

ACT High School Profile Report

The Graduating Class of 2006
Oregon



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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

30% 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. 4,409 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. 45% 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 13% of the cohort took less than three years of math courses. Of these students, 34% were college ready. 15% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 20% of these students were college ready. In comparison, 71% 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 23% of the cohort took less than three years of natural science courses. 24% of these students were college ready. In comparison, 42% 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 35% 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.

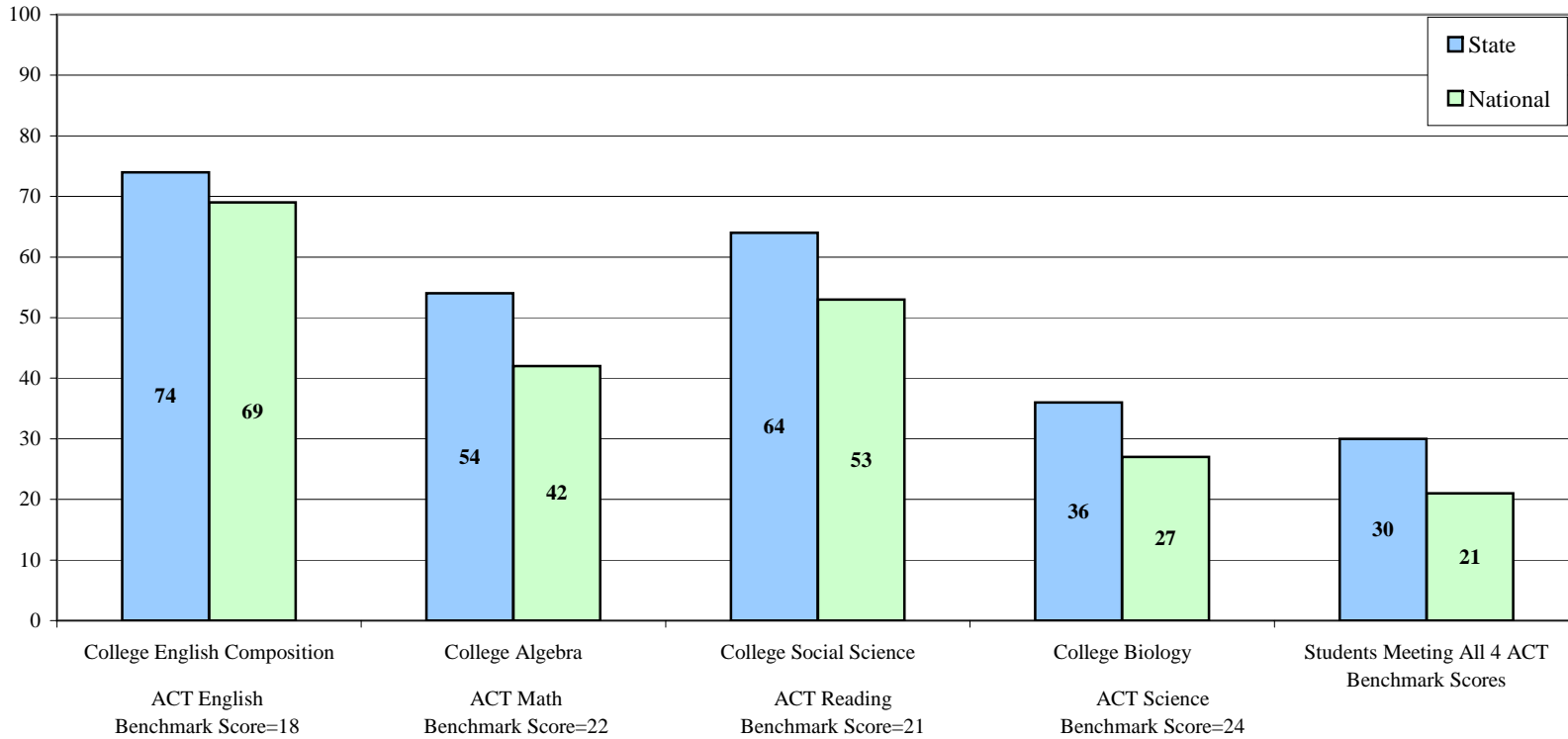
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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	3,871	1,116,082	77	67	54	39	68	53	35	26	29	20
2003	4,165	1,175,059	77	67	54	40	67	52	35	26	30	20
2004	4,145	1,171,460	76	68	54	40	65	52	36	26	30	21
2005	3,943	1,186,251	76	68	55	41	64	51	37	26	31	21
2006	4,409	1,206,455	74	69	54	42	64	53	36	27	30	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	3,871	1,116,082	21.7	20.2	22.2	20.6	23.4	21.1	22.1	20.8	22.5	20.8
2003	4,165	1,175,059	21.9	20.3	22.3	20.6	23.5	21.2	22.2	20.8	22.6	20.8
2004	4,145	1,171,460	21.8	20.4	22.4	20.7	23.3	21.3	22.1	20.9	22.5	20.9
2005	3,943	1,186,251	21.8	20.4	22.4	20.7	23.4	21.3	22.2	20.9	22.6	20.9
2006	4,409	1,206,455	21.6	20.6	22.4	20.8	23.1	21.4	21.9	20.9	22.4	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	2,096	1,480	54	38	22.8	20.5	23.4	20.8	24.4	22.3	23.0	21.1	23.5	21.3
2003	2,174	1,521	52	37	22.8	20.7	23.3	21.1	24.3	22.4	22.9	21.2	23.5	21.4
2004	2,055	1,581	50	38	23.0	20.6	23.6	21.1	24.4	22.1	23.0	21.1	23.6	21.3
2005	1,910	1,426	48	36	23.0	20.8	23.6	21.4	24.5	22.5	23.3	21.3	23.7	21.6
2006	1,976	1,762	45	40	22.9	20.5	23.7	21.2	24.4	22.1	23.1	21.0	23.7	21.3

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	3,871	100	22.5	4,165	100	22.6	4,145	100	22.5	3,943	100	22.6	4,409	100	22.4
African American/Black	48	1	17.6	78	2	18.2	92	2	17.2	93	2	17.9	91	2	17.3
American Indian/Alaskan Native	51	1	17.8	44	1	17.4	63	2	18.8	92	2	17.6	99	2	18.2
Caucasian American/White	3,016	78	22.8	3,171	76	22.9	2,987	72	22.9	2,807	71	23.0	2,834	64	23.0
Hispanic	122	3	19.1	155	4	18.8	186	4	18.2	207	5	18.8	261	6	18.2
Asian American/Pacific Islander	211	5	22.6	245	6	21.8	228	6	22.9	220	6	23.1	245	6	21.9
Other/No Response	423	11	22.6	472	11	23.4	589	14	23.3	524	13	23.1	879	20	22.8

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	11	100	12	100	43	100	11	100	0	100	36
35	45	100	26	100	90	99	35	100	17	100	35
34	84	99	58	99	109	97	21	99	22	100	34
33	65	97	46	98	128	95	41	98	35	99	33
32	65	95	45	97	99	92	51	98	57	98	32
31	80	94	86	96	163	89	44	96	113	97	31
30	116	92	111	94	157	86	23	95	121	94	30
29	158	89	170	91	172	82	104	95	163	92	29
28	181	86	186	87	201	78	140	93	214	88	28
27	160	82	265	83	237	74	141	89	231	83	27
26	202	78	286	77	256	68	334	86	267	78	26
25	258	74	316	71	240	62	249	79	282	72	25
24	241	68	315	64	205	57	400	73	301	65	24
23	207	62	245	56	257	52	383	64	317	59	23
22	277	58	227	51	229	47	331	55	319	51	22
21	345	51	239	46	237	41	405	48	322	44	21
20	302	43	238	40	219	36	356	38	299	37	20
19	262	37	268	35	213	31	363	30	265	30	19
18	201	31	258	29	177	26	275	22	288	24	18
17	199	26	346	23	231	22	203	16	202	18	17
16	195	22	314	15	174	17	184	11	174	13	16
15	189	17	202	8	111	13	89	7	164	9	15
14	163	13	96	3	173	10	73	5	105	5	14
13	94	9	36	1	109	7	63	3	68	3	13
12	88	7	13	1	77	4	42	2	37	1	12
11	62	5	4	1	56	2	24	1	15	1	11
10	54	4	1	1	24	1	10	1	5	1	10
9	30	2	0	1	14	1	8	1	5	1	9
8	40	2	0	1	2	1	4	1	1	1	8
7	22	1	0	1	3	1	1	1	0	1	7
6	7	1	0	1	1	1	0	1	0	1	6
5	5	1	0	1	1	1	0	1	0	1	5
4	0	1	0	1	1	1	0	1	0	1	4
3	0	1	0	1	0	1	1	1	0	1	3
2	1	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Average	21.6		22.4		23.1		21.9		22.4		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	189	100	30	100	121	100	213	100	195	100	43	100	54	100	18
17	221	96	131	99	356	97	398	95	212	96	105	99	78	99	17
16	198	91	229	96	254	89	385	86	425	91	100	97	138	97	16
15	286	86	347	91	302	83	408	77	317	81	232	94	316	94	15
14	327	80	419	83	311	77	384	68	352	74	542	89	475	87	14
13	287	72	412	74	420	70	359	59	497	66	345	77	573	76	13
12	383	66	402	64	484	60	451	51	439	55	640	69	523	63	12
11	416	57	556	55	406	49	292	41	334	45	456	54	466	51	11
10	463	48	506	43	372	40	287	34	413	37	709	44	713	41	10
9	410	37	465	31	421	31	320	28	310	28	563	28	369	24	9
8	297	28	357	21	383	22	234	21	423	21	287	15	273	16	8
7	302	21	223	13	232	13	235	15	318	11	102	9	183	10	7
6	239	14	145	8	174	8	218	10	119	4	119	6	111	6	6
5	177	9	89	4	82	4	103	5	33	1	110	4	37	3	5
4	120	5	64	2	31	2	88	3	17	1	24	1	42	2	4
3	69	2	25	1	33	1	27	1	2	1	24	1	20	1	3
2	22	1	6	1	17	1	6	1	3	1	3	1	31	1	2
1	3	1	3	1	10	1	1	1	0	1	5	1	7	1	1
Average	10.9		11.1		11.5		12.0		11.9		11.1		11.3		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	4,409	45	23.7	21.3
	African Am./Black	91	36	17.8	16.9
	Am. Indian/Alaskan Native	99	32	21.2	18.2
	Caucasian Am./White	2,834	47	24.1	21.9
	Hispanic	261	37	20.0	17.6
	Asian Am./Pacific Islander	245	49	23.1	20.6
	Other/No Response	879	41	24.1	21.4
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	205	5	142	3	370	8	108	2
	28 to 32	600	14	598	14	792	18	362	8
	24 to 27	861	20	1,182	27	938	21	1,124	25
	20 to 23	1,131	26	949	22	942	21	1,475	33
	16 to 19	857	19	1,186	27	795	18	1,025	23
	13 to 15	446	10	334	8	393	9	225	5
	01 to 12	309	7	18	0	179	4	90	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	1,696	38	21.1	23.3	22.6	22.7	22.6
	Females	2,441	55	21.9	21.6	23.4	21.4	22.2
	Missing	272	6	21.6	22.9	23.2	22.1	22.5
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	71	61	61	43	35
	Females	76	49	66	31	27
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

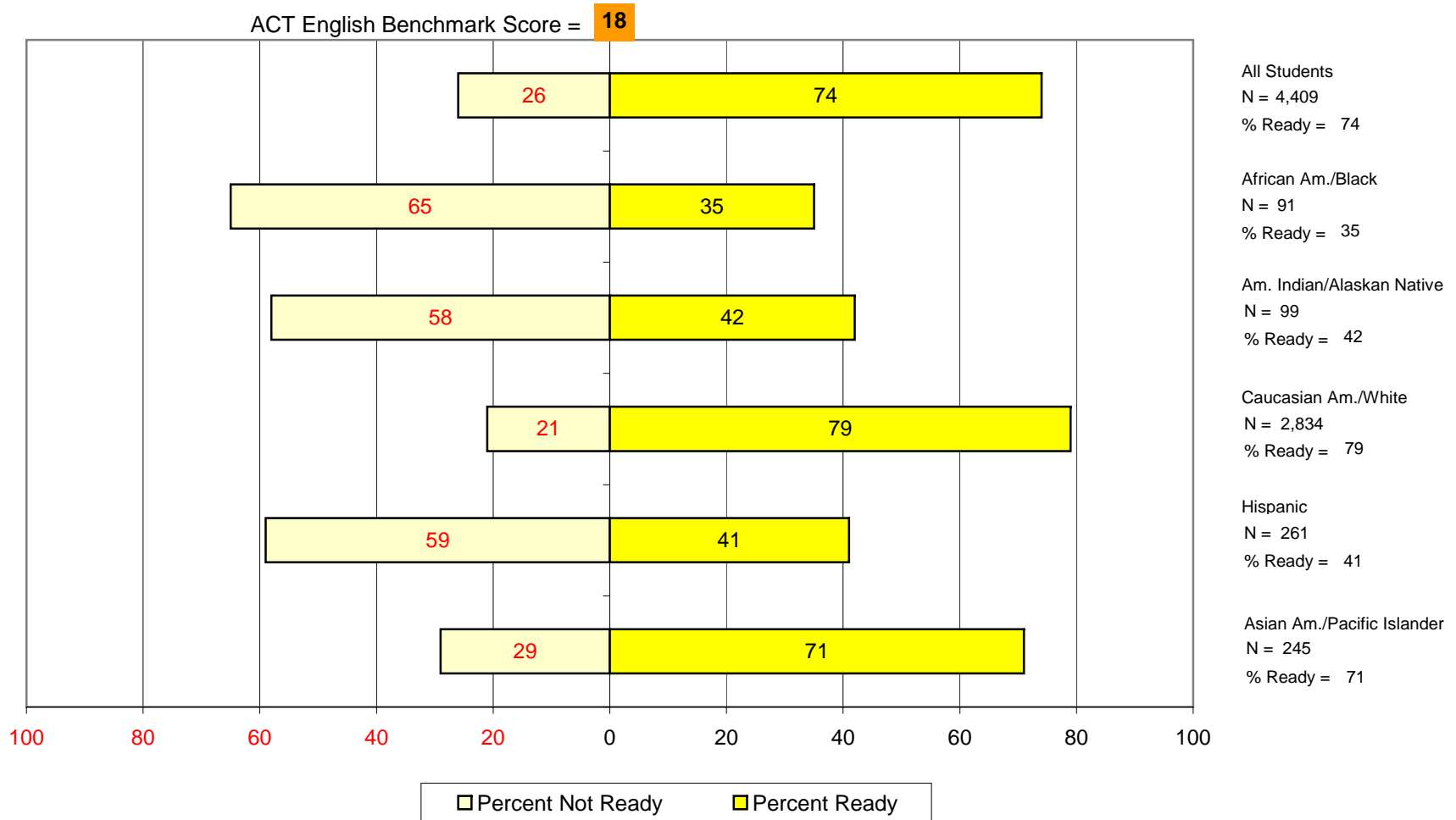


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

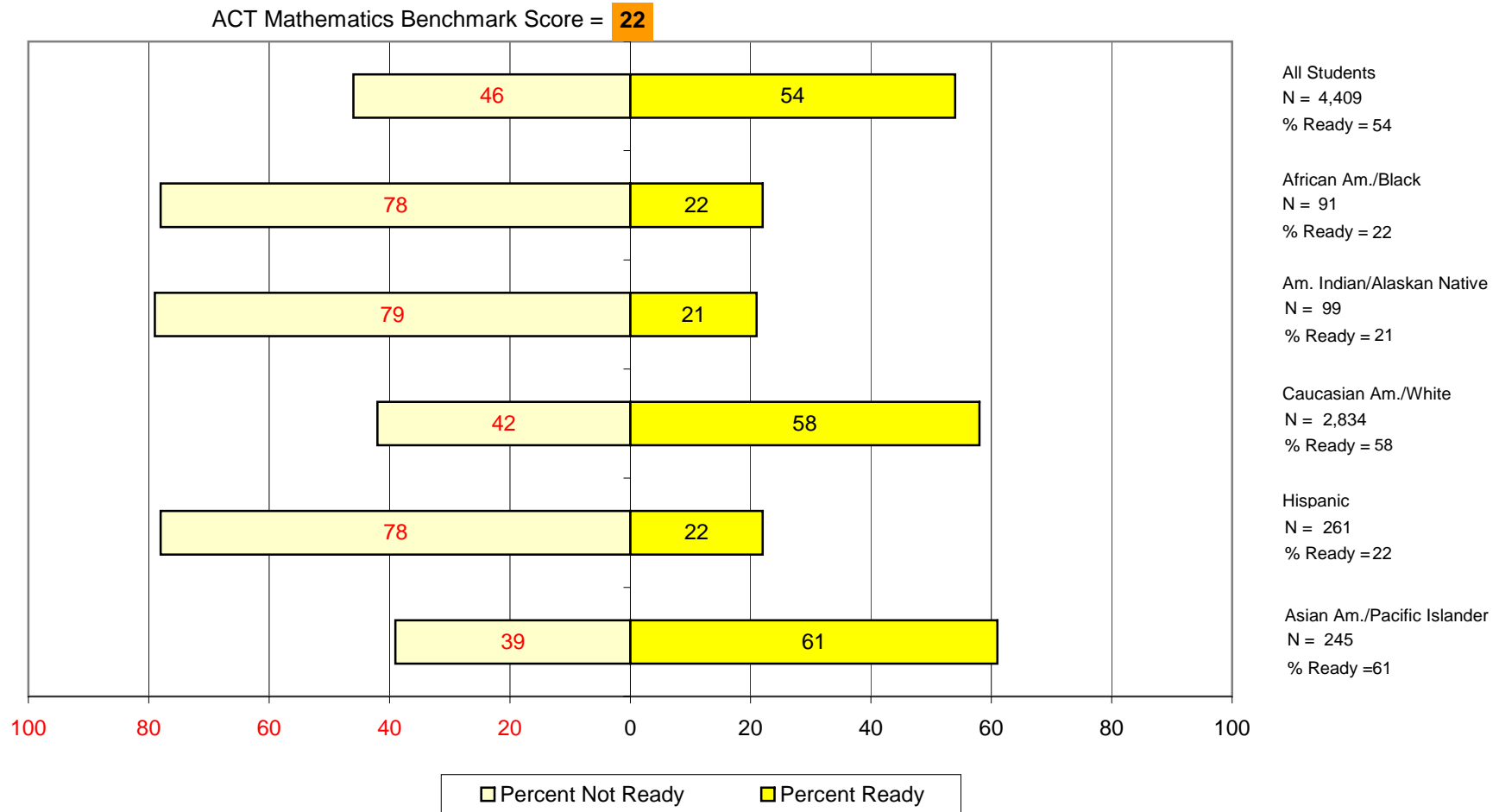


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

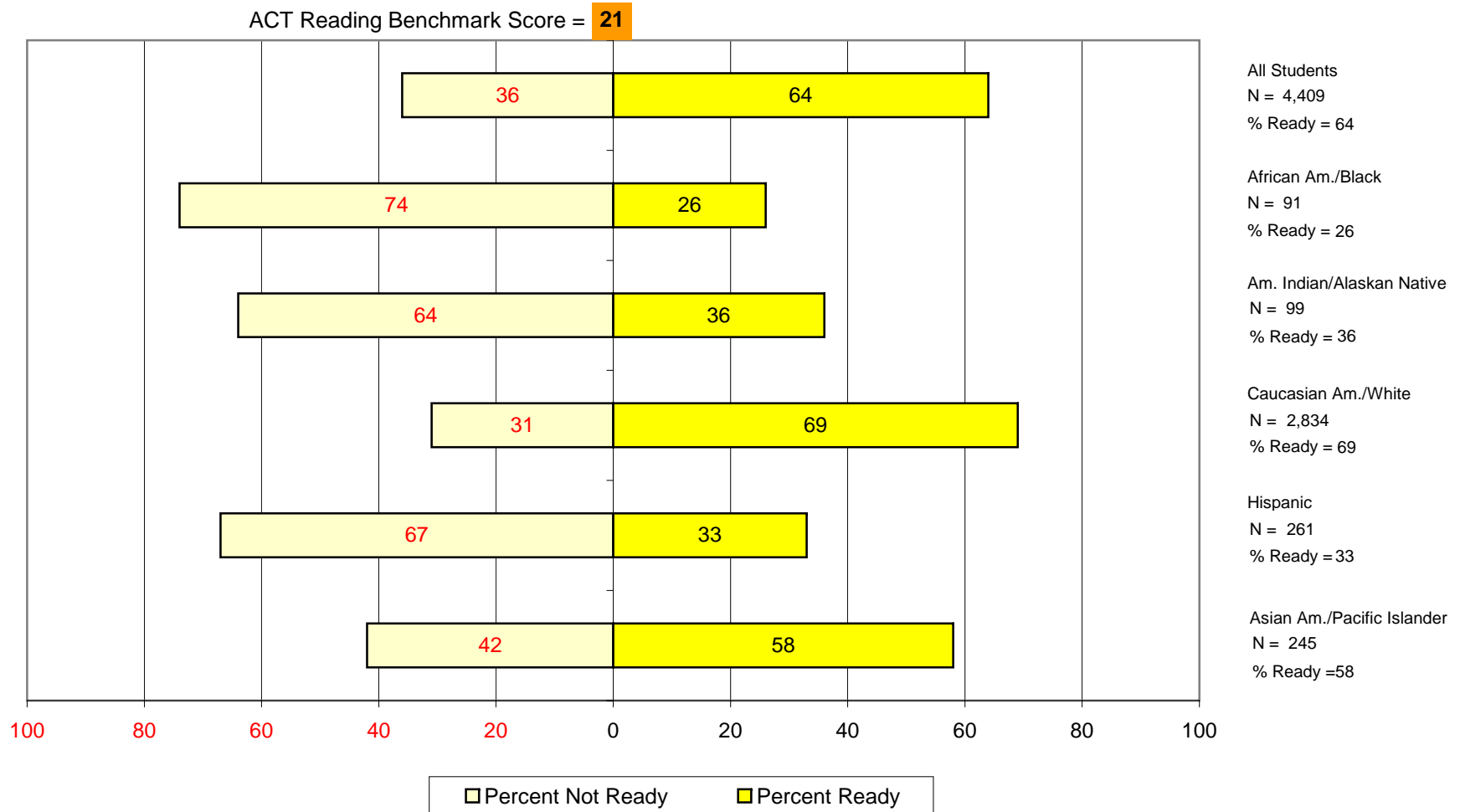


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

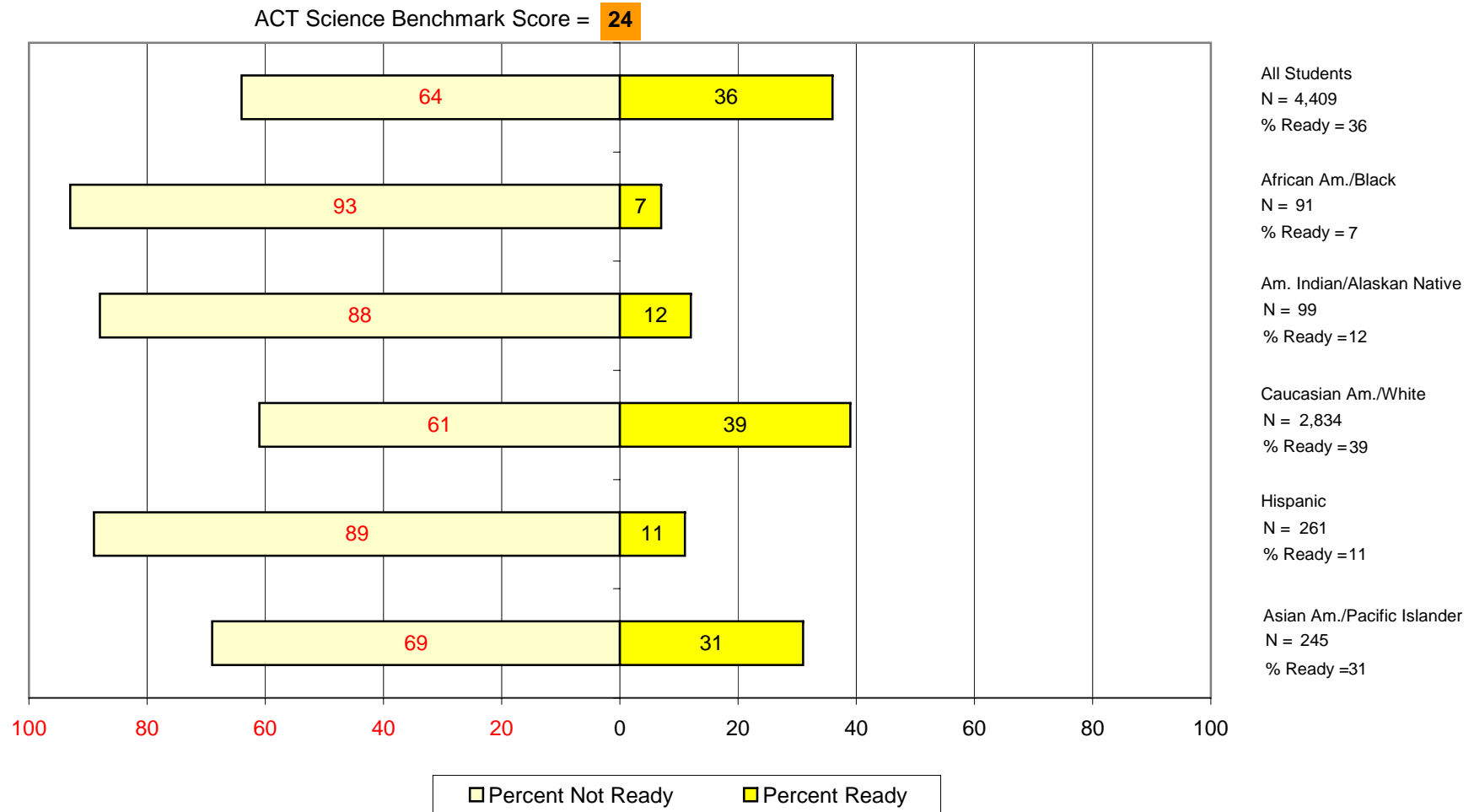


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

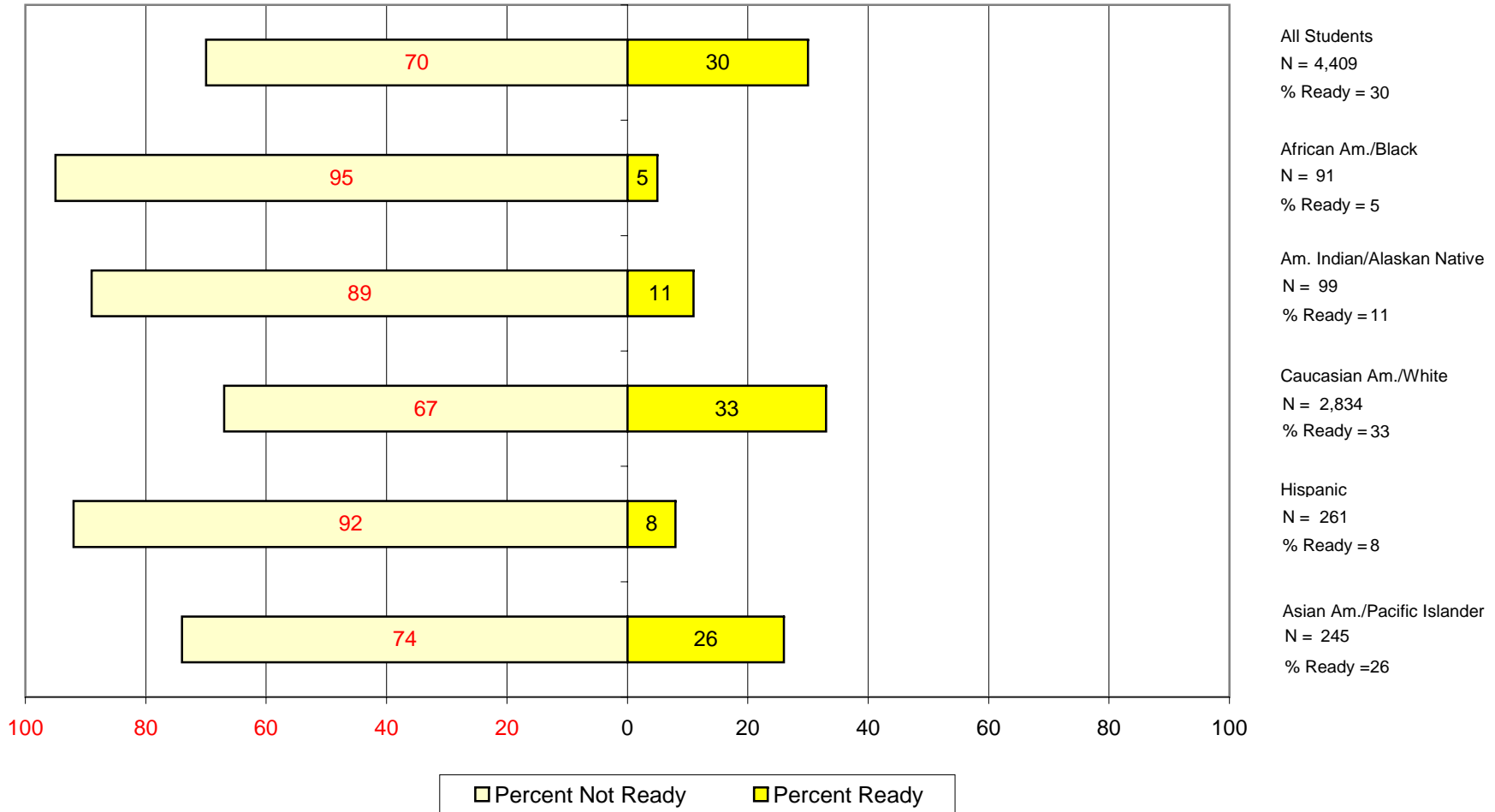


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	632	14	22.4	1.1	225	13	21.6	0.7	379	16	22.9	1.3
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	2,547	58	21.7	0.4	997	59	21.4	0.5	1,420	58	22.0	0.4
Less than 4 years of English	527	12	21.3	-	209	12	20.9	-	285	12	21.6	-
No English course/grade information reported	703	16	20.5	-	265	16	19.8	-	357	15	20.8	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	312	7	26.5	6.4	126	7	27.6	7.1	170	7	25.7	5.9
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	324	7	23.4	3.3	107	6	25.0	4.5	196	8	22.5	2.7
Alg 1, Alg 2, Geom, & Trig	330	7	21.9	1.8	119	7	22.8	2.3	200	8	21.4	1.6
Alg 1, Alg 2, Geom, & Other Adv Math	463	11	21.8	1.7	153	9	22.3	1.8	285	12	21.4	1.6
Other comb of 4 or more years of Math	812	18	25.9	5.8	380	22	26.8	6.3	398	16	25.1	5.3
Alg 1, Alg 2, & Geom (Min. Core)	662	15	18.7	-1.4	219	13	19.4	-1.1	400	16	18.3	-1.5
Other comb of 3 or 3.5 years of Math	211	5	23.5	3.4	81	5	23.8	3.3	118	5	22.9	3.1
Less than 3 years of Math	554	13	20.1	-	226	13	20.5	-	297	12	19.8	-
No Math course/grade information reported	741	17	21.4	-	285	17	22.0	-	377	15	20.7	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	97	2	25.6	3.6	39	2	25.4	3.7	52	2	26.0	3.8
Other comb of 4 or more years Social Science	1,164	26	23.9	1.9	412	24	23.2	1.5	705	29	24.4	2.2
US Hist, World Hist, & Am Gov (Min. Core)	162	4	23.0	1.0	73	4	22.0	0.3	82	3	23.9	1.7
Other comb of 3 or 3.5 years of Social Science	1,334	30	23.6	1.6	514	30	23.2	1.5	745	31	23.6	1.4
Less than 3 years of Social Science	900	20	22.0	-	372	22	21.7	-	472	19	22.2	-
No Soc Sci course/grade information reported	752	17	22.1	-	286	17	21.7	-	385	16	22.3	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	996	23	23.3	2.9	448	26	24.2	3.6	506	21	22.6	2.3
Bio, Chem, Phys	465	11	24.9	4.5	190	11	25.9	5.3	241	10	24.1	3.8
Gen Sci ² , Bio, Chem (Min. Core)	917	21	21.4	1.0	267	16	21.8	1.2	598	24	21.1	0.8
Other comb of 3 years of Natural Science	224	5	21.6	1.2	108	6	22.4	1.8	110	5	20.8	0.5
Less than 3 years of Natural Science	1,018	23	20.4	-	370	22	20.6	-	593	24	20.3	-
No Nat Sci course/grade information reported	789	18	21.1	-	313	18	21.8	-	393	16	20.5	-

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	632	14	22.4	80	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	2,547	58	21.7	75	668,226	55	20.4	67
Less than 4 years of English	527	12	21.3	71	115,551	10	19.4	62
No English course/grade information reported	703	16	20.5	66	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	312	7	26.5	88	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	324	7	23.4	67	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	330	7	21.9	54	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	463	11	21.8	53	153,394	13	20.3	37
Other comb of 4 or more years of Math	812	18	25.9	83	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	662	15	18.7	20	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	211	5	23.5	66	54,965	5	20.6	40
Less than 3 years of Math	554	13	20.1	34	131,567	11	17.9	18
No Math course/grade information reported	741	17	21.4	46	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	97	2	25.6	75	31,335	3	22.7	60
Other comb of 4 or more years Social Science	1,164	26	23.9	70	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	162	4	23.0	65	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	1,334	30	23.6	67	325,879	27	21.3	52
Less than 3 years of Social Science	900	20	22.0	56	179,270	15	20.5	46
No Soc Sci course/grade information reported	752	17	22.1	57	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	996	23	23.3	48	320,821	27	22.3	38
Bio, Chem, Phys	465	11	24.9	60	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	917	21	21.4	29	339,689	28	20.2	19
Other comb of 3 years of Natural Science	224	5	21.6	32	32,330	3	20.5	24
Less than 3 years of Natural Science	1,018	23	20.4	24	234,307	19	19.1	14
No Nat Sci course/grade information reported	789	18	21.1	31	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	41	1	21.5	3	3	17.3	37	1	22.1
Architecture & Environmental Design	71	2	21.3	1	1	22.0	67	2	21.3
Business & Management	274	6	21.8	6	6	16.8	255	8	22.0
Business & Office	17	0	19.0	2	2	20.5	10	0	18.5
Marketing & Distribution	39	1	19.9	2	2	19.0	35	1	20.3
Communications & Comm. Technologies	87	2	22.8	2	2	16.5	82	2	23.0
Community & Personal Services	54	1	18.9	6	6	19.2	47	1	18.9
Computer & Information Sciences	70	2	23.7	1	1	25.0	66	2	23.9
Cross-Disciplinary Studies	8	0	24.6	0	0	.	8	0	24.6
Education	132	3	21.2	2	2	18.5	123	4	21.5
Teacher Education	79	2	19.2	1	1	13.0	76	2	19.3
Engineering	132	3	23.9	3	3	16.7	122	4	24.2
Engineering-Related Technologies	98	2	23.2	4	4	19.3	87	3	23.7
Foreign Languages	37	1	26.0	0	0	.	36	1	26.2
Health Sciences & Allied Health Fields	538	12	22.1	19	18	16.2	504	15	22.4
Human, Family & Consumer Science	26	1	21.2	2	2	17.5	22	1	21.8
Letters	29	1	26.0	0	0	.	29	1	26.0
Mathematics	17	0	27.3	0	0	.	16	0	27.4
Philosophy, Religion & Theology	33	1	23.0	2	2	18.5	29	1	23.8
Sciences (Biological & Physical)	219	5	24.9	2	2	16.5	210	6	25.0
Social Sciences	233	5	23.5	3	3	15.3	225	7	23.5
Trade & Industrial	19	0	18.9	7	6	17.0	11	0	20.3
Visual & Performing Arts	218	5	21.3	14	13	17.1	186	6	21.8
Undecided	362	8	22.2	12	11	15.7	324	10	22.5
No Response	1,576	36	22.3	14	13	18.6	704	21	22.9

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	17	17.4	1	13.0	0	.	8	19.3	3	17.7	1	16.0	4	15.0
2-yr College Degree	91	17.3	2	15.5	2	20.0	53	18.7	19	14.9	7	13.7	8	16.6
Bachelors Degree	1,268	21.2	27	17.0	19	17.7	930	21.6	70	18.3	48	20.0	174	21.2
Graduate Study	1,023	23.6	18	18.4	10	22.3	703	24.0	45	20.5	58	22.9	189	23.3
Prof. Level Degree	1,020	23.9	18	18.4	21	21.2	653	24.4	56	20.2	82	23.6	190	23.8
Other	80	18.4	2	12.0	1	18.0	45	19.1	9	15.6	7	18.3	16	18.6
No Response	910	22.0	23	16.6	46	16.0	442	23.0	59	15.9	42	21.5	298	23.3

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
OREGON STATE UNIVERSITY	Oregon	1,024	352	672	1	6	23	33	24	10	1
UNIVERSITY OF OREGON	Oregon	880	259	621	2	7	23	31	25	10	1
PORTLAND STATE UNIVERSITY	Oregon	588	156	432	3	14	29	29	18	7	0
UNIVERSITY OF PORTLAND	Oregon	344	81	263	2	7	21	31	27	11	0
BRIGHAM YOUNG UNIVERSITY	Utah	342	233	109	0	2	12	27	35	21	2
WESTERN OREGON UNIVERSITY	Oregon	339	92	247	2	16	32	30	17	4	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	307	121	186	0	3	18	32	31	14	1
PORTLAND COMMUNITY COLLEGE	Oregon	223	86	137	6	26	35	26	4	2	0
SOUTHERN OREGON UNIVERSITY	Oregon	204	53	151	0	11	31	30	22	6	0
LINFIELD COLLEGE	Oregon	194	54	140	1	7	23	36	23	9	1
WILLAMETTE UNIVERSITY	Oregon	168	39	129	1	5	21	29	26	17	1
GEORGE FOX UNIVERSITY	Oregon	163	54	109	1	6	27	27	28	10	1
UNIVERSITY OF WASHINGTON	Washington	163	33	130	0	4	12	25	35	23	1
PACIFIC UNIVERSITY	Oregon	156	44	112	0	5	22	32	30	11	0
OREGON INSTITUTE OF TECHNOLOGY	Oregon	151	57	94	1	11	26	28	21	11	0
EASTERN OREGON UNIVERSITY	Oregon	134	41	93	1	11	34	30	19	5	0
LEWIS AND CLARK COLLEGE	Oregon	114	28	86	2	6	14	27	28	23	0
STANFORD UNIVERSITY	California	106	33	73	1	0	5	15	29	44	6
GONZAGA UNIVERSITY	Washington	103	30	73	1	1	14	24	34	24	2
SEATTLE PACIFIC UNIVERSITY	Washington	97	28	69	0	2	18	32	31	16	1
WASHINGTON STATE UNIVERSITY	Washington	94	15	79	1	2	18	35	33	11	0
UNIVERSITY OF PUGET SOUND	Washington	92	19	73	0	0	5	22	36	35	2
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	90	9	81	0	2	14	32	36	14	1
MOUNT HOOD COMMUNITY COLLEGE	Oregon	89	24	65	3	15	36	35	9	2	0
BOISE STATE UNIVERSITY	Idaho	78	22	56	0	10	27	41	15	6	0
LANE COMMUNITY COLLEGE	Oregon	77	27	50	1	16	42	31	9	1	0
ART INSTITUTE OF PORTLAND THE	Oregon	75	26	49	8	15	32	31	13	1	0
CORBAN COLLEGE	Oregon	73	40	33	1	10	26	41	12	10	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	71	36	35	0	7	21	37	27	8	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	65	17	48	2	8	14	18	28	28	3
All Other Institutions		4,578	1,174	3,404	1	7	17	26	26	21	2
Total		11,182	3,283	7,899	1	8	21	28	25	15	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	2,549	430,404	21.9	22.4	7.8	7.7	21.7	22.0
African Am./Black	49	38,583	16.5	17.5	6.7	6.8	16.7	17.6
Am. Indian/Alaskan Native	65	2,803	15.6	19.8	6.2	7.1	15.6	19.6
Caucasian Am./White	1,598	269,428	22.9	23.4	7.9	7.8	22.6	22.8
Hispanic	170	33,207	16.3	18.9	6.7	7.4	16.7	19.1
Asian Am./Pacific Islander	171	21,275	20.8	23.0	7.6	8.0	20.7	22.8
Other/No Response	496	65,108	22.6	22.8	8.0	7.9	22.4	22.5
Males	969	170,904	21.5	22.1	7.4	7.4	21.1	21.5
Females	1,421	240,056	22.2	22.6	8.0	7.9	22.1	22.3
Missing	159	19,444	22.2	22.1	8.2	7.8	22.3	21.9

