

ACT High School Profile Report

The Graduating Class of 2006
Idaho



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This report provides information about the performance of your 2006 graduating seniors who took the ACT as sophomores, juniors, or seniors.

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 - college and universities to which your students send test results

Each year, the graduating class data for a school, district, state, and the nation 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, state, or the nation.

Further, 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 meeting or exceeding 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: A Test Like No Other

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.

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 are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

22% of 2006 graduates 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. 9,602 ACT-tested graduates 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. 44% 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 14% of the cohort took less than three years of math courses. Of these students, 18% were college ready. 23% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 20% of these students were college ready. In comparison, 62% of the students who advanced beyond minimum core 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 31% of the cohort took less than three years of natural science courses. 14% of these students were college ready. In comparison, 36% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.4 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 43% 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.

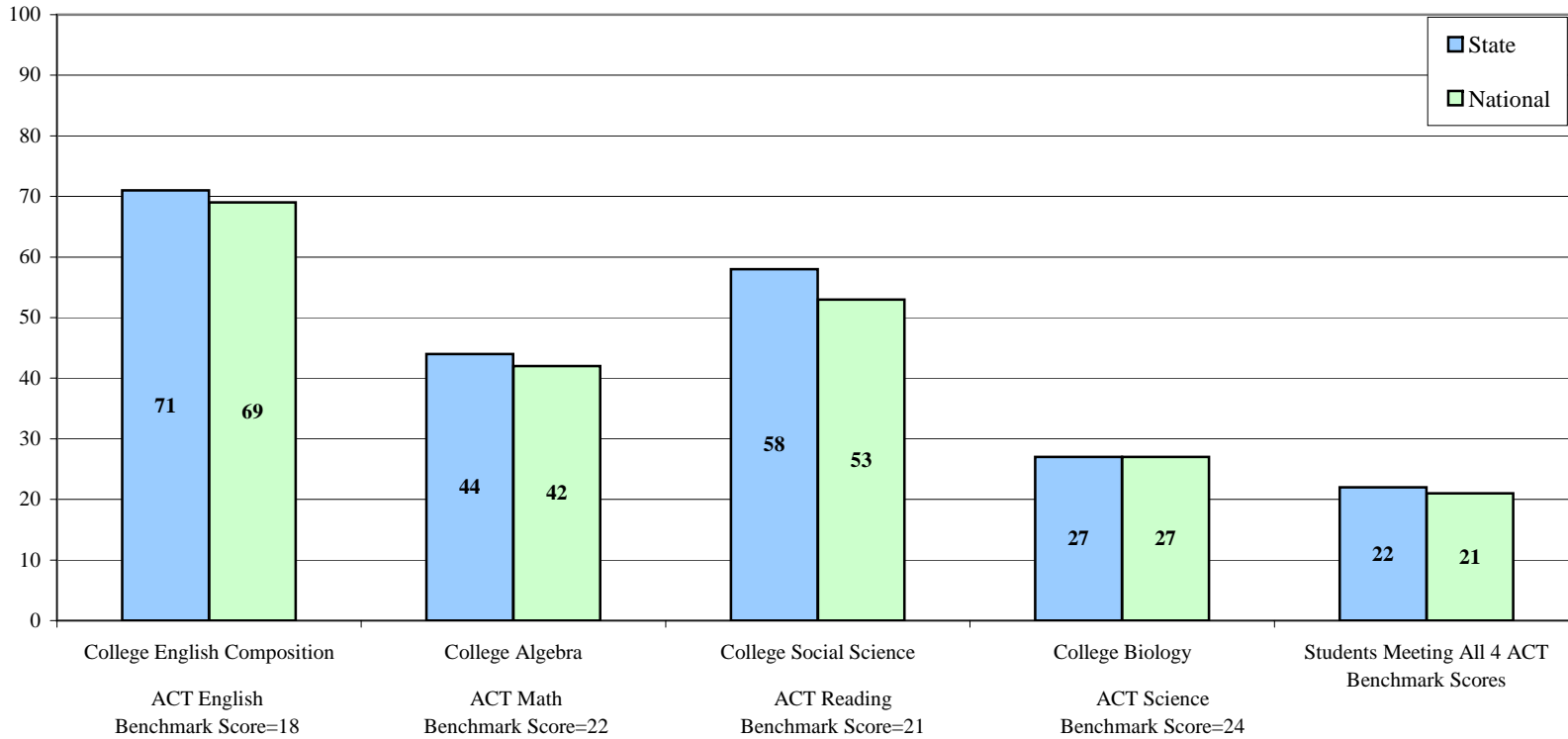
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 your regional office at 916-631-9200.

Section I

Executive Summary

Figure 1.1. Percent of ACT-Tested 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 courses.

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

Grad 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
2002	9,733	1,116,082	69	67	42	39	58	53	28	26	21	20
2003	9,992	1,175,059	69	67	41	40	56	52	26	26	20	20
2004	9,430	1,171,460	69	68	41	40	56	52	28	26	21	21
2005	9,468	1,186,251	69	68	42	41	56	51	28	26	21	21
2006	9,602	1,206,455	71	69	44	42	58	53	27	27	22	21

Table 1.2. Five Year Trends—Average ACT Scores

Grad 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
2002	9,733	1,116,082	20.4	20.2	20.9	20.6	21.9	21.1	21.3	20.8	21.2	20.8
2003	9,992	1,175,059	20.3	20.3	20.8	20.6	21.9	21.2	21.1	20.8	21.2	20.8
2004	9,430	1,171,460	20.4	20.4	20.9	20.7	22.0	21.3	21.2	20.9	21.3	20.9
2005	9,468	1,186,251	20.5	20.4	20.9	20.7	21.9	21.3	21.2	20.9	21.3	20.9
2006	9,602	1,206,455	20.6	20.6	21.1	20.8	22.1	21.4	21.2	20.9	21.4	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1

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

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
	Core or More	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
2002	4,643	4,580	48	47	21.7	19.1	22.3	19.5	23.2	20.6	22.4	20.3	22.5	20.0
2003	4,740	4,510	47	45	21.8	19.0	22.3	19.3	23.2	20.7	22.2	20.1	22.5	19.9
2004	4,504	4,183	48	44	22.0	18.9	22.4	19.4	23.4	20.6	22.4	20.0	22.7	19.9
2005	4,332	4,295	46	45	22.0	19.2	22.5	19.6	23.3	20.7	22.5	20.2	22.7	20.0
2006	4,269	4,302	44	45	22.1	19.3	22.6	19.8	23.4	20.9	22.4	20.2	22.7	20.2

¹Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	9,733	100	21.2	9,992	100	21.2	9,430	100	21.3	9,468	100	21.3	9,602	100	21.4
African American/Black	25	0	18.8	31	0	17.2	31	0	17.4	29	0	17.7	52	1	18.7
American Indian/Alaskan Native	87	1	18.8	93	1	18.3	92	1	18.6	112	1	19.2	87	1	19.3
Caucasian American/White	8,213	84	21.4	8,346	84	21.4	7,744	82	21.4	7,708	81	21.5	7,481	78	21.7
Hispanic	439	5	18.0	496	5	18.0	455	5	18.3	520	5	18.2	536	6	18.3
Asian American/Pacific Islander	163	2	21.5	173	2	21.0	183	2	21.5	170	2	21.6	171	2	21.2
Other/No Response	806	8	21.8	853	9	21.3	925	10	21.8	929	10	21.5	1,275	13	21.1

Section II

Academic Achievement

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages for All Students

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
36	12	100	12	100	54	100	21	100	0	100	36
35	54	100	31	100	73	99	28	100	14	100	35
34	98	99	74	100	144	99	38	99	29	100	34
33	93	98	44	99	185	97	34	99	51	100	33
32	92	97	59	98	178	95	54	99	77	99	32
31	105	96	105	98	222	93	80	98	102	98	31
30	160	95	152	97	282	91	31	97	151	97	30
29	223	94	193	95	304	88	133	97	213	96	29
28	281	91	286	93	362	85	199	96	288	93	28
27	271	88	368	90	396	81	234	94	388	90	27
26	366	86	509	86	531	77	569	91	473	86	26
25	472	82	577	81	518	72	478	85	522	81	25
24	494	77	654	75	518	66	729	80	648	76	24
23	496	72	555	68	596	61	848	73	689	69	23
22	642	66	569	62	559	55	824	64	737	62	22
21	756	60	642	56	629	49	983	55	862	54	21
20	859	52	649	50	639	42	1,007	45	848	45	20
19	715	43	652	43	652	36	1,010	34	822	37	19
18	586	36	760	36	447	29	778	24	782	28	18
17	506	29	1,005	28	561	24	489	16	642	20	17
16	562	24	840	18	420	18	338	11	471	13	16
15	522	18	484	9	333	14	228	7	350	8	15
14	436	13	256	4	455	10	167	5	213	5	14
13	203	8	90	1	203	6	118	3	131	2	13
12	167	6	28	1	190	4	71	2	72	1	12
11	148	4	5	1	99	2	68	1	22	1	11
10	91	3	2	1	30	1	26	1	5	1	10
9	80	2	0	1	10	1	15	1	0	1	9
8	73	1	1	1	9	1	2	1	0	1	8
7	29	1	0	1	1	1	1	1	0	1	7
6	10	1	0	1	2	1	1	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	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
Average	20.6		21.1		22.1		21.2		21.4		Average

¹Note: CP is the cumulative percent of students at or below a score point. Also, shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages for All Students

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
18	236	100	52	100	126	100	272	100	219	100	44	100	68	100	18
17	294	98	127	99	584	99	492	97	255	98	117	100	90	99	17
16	312	94	347	98	416	93	634	92	618	95	161	98	207	98	16
15	475	91	558	95	580	88	749	85	513	89	323	97	436	96	15
14	557	86	705	89	679	82	796	78	619	83	738	93	761	92	14
13	582	80	767	81	814	75	817	69	1,063	77	598	86	1,041	84	13
12	806	74	923	73	1,122	67	1,092	61	1,164	66	1,439	79	1,175	73	12
11	936	66	1,445	64	1,008	55	855	49	817	54	1,056	64	1,016	61	11
10	1,135	56	1,258	49	896	45	825	41	1,068	45	1,679	53	1,857	50	10
9	1,053	44	1,273	36	1,106	35	825	32	811	34	1,751	36	1,068	31	9
8	989	33	880	22	1,037	24	593	23	1,176	26	723	18	780	20	8
7	831	23	539	13	513	13	555	17	836	13	202	10	465	11	7
6	637	15	323	8	393	8	622	11	296	5	368	8	367	7	6
5	336	8	256	4	150	3	255	5	87	2	262	4	26	3	5
4	249	4	109	2	102	2	182	2	39	1	54	1	174	3	4
3	136	2	24	1	54	1	26	1	17	1	61	1	12	1	3
2	36	1	16	1	16	1	12	1	3	1	11	1	45	1	2
1	2	1	0	1	6	1	0	1	1	1	15	1	14	1	1
Average	10.2		10.7		11.1		11.4		11.1		10.5		10.7		Average

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

Table 2.3. Average ACT Composite Scores by Level of Preparation by Race/Ethnicity

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	9,602	44	22.7	20.2
	African Am./Black	52	38	19.0	18.2
	Am. Indian/Alaskan Native	87	41	20.2	18.0
	Caucasian Am./White	7,481	46	22.9	20.5
	Hispanic	536	35	19.7	17.4
	Asian Am./Pacific Islander	171	45	23.4	19.5
	Other/No Response	1,275	38	22.8	19.9
National	All Students	1,206,455	54	22.0	19.7
	African Am./Black	139,118	53	17.8	16.2
	Am. Indian/Alaskan Native	13,635	48	20.2	17.5
	Caucasian Am./White	760,084	56	22.9	20.6
	Hispanic	85,796	52	19.5	17.6
	Asian Am./Pacific Islander	39,867	60	22.9	21.1
	Other/No Response	167,955	41	22.2	19.8

Table 2.4. 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	257	3	161	2	456	5	121	1
	28 to 32	861	9	795	8	1,348	14	497	5
	24 to 27	1,603	17	2,108	22	1,963	20	2,010	21
	20 to 23	2,753	29	2,415	25	2,423	25	3,662	38
	16 to 19	2,369	25	3,257	34	2,080	22	2,615	27
	13 to 15	1,161	12	830	9	991	10	513	5
	01 to 12	598	6	36	0	341	4	184	2
National	33 to 36	35,933	3	24,395	2	56,816	5	18,798	2
	28 to 32	126,394	10	103,455	9	150,082	12	67,815	6
	24 to 27	205,310	17	250,510	21	224,470	19	238,007	20
	20 to 23	321,306	27	264,179	22	280,741	23	419,135	35
	16 to 19	267,738	22	399,519	33	269,040	22	326,445	27
	13 to 15	149,825	12	154,528	13	156,903	13	90,944	8
	01 to 12	99,949	8	9,869	1	68,403	6	45,311	4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	4,072	42	20.1	22.0	21.8	21.9	21.6
	Females	5,063	53	21.1	20.5	22.4	20.8	21.3
	Missing	467	5	19.3	20.1	21.0	20.3	20.3
National	Males	517,563	43	20.1	21.5	21.1	21.4	21.2
	Females	646,688	54	21.0	20.3	21.6	20.5	21.0
	Missing	42,204	3	20.6	21.1	21.6	20.8	21.1

Table 2.6. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Math	Reading	Science	
State	Males	67	51	56	33	26
	Females	74	39	60	23	19
National	Males	66	47	51	32	25
	Females	71	37	55	23	18

Section III

College Readiness and the Impact of Course Rigor

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

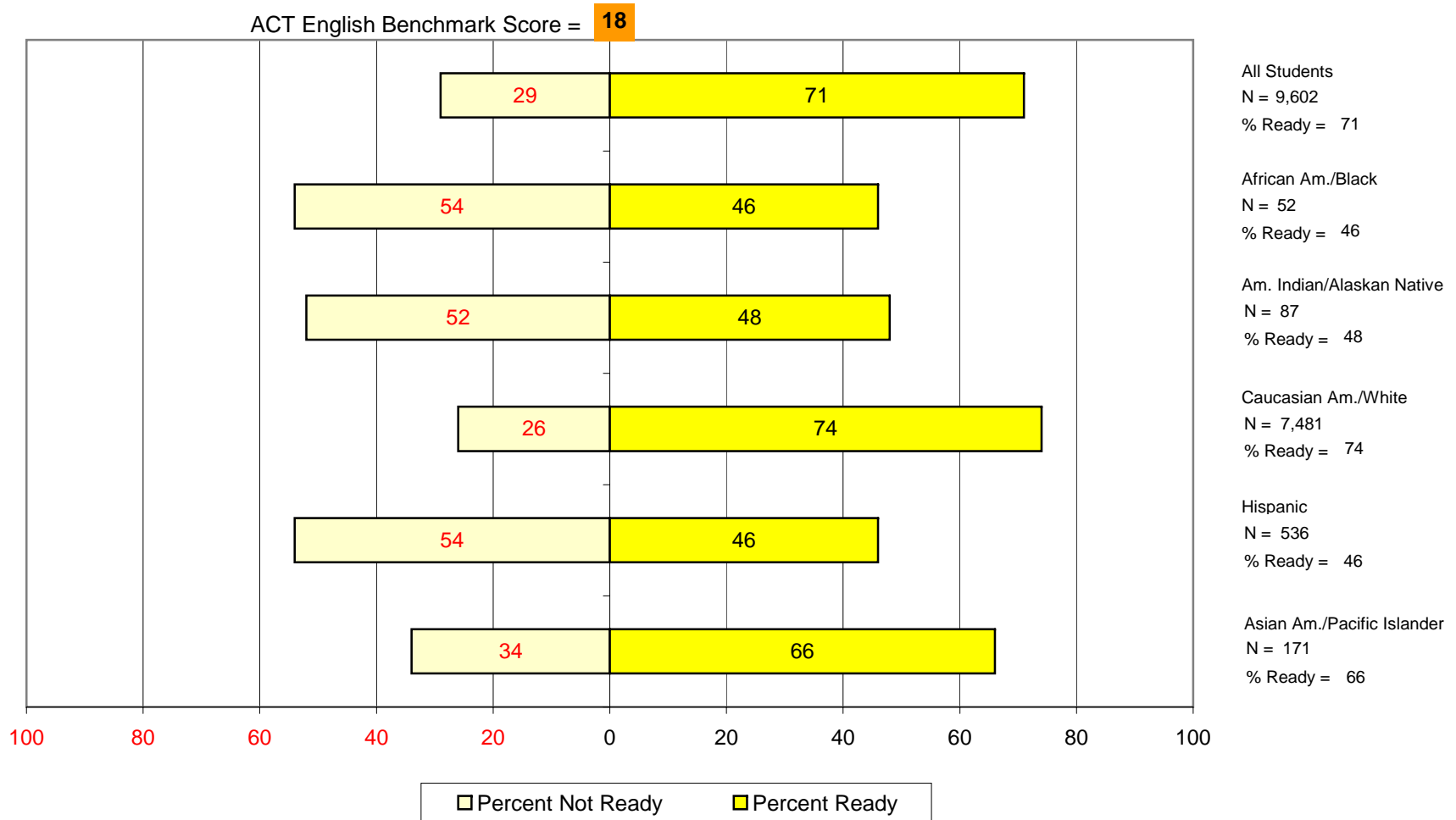


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

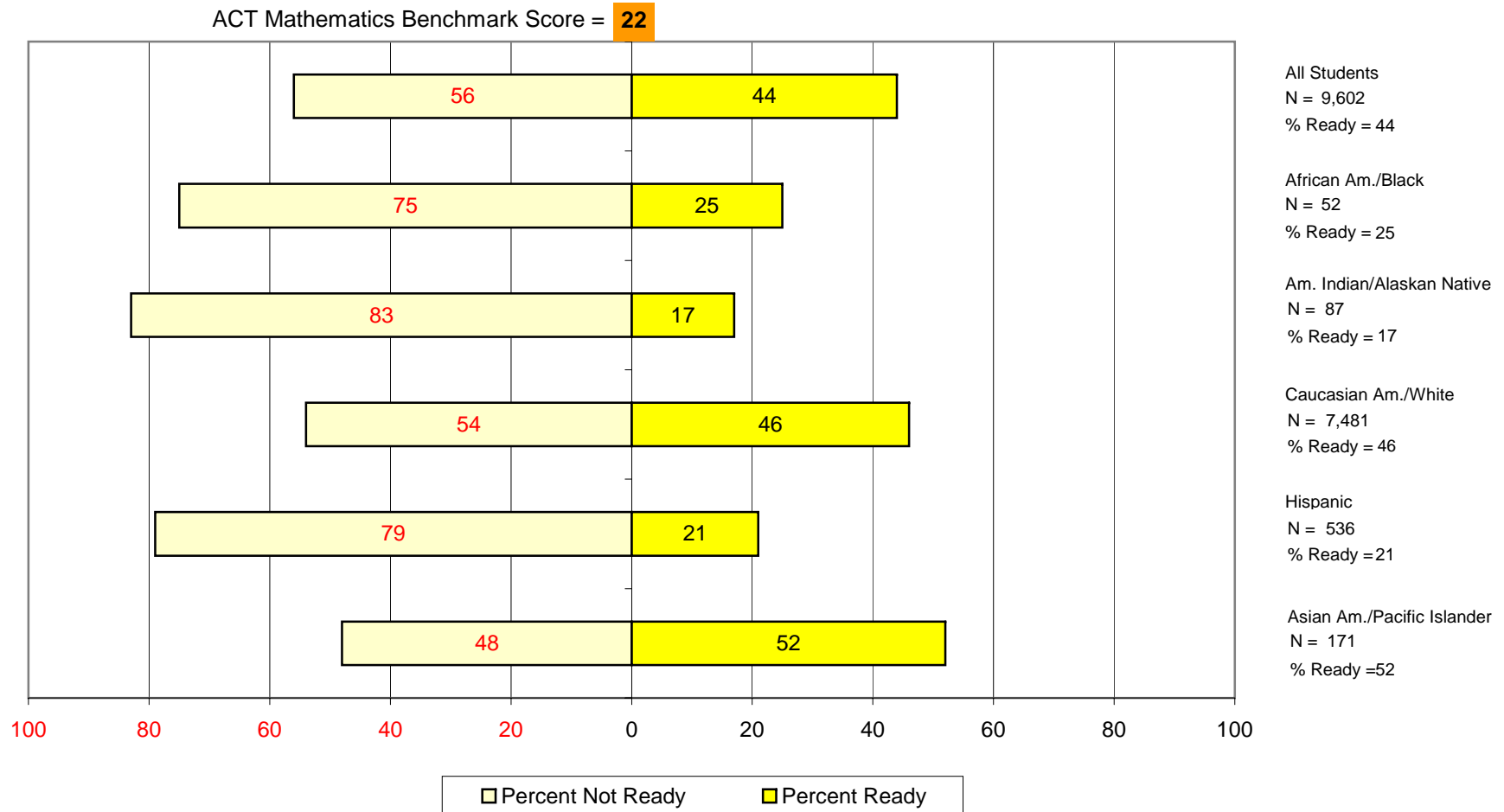


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

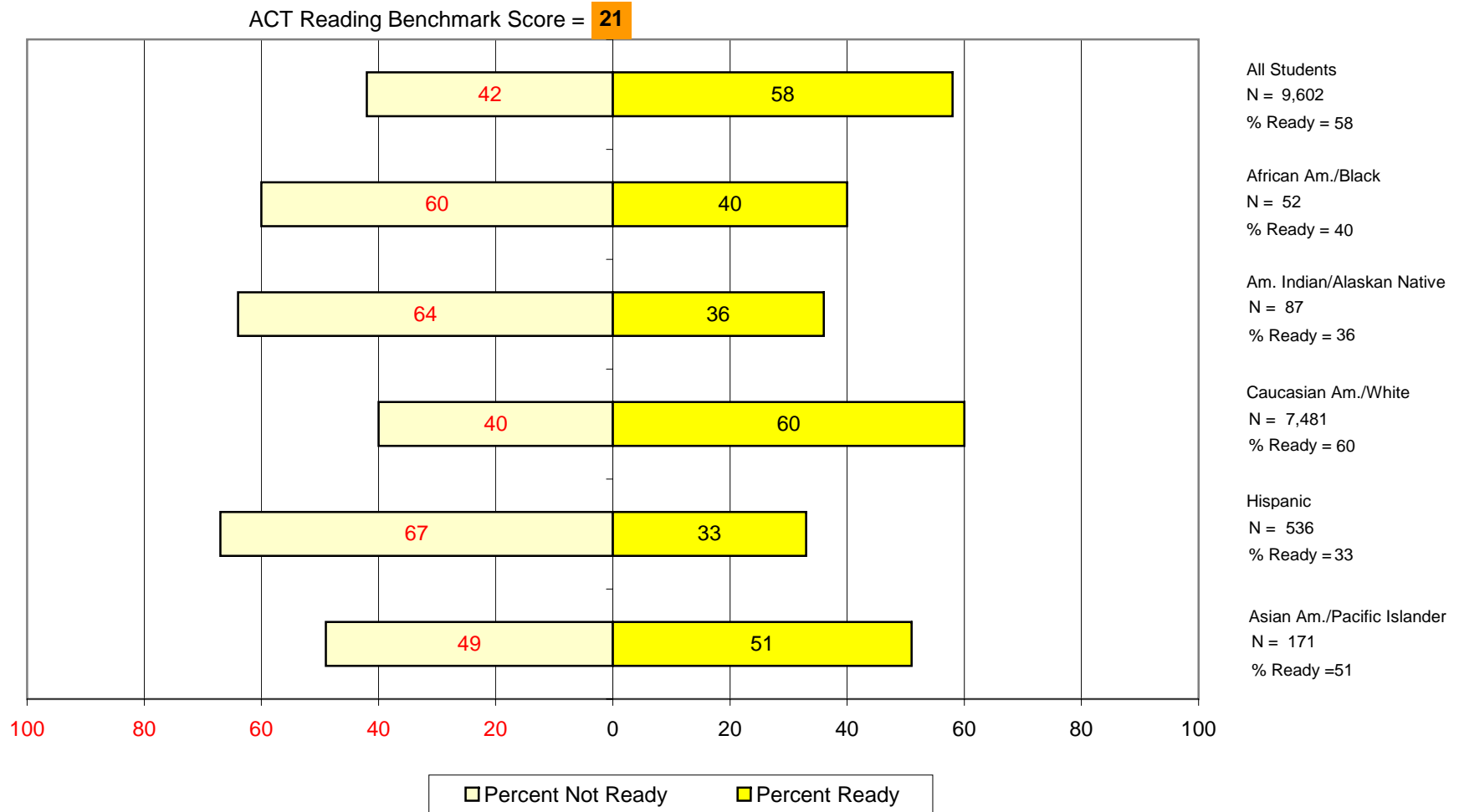


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

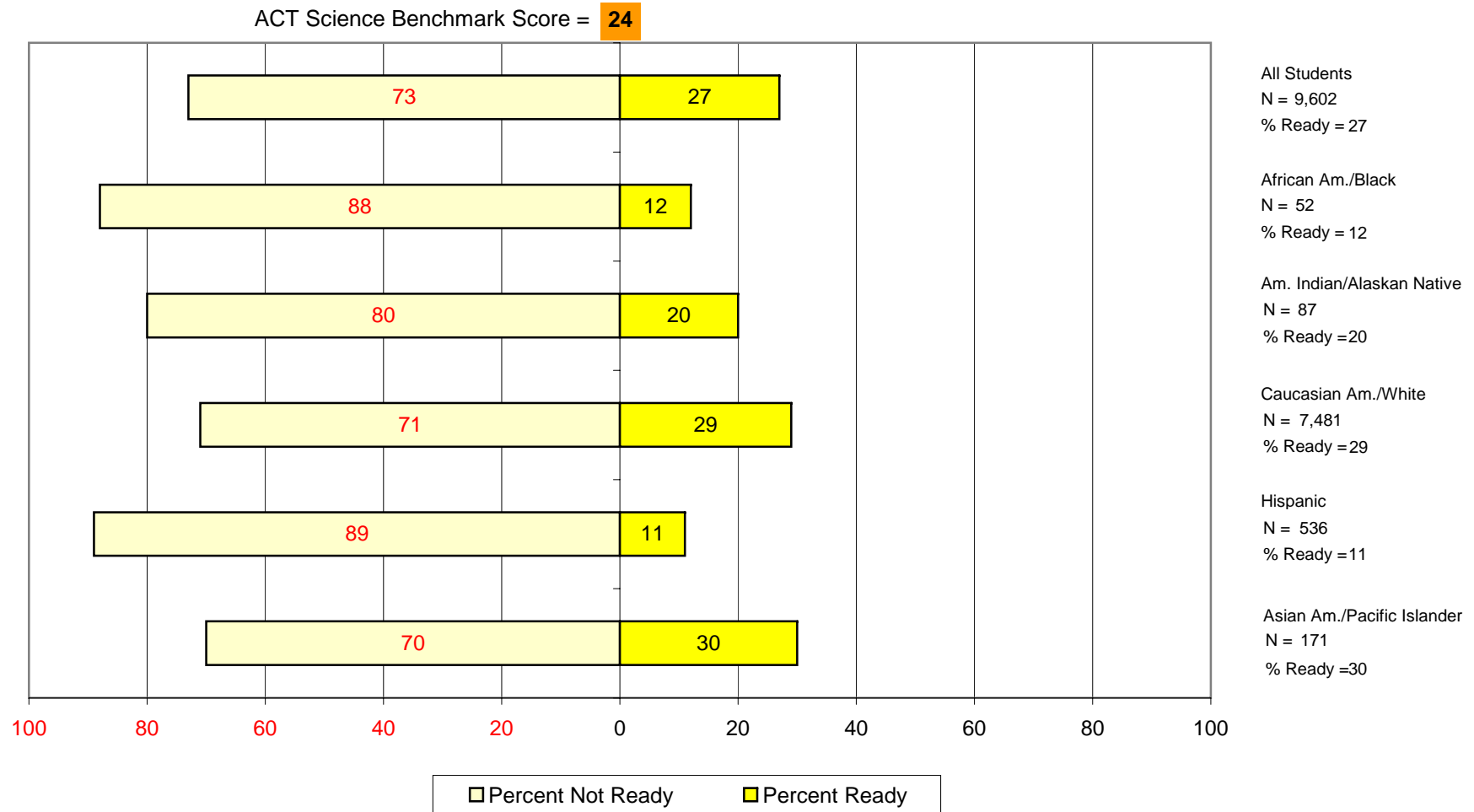


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

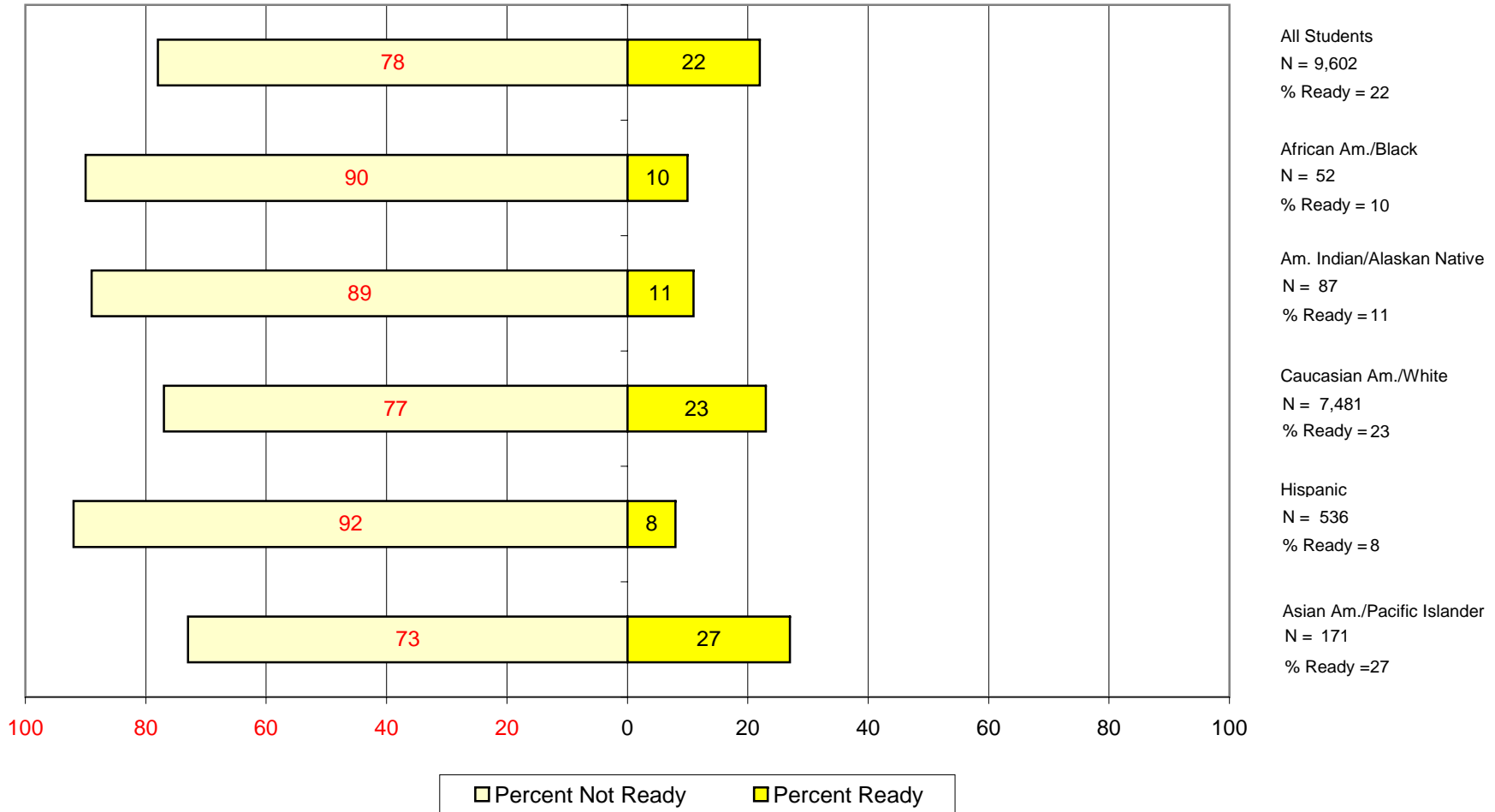


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	4,082	43	21.9	2.2	1,549	38	21.6	2.3	2,454	48	22.2	2.0
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	3,570	37	19.5	-0.2	1,572	39	19.2	-0.1	1,788	35	20.0	-0.2
Less than 4 years of English	859	9	19.7	-	424	10	19.3	-	390	8	20.2	-
No English course/grade information reported	1,091	11	19.6	-	527	13	19.1	-	431	9	20.3	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	529	6	25.0	7.0	255	6	25.8	7.0	265	5	24.3	6.9
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	544	6	22.5	4.5	193	5	23.5	4.7	336	7	22.0	4.6
Alg 1, Alg 2, Geom, & Trig	608	6	20.9	2.9	243	6	21.5	2.7	344	7	20.5	3.1
Alg 1, Alg 2, Geom, & Other Adv Math	1,142	12	21.7	3.7	379	9	22.4	3.6	713	14	21.4	4.0
Other comb of 4 or more years of Math	1,761	18	24.6	6.6	861	21	25.6	6.8	864	17	23.7	6.3
Alg 1, Alg 2, & Geom (Min. Core)	2,171	23	18.8	0.8	839	21	19.4	0.6	1,221	24	18.4	1.0
Other comb of 3 or 3.5 years of Math	404	4	22.3	4.3	195	5	22.9	4.1	195	4	21.6	4.2
Less than 3 years of Math	1,301	14	18.0	-	557	14	18.8	-	672	13	17.4	-
No Math course/grade information reported	1,142	12	20.5	-	550	14	21.1	-	453	9	19.8	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	31	0	23.1	1.3	15	0	24.3	2.8	15	0	22.3	0.2
Other comb of 4 or more years Social Science	3,191	33	22.6	0.8	1,217	30	22.4	0.9	1,871	37	22.8	0.7
US Hist, World Hist, & Am Gov (Min. Core)	143	1	19.7	-2.1	83	2	19.9	-1.6	56	1	19.6	-2.5
Other comb of 3 or 3.5 years of Social Science	3,297	34	22.1	0.3	1,377	34	21.9	0.4	1,785	35	22.3	0.2
Less than 3 years of Social Science	1,823	19	21.8	-	835	21	21.5	-	902	18	22.1	-
No Soc Sci course/grade information reported	1,117	12	21.2	-	545	13	20.9	-	434	9	21.6	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	1,952	20	23.4	3.7	966	24	24.1	3.9	938	19	22.6	3.2
Bio, Chem, Phys	102	1	23.3	3.6	50	1	23.7	3.5	47	1	22.9	3.5
Gen Sci ² , Bio, Chem (Min. Core)	2,890	30	21.4	1.7	1,032	25	22.0	1.8	1,758	35	21.2	1.8
Other comb of 3 years of Natural Science	511	5	22.0	2.3	253	6	22.5	2.3	230	5	21.5	2.1
Less than 3 years of Natural Science	2,973	31	19.7	-	1,204	30	20.2	-	1,626	32	19.4	-
No Nat Sci course/grade information reported	1,174	12	20.6	-	567	14	21.0	-	464	9	20.1	-

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	4,082	43	21.9	79	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	3,570	37	19.5	64	668,226	55	20.4	67
Less than 4 years of English	859	9	19.7	66	115,551	10	19.4	62
No English course/grade information reported	1,091	11	19.6	65	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	529	6	25.0	79	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	544	6	22.5	59	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	608	6	20.9	42	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	1,142	12	21.7	51	153,394	13	20.3	37
Other comb of 4 or more years of Math	1,761	18	24.6	73	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	2,171	23	18.8	20	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	404	4	22.3	55	54,965	5	20.6	40
Less than 3 years of Math	1,301	14	18.0	18	131,567	11	17.9	18
No Math course/grade information reported	1,142	12	20.5	37	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	31	0	23.1	65	31,335	3	22.7	60
Other comb of 4 or more years Social Science	3,191	33	22.6	62	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	143	1	19.7	34	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	3,297	34	22.1	57	325,879	27	21.3	52
Less than 3 years of Social Science	1,823	19	21.8	57	179,270	15	20.5	46
No Soc Sci course/grade information reported	1,117	12	21.2	53	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,952	20	23.4	47	320,821	27	22.3	38
Bio, Chem, Phys	102	1	23.3	48	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	2,890	30	21.4	28	339,689	28	20.2	19
Other comb of 3 years of Natural Science	511	5	22.0	33	32,330	3	20.5	24
Less than 3 years of Natural Science	2,973	31	19.7	14	234,307	19	19.1	14
No Nat Sci course/grade information reported	1,174	12	20.6	22	163,789	14	20.7	26

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

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

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	152	2	20.0	12	2	16.3	138	2	20.3
Architecture & Environmental Design	229	2	21.8	10	2	19.0	216	3	21.9
Business & Management	611	6	20.8	38	7	17.7	554	7	21.2
Business & Office	50	1	21.3	6	1	19.5	41	1	21.5
Marketing & Distribution	42	0	21.7	0	0	.	41	1	21.9
Communications & Comm. Technologies	164	2	21.3	13	2	19.0	145	2	21.6
Community & Personal Services	199	2	19.3	36	7	18.3	153	2	19.6
Computer & Information Sciences	169	2	22.7	11	2	19.9	154	2	23.0
Cross-Disciplinary Studies	9	0	24.3	0	0	.	9	0	24.3
Education	349	4	21.1	8	1	15.1	332	4	21.2
Teacher Education	212	2	20.4	6	1	17.7	200	3	20.5
Engineering	305	3	23.2	12	2	16.8	286	4	23.5
Engineering-Related Technologies	233	2	22.5	12	2	18.9	212	3	22.8
Foreign Languages	44	0	23.9	0	0	.	43	1	23.9
Health Sciences & Allied Health Fields	1,561	16	21.0	93	17	18.2	1,410	18	21.4
Human, Family & Consumer Science	97	1	20.1	11	2	21.1	80	1	20.2
Letters	65	1	24.3	4	1	20.3	60	1	24.5
Mathematics	30	0	24.4	1	0	19.0	29	0	24.6
Philosophy, Religion & Theology	41	0	23.0	0	0	.	39	1	23.5
Sciences (Biological & Physical)	393	4	23.8	5	1	18.2	374	5	24.0
Social Sciences	497	5	22.3	4	1	21.0	477	6	22.3
Trade & Industrial	104	1	18.7	51	9	17.8	48	1	19.7
Visual & Performing Arts	466	5	22.0	36	7	18.8	405	5	22.3
Undecided	1,000	10	21.3	70	13	18.3	873	11	21.6
No Response	2,580	27	21.0	104	19	17.7	1,308	17	21.4

¹2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

²Percent of students tested.

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

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African-Am./ Black		Am. Indian/ Alaskan Native		Caucasian-Am./ White		Hispanic		Asian-Am./ Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	143	17.8	0	.	3	18.7	112	18.3	11	16.2	3	13.0	14	16.4
2-yr College Degree	400	18.3	0	.	3	12.3	312	18.8	38	15.9	4	14.8	43	17.6
Bachelors Degree	3,870	20.7	18	16.0	29	18.3	3,145	21.0	201	17.7	48	20.7	429	20.2
Graduate Study	1,509	23.1	9	21.0	13	21.2	1,210	23.3	63	20.4	35	22.2	179	22.7
Prof. Level Degree	2,248	22.7	12	20.9	28	20.4	1,767	22.9	129	19.5	43	24.1	269	22.7
Other	193	18.5	1	20.0	3	16.3	140	18.8	17	17.1	4	16.0	28	18.4
No Response	1,239	20.9	12	18.8	8	19.4	795	21.2	77	18.0	34	19.5	313	21.0

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
BOISE STATE UNIVERSITY	Idaho	4,117	1,778	2,339	1	8	33	34	18	5	0
IDAHO STATE UNIVERSITY	Idaho	3,019	863	2,156	1	8	34	34	17	5	0
UNIVERSITY OF IDAHO	Idaho	2,896	841	2,055	1	6	28	36	20	8	1
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	2,112	1,083	1,029	1	5	25	34	25	9	1
BRIGHAM YOUNG UNIVERSITY	Utah	1,356	457	899	0	2	15	31	34	16	3
COLLEGE OF SOUTHERN IDAHO	Idaho	1,163	273	890	2	11	42	31	11	2	0
UTAH STATE UNIVERSITY	Utah	1,150	218	932	0	4	24	34	27	9	1
ALBERTSON COLLEGE OF IDAHO	Idaho	766	189	577	1	6	28	36	21	8	0
LEWIS CLARK STATE COLLEGE	Idaho	761	229	532	1	12	37	33	14	2	0
UNIVERSITY OF UTAH	Utah	520	73	447	0	3	19	30	30	15	2
NORTH IDAHO COLLEGE	Idaho	499	150	349	1	11	35	35	15	3	0
NORTHWEST NAZARENE UNIVERSITY	Idaho	446	115	331	0	8	30	38	19	5	0
WASHINGTON STATE UNIVERSITY	Washington	430	54	376	0	3	22	34	27	14	1
IDAHO STATE BOARD OF EDUCATION	Idaho	374	93	281	1	9	28	31	23	7	1
EASTERN IDAHO TECHNICAL COLLEGE	Idaho	326	46	280	5	18	40	26	10	1	0
UNIVERSITY OF WASHINGTON	Washington	309	57	252	0	4	11	32	31	19	4
OREGON STATE UNIVERSITY	Oregon	237	29	208	0	3	22	38	29	7	1
GONZAGA UNIVERSITY	Washington	222	44	178	0	2	14	30	36	18	0
UNIVERSITY OF OREGON	Oregon	202	34	168	0	4	16	34	32	10	3
UNIVERSITY OF MONTANA	Montana	185	40	145	0	2	23	34	31	11	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	181	50	131	0	5	24	26	30	15	0
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	161	20	141	0	4	29	37	16	15	0
TREASURE VALLEY COMMUNITY COLLEGE	Oregon	143	24	119	2	19	41	28	9	1	0
WEBER STATE UNIVERSITY	Utah	138	16	122	0	6	36	37	19	2	0
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	136	30	106	1	1	27	37	20	12	2
UTAH VALLEY STATE COLLEGE	Utah	133	13	120	1	6	30	40	20	4	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	116	35	81	1	1	22	38	33	6	0
EASTERN OREGON UNIVERSITY	Oregon	115	24	91	0	9	43	32	17	0	0
SEATTLE PACIFIC UNIVERSITY	Washington	108	28	80	1	0	18	29	31	18	4
DIXIE STATE COLLEGE OF UTAH	Utah	107	15	92	1	7	36	35	18	4	0
All Other Institutions		6,050	1,335	4,715	1	6	21	29	26	15	3
Total		28,478	8,256	20,222	1	7	27	33	22	9	1

Section V

Optional Writing Test Results

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

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
			State	National	State	National	State	National
All Students	2,204	430,404	22.5	22.4	7.6	7.7	22.0	22.0
African Am./Black	20	38,583	18.7	17.5	7.1	6.8	18.7	17.6
Am. Indian/Alaskan Native	25	2,803	21.2	19.8	7.6	7.1	21.0	19.6
Caucasian Am./White	1,665	269,428	22.8	23.4	7.6	7.8	22.3	22.8
Hispanic	109	33,207	20.0	18.9	7.4	7.4	19.9	19.1
Asian Am./Pacific Islander	57	21,275	22.6	23.0	8.0	8.0	22.5	22.8
Other/No Response	328	65,108	22.1	22.8	7.3	7.9	21.4	22.5
Males	829	170,904	22.1	22.1	7.3	7.4	21.5	21.5
Females	1,252	240,056	22.9	22.6	7.8	7.9	22.4	22.3
Missing	123	19,444	21.5	22.1	7.3	7.8	21.0	21.9

