

# ACT Profile Report - District

Spring District Choice State Testing 2013-2014  
Grade 11 Tested Students  
DES MOINES PUBLIC SCHOOLS

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This report provides information about the performance of your students who took the ACT as part of the Spring District Choice 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, and writing (optional)
- 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 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. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at [www.act.org/standard/infoserv.html](http://www.act.org/standard/infoserv.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 and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores, updated in August of 2013, are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

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

## How to Improve Scores and Increase College Readiness

10% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

**PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT:** 1,644 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. 10% 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 3.2 reports 1% of the cohort took less than three years of math courses. Of these students, 4% were college ready. 7% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 8% of these students were college ready. In comparison, 38% 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 3.2 reports 3% of the cohort took less than three years of natural science courses. 16% 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 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 79% 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 Readiness Standards at [www.act.org/standard](http://www.act.org/standard).

**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.

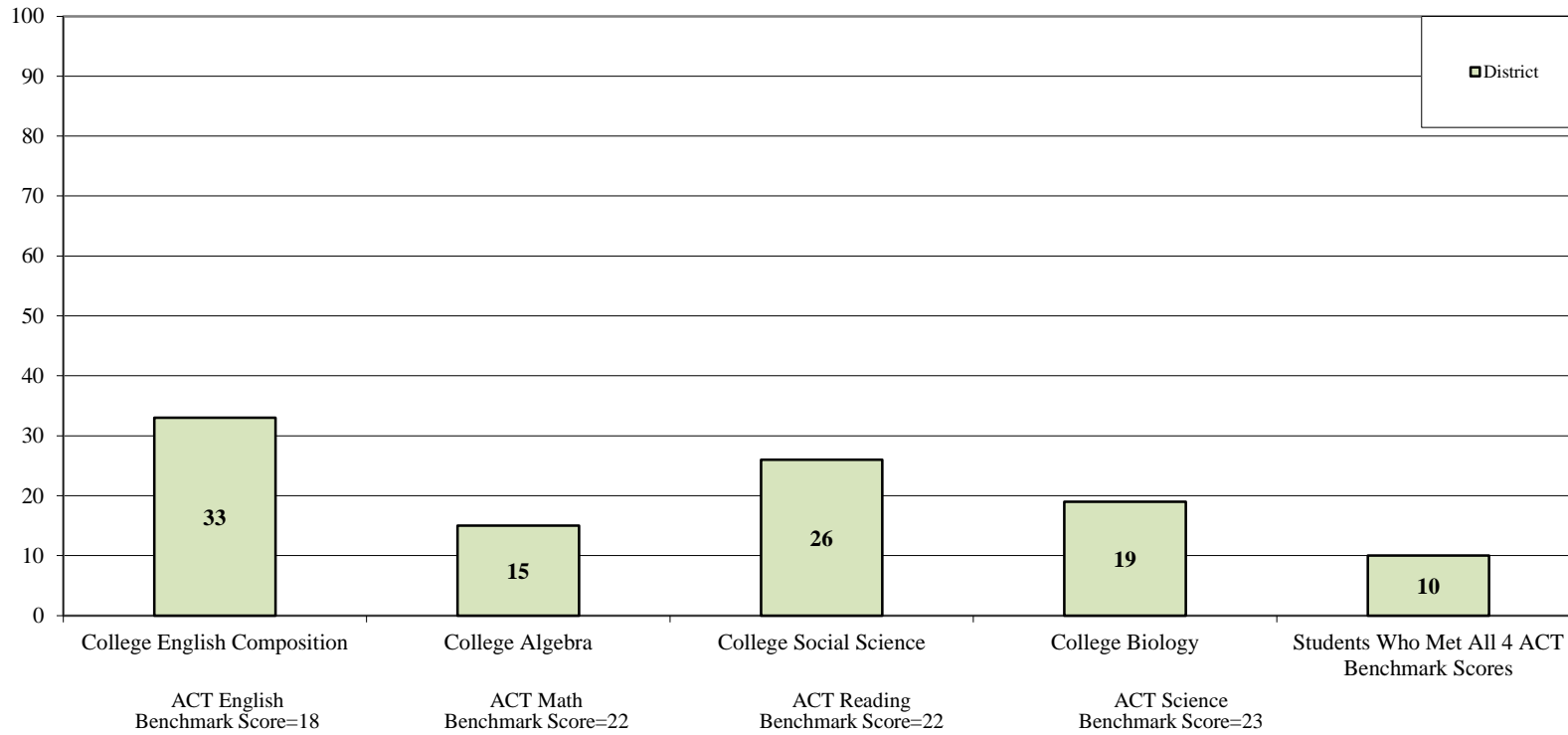
For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Service at 319-337-1309 or [customerservices@act.org](mailto:customerservices@act.org).

# Section I

## Executive Summary

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



**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 course.**



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

Year	Number of Students Tested District	Percent Who Met Benchmarks				
		English District	Mathematics District	Reading District	Science District	Met All Four District
2009-2010	1,433	41	18	33	16	11
2010-2011	1,631	40	20	31	17	12
2011-2012	1,672	35	18	29	14	10
2012-2013	1,732	35	17	30	15	10
<b>2013-2014</b>	<b>1,644</b>	<b>33</b>	<b>15</b>	<b>26</b>	<b>19</b>	<b>10</b>

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

Year	Number of Students Tested District	Average ACT Scores				
		English District	Mathematics District	Reading District	Science District	Composite District
2009-2010	1,433	16.7	17.9	18.5	18.2	18.0
2010-2011	1,631	16.5	17.9	18.1	18.3	17.8
2011-2012	1,672	16.1	17.7	17.6	17.8	17.4
2012-2013	1,732	15.9	17.6	17.8	17.5	17.3
<b>2013-2014</b>	<b>1,644</b>	<b>15.8</b>	<b>17.3</b>	<b>18.2</b>	<b>17.8</b>	<b>17.4</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									
	Core or More <sup>1</sup>	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					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
2009-2010	585	491	41	34	19.0	15.2	19.5	16.6	20.5	17.1	20.2	16.9	19.9	16.6
2010-2011	762	624	47	38	18.9	14.9	19.4	16.9	20.1	16.7	20.0	17.3	19.7	16.6
2011-2012	692	528	41	32	18.5	15.0	19.3	16.8	19.9	16.7	19.8	17.0	19.5	16.5
2012-2013	482	392	28	23	18.4	14.8	19.0	16.8	20.2	16.7	19.8	16.6	19.5	16.4
<b>2013-2014</b>	<b>164</b>	<b>104</b>	<b>10</b>	<b>6</b>	<b>18.9</b>	<b>16.0</b>	<b>18.9</b>	<b>17.5</b>	<b>21.0</b>	<b>17.9</b>	<b>19.7</b>	<b>17.8</b>	<b>19.8</b>	<b>17.4</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**

	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
<b>All Students</b>	<b>1,433</b>	<b>100</b>	<b>18.0</b>	<b>1,631</b>	<b>100</b>	<b>17.8</b>	<b>1,672</b>	<b>100</b>	<b>17.4</b>	<b>1,732</b>	<b>100</b>	<b>17.3</b>	<b>1,644</b>	<b>100</b>	<b>17.4</b>
Black/African American	206	14	14.8	201	12	14.9	226	14	15.0	146	8	14.3	175	11	15.4
American Indian/Alaska Native	6	0	19.3	4	0	20.0	8	0	13.8	5	0	14.6	4	0	13.0
White	642	45	19.5	802	49	19.3	780	47	19.2	401	23	20.3	359	22	20.3
Hispanic/Latino	180	13	15.7	230	14	15.7	297	18	15.5	138	8	16.4	159	10	16.3
Asian	74	5	17.6	101	6	17.2	134	8	16.0	90	5	16.3	83	5	15.6
Native Hawaiian/Other Pacific Islander	0	0	.	2	0	13.5	1	0	27.0	1	0	17.0	0	0	.
Two or more races	57	4	18.6	104	6	18.3	107	6	17.7	55	3	18.3	50	3	17.4
Prefer not to respond/No response	268	19	18.2	187	11	17.6	119	7	16.7	896	52	16.7	814	50	17.0

**Table 1.6. Percent of Students in College Readiness Standards Score Ranges**

CRS Range	English (Benchmark = 18)	Mathematics (Benchmark = 22)	Reading (Benchmark = 22)	Science (Benchmark = 23)
1-12	33%	2%	14%	16%
13-15	24%	39%	28%	21%
16-19	19%	38%	24%	28%
20-23	13%	11%	16%	21%
24-27	8%	7%	9%	10%
28-32	2%	3%	6%	3%
33-36	1%	0%	2%	1%
% At or Above Benchmark	33%	15%	26%	19%

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# Section II

## Academic Achievement

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

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

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	0	100	1	100	4	100	2	100	0	100	36
35	6	100	0	100	9	100	6	100	2	100	35
34	11	100	3	100	11	99	5	100	2	100	34
33	7	99	3	100	15	99	6	99	5	100	33
32	2	99	5	100	16	98	6	99	4	99	32
31	4	98	5	99	12	97	13	98	7	99	31
30	16	98	8	99	20	96	0	98	15	99	30
29	11	97	6	98	18	95	8	98	15	98	29
28	7	97	20	98	35	94	16	97	16	97	28
27	19	96	21	97	52	91	18	96	30	96	27
26	25	95	26	96	36	88	46	95	32	94	26
25	39	93	28	94	34	86	44	92	34	92	25
24	41	91	43	92	32	84	63	90	36	90	24
23	42	89	42	90	88	82	83	86	49	88	23
22	47	86	40	87	46	77	53	81	55	85	22
21	56	83	24	85	84	74	62	78	61	82	21
20	64	80	71	83	48	69	141	74	98	78	20
19	83	76	85	79	108	66	158	65	99	72	19
18	62	71	70	74	58	59	80	56	103	66	18
17	75	67	175	70	145	56	102	51	128	60	17
16	100	62	291	59	87	47	126	45	155	52	16
15	132	56	360	41	168	42	122	37	156	42	15
14	150	48	218	19	120	32	112	29	185	33	14
13	108	39	70	6	170	24	114	23	171	22	13
12	104	33	18	2	128	14	148	16	136	11	12
11	113	26	9	1	51	6	36	7	40	3	11
10	145	19	1	1	25	3	34	5	8	1	10
9	75	11	0	1	16	1	21	2	0	1	9
8	58	6	1	1	5	1	14	1	2	1	8
7	27	3	0	1	0	1	4	1	0	1	7
6	12	1	0	1	2	1	0	1	0	1	6
5	2	1	0	1	0	1	1	1	0	1	5
4	1	1	0	1	1	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	15.8 (5.8)		17.3 (4.0)		18.2 (5.8)		17.8 (5.1)		17.4 (4.7)		Avg (SD)

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

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

**Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP<sup>1</sup>), and Subscore Averages**

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	15	100	6	100	10	100	29	100	15	100	4	100	1	100	18
17	27	99	10	100	45	99	44	98	19	99	0	100	0	100	17
16	15	97	14	99	55	97	61	96	23	98	3	100	13	100	16
15	31	97	33	98	44	93	0	92	28	97	29	100	30	99	15
14	19	95	69	96	52	91	70	92	45	95	41	98	35	97	14
13	49	93	51	92	117	87	85	88	35	92	60	95	98	95	13
12	66	91	56	89	72	80	148	82	56	90	52	92	70	89	12
11	65	86	112	85	85	76	80	73	152	87	65	89	168	85	11
10	125	83	167	79	286	71	84	69	95	77	247	85	143	75	10
9	105	75	130	68	163	53	194	63	85	72	172	70	327	66	9
8	152	69	269	61	201	43	102	52	195	66	264	59	189	46	8
7	194	59	106	44	173	31	136	45	338	55	241	43	189	35	7
6	195	48	199	38	236	21	318	37	261	34	213	28	167	23	6
5	266	36	174	26	56	6	120	18	204	18	159	15	141	13	5
4	159	19	147	15	17	3	132	11	57	6	2	6	11	4	4
3	117	10	86	6	27	2	31	2	27	2	77	6	47	4	3
2	37	3	14	1	2	1	9	1	7	1	2	1	2	1	2
1	7	1	1	1	3	1	1	1	2	1	13	1	13	1	1
Avg (SD)	7.4 (3.5)		8.0 (3.3)		9.4 (3.3)		8.8 (3.8)		8.1 (3.1)		8.1 (2.8)		8.7 (2.8)		Avg (SD)

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

**Table 2.3. ACT Score Quartile Values**

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	19	19	22	21	20
Q2 (50th Percentile)	15	16	17	17	16
Q1 (25th Percentile)	11	15	14	14	14

**Table 2.4. 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
District	<b>All Students</b>	<b>1,644</b>	<b>10</b>	<b>19.8</b>	<b>17.4</b>
	Black/African American	175	12	16.2	15.9
	American Indian/Alaska Native	4	0	.	15.0
	White	359	23	22.0	21.2
	Hispanic/Latino	159	23	16.9	15.0
	Asian	83	10	17.5	22.0
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or more races	50	20	20.2	14.4
	Prefer not/No Response	814	1	21.1	17.8

<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 Race/Ethnicity**

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
District	<b>All Students</b>	15.8	17.3	18.2	17.8	17.4
	Black/African American	13.7	15.9	15.8	15.8	15.4
	American Indian/Alaska Native	9.8	15.0	14.0	13.3	13.0
	White	19.4	19.5	21.3	20.5	20.3
	Hispanic/Latino	14.4	16.4	17.3	16.7	16.3
	Asian	13.1	16.9	16.1	16.1	15.6
	Native Hawaiian/Other Pac. Isl.	.	.	.	.	.
	Two or more races	15.9	17.0	18.7	17.4	17.4
	Prefer not/No Response	15.2	16.9	17.8	17.6	17.0



**Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges**

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
District	33 to 36	24	1	7	0	39	2	19	1
	28 to 32	40	2	44	3	101	6	43	3
	24 to 27	124	8	118	7	154	9	171	10
	20 to 23	209	13	177	11	266	16	339	21
	16 to 19	320	19	621	38	398	24	466	28
	13 to 15	390	24	648	39	458	28	348	21
	01 to 12	537	33	29	2	228	14	258	16

**Table 2.7. Average ACT Scores by Gender**

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
District	Males	428	26	16.0	17.9	18.0	18.2	17.6
	Females	453	28	16.7	17.5	19.2	17.9	17.9
	Missing	763	46	15.2	16.9	17.7	17.6	17.0

**Table 2.8. Percent of Students Who Met College Readiness Benchmark Scores by Gender**

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
District	Males	35	21	27	25	14
	Females	38	18	34	19	13

**Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum**

Student Group	Curriculum Taken <sup>1</sup>	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % <sup>4</sup>	Avg
District	Core or More <sup>2</sup>	164	52	18.9	27	18.9	44	21.0	29	19.7	21	19.8
	Less than Core	104	32	16.0	17	17.5	31	17.9	20	17.8	14	17.4
	Missing <sup>3</sup>	1,376	31	15.4	14	17.1	24	17.9	18	17.6	9	17.1

<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 CRB% results reflect students who met all four subject-area benchmarks.

**Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum**

Student Group	Curriculum Taken <sup>1</sup>	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
District	Core or More <sup>2</sup>	228	46	18.1	248	25	18.6	217	41	20.3	227	27	19.3
	Less than Core	48	31	15.7	23	4	15.4	53	26	17.7	43	16	17.0
	Missing <sup>3</sup>	1,368	31	15.4	1,373	14	17.1	1,374	24	17.9	1,374	18	17.6

<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.

# Section III

## College Readiness and the Impact of Course Rigor

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Figure 3.1. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH

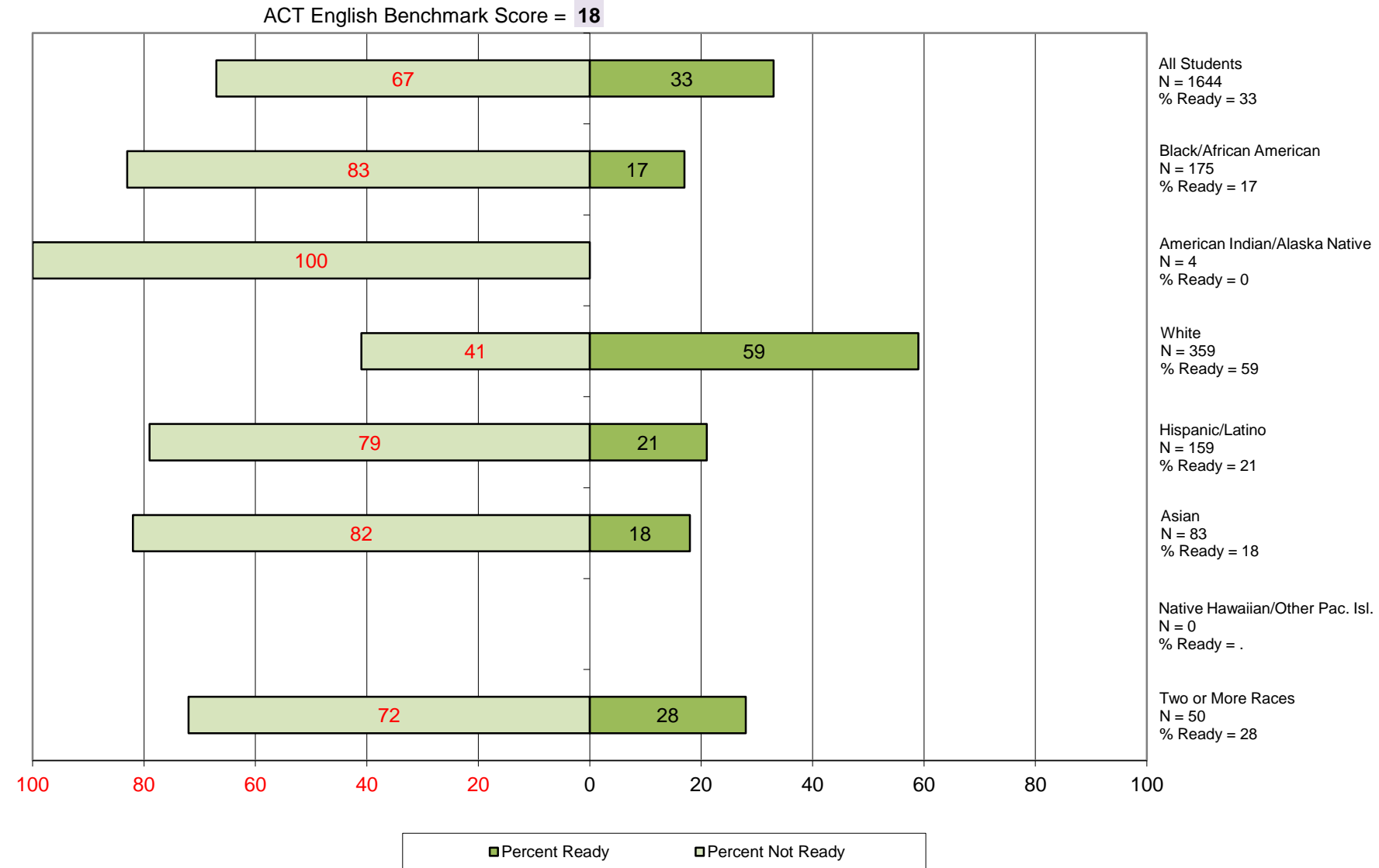


Figure 3.2. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

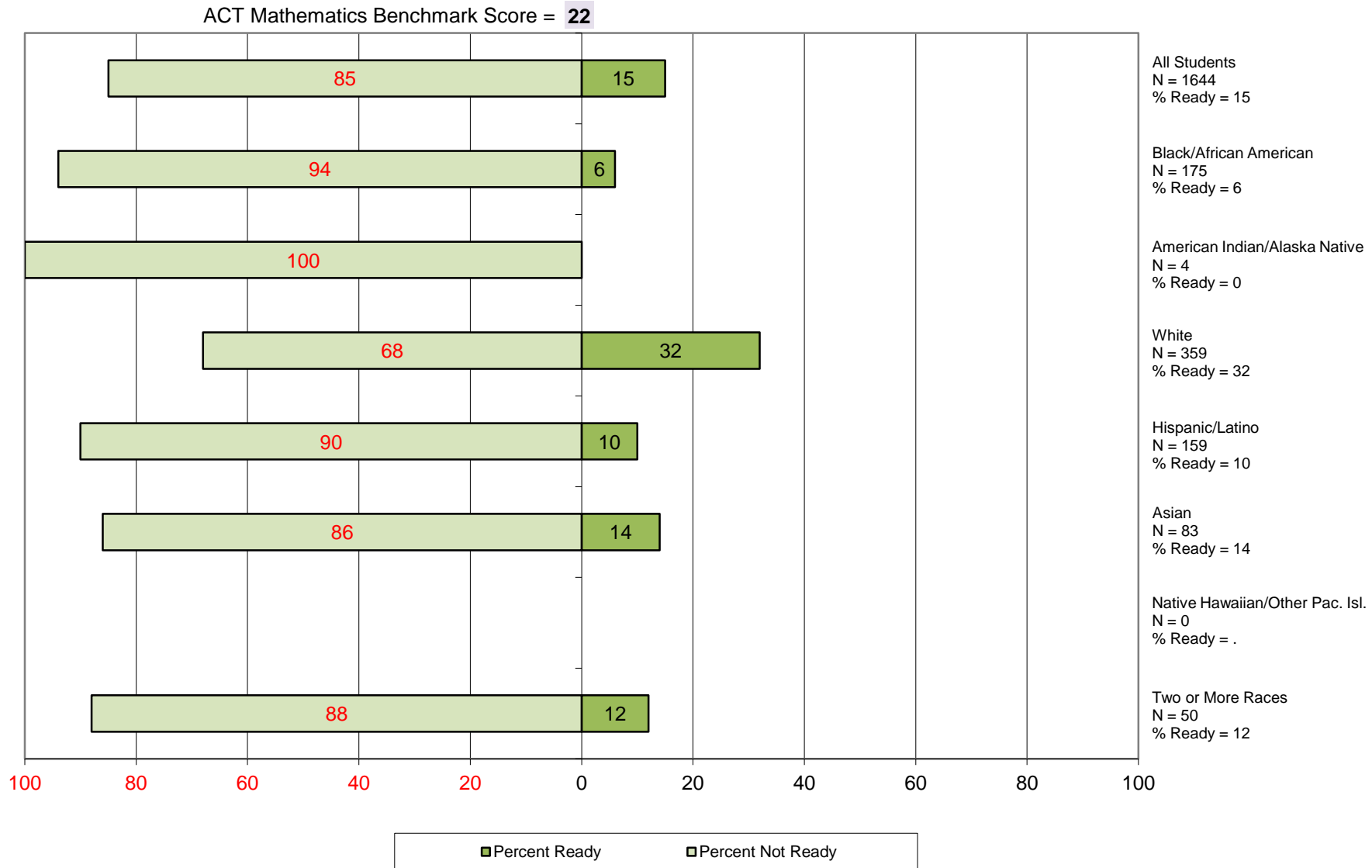


Figure 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

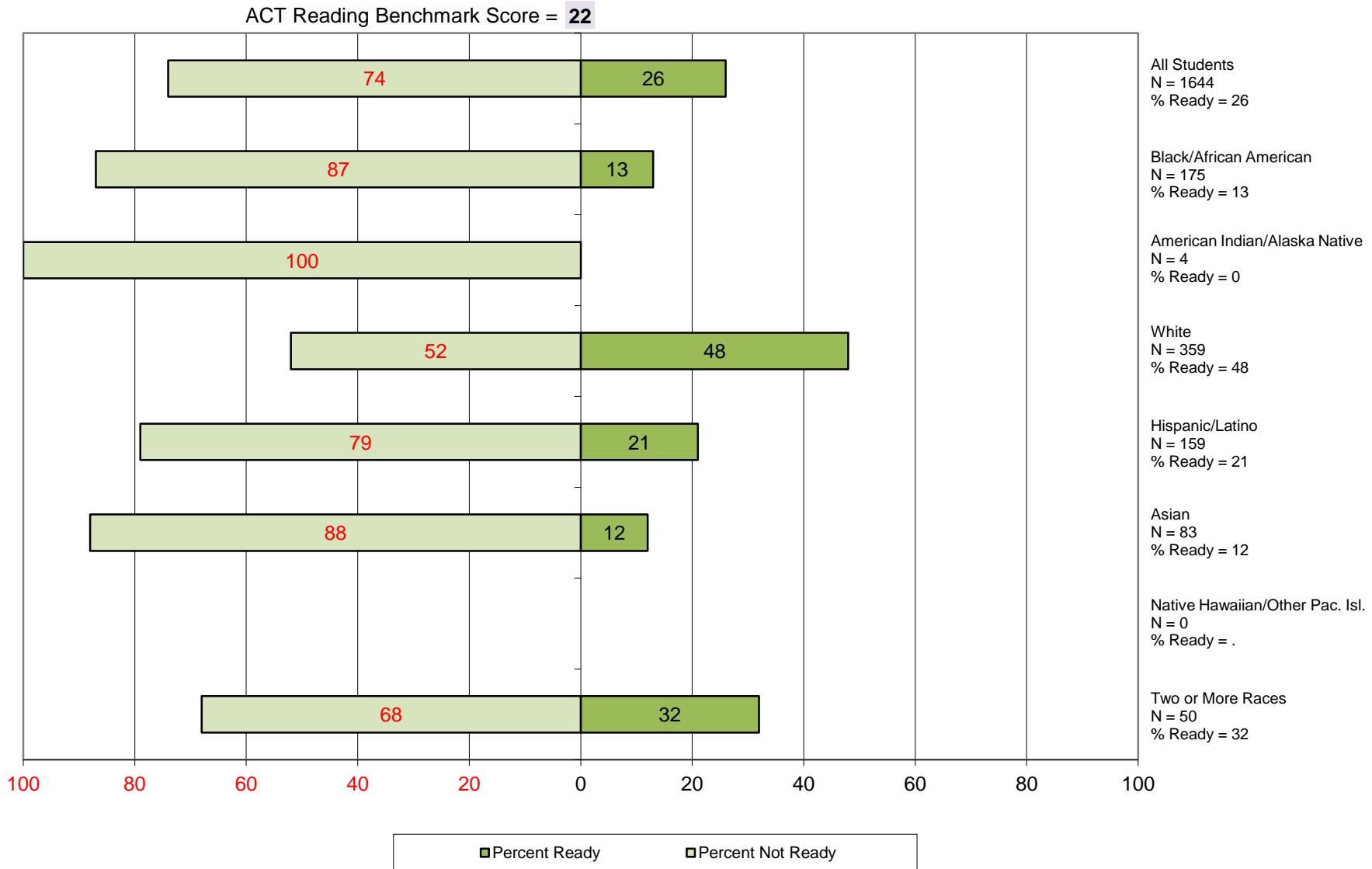


Figure 3.4. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

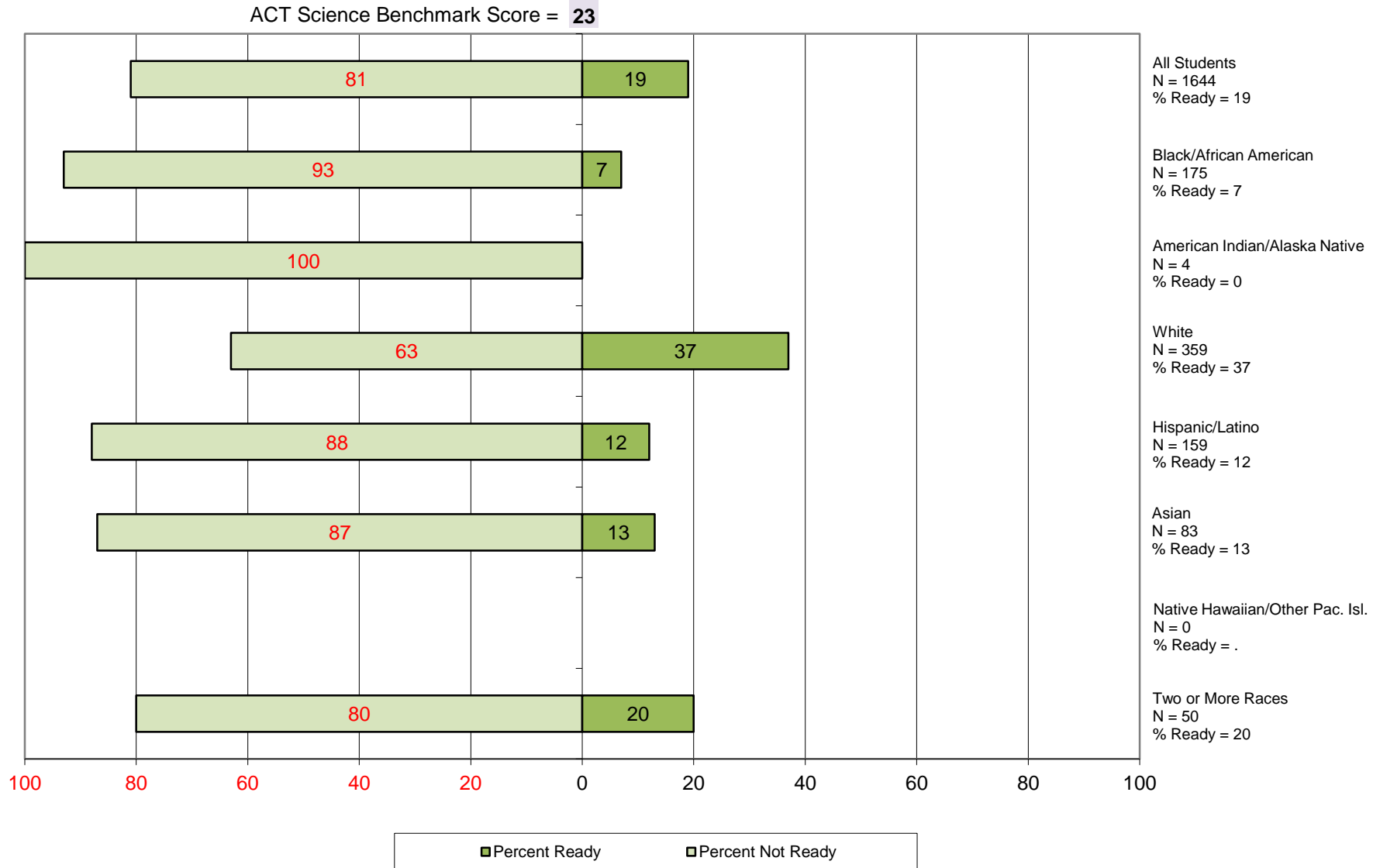
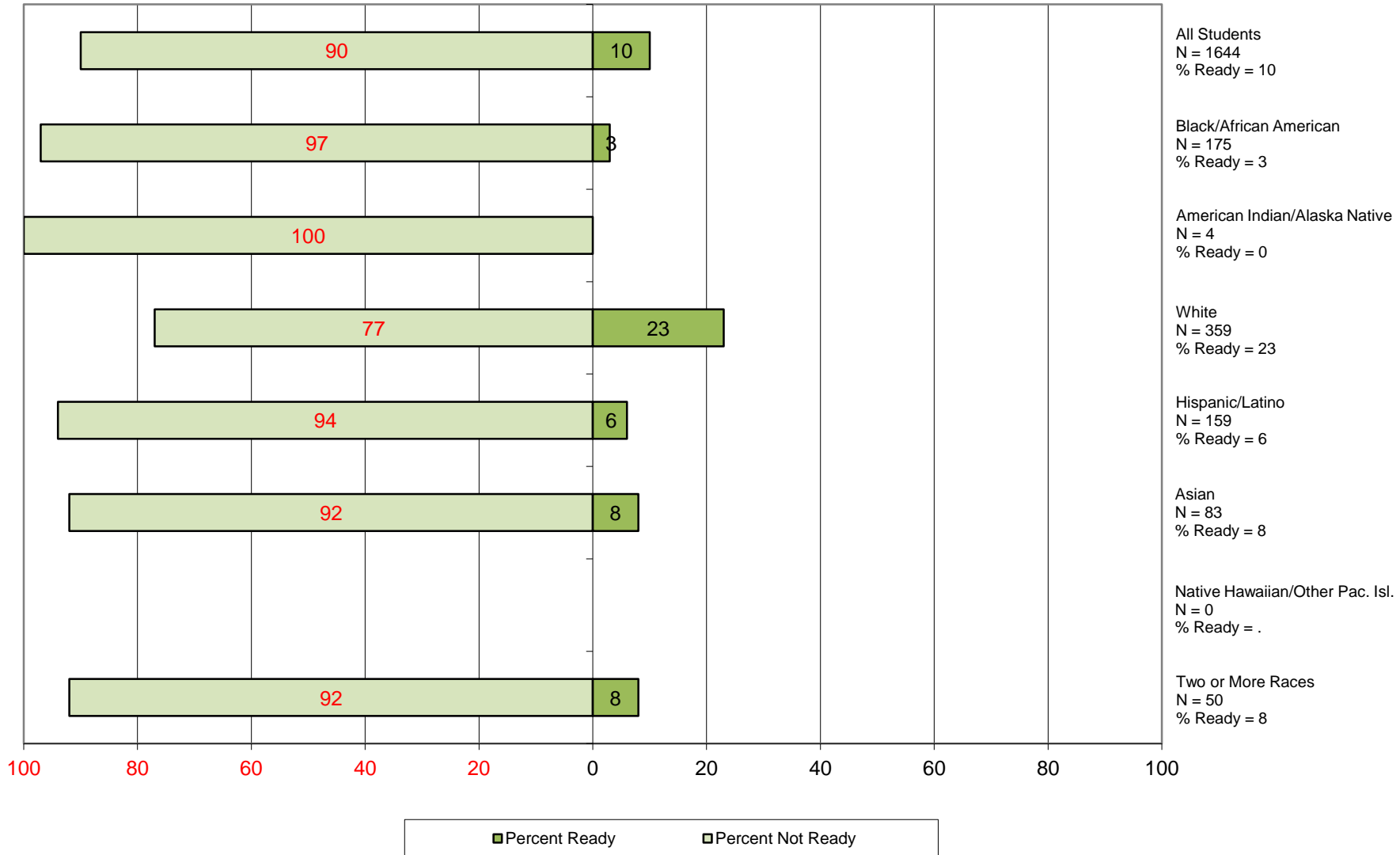


Figure 3.5. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR





**Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns**

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>	N	Percent	ACT English	Course Value Added <sup>1</sup>
<b>ENGLISH COURSE PATTERN</b>												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	33	2	20.5	4.8	16	4	19.2	4.4	16	4	21.5	5.0
Eng 9, Eng 10, Eng 11, Eng 12	195	12	17.7	2.0	88	21	17.0	2.2	107	24	18.2	1.7
Less than 4 years of English	48	3	15.7	-	24	6	14.8	-	24	5	16.5	-
Zero years / no English courses reported	1,368	83	15.4	-	300	70	15.6	-	306	68	15.9	-
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	8	0	20.9	5.5	4	1	17.8	2.0	4	1	24.0	9.2
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	8	0	24.5	9.1	3	1	27.3	11.5	5	1	22.8	8.0
Alg 1, Alg 2, Geom, & Trig	13	1	17.5	2.1	6	1	16.5	0.7	7	2	18.4	3.6
Alg 1, Alg 2, Geom, & Other Adv Math	43	3	18.3	2.9	16	4	18.6	2.8	27	6	18.0	3.2
Other comb of 4 or more years of Math	52	3	21.5	6.1	23	5	21.2	5.4	28	6	21.8	7.0
Alg 1, Alg 2, & Geom	107	7	16.8	1.4	47	11	17.0	1.2	60	13	16.6	1.8
Other comb of 3 or 3.5 years of Math	17	1	19.5	4.1	12	3	20.7	4.9	5	1	16.8	2.0
Less than 3 years of Math	23	1	15.4	-	15	4	15.8	-	8	2	14.8	-
Zero years / no Math courses reported	1,373	84	17.1	-	302	71	17.7	-	309	68	17.2	-
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	2	0	16.0	-1.7	1	0	9.0	-8.5	1	0	23.0	5.2
Other comb of 4 or more years Social Science	119	7	20.5	2.8	54	13	19.1	1.6	64	14	21.4	3.6
US Hist, World Hist, & Am Gov	7	0	17.9	0.2	2	0	17.0	-0.5	5	1	18.2	0.4
Other comb of 3 or 3.5 years of Social Science	89	5	20.4	2.7	46	11	20.0	2.5	43	9	20.7	2.9
Less than 3 years of Social Science	53	3	17.7	-	21	5	17.5	-	32	7	17.8	-
Zero years / no Social Science courses reported	1,374	84	17.9	-	304	71	17.6	-	308	68	18.7	-
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>2</sup> , Bio, Chem, & Phys	99	6	18.7	1.7	51	12	17.9	1.2	48	11	19.6	2.4
Bio, Chem, Phys	51	3	21.7	4.7	21	5	22.0	5.3	30	7	21.4	4.2
Gen Sci <sup>2</sup> , Bio, Chem	37	2	20.3	3.3	18	4	19.9	3.2	18	4	20.3	3.1
Other comb of 3 years of Natural Science	40	2	16.9	-0.1	18	4	17.2	0.5	22	5	16.7	-0.5
Less than 3 years of Natural Science	43	3	17.0	-	17	4	16.7	-	26	6	17.2	-
Zero years / no Natural Science courses reported	1,374	84	17.6	-	303	71	18.1	-	309	68	17.3	-

<sup>1</sup>Course value added is defined as the average ACT score change compared to course sequences in which students took

less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

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

**Table 3.2. College Readiness Percents by Common Course Patterns**

Course Pattern	District			
	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	33	2	20.5	61
Eng 9, Eng 10, Eng 11, Eng 12	195	12	17.7	44
Less than 4 years of English	48	3	15.7	31
Zero years / no English courses reported	1,368	83	15.4	31
<b>MATHEMATICS COURSE PATTERN</b>				
Alg 1, Alg 2, Geom, Trig, & Calc	8	0	20.9	50
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	8	0	24.5	75
Alg 1, Alg 2, Geom, & Trig	13	1	17.5	15
Alg 1, Alg 2, Geom, & Other Adv Math	43	3	18.3	23
Other comb of 4 or more years of Math	52	3	21.5	50
Alg 1, Alg 2, & Geom	107	7	16.8	8
Other comb of 3 or 3.5 years of Math	17	1	19.5	35
Less than 3 years of Math	23	1	15.4	4
Zero years / no Math courses reported	1,373	84	17.1	14
<b>SOCIAL SCIENCE COURSE PATTERN</b>				
US Hist, World Hist, Am Gov, & Other Hist	2	0	16.0	50
Other comb of 4 or more years Social Science	119	7	20.5	44
US Hist, World Hist, & Am Gov	7	0	17.9	14
Other comb of 3 or 3.5 years of Social Science	89	5	20.4	40
Less than 3 years of Social Science	53	3	17.7	26
Zero years / no Social Science courses reported	1,374	84	17.9	24
<b>NATURAL SCIENCE COURSE PATTERN</b>				
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	99	6	18.7	21
Bio, Chem, Phys	51	3	21.7	45
Gen Sci <sup>1</sup> , Bio, Chem	37	2	20.3	41
Other comb of 3 years of Natural Science	40	2	16.9	8
Less than 3 years of Natural Science	43	3	17.0	16
Zero years / no Natural Science courses reported	1,374	84	17.6	18

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

# Section IV

## Career and Educational Aspirations

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

**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>	Avg ACT Comp	N	Percent <sup>2</sup>	Avg ACT Comp	N	Percent <sup>2</sup>	Avg ACT Comp
Agriculture & Natural Resources Conservation	4	0	19.5	1	3	13.0	3	2	21.7
Architecture	4	0	22.0	0	0	.	4	2	22.0
Area, Ethnic, & Multidisciplinary Studies	2	0	23.5	0	0	.	2	1	23.5
Arts: Visual & Performing	30	2	20.2	3	9	21.0	25	13	20.4
Business	17	1	18.3	3	9	16.3	14	7	18.7
Communications	5	0	18.8	2	6	11.5	3	2	23.7
Community, Family, & Personal Services	12	1	16.6	3	9	14.0	7	4	18.0
Computer Science & Mathematics	7	0	22.0	2	6	17.5	5	3	23.8
Education	13	1	17.3	1	3	13.0	11	6	18.2
Engineering	17	1	20.5	2	6	13.5	15	8	21.4
Engineering Technology & Drafting	5	0	16.0	2	6	14.5	3	2	17.0
English & Foreign Languages	4	0	20.8	0	0	.	4	2	20.8
Health Administration & Assisting	5	0	16.6	1	3	18.0	4	2	16.3
Health Sciences & Technologies	29	2	16.2	5	16	14.4	21	11	16.5
Philosophy, Religion, & Theology	0	0	.	0	0	.	0	0	.
Repair, Production, & Construction	8	0	15.4	3	9	15.3	5	3	15.4
Sciences: Biological & Physical	7	0	23.4	0	0	.	7	4	23.4
Social Sciences & Law	28	2	20.5	0	0	.	26	14	20.4
Undecided	31	2	18.1	4	13	15.5	23	12	19.4
No Response	1,415	86	17.2	0	0	.	6	3	16.3

<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	8	14.1	1	18.0	0	.	3	15.0	3	12.3
2-yr College Degree	24	15.8	7	15.1	0	.	8	16.3	6	14.2
Bachelors Degree	103	18.3	16	15.3	0	.	45	21.3	22	15.5
Graduate Study	47	21.6	6	16.7	0	.	22	24.9	11	18.5
Prof. Level Degree	38	20.2	10	18.1	0	.	18	21.4	3	18.0
Other	5	13.6	1	12.0	0	.	0	.	2	13.5
No Response	1,419	17.2	134	15.2	4	13.0	263	19.8	112	16.5

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	8	14.1	0	.	0	.	0	.	1	13.0
2-yr College Degree	24	15.8	0	.	0	.	2	17.0	1	24.0
Bachelors Degree	103	18.3	5	19.6	0	.	12	16.1	3	17.3
Graduate Study	47	21.6	1	16.0	0	.	2	21.0	5	21.0
Prof. Level Degree	38	20.2	4	22.0	0	.	3	19.7	0	.
Other	5	13.6	1	13.0	0	.	1	16.0	0	.
No Response	1,419	17.2	72	15.0	0	.	30	17.5	804	17.0

**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
IOWA STATE UNIVERSITY	Iowa	459	209	250	5	22	37	21	10	4	0
UNIVERSITY OF IOWA	Iowa	344	98	246	5	20	39	23	10	3	0
DES MOINES AREA COMMUNITY COLL-ANKENY	Iowa	249	156	93	21	37	27	12	2	1	0
UNIVERSITY OF NORTHERN IOWA	Iowa	152	28	124	3	19	41	20	12	4	0
GRAND VIEW UNIVERSITY	Iowa	141	31	110	6	37	43	11	2	1	0
DRAKE UNIVERSITY	Iowa	140	32	108	6	27	39	17	6	4	0
DES MOINES AREA COMMUNITY COLL-URBAN	Iowa	121	55	66	13	31	37	15	2	1	0
SIMPSON COLLEGE	Iowa	58	10	48	17	21	33	19	10	0	0
AIB COLLEGE OF BUSINESS	Iowa	45	11	34	13	44	33	9	0	0	0
MERCY COLLEGE OF HEALTH SCIENCES	Iowa	37	9	28	8	32	51	8	0	0	0
CENTRAL COLLEGE	Iowa	34	10	24	6	29	38	12	15	0	0
STATE-NO COLLEGE PLANS	Iowa	34	34	0	15	50	21	9	3	3	0
KIRKWOOD COMMUNITY COLLEGE	Iowa	32	6	26	9	28	47	16	0	0	0
DES MOINES AREA COMM COLL-WEST CAMPUS	Iowa	29	7	22	7	45	45	0	3	0	0
ARIZONA STATE UNIVERSITY	Arizona	19	9	10	0	32	42	16	11	0	0
IOWA CENTRAL COMMUNITY COLL-FORT DODGE	Iowa	17	2	15	6	53	35	6	0	0	0
HAWKEYE COMMUNITY COLLEGE	Iowa	14	2	12	14	50	36	0	0	0	0
KAPLAN UNIVERSITY-IA	Iowa	14	4	10	0	29	64	7	0	0	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	14	2	12	0	7	43	14	21	14	0
INDIAN HILLS COMMUNITY COLL-OTTUMWA	Iowa	13	6	7	8	23	54	8	8	0	0
HARVARD COLLEGE	Massachusetts	12	3	9	0	0	58	17	17	8	0
OHIO STATE UNIVERSITY THE	Ohio	12	3	9	0	33	8	33	25	0	0
STANFORD UNIVERSITY	California	12	3	9	0	0	25	25	25	17	8
UNIVERSITY OF KANSAS	Kansas	12	3	9	0	25	33	33	8	0	0
WARTBURG COLLEGE	Iowa	12	3	9	0	0	58	33	0	8	0
COE COLLEGE	Iowa	11	2	9	0	0	18	27	45	9	0
IOWA WESTERN COMM C-COUNCIL BLFS	Iowa	11	2	9	0	73	27	0	0	0	0
UNIV OF TEXAS AT AUSTIN	Texas	11	2	9	18	0	18	27	36	0	0
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	11	5	6	0	18	27	18	18	18	0
CALIFORNIA STATE UNIV-LOS ANGELES	California	10	2	8	30	30	40	0	0	0	0
All Other Institutions		905	191	714	6	26	30	19	12	6	1
<b>Total</b>		<b>2,985</b>	<b>940</b>	<b>2,045</b>	<b>8</b>	<b>27</b>	<b>35</b>	<b>18</b>	<b>9</b>	<b>4</b>	<b>0</b>

# Section V

## Optional Writing Test Results

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

**Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing**

	N District	Average ACT Scores		
		English District	Writing District	English/Writing Combined District
<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 Pac. Isl.	0	.	.	.
Two or more races	0	.	.	.
Prefer not/No Response	0	.	.	.
Males	0	.	.	.
Females	0	.	.	.
Missing	0	.	.	.





