



Profile Report - State

Arkansas State Testing 2021-2022
Grade 11 Tested Students
Arkansas



ARKANSAS
DEPARTMENT
OF EDUCATION

ACT, INC. -- CONFIDENTIAL



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New to your 2021-2022 Profile Report

For 2021-2022, contents of the ACT Profile Report remain consistent with last year.

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This report provides information about the performance of your students who took the ACT as part of the Arkansas State Testing (Grade 11 Tested Students).

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

13% 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: 28,721 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 3.8 reports 2% of the cohort took less than three years of math courses. Of these students, 6% were college ready. 6% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 7% of these students were college ready. In comparison, 31% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.8 reports 9% of the cohort took less than three years of natural science courses. 18% of these students were college ready. In comparison, 36% 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 75% 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 Service at 319-337-1365 or customerservices@act.org.

Section I

Executive Summary

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

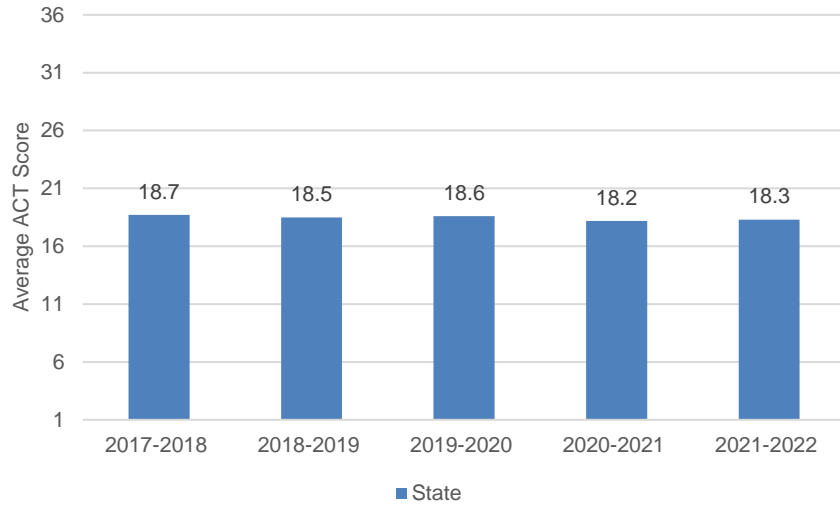


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

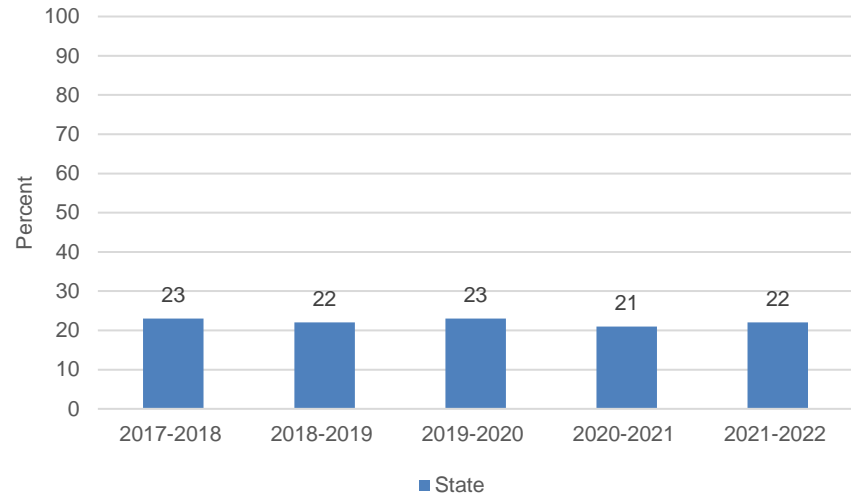


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

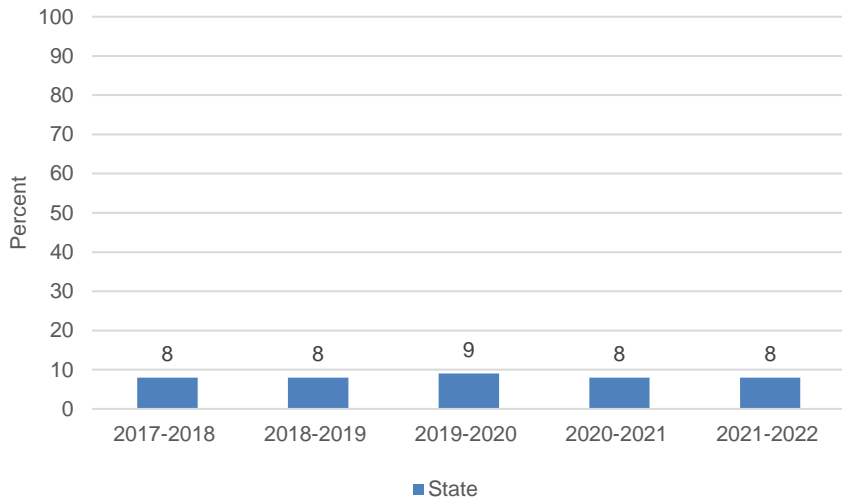
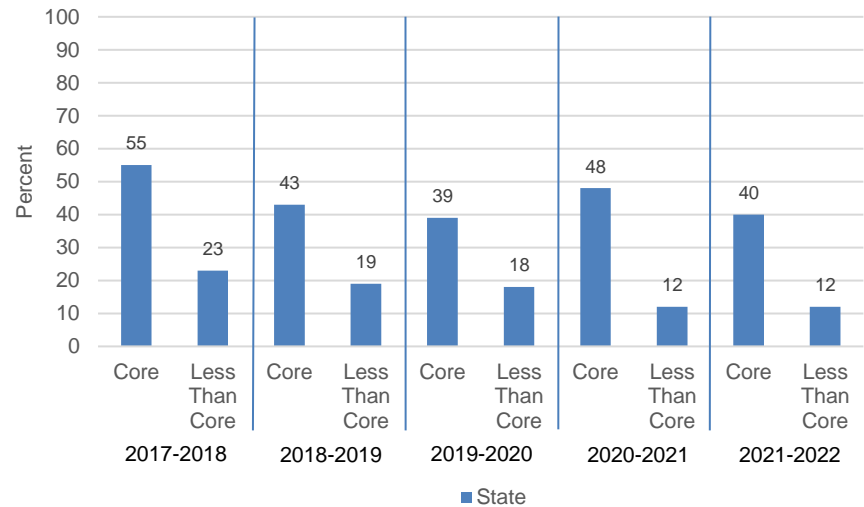


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



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

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

Year	Number of Students	Percent Who Met Benchmarks				
	Tested State	English State	Mathematics State	Reading State	Science State	Met All Four State
2017-2018	31,225	48	24	30	23	14
2018-2019	31,402	47	19	31	23	13
2019-2020	28,437	48	22	30	23	14
2020-2021	27,577	46	19	29	22	12
2021-2022	28,721	46	19	31	24	13

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students	Average ACT Scores				
	Tested State	English State	Mathematics State	Reading State	Science State	Composite State
2017-2018	31,225	18.2	18.4	18.8	18.8	18.7
2018-2019	31,402	17.9	17.9	18.9	18.6	18.5
2019-2020	28,437	18.1	18.1	18.7	18.9	18.6
2020-2021	27,577	17.6	17.8	18.4	18.6	18.2
2021-2022	28,721	17.7	17.7	18.6	18.7	18.3

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

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More ¹	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2017-2018	17,154	7,227	55	23	19.8	15.9	19.5	16.8	20.2	16.9	20.0	17.0	20.0	16.8
2018-2019	13,574	6,094	43	19	19.6	15.8	19.0	16.5	20.3	17.0	20.0	17.0	19.9	16.7
2019-2020	11,066	5,094	39	18	20.0	16.3	19.4	16.8	20.3	17.1	20.4	17.5	20.1	17.1
2020-2021	13,157	3,338	48	12	19.8	16.5	19.2	16.8	20.2	17.4	20.3	17.7	20.0	17.2
2021-2022	11,415	3,561	40	12	20.5	17.1	19.6	17.1	21.1	18.3	20.9	18.4	20.6	17.8

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

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

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

Race/Ethnicity	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	31,225	100	18.7	31,402	100	18.5	28,437	100	18.6	27,577	100	18.2	28,721	100	18.3
Black/African American	4,581	15	15.8	4,730	15	15.3	4,254	15	15.7	3,489	13	15.3	4,267	15	15.1
American Indian/Alaska Native	220	1	17.7	193	1	16.7	206	1	16.8	196	1	16.4	216	1	16.6
White	15,760	50	19.8	16,077	51	19.7	14,007	49	19.8	14,500	53	19.6	15,789	55	19.6
Hispanic/Latino	3,375	11	17.4	3,604	11	17.2	3,326	12	17.3	3,508	13	17.0	3,900	14	17.2
Asian	496	2	21.1	454	1	21.6	389	1	21.0	462	2	22.0	523	2	22.1
Native Hawaiian/Other Pacific Islander	122	0	15.0	139	0	15.0	98	0	15.3	125	0	14.5	169	1	14.9
Two or more races	1,359	4	19.4	1,239	4	19.1	1,306	5	18.7	1,325	5	18.7	1,428	5	18.7
Prefer not to respond/No response	5,312	17	18.2	4,966	16	18.1	4,851	17	18.5	3,972	14	16.6	2,429	8	16.3

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students			Students Meeting STEM Benchmarks	
	Number of Students Tested	Avg. STEM Score	Percent Meeting STEM Benchmark	Avg. Mathematics Score	Avg. Science Score
	State	State	State	State	State
2017-2018	31,225	18.8	8	27.6	28.1
2018-2019	31,402	18.5	8	27.6	28.9
2019-2020	28,437	18.8	9	27.5	28.7
2020-2021	27,577	18.5	8	27.7	28.7
2021-2022	28,721	18.5	8	27.7	28.9

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

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Text Complexity Proficiency Level								
	Below Proficient			Proficient			Above Proficient		
	N	Percent	Avg. Reading	N	Percent	Avg. Reading	N	Percent	Avg. Reading
State	State	State	State	State	State	State	State	State	State
2017-2018	20,560	66	15.6	7,461	24	23.1	3,204	10	29.8
2018-2019	21,651	69	15.6	6,007	19	23.5	3,744	12	30.3
2019-2020	19,680	69	15.5	5,639	20	23.3	3,118	11	30.1
2020-2021	18,738	68	15.1	5,935	22	23.0	2,904	11	30.1
2021-2022	18,668	65	15.0	6,702	23	23.0	3,351	12	30.1

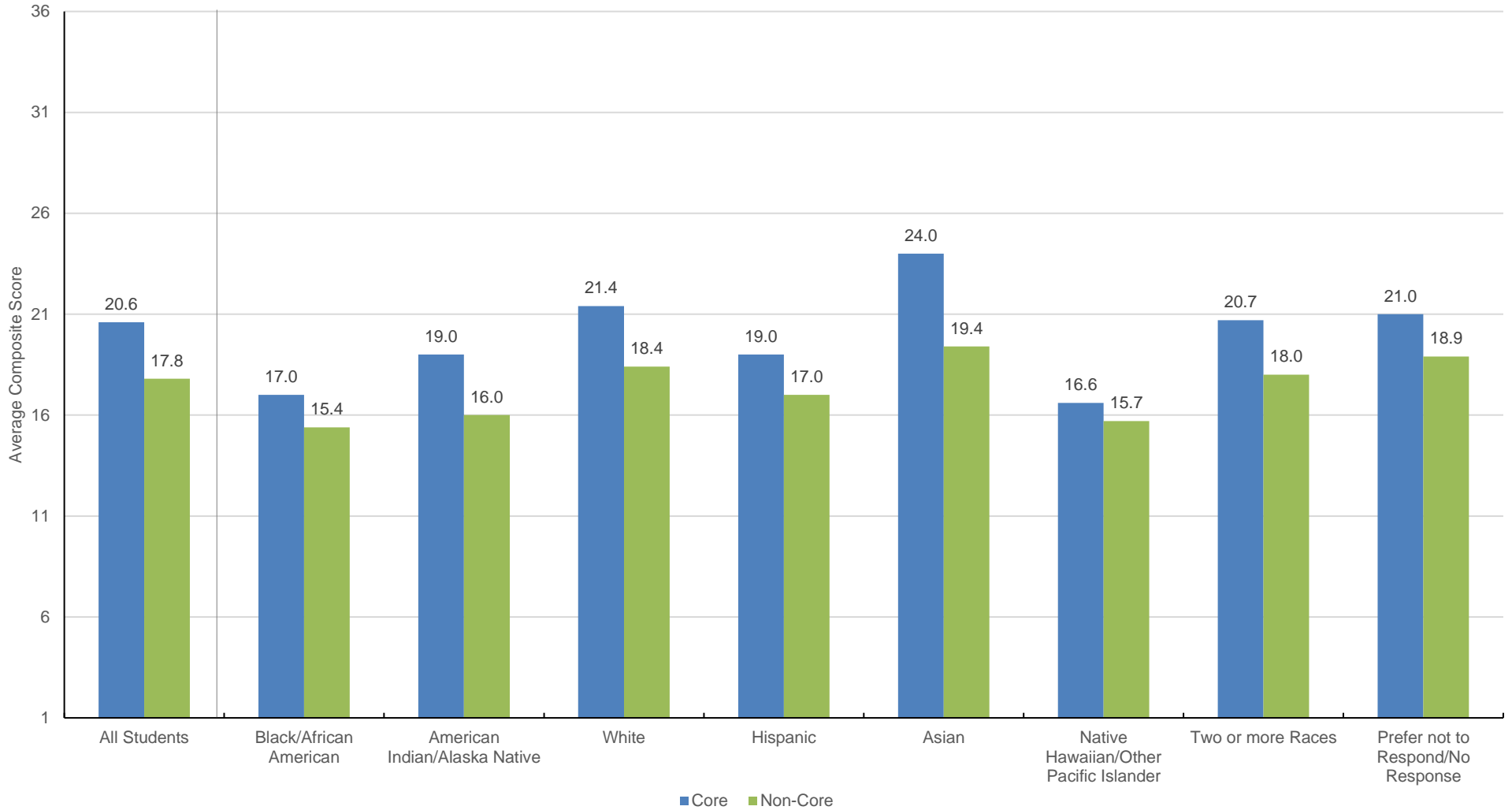
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II

Academic Achievement

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



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

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	129	100	26	100	132	100	76	100	10	100	31	100	0	.	36
35	316	99	78	99	167	99	84	99	44	99	61	99	0	.	35
34	288	98	63	99	284	99	169	99	91	99	65	99	0	.	34
33	179	97	67	99	363	98	103	99	133	99	68	99	0	.	33
32	216	97	72	99	335	97	119	98	168	99	128	99	0	.	32
31	255	96	101	99	352	96	132	98	235	98	144	99	0	.	31
30	255	95	153	99	495	94	336	98	273	98	225	98	0	.	30
29	313	94	186	98	281	93	196	96	362	97	265	97	0	.	29
28	374	93	307	97	556	92	306	96	401	95	326	97	0	.	28
27	476	92	407	96	671	90	360	95	569	94	405	95	0	.	27
26	485	90	742	95	645	87	543	93	637	92	647	94	0	.	26
25	919	89	789	92	392	85	986	92	797	90	854	92	0	.	25
24	1,087	85	908	90	1,294	84	1,507	88	957	87	1,051	89	0	.	24
23	863	82	968	86	1,083	79	1,899	83	1,163	84	1,101	85	0	.	23
22	1,298	79	729	83	1,847	75	1,417	76	1,363	80	1,220	81	0	.	22
21	1,667	74	847	81	1,387	69	1,923	71	1,496	75	1,462	77	0	.	21
20	1,595	68	1,084	78	1,751	64	1,497	65	1,640	70	1,761	72	0	.	20
19	1,259	63	1,141	74	1,073	58	2,336	59	1,880	64	2,066	66	0	.	19
18	1,169	58	1,775	70	1,821	54	2,231	51	1,982	57	2,619	59	0	.	18
17	1,259	54	3,378	64	1,334	48	2,071	44	2,058	51	2,829	50	0	.	17
16	1,579	50	3,908	52	1,260	43	2,425	36	2,146	43	3,075	40	0	.	16
15	2,133	44	4,539	38	1,876	39	1,794	28	2,364	36	2,895	29	0	.	15
14	1,974	37	3,421	22	1,917	32	1,839	22	2,554	28	2,423	19	0	.	14
13	1,521	30	1,684	11	1,995	26	1,407	15	2,519	19	1,721	10	0	.	13
12	1,437	25	678	5	2,677	19	1,035	10	1,901	10	835	4	0	.	12
11	2,106	20	359	2	1,533	10	1,035	7	736	3	306	2	0	.	11
10	1,752	12	179	1	644	4	448	3	164	1	81	1	0	.	10
9	960	6	59	1	286	2	246	2	47	1	34	1	0	.	9
8	520	3	37	1	144	1	106	1	22	1	9	1	0	.	8
7	184	1	14	1	38	1	49	1	3	1	4	1	0	.	7
6	85	1	9	1	48	1	22	1	1	1	5	1	0	.	6
5	35	1	4	1	19	1	8	1	2	1	1	1	0	.	5
4	15	1	4	1	18	1	8	1	2	1	3	1	0	.	4
3	6	1	2	1	0	1	4	1	0	1	1	1	0	.	3
2	8	1	2	1	2	1	0	1	1	1	0	1	0	.	2
1	4	1	1	1	1	1	4	1	0	1	0	1	0	.	1
Avg (SD)	17.7 (6.5)		17.7 (4.5)		18.6 (6.3)		18.7 (5.2)		18.3 (5.1)		18.5 (4.6)		. (.)		Avg (SD)

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

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

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

Figure 2.2. English Reporting Categories

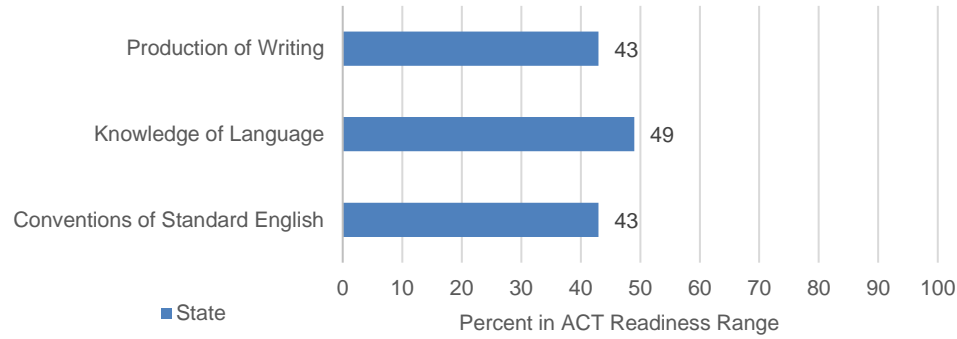


Figure 2.3. Math Reporting Categories

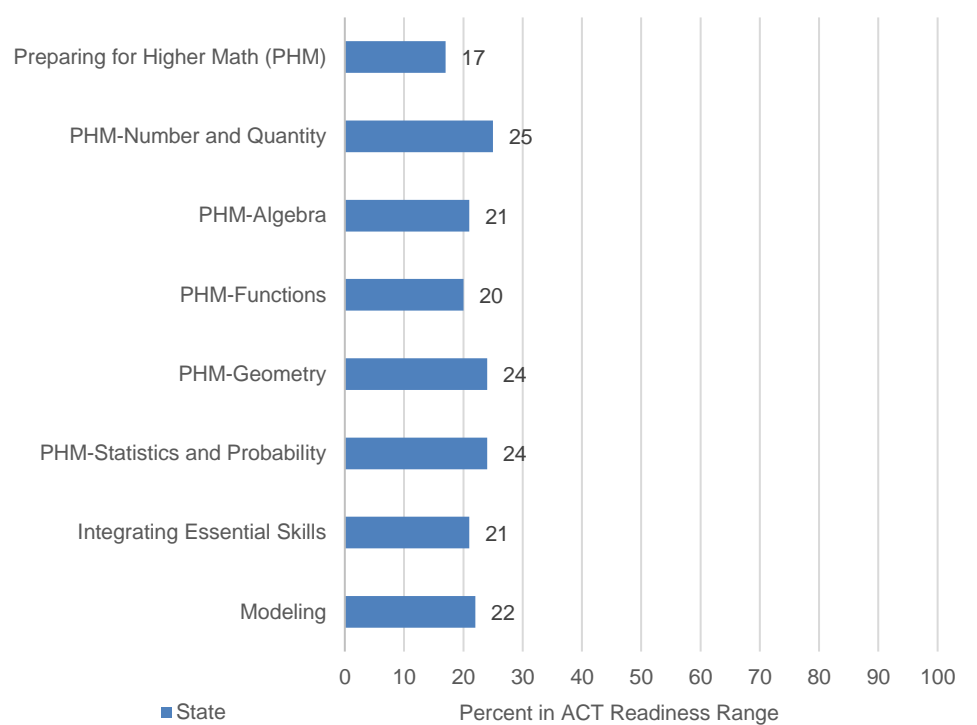


Figure 2.4. Reading Reporting Categories

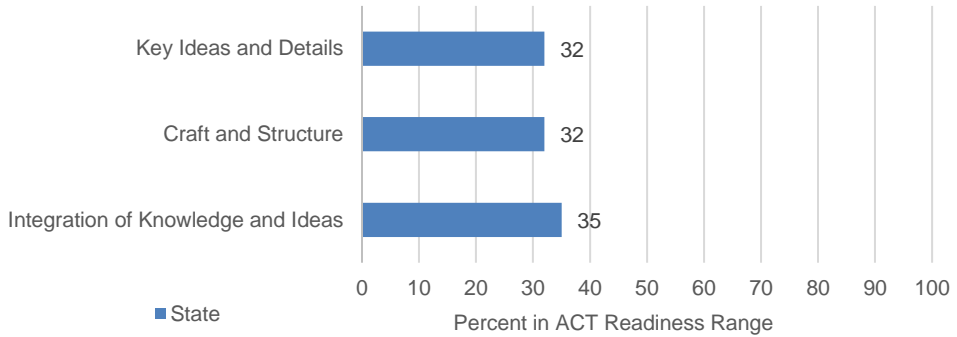
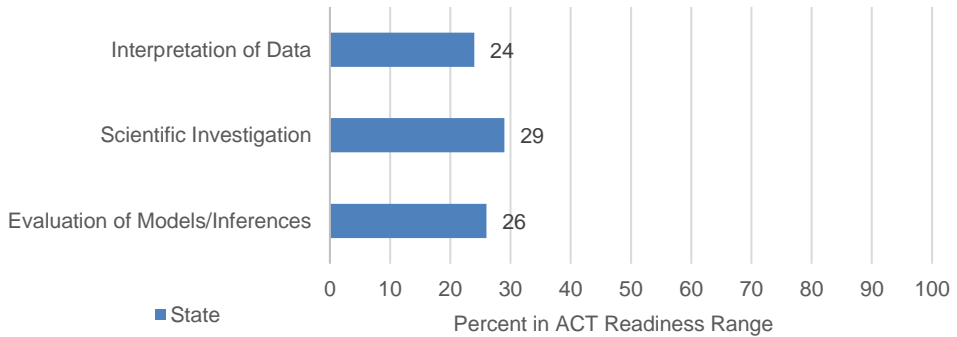


Figure 2.5. Science Reporting Categories



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 Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
	All Students	28,721	40	20.6	17.8
	Black/African American	4,267	27	17.0	15.4
	American Indian/Alaska Native	216	36	19.0	16.0
	White	15,789	48	21.4	18.4
State	Hispanic/Latino	3,900	38	19.0	17.0
	Asian	523	59	24.0	19.4
	Native Hawaiian/Other Pacific Islander	169	24	16.6	15.7
	Two or More Races	1,428	42	20.7	18.0
	Prefer not/No Response	2,429	6	21.0	18.9

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

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
	All Students	28,721	100	17.7	17.7	18.6	18.7	18.3	18.5
	Black/African American	4,267	15	14.0	15.2	15.1	15.8	15.1	15.8
	American Indian/Alaska Native	216	1	15.3	16.3	16.9	17.4	16.6	17.1
	White	15,789	55	19.3	18.7	20.1	19.9	19.6	19.6
State	Hispanic/Latino	3,900	14	16.2	17.0	17.4	17.9	17.2	17.7
	Asian	523	2	21.8	22.0	22.0	22.2	22.1	22.4
	Native Hawaiian/Other Pacific Islander	169	1	13.7	15.0	14.8	15.3	14.9	15.4
	Two or More Races	1,428	5	18.3	17.8	19.3	19.1	18.7	18.7
	Prefer not/No Response	2,429	8	15.1	16.1	16.5	16.9	16.3	16.8

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

Student Group	Gender ¹	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	13,135	37	20.8	17.5
	Females	13,379	47	20.5	18.0
	Other Responses	2,207	11	22.2	20.8

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	13,135	46	17.1	17.9	18.2	18.9	18.2	18.7
	Females	13,379	47	18.4	17.6	19.1	18.8	18.6	18.4
	Other Responses	2,207	8	16.5	16.7	17.8	17.8	17.3	17.5

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	22	20	22	22	22
Q2 (50th Percentile)	17	16	18	18	17
Q1 (25th Percentile)	13	15	13	15	14

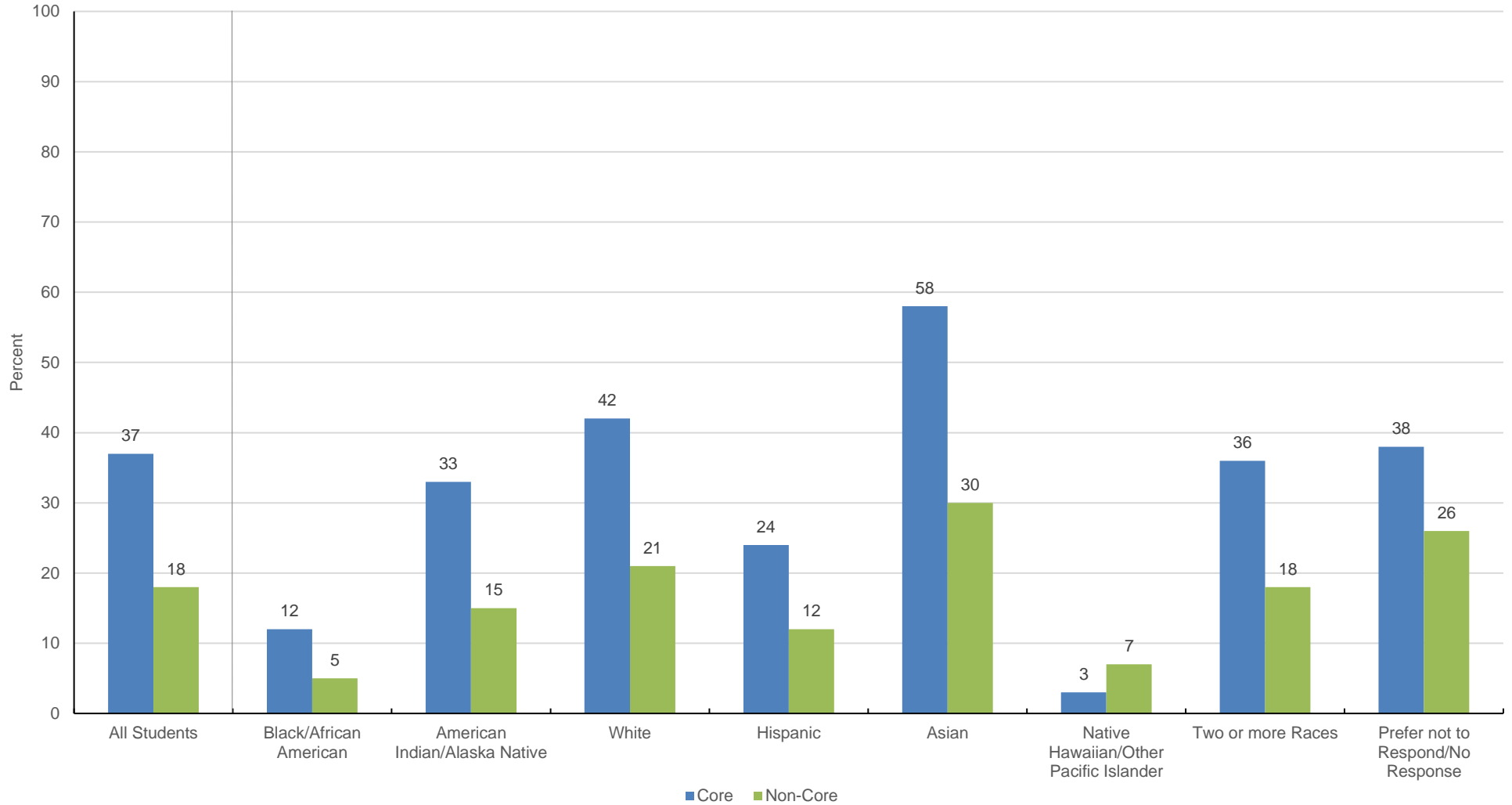
¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

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

Section III

College and Career Readiness and the Impact of Course Rigor

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



*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 Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	912	3	234	1	946	3	432	2
	28 to 32	1,413	5	819	3	2,019	7	1,089	4
	24 to 27	2,967	10	2,846	10	3,002	10	3,396	12
	20 to 23	5,423	19	3,628	13	6,068	21	6,736	23
	16 to 19	5,266	18	10,202	36	5,488	19	9,063	32
	13 to 15	5,628	20	9,644	34	5,788	20	5,040	18
	01 to 12	7,112	25	1,348	5	5,410	19	2,965	10

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

Student Group	Gender ¹	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	42	21	29	26	15
	Females	51	19	33	22	13
	Other Responses	38	13	27	18	9

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

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

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
	All Students	28,721	46	19	31	24	13	8
	Black/African American	4,267	20	4	10	6	2	1
	American Indian/Alaska Native	216	32	11	24	17	6	2
	White	15,789	57	26	40	32	18	11
State	Hispanic/Latino	3,900	37	13	22	15	7	4
	Asian	523	65	50	51	48	37	30
	Native Hawaiian/Other Pacific Islander	169	19	4	9	4	2	2
	Two or More Races	1,428	50	20	35	25	14	9
	Prefer Not to Respond	2,429	28	9	19	13	6	3

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

Student Group	ACT NCRC Level	N	%	Average Composite
	Platinum	2,286	8	29.5
	Gold	4,917	17	23.6
	Silver	9,056	32	18.8
	Bronze	9,583	33	14.4
	Needs Improvement	2,879	10	11.5

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

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

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

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More ²	11,415	65	20.5	33	19.6	46	21.1	38	20.9	24	20.6	15	20.5
	Less than Core	3,561	42	17.1	15	17.1	28	18.3	19	18.4	9	17.8	5	18.0
	Missing ³	13,745	31	15.4	10	16.2	20	16.7	13	17.1	6	16.5	3	16.9

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

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

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

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

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

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More ²	15,058	59	19.6	14,863	29	19.1	14,209	42	20.6	12,618	36	20.6
	Less than Core	693	44	17.2	455	6	15.4	916	22	17.1	2,612	18	18.2
	Missing ³	12,970	31	15.4	13,403	10	16.2	13,596	20	16.7	13,491	13	17.1

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

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

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

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

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

Course Pattern	N	State		
		Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	4,019	14	20.0	61
Eng 9, Eng 10, Eng 11, Eng 12	11,039	38	19.5	58
Less than 4 years of English	693	2	17.2	44
Zero years / no English courses reported	12,970	45	15.4	31
MATHEMATICS COURSE PATTERN				
Percent Taking Pattern Avg ACT Math Percent Who Met Benchmark				
Alg 1, Alg 2, Geom, Trig, & Calc	401	1	19.5	33
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	821	3	20.2	40
Alg 1, Alg 2, Geom, & Trig	468	2	17.6	21
Alg 1, Alg 2, Geom, & Other Adv Math	4,543	16	18.3	21
Other comb of 4 or more years of Math	5,668	20	20.9	43
Alg 1, Alg 2, & Geom	1,595	6	16.1	7
Other comb of 3 or 3.5 years of Math	1,367	5	17.3	15
Less than 3 years of Math	455	2	15.4	6
Zero years / no Math courses reported	13,403	47	16.2	10
SOCIAL SCIENCE COURSE PATTERN				
Percent Taking Pattern Avg ACT Reading Percent Who Met Benchmark				
US Hist, World Hist, Am Gov, & Other Hist	87	0	19.9	36
Other comb of 4 or more years Social Science	8,623	30	21.4	48
US Hist, World Hist, & Am Gov	387	1	18.2	28
Other comb of 3 or 3.5 years of Social Science	5,112	18	19.4	34
Less than 3 years of Social Science	916	3	17.1	22
Zero years / no Social Science courses reported	13,596	47	16.7	20
NATURAL SCIENCE COURSE PATTERN				
Percent Taking Pattern Avg ACT Science Percent Who Met Benchmark				
Gen Sci ¹ , Bio, Chem, & Phys	4,667	16	21.0	39
Bio, Chem, Phys	307	1	19.9	31
Gen Sci ¹ , Bio, Chem	6,822	24	20.5	35
Other comb of 3 years of Natural Science	822	3	19.6	30
Less than 3 years of Natural Science	2,612	9	18.2	18
Zero years / no Natural Science courses reported	13,491	47	17.1	13

¹Includes General, Physical and Earth Sciences.

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

Course Pattern	Males				Females				Other Responses ¹			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,582	12	19.3	56	2,357	18	20.3	64	80	4	23.7	83
Eng 9, Eng 10, Eng 11, Eng 12	5,063	39	19.0	54	5,731	43	19.8	61	245	11	21.9	75
Less than 4 years of English	348	3	16.6	39	319	2	17.4	46	26	1	23.8	88
Zero years / no English courses reported	6,142	47	15.1	28	4,972	37	15.9	33	1,856	84	15.4	30
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	181	1	19.7	35	210	2	19.4	31	10	0	18.1	30
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	293	2	20.4	42	514	4	20.1	38	14	1	21.2	50
Alg 1, Alg 2, Geom, & Trig	199	2	18.0	23	261	2	17.3	19	8	0	18.0	13
Alg 1, Alg 2, Geom, & Other Adv Math	1,665	13	18.6	24	2,764	21	18.1	19	114	5	19.0	25
Other comb of 4 or more years of Math	2,749	21	21.4	47	2,822	21	20.3	39	97	4	21.6	45
Alg 1, Alg 2, & Geom	719	5	16.1	7	834	6	16.0	6	42	2	17.4	14
Other comb of 3 or 3.5 years of Math	714	5	17.6	17	617	5	16.8	12	36	2	18.2	22
Less than 3 years of Math	253	2	15.5	7	186	1	15.3	4	16	1	15.1	6
Zero years / no Math courses reported	6,362	48	16.4	11	5,171	39	16.0	8	1,870	85	16.2	10
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	55	0	19.1	29	31	0	21.3	48	1	0	18.0	0
Other comb of 4 or more years Social Science	3,451	26	21.0	45	4,972	37	21.5	49	200	9	23.9	64
US Hist, World Hist, & Am Gov	205	2	17.9	27	173	1	18.4	28	9	0	21.4	56
Other comb of 3 or 3.5 years of Social Science	2,453	19	19.4	35	2,544	19	19.2	33	115	5	22.2	50
Less than 3 years of Social Science	500	4	17.1	24	408	3	17.0	19	8	0	19.5	50
Zero years / no Social Science courses reported	6,471	49	16.4	19	5,251	39	17.0	21	1,874	85	16.8	21
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,267	17	21.7	46	2,307	17	20.3	33	93	4	22.0	43
Bio, Chem, Phys	157	1	20.6	39	141	1	18.9	23	9	0	20.6	22
Gen Sci ¹ , Bio, Chem	2,592	20	20.8	39	4,089	31	20.3	32	141	6	21.8	50
Other comb of 3 years of Natural Science	458	3	20.3	36	342	3	18.6	21	22	1	20.4	36
Less than 3 years of Natural Science	1,249	10	18.1	17	1,294	10	18.2	17	69	3	20.0	36
Zero years / no Natural Science courses reported	6,412	49	17.1	15	5,206	39	17.0	11	1,873	85	17.1	14

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

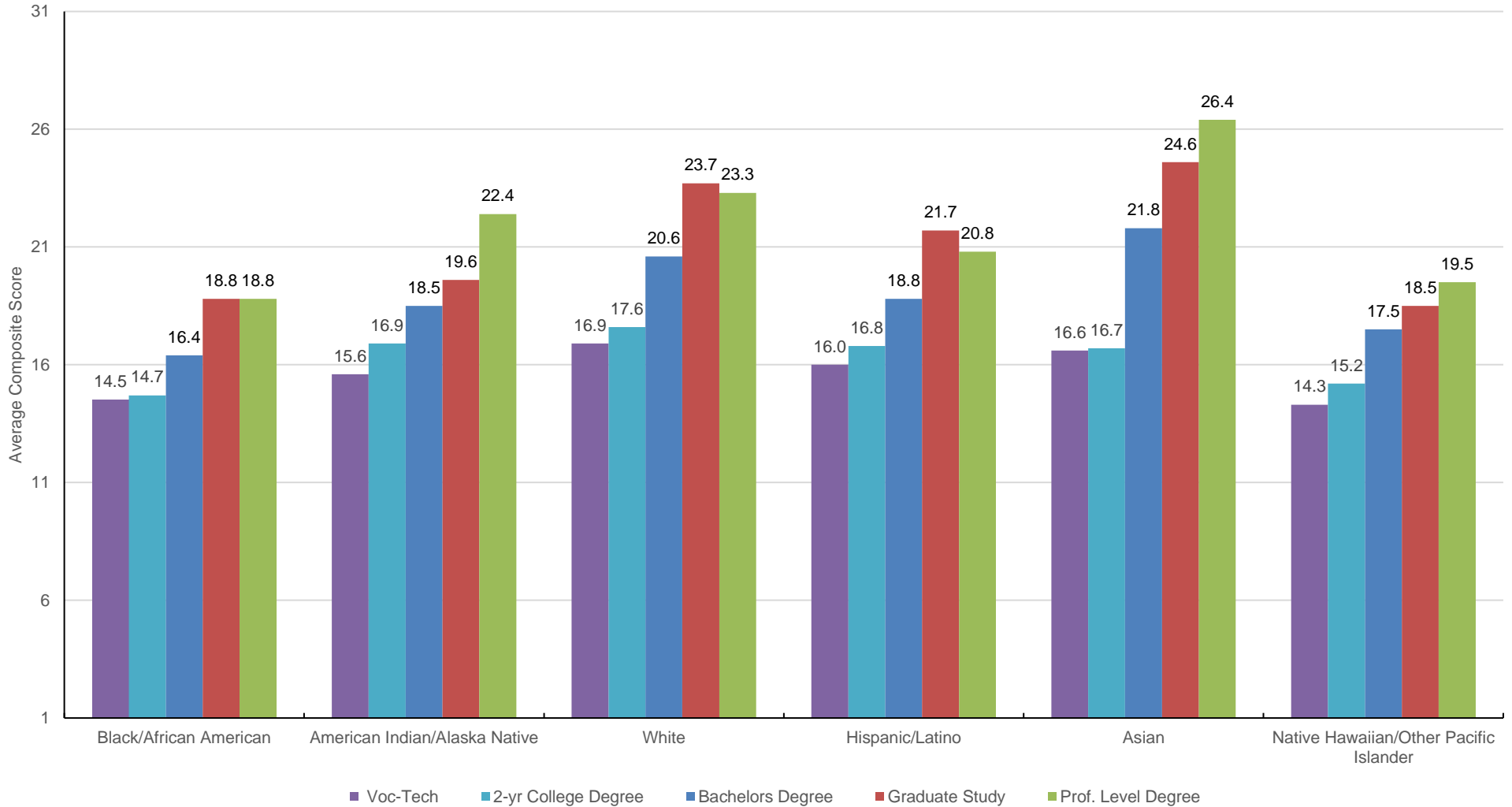
² Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

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



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

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

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Comp	N	Percent	Comp	N	Percent	Comp
Agriculture & Natural Resources Conservation	451	2	17.9	87	5	16.1	267	2	19.5
Architecture	249	1	20.1	27	2	15.9	189	2	21.4
Area, Ethnic, & Multidisciplinary Studies	9	0	19.8	0	0	.	5	0	24.2
Arts: Visual & Performing	836	3	19.8	112	6	17.3	560	5	21.1
Business	1,444	5	19.1	209	12	16.2	1,052	9	20.2
Communications	123	0	19.7	6	0	14.8	104	1	20.4
Community, Family, & Personal Services	324	1	17.7	51	3	16.7	221	2	18.4
Computer Science & Mathematics	545	2	22.7	45	3	18.4	459	4	23.5
Education	764	3	19.6	22	1	17.1	679	6	20.0
Engineering	1,011	4	21.0	117	7	16.4	764	7	22.6
Engineering Technology & Drafting	206	1	18.5	51	3	16.2	122	1	20.4
English & Foreign Languages	126	0	22.8	13	1	17.6	104	1	23.9
Health Administration & Assisting	842	3	17.6	100	6	16.0	636	6	18.0
Health Sciences & Technologies	2,367	8	20.6	107	6	17.3	2,123	18	21.0
Philosophy, Religion, & Theology	66	0	19.3	10	1	17.6	46	0	19.8
Repair, Production, & Construction	364	1	16.6	195	11	16.5	79	1	18.6
Sciences: Biological & Physical	976	3	22.4	22	1	17.9	905	8	22.7
Social Sciences & Law	973	3	21.3	29	2	18.4	880	8	21.7
Undecided	4,113	14	19.2	521	30	17.1	2,239	19	21.1
No Response	12,931	45	16.4	19	1	18.1	100	1	19.6

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

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

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

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	657	16.5	69	14.5	7	15.6	446	16.9	87	16.0
2-yr College Degree	1,087	17.0	143	14.7	16	16.9	663	17.6	182	16.8
Bachelors Degree	6,934	19.9	709	16.4	42	18.5	4,611	20.6	948	18.8
Graduate Study	1,795	23.1	134	18.8	5	19.6	1,328	23.7	157	21.7
Prof. Level Degree	2,805	22.5	326	18.8	20	22.4	1,836	23.3	299	20.8
Other	414	17.3	49	15.5	3	19.0	257	17.6	60	16.0
No Response	14,017	16.5	2,720	14.3	102	15.1	6,044	17.8	1,992	15.9

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	657	16.5	7	16.6	3	14.3	31	16.9	7	19.3
2-yr College Degree	1,087	17.0	15	16.7	6	15.2	42	17.3	20	17.0
Bachelors Degree	6,934	19.9	136	21.8	21	17.5	380	20.2	87	20.3
Graduate Study	1,795	23.1	66	24.6	2	18.5	79	22.2	24	22.1
Prof. Level Degree	2,805	22.5	116	26.4	2	19.5	167	22.1	39	23.7
Other	414	17.3	7	23.6	2	13.5	27	18.6	9	18.0
No Response	14,017	16.5	167	19.4	124	14.4	647	17.1	2,221	15.9

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

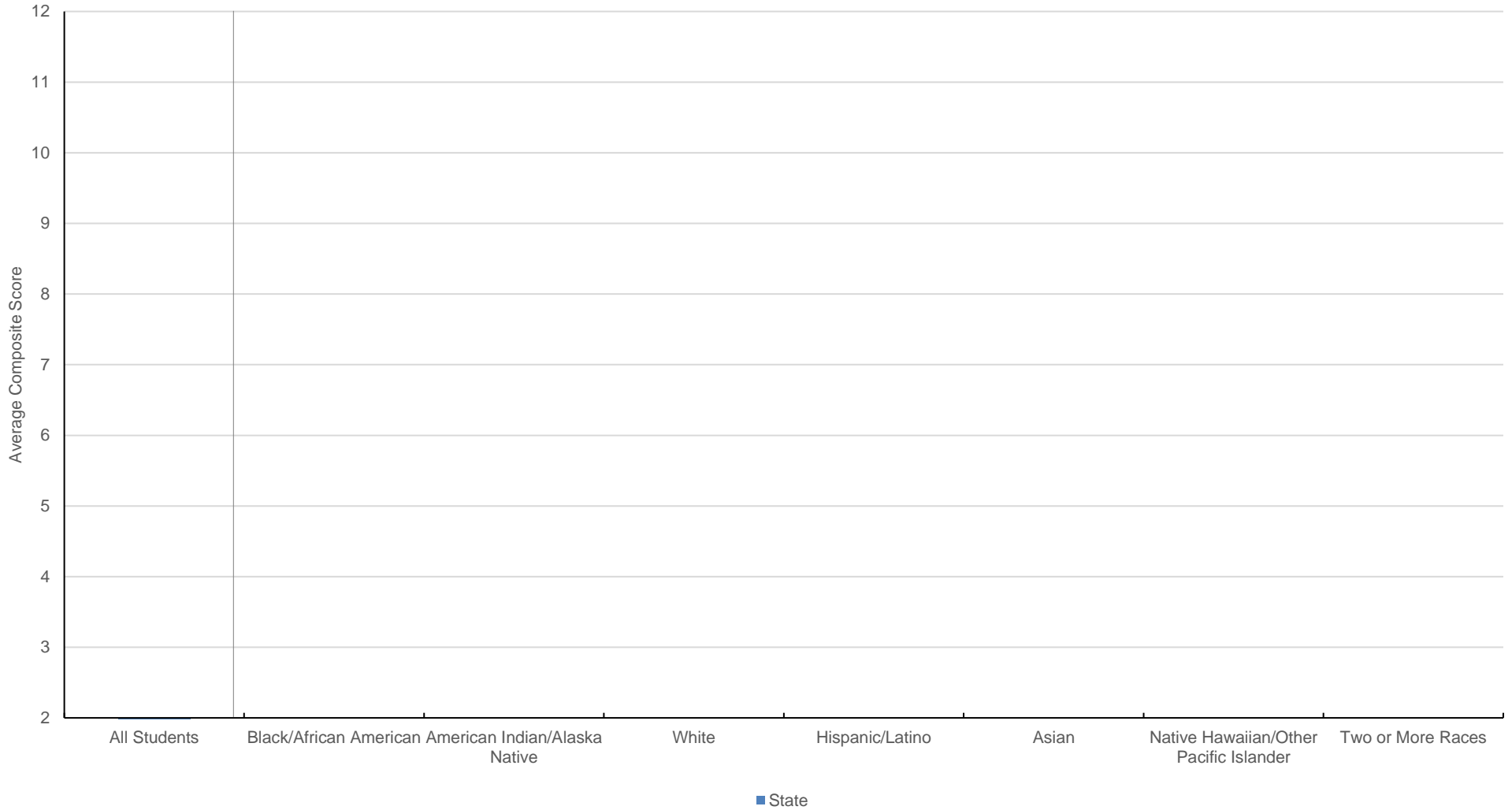
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF ARKANSAS	Arkansas	3,192	1,559	1,633	1	9	22	29	22	13	3
UNIVERSITY OF CENTRAL ARKANSAS	Arkansas	2,150	693	1,457	2	9	27	30	21	10	1
ARKANSAS STATE UNIVERSITY	Arkansas	1,401	533	868	3	12	28	27	19	9	1
ARKANSAS TECH UNIVERSITY	Arkansas	1,385	492	893	2	11	30	28	19	9	1
UNIV OF ARKANSAS-FORT SMITH	Arkansas	725	289	436	3	14	31	29	17	5	0
UNIVERSITY OF ARKANSAS AT LITTLE ROCK	Arkansas	669	116	553	3	13	25	29	19	12	1
HENDERSON STATE UNIVERSITY	Arkansas	374	128	246	4	15	28	29	16	6	2
SOUTHERN ARKANSAS UNIVERSITY	Arkansas	343	130	213	7	17	31	24	17	4	0
HENDRIX COLLEGE	Arkansas	299	45	254	2	7	14	29	27	19	2
HARDING UNIVERSITY	Arkansas	298	82	216	2	8	23	23	26	15	4
ARKANSAS STATE UNIVERSITY-BEEBE	Arkansas	288	117	171	4	18	32	27	18	2	0
OUACHITA BAPTIST UNIVERSITY	Arkansas	250	75	175	2	10	23	24	24	14	4
UNIV OF ARKANSAS AT MONTICELLO	Arkansas	243	87	156	6	23	32	26	11	3	0
NORTHWEST ARKANSAS COMMUNITY COLLEGE	Arkansas	217	70	147	3	18	32	27	12	7	0
UNIV OF ARKANSAS FOR MEDICAL SCIENCES	Arkansas	215	40	175	2	10	25	30	19	11	2
PULASKI TECHNICAL COLLEGE	Arkansas	177	50	127	6	19	29	28	15	3	0
OKLAHOMA STATE UNIVERSITY	Oklahoma	141	33	108	1	3	16	32	26	14	9
TEXAS A&M UNIVERSITY-MAIN CAMPUS	Texas	139	32	107	1	3	17	29	25	21	3
JOHN BROWN UNIVERSITY	Arkansas	136	31	105	0	8	29	27	15	18	3
UNIV OF ARKANSAS AT PINE BLUFF	Arkansas	128	19	109	6	32	34	17	9	2	0
UNIV OF ARKANSAS COMM COLL-MORRILTON	Arkansas	122	49	73	9	18	35	25	11	2	0
VANDERBILT UNIVERSITY	Tennessee	113	20	93	1	3	5	19	26	38	9
BLACK RIVER TECHNICAL COLLEGE	Arkansas	111	61	50	5	23	40	22	8	4	0
UNIV OF TEXAS AT AUSTIN	Texas	109	17	92	0	11	17	21	21	23	7
UNIVERSITY OF THE OZARKS	Arkansas	106	23	83	2	12	27	35	16	8	0
NORTH ARKANSAS COLLEGE	Arkansas	105	51	54	3	12	38	28	16	3	0
BAYLOR UNIVERSITY	Texas	102	19	83	1	8	16	27	24	19	6
UNIVERSITY OF MISSISSIPPI	Mississippi	100	11	89	0	5	20	23	27	23	2
LOUISIANA ST UNIV/A&M-BATON ROUGE	Louisiana	94	17	77	4	6	23	28	23	13	2
LYON COLLEGE	Arkansas	92	23	69	0	10	18	32	29	10	1
All Other Institutions		5,400	1,362	4,038	3	12	23	25	18	14	5
Total		19,224	6,274	12,950	2	12	25	27	20	11	3

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Section V

Optional Writing Test Results

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



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

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

	N State	Average ACT Scores		
		English State	Reading State	Writing State
All Students	0	.	.	.
Black/African American
American Indian/Alaska Native
White
Hispanic/Latino
Asian
Native Hawaiian/Other Pacific Islander
Two or More Races
Prefer not/No Response
Males
Females
Other Responses

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

	N State	Average ACT Scores	
		Average ELA Score State	Percent Who Met ELA Benchmark State
All Students	0	.	.
Black/African American	0	.	.
American Indian/Alaska Native	0	.	.
White	0	.	.
Hispanic/Latino	0	.	.
Asian	0	.	.
Native Hawaiian/Other Pacific Islander	0	.	.
Two or More Races	0	.	.
Prefer not/No Response	0	.	.
Males	0	.	.
Females	0	.	.
Other Responses	0	.	.

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

