



CSAP Assessment

What is CSAP?

CSAP stand for Colorado Student Association Program. It is a test designed to measure student achievement in relationship to the Colorado Model Content Standards. These standards are expectations specifying what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement in reading, writing, math, and science as they move through grades 3-10. Every student enrolled in the grades for which there is a CSAP assessment is required to take the test.

Who writes the CSAP assessments?

CSAP is developed collaboratively by the testing contractor and the Colorado Department of Education. Teachers, curriculum specialists, and community members from across the state are involved in constructing each new assessment.

What happens with the results of the CSAP?

Results will generate information about how well schools and students are performing statewide, using a common yardstick-the Colorado Model Content Standards. The Colorado Department of Education is required by law to report CSAP results for the state and for all local school districts.

CSAP Results

Below is the link to the Colorado Department of Education 2010 CSAP assessment results for each grade.

http://www.cde.state.co.us/cdeassess/documents/csap/csap_summary.html

2011 CSAP

SUMMARY OF STATUS RESULTS

In 2011, the Colorado Student Assessment Program (CSAP) was administered for the fifteenth year. There were 1,631,292 CSAP tests administered to approximately 485,000 Colorado public school students in 2011. This is an increase of 25,099 tests over the 2010 CSAP administration. Results from the 2011 CSAP assessments are displayed in the accompanying tables.

It should be noted that in 2007 the Colorado State Board of Education adopted new model content standards for science. The adoption of new standards required a science standard setting that was completed in April 2008. The standard setting resulted in slightly different cut scores for proficiency in grades 5, 8 and 10. Consequently, science results from 2008 through 2011 are not comparable to earlier results.

Background

The purpose of the CSAP is to measure Colorado student progress in meeting the Colorado Model Content Standards in grades three through ten in the content areas of reading, writing and mathematics, and in grades 5, 8 and 10 for science. The Colorado Model Content Standards (old standards) are available on the CDE website at the following link:

<http://www.cde.state.co.us/cdeassess/UAS/OldContentStandards.html>. The Colorado Model Content Standards were revised in December 2009, but the 2011 CSAP tested on the earlier standards.

Initiated in 1997 with two tests, the CSAP has grown to include thirty-one tests in 2011. The expansion of the testing program provided an opportunity to develop tools for measuring student growth, such as aligned performance-level definitions and a single score scale for each content area. These tools provide the ability to monitor student growth using both a student's year-to-year performance levels and year-to-year scale scores. The first time CSAP was administered grade-by-grade in a content area, a one-time alignment was made to the performance level cut-scores in that content area. For reading, the alignment occurred in 2001 and for writing and mathematics, the alignment occurred in 2002. For valid comparisons of CSAP results over time, past data must be aligned to the new performance levels. All data presented in this 2011 news release have been aligned.

General Performance Results: CSAP 2011

This summary provides a brief overview of performance for the following groups: all students, gender, race/ethnicity, special programs status (i.e., special education and Title I) and eligibility to receive free or reduced price lunch.

Reading Performance:

Reading performance was assessed in grades three through ten. The results reveal a decrease in the percentage of students who are proficient and advanced from 2010 for all grades except grade 3, which increased 3.0 points. Over the seven years between 2005 and 2011, six of eight grade levels improved in reading (grades 3 through 8), one grade level declined (10), and one (9) remained the same.

Reading performance of third graders on the Spanish reading test, Lectura, improved almost two points from 2010. In 2011, the percentage of proficient and advanced third-graders on the Lectura was 62.2 percent and for fourth graders, 44.8 percent. Results for fourth grade Lectura should be interpreted with caution as there are only about one hundred students who take the assessment.

Writing Performance:

Writing performance was assessed in grades three through ten. The writing results show increases in the percentage of students who are proficient and advanced in six grades (3, 4, 5, 6, 7, and 9), while grade 8 declined slightly and grade 10 remained the same. The writing results for grades 4 through 9 improved over the seven year period from 2005 through 2011. The percentages for grade 3 and grade 10 declined over this time.

The percentage of proficient and advanced students on the third grade Spanish writing test, Escritura, increased more than 6 percentage points between 2010 and 2011. Performance on the fourth grade Escritura decreased by a little more than one percent. The results over seven years show an improvement of 8.5 percentage points for third grade and a decline of 7.7 percentage points for fourth grade. It should be noted that the number of fourth grade students taking the Escritura in 2011 is about one hundred. The change in percentages over time should be interpreted with caution.

Mathematics Performance:

Mathematics was assessed in grades three through ten. The results reveal an increase in the percentage of students who are proficient and advanced from 2010 in six grades (4, 5, 6, 7, 8, and 10)

and a decline in two grades (3 and 9). The percentage over seven years from 2005 through 2011 increased in all grades. Grades 7 and 8 have shown the steadiest improvement with the greatest increases (7.2 and 7.4 percent respectively).

Science Performance:

As noted earlier, the State Board of Education adopted revised model content standards for science for grades 5, 8, and 10 in 2007. The standard setting resulted in new cut scores for proficiency in grades 5, 8 and 10 starting in 2008. For this reason, science performance since 2008 cannot be compared to performance from 2007 and earlier. The 2011 science results reveal improvement in grades 8 and 10 and a decline in grade 5 when compared with 2010.

Results by Ethnic Group

The racial and ethnic reporting categories changed for 2011 due to requirements of the U.S. Department of Education. The category of “Two or More Races” was added for the first time, but the biggest change involved the reporting of students who have a Hispanic ethnic background. These students also report a race, but are counted as Hispanics regardless of race. The Asian group was split into Asian-American and Native Hawaiian/Pacific Islander. For these reasons, not all groups may be comparable from year to year.

With that in mind, the 2011 reading assessment results displayed no clear pattern for racial/ethnic subgroups. Blacks, Asians, and Native Americans each showed decreases in the percentage of proficient and advanced in grades 4, 6, 7, and 10. Hispanics improved their percentages in six grades (3, 4, 6, 7, 8, and 10), but the gap for Blacks, Native Americans, and Hispanics against Whites remains large. Whites improved in five grade levels (3 through 7) and declined in grades 8, 9, and 10. Four out of five subgroups experienced decreases in the percent proficient and advanced in grades 9 and 10.

The 2011 writing assessment presented a brighter picture with improvement for all racial/ethnic subgroups in grades 4 and 6. In addition, all groups except Blacks improved in grade 9. Results for grades 3, 8, and 10, however, showed decreases for at least three subgroups: grades 3 and 8, Blacks, Asians, and Native Americans, and grade 10, Whites, Blacks, and Native Americans. Asians showed increases in grades 4, 5, 6, 7, 9, and 10. Whites improved in seven grades, 3 through 9.

The results for the 2011 mathematics assessment were mixed. Grade 7 was the bright spot where all racial/ethnic subgroups improved their percentage of proficient and advanced. Grade 8 showed increases for all subgroups except Native Americans. In every grade but grade 6, Asians increased their percentages of proficient and advanced on math.

The 2011 science assessment results showed improvement in the percentage of proficient and advanced for Whites and Hispanics in all grades. Blacks improved in grade 8, and Native Americans improved in grade 5. Asians improved in grades 8 and 10.

Regardless of gains for minority groups, it should be noted that a significant performance gap persists between Whites and the minority groups, Blacks, Hispanics, and Native Americans, across most tests.

Results by Gender

Gender differences persist. On the 2011 reading assessment, females had higher percentages of proficient and advanced students for all grades. The gaps range from 5.3 (71.8-66.5) percentage points in grade 5 to 13.2 (72.0-58.8) in grade 10. There were improvements for 2011 for four groups, males and females in grade 3, males in grade 5, and females in grade 8. All other grades and groups had decreases in the percentage of proficient and advanced. The increases ranged from 0.3 to 3.3 points, while the decreases were from 0.1 to 2.9 points.

The results for the 2011 writing assessment had percentage increases for proficient and advanced for all groups except females in grade 8 and males in grade 10. The largest percentage increase was 5.9 percent for females in grade 6. Both males and females showed relatively large gains in grade 4, 5.8 for males and 4.8 for females. The gender gap in writing is even larger than that for reading, ranging from 11.8 to 16.5 percentage points, with females outperforming males in every grade.

On the 2011 mathematics assessment, the percent of males and females in the proficient and advanced category increased in five grades (4, 5, 6, 7, and 10) by 0.4 to 4.7 points. The performance of males and females declined in grades 3 and 9, with male performance also declining in grade 8. The gender gap is reversed for math, but is smaller than that for reading and writing. The gap is the largest (5.0 points) for grade 10, with males achieving 34.1 percent proficient and advanced against 29.1 percent for females. In general, males and females perform better in the lower grades as opposed to the upper grades, a pattern that has not changed over time.

Science results for both males and females improved in fifth and eighth grades in 2011. A slight decrease in percent proficient and advanced for males in grade 5 (0.3 points) was the only decrease for all grades and groups. Males continued to have a higher percentage of proficient and advanced than females in each of the three grade levels (5, 8, and 10). The differences ranged from 1.7 to 3.3 percentage points.

Results for Title I Students and Students with Individual Education Plans

The percent proficient and advanced increased for Title 1 students in six grades in writing and math, 4, 5, 6, 7, 9, and 10. Reading results for Title 1 students were the most disappointing as the percentage of proficient and advanced decreased in seven grades (4 through 10). For science, the percentage proficient and advanced for Title I students increased in grades 5 and 8. The greatest gain was in grade 4 writing of 6.0 percentage points.

Students on Individual Education Plans (IEP) mirrored the pattern of Title 1 students on reading, with all grades experiencing a decrease in the percent proficient and advanced except for grade 3. Students on an IEP had increases for six grades on writing (grades 4 through 9), but decreases for six grades on math (3-6, 8, and 10). The decreases for reading ranged from 0.5 to 2.4 percent and for math, 0.6 to 1.5 percent. Grades 7 and 10 stood out for IEP students who increased their percent of proficient and advanced by 1.0 percent for math and by 1.8 percent for grade 6 writing.

Results for Students on Free or Reduced Price Lunch

Students defined as eligible for free-or-reduced price lunch decreased their percentages of proficient and advanced in all grades except grade 3 for reading tests administered in 2011. Writing, math, and science presented a brighter picture for these students. Free and reduced lunch eligible students increased their percentages of proficient and advanced in six grades for writing (4, 5, 6, 7, 9, and 10), six grades for math (4, 5, 6, 7, 8, and 10), and two grades for science (5 and 8). Students who are not eligible for free or reduced price lunch improved on more grades than their free lunch counterparts, especially in reading where they improved in four grades compared to improvement in one grade for free/reduced lunch eligible students.

Regardless of the improvement for students of poverty, it should be noted that a significant gap between the performance of students on free or reduced price lunch and their non-eligible for free/reduced price lunch peers persists.

Results for Students Based on English Language Proficiency

English language learners (ELL) who are Fluent English Proficient (FEP) increased their percentages of proficient and advanced in five grades in reading for 2011 compared to one grade for students for whom English language learner status is not applicable. FEP students outperformed non-English language learners in the lower grades in reading (3, 4, and 5). In writing, FEP students and non-English language learners both improved in six grades (4, 5, 6, 7, 9, and 10 for FEP, and 3, 4, 5, 6, 7, and 9 for non-ELL). In math, FEP students improved in all grades except grade 3, while non-ELL improved in all grades except grades 3 and 9. Both FEP and non-ELL students increased their percentages of proficient and advanced for all three grades tested in science. Students who are Not English Proficient (NEP) students increased their percentages proficient and advanced on thirteen of the twenty-seven English language assessments, and Limited English Proficient (LEP) students increased on fifteen. For example, the percentage of FEP students in the proficient and advanced performance levels increased on the fourth grade writing assessment from 64.2% to 75.3%, an increase of 11.1 points. The increases shown by students in the FEP category should be investigated further before drawing any substantial conclusions because the cut point for determining FEP status on the English language assessment (CELAPro) was raised in 2010, and students had to be more proficient in English to be designated as FEP.

	<u>Number of ACT Scores 25 and Higher and SAT Scores 1780 and Higher - Per 1,000 High School Graduates</u>	<u>ACT Scores of 25+</u>	<u>SAT Scores of 1780+</u>
Alabama	174.3	6325	1433
Alaska	164.4	616	744
Arizona	94.5	3138	3804
Arkansas	168.7	4348	583
California	151	20248	41724
Colorado	304.6	10928	4013
Connecticut	250.3	2710	8153
Delaware	144.9	217	1074
Florida	170.4	15055	14450
Georgia	177.1	5927	8995
Hawaii	154.7	831	1246
Idaho	190.1	2425	795
Illinois	271.4	32739	5996
Indiana	155.1	4364	6277
Iowa	197	6710	750
Kansas	244	6526	1087
Kentucky	191	6503	1495
Louisiana	175.9	5821	1229
Maine	142.1	560	1853
Maryland	196	2927	9996
Massachusetts	263.4	4478	14709
Michigan	219.2	20996	4092
Minnesota	264.9	14227	2839
Mississippi	125.4	3003	423
Missouri	212.2	12477	1960
Montana	228.4	1719	752
Nebraska	242.2	4717	599
Nevada	136.2	1430	1099
New Hampshire	216.9	832	2803
New Jersey	191.4	3714	17172
New Mexico	156.4	2169	786
New York	223.6	13923	28336
North Carolina	140.2	3130	9111
North Dakota	216.4	1548	126
Ohio	242.8	23254	9224
Oklahoma	166	5371	962
Oregon	174.7	2084	3902
Pennsylvania	149	4940	17073
Rhode Island	145.9	343	1484
South Carolina	152.2	2853	3322
South Dakota	240.2	1970	155
Tennessee	233.8	10248	2742
Texas	143.3	16505	21699
Utah	201.5	5833	708
Vermont	216.2	667	1152
Virginia	188.4	3991	12050
Washington	172.3	4053	7878
West Virginia	157.4	2217	617
Wisconsin	229.8	14161	1945
Wyoming	226.8	1073	150

Source: NCHEMS Information Center (www.higheredinfo.org), 2010
Metro Denver EDC

Revised June 2011



2011 College-Bound Seniors

State Profile Report

COLORADO

Included in This Report

SAT® Data

SAT Subject Tests™ Data

Demographic and Academic Information

College Plans

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The SAT® Program

The SAT® (formerly known as the SAT® I: Reasoning Test) assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. *College-Bound Seniors 2011* includes students who tested through June 2011.

Using This Report

College-Bound Seniors presents data for high school graduates in the year 2011 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered accurate. Therefore, you can use this report to:

- Interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors.
- Study changes over time in the characteristics of students taking SAT tests.
- Look at educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- Relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent.
- These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT and in schoolwork.
- Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.
- Not all students in a high school, school district, or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT scores to compare or evaluate teachers, schools, districts, states, or other educational units is not valid, and the College Board strongly discourages such uses.
- Interpreting SAT scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being

considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT mean scores reported for students will be higher than the national average.

Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board Web site at www.collegeboard.org.

Mean

The *mean* is the arithmetic average.

Percentile

The *percentile*, also called the *percentile point*, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th, and 75th percentile points are often reported for large data sets. The 50th percentile point is also called the *median* and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

Scaled score

A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses the 200 to 800 point scale.

Standard deviation (SD)

The *standard deviation* (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

The College Board: Inspiring Minds™

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

Total Group Mean SAT Scores

College-Bound Seniors, 1972–2011

Year	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1972	531	529	530	527	489	509	-	-	-
1973	523	521	523	525	489	506	-	-	-
1974	524	520	521	524	488	505	-	-	-
1975	515	509	512	518	479	498	-	-	-
1976	511	508	509	520	475	497	-	-	-
1977	509	505	507	520	474	496	-	-	-
1978	511	503	507	517	474	494	-	-	-
1979	509	501	505	516	473	493	-	-	-
1980	506	498	502	515	473	492	-	-	-
1981	508	496	502	516	473	492	-	-	-
1982	509	499	504	516	473	493	-	-	-
1983	508	498	503	516	474	494	-	-	-
1984	511	498	504	518	478	497	-	-	-
1985	514	503	509	522	480	500	-	-	-
1986	515	504	509	523	479	500	-	-	-
1987	512	502	507	523	481	501	-	-	-
1988	512	499	505	521	483	501	-	-	-
1989	510	498	504	523	482	502	-	-	-
1990	505	496	500	521	483	501	-	-	-
1991	503	495	499	520	482	500	-	-	-
1992	504	496	500	521	484	501	-	-	-
1993	504	497	500	524	484	503	-	-	-
1994	501	497	499	523	487	504	-	-	-
1995	505	502	504	525	490	506	-	-	-
1996	507	503	505	527	492	508	-	-	-
1997	507	503	505	530	494	511	-	-	-
1998	509	502	505	531	496	512	-	-	-
1999	509	502	505	531	495	511	-	-	-
2000	507	504	505	533	498	514	-	-	-
2001	509	502	506	533	498	514	-	-	-
2002	507	502	504	534	500	516	-	-	-
2003	512	503	507	537	503	519	-	-	-
2004	512	504	508	537	501	518	-	-	-
2005	513	505	508	538	504	520	-	-	-
2006	505	502	503	536	502	518	491	502	497
2007	503	500	501	532	499	514	487	499	493
2008	502	499	500	532	499	514	486	499	493
2009	502	497	499	533	498	514	485	498	492
2010	502	498	500	533	499	515	485	497	491
2011	500	495	497	531	500	514	482	496	489

Note: For 1972–1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987–1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996–1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. From 2000–2011, all scores are reported on the recentered scale. Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to present include students testing through June. For further information see <http://www.collegeboard.org/sat/cbs-2011-trends>.

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SAT® Data

Data in this report are for high school graduates in the year 2011. Information is summarized for seniors who took the SAT at any time during their high school years through June 2011. If a student took the test more than once, the most recent score is used.

Table 1: Overall Mean Scores

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing *		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total	9,675	570	99	573	100	556	98	55.7	9.9	7.8	1.4

Table 2: Mean Scores by Gender

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Male	4,415	569	99	592	100	546	99	54.9	10.0	7.6	1.5
Female	5,260	570	99	558	97	565	97	56.3	9.8	8.0	1.4

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the SAT.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Senior (2010-2011)	4,774	565	101	564	101	549	99	54.9	10.1	7.7	1.5
Junior (2009-2010)	4,866	574	97	582	99	564	96	56.4	9.7	7.9	1.4
Sophomore (2008-2009)	30	585	110	590	108	552	95	56.4	9.9	7.3	1.5
Freshman (2007-2008)	5	530		516		522		51.4		7.6	
Total	9,675	570	99	573	100	556	98	55.7	9.9	7.8	1.4

Table 4: Mean Scores for Total Group

Mean scores for the total group may serve as points of reference when evaluating mean scores for the state.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total Group	1,647,123	497	114	514	117	489	113	49.1	11.4	7.3	1.6

*Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2011 cohort took the SAT writing section. The writing section contains one essay (30 percent of the total score) and 49 multiple-choice questions (70 percent of the total score). Essay scores range from 2-12, with a very small percentage of students (less than 0.3 percent) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

SAT Data

Table 5: Percentiles for State and Total Group

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

SAT Percentile	State			Total Group		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th	640	640	620	570	600	560
50th	570	580	560	490	510	480
25th	500	510	490	420	430	410

Table 6: Score Distributions

The score ranges in the following table reflect SAT Skills Insight™, a resource that identifies skills demonstrated by typical students who score in each range. For more information and resources for educators and students, please visit www.collegeboard.org/sat-skills.

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800	444	549	993	662	389	1,051	290	469	759
600-690	1,352	1,607	2,959	1,603	1,529	3,132	1,102	1,548	2,650
500-590	1,592	1,937	3,529	1,387	1,968	3,355	1,669	2,021	3,690
400-490	843	956	1,799	636	1,092	1,728	1,088	993	2,081
300-390	165	194	359	111	257	368	230	215	445
200-290	19	17	36	16	25	41	36	14	50

Table 7: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	7,554	82	45	55	574	580	560
Religiously Affiliated	1,162	13	46	54	552	544	544
Independent	495	5	50	50	579	576	577
Other or Unknown	464		49	51	534	522	515

Table 8: Test-Taking Conditions

Nonstandard conditions reflect test-takers who received an accommodation. *Disabling conditions* are self-reported student responses.

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
Disabling Conditions	420	4	548	108	549	103	533	109
Nonstandard Conditions	169	2	566	91	567	97	566	93

Note: Percentiles are reported when there are 20 or more test-takers.

Demographic Information

SAT: Mean Scores by Gender Within Ethnicity

Table 9: Total Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	67	1	552	97	541	90	534	99
Asian, Asian American, or Pacific Islander	701	7	559	112	612	106	560	110
Black or African American	328	3	500	96	484	107	485	93
Mexican or Mexican American	300	3	511	101	515	99	496	98
Puerto Rican	29	0	517	85	522	85	519	88
Other Hispanic, Latino, or Latin American	385	4	535	105	534	109	520	106
White	7,407	77	579	95	579	94	565	93
Other	233	2	568	102	561	109	548	106
No Response	225	2	555	107	553	110	533	105
Total	9,675	100	570	99	573	100	556	98

Table 10: Male Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	25	0	521	99	532	99	481	87
Asian, Asian American, or Pacific Islander	320	3	571	111	636	104	561	114
Black or African American	135	1	507	97	513	106	486	91
Mexican or Mexican American	141	1	519	104	530	101	492	96
Puerto Rican	13	0	520		545		509	
Other Hispanic, Latino, or Latin American	168	2	539	105	561	106	519	107
White	3,397	35	576	96	597	95	553	94
Other	100	1	569	106	582	109	537	110
No Response	116	1	552	100	561	112	514	103
Total	4,415	46	569	99	592	100	546	99

Table 11: Female Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	42	0	570	90	546	84	566	93
Asian, Asian American, or Pacific Islander	381	4	549	112	592	103	559	106
Black or African American	193	2	495	95	465	103	485	95
Mexican or Mexican American	159	2	504	98	501	95	500	100
Puerto Rican	16	0	514		504		528	
Other Hispanic, Latino, or Latin American	217	2	532	104	514	107	521	105
White	4,010	41	581	94	564	91	575	91
Other	133	1	568	98	545	106	556	101
No Response	109	1	558	114	546	106	554	103
Total	5,260	54	570	99	558	97	565	97

Demographic Information

SAT: Student Background Information and Characteristics

Table 12: Student Background Information and Characteristics

Student demographic information provides a broader context to aid in interpreting and understanding individual and group scores.

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
All Test-Takers	9,675	100	570	99	573	100	556	98
First Language Learned								
English	8,383	88	574	96	574	97	560	96
English and Another	623	7	557	106	568	113	548	104
Another Language	503	5	507	115	567	122	517	115
No Response	166		565	104	569	106	547	105
Citizenship								
U.S. Citizen / U.S. National	9,114	97	572	98	573	99	558	97
U.S. Permanent Resident or Refugee	158	2	536	121	571	114	533	110
Citizen of Another Country	152	2	493	109	605	110	519	111
Other, Unknown, or No Response	251		540	104	547	99	524	103
Plans to Apply for Financial Aid								
Yes	6,176	73	571	100	572	100	557	97
No	720	8	562	96	574	97	554	99
Don't Know	1,619	19	569	96	579	99	560	98
No Response	1,160		566	103	571	101	551	100
Family Income								
\$0 - \$20,000	239	4	507	115	504	113	491	105
\$20,000–\$40,000	457	8	534	107	539	100	519	99
\$40,000–\$60,000	634	11	559	99	554	99	543	95
\$60,000–\$80,000	771	13	559	97	561	99	546	95
\$80,000–\$100,000	845	15	568	97	574	96	552	92
\$100,000–\$120,000	824	14	570	96	579	94	561	94
\$120,000–\$140,000	429	8	572	95	577	98	557	97
\$140,000–\$160,000	342	6	578	92	576	89	562	92
\$160,000–\$200,000	427	7	582	98	585	100	570	100
More than \$200,000	746	13	581	92	594	95	575	95
No Response	3,961		577	99	579	100	563	98
Highest Level of Parental Education								
No High School Diploma	106	1	446	97	473	112	443	95
High School Diploma	1,147	12	524	97	527	100	512	94
Associate Degree	352	4	535	90	532	100	517	93
Bachelor's Degree	3,773	40	565	94	572	95	551	93
Graduate Degree	3,987	43	595	96	595	97	583	95
No Response	310		546	104	549	101	533	97
Took the PSAT/NMSQT®								
Yes, As a Junior	4,051	45	574	97	577	97	561	94
Yes, As a Sophomore or Younger	1,532	17	562	92	569	91	546	90
Yes, As a Junior and As a Sophomore or Younger	2,073	23	603	95	606	98	592	97
No	1,385	15	530	102	532	101	514	98
No Response	634		542	101	543	101	531	99

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Academic Record

Table 13: High School Rank

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Highest Tenth	2,465	46	42	58	627	638	617
Second Tenth	1,418	27	47	53	565	576	552
Second Fifth	863	16	49	51	543	548	527
Final Three Fifths	593	11	54	46	497	503	482
No Response	4,336		45	55	554	550	539

Table 14: High School Grade Point Average

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
A+ (97–100)	1,160	13	39	61	624	636	619
A (93–96)	2,614	28	40	60	606	613	597
A- (90–92)	2,006	22	44	56	573	580	561
B (80–89)	3,016	33	51	49	530	527	512
C (70–79)	430	5	61	39	484	480	460
D, E, or F (below 70)	20	0	75	25	554	574	527
No Response	429		54	46	548	544	529
Mean Grade Point Average	All Students: 3.58		Male: 3.50		Female: 3.65		

Table 15: Average Years of Study in Six Academic Subjects

SAT	Average Years of Study			Grade Point Average: Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	2.2	2.7	2.5	3.83	3.93	3.89
English and Language Arts	4.0	4.0	4.0	3.49	3.72	3.62
Foreign and Classical Languages	3.2	3.4	3.3	3.42	3.61	3.53
Mathematics	4.1	4.0	4.0	3.41	3.40	3.41
Natural Sciences	3.9	3.8	3.8	3.50	3.54	3.52
Social Sciences and History	3.8	3.8	3.8	3.57	3.65	3.61
Total for All Subjects	21.2	21.7	21.4			

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 16: English, Mathematics

English and Language Arts Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	1,076	13	42	58	584	584	573
4 Years	6,400	78	45	55	575	579	562
3 Years	623	8	45	55	528	536	514
2 Years	86	1	41	59	532	536	530
1 Year	38	0	66	34	508	522	489
1/2 Year or Less	25	0	56	44	526	551	508
No Response	1,427		50	50	557	559	543
AP®/Honors Courses	4,986	60	39	61	603	601	591
Course Work or Experience							
English/Language Arts	7,543	97	44	56	572	575	559
Journalism	1,010	13	32	68	576	559	570
Creative Writing	2,056	27	40	60	566	555	554
American Literature	5,548	72	44	56	572	572	559
Composition/Writing	4,790	62	43	57	569	568	557
British Literature	2,132	28	43	57	585	581	569
World Literature	3,879	50	44	56	578	578	564
Communications	934	12	46	54	562	559	550
Public Speaking	2,898	37	45	55	572	572	558
English As Second Language	255	3	43	57	494	558	508

Mathematics Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	1,533	19	51	49	590	617	578
4 Years	5,809	70	43	57	572	572	560
3 Years	754	9	42	58	537	525	518
2 Years	89	1	53	47	534	523	521
1 Year	32	0	50	50	539	539	508
1/2 Year or Less	29	0	48	52	531	535	520
No Response	1,429		50	50	557	559	543
AP/Honors Courses	4,718	57	46	54	602	621	591
Highest Level of Mathematics Achieved*							
Calculus	3,517	44	49	51	609	636	598
Pre-calculus	2,377	30	42	58	561	557	547
Trigonometry	687	9	40	60	530	515	517
Algebra II	1,191	15	41	59	518	485	502
Algebra I	85	1	28	72	487	436	464

*To better reflect the relationship between students' SAT scores and their Mathematics course work, course work is now being displayed as the highest level of mathematics achieved. This means that each student is counted only once under their highest level of mathematics course taken.

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 17: Natural Sciences, Social Sciences and History

Natural Sciences	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	1,343	16	48	52	595	617	582	
4 Years	4,703	57	45	55	576	581	565	
3 Years	1,796	22	41	59	549	538	532	
2 Years	226	3	48	52	541	544	525	
1 Year	94	1	47	53	546	525	520	
1/2 Year or Less	53	1	51	49	529	535	523	
No Response	1,460		50	50	557	560	543	
AP/Honors Courses	4,207	51	45	55	606	618	593	
Course Work or Experience								
Biology	7,544	97	44	56	572	575	558	
Chemistry	7,261	93	45	55	575	580	562	
Physics	4,643	59	50	50	585	601	572	
Geology, Earth, or Space Science	3,930	50	44	56	554	552	540	
Other Sciences	3,102	40	39	61	563	562	552	

Social Sciences and History	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	974	12	47	53	589	591	576	
4 Years	5,080	62	44	56	577	578	563	
3 Years	1,890	23	45	55	556	568	545	
2 Years	185	2	49	51	534	545	519	
1 Year	46	1	50	50	530	512	505	
1/2 Year or Less	35	0	46	54	529	543	533	
No Response	1,465		50	50	556	559	542	
AP/Honors Courses	4,425	54	42	58	606	604	592	
Course Work or Experience								
U.S. History	7,455	96	45	55	573	576	559	
World History or Cultures	6,214	80	44	56	573	577	560	
U.S. Government or Civics	6,276	81	44	56	572	575	558	
Economics	2,653	34	47	53	574	580	558	
Geography	5,358	69	44	56	570	573	557	
Psychology	2,667	34	37	63	568	566	555	
European History	2,677	34	44	56	590	587	574	
Sociology	972	13	38	62	555	549	540	
Ancient History	1,987	26	46	54	573	572	560	
Other Courses	1,386	18	40	60	570	565	555	

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 18: Foreign and Classical Languages

Foreign and Classical Languages Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	799	10	39	61	602	606	599
4 Years	2,826	34	40	60	597	596	589
3 Years	3,136	38	48	52	562	571	546
2 Years	1,204	15	50	50	534	535	511
1 Year	153	2	50	50	507	507	480
1/2 Year or Less	103	1	56	44	501	521	480
No Response	1,454		51	49	556	558	542
AP/Honors Courses	2,518	31	39	61	617	616	610
Course Work or Experience							
Chinese	189	2	52	48	583	612	572
French	1,533	20	32	68	586	576	573
German	534	7	56	44	577	581	551
Greek	29	0	41	59	594	563	583
Hebrew	37	0	41	59	564	528	561
Italian	55	1	42	58	574	546	556
Japanese	134	2	50	50	572	572	544
Korean	29	0	38	62	512	587	510
Latin	387	5	49	51	600	585	577
Russian	28	0	57	43	546	546	541
Spanish	5,640	72	46	54	569	574	557
Other Languages	155	2	36	64	540	526	530

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 19: Arts and Music, Computers

Arts and Music Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	748	9	39	61	586	579	573
4 Years	1,805	22	35	65	586	577	574
3 Years	1,252	15	38	62	561	563	549
2 Years	1,803	22	44	56	564	572	552
1 Year	1,509	19	54	46	570	583	555
1/2 Year or Less	976	12	60	40	565	579	551
No Response	1,582		51	49	558	561	545
AP/Honors Courses	892	11	35	65	608	600	594
Course Work or Experience							
Acting or Play Production	1,891	25	34	66	596	576	581
Art History or Appreciation	1,131	15	37	63	570	559	556
Dance	1,038	14	12	88	568	554	559
Drama: Study or Appreciation	1,505	20	33	67	582	565	568
Music: Study or Appreciation	1,107	14	46	54	591	583	580
Music Performance	3,507	46	41	59	588	586	576
Photography or Film	2,340	31	38	62	570	566	558
Studio Art and Design	2,586	34	37	63	575	576	563
None	866	11	61	39	544	563	528

Computers Course Work or Experience	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Computer Literacy	4,790	64	46	54	575	577	561
Computer Programming	1,356	18	63	37	570	589	553
Word Processing	4,739	63	45	55	576	577	561
Internet Activity	3,529	47	47	53	576	577	561
Using Computer Graphics	2,893	39	51	49	573	578	557
Creating Spreadsheets/Databases	2,882	38	48	52	579	583	564
None	1,110	15	36	64	568	573	559

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

SAT Subject Tests™ Data

Table 20: Number of Test-Takers and Tests for SAT Subject Tests

Students Who Took SAT Subject Tests		Students Who Took an SAT Subject Test and Also Took the SAT			
Number of Test-Takers	Number of Tests	Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
2,246	5,702	1,912	647	657	640

Students Who Took One or More Different SAT Subject Tests		
Number of Tests Taken	Number of Test-Takers	Percent of Total Test-Takers Who Took One or More Tests
1	130	6
2	1,036	46
3	892	40
4 or More	188	8

Table 21: Mean Scores for SAT Subject Test Takers and for Students Who Also Took the SAT

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the SAT.

	SAT Subject Test			N	SAT						
	N	Mean	SD		Mean	SD	Mean	SD	Mean	SD	
English											
Literature	949	633	90	815	656	82	632	80	646	81	
History and Social Studies											
U.S. History	694	642	94	602	654	81	639	79	642	81	
World History	130	644	97	113	669	80	650	89	651	81	
Mathematics											
Mathematics Level 1	523	627	82	419	626	82	633	71	622	81	
Mathematics Level 2	1,415	685	84	1,241	650	87	683	71	646	82	
Science											
Biology-E	206	642	83	162	648	82	653	80	637	83	
Biology-M	304	661	81	270	647	86	662	74	641	82	
Chemistry	592	659	97	518	657	89	692	70	648	87	
Physics	398	668	84	322	654	87	703	62	653	83	
Foreign and Classical Languages											
Chinese/Listening	19	760		17	600		686		582		
French	97	625	109	91	655	86	650	74	670	77	
French/Listening	24	625		22	690		672		695		
German	10	641		9	652		648		650		
German/Listening	10	576		10	695		660		669		
Modern Hebrew											
Italian											
Japanese/Listening	4			4							
Korean/Listening	23	764		20	565		659		575		
Latin	12	547		12	640		672		639		
Spanish	256	628	104	230	662	74	652	75	663	77	
Spanish/Listening	36	649	81	35	663	79	643	56	667	64	

SAT Subject Tests Score Distributions

Table 22: English, History and Social Studies

SAT Subject Tests	English		History and Social Studies			
	Literature		U.S. History		World History	
	N	Pct	N	Pct	N	Pct
750-800	94	10	91	13	23	18
700-740	181	19	142	20	21	16
650-690	186	20	130	19	29	22
600-640	180	19	115	17	13	10
550-590	142	15	108	16	20	15
500-540	92	10	50	7	16	12
450-490	46	5	36	5	6	5
400-440	17	2	20	3	2	2
350-390	11	1	2	0		
300-340						
250-290						
200-240						
Total	949		694		130	
Mean	633		642		644	
SD	90		94		97	
75th percentile	700		710		720	
50th percentile	640		650		660	
25th percentile	570		570		560	

Table 23: Mathematics, Science

SAT Subject Tests	Mathematics				Science							
	Mathematics Level 1		Mathematics Level 2		Biology-E		Biology-M		Chemistry		Physics	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800	16	3	424	30	22	11	48	16	126	21	78	20
700-740	113	22	260	18	35	17	66	22	109	18	84	21
650-690	117	22	260	18	51	25	84	28	117	20	84	21
600-640	92	18	249	18	38	18	45	15	95	16	75	19
550-590	93	18	147	10	31	15	30	10	59	10	47	12
500-540	64	12	58	4	16	8	18	6	46	8	18	5
450-490	16	3	13	1	12	6	10	3	28	5	9	2
400-440	9	2	4	0			3	1	9	2	3	1
350-390	2	0			1	0			3	1		
300-340	1	0										
250-290												
200-240												
Total	523		1,415		206		304		592		398	
Mean	627		685		642		661		659		668	
SD	82		84		83		81		97		84	
75th percentile	690		760		700		720		740		730	
50th percentile	630		690		650		670		670		670	
25th percentile	560		620		590		610		600		610	

SAT Subject Tests Score Distributions

Table 24: Foreign and Classical Languages

SAT Subject Tests	Foreign and Classical Languages											
	Chinese/Listening		French		French/Listening		German		German/Listening		Modern Hebrew	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800	16	84	17	18	5	21	3	30				
700-740	1	5	13	13	2	8	1	10	1	10		
650-690			17	18	4	17	2	20	4	40		
600-640	1	5	13	13	3	13						
550-590			12	12	3	13	1	10				
500-540			9	9	4	17	1	10	2	20		
450-490	1	5	11	11	1	4	1	10	3	30		
400-440			4	4	1	4						
350-390			1	1	1	4	1	10				
300-340												
250-290												
200-240												
Total	19		97		24		10		10			
Mean	760		625		625		641		576			
SD			109									
75th percentile			720		700							
50th percentile			630		620							
25th percentile			530		530							

Table 25: Foreign and Classical Languages (continued)

SAT Subject Tests	Foreign and Classical Languages											
	Italian		Japanese/Listening		Korean/Listening		Latin		Spanish		Spanish/Listening	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800			1	25	19	83	1	8	36	14	4	11
700-740			2	50			1	8	42	16	8	22
650-690					1	4			45	18	7	19
600-640					2	9	1	8	49	19	8	22
550-590					1	4	2	17	30	12	5	14
500-540							2	17	22	9	2	6
450-490							4	33	15	6	2	6
400-440							1	8	13	5		
350-390									4	2		
300-340												
250-290			1	25								
200-240												
Total			4		23		12		256		36	
Mean					764		547		628		649	
SD									104		81	
75th percentile					800				710		710	
50th percentile					800				640		650	
25th percentile					750				560		590	

College Plans

Table 26: Intended College Major, Degree-Level Goal

SAT Intended College Major	Test-Takers		Mean Scores		
	Number	Pct	Critical Reading	Mathematics	Writing
Agriculture, Agriculture Operations, and Related Sciences	35	0	552	533	530
Architecture and Related Services	196	2	545	583	538
Area, Ethnic, Cultural and Gender Studies	11	0	553	553	558
Biological and Biomedical Sciences	725	8	590	593	574
Business Management, Marketing, and Related Support Services	823	10	542	562	534
Communication, Journalism and Related Programs	275	3	569	540	568
Computer and Information Sciences and Support Services	112	1	578	605	552
Construction Trades	8	0	486	479	459
Education	305	4	554	544	540
Engineering	1,212	14	588	636	569
Engineering Technologies/Technicians	69	1	537	581	518
English Language and Literature/Letters	196	2	623	565	609
Family and Consumer Sciences/Human Sciences	19	0	521	505	525
Foreign Languages, Literatures, and Linguistics	105	1	599	560	586
Health Professions and Related Clinical Services	1,180	14	558	563	551
History	132	2	602	561	571
Legal Professions and Studies	209	2	568	554	558
Liberal Arts and Sciences, General Studies, and Humanities	132	2	609	563	587
Library Science And Administration					
Mathematics and Statistics	87	1	596	660	595
Mechanic and Repair Technologies/Technician	5	0	478	536	436
Military Technologies And Applied Sciences	12	0	518	502	465
Multi/Interdisciplinary Studies	21	0	645	617	619
Natural Resources and Conservation	64	1	569	558	547
Parks, Recreation, Leisure and Fitness Studies	37	0	493	504	483
Personal and Culinary Services	27	0	518	510	508
Philosophy and Religious Studies	32	0	592	572	556
Physical Sciences	181	2	611	631	587
Precision Production					
Psychology	386	4	568	553	561
Public Administration and Social Services Professions	18	0	541	517	549
Security and Protective Services	69	1	490	500	465
Social Sciences	231	3	619	584	601
Theology and Religious Vocations	30	0	563	537	545
Transportation and Materials Moving	1	0			
Visual and Performing Arts	774	9	566	546	553
Other	124	1	533	526	516
Undecided	741	9	585	589	575
Degree-Level Goal					
Certificate Program	32	0	510	496	487
Associate Degree	28	0	458	471	448
Bachelor's Degree	2,502	29	538	538	524
Master's Degree	2,730	31	577	583	564
Doctoral or Related Degree	2,071	24	598	603	586
Other	22	0	481	526	501
Undecided	1,326	15	582	582	568

College Plans

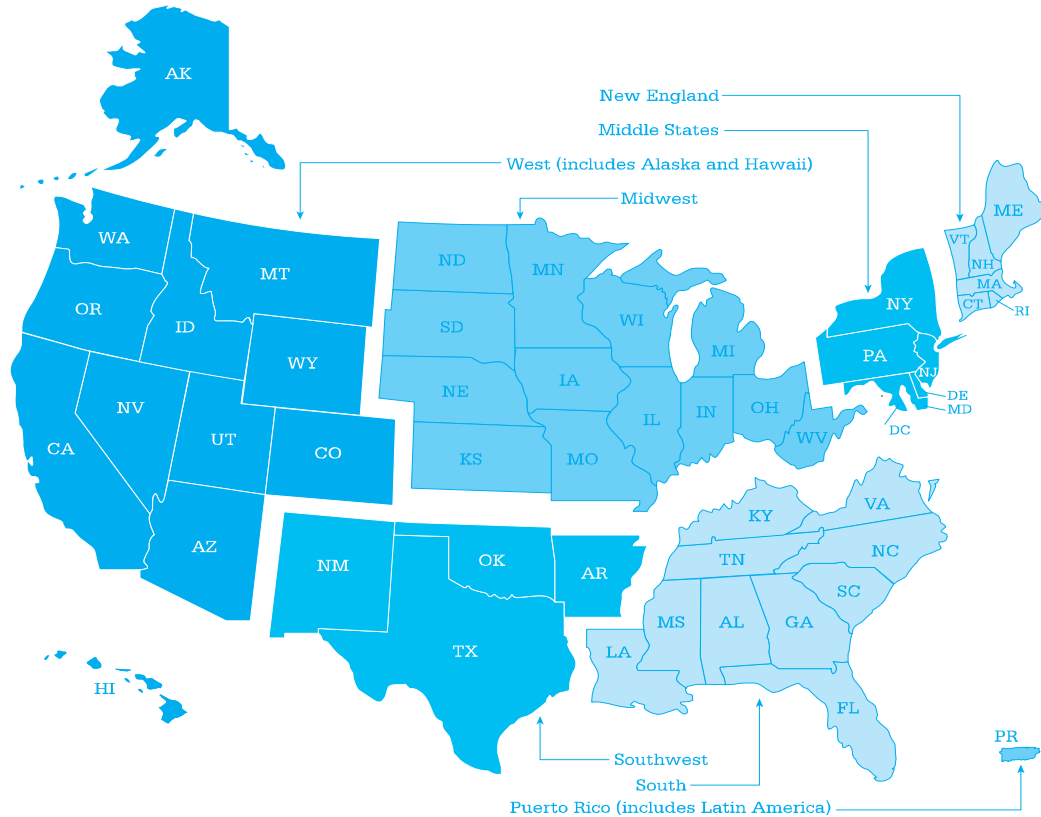
Table 27: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 10,009 students from your state who took the SAT and/or an SAT Subject Test, 6,311 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total of 1,200 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
UNIVERSITY OF COLORADO BOULDER	CO	Public	2,479	39.3
COLORADO STATE UNIVERSITY FT COLLINS	CO	Public	1,777	28.2
UNIVERSITY OF DENVER	CO	Private	948	15.0
STANFORD UNIVERSITY	CA	Private	638	10.1
COLORADO SCHOOL OF MINES	CO	Public	632	10.0
UNIVERSITY OF NORTHERN COLORADO	CO	Public	473	7.5
NCAA ELIGIBILITY CENTER	IN	Public	419	6.6
UNIVERSITY OF COLORADO COLORADO SPRINGS	CO	Public	396	6.3
HARVARD UNDERGRADUATE ADMISSIONS	MA	Private	363	5.8
CORNELL UNIVERSITY	NY	Private	341	5.4
COLORADO COLLEGE	CO	Private	333	5.3
PRINCETON UNIVERSITY	NJ	Private	332	5.3
UNIVERSITY OF SOUTHERN CALIFORNIA	CA	Private	329	5.2
CENTER FOR BRIGHT KIDS	CO	Scholarship	293	4.6
YALE UNIVERSITY	CT	Private	288	4.6
NORTHWESTERN UNIVERSITY	IL	Private	285	4.5
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	MA	Private	278	4.4
UNIVERSITY OF CALIFORNIA BERKELEY	CA	Public	272	4.3
NATIONAL MERIT SCHOLARSHIP PROGRAM	IL	Scholarship	271	4.3
DUKE UNIVERSITY	NC	Private	268	4.2
BROWN UNIVERSITY	RI	Private	264	4.2
COLUMBIA UNIVERSITY UNDERGRADUATE ADMISS	NY	Private	260	4.1
UNIVERSITY OF OREGON	OR	Public	259	4.1
UNIVERSITY COLORADO DENVER	CO	Public	253	4.0
UNIVERSITY OF WASHINGTON	WA	Public	249	3.9
NEW YORK UNIVERSITY	NY	Private	245	3.9
BOETTCHER FOUNDATION SCHOLARSHIP	CO	Scholarship	242	3.8
DARTMOUTH COLLEGE	NH	Private	237	3.8
ARIZONA STATE UNIVERSITY	AZ	Public	228	3.6
BOSTON UNIVERSITY	MA	Private	224	3.5
UNIVERSITY OF MICHIGAN ANN ARBOR	MI	Public	218	3.5
UNIVERSITY OF CALIFORNIA LOS ANGELES	CA	Public	213	3.4
WASHINGTON UNIVERSITY	MO	Private	206	3.3
SANTA CLARA UNIVERSITY	CA	Private	197	3.1
MONTANA STATE UNIVERSITY	MT	Public	196	3.1
UNIVERSITY OF CHICAGO	IL	Private	196	3.1
UNITED STATES AIR FORCE ACADEMY	CO	Public	188	3.0
UNIVERSITY OF PENNSYLVANIA UNDERGRADUATE	PA	Private	186	2.9
UNIVERSITY OF SAN DIEGO	CA	Private	184	2.9
UNIVERSITY OF TEXAS AUSTIN	TX	Public	182	2.9
VANDERBILT UNIVERSITY	TN	Private	181	2.9
UNIVERSITY OF ARIZONA	AZ	Public	176	2.8
REGIS UNIVERSITY	CO	Private	175	2.8
METROPOLITAN STATE COLLEGE DENVER	CO	Public	172	2.7
CARNEGIE MELLON UNIVERSITY	PA	Private	170	2.7

*Of your students who designated that their SAT and/or SAT Subject Test score reports be sent to institutions, the 'Percent of Score Senders' indicates the percent of those students who had their scores sent to each institution listed.

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2011 Colorado ACT SUMMARY OF RESULTS

In 2011, the Colorado ACT (COACT) was administered for the tenth year to 52,895 Colorado eleventh grade students, a slight decrease from 2010. Results from the 2011 COACT assessment are displayed in the accompanying tables.

General Results: Colorado ACT (COACT) 2011

The Colorado ACT is administered to all full time regularly enrolled eleventh grade students. There are four subtests on the COACT: English, Mathematics, Reading, and Science Reasoning. In addition, there is a composite score based on the results for the four subtests. *This test does not have levels of proficiency, but provides a single score in each of the four content areas and an overall composite score.* These scores are averaged to provide scores at the state, district and school levels. There are a number of students (1,389) whose tests are invalidated or do not receive a score. Of the 52,895 students who were tested, 51,506 received a valid score. In previous years, these records were given a zero and averaged in with the valid scores. This year the averages include only the valid scores.

When compared to the results for 2010, the 2011 statewide results showed slight increases in all content areas. The average composite score went from 19.4 to 19.9. English went up almost 1 score point, (19.5 from 18.6) the largest increase.

In terms of gender, the scores for females and males improved in all content areas. While females outperformed males in English (Males: 18.4 and Females: 19.7) and Reading (Males: 19.4 and Females: 20.5), the scores for males were higher in Mathematics (Males: 20.4 and Females: 19.7) and Science Reasoning (Males: 20.4 and Females: 20.0).

The reporting for race and ethnicity changed for 2011 due to requirements of the U.S. Department of Education. Results by ethnicity are not directly comparable to last year for some groups. The Mexican American and Puerto Rican categories were combined into one for Latino/Hispanic. The Asian-American/Pacific Islander category was split into two groups, and the Other category was dropped. African-American and White students increased on all subtests from 0.1 to 1.0 points. The Native American/Alaskan Native group showed score decreases for all areas. This may also be a result of the new rules for reporting race/ethnicity. Students who are both Native American and Hispanic are counted in the Hispanic category. This caused the number of students in the Native American subgroup to drop.

Scores for students on Individual Education Plans (IEP) showed increases in all the content subtests, except English, as well as the composite score.

Total Students in Report: 52,930

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

Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2007	49,146	1,300,599	63	69	37	43	47	53	24	28	20	23
2008	50,420	1,421,941	62	68	38	43	48	53	25	28	20	22
2009	51,087	1,480,469	64	67	39	42	51	53	28	28	22	23
2010	52,115	1,568,835	62	66	39	43	51	52	28	29	23	24
2011	52,930	1,623,112	63	66	40	45	49	52	29	30	23	25

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2007	49,146	1,300,599	19.7	20.7	20.1	21.0	20.8	21.5	20.4	21.0	20.4	21.2
2008	50,420	1,421,941	19.8	20.6	20.3	21.0	20.8	21.4	20.4	20.8	20.5	21.1
2009	51,087	1,480,469	20.1	20.6	20.5	21.0	21.1	21.4	20.8	20.9	20.8	21.1
2010	52,115	1,568,835	19.9	20.5	20.4	21.0	21.1	21.3	20.7	20.9	20.6	21.0
2011	52,930	1,623,112	20.1	20.6	20.4	21.1	20.9	21.3	20.7	20.9	20.7	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2007	1,300,599	20.7	21.0	21.5	21.0	21.2
2008	1,421,941	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1

Total Students in Report: 52,930

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	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
2007	22,979	19,059	47	39	21.8	17.6	21.9	18.2	22.6	18.9	22.1	18.8	22.2	18.5
2008	28,084	17,279	56	34	21.7	17.5	21.9	18.3	22.5	18.9	21.9	18.6	22.1	18.5
2009	30,390	16,169	59	32	21.9	17.8	22.1	18.4	22.7	19.0	22.2	19.0	22.4	18.7
2010	31,733	15,813	61	30	21.8	17.3	21.9	18.2	22.6	18.9	22.1	18.7	22.2	18.4
2011	32,470	15,696	61	30	21.9	17.4	21.9	18.2	22.5	18.8	22.2	18.6	22.3	18.4

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/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	49,146	100	20.4	50,420	100	20.5	51,087	100	20.8	52,115	100	20.6	52,930	100	20.7
Black/African American	1,840	4	17.2	1,973	4	17.1	2,003	4	17.7	2,289	4	17.4	2,275	4	17.4
American Indian/Alaska Native	850	2	17.6	913	2	17.9	916	2	18.1	556	1	18.8	562	1	18.7
White	26,304	54	21.8	28,195	56	21.9	28,835	56	22.2	31,165	60	22.1	30,493	58	22.3
Hispanic/Latino	6,571	13	17.2	7,431	15	17.2	7,992	16	17.6	8,997	17	17.2	10,520	20	17.4
Asian	1,585	3	20.9	1,577	3	21.4	1,676	3	21.6	1,702	3	21.7	1,656	3	21.7
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	39	0	19.3
Two or more races	1,698	3	20.2	1,913	4	20.2	2,168	4	20.7	2,495	5	20.2	2,504	5	20.6
Prefer not to respond/No response	10,298	21	19.7	8,418	17	19.4	7,497	15	19.4	4,911	9	19.2	4,881	9	19.2

¹Refer to the section header on page 5 for a description of race/ethnicity changes.

Total Students in Report: 52,930

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score 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	1,613	100	714	100	1,409	100	1,295	100	1,924	100	373	100	636	100	18
17	1,828	97	463	99	1,785	97	2,713	98	1,983	96	781	99	15	99	17
16	2,417	93	3,441	98	3,564	94	2,928	92	2,054	93	1,160	98	1,573	99	16
15	2,309	89	3,117	91	2,352	87	3,185	87	2,815	89	1,737	96	2,468	96	15
14	2,951	85	3,679	85	2,606	83	2,995	81	3,127	83	3,116	92	4,510	91	14
13	2,390	79	4,459	78	4,698	78	3,844	75	3,866	78	6,115	86	3,580	83	13
12	3,625	74	4,880	70	4,898	69	3,800	68	3,158	70	4,101	75	6,955	76	12
11	4,288	68	6,374	61	4,077	60	4,584	61	5,912	64	5,498	67	4,746	63	11
10	5,997	60	4,508	49	4,617	52	4,220	52	3,192	53	8,577	57	8,453	54	10
9	4,200	48	6,150	40	5,134	43	4,422	44	3,441	47	6,805	41	5,176	38	9
8	5,268	40	3,907	29	7,380	34	3,935	36	6,379	41	5,305	28	7,676	28	8
7	3,782	30	3,514	21	3,981	20	3,690	28	8,034	28	4,123	18	713	13	7
6	3,688	23	2,758	15	2,798	12	5,826	21	4,061	13	2,629	10	3,229	12	6
5	3,128	16	2,381	9	1,946	7	2,336	10	2,170	6	1,702	5	1,769	6	5
4	3,298	10	1,679	5	1,038	3	2,366	6	518	2	159	2	292	3	4
3	1,708	4	693	2	496	1	537	1	215	1	578	1	820	2	3
2	403	1	178	1	105	1	241	1	72	1	37	1	107	1	2
1	37	1	35	1	46	1	13	1	9	1	134	1	212	1	1
Avg (SD)	9.8 (4.0)		10.5 (3.5)		10.6 (3.6)		10.4 (4.0)		10.4 (3.7)		10.3 (3.0)		10.4 (3.1)		Avg (SD)

¹CP 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)	25	24	25	24	24
Q2 (50th Percentile)	20	19	20	21	20
Q1 (25th Percentile)	15	16	16	17	16

Total Students in Report: 52,930

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	52,930	61	22.3	18.4
	Black/African American	2,275	55	18.5	16.3
	American Indian/Alaska Native	562	51	20.2	17.4
	White	30,493	68	23.4	19.7
	Hispanic/Latino	10,520	50	18.9	16.1
	Asian	1,656	70	23.1	19.1
	Native Hawaiian/Other Pac. Isl.	39	82	20.0	13.8
	Two or more races	2,504	57	21.9	18.9
	Prefer not/No Response	4,881	48	21.4	17.6
National	All Students	1,623,112	74	21.9	19.0
	Black/African American	223,383	69	17.5	15.9
	American Indian/Alaska Native	14,970	63	19.7	17.1
	White	981,585	76	23.1	20.3
	Hispanic/Latino	200,661	72	19.4	17.2
	Asian	66,650	81	24.1	21.9
	Native Hawaiian/Other Pac. Isl.	2,244	78	20.0	17.8
	Two or more races	46,378	72	21.8	19.3
	Prefer not/No Response	87,241	65	22.1	18.7

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

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.

Table 2.5. Average ACT Scores by Race/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	20.1	20.4	20.9	20.7	20.7
	Black/African American	16.4	17.3	17.5	17.7	17.4
	American Indian/Alaska Native	17.4	18.6	19.2	19.1	18.7
	White	22.0	21.8	22.6	22.1	22.3
	Hispanic/Latino	16.0	17.7	17.5	17.8	17.4
	Asian	20.8	22.6	21.0	21.8	21.7
	Native Hawaiian/Other Pac. Isl.	18.8	19.6	19.0	19.7	19.3
	Two or more races	20.0	19.9	21.2	20.6	20.6
	Prefer not/No Response	18.3	19.2	19.6	19.4	19.2
National	All Students	20.6	21.1	21.3	20.9	21.1
	Black/African American	15.9	17.2	17.0	17.1	17.0
	American Indian/Alaska Native	17.5	18.6	19.1	18.9	18.6
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.6	19.2	18.9	18.8	18.7
	Asian	22.8	25.1	22.9	23.1	23.6
	Native Hawaiian/Other Pac. Isl.	18.6	19.9	19.4	19.5	19.5
	Two or more races	20.7	20.7	21.6	20.9	21.1
	Prefer not/No Response	20.2	20.9	21.0	20.4	20.7

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

Total Students in Report: 52,930

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	%
State	33 to 36	2,039	4	1,333	3	2,383	5	1,191	2
	28 to 32	5,347	10	4,280	8	6,590	12	4,164	8
	24 to 27	8,786	17	9,950	19	8,537	16	9,756	18
	20 to 23	11,892	22	9,641	18	11,095	21	16,759	32
	16 to 19	10,147	19	18,473	35	11,489	22	12,076	23
	13 to 15	7,281	14	8,911	17	8,770	17	5,399	10
	01 to 12	7,438	14	342	1	4,066	8	3,585	7
National	33 to 36	68,159	4	49,703	3	81,236	5	32,031	2
	28 to 32	174,801	11	144,331	9	211,084	13	130,969	8
	24 to 27	286,161	18	344,894	21	265,974	16	316,182	19
	20 to 23	394,076	24	332,913	21	382,505	24	530,056	33
	16 to 19	309,855	19	525,628	32	360,259	22	366,855	23
	13 to 15	201,235	12	217,338	13	214,265	13	153,754	9
	01 to 12	188,825	12	8,305	1	107,789	7	93,265	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	26,180	49	19.5	20.9	20.6	21.0	20.6
	Females	26,673	50	20.6	20.0	21.3	20.5	20.7
	Missing	77	0	13.7	16.2	15.6	16.3	15.6
National	Males	739,070	46	20.2	21.6	21.1	21.4	21.2
	Females	879,957	54	20.9	20.6	21.4	20.5	21.0
	Missing	4,085	0	16.4	17.8	17.7	17.8	17.6

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
State	Males	60	43	47	31	25
	Females	66	37	52	26	21
National	Males	64	49	51	34	28
	Females	69	41	53	26	22

Total Students in Report: 52,930

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

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
State	Core or More ²	32,470	75	21.9	52	21.9	60	22.5	38	22.2	32	22.3
	Less than Core	15,696	45	17.4	21	18.2	34	18.8	14	18.6	10	18.4
	Missing ³	4,764	36	16.0	19	17.8	27	17.7	13	17.6	9	17.4
National	Core or More	1,202,164	72	21.5	51	21.8	57	22.0	34	21.6	29	21.9
	Less than Core	366,518	51	18.3	27	19.0	38	19.3	17	19.0	13	19.0
	Missing	54,430	38	16.3	21	18.0	27	17.7	12	17.7	9	17.5

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 CRB% results reflect students who meet 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 ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More ²	42,652	69	21.0	43,171	46	21.2	42,763	54	21.7	40,003	34	21.6
	Less than Core	6,239	40	16.4	5,453	8	16.5	5,906	29	18.1	8,542	12	18.2
	Missing ³	4,039	36	16.1	4,306	19	17.8	4,261	28	17.9	4,385	13	17.8
National	Core or More	1,510,179	68	20.9	1,494,425	47	21.4	1,424,252	54	21.6	1,367,777	33	21.4
	Less than Core	66,225	40	16.6	79,145	8	16.4	149,746	40	19.7	205,148	12	18.3
	Missing	46,708	39	16.5	49,542	21	18.1	49,114	28	17.9	50,187	13	17.8

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.

Total Students in Report: 52,930

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity¹ and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	8,008	905,035	25.3	21.5	7.7	7.1	24.2	20.8
Black/African American	325	112,251	20.9	16.7	6.9	6.3	20.2	16.5
American Indian/Alaska Native	38	5,519	23.7	18.4	7.2	6.5	22.4	18.0
White	5,526	522,234	26.2	23.2	7.8	7.3	24.9	22.2
Hispanic/Latino	1,006	128,599	21.8	18.4	7.4	6.8	21.3	18.2
Asian	421	51,829	25.5	23.8	7.9	7.6	24.4	22.9
Native Hawaiian/Other Pac. Isl.	12	1,332	20.3	19.7	6.8	7.2	19.8	19.5
Two or more races	279	27,722	25.2	21.6	7.7	7.0	24.0	20.8
Prefer not/No Response	401	55,549	25.8	21.3	7.7	7.0	24.5	20.5
Males	3,334	399,206	25.2	21.3	7.6	6.8	23.9	20.3
Females	4,673	503,699	25.5	21.8	7.8	7.3	24.4	21.1
Missing	1	2,130	30.0	17.6	10.0	6.2	30.0	17.1

¹Refer to the section header on page 29 for a description of race/ethnicity changes.