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ABSTRACT

This document is a sample of the type of report the American College Testing Program sends high schools reflecting the characteristics of students from the school who took the ACT Assessment during their sophomore, junior, or senior years and who graduated in 1998. Depending on the proportion of students at the school who took the ACT Assessment, the report may or may not reflect the characteristics of the school's college bound students. The report begins with a discussion of the 5-year trend history of college-bound students who took the ACT. Tables compare the average ACT scores of students who took the recommended core curriculum with those of students who did not. Tables then provide average ACT scores by academic preparation for different ethnic groups and by ability level for different ethnic groups. Student satisfaction with the individual high school is reported. Other tables report mean scores and standard deviations for males and females and for different patterns of academic preparation. Information is also provided about student background characteristics, planned educational majors, and vocational choices. An appendix provides additional information about the testing program and the recommended core curriculum. Included with this document are a press release, a summary national report, and a cautionary note about the use of state aggregate ACT scores. The press release emphasizes that, while the national average composite score on the ACT remained at 21.0, most subgroups of students made modest gains this year on one or more of the ACT tests in English, mathematics, reading, and science reasoning. The national report summarizes in seven tables national information about graduating seniors who took the ACT. The cautionary note stresses that the accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. (The sample report contains 15 tables.)

(SLD)



# The High School Profile Report

## Normative Data

A Description of  
the Academic Abilities and Nonacademic Characteristics  
of Your ACT Tested 1998 Graduates

ACT HIGH SCHOOL PROFILE REPORT  
H S GRADUATING CLASS 1998  
  
HS GRADUATING CLASS OF 1998  
NATIONAL REPORT  
  
CODE 990-000

TM029137

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ACT HIGH SCHOOL PROFILE REPORT  
H S GRADUATING CLASS 1998

HS GRADUATING CLASS OF 1998  
NATIONAL REPORT

CODE 990-000

## Cautions on the Use of State Aggregate ACT Scores

The ACT Assessment comprises four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as critical measures of their preparation for academic coursework beyond high school. ACT Assessment results are used by postsecondary institutions across the nation for admissions, academic advising, course placement and scholarship decisions.

The accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Further, the percentages of students taking the ACT Assessment vary a great deal from state to state, as do those students' backgrounds and characteristics. Many factors--among them, motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular experiences--contribute to individual and group student achievement. However, a core college-preparatory program can be identified as one significant precondition to success on the ACT Assessment and in postsecondary studies. ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses.

For a state with a high percentage of ACT-tested graduates, comparing the percentages and average composite ACT scores of the core and non-core completers reveals, in general, large differences in overall student achievement and postsecondary preparation. For a state with a low percentage of ACT-tested graduates, however, the differences between core and non-core completers are not as definitive.

**ACT Average Composite Scores by State  
1998 ACT-Tested Graduates**

State	Total		Core Completers		Non-Core Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Alabama	64	20.1	65	21.4	33	17.7	2	19.0
Alaska	37	21.3	43	24.0	25	20.9	32	18.0
Arizona	29	21.4	70	22.1	27	19.7	3	20.4
Arkansas	68	20.4	75	21.1	20	18.0	5	18.8
California	12	21.2	65	22.0	31	19.3	4	21.1
Colorado	63	21.6	58	22.7	39	19.9	3	21.0
Connecticut	3	21.8	40	22.4	41	21.3	20	21.5
Delaware	4	21.3	67	22.2	31	19.2	2	22.2
Washington DC	10	17.6	66	17.7	28	17.0	7	19.8
Florida	39	20.8	71	21.7	24	18.2	5	19.9
Georgia	16	20.2	76	20.9	19	17.7	5	19.6
Hawaii	18	21.6	68	22.4	26	19.9	6	20.9
Idaho	63	21.5	50	22.8	47	20.1	3	21.3
Illinois	69	21.4	52	22.9	46	19.7	2	20.4
Indiana	20	21.4	60	22.6	35	19.4	5	21.6
Iowa	65	22.1	68	23.2	31	20.0	2	21.1
Kansas	74	21.7	55	23.2	43	19.8	2	21.3
Kentucky	67	20.2	43	21.1	55	19.6	2	19.5
Louisiana	76	19.5	69	20.5	28	17.0	3	19.7
Maine	4	22.0	38	22.7	51	21.6	11	20.7
Maryland	10	20.9	71	21.3	24	19.6	5	20.5
Massachusetts	5	21.6	45	21.9	41	21.3	13	21.3
Michigan	68	21.3	58	22.5	40	19.6	2	19.9
Minnesota	63	22.2	71	22.8	26	20.4	3	21.9
Mississippi	81	18.7	62	19.9	36	16.7	2	17.9
Missouri	66	21.5	61	22.8	36	19.5	3	21.0

\* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity 1996-2012*, Copyright © by Western Interstate Commission for Higher Education, February, 1998.



**ACT Average Composite Scores by State  
1998 ACT-Tested Graduates**

State	Total		Core Completers		Non-Core Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Montana	56	21.9	58	23.2	40	20.1	2	20.6
Nebraska	71	21.8	67	22.8	32	19.8	2	20.3
Nevada	43	21.4	64	22.2	33	19.7	3	21.2
New Hampshire	4	22.5	51	23.1	34	21.9	15	21.7
New Jersey	4	20.7	36	21.4	57	20.4	7	20.5
New Mexico	65	20.1	53	21.4	44	18.7	3	18.9
New York	15	22.0	64	23.3	29	19.4	7	21.2
North Carolina	12	19.4	65	20.3	31	17.5	4	18.3
North Dakota	78	21.4	64	22.7	34	19.1	3	19.8
Ohio	60	21.4	63	22.6	35	19.4	2	20.8
Oklahoma	69	20.5	53	21.9	44	19.0	4	19.4
Oregon	12	22.7	60	23.8	37	21.0	3	21.4
Pennsylvania	7	21.4	68	22.2	27	19.8	5	19.2
Rhode Island	2	22.2	45	22.5	47	21.9	8	21.5
South Carolina	14	19.0	70	19.8	26	16.9	5	18.8
South Dakota	70	21.4	65	22.2	33	19.7	2	19.8
Tennessee	77	19.8	63	20.9	35	18.0	2	18.4
Texas	32	20.3	69	21.2	28	18.0	3	19.3
Utah	68	21.6	45	22.6	53	20.8	2	20.8
Vermont	7	22.0	44	22.7	47	21.3	9	21.6
Virginia	6	20.7	66	21.4	26	19.0	7	19.9
Washington	18	22.6	57	23.4	41	21.4	2	21.7
West Virginia	60	20.1	45	21.2	53	19.2	2	18.8
Wisconsin	66	22.3	62	23.1	36	21.0	2	21.7
Wyoming	65	21.4	55	22.6	43	20.0	2	20.5
<b>National</b>	<b>37</b>	<b>21.0</b>	<b>61</b>	<b>22.1</b>	<b>36</b>	<b>19.3</b>	<b>3</b>	<b>20.3</b>

\* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity 1996-2012*, Copyright © by Western Interstate Commission for Higher Education, February, 1998.



A C T A S S E S S M E N T

# ACT Assessment

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1 9 9 8 R E S U L T S

*Summary Report*

*National*



**ACT ASSESSMENT RESULTS****National  
1998**

This report provides information about the performance of 1998 graduating seniors nationwide who took the ACT Assessment as sophomores, juniors or seniors. As you review and interpret the information provided, please keep the following in mind:

- ACT-tested seniors may not be representative of the total population of graduating seniors.
- This report provides selected information about the nation's ACT-tested graduating seniors. For more details, please refer to the 1998 national High School Profile Report.



## Average ACT Scores

National  
1998

To help policy-makers gain a better perspective on the association between coursework taken in high school and performance on the ACT Assessment, this report provides information about the graduating class according to level of high school coursework completed. Average scores are reported for 1998 graduating seniors who reported completing a core high school program (a **core or more** program is defined as a typical college preparatory program) and for those who reported not completing a high school core program. (Refer to following page).

The academic preparation a student receives in high school correlates with success in college. ACT research indicates that students who prepare academically by taking a core high school program consistently score higher on the ACT Assessment than those who do not. These same students also earn better grades in college. These facts underscore the value of a strong basic program of study in high school.

## Levels of High School Coursework

### Core or More

**Core or more** is defined as a typical college preparatory program including:

- **English (four years or more)**

One year credit each for English 9, English 10, English 11, English 12

- **Mathematics (three years or more)**

One year credit each for Algebra I, Algebra II, Geometry  
One-half year credit each for Trigonometry, Calculus (not Pre-Calculus), other Math courses beyond Algebra II, Computer Math/Computer Science

- **Social Studies (three years or more)**

One year credit each for American History, World History, American Government  
One-half year credit each for Economics, Geography, Psychology, other History (European, State, etc.)

- **Natural Sciences (three years or more)**

One year credit each for General/Physical/Earth Science, Biology, Chemistry, Physics

### Less Than Core

**Less than core** refers to any high school program consisting of fewer courses than those included in core or more.

Average ACT test scores in English, Mathematics, Reading, Science Reasoning, and Composite for 1998 seniors who completed a core curriculum and those who did not are shown in Tables 1 and 2. In general, students who complete core coursework tend to earn higher average scores than students who do not complete core coursework. As Table 2 indicates, this association holds true across racial-ethnic groups. Table 3 shows that regardless of ethnic background, the average Composite score for students who completed core coursework has been consistently higher over the past five years than the average Composite scores of those who did not.

**Table 1**  
Average ACT Scores  
By Level of High School Coursework

Reference Group	Core or More					Less Than Core				
	E	M	R	SR	C	E	M	R	SR	C
National	21.5	22.0	22.4	22.0	22.1	18.6	18.9	19.7	19.6	19.3

**Table 2**  
Average ACT Scores  
By Level of High School Coursework and Racial-Ethnic Group

National Reference Group	Core or More					Less Than Core				
	E	M	R	SR	C	E	M	R	SR	C
African-Amer/Black	17.5	17.7	18.1	18.0	17.9	15.1	15.8	16.1	16.4	16.0
Amer Ind/Alas. Nat.	19.7	20.0	20.8	20.7	20.4	16.7	17.1	18.1	18.3	17.7
Caucasian-Amer.	22.2	22.5	23.1	22.6	22.7	19.4	19.4	20.4	20.3	20.0
Mexican-Amer/Chi.	18.7	19.8	19.7	19.7	19.6	16.2	17.1	17.4	17.7	17.2
Asian-Amer/Pac.	21.3	24.2	22.1	22.2	22.6	18.6	21.4	19.3	20.1	20.0
P.R./Cuban/Oth.	19.9	20.9	21.1	20.6	20.7	16.9	17.8	18.1	18.3	17.9

**Table 3**  
**Trends in Average ACT Composite Scores Across Five Years**  
**By Level of High School Coursework and Racial-Ethnic Group**

National Reference Group	Core or More		Less Than Core	
	N	Composite	N	Composite
<b>All Graduates</b>				
1994	478885	22.0	359974	19.1
1995	529146	22.0	360925	19.1
1996	542136	22.0	354733	19.2
1997	566141	22.1	361947	19.3
1998	606406	22.1	354306	19.3
<b>African-American/Black</b>				
1994	41533	18.0	39275	16.0
1995	48097	18.0	40099	15.9
1996	48321	17.9	38546	15.9
1997	50100	17.9	39696	16.0
1998	56544	17.9	41019	16.0
<b>American Indian/Alaskan Native</b>				
1994	4995	20.0	5533	17.3
1995	5398	20.1	5509	17.4
1996	5655	20.2	5419	17.7
1997	5685	20.4	5414	17.6
1998	5587	20.4	4903	17.7
<b>Caucasian-American/White</b>				
1994	356512	22.6	260155	19.8
1995	388508	22.6	257159	19.8
1996	398962	22.7	251375	19.9
1997	408851	22.8	250763	20.0
1998	444461	22.7	249092	20.0
<b>Mexican-American/Chicano</b>				
1994	15411	19.6	13918	17.1
1995	13435	19.8	10801	17.2
1996	11753	19.8	9438	17.4
1997	11875	19.9	9475	17.4
1998	19028	19.6	14541	17.2
<b>Asian-American/Pacific Islander</b>				
1994	17686	22.5	7952	19.9
1995	19237	22.4	7989	19.5
1996	19685	22.4	7676	19.7
1997	20201	22.5	7834	19.8
1998	22074	22.6	7886	20.0
<b>Puerto Rican/Cuban/Other Hispanic</b>				
1994	8685	20.5	5950	17.6
1995	13585	19.9	9812	17.2
1996	14838	20.0	10462	17.4
1997	15693	20.1	10615	17.4
1998	10732	20.7	5893	17.9

The data in Table 4 present the relationship between average ACT Composite scores and patterns of high school coursework across racial-ethnic groups **and** annual family income levels within each group.

**Table 4**  
**Average ACT Composite Scores**  
**By Level of High School Coursework, Racial-Ethnic Group**  
**And Annual Family Income**

1998 National Reference Group	Annual Family Income					
	Less than \$18,000		\$18,000-\$35,999		\$36,000 or more	
	N	Composite	N	Composite	N	Composite
<b>All Graduates</b>						
Total Group	92562	18.5	217121	20.0	530981	22.0
Core	48614	19.5	126593	21.0	354544	22.8
Less than Core	42584	17.3	88368	18.5	172714	20.2
<b>African-American/Black</b>						
Total Group	25328	16.2	32779	16.9	27521	18.3
Core	13353	16.9	18804	17.6	17582	19.0
Less than Core	11708	15.4	13653	15.9	9683	17.0
<b>American Indian/Alaskan Native</b>						
Total Group	1979	17.6	3385	18.5	4256	20.3
Core	831	19.1	1688	19.8	2481	21.4
Less than Core	1034	16.6	1589	17.4	1693	18.8
<b>Caucasian-American/White</b>						
Total Group	41771	20.2	140537	20.9	432125	22.2
Core	21842	21.4	82195	22.0	289468	23.1
Less than Core	19561	18.7	57388	19.3	140216	20.5
<b>Mexican-American/Chicano</b>						
Total Group	7616	17.1	11198	18.2	11589	20.0
Core	3881	18.1	6132	19.1	7228	20.8
Less than Core	3685	16.1	4995	17.0	4304	18.5
<b>Asian-American/Pacific Islander</b>						
Total Group	4578	18.9	7656	20.6	14798	23.5
Core	3026	19.6	5431	21.3	11270	24.0
Less than Core	1472	17.3	2083	19.0	3332	21.8
<b>Puerto Rican/Cuban/Other Hispanic</b>						
Total Group	2923	17.6	5009	19.0	7169	21.1
Core	1527	18.7	3030	19.9	4977	21.9
Less than Core	1248	16.4	1847	17.5	2069	19.2

Each year ACT collects freshman course grades from hundreds of colleges and universities. Research has shown ACT-tested graduates typically have at least a 50 percent chance of receiving at least a "B" in the courses listed if they obtain the identified ACT score value or higher. The columns in the right side of the table present the percentages of ACT-tested graduates that earned a score at or above the typical cutoff score. For example, of those students who had core or more coursework, 83% had an ACT English score at or above 17.

**Table 5**  
**Summary of Course Placement**  
**Cutoff Scores**

Course Type	ACT Assessment Test Variable	Typical Cutoff Score	Percent At or Above The Typical Cutoff Score	
			Those with Core Coursework	Those With Less than Core Coursework
English				
Standard Composition	English	17	83	63
Advanced Composition	English	20	64	40
Literature	English	21	56	33
Mathematics				
Elementary Algebra	Mathematics	19	70	43
Intermediate Algebra	Mathematics	22	49	24
College Algebra	Mathematics	23	43	20
Calculus	Mathematics	27	20	8
Science				
Chemistry	Science Reasoning	24	35	18
Physics	Science Reasoning	20	69	47

Academic success at specific colleges/universities depends on many factors, including the selectivity of the institution and the institution's grading practices. Based on the information presented above, the percentage of ACT-tested students who would likely receive at least a "B" in the identified courses is higher for those who completed the recommended core coursework. Students who earn ACT scores below those listed may need additional academic preparation to be successful in these typical college entry level courses.

Table 6 compares percentages of students choosing selected academic majors in 1994, 1996, and 1998. Overall the interest in most majors has been consistent during this period.

**Table 6**  
**Percentages Choosing Selected Majors**  
**By Graduation Year and Gender**

<b>National Reference Group</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b>Business</b>			
1994	14	13	13
1996	14	12	13
1998	14	11	12
<b>Computer/Information Sciences</b>			
1994	3	1	2
1996	4	1	3
1998	6	2	3
<b>Education</b>			
1994	5	12	9
1996	5	12	9
1998	5	13	10
<b>Engineering</b>			
1994	17	3	9
1996	17	3	9
1998	17	3	9
<b>Health Professions</b>			
1994	13	26	20
1996	13	27	21
1998	11	26	20

Table 7 presents the average ACT Composite scores for various racial-ethnic groups from 1994 to 1998. Trend information is provided for each reference group represented by 500 or more ACT-tested graduates each year. Over the five-year period, the national average composite score for all graduates has increased from 20.8 to 21.0. African-American and Asian-American scores have remained relatively stable. American Indian/Alaskan Native scores have steadily increased from 18.5 to 19.0 and Caucasian-American from 21.4 to 21.7. Mexican-American and Puerto Rican/Cuban/Other Hispanic scores have varied as the size of the tested group has increased or decreased.

**Table 7**  
**Trends in Average ACT Composite Scores\***

<b>National Reference Group</b>	<b>N</b>	<b>Composite</b>
<b>All Graduates</b>		
1994	891714	20.8
1995	945369	20.8
1996	924663	20.9
1997	959301	21.0
1998	995039	21.0
<b>African-American/Black</b>		
1994	81806	17.0
1995	89155	17.1
1996	87630	17.0
1997	90617	17.1
1998	100537	17.1
<b>American Indian/Alaskan Native</b>		
1994	11026	18.5
1995	11361	18.6
1996	11580	18.8
1997	11509	19.0
1998	11132	19.0
<b>Caucasian-American/White</b>		
1994	623366	21.4
1995	650664	21.5
1996	654377	21.6
1997	663878	21.7
1998	707496	21.7



...Continued

Continued...

**Table 7**  
**Trends in Average ACT Composite Scores\***

<b>National Reference Group</b>	<b>N</b>	<b>Composite</b>
<b>Mexican-American/Chicano</b>		
1994	29558	18.4
1995	24431	18.6
1996	21345	18.7
1997	21511	18.8
1998	34617	18.5
<b>Asian-American/Pacific Islander</b>		
1994	26168	21.7
1995	27784	21.6
1996	27847	21.6
1997	28542	21.7
1998	30988	21.8
<b>Puerto Rican/Cuban/Other Hispanic</b>		
1994	15119	19.3
1995	24054	18.7
1996	25857	18.9
1997	26841	19.0
1998	17500	19.6

\*All average scores are on the scale for the Enhanced ACT Assessment. Annual national trends in ACT scores beginning with 1969-70 are available on request.

# News from ACT

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**EMBARGOED FOR USE UNTIL 4:00 P.M. EDT, AUG. 18, 1998**

Hold for release: **4:00 p.m. EDT, Tuesday, August 18, 1998**

Contact: Kelley Hayden, 319-337-1028; night, weekend: 319-341-4214  
**August 18 only:** 202-223-2318  
e-mail: [hayden@act.org](mailto:hayden@act.org), fax: 319-337-1014

**NOTE TO EDITORS/REPORTERS:** This news release and accompanying documents report information about 1998 high school graduates who took the ACT Assessment for college entrance. States, districts and schools receive similar information about their students. However, ACT releases only national and selected state data; ACT **does not release local district or school data.**

ACT Inc. is a nonprofit organization offering assessment programs and services designed to help individuals make decisions at key education and career transition points.

## **MODEST GAINS IN ACT TEST SCORES**

- **Achievement Tied to Advanced High School Courses**
- **Career Aspirations Don't Fit Projections**
- **More Minorities Tested; Most Scores Improve**

IOWA CITY, IOWA, August 18— While the national average composite score on the ACT, the entrance examination taken by nearly 60 percent of America's entering college freshmen, remained at 21.0, most subgroups of students made modest gains this year on one or more of the ACT tests in English, mathematics, reading and science reasoning.

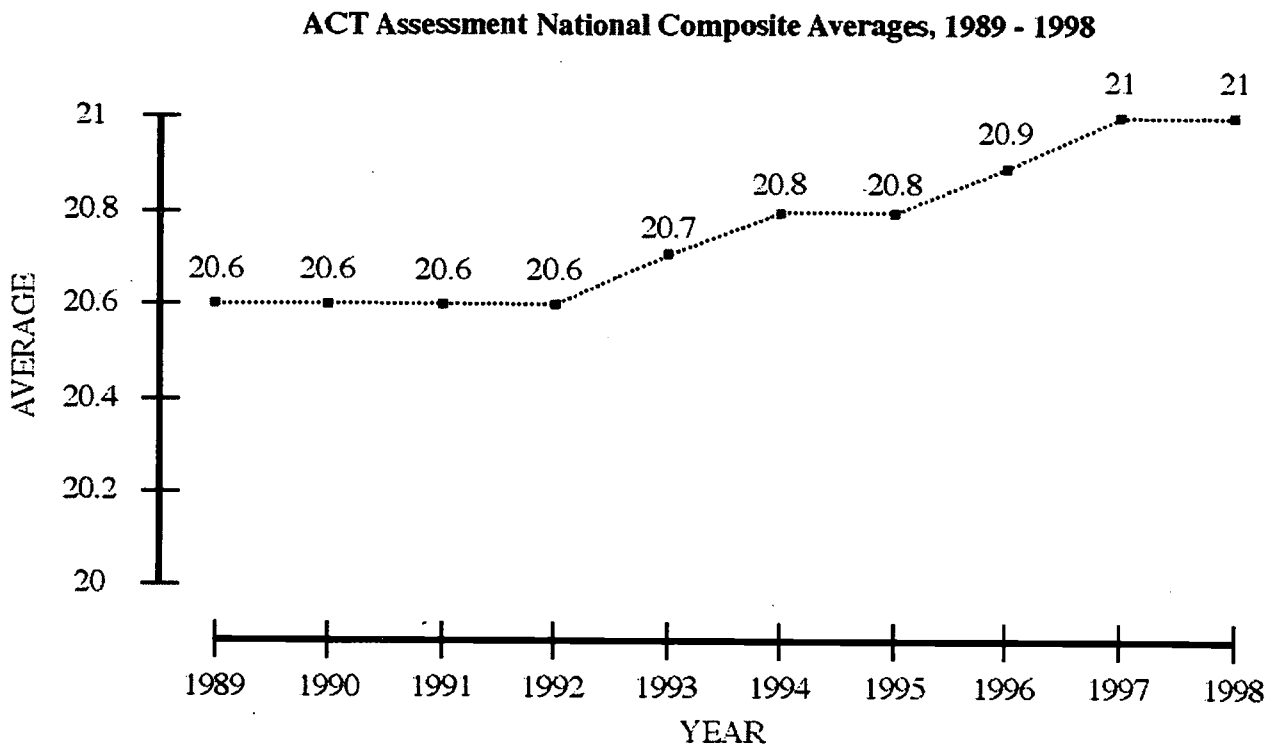
**(more)**



Iowa City, Iowa

The national average score was derived from the individual composite scores of the nearly one million 1998 high school graduates who took the ACT Assessment. The ACT score range is 1-36. In addition to a composite score, students receive separate scores in each subject area.

For a record nine consecutive years, the ACT national average has either remained constant or increased slightly.



According to an announcement today from ACT President Richard L. Ferguson, this unprecedented trend in the national average score is good news for those concerned about student achievement.

“More students than ever before are taking the ACT,” Ferguson said. “We tested a record 995,000 graduates this year, an increase of 35,000 over 1997 and of nearly 200,000 since the beginning of the decade. Whenever there’s a substantial increase in the number of students tested, the additional students must be at least as well-prepared as those tested earlier or the average score will drop. So the fact that the national average has remained steady or increased slightly while the tested population has grown is positive.”

Ferguson attributed this trend in ACT-score averages to greater numbers of high school students taking higher-level courses in the academic areas measured by the ACT and required for most college freshmen.

“This period of steady or increasing scores coincides with nationwide efforts to emphasize the need for more demanding college-preparatory coursework,” Ferguson said. “That emphasis seems to be producing results.”

Research consistently shows that participation in college-preparatory courses is the factor most strongly associated with higher ACT scores, which predict performance in the first year of college. The ACT measures students’ levels of development in the subject areas required of most college freshmen.

Large differences between the average scores of students who’ve taken high-level courses and those who haven’t are seen among both males and females, in all racial/ethnic groups and at all socioeconomic levels. These differences relate directly to probabilities of success in the first year of college.

**(more)**

**\* Achievement Tied to Advanced High School Courses**

“Adequate preparation for college is not simply a matter of taking a certain number of courses in each subject area,” Ferguson added. “Rather, it’s a matter of taking the right courses in each sequence, especially the higher-level courses.

“Students who study algebra 1 and geometry, for example, may feel that that’s enough math. But every year their average scores indicate that they’re not ready for college-level work. Even those who take algebra 2 score below the average. Students who take at least one other course beyond algebra 2 perform at much higher levels on the ACT math test. They also achieve higher average composite scores, and they are the most likely to qualify for a scholarship and to have a successful first year in college.”

**Average ACT Scores for Selected Mathematics Course Sequences**

High School Math Course Sequence	ACT Math Average	ACT Composite Average
Alg 1, Geom, Alg 2, Trig, Calc or Other Advanced	23.5	23.3
Alg 1, Geom, Alg 2, Trig or Other Advanced	20.6	21.1
Alg 1, Geom, Alg 2	17.8	18.7
Less Than Three Years of Math	16.4	17.2

**(more)**

This relationship between higher-level courses and better preparation for college also holds in science and in English and the social sciences.

**Average ACT Scores for Selected Science Course Sequences**

High School Science Course Sequences	ACT Science Reasoning Average	ACT Composite Average
General Science, Biology, Chemistry, Physics	23.0	23.1
General Science, Biology, Chemistry	20.3	20.1
Less Than 3 Years of Natural Science	18.9	18.5

“Being ill-prepared for the required academic work is one of the chief reasons students drop out of college during their first year,” Ferguson said. “But students can become better prepared relatively easily. First, they need to know that each sequence of courses is like a ladder they can climb as high as they like, each rung representing greater chances of later success. Armed with this knowledge, students can see quite clearly the choices they need to make to better prepare themselves for their first-year college courses.”

**\* Career Aspirations Don't Fit Projections**

Ferguson highlighted other ACT information suggesting that, in addition to college preparation, students need additional help with career planning.

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“Students’ current career aspirations seem to be somewhat out of sync with the jobs that will be available for many of them,” Ferguson said. “Every year about 42 percent of the students tell us they need more assistance with educational and occupational planning. And when we compare their vocational choices with what we know about the jobs that will probably be available to them, we can see that even more students may actually need help.

“Large numbers are interested in entering crowded fields, where the available openings may decrease in the coming years, while fields that are projected to see major growth don’t appear to be attracting students.”

The Information Technology Association of America and Virginia Tech University recently conducted a study that found large and growing shortages of information technology professionals. Nearly 350,000 openings are currently available for computer programmers and engineers and systems analysts.

And in the latest Department of Labor projections, the three occupations that should grow fastest now through 2006 are all computer-related and require a bachelor’s degree. In light of the openings and the growing demand, fewer students than might be hoped are leaning toward computer careers.

“As they have for years, most students say their first vocational choice is health, business or social sciences (largely psychology and law),” Ferguson said. “Only about 3 percent of this year’s college-bound graduates picked computer and information science as their first vocational choice, and another

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six-tenths of 1 percent want to be computer engineers. These percentages haven't changed in 10 years— 4 percent of 1988 graduates chose computer and information science— yet the outlook for the computer field has changed dramatically.”

**The 5 Occupations With the Fastest Employment Growth, 1996-2006\***

Occupation	Employment		
	1996	2006	Change
Database administrators, computer support specialists and all other computer scientists	212,000	461,000	118%
Computer Engineers	216,000	451,000	109%
Systems Analysts	506,000	1,025,000	103%
Personal and Home Care Aides	202,000	374,000	85%
Physical & corrective therapy aides	84,000	151,000	79%

\* Bureau of Labor Statistics, Department of Labor

**Top 5 Vocational Choices of 1998 ACT-Tested High School Graduates**

Vocational Choice	Number of Students	Percent of Total
Health Sciences	183,804	20.0
Business & Management	103,694	11.3
Education/Teacher Education	88,630	9.6
Social Sciences	79,170	8.6
Engineering	65,242	7.1

“Many students appear to have good underlying skills for computer-related careers,” Ferguson said, “and their interests are similar to those of

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people who do well in that field. Perhaps they don't make it a vocational choice because they don't know enough about their opportunities or they have a stereotyped image of what it takes to succeed. It seems clear that all of us—educators, parents, policymakers— could do more to strengthen students' preparation for life after high school.

“We need to help students start their career exploration at earlier points in their development— at least as early as the eighth grade. And we need to continue providing them with up-to-date college and career planning information so they can make better decisions that will benefit both themselves and the nation.”

#### **\* More Minorities Tested; Most Scores Improve**

The number of ACT-tested graduates placing themselves in an ethnic/racial minority group grew this year by 18,188, or 8.9 percent, over 1997. Improvements in most group scores accompanied this growth.

“Every minority group but Mexican Americans improved their average performance on at least one of the four subject tests,” Ferguson said, “and maintained or increased their composite scores. The drop in Mexican American scores is troubling, but it appears to be a factor of the 61-percent increase in the number of Mexican Americans taking the tests. On the whole, the

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additional students don't appear to have been as well-prepared as last year's group.”

**Changes in ACT Test Scores, 1997 to 1998, by Racial/Ethnic Group**

Racial/Ethnic Group	English	Math	Reading	Science Reasoning	Comp.
African American	=*	=	+0.1	-0.1	=
Asian American	+0.1	+0.1	+0.1	=	+ 0.1
Caucasian	=	+0.2	-0.1	=	=
Mexican American	-0.3	-0.3	-0.2	-0.2	-0.3
Native American	+0.1	+0.1	=	=	=
Puerto Rican/Cuban	+0.6	+0.6	+0.8	+0.5	+0.6

\* Indicates no change.

Ferguson pointed to the large score increases for Puerto Rican/Cuban students and the decreases for Mexican American/Chicano students as further evidence of the connection between higher-level academic preparation and higher achievement on the college-entrance exam.

“The changes in the Hispanic scores are the most noticeable,” Ferguson said. “These days we seldom see one-year increases as large as one-half to eight-tenths of a point or decreases of two- to three-tenths of a point.

“Looking for possible explanations, we see the very large growth since 1997 in Mexican Americans and the significant decline in Puerto

**(more)**

Rican/Cubans. Then the question becomes: Have these changes in the numbers of students affected the relative levels of preparation of the two groups?”

And the answer, Ferguson said, is: “Yes. Changes in preparation levels are evident. As we’ve said, courses beyond algebra 2 are associated with much better test performance by both individuals and groups, and the Puerto Rican/Cuban percentage taking those higher-level math courses increased this year. On the other hand, taking fewer than three math courses is associated with much lower performance, and here the percentage of Puerto Rican/Cuban students dropped.”

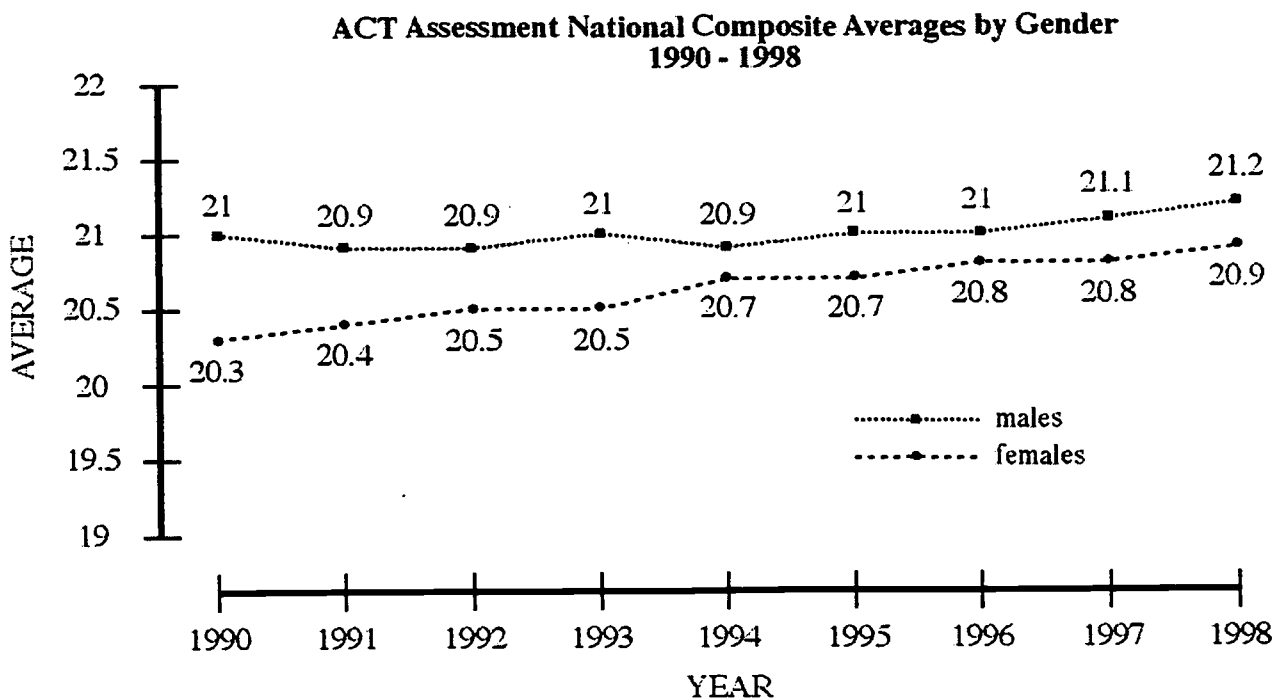
Mexican Americans reported a drop, rather than an increase, in the percentage taking math courses beyond algebra 2, and an increase in the percentage stopping before or at algebra 2. They also reported course-taking patterns in science that are associated with lower achievement levels: an increase in the percentage taking only one or two years of science and a decrease in the percentage taking physics. Puerto Rican/Cubans were just the opposite, the percentage taking too little science decreasing and the percentage taking physics increasing.

Among 1998 ACT-tested graduates reporting their racial/ethnic status, 23.9 percent identified themselves as members of a minority group. This is an increase of 0.4 percent over 1997 and an all-time high.

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**Additional ACT data of interest from the 1998 report:**

- Although the number of females tested in 1998 increased by 24,000, the numbers taking less than three years of math and less than three years of science both decreased by about 3,000. Slightly more females than males now take trigonometry and chemistry. Males continue to take more calculus and physics, but the differences between the composite scores of males and females over the last five years are the narrowest ever. The distributions of male and female scores overlap to the extent that there is little practical difference.



(more)

- Females increased their English score from 20.7 to 20.8, their math score from 20.1 to 20.2 and their reading score from 21.5 to 21.6. They remained at 20.6 in science reasoning.
- As a group, this year's graduates increased their scores on most of the ACT subject-area tests: in English, from 20.3 to 20.4; in math, from 20.6 to 20.8; and in reading, from 21.3 to 21.4. This is the first time in five years that graduates have raised their average scores in as many as three of the four subjects at once. The average score on the science reasoning test remained at 21.0.

**Average ACT Subject Test Scores, 1993-98**

	1993	1994	1995	1996	1997	1998
English	20.3	20.3	20.2	20.3	20.3	20.4
Mathematics	20.1	20.2	20.2	20.2	20.6	20.8
Reading	21.2	21.2	21.3	21.3	21.3	21.4
Science Reasoning	20.8	20.9	21.0	21.1	21.1	21.1

###

THE STATISTICS IN THIS REPORT REFLECT THE CHARACTERISTICS OF THE STUDENTS AT YOUR SCHOOL WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR AND GRADUATED IN 1998. DEPENDING ON THE PROPORTION OF STUDENTS WHO TOOK THE ASSESSMENT, THE DATA MAY OR MAY NOT REFLECT THE CHARACTERISTICS OF YOUR COLLEGE BOUND STUDENTS. ASSISTANCE IN UNDERSTANDING THIS REPORT AND APPLYING THE RESULTS AT YOUR SCHOOL IS PROVIDED IN THE PUBLICATION, YOUR COLLEGE-BOUND STUDENTS: INTERPRETIVE GUIDE TO THE ACT HIGH SCHOOL PROFILE SERVICE.

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## National

The table below compares the average ACT scores for your students who reported they completed the recommended core college preparatory curriculum with those who had not. Please note that your State Department of Education may have a different definition of the college preparatory courses and may, therefore publish reports showing slightly different data.

Reference Year	Those with core or more						Those with less than core					
	N	Eng	Math	Rdng	Sci	R Comp	N	Eng	Math	Rdng	Sci	R Comp
1993-94	478885	21.5	21.5	22.5	22.1	22.0	359974	18.6	18.3	19.6	19.5	19.1
1994-95	529146	21.4	21.5	22.4	22.0	22.0	360925	18.5	18.3	19.6	19.5	19.1
1995-96	542136	21.5	21.5	22.5	22.1	22.0	354733	18.6	18.4	19.7	19.6	19.2
1996-97	566141	21.5	21.8	22.5	22.1	22.1	361947	18.6	18.7	19.7	19.6	19.3
1997-98	606406	21.5	22.0	22.4	22.0	22.1	354306	18.6	18.9	19.7	19.6	19.3

Below are listed the summary statistics for all of your ACT-tested graduates on all five scores.

Reference Year	N	English	Mathematics	Reading	Sci Reas	Composite
1993-94	891714	20.3	20.2	21.2	20.9	20.8
1994-95	945369	20.2	20.2	21.3	21.0	20.8
1995-96	924663	20.3	20.2	21.3	21.1	20.9
1996-97	959301	20.3	20.6	21.3	21.1	21.0
1997-98	995039	20.4	20.8	21.4	21.1	21.0

Below are listed the ACT quartile values for all of your 1998 ACT-tested graduates on all five scores.

Quartile*	English	Mathematics	Reading	Sci Reas	Composite
Q3 (75th percentile)	24.3	24.5	25.4	24.1	24.3
Q2 (50th percentile - median)	20.1	19.8	21.1	20.8	20.7
Q1 (25th percentile)	16.5	16.8	16.9	17.8	17.5

\* The quartile values are interpolated and are based upon calculated student percentile ranks which may differ from the cumulative percentages reported in the frequency distribution tables in the High School Profile Report

TABLE 1 AVERAGE ACT SCORES BY ACADEMIC PREPARATION FOR DIFFERENT ETHNIC GROUPS

	AFRI-AM/ BLACK MEAN	AM IND/ ALSK NTV MEAN	CAUC AM/ WHITE MEAN	MEX AM/ CHICANO MEAN	ASIAN AM/ PAC ISLDR MEAN	P RICAN/ HISPANIC MEAN
CORE OR MORE (N= 56544)	(N= 5587)	(N=444461)	(N= 19028)	(N= 22074)	(N= 10732)	
ENGLISH	17.5	19.7	22.2	18.7	21.3	19.9
USAGE/MECH	8.4	9.7	11.3	9.2	10.7	9.9
RHET SKILLS	9.1	10.2	11.5	9.6	11.0	10.2
MATHEMATICS	17.7	20.0	22.5	19.8	24.2	20.9
PRE/ELEM-ALG	8.9	10.5	12.1	10.3	12.8	11.0
ALG/CRD-GEOM	8.7	9.9	11.1	9.7	12.1	10.3
PLANE GEOM/TRIG	8.7	10.3	11.6	10.1	12.5	10.7
READING	18.1	20.8	23.1	19.7	22.1	21.1
SOC STU/SCI	8.8	10.4	11.5	9.7	11.0	10.4
ARTS/LITERATURE	9.5	10.8	12.1	10.3	11.6	11.1
SCI REASONING	18.0	20.7	22.6	19.7	22.2	20.6
COMPOSITE	17.9	20.4	22.7	19.6	22.6	20.7
LESS THAN CORE (N= 41019)	(N= 4903)	(N=249092)	(N= 14541)	(N= 7886)	(N= 5893)	
ENGLISH	15.1	16.7	19.4	16.2	18.6	16.9
USAGE/MECH	7.0	7.9	9.6	7.6	9.1	8.1
RHET SKILLS	7.9	8.6	10.0	8.4	9.6	8.7
MATHEMATICS	15.8	17.1	19.4	17.1	21.4	17.8
PRE/ELEM-ALG	7.4	8.4	10.1	8.5	11.0	8.8
ALG/CRD-GEOM	7.6	8.3	9.5	8.3	10.7	8.7
PLANE GEOM/TRIG	7.8	8.7	10.0	8.7	11.0	9.0
READING	16.1	18.1	20.4	17.4	19.3	18.1
SOC STU/SCI	7.9	9.0	10.2	8.5	9.6	8.9
ARTS/LITERATURE	8.1	9.1	10.6	8.9	9.8	9.3
SCI REASONING	16.4	18.3	20.3	17.7	20.1	18.3
COMPOSITE	16.0	17.7	20.0	17.2	20.0	17.9
NO RESPONSE (N= 2974)	(N= 642)	(N= 13943)	(N= 1048)	(N= 1028)	(N= 875)	



TABLE 1 (CONTINUED)

	AFRI-AM/ BLACK MEAN	AM IND/ ALSK NTV MEAN	CAUC AM/ WHITE MEAN	MEX AM/ CHICANO MEAN	ASIAN AM/ PAC ISLDR MEAN	P R ICAN/ HISPANIC MEAN
TOTAL GROUP	(N=100537)	(N= 11132)	(N=707496)	(N= 34617)	(N= 30988)	(N= 17500)
ENGLISH	16.4	18.1	21.2	17.5	20.5	18.7
USAGE/MECH	7.7	8.8	10.7	8.5	10.3	9.2
RHET SKILLS	8.6	9.4	10.9	9.0	10.6	9.7
MATHEMATICS	16.9	18.6	21.4	18.6	23.4	19.7
PRE/ELEM-ALG	8.3	9.4	11.4	9.5	12.3	10.2
ALG/CRD-GEOM	8.3	9.0	10.5	9.1	11.7	9.7
PLANE GEOM/TRIG	8.3	9.5	11.0	9.5	12.1	10.1
READING	17.2	19.4	22.1	18.7	21.3	19.9
SOC STU/SCI	8.4	9.7	11.0	9.2	10.6	9.8
ARTS/LITERATURE	8.9	9.9	11.6	9.7	11.1	10.4
SCI REASONING	17.3	19.4	21.8	18.8	21.6	19.7
COMPOSITE	17.1	19.0	21.7	18.5	21.8	19.6

TABLE 2 AVERAGE ACT COMPOSITE SCORES BY ABILITY LEVEL FOR DIFFERENT ETHNIC GROUPS

	AFRI-AM/ BLACK N MEAN	AM IND/ ALSK NTV N MEAN	CAUC AM/ WHITE N MEAN	MEX AM/ CHICANO N MEAN	ASIAN AM/ PAC ISLDR N MEAN	P R ICAN/ HISPANIC N MEAN
<b>HIGH SCHOOL AVERAGE</b>						
3.50 - 4.00	13421 20.5	2792 22.4	260797 24.6	8774 21.2	14229 24.4	4466 22.9
3.00 - 3.49	24987 18.0	2795 19.4	194454 21.3	10418 18.6	8538 20.7	4926 19.8
2.50 - 2.99	27047 16.6	2326 17.7	126543 19.5	7561 17.3	3997 18.7	3750 18.2
2.00 - 2.49	19575 15.6	1387 16.6	65002 18.2	3596 16.5	1756 17.3	1976 17.0
1.99 & BELOW	6128 14.9	526 15.7	18250 17.1	1086 15.9	425 16.7	613 16.1
<b>CGPA PRED BY STUDENT</b>						
3.5 - 4.0	12673 20.2	1965 22.9	181787 25.3	6117 21.7	11885 24.8	4165 23.0
3.0 - 3.4	34702 17.9	4021 19.7	282634 21.8	13763 18.9	11273 21.0	6985 19.7
2.5 - 2.9	25804 16.4	2433 17.7	136481 19.5	8051 17.2	4166 18.6	3550 17.8
2.0 - 2.4	16893 15.2	1565 16.2	61505 17.8	3846 16.1	1671 17.2	1562 16.2
1.9 & BELOW	4217 14.4	489 14.9	12859 16.7	825 15.3	404 16.2	343 15.2
<b>HIGH SCHOOL RANK</b>						
TOP QUARTER	24657 19.4	3979 21.4	316591 24.3	11619 20.9	15644 24.3	6342 22.4
2ND QUARTER	36084 16.9	3790 18.3	232035 20.3	12028 17.8	8791 19.8	5986 18.7
BOTTOM HALF	30711 15.7	2473 16.6	116163 18.2	8121 16.5	4421 17.7	3741 17.0

TABLE 3 STUDENT SATISFACTION WITH VARIOUS ASPECTS OF THE LOCAL HIGH SCHOOL

		SATISFIED NO CHANGE NECESSARY		PRETTY MUCH NEUTRAL		DISSATISFIED IMPROVEMENT NEEDED		NO EXPER- IENCE	
		FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
CLASSROOM INSTRUCTION	MALE	222788	22	120426	12	43501	4	2264	0
	FEMALE	286654	29	166116	17	71666	7	2196	0
	TOTAL	509442	51	286542	29	115167	12	4460	0
NO. & VARIETY OF COURSE OFFERINGS	MALE	207878	21	88787	9	89502	9	2888	0
	FEMALE	264275	27	106746	11	152671	15	3153	0
	TOTAL	472153	47	195533	20	242173	24	6041	1
GRADING PRACTICES & POLICIES	MALE	194675	20	124326	12	65850	7	3903	0
	FEMALE	270878	27	161378	16	90417	9	3797	0
	TOTAL	465553	47	285704	29	156267	16	7700	1
NO. & KINDS OF TESTS GIVEN	MALE	191710	19	149824	15	44018	4	3049	0
	FEMALE	251609	25	203360	20	68410	7	2889	0
	TOTAL	443319	45	353184	35	112428	11	5938	1
GUIDANCE SERV PROVIDED BY TOTAL SCHOOL	MALE	201297	20	98580	10	72852	7	15795	2
	FEMALE	257003	26	120212	12	131141	13	17695	2
	TOTAL	458300	46	218792	22	203993	21	33490	3
SCHOOL RULES, REGULATIONS, & POLICIES	MALE	143083	14	111110	11	127663	13	6403	1
	FEMALE	189136	19	148164	15	182854	18	5664	1
	TOTAL	332219	33	259274	26	310517	31	12067	1
LIBRARY OR LEARNING CENTER	MALE	204330	21	110419	11	65997	7	7689	1
	FEMALE	273524	27	145345	15	97580	10	9586	1
	TOTAL	477854	48	255764	26	163577	16	17275	2
LABORATORY FACILITIES	MALE	182235	18	117689	12	74082	7	14525	1
	FEMALE	229232	23	161929	16	111450	11	23434	2
	TOTAL	411467	41	279618	28	185532	19	37959	4
PROVISIONS FOR SPECIAL HELP IN READING, MATH, ETC	MALE	139290	14	108611	11	40788	4	99817	10
	FEMALE	182012	18	131377	13	70242	7	142363	14
	TOTAL	321302	32	239988	24	111030	11	242180	24
PROVISIONS FOR ACADEMICALLY OUTSTANDING STU	MALE	210128	21	98787	10	42339	4	37391	4
	FEMALE	291681	29	119376	12	70978	7	44148	4
	TOTAL	501809	50	218163	22	113317	11	81539	8
ADEQUACY OF PROG IN CAREER EDUC & PLANNING	MALE	155980	16	128219	13	72110	7	31436	3
	FEMALE	199305	20	153243	15	129011	13	43365	4
	TOTAL	355285	36	281462	28	201121	20	74801	8

TABLE 4 MEAN ACT SCORES, FREQUENCY DISTRIBUTIONS, AND CUMULATIVE PERCENTAGES FOR MALE AND FEMALE COMBINED (TOTAL)

STD SCORE	ACT ENGLISH		ACT MATHEMATICS		ACT READING		ACT SCI REASONING		ACT COMPOSITE	
	FREQ	PB	FREQ	PB	FREQ	PB	FREQ	PB	FREQ	PB
36	844	99	3174	99	6603	99	3834	99	71	99
35	1478	99	492	99	11451	99	1606	99	664	99
34	4159	99	3379	99	16095	98	4044	99	2141	99
33	5760	99	4895	99	13651	97	5867	99	4788	99
32	5774	99	13778	99	10967	95	2684	98	8414	99
31	8969	98	17052	97	23296	94	13090	98	13181	98
30	22797	97	23327	96	20636	92	16617	97	18937	97
29	24401	95	26697	93	23101	90	20672	95	23231	95
28	28616	93	25129	91	42798	87	24279	93	30661	93
27	42874	90	39285	88	34836	83	27830	91	37945	90
26	42254	85	45126	84	41790	80	41853	88	44878	86
25	47733	81	48641	80	41652	75	60927	84	52613	81
24	60064	76	45637	75	69958	71	58891	78	60173	76
23	55758	70	49032	70	51304	64	76086	72	65918	70
22	54279	65	51967	65	65746	59	78439	64	71751	63
21	65487	59	50636	60	59440	52	84468	56	76737	56
20	74552	53	70222	55	61170	46	83965	48	79750	49
19	69991	45	78189	48	72618	40	82623	39	78541	41
18	66143	38	85680	40	45344	33	87285	31	76132	33
17	62963	31	89009	31	52632	28	73355	22	67875	25
16	61395	25	84547	22	44939	23	47218	15	58848	18
15	46044	19	60989	14	38348	19	40555	10	48449	12
14	39849	14	44023	8	41665	15	21447	6	35845	7
13	33502	10	22109	3	41130	11	18637	4	22517	4
12	24459	7	9045	1	32507	6	8806	2	10682	2
11	20358	5	2207	1	17088	3	5864	1	3270	1
10	11711	2	544	1	8309	1	2740	1	764	1
9	7579	1	136	1	3023	1	837	1	196	1
8	3614	1	42	1	1325	1	332	1	47	1
7	1189	1	23	1	932	1	117	1	11	1
6	297	1	8	1	356	1	45	1	7	1
5	101	1	8	1	184	1	16	1	1	1
4	30	1	5	1	69	1	3	1	0	1
3	10	1	4	1	57	1	7	1	1	1
2	5	1	0	1	16	1	0	1	0	1
1	0	1	2	1	3	1	0	1	0	1

FREQUENCIES AND PERCENTAGES OF SCORES IN FOUR INTERVALS

28-36	102798	10	117923	12	168598	17	92693	9	102088	10
23-27	248683	25	227721	23	239540	24	265587	27	261527	26
18-22	330452	33	336694	34	304318	31	416780	42	382911	38
1-17	313106	31	312701	31	282583	28	219979	22	248513	25
MEAN	20.4		20.8		21.4		21.1		21.0	
S.D.	5.4		5.1		6.0		4.6		4.7	

TABLE 5 DISTRIBUTIONS OF CUMULATIVE PERCENTAGES FOR ACT STANDARD SUBSCORES

STD SCORE	USAGE/MECH		RHET SKILLS		SOC STU/SCI		ARTS/LIT		STD SCORE
	N	PB	N	PB	N	PB	N	PB	
18	11114	99	5260	99	18287	99	34739	99	18
17	25285	99	18826	99	34087	98	60339	97	17
16	41998	96	24706	98	41830	95	62536	90	16
15	54503	92	50639	95	48931	91	71258	84	15
14	63385	87	64132	90	59804	86	69248	77	14
13	74171	80	87792	84	76373	80	79707	70	13
12	75691	73	114406	75	101903	72	92372	62	12
11	91880	65	124016	63	107501	62	89264	53	11
10	110305	56	113914	51	131467	51	95067	44	10
9	91223	45	137511	39	107813	38	77707	34	9
8	120492	36	112727	26	87217	27	68219	26	8
7	84468	24	66591	14	76093	18	58831	20	7
6	64311	15	41039	7	46707	10	58982	14	6
5	48284	9	22479	3	29390	6	37372	8	5
4	26629	4	7179	1	15637	3	22273	4	4
3	8587	1	3096	1	7405	1	10631	2	3
2	2416	1	635	1	3033	1	5669	1	2
1	297	1	91	1	1561	1	825	1	1
MEAN	10.2		10.5		10.6		11.2		
S. D.	3.5		2.9		3.4		3.8		

STD SCORE	PRE/ELEM		ALG/CRD-GEOM		PLN GEOM/TRIG		STD SCORE
	N	PB	N	PB	N	PB	
18	36912	99	13873	99	17467	99	18
17	42407	96	2944	99	328	98	17
16	25648	92	22864	98	37498	98	16
15	57867	89	30858	96	59388	94	15
14	76185	84	74763	93	73224	88	14
13	90775	76	77564	85	97615	81	13
12	74452	67	88221	78	87429	71	12
11	111951	59	133779	69	98858	63	11
10	103612	48	132148	55	157995	53	10
9	120679	38	154407	42	145133	37	9
8	93283	26	110542	26	101091	22	8
7	74446	16	62616	15	44532	12	7
6	43299	9	28221	9	34682	7	6
5	28308	4	31693	6	18120	4	5
4	11102	2	20216	3	8423	2	4
3	2891	1	4969	1	6123	1	3
2	1130	1	3044	1	5392	1	2
1	92	1	2317	1	1741	1	1
MEAN	10.9		10.2		10.7		
S. D.	3.4		3.0		3.0		

TABLE 6 MEAN ACT SCORES AND STANDARD DEVIATIONS FOR MALES AND FEMALES

	ACT ENGLISH	ACT MATHEMATICS	ACT READING	ACT SCI REASONING	ACT COMPOSITE
<b>MALES (N=430724)</b>					
MEAN	19.9	21.5	21.1	21.8	21.2
S.D.	5.4	5.3	6.2	4.9	4.9
<b>FEMALES (N=564315)</b>					
MEAN	20.8	20.2	21.6	20.6	20.9
S.D.	5.4	4.8	5.9	4.3	4.6

PERCENTAGES OF STUDENTS IN TEST SCORE INTERVALS

SCORE INTERVAL	M		F		M		F		M		F	
	M	F	M	F	M	F	M	F	M	F	M	F
28-36	9	11	16	9	17	17	13	7	12	9		
23-27	23	27	25	21	23	25	29	25	26	26		
18-22	33	33	33	35	30	31	39	44	37	40		
1-17	35	29	27	35	31	27	19	24	25	25		

TABLE 7 EXPRESSED ADEQUACY OF HS EDUCATION ACCORDING TO HS CURRICULUM OR PROGRAM

EXPRESSED ADEQUACY	TOTAL		AVG ACT COMP	BUS-COMM		VOC-OCC		COL PREP		OTHER-GEN	
	FREQ	PC		FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
EXCELLENT	168787	18	23.3	4658	11	6331	11	136102	22	21696	11
GOOD	394486	43	21.4	16412	40	23122	40	276777	44	78175	41
AVERAGE	220730	24	19.5	12400	30	18474	32	128358	20	61498	32
BELOW AVERAGE	46739	5	19.3	2898	7	4354	8	26016	4	13471	7
VERY INADEQUATE	74316	8	20.9	3789	9	4800	8	52586	8	13141	7
NO RESPONSE	13709	1	20.9	588	1	823	1	9505	2	2793	1
NO. OF STUDENTS	918767			40745		57904		629344		190774	

TABLE 8 AVERAGE ACT SCORES FOR DIFFERENT PATTERNS OF ACADEMIC PREPARATION

REFERENCE GROUPS	N-COUNT	ENGLISH		MATH		READING		SCI REASONING		COMPOSITE	
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
ALL GRADUATES	995039	20.4	5.4	20.8	5.1	21.4	6.0	21.1	4.6	21.0	4.7
<b>COLLEGE CORE</b>											
E4, M3, SS3, NS3	606406	21.5	5.2	22.0	5.0	22.4	5.9	22.0	4.5	22.1	4.6
In between	256498	19.1	5.2	19.2	4.6	20.1	5.8	20.0	4.3	19.7	4.4
E4, M2, SS2, NS2	97808	17.2	5.0	17.9	4.4	18.5	5.6	18.8	4.3	18.2	4.3
No Response	34327	19.4	5.7	20.2	5.2	20.5	6.4	20.4	4.8	20.3	5.0
<b>HS GPA RANGES</b>											
3.50 - 4.00	329613	23.9	4.8	24.3	4.8	24.8	5.6	23.8	4.4	24.3	4.2
3.00 - 3.49	267981	20.2	4.6	20.4	4.3	21.1	5.4	20.9	4.0	20.8	3.9
2.50 - 2.99	186355	18.1	4.5	18.4	3.7	19.1	5.1	19.3	3.8	18.9	3.6
2.00 - 2.49	101787	16.6	4.3	17.2	3.2	17.6	4.9	18.2	3.6	17.5	3.4
1.99 & below	29529	15.5	4.1	16.3	2.8	16.5	4.7	17.3	3.5	16.5	3.2

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE SEQUENCES (TOTAL)

ENGLISH COURSE SEQUENCE	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	318662	3.27	21.0	21.6
ENG 9, ENG 10, ENG 11, ENG 12	593083	3.19	20.3	20.9
LESS THAN 4 YEARS OF ENGLISH	48188	2.99	18.3	19.4
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	35106	-.--	19.4	20.2

MATHEMATICS COURSE SEQUENCE	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	60350	3.52	25.2	24.5
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	98905	3.23	22.5	22.6
ALG 1, ALG 2, GEOM, TRIG	104391	3.04	20.7	21.1
ALG 1, ALG 2, GEOM, OTHER ADV MATH	98992	3.02	20.5	21.0
ALG 1, ALG 2, GEOM	199525	2.60	17.8	18.7
OTHER COMBINATIONS OF 3 OR MORE YEARS MATH	282849	3.33	23.4	23.1
LESS THAN 3 YEARS OF MATH	112343	2.41	16.4	17.2
NO MATH COURSE/GRADE INFORMATION REPORTED	37684	-.--	20.0	20.1

SOCIAL SCIENCE COURSE SEQUENCE	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	29095	3.36	22.3	21.9
US HIST, WORLD HIST, AM GOVT	66968	3.22	21.2	21.0
OTHER COMBINATIONS OF 3 OR MORE YRS SOC SCI	721495	3.35	21.6	21.2
LESS THAN 3 YEARS OF SOC SCI	140915	3.13	20.2	20.1
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	36566	-.--	20.4	20.2

NATURAL SCIENCE COURSE SEQUENCE	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	303800	3.39	22.8	22.8
BIOLOGY, CHEMISTRY, PHYSICS	108257	3.32	23.5	23.9
GEN SCIENCE, BIOLOGY, CHEMISTRY	309204	3.05	20.3	20.1
OTHER COMBINATIONS OF 3 OR MORE YRS NAT SCI	27747	3.11	20.9	20.7
LESS THAN 3 YEARS OF NAT SCI	209042	2.84	18.9	18.5
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	36989	-.--	20.3	20.2

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE SEQUENCES FOR MALES

ENGLISH COURSE SEQUENCE	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	133814	3.12	20.6	21.8
ENG 9, ENG 10, ENG 11, ENG 12	254092	3.04	19.8	21.1
LESS THAN 4 YEARS OF ENGLISH	23644	2.84	17.9	19.5
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	19174	-.--	18.8	20.1
MATHEMATICS COURSE SEQUENCE	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	27648	3.48	26.0	24.8
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	36889	3.15	23.2	22.7
ALG 1, ALG 2, GEOM, TRIG	42493	2.97	21.3	21.1
ALG 1, ALG 2, GEOM, OTHER ADV MATH	37181	2.94	21.1	21.0
ALG 1, ALG 2, GEOM	79234	2.52	18.2	18.6
OTHER COMBINATIONS OF 3 OR MORE YEARS MATH	136985	3.29	24.1	23.3
LESS THAN 3 YEARS OF MATH	49923	2.36	16.8	17.1
NO MATH COURSE/GRADE INFORMATION REPORTED	20371	-.--	20.4	20.0
SOCIAL SCIENCE COURSE SEQUENCE	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	14399	3.29	22.0	22.0
US HIST, WORLD HIST, AM GOVT	32112	3.16	21.0	21.1
OTHER COMBINATIONS OF 3 OR MORE YRS SOC SCI	299719	3.29	21.4	21.4
LESS THAN 3 YEARS OF SOC SCI	64514	3.07	20.0	20.3
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	19980	-.--	20.0	20.1
NATURAL SCIENCE COURSE SEQUENCE	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	145377	3.35	23.5	23.1
BIOLOGY, CHEMISTRY, PHYSICS	48378	3.28	24.5	24.3
GEN SCIENCE, BIOLOGY, CHEMISTRY	114072	2.94	20.6	19.9
OTHER COMBINATIONS OF 3 OR MORE YRS NAT SCI	15073	3.07	21.6	21.0
LESS THAN 3 YEARS OF NAT SCI	87618	2.74	19.1	18.3
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	20206	-.--	20.6	20.1

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE SEQUENCES FOR FEMALES

ENGLISH COURSE SEQUENCE	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	184848	3.38	21.4	21.4
ENG 9, ENG 10, ENG 11, ENG 12	338991	3.30	20.6	20.8
LESS THAN 4 YEARS OF ENGLISH	24544	3.14	18.7	19.3
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	15932	-.--	20.1	20.3
MATHEMATICS COURSE SEQUENCE	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	32702	3.55	24.6	24.4
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	62016	3.27	22.0	22.6
ALG 1, ALG 2, GEOM, TRIG	61898	3.09	20.3	21.1
ALG 1, ALG 2, GEOM, OTHER ADV MATH	61811	3.07	20.2	21.0
ALG 1, ALG 2, GEOM	120291	2.65	17.5	18.8
OTHER COMBINATIONS OF 3 OR MORE YEARS MATH	145864	3.37	22.6	22.8
LESS THAN 3 YEARS OF MATH	62420	2.45	16.1	17.2
NO MATH COURSE/GRADE INFORMATION REPORTED	17313	-.--	19.6	20.1
SOCIAL SCIENCE COURSE SEQUENCE	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	14696	3.42	22.6	21.8
US HIST, WORLD HIST, AM GOVT	34856	3.28	21.4	20.8
OTHER COMBINATIONS OF 3 OR MORE YRS SOC SCI	421776	3.38	21.8	21.1
LESS THAN 3 YEARS OF SOC SCI	76401	3.19	20.4	19.9
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	16586	-.--	20.9	20.3
NATURAL SCIENCE COURSE SEQUENCE	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	158423	3.43	22.0	22.6
BIOLOGY, CHEMISTRY, PHYSICS	59879	3.35	22.8	23.6
GEN SCIENCE, BIOLOGY, CHEMISTRY	195132	3.12	20.0	20.2
OTHER COMBINATIONS OF 3 OR MORE YRS NAT SCI	12674	3.16	20.2	20.4
LESS THAN 3 YEARS OF NAT SCI	121424	2.91	18.7	18.7
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	16783	-.--	19.9	20.3



TABLE 10 PERCENTAGE DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS &amp; VOCATIONAL CHOICES

	---PLANNED EDUC MAJOR---				MALE		FEMALE		TOTAL	
	NO. OF STU	AVG ACT COMP	CERTAINTY VERY FAIRLY (PERCENT)		EDUC 1ST MAJOR VOC (PERCENT)		EDUC 1ST MAJOR VOC (PERCENT)		EDUC 1ST MAJOR VOC (PERCENT)	
AGRIC & AG TECH	20691	19.4	34	49	4	4	1	1	2	2
ARCH & ENV DESIGN	21200	20.9	37	49	3	3	2	2	2	2
BUSINESS & MGMT	103694	20.6	33	52	13	13	10	9	11	11
BUSINESS & OFFICE	8643	18.2	30	52	0	0	1	2	1	1
MARKETING & DISTRIB	5919	19.4	28	51	0	0	1	1	1	1
COMM & COMM TECH	37457	21.4	33	50	3	4	5	5	4	4
COMM & PERSONAL SVCS	30317	18.9	44	44	3	4	3	4	3	4
COMPUTER & INFO SCI	31973	21.4	40	49	6	6	2	2	3	3
CROSS-DISC STUDIES	812	23.0	18	46	0	0	0	0	0	0
EDUCATION	52593	20.3	46	43	2	2	8	9	6	6
TEACHER EDUCATION	36037	20.4	43	45	3	4	4	5	4	5
ENGINEERING (PRE)	65242	22.8	34	52	13	12	2	2	7	6
ENGINEERING TECH	15880	21.1	31	52	4	4	0	1	2	2
FOREIGN LANGUAGES	3503	23.4	34	48	0	0	1	0	0	0
HEALTH SCIENCES	183804	21.0	49	42	11	12	26	28	20	21
HOME ECONOMICS	7151	18.8	40	46	0	0	1	1	1	1
LETTERS	7093	24.7	30	52	1	0	1	1	1	1
MATHEMATICS	3672	24.4	25	52	0	0	0	0	0	0
PHIL, RELIG & THEOL	6046	22.4	47	39	1	1	0	0	1	1
SCIENCES (BIO & PHY)	46385	23.5	33	51	5	4	5	4	5	4
SOCIAL SCIENCES	79170	22.0	38	48	6	5	11	10	9	8
TRADE & INDUSTRIAL	10969	18.8	42	43	3	4	0	0	1	2
VISUAL & PERF ARTS	50203	21.3	44	43	5	6	6	6	5	6
UNDECIDED	91109	20.8	7	12	11	11	9	8	10	9
NO RESP TO ED MAJOR	75476									

TOTAL STUDENTS IN REPORT - 995039

TABLE 11 BACKGROUND INFORMATION ABOUT YOUR GRADUATING CLASS

	NO. OF STU	MEAN ACT COMP	PC		NO. OF STU	MEAN ACT COMP	PC
<b>HS CURRICULUM OR PROG</b>				<b>RACE-ETHNIC BACKGROUND</b>			
BUS COMM/VOC-OCCUP	98649	18.0	10	AFRICAN-AMER/BLACK	100537	17.1	10
COLL PREP	629344	22.1	63	AMER/ALASKAN NATIVE	11132	19.0	1
OTHER OR GEN OR NO RESP	267046	19.6	27	CAUCASIAN AMER/WHITE	707496	21.7	71
<b>REQUEST ASSISTANCE WITH</b>				<b>ESTIMATED FAMILY INCOME</b>			
ED/OCCUP PLANS	413209	21.2	42	LESS THAN \$18,000	92562	18.5	9
EXPR IDEAS IN WRITING	212196	19.5	21	ABOUT \$18,000-\$24,000	72612	19.3	7
READING/COMPREHENSION	284021	19.4	29	ABOUT \$24,000-\$30,000	71992	20.1	7
STUDY SKILLS	401458	19.6	40	ABOUT \$30,000-\$36,000	72517	20.6	7
MATH SKILLS	387508	19.2	39	ABOUT \$36,000-\$42,000	81148	20.9	8
PERSONAL CONCERNS	111896	19.6	11	ABOUT \$42,000-\$50,000	96919	21.3	10
<b>EXPRESSED FIN NEED</b>				<b>HS CLASS RANK</b>			
NEED FINANCIAL AID	785080	21.1	79	TOP QTR	407059	23.8	41
NEED TO FIND WORK	668371	20.9	67	2ND QTR	321841	19.7	32
<b>SPECIAL COLLEGE PROG</b>				<b>EDUC DEG ASPIRATION</b>			
INDEP STUDY	406458	21.9	41	VOC-TECH	13092	17.1	1
HONORS COURSES	305669	23.7	31	2YR COL DEGREE	47635	17.4	5
<b>ADV PLACEMENT IN COLL</b>				<b>NUMBER OF STUDENTS</b>			
ENGLISH	283116	22.9	28	HOME SCHOOLED	2610	22.8	0
MATH	248741	23.4	25	EARNED A GED	1100	18.7	0
SOCIAL STUDIES	256112	22.8	26	ALL STUDENTS	995039	21.0	100
NATURAL SCIENCE	240805	23.1	24				
FOREIGN LANG	194762	22.5	20				
<b>MAX YEARLY COLL TUITION</b>							
\$1000 & UNDER	50209	17.4	5				
\$1001 - \$2000	69848	18.8	7				
\$2001 - \$4000	140645	20.0	14				
\$4001 - \$7500	152111	21.0	15				
\$7501 & OVER	53784	22.0	5				
NO PREFERENCE	433405	22.1	44				
NO RESPONSE	95037	20.6	10				
<b>GRADE LEVEL WHEN TESTED</b>							
SOPHOMORE	5760	20.9	1				
JUNIOR	339199	22.3	34				
SENIOR	640471	20.4	64				
OTHER/NO RESPONSE	9609	19.7	1				
<b>COLLEGE CORE PREPARATION</b>							
CORE OR MORE	606406	22.1	61				
LESS THAN CORE	354306	19.3	36				
NO RESPONSE	34327	20.3	3				

TABLE 13 DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS AND ACT COMPOSITE SCORES

	NUMBER OF STUDENTS	MEAN ACT COMP		NUMBER OF STUDENTS	MEAN ACT COMP
AGRICULTURE & AG TECH	( 20691)	(19.4)	BUSINESS & OFFICE	( 8643)	(18.2)
AGRICULTURAL BUSINESS	1265	19.5	BOOKKEEPING	156	17.7
AGRICULTURAL ECONOMICS	162	20.0	BUSINESS DP/COMPUTER OPER	752	17.2
AGRICULTURAL MECHANICS	300	18.1	COURT REPORTING	128	18.2
AGRI PRODUCTION/TECH	265	19.5	OFFICE SUPERVISION & MGMT	506	18.5
AGRONOMY	357	20.6	SECRETARIAL	1298	17.3
ANIMAL SCIENCES	1801	20.4	TYPING & GENERAL OFFICE	248	16.4
FARM & RANCH MANAGEMENT	755	18.8	WORD PROCESSING	104	16.2
FISH, GAME, WILDLIFE MGMT	3313	19.3	BUSINESS & OFFICE, GEN	5451	18.6
FOOD SCIENCES/TECHNOLOGY	141	19.3			
FORESTRY & RELATED SCI	1690	19.9	MARKETING & DISTRIB	( 5919)	(19.4)
HORTICULTURE/ORNMENTAL HORT	634	20.2	FASHION MERCHANDISING	1232	18.9
NATURAL RESOURCES MGMT	422	21.2	RETAILING & SALES	618	19.1
AGRICULTURE & AG TECH, GEN	9586	19.1	TRAVEL SERVICES & TOURISM	503	18.2
			MARKETING & DISTRIB, GEN	3566	19.8
ARCHI & ENVIR DESIGN	( 21200)	(20.9)			
ARCHITECTURAL DRAFTING	4317	20.2	COMMUNIC & COMM TECH	( 37457)	(21.4)
ARCHITECTURE	2414	22.3	ADVERTISING	2321	21.1
BLDG CON/CONSTRUCTION SCI	764	18.5	COMMERCIAL ART	1442	20.3
CITY & REGIONAL PLANNING	144	21.6	GRAPHIC & PRINT COMMUNIC	794	19.9
ENVIRONMENTAL DESIGN	173	20.2	JOURNALISM	5961	22.7
INTERIOR DESIGN	2342	19.9	PHOTO/MOTION PICTURE TECH	841	20.0
LANDSCAPE ARCHITECTURE	1086	20.1	PUBLIC RELATIONS	1534	21.3
ARCHI & ENVIR DESIGN, GEN	9960	21.3	RADIO/TV BROADCASTING	5544	20.4
			RADIO/TV PRODUCTN & TECH	963	20.3
BUSINESS & MGMT	(103694)	(20.6)	COMMUNIC & COMM TECH, GEN	18057	21.7
ACCOUNTING	13713	20.6			
BANKING & FINANCE	2704	21.3	COMMNTY & PRSNL SVCS	( 30317)	(18.9)
BUSINESS ADMIN & MGMT	13530	20.3	CORRECTIONS	161	17.5
BUSINESS ECONOMICS	1492	21.8	COSMETOLOGY/BARBERING	1093	16.4
CONTRACT MGMT & PURCHSING	140	19.2	CRIMINAL JUSTICE/CRIMINOL	8536	19.2
HOTEL/RESTAURANT MGMT	1927	19.3	FIRE PROTECTN/SAFETY TECH	909	18.5
HUMAN RESOURCE DEVEL/TRNG	272	19.5	FUNERAL SVCS/MORTUARY SCI	318	17.6
INSTITUTIONAL MANAGEMENT	35	18.3	LAW ENFORCEMENT & ADMIN	5190	18.4
INSURANCE & RISK MGMT	447	20.1	LIBRARY SCIENCE/ASSISTING	108	21.3
INTERNATL BUSINESS/MGMT	3930	22.5	MILITARY SCIENCE/TECH	504	21.1
LABOR/INDUSTRL RELATIONS	61	20.6	PARKS & RECREATION	278	19.8
MANAGEMENT INFO SYSTEMS	350	21.6	PUBLIC ADMINISTRATION	126	21.2
MANAGEMENT SCIENCE	117	20.9	PUBLIC AFFAIRS	118	19.1
MARKETING MGMT & RESEARCH	2628	20.6	SOCIAL WORK	3168	19.0
ORGANIZATIONAL BEHAVIOR	43	21.0	COMMNTY & PRSNL SVCS, GEN	9808	19.0
PERSONNEL MANAGEMENT	284	18.9			
REAL ESTATE	841	18.3			
SML BUSINESS MGMT/OWNRSH	4287	19.4			
TRADE & INDUSTRIAL MGMT	126	18.7			
TRANSPORTATION MANAGEMENT	99	19.3			
BUSINESS & MGMT, GEN	56668	20.7			

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP		NUMBER OF STUDENTS	MEAN ACT COMP
COMPUTER & INFO SCI	( 31973)	(21.4)	ENGINEERING	( 65242)	(22.8)
COMPUTER PROGRAMMING	8279	20.4	AEROSPACE ENGINEERING	4223	24.5
COMPUTER SCIENCE	8966	22.3	AGRICULTURAL ENGINEERING	397	21.6
DATA PROCESSING	310	16.8	ARCHITECTURAL ENGINEERING	2109	22.1
INFO SCIENCES & SYSTEMS	902	21.4	BIOENGINEER & BIOMED ENG	1661	26.0
MATH/COMPUTER SCIENCE	788	23.9	CERAMIC ENGINEERING	57	22.2
COMPUTER & INFO SCI, GEN	12728	21.3	CHEMICAL ENGINEERING	3316	25.1
CROSS-DISC STUDIES	( 812)	(23.0)	CIVIL ENGINEERING	2291	22.9
AREA & ETHNIC STUDIES	129	20.7	COMPUTER ENGINEERING	5640	22.3
LIBERAL/GENERAL STUDIES	485	23.1	CONSTRUCTION ENG/MGMT	679	19.7
MULTI-/INTERDISC STUDIES	68	25.9	ELECTRCL & ELECTRONIC ENG	5430	21.8
CROSS-DISC STUDIES, GEN	130	23.1	ENGINEERING MANAGEMENT	173	19.8
EDUCATION	( 52593)	(20.3)	ENGINEERING PHYSICS	311	25.4
ADULT & CONTINUING EDUC	143	20.8	ENGINEERING SCIENCE	207	21.8
EDUCATION ADMINISTRATION	372	19.8	ENVIRONMENTAL HEALTH ENG	436	23.5
ELEMENTARY EDUCATION	19212	20.0	GEOLOGICAL & GEOPHYS ENG	117	22.8
JR HIGH/MIDDLE SCH EDUC	2004	19.7	INDUSTRIAL ENGINEERING	500	21.3
PRE-ELEMENTARY EDUCATION	3110	18.6	MATERIALS ENGINEERING	116	25.2
SECONDARY EDUCATION	5561	21.8	MECHANICAL ENGINEERING	5347	22.6
STUDENT COUNSELING	684	18.8	METALLURGICAL ENGINEERING	58	22.6
TEACHER AIDE	42	16.2	MINING & MINERAL ENG	68	21.3
EDUCATION, GENERAL	21465	20.4	NAVAL ARCHIT & MARINE ENG	209	22.2
TEACHER EDUCATION	( 36037)	(20.4)	NUCLEAR ENGINEERING	283	24.8
AGRICULTURAL EDUCATION	280	20.0	OCEAN ENGINEERING	135	21.0
ART EDUCATION	975	20.4	PETROLEUM ENGINEERING	115	21.3
BUSINESS EDUCATION	180	19.2	SYSTEMS ENGINEERING	48	20.8
ENGLISH EDUCATION	2795	22.2	ENGINEERING, GENERAL	31316	22.5
FOREIGN LANGUAGES EDUC	397	21.8	ENGINEER-RELATD TECH	( 15880)	(21.1)
HEALTH EDUCATION	189	17.7	AERONAUTICAL TECHNOLOGY	900	22.6
HOME ECONOMICS EDUCATION	109	18.7	AC, HEATING, REFRIG TECH	177	16.6
INDUSTRIAL ARTS EDUCATION	70	19.3	ARCH DSGN & CONSTRCT TECH	837	21.3
MATHEMATICS EDUCATION	1594	22.2	BIOMEDICAL EQUIPMENT TECH	139	24.4
MUSIC EDUCATION	3961	22.1	CIVIL TECHNOLOGY	247	21.9
PHYSICAL EDUCATION	4926	17.9	COMPUTER TECHNOLOGY	1890	21.0
SCIENCE EDUCATION	610	22.0	CONSTRUCTION TECHNOLOGY	216	17.9
SOC STUDIES/SOC SCI EDUC	1744	21.2	DRAFTING & DESIGN TECH	928	19.7
SPECIAL EDUCATION	2175	20.1	ELECTRICAL TECHNOLOGY	1003	19.6
SPEECH CORRECTION EDUC	259	20.2	ELECTRONIC TECHNOLOGY	1271	19.7
TEACHING ENGL AS 2ND LANG	105	20.7	ELECTROMECHAN INSTRM TECH	99	18.6
TECHNICAL/TRADE EDUCATION	84	19.1	ENVIRONMENTAL CONTRL TECH	171	22.0
TEACHER EDUCATION, OTHER	1005	19.6	INDUSTRL PRODUCTION TECH	95	19.1
TEACHER EDUCATION, GEN	14579	20.2			

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP		NUMBER OF STUDENTS	MEAN ACT COMP
LASER ELECTRO-OPTIC TECH	50	20.4	HOME ECONOMICS	( 7151)	(18.8)
MANUFACTURING TECHNOLOGY	129	19.5	CHILD DEV, CARE, GUIDANCE	1290	17.8
MECHANICAL DESIGN TECH	695	22.1	CHILD CARE AIDE/ASSISTING	260	16.2
MINING & PETROLEUM TECH	27	21.0	CULINARY ARTS	1237	18.8
OCCUPATL SFTY & HLTH TECH	23	20.3	FAMILY/CONS RESOURCE MGMT	34	17.9
SURVEYING & MAPPING TECH	66	19.8	FASHION DESIGN	737	18.8
ENGINEERING TECH, OTHER	533	21.1	FOOD PRODUCTN, MGMT, SVCS	259	17.7
ENGINEER-RELATD TECH, GEN	6384	21.6	FOOD SCI & NUTR/DIETETICS	796	21.5
			HUMAN ENVIRON & HOUSING	31	18.6
FOREIGN LANGUAGES	( 3503)	(23.4)	INDIVIDUAL & FAMILY DEVEL	64	19.4
ASIATIC LANGUAGES	189	23.9	TEXTILES AND CLOTHING	86	20.2
CLASSICAL LANGUAGES	63	27.2	HOME ECONOMICS, GENERAL	2357	18.9
FRENCH	526	24.1			
GERMAN	249	24.1	LETTERS	( 7093)	(24.7)
ITALIAN	32	21.6	CLASSICS	54	27.3
MIDDLE EASTERN LANGUAGES	28	22.6	COMPARATIVE LITERATURE	97	25.4
RUSSIAN	69	24.1	CREATIVE WRITING	2221	24.0
SPANISH	1137	22.6	ENGLISH, GENERAL	2242	25.2
FOREIGN LANGUAGES, OTHER	177	21.8	LINGUISTICS	119	24.9
FOREIGN LANGUAGES, GEN	1033	23.8	LITERATURE, ENGLISH/AMER	762	24.6
			SPEECH, DEBATE, FORENSICS	74	22.8
HEALTH SCI & ALLIED	(183804)	(21.0)	LETTERS, GENERAL	1524	25.1
CHIROPRACTIC	1182	20.7			
DENTAL ASSISTING	459	17.2	MATHEMATICS	( 3672)	(24.4)
DENTAL HYGIENE	2207	18.3	ACTUARIAL SCIENCES	239	26.4
DENTAL LAB/TECHNOLOGY	126	18.6	APPLIED MATHEMATICS	391	23.4
DENTISTRY	3555	21.4	STATISTICS	175	24.0
EMERG MED TECH/PARAMEDIC	1107	18.1	MATHEMATICS, GENERAL	2867	24.4
HEALTH CARE ADMIN	532	19.0			
MEDICAL/SURG ASSISTING	2322	18.8	PHILOS, RELIG, THEOL	( 6046)	(22.4)
MEDICAL LAB/TECHNOLOGY	1633	20.4	BIBLE STUDIES	1112	22.0
MED RECORDS ADMIN/TECH	534	19.3	PHILOSOPHY	668	24.1
MEDICINE	36188	23.7	RELIGION	659	22.0
MNTL HLTH & HUM SVCS/TECH	673	19.8	RELIGIOUS EDUCATION	639	21.5
NUCLEAR MEDICAL TECH	174	20.1	RELIGIOUS MUSIC	235	21.6
NURSING (PRACTICAL)	2964	16.8	THEOLOGY	517	22.7
NURSING (REGISTERED)	16707	18.6	PHILOS, RELIG, THEOL, GEN	2216	22.5
OCCUPATNL THERAPY/ASSIST	2521	19.9			
OPTOMETRY	1321	21.8			
PHARMACY	5077	21.6			
PHYSICIAN ASSISTING	1438	20.6			
PHYSICAL THERAPY/ASSIST	20529	20.4			
RADIOLOGY/RADIOLOGIC TECH	2830	18.9			
REC/ART/MUSIC THERAPY	439	21.2			
RESPIRATORY THERAPY/TECH	527	17.9			
SPEECH PATHOL/AUDIOLOGY	1030	21.4			
VETERINARIAN ASSISTING	976	18.3			
VETERINARY MEDICINE	8680	22.6			
HEALTH SCI & ALLIED, GEN	68073	20.6			

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP		NUMBER OF STUDENTS	MEAN ACT COMP
SCIENCES	( 46385)	(23.5)	VISUAL/PERFORM ARTS	( 50203)	(21.3)
ASTRONOMY	979	23.1	APPLIED DESIGN/CRAFTS	294	20.8
ATMOSPHER SCI & METEOROL	1438	22.1	ART	4742	20.8
BIOCHEMISTRY & BIOPHYSICS	2101	25.9	ART HIST & APPRECIATION	276	22.9
BIOLOGY	13402	23.4	CINEMATOGRAPHY/FILM/VIDEO	2560	22.4
BOTANY	291	23.2	DANCE	1440	20.8
CHEMISTRY	3532	24.6	DESIGN, GENERAL	901	20.7
EARTH SCIENCE	612	21.6	DRAMATIC ARTS	4567	22.7
ECOLOGY	617	24.1	FINE ARTS, GENERAL	1037	22.0
GEOLOGY	570	23.0	GRAPHIC ARTS TECHNOLOGY	1421	20.6
MICROBIOLOGY	1121	24.8	GRAPHIC DESIGN	2895	21.0
OCEANOGRAPHY	2444	21.2	MUSIC (LIBERAL ARTS)	2235	22.9
PHYSICS	1563	27.2	MUSIC PERFORMANCE	6937	22.1
ZOOLOGY	3226	21.8	MUSIC THEORY & COMPOSIT	1353	22.8
SCIENCES, GENERAL	14489	23.4	PHOTOGRAPHY	2201	20.2
			VISUAL/PERFORM ARTS, GEN	17344	20.6
SOCIAL SCIENCES	( 79170)	(22.0)	UNDECIDED	( 91109)	(20.8)
ANTHROPOLOGY	1317	24.3			
ECONOMICS	342	25.2			
GEOGRAPHY	157	21.2			
HISTORY	4297	23.3			
INTERNATIONAL RELATIONS	1301	25.4			
LAW	16362	21.9			
PARALEGAL/LEGAL ASSISTING	806	18.8			
POLITICAL SCI/GOVERNMENT	4806	23.8			
PSYCHOLOGY	27046	21.5			
SOCIOLOGY	1822	20.4			
URBAN STUDIES	45	21.9			
SOCIAL SCIENCES, GENERAL	20869	21.8			
TRADE & INDUSTRIAL	( 10969)	(18.8)			
AIRCRAFT MECHANICS	270	18.9			
AIRPLANE PILOTING & NAVIG	2152	21.3			
AUTOMOTIVE BODY REPAIR	403	16.8			
AUTOMOTIVE MECHAN & TECH	1523	18.4			
AVIATION MANAGEMENT	95	20.1			
COMPUTER ELECTRNCS/REPAIR	286	18.9			
CONSTRCT TRADES & CARPENT	525	17.8			
DIESEL MECHANICS & TECH	418	17.6			
DRAFTING	256	18.4			
ELECTRICAL EQUIP REPAIR	435	17.9			
HEATING, AC, REFRIG MECH	143	17.3			
TOOL OPER/MACHINE SHOP	316	18.0			
MECHANICAL DRAFTING	68	20.2			
WELDING & WELDING TECH	427	16.4			
TRADE & INDUSTRIAL, GEN	3652	18.4			

TABLE 14 AVERAGE ACT COMPOSITE SCORE BY CAREER CLUSTER

REFERENCE GROUP	TOTAL		CORE OR MORE		LESS THAN CORE		MALES		FEMALES	
	FREQ	MEAN	FREQ	MEAN	FREQ	MEAN	FREQ	MEAN	FREQ	MEAN
<b>PLAN ON 2-YEARS OR LESS OF COLLEGE</b>										
BUSINESS CONT (02-03)	5483	16.9	1809	17.8	3622	16.5	920	17.0	4563	16.9
BUSINESS OPER (04-05)	8834	17.3	2777	18.5	5965	16.8	3480	17.1	5354	17.4
TECHNICAL (06-07)	13713	17.2	4315	18.5	9233	16.7	9199	17.3	4514	17.2
SCIENCE (08-09)	7411	18.1	2540	19.2	4775	17.5	3758	18.2	3653	17.9
ARTS (10-11)	3512	18.0	1183	19.0	2287	17.5	1017	18.1	2495	18.0
SOCIAL SERVICE (12-01)	4158	17.2	1388	18.3	2732	16.6	921	17.2	3237	17.2
OTHER*	17616	17.1	5805	18.2	11535	16.5	7193	17.1	10423	17.1
TOTAL	60727	17.3	19817	18.5	40149	16.8	26488	17.3	34239	17.3
<b>PLAN ON 4-YEARS OR MORE OF COLLEGE</b>										
BUSINESS CONT (02-03)	98913	20.7	64519	21.5	33669	19.1	31161	21.4	67752	20.3
BUSINESS OPER (04-05)	67429	20.7	41928	21.6	25002	19.2	31315	20.7	36114	20.7
TECHNICAL (06-07)	92380	21.0	59056	22.0	32566	19.3	58700	21.0	33680	21.0
SCIENCE (08-09)	126756	22.6	86700	23.4	38908	20.9	62180	22.9	64576	22.4
ARTS (10-11)	90127	22.5	60074	23.3	29264	21.0	28589	22.9	61538	22.3
SOCIAL SERVICE (12-01)	91938	21.2	59031	22.0	32186	19.7	25314	21.4	66624	21.1
OTHER*	261391	21.3	172152	22.2	86226	19.6	116192	21.5	145199	21.2
TOTAL	828934	21.5	543460	22.3	277821	19.8	353451	21.7	475483	21.3

\* OTHER = STUDENTS WHO HAD WORLD-OF-WORK REGIONS THAT DIFFERED FROM THOSE LISTED

TABLE 15 HIGH SCHOOL ACADEMIC AREA GRADE AVERAGES BY GENDER AND RACE/ETHNICITY

REFERENCE GROUP	NUMBER OF STUDENTS	ACADEMIC AREA GRADE AVERAGES					HS GPA
		ENGLISH	MATH	SOCIAL STUDIES	NATURAL SCIENCE		
MALE	390307	3.06	2.98	3.25	3.09	3.09	
FEMALE	524958	3.32	3.06	3.35	3.20	3.23	
AFRICAN-AMERICAN/BLACK	91158	2.87	2.65	3.00	2.83	2.83	
CAUCASIAN-AMERICAN/WHITE	665046	3.26	3.08	3.35	3.20	3.22	
OTHER MINORITY	98192	3.20	3.05	3.30	3.14	3.17	
MISSING/PREFER NO RESP	60869	3.19	2.99	3.30	3.13	3.15	
TOTAL	915265	3.21	3.03	3.31	3.15	3.17	

APPENDIX

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INSTRUCTIONS FOR USING THE DATA PRESENTED IN THIS REPORT ARE PROVIDED IN THE INTERPRETIVE GUIDE, YOUR COLLEGE-BOUND STUDENTS. IF YOU NEED A COPY OF THIS GUIDE, PLEASE WRITE TO ACT RESEARCH SERVICES, ACT INC, P.O. BOX 168, IOWA CITY, 168, IOWA 52243.

THE DATA PRESENTED IN THIS REPORT ARE BASED ON ALL STUDENTS WHO GRADUATED FROM HIGH SCHOOL IN THE SPRING OF 1998, AND WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR IN HIGH SCHOOL. IF A STUDENT TOOK THE TEST MORE THAN ONE TIME, ONLY THEIR MOST RECENT SCORES ARE USED. THOSE STUDENTS WHO TESTED RESIDUALLY, USED EXTENDED TIME TESTING OR WHO FAILED TO LIST A VALID HIGH SCHOOL CODE ARE NOT INCLUDED.

IT SHOULD BE NOTED THAT COLLEGE-BOUND STUDENTS WHO TAKE THE ACT ASSESSMENT ARE NOT REPRESENTATIVE, IN SOME RESPECTS, OF COLLEGE-BOUND STUDENTS NATIONALLY. FIRST, STUDENTS WHO LIVE IN THE MIDWEST, ROCKY MOUNTAINS AND PLAINS, AND THE SOUTH ARE OVERREPRESENTED AMONG ACT-TESTED STUDENTS AS COMPARED TO COLLEGE-BOUND STUDENTS NATIONALLY. SECOND, ACT-TESTED STUDENTS TEND TO ENROLL IN PUBLIC COLLEGE AND UNIVERSITIES MORE FREQUENTLY THAN DO COLLEGE-BOUND STUDENTS NATIONALLY.

CAUTION SHOULD BE USED IN MAKING COMPARISONS BETWEEN STATE AND NATIONAL NORMS. STATE NORMS MAY DIFFER FROM NATIONAL NORMS FOR NON-EDUCATIONAL REASONS SUCH AS REPRESENTATIVENESS OF THE ACT-TESTED POPULATION AND THE DEMOGRAPHIC MAKE-UP OF A STATE.

SINCE THE ACT ASSESSMENT IS DESIGNED FOR THOSE STUDENTS WHO PLAN TO ATTEND COLLEGE, THE FOCUS IS ON THE STUDENTS WHO COMPLETED THE RECOMMENDED COLLEGE PREPARATORY COURSES. THE RECOMMENDED COLLEGE CORE COURSES (AS DEFINED BY ACT) INCLUDE:

ENGLISH (FOUR YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ENGLISH 9, ENGLISH 10, ENGLISH 11, ENGLISH 12

MATHEMATICS (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ALGEBRA I, ALGEBRA II, GEOMETRY

ONE-HALF YEAR CREDIT EACH FOR TRIGONOMETRY, CALCULUS (NOT PRE-CALCULUS),  
OTHER MATH COURSES BEYOND ALGEBRA II, COMPUTER MATH/COMPUTER SCIENCE

SOCIAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR AMERICAN HISTORY, WORLD HISTORY, AMERICAN GOVERNMENT

ONE-HALF YEAR CREDIT EACH FOR ECONOMICS, GEOGRAPHY, PSYCHOLOGY, OTHER HISTORY

NATURAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR GENERAL/PHYSICAL/EARTH SCIENCE, BIOLOGY,  
CHEMISTRY, PHYSICS





RA 400.8

ACT  
2201 North Dodge Street  
P.O. Box 168  
Iowa City, IA 52243-0168





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