70,740	27	68,429	10	75,111	21	53,540	14	106,794	16	72,960	10	22,125	27	13
12	70,244	22	34,512	5	90,078	16	52,044	10	73,709	9	35,270	4	19,780	21	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
9	38,401	6	4,158	1	13,356	2	12,564	2	3,014	1	1,979	1	10,037	7	9
8	14,681	3	2,316	1	7,135	1	4,675	1	1,358	1	1,097	1	8,115	4	8
7	11,014	2	1,244	1	2,589	1	2,628	1	796	1	624	1	4,464	2	7
6	6,617	1	521	1	1,985	1	1,465	1	414	1	337	1	1,261	1	6
5	2,332	1	597	1	1,170	1	596	1	201	1	195	1	356	1	5
4	1,030	1	378	1	750	1	250	1	113	1	110	1	116	1	4
3	822	1	136	1	143	1	579	1	42	1	87	1	48	1	3
2	413	1	205	1	456	1	9	1	21	1	30	1	10	1	2
1	412	1	223	1	257	1	328	1	3	1	18	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)

<sup>&</sup>lt;sup>1</sup>CP 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.

<sup>&</sup>lt;sup>2</sup>ELA scores are derived only for students with a valid writing score.

Total Students in Report: 1,374,791

Figure 2.2. English Reporting Categories

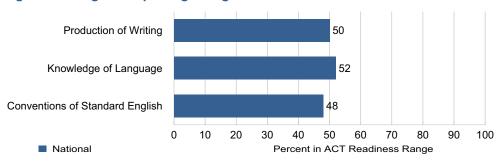


Figure 2.4. Reading Reporting Categories

**Figure 2.5. Science Reporting Categories** 

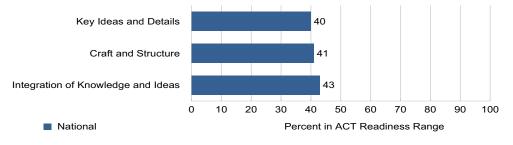
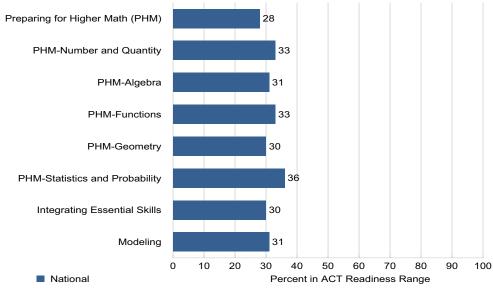
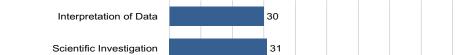
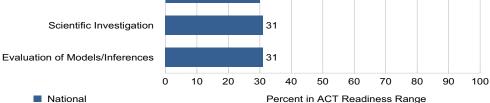


Figure 2.3. Math Reporting Categories







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 Composite Score			
Group	Race/Ethnicity	Students Tested	Core or More <sup>1</sup>	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		

<sup>&</sup>quot;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 <sup>1</sup>	Number of Students Tested	Percent Taking Core or More <sup>2</sup>	Average ACT C Core or More	omposite Score 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 <sup>1</sup>	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

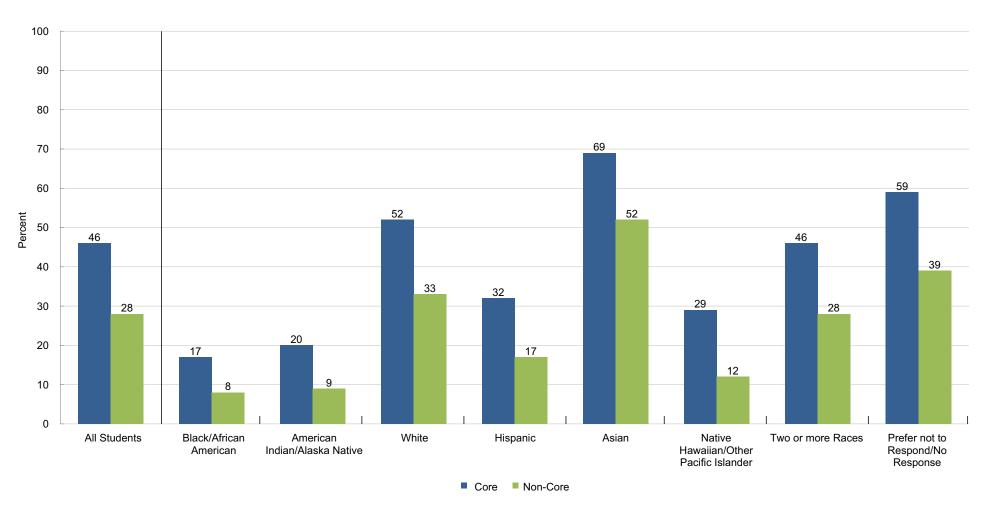
<sup>&</sup>lt;sup>1</sup>Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

<sup>&</sup>lt;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.

Total Students in Report: 1,374,791

# 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\*



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

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

Student	CCRS	Engl	English		matics	Read	ing	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 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

			Percent of	Students		Met
Student Group	Gender <sup>1</sup>	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

<sup>&</sup>lt;sup>1</sup>'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Total Students in Report: 1,374,791

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	%	%	%	%	%	<b>%</b>
	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 Score<sup>1</sup>

Student Group	ACT NCRC Level	N	%	Average Composite
National	Platinum	188,596	14	30.1
	Gold	268,068	19	23.8
	Silver	398.983	29	18.9
- Tuuona	Bronze	401,785	29	14.4
	Needs Improvement	117,359	9	11.4

<sup>&</sup>lt;sup>1</sup> 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		Eng	glish	Mathe	matics	Rea	ading	Sci	ence	Com	posite⁴	ST	EM
Group	Taken¹	N	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
	Core or More <sup>2</sup>	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 <sup>3</sup>	585,656	34	15.9	16	17.0	25	17.6	17	17.5	10	17.1	7	17.5

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

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

Student	Curriculum		English			Mathematics	S		Reading			Science	
Group	Taken¹	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
	Core or More <sup>2</sup>	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 <sup>3</sup>	531,663	33	15.7	564,150	16	17.0	575,988	25	17.6	570,396	17	17.5

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

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

<sup>&</sup>lt;sup>4</sup> Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

<sup>&</sup>lt;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>&</sup>lt;sup>3</sup> 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		. N	lational	
		Percent Taking	Avg ACT	Percent Who Met
ENGLISH COURSE PATTERN	N	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	N	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
Less 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	N	Pattern	Reading	Benchmark
US 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	N	Pattern	Science	Benchmark
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	272,150	20	22.3	49
Bio, Chem, Phys	102,723	7	23.5	57
Gen Sci <sup>1</sup> , 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

<sup>&</sup>lt;sup>1</sup>Includes 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	esponses	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	N	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	"	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met
MATHEMATICS COURSE PATTERN	N	Pattern	Math	Benchmark	N	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	N	Pattern	Reading	Benchmark	N	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	N	Pattern	Science	Benchmark	N	Pattern	Science	Benchmark	N	Pattern	Science	Benchmark
Gen Sci <sup>2</sup> , 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 Sci <sup>1</sup> , 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

<sup>&</sup>lt;sup>1</sup> 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

<sup>&</sup>lt;sup>2</sup> Includes General, Physical and Earth Sciences.

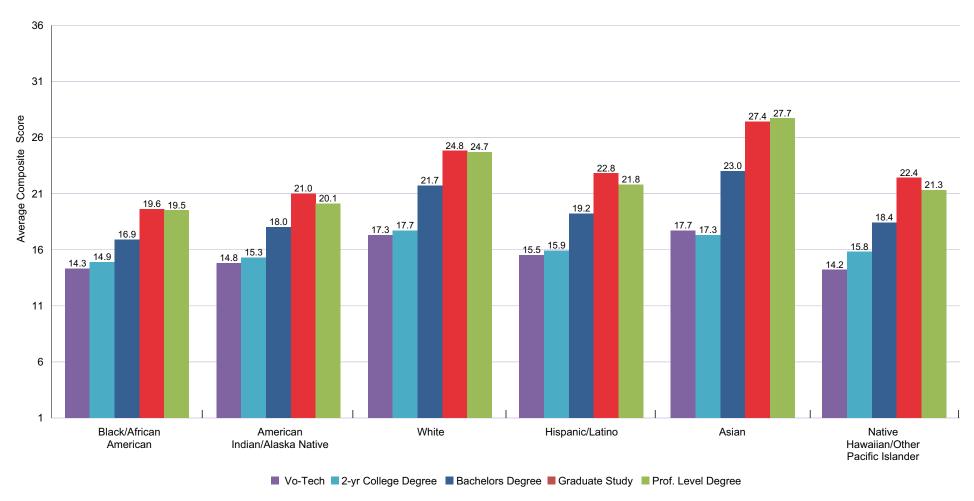
Total Students in Report: 1,374,791

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Total Students in Report: 1,374,791

## Section IV Career and Educational Aspirations

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations\*



<sup>\*</sup>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	on 2 Years or Less	s of College	Plan	on 4 Years or More	e of College
			Avg ACT			Avg ACT			Avg ACT
Planned Educational Major	$N^1$	Percent <sup>2</sup>	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
ocial Sciences & Law	45,481	3	22.4	941	2	16.6	39,675	7	22.7
Indecided	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

<sup>12-</sup>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.

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

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

Educational Degree	All Racial/Ethnic Groups  Educational Degree Combined		Black/African American		American Indian/Alaska Native		White		Hispanic/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

Educational Degree	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or More races		Prefer not to respond/ 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

Total Students in Report: 1,374,791

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

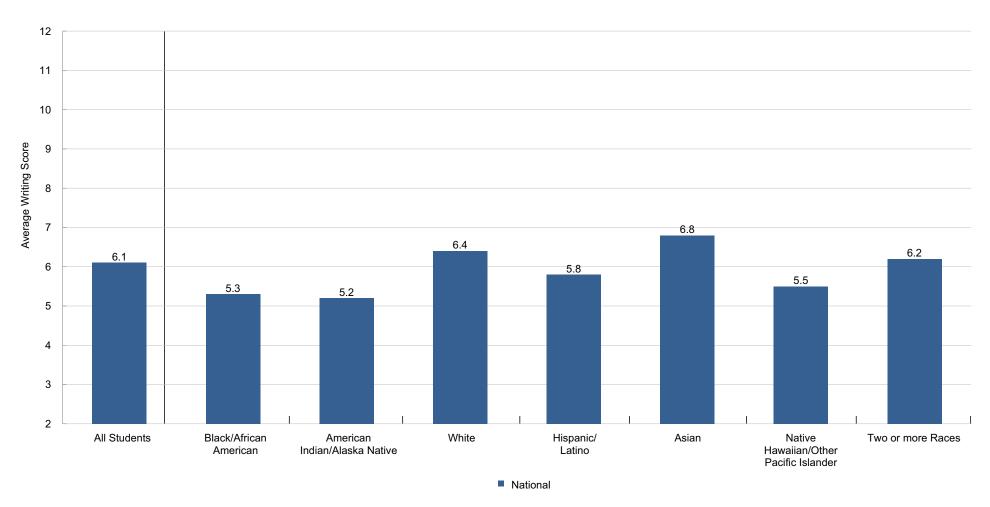
Total Students in Report: 1,374,791

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Total Students in Report: 1,374,791

# Section V Optional Writing Test Results

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



<sup>\*</sup>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 Gender<sup>1</sup> 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	

<sup>&</sup>lt;sup>1</sup> 'Other responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.