



# Profile Report - State

Arkansas State Testing 2018-2019  
Grade 11 Tested Students  
Arkansas



ARKANSAS  
DEPARTMENT  
OF EDUCATION

ACT, INC. -- CONFIDENTIAL



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## New to your 2018-2019 Profile Report

ACT Composite score ranges associated with likely National Career Readiness Certificate (NCRC) level attainment have been updated. 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 in Table 3.4 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](http://www.act.org/NCRC-indicator) to learn more.

# Table of Contents

## Section I: Executive Summary

Page 5

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

## Section II: Academic Achievement

Page 11

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

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

Page 17

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

## Section IV: Career and Educational Aspirations

Page 25

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

## Section V: Optional Writing Test Results

Page 31

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

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](http://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html).

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to [www.act.org](http://www.act.org)

## How to Improve Scores and Increase College Readiness

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:** 31,402 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. 43% 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 4% of the cohort took less than three years of math courses. Of these students, 5% were college ready. 11% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 4% of these students were college ready. In comparison, 27% 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. 8% of these students were college ready. In comparison, 27% 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](http://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html).

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

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](mailto:customerservices@act.org).

# Section I

## Executive Summary

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

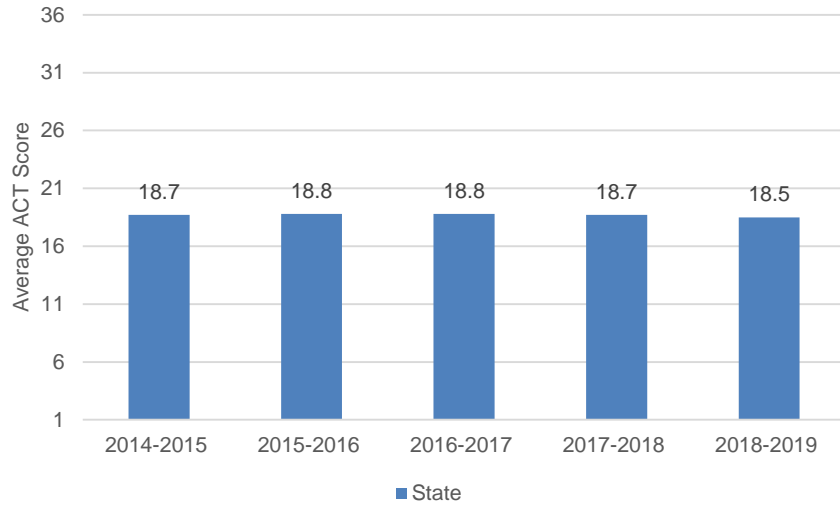


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing\*

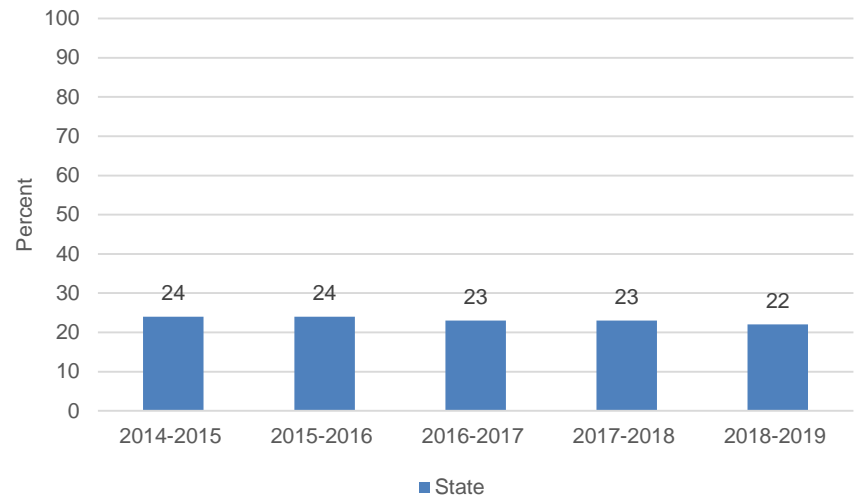


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing\*

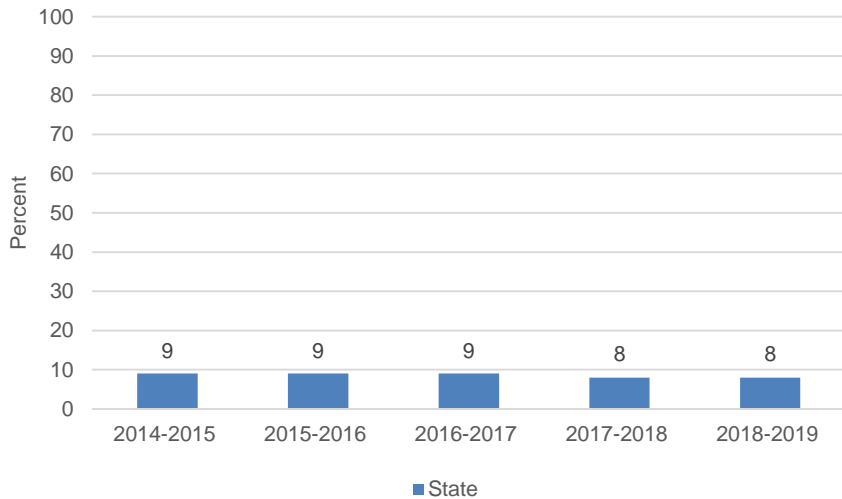
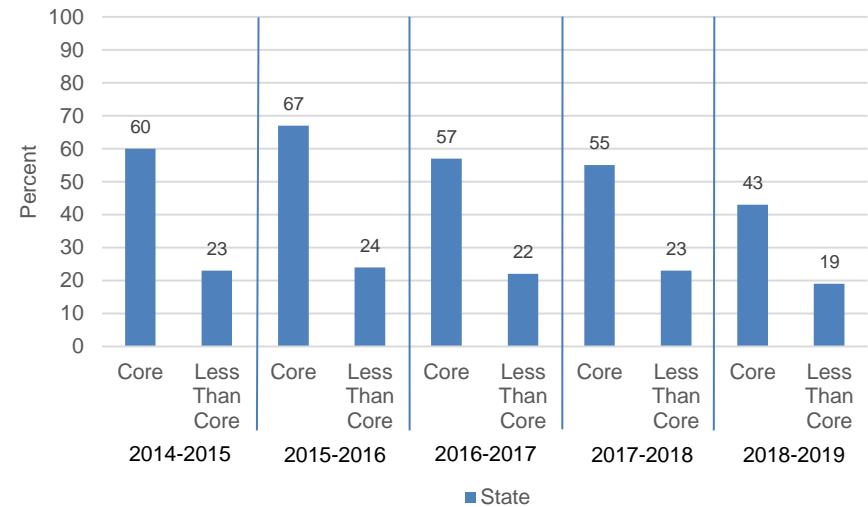


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing\*



\* 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 Tested State	Percent Who Met Benchmarks				
		English State	Mathematics State	Reading State	Science State	Met All Four State
2014-2015	8,733	49	26	29	23	14
2015-2016	31,081	49	25	31	24	14
2016-2017	31,109	49	24	30	22	14
2017-2018	31,225	48	24	30	23	14
<b>2018-2019</b>	<b>31,402</b>	<b>47</b>	<b>19</b>	<b>31</b>	<b>23</b>	<b>13</b>

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

Year	Number of Students Tested State	Average ACT Scores				
		English State	Mathematics State	Reading State	Science State	Composite State
2014-2015	8,733	18.1	18.5	19.0	18.7	18.7
2015-2016	31,081	18.1	18.6	19.0	19.1	18.8
2016-2017	31,109	18.4	18.5	18.9	18.9	18.8
2017-2018	31,225	18.2	18.4	18.8	18.8	18.7
<b>2018-2019</b>	<b>31,402</b>	<b>17.9</b>	<b>17.9</b>	<b>18.9</b>	<b>18.6</b>	<b>18.5</b>

**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 <sup>2</sup>		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More <sup>1</sup>	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
2014-2015	5,217	2,034	60	23	19.7	15.5	19.6	16.8	20.4	16.9	20.0	16.6	20.1	16.6
2015-2016	20,702	7,393	67	24	19.4	15.5	19.6	16.9	20.2	16.9	20.1	17.4	20.0	16.8
2016-2017	17,807	6,987	57	22	20.0	16.0	19.5	16.9	20.3	16.8	20.2	17.1	20.2	16.8
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
<b>2018-2019</b>	<b>13,574</b>	<b>6,094</b>	<b>43</b>	<b>19</b>	<b>19.6</b>	<b>15.8</b>	<b>19.0</b>	<b>16.5</b>	<b>20.3</b>	<b>17.0</b>	<b>20.0</b>	<b>17.0</b>	<b>19.9</b>	<b>16.7</b>

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

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

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

Race/Ethnicity	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
<b>All Students</b>	<b>8,733</b>	<b>100</b>	<b>18.7</b>	<b>31,081</b>	<b>100</b>	<b>18.8</b>	<b>31,109</b>	<b>100</b>	<b>18.8</b>	<b>31,225</b>	<b>100</b>	<b>18.7</b>	<b>31,402</b>	<b>100</b>	<b>18.5</b>
Black/African American	1,755	20	15.9	4,943	16	15.9	4,832	16	15.8	4,581	15	15.8	4,730	15	15.3
American Indian/Alaska Native	70	1	17.9	185	1	18.1	242	1	17.4	220	1	17.7	193	1	16.7
White	3,859	44	20.3	16,813	54	19.9	16,481	53	20.0	15,760	50	19.8	16,077	51	19.7
Hispanic/Latino	780	9	17.4	3,093	10	17.6	3,325	11	17.3	3,375	11	17.4	3,604	11	17.2
Asian	166	2	22.4	467	2	21.2	495	2	21.8	496	2	21.1	454	1	21.6
Native Hawaiian/Other Pacific Islander	11	0	18.0	141	0	15.2	141	0	14.9	122	0	15.0	139	0	15.0
Two or more races	313	4	19.4	1,292	4	19.2	1,367	4	19.4	1,359	4	19.4	1,239	4	19.1
Prefer not to respond/No response	1,779	20	18.2	4,147	13	18.7	4,226	14	18.3	5,312	17	18.2	4,966	16	18.1

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

Year	All Tested Students			Students Meeting STEM Benchmarks	
	Number of Students Tested State	Avg. STEM Score State	Percent Meeting STEM Benchmark State	Avg. Mathematics Score State	Avg. Science Score State
2014-2015	8,733	18.9	9	27.6	28.0
2015-2016	31,081	19.1	9	27.6	28.0
2016-2017	31,109	18.9	9	27.5	28.4
2017-2018	31,225	18.8	8	27.6	28.1
<b>2018-2019</b>	<b>31,402</b>	<b>18.5</b>	<b>8</b>	<b>27.6</b>	<b>28.9</b>

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

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

Year	Below Proficient			Text Complexity Proficiency Level Proficient			Above Proficient		
	N State	Percent State	Avg. Reading State	N State	Percent State	Avg. Reading State	N State	Percent State	Avg. Reading State
2014-2015	0	.	.	0	.	.	0	.	.
2015-2016	19,469	63	15.5	8,268	27	22.9	3,344	11	30.0
2016-2017	21,362	69	15.7	5,975	19	23.3	3,772	12	29.7
2017-2018	20,560	66	15.6	7,461	24	23.1	3,204	10	29.8
<b>2018-2019</b>	<b>21,651</b>	<b>69</b>	<b>15.6</b>	<b>6,007</b>	<b>19</b>	<b>23.5</b>	<b>3,744</b>	<b>12</b>	<b>30.3</b>

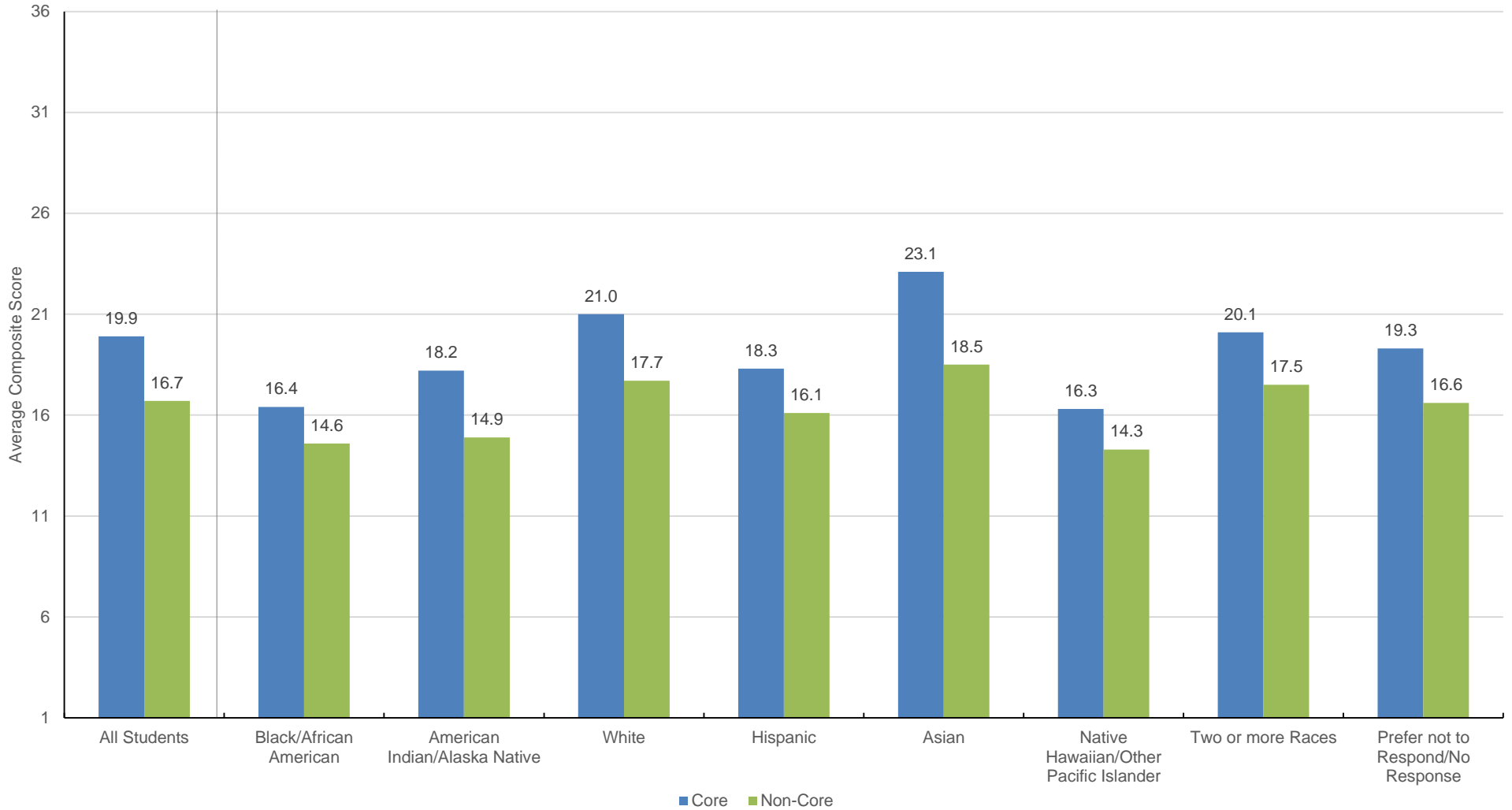
<sup>1</sup>The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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# Section II

## Academic Achievement

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



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

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

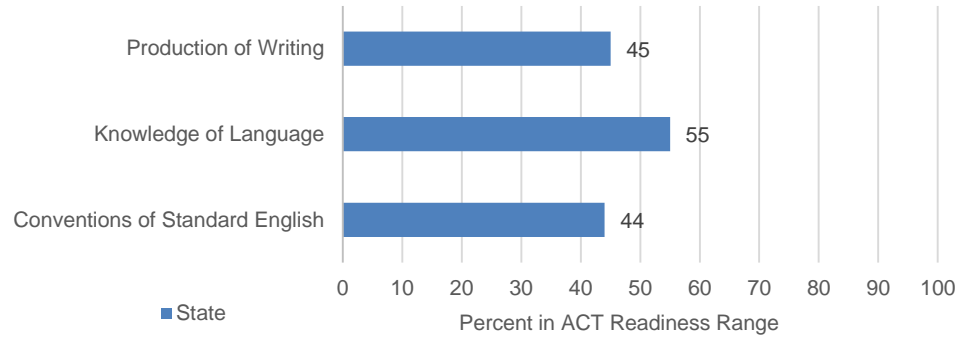
ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA <sup>2</sup>		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	99	100	21	100	138	100	87	100	12	100	30	100	0	.	36
35	381	99	77	99	352	99	135	99	56	99	46	99	0	.	35
34	385	98	44	99	260	98	37	99	93	99	69	99	0	.	34
33	243	97	49	99	338	98	151	99	144	99	90	99	0	.	33
32	238	96	65	99	418	97	244	99	195	99	119	99	0	.	32
31	240	96	149	99	445	95	268	98	245	98	216	99	0	.	31
30	318	95	197	99	567	94	305	97	343	98	223	98	0	.	30
29	298	94	260	98	617	92	42	96	378	97	295	97	0	.	29
28	345	93	346	97	69	90	331	96	475	95	385	97	0	.	28
27	383	92	516	96	781	90	437	95	582	94	420	95	0	.	27
26	717	91	598	95	747	87	552	94	695	92	713	94	0	.	26
25	777	88	1,049	93	829	85	1,205	92	890	90	925	92	0	.	25
24	1,277	86	967	89	845	82	1,586	88	1,065	87	1,076	89	0	.	24
23	1,316	82	1,059	86	2,022	80	1,812	83	1,290	84	1,169	85	0	.	23
22	1,000	78	651	83	1,224	73	1,300	77	1,459	79	1,307	82	0	.	22
21	2,179	74	1,240	81	2,242	69	2,237	73	1,726	75	1,655	77	0	.	21
20	1,863	68	784	77	1,354	62	1,482	66	1,878	69	1,946	72	0	.	20
19	1,381	62	1,733	74	1,479	58	2,731	61	2,196	63	2,418	66	0	.	19
18	1,413	57	1,991	69	2,522	53	2,861	52	2,271	56	3,048	58	0	.	18
17	1,539	53	4,117	62	1,443	45	1,809	43	2,358	49	3,289	49	0	.	17
16	1,530	48	5,244	49	1,392	40	3,199	38	2,593	42	3,319	38	0	.	16
15	2,513	43	4,156	33	4,156	36	1,470	36	2,525	33	3,033	28	0	.	15
14	2,438	35	4,063	19	2,774	31	1,713	22	2,673	25	2,489	18	0	.	14
13	1,673	27	1,198	6	1,534	23	1,451	16	2,430	17	1,743	10	0	.	13
12	2,144	22	536	3	2,554	18	1,198	12	1,891	9	985	4	0	.	12
11	1,450	15	194	1	1,746	10	950	8	749	3	315	1	0	.	11
10	1,726	10	50	1	617	4	682	5	150	1	58	1	0	.	10
9	897	5	33	1	323	2	621	3	29	1	15	1	0	.	9
8	365	2	4	1	178	1	100	1	8	1	4	1	0	.	8
7	197	1	8	1	69	1	43	1	1	1	1	1	0	.	7
6	52	1	0	1	18	1	7	1	2	1	1	1	0	.	6
5	9	1	2	1	24	1	10	1	0	1	0	1	0	.	5
4	11	1	1	1	5	1	8	1	0	1	0	1	0	.	4
3	3	1	0	1	3	1	0	1	0	1	0	1	0	.	3
2	0	1	0	1	3	1	0	1	0	1	0	1	0	.	2
1	2	1	0	1	0	1	1	1	0	1	0	1	0	.	1
Avg (SD)	17.9 (6.3)		17.9 (4.4)		18.9 (6.3)		18.6 (5.2)		18.5 (5.1)		18.5 (4.5)		. (.)		Avg (SD)

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

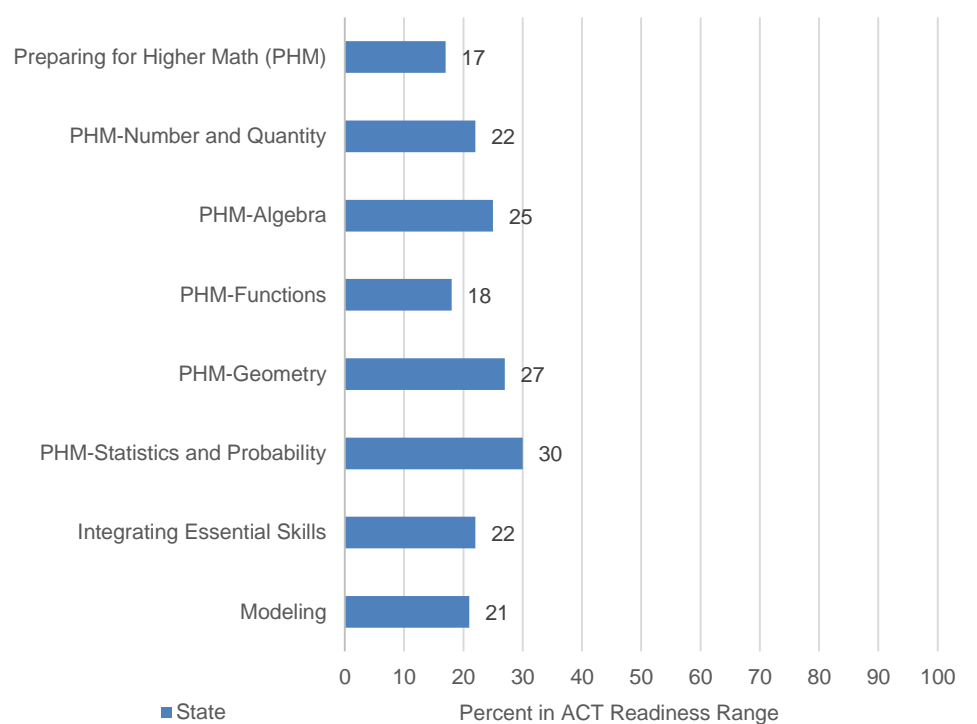
<sup>2</sup> ELA scores are derived only for students with a valid writing score.

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

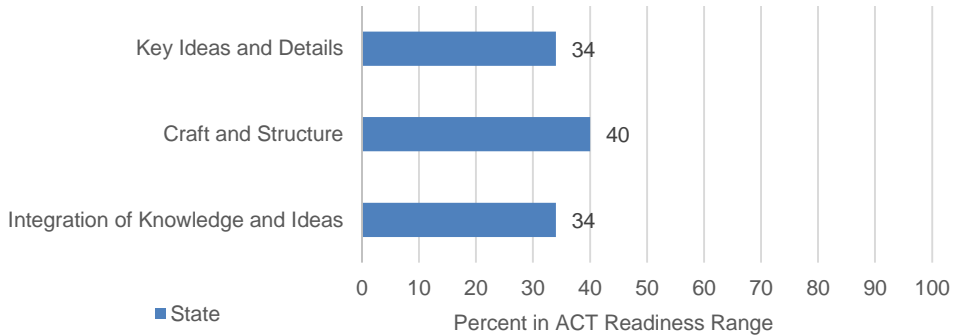
**Figure 2.2. English Reporting Categories**



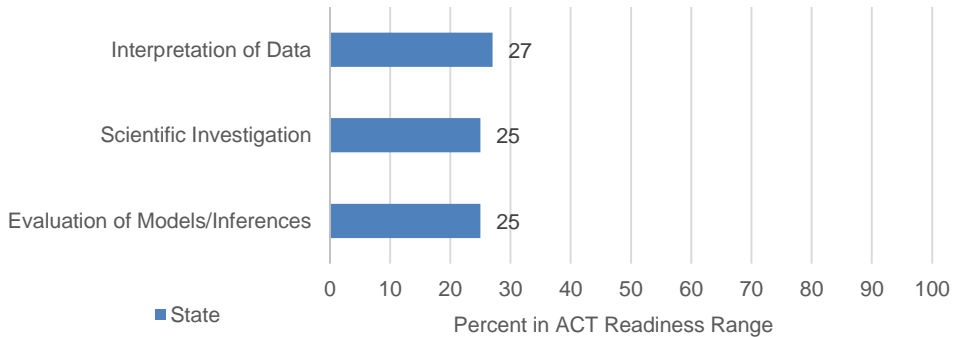
**Figure 2.3. Math Reporting Categories**



**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 <sup>1</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
	<b>All Students</b>	<b>31,402</b>	<b>43</b>	<b>19.9</b>	<b>16.7</b>
	Black/African American	4,730	39	16.4	14.6
	American Indian/Alaska Native	193	36	18.2	14.9
	White	16,077	49	21.0	17.7
<b>State</b>	Hispanic/Latino	3,604	45	18.3	16.1
	Asian	454	50	23.1	18.5
	Native Hawaiian/Other Pacific Islander	139	40	16.3	14.3
	Two or More Races	1,239	49	20.1	17.5
	Prefer not/No Response	4,966	25	19.3	16.6

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

**Table 2.3. Average ACT Scores by Race/Ethnicity**

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
	<b>All Students</b>	<b>31,402</b>	<b>100</b>	17.9	17.9	18.9	18.6	18.5	18.5
	Black/African American	4,730	15	14.3	15.6	15.2	15.5	15.3	15.8
	American Indian/Alaska Native	193	1	15.7	16.4	17.2	17.1	16.7	17.0
	White	16,077	51	19.4	18.7	20.2	19.8	19.7	19.5
<b>State</b>	Hispanic/Latino	3,604	11	16.3	17.2	17.5	17.5	17.2	17.6
	Asian	454	1	20.7	22.1	21.4	21.6	21.6	22.0
	Native Hawaiian/Other Pacific Islander	139	0	13.7	15.9	14.8	15.2	15.0	15.8
	Two or More Races	1,239	4	18.7	18.4	19.7	19.1	19.1	19.0
	Prefer not/No Response	4,966	16	17.5	17.6	18.6	18.3	18.1	18.2

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

Student Group	Gender	Number of Students Tested	Percent Taking Core or More <sup>1</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	13,536	43	19.9	16.6
	Females	13,854	50	19.9	16.8
	No Response	4,012	23	19.1	16.5

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

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

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	13,536	43	17.3	18.1	18.5	18.6	18.3	18.6
	Females	13,854	44	18.6	17.9	19.2	18.7	18.7	18.6
	No Response	4,012	13	17.6	17.6	18.7	18.4	18.2	18.3

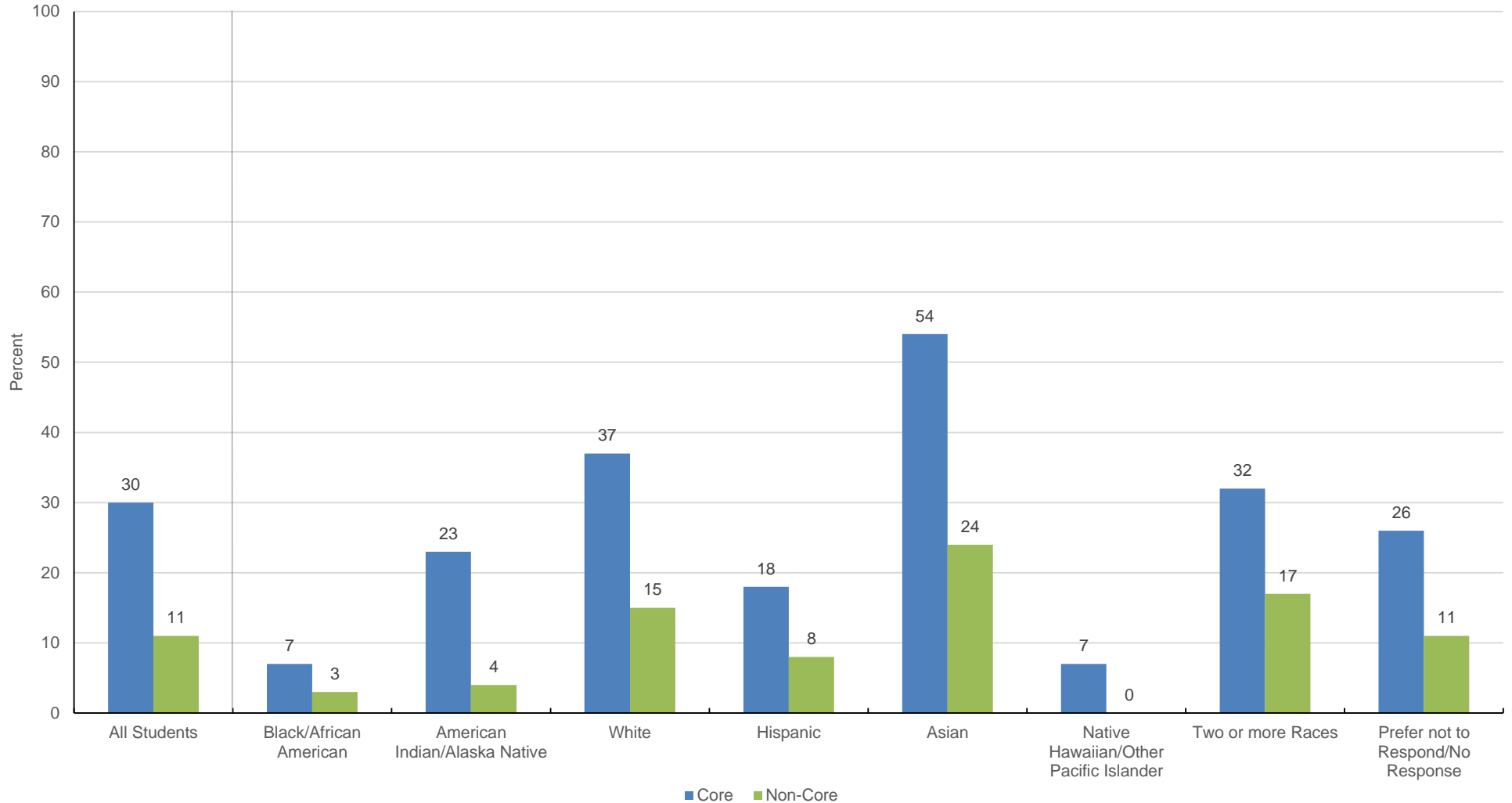
**Table 2.6. ACT Score Quartile Values**

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	22	20	23	22	22
Q2 (50th Percentile)	17	17	18	18	18
Q1 (25th Percentile)	13	15	14	15	14

# 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	1,108	4	191	1	1,088	3	410	1
	28 to 32	1,439	5	1,017	3	2,116	7	1,190	4
	24 to 27	3,154	10	3,130	10	3,202	10	3,780	12
	20 to 23	6,358	20	3,734	12	6,842	22	6,831	22
	16 to 19	5,863	19	13,085	42	6,836	22	10,600	34
	13 to 15	6,624	21	9,417	30	5,778	18	4,971	16
	01 to 12	6,856	22	828	3	5,540	18	3,620	12

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

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	43	21	29	24	14
	Females	52	18	32	22	12
	No Response	45	17	30	22	12

**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 %
	<b>All Students</b>	<b>31,402</b>	<b>47</b>	<b>19</b>	<b>31</b>	<b>23</b>	<b>13</b>	<b>8</b>
	Black/African American	4,730	21	5	10	5	2	1
	American Indian/Alaska Native	193	33	10	23	12	6	4
	White	16,077	58	25	39	30	17	11
<b>State</b>	Hispanic/Latino	3,604	36	13	22	14	6	4
	Asian	454	61	50	46	43	33	26
	Native Hawaiian/Other Pacific Islander	139	17	6	6	4	1	1
	Two or More Races	1,239	54	22	36	26	15	9
	Prefer Not to Respond	4,966	44	17	30	21	11	7

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

Student Group	ACT NCRC Level	N	%	Average Composite
	Platinum	2,523	8	29.5
	Gold	5,399	17	23.6
	Silver	10,429	33	18.8
	Bronze	10,221	33	14.5
	Needs Improvement	2,830	9	11.6

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

Visit [www.act.org/NCRC-indicator](http://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 <sup>1</sup>	N	English		Mathematics		Reading		Science		Composite <sup>4</sup>		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More <sup>2</sup>	13,574	59	19.6	27	19.0	39	20.3	30	20.0	18	19.9	12	19.7
	Less than Core	6,094	33	15.8	9	16.5	19	17.0	13	17.0	5	16.7	3	17.0
	Missing <sup>3</sup>	11,734	41	17.1	16	17.3	27	18.2	20	17.9	10	17.8	7	17.9

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

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

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

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

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

Student Group	Curriculum Taken <sup>1</sup>	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More <sup>2</sup>	17,294	53	18.7	18,660	22	18.4	17,229	35	19.7	17,195	27	19.4
	Less than Core	2,997	36	16.1	1,351	5	15.5	2,726	15	16.2	2,749	8	16.1
	Missing <sup>3</sup>	11,111	42	17.2	11,391	16	17.4	11,447	28	18.3	11,458	20	18.0

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

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

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

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

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

Course Pattern		State		
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
<b>ENGLISH COURSE PATTERN</b>				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,435	8	20.2	63
Eng 9, Eng 10, Eng 11, Eng 12	14,859	47	18.5	51
Less than 4 years of English	2,997	10	16.1	36
Zero years / no English courses reported	11,111	35	17.2	42
<b>MATHEMATICS COURSE PATTERN</b>				
	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	757	2	19.6	33
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	929	3	20.7	42
Alg 1, Alg 2, Geom, & Trig	996	3	17.6	16
Alg 1, Alg 2, Geom, & Other Adv Math	5,897	19	18.1	17
Other comb of 4 or more years of Math	5,002	16	20.6	41
Alg 1, Alg 2, & Geom	3,563	11	16.0	4
Other comb of 3 or 3.5 years of Math	1,516	5	17.0	11
Less than 3 years of Math	1,351	4	15.5	5
Zero years / no Math courses reported	11,391	36	17.4	16
<b>SOCIAL SCIENCE COURSE PATTERN</b>				
	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	151	0	17.8	23
Other comb of 4 or more years Social Science	8,792	28	20.6	41
US Hist, World Hist, & Am Gov	686	2	17.1	19
Other comb of 3 or 3.5 years of Social Science	7,600	24	18.9	30
Less than 3 years of Social Science	2,726	9	16.2	15
Zero years / no Social Science courses reported	11,447	36	18.3	28
<b>NATURAL SCIENCE COURSE PATTERN</b>				
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	6,205	20	19.4	28
Bio, Chem, Phys	801	3	22.3	49
Gen Sci <sup>1</sup> , Bio, Chem	8,983	29	19.3	26
Other comb of 3 years of Natural Science	1,206	4	18.8	23
Less than 3 years of Natural Science	2,749	9	16.1	8
Zero years / no Natural Science courses reported	11,458	36	18.0	20

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



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

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
<b>ENGLISH COURSE PATTERN</b>												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,435	8	20.2	63	1,038	8	19.6	58	1,271	9	20.8	67
Eng 9, Eng 10, Eng 11, Eng 12	14,859	47	18.5	51	6,609	49	18.0	47	7,160	52	19.0	55
Less than 4 years of English	2,997	10	16.1	36	1,482	11	15.6	32	1,296	9	16.6	40
Zero years / no English courses reported	11,111	35	17.2	42	4,407	33	16.5	37	4,127	30	17.7	46
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	757	2	19.6	33	332	2	20.2	38	371	3	19.1	28
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	929	3	20.7	42	306	2	21.5	51	587	4	20.3	38
Alg 1, Alg 2, Geom, & Trig	996	3	17.6	16	470	3	17.7	16	475	3	17.5	16
Alg 1, Alg 2, Geom, & Other Adv Math	5,897	19	18.1	17	2,221	16	18.2	20	3,221	23	18.0	16
Other comb of 4 or more years of Math	5,002	16	20.6	41	2,421	18	21.1	44	2,295	17	20.1	38
Alg 1, Alg 2, & Geom	3,563	11	16.0	4	1,776	13	16.0	5	1,497	11	16.0	4
Other comb of 3 or 3.5 years of Math	1,516	5	17.0	11	748	6	17.4	14	645	5	16.7	9
Less than 3 years of Math	1,351	4	15.5	5	705	5	15.5	6	521	4	15.5	5
Zero years / no Math courses reported	11,391	36	17.4	16	4,557	34	17.3	16	4,242	31	17.3	15
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	151	0	17.8	23	83	1	18.1	23	58	0	17.9	24
Other comb of 4 or more years Social Science	8,792	28	20.6	41	3,601	27	20.3	40	4,638	33	20.9	42
US Hist, World Hist, & Am Gov	686	2	17.1	19	368	3	17.4	24	263	2	16.4	13
Other comb of 3 or 3.5 years of Social Science	7,600	24	18.9	30	3,515	26	18.8	30	3,500	25	19.0	30
Less than 3 years of Social Science	2,726	9	16.2	15	1,377	10	16.1	16	1,140	8	16.4	15
Zero years / no Social Science courses reported	11,447	36	18.3	28	4,592	34	17.7	25	4,255	31	18.5	29
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	6,205	20	19.4	28	3,070	23	19.5	31	2,780	20	19.3	25
Bio, Chem, Phys	801	3	22.3	49	386	3	23.2	56	395	3	21.6	43
Gen Sci <sup>1</sup> , Bio, Chem	8,983	29	19.3	26	3,413	25	19.2	27	4,815	35	19.5	25
Other comb of 3 years of Natural Science	1,206	4	18.8	23	624	5	19.0	25	523	4	18.5	19
Less than 3 years of Natural Science	2,749	9	16.1	8	1,446	11	16.1	9	1,076	8	16.1	7
Zero years / no Natural Science courses reported	11,458	36	18.0	20	4,597	34	17.8	20	4,265	31	18.0	18

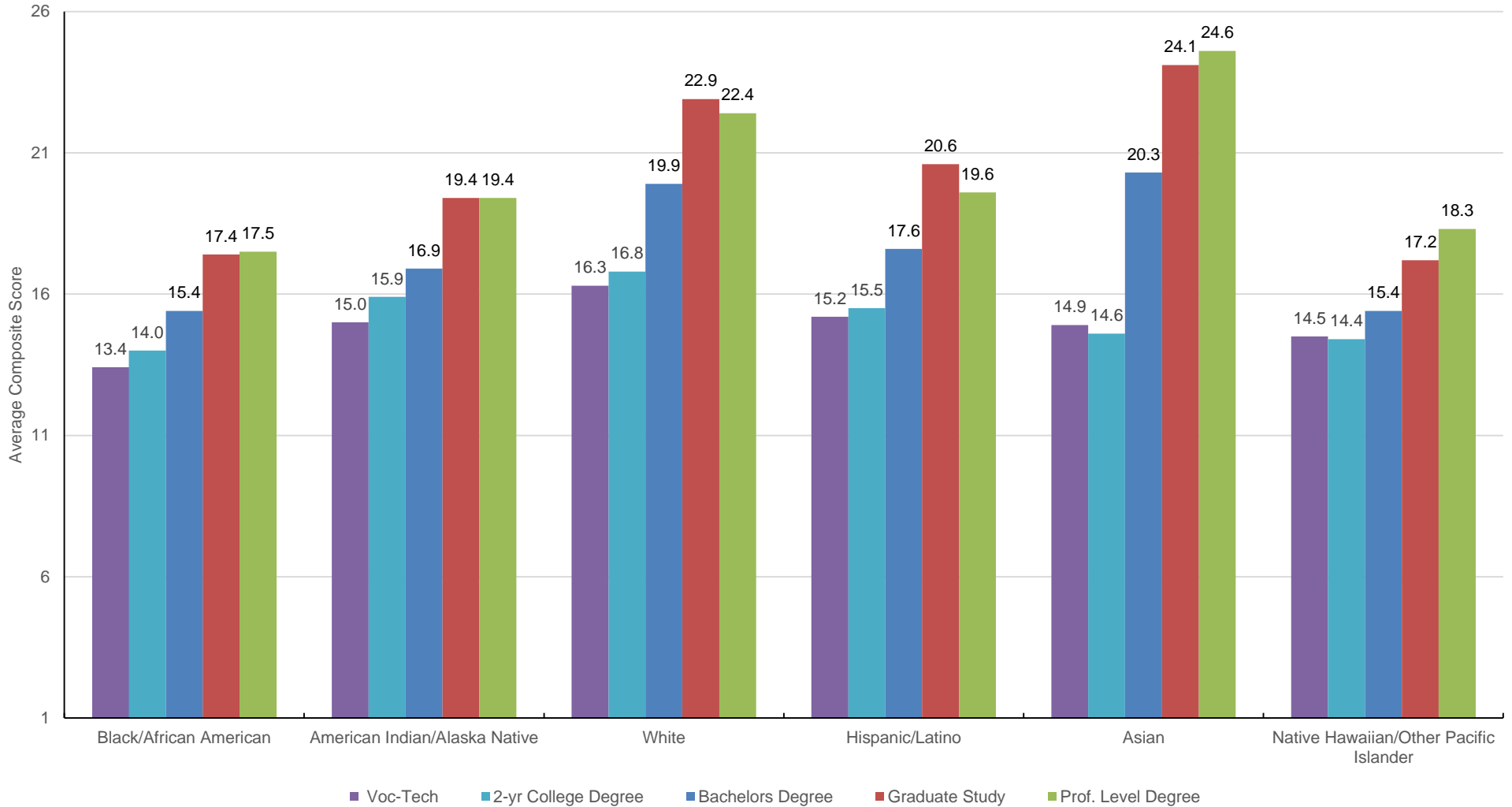
<sup>1</sup>Includes General, Physical and Earth Sciences.

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# Section IV

## Career and Educational Aspirations

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



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

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

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N <sup>1</sup>	Percent <sup>2</sup>	Comp	N	Percent	Comp	N	Percent	Comp
Agriculture & Natural Resources Conservation	560	2	17.5	122	4	15.2	382	3	18.6
Architecture	238	1	19.1	37	1	16.1	188	1	19.8
Area, Ethnic, & Multidisciplinary Studies	20	0	20.6	3	0	15.0	14	0	22.6
Arts: Visual & Performing	1,333	4	18.6	227	8	15.7	993	7	19.5
Business	1,273	4	19.0	219	8	15.9	997	7	19.8
Communications	198	1	19.8	22	1	15.7	164	1	20.6
Community, Family, & Personal Services	745	2	16.7	185	7	15.4	490	4	17.4
Computer Science & Mathematics	463	1	22.0	59	2	18.5	386	3	22.6
Education	941	3	19.0	60	2	14.9	845	6	19.4
Engineering	1,092	3	20.3	165	6	15.8	855	6	21.6
Engineering Technology & Drafting	310	1	18.1	74	3	15.6	219	2	19.2
English & Foreign Languages	159	1	22.6	13	0	15.5	137	1	23.4
Health Administration & Assisting	600	2	16.9	93	3	15.7	476	3	17.3
Health Sciences & Technologies	3,508	11	19.4	219	8	15.8	3,148	23	19.8
Philosophy, Religion, & Theology	75	0	20.6	5	0	17.0	62	0	21.0
Repair, Production, & Construction	581	2	16.7	314	11	16.4	195	1	17.5
Sciences: Biological & Physical	749	2	22.2	31	1	16.3	687	5	22.6
Social Sciences & Law	1,063	3	20.2	61	2	16.3	960	7	20.6
Undecided	1,830	6	18.8	324	12	16.3	1,219	9	19.9
No Response	15,500	49	17.8	455	17	14.8	1,257	9	17.3

<sup>1</sup>2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

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

**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	910	15.5	160	13.4	9	15.0	469	16.3	118	15.2
2-yr College Degree	1,828	15.9	374	14.0	9	15.9	879	16.8	264	15.5
Bachelors Degree	8,419	18.7	1,357	15.4	50	16.9	4,654	19.9	1,048	17.6
Graduate Study	1,943	21.6	266	17.4	10	19.4	1,157	22.9	184	20.6
Prof. Level Degree	3,406	21.1	521	17.5	15	19.4	1,904	22.4	372	19.6
Other	749	15.9	100	14.3	11	15.0	416	16.7	76	14.8
No Response	14,147	17.9	1,952	14.7	89	16.3	6,598	19.1	1,542	16.6

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	910	15.5	7	14.9	4	14.5	42	15.8	101	15.3
2-yr College Degree	1,828	15.9	16	14.6	13	14.4	79	16.7	194	15.7
Bachelors Degree	8,419	18.7	96	20.3	34	15.4	342	19.0	838	18.4
Graduate Study	1,943	21.6	45	24.1	5	17.2	83	22.1	193	20.5
Prof. Level Degree	3,406	21.1	89	24.6	8	18.3	173	21.2	324	20.6
Other	749	15.9	4	14.5	8	13.1	26	15.7	108	15.5
No Response	14,147	17.9	197	21.1	67	14.6	494	18.8	3,208	18.0

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	7,777	3,373	4,404	3	16	31	26	15	8	1
UNIVERSITY OF CENTRAL ARKANSAS	Arkansas	6,252	1,958	4,294	4	18	34	26	12	5	0
ARKANSAS TECH UNIVERSITY	Arkansas	4,571	1,704	2,867	5	19	34	25	12	5	1
ARKANSAS STATE UNIVERSITY	Arkansas	4,122	1,679	2,443	5	20	33	24	13	5	1
UNIVERSITY OF ARKANSAS AT LITTLE ROCK	Arkansas	2,736	740	1,996	9	30	32	18	7	3	1
STATE-NO COLLEGE PLANS	Iowa	1,909	1,909	0	22	38	26	10	3	1	0
HENDERSON STATE UNIVERSITY	Arkansas	1,742	520	1,222	4	22	36	25	9	3	1
UNIV OF ARKANSAS-FORT SMITH	Arkansas	1,582	501	1,081	4	20	36	26	10	3	0
SOUTHERN ARKANSAS UNIVERSITY	Arkansas	1,295	433	862	7	24	35	22	9	2	1
HARDING UNIVERSITY	Arkansas	918	215	703	3	15	30	26	18	7	1
ARKANSAS STATE UNIVERSITY-BEEBE	Arkansas	902	375	527	7	26	37	21	7	2	0
OUACHITA BAPTIST UNIVERSITY	Arkansas	842	186	656	4	16	29	28	16	6	1
UNIV OF ARKANSAS AT PINE BLUFF	Arkansas	828	191	637	17	44	30	6	3	0	0
HENDRIX COLLEGE	Arkansas	765	135	630	2	15	25	25	17	13	3
UNIV OF ARKANSAS AT MONTICELLO	Arkansas	750	269	481	9	27	36	19	7	2	0
NORTHWEST ARKANSAS COMMUNITY COLLEGE	Arkansas	681	254	427	7	26	37	21	7	2	0
PULASKI TECHNICAL COLLEGE	Arkansas	603	190	413	13	35	33	14	4	1	0
LYON COLLEGE	Arkansas	591	114	477	6	19	34	23	14	5	1
NCAA ELIGIBILITY CENTER	Indiana	573	363	210	13	28	30	17	8	3	0
UNIVERSITY OF THE OZARKS	Arkansas	546	110	436	8	24	32	24	8	2	0
OKLAHOMA STATE UNIVERSITY	Oklahoma	487	112	375	3	12	27	27	18	11	1
UNIV OF ARKANSAS COMM COLL-MORRILTON	Arkansas	463	127	336	10	24	36	24	4	2	0
UNIV OF ARKANSAS FOR MEDICAL SCIENCES	Arkansas	444	87	357	5	17	37	25	12	5	0
SOUTHERN ARKANSAS UNIVERSITY TECH	Arkansas	403	106	297	10	28	39	17	4	1	0
JOHN BROWN UNIVERSITY	Arkansas	395	89	306	5	19	35	22	10	7	2
LOUISIANA ST UNIV/A&M-BATON ROUGE	Louisiana	395	102	293	9	22	33	17	11	6	1
UNIV OF ARKANSAS COMM COLL-BATESVILLE	Arkansas	391	180	211	6	29	36	20	7	1	0
NORTH ARKANSAS COLLEGE	Arkansas	382	169	213	12	27	34	20	5	2	0
BAYLOR UNIVERSITY	Texas	369	87	282	5	17	24	20	18	14	3
ARKANSAS STATE UNIVERSITY-NEWPORT	Arkansas	348	120	228	10	33	40	14	3	0	0
All Other Institutions		23,901	5,436	18,465	7	23	29	20	12	8	2
<b>Total</b>		<b>67,963</b>	<b>21,834</b>	<b>46,129</b>	<b>7</b>	<b>22</b>	<b>31</b>	<b>22</b>	<b>11</b>	<b>6</b>	<b>1</b>

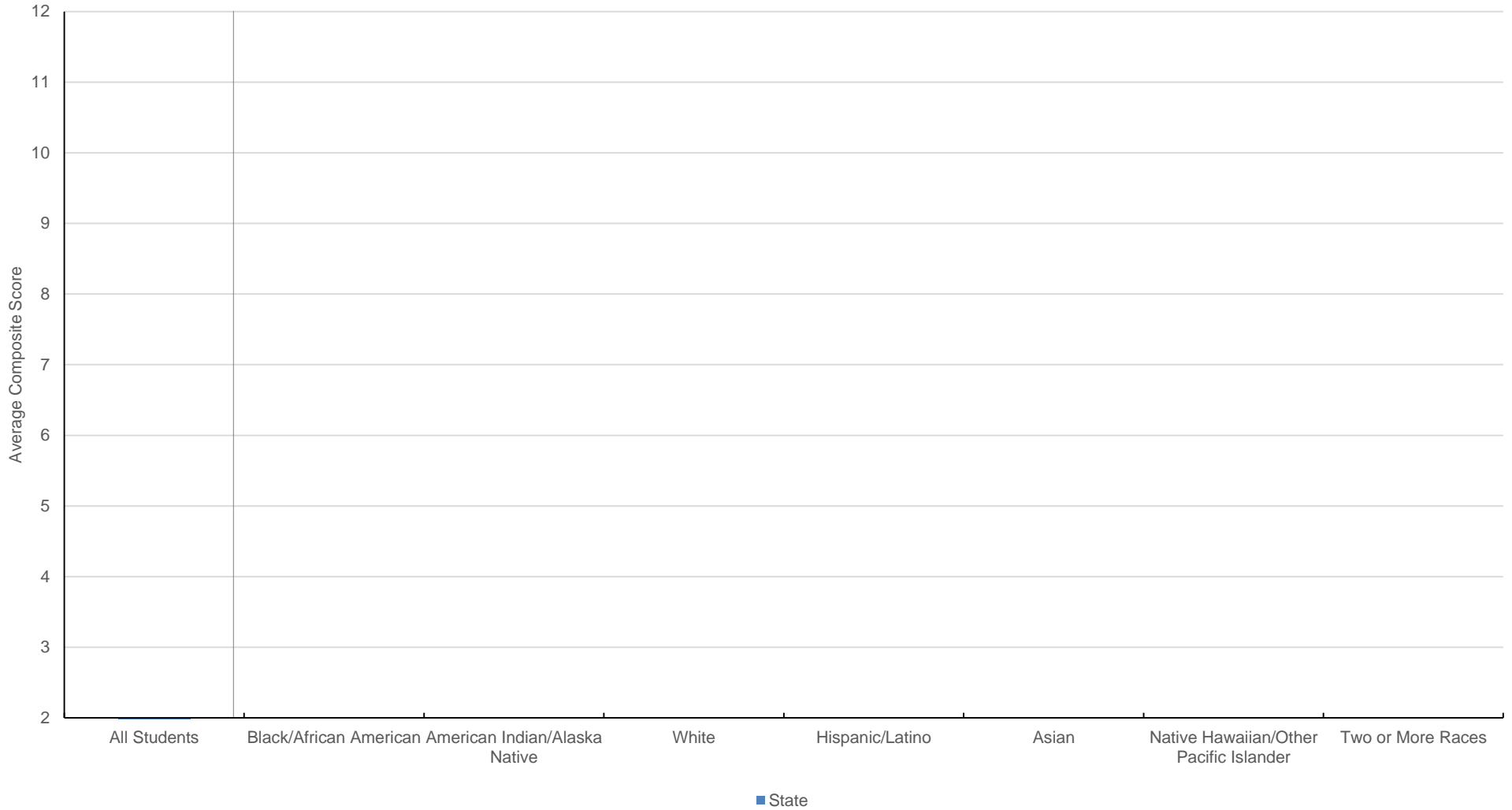
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# Section V

## Optional Writing Test Results

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



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

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

	N State	Average ACT Scores		
		English State	Reading State	Writing State
<b>All Students</b>	<b>0</b>	.	.	.
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	.	.	.	.
No Response	.	.	.	.

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

	N State	Average ACT Scores	
		Average ELA Score State	Percent Who Met ELA Benchmark State
<b>All Students</b>	<b>0</b>	.	.
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	.	.
No Response	0	.	.

