

ACT High School Profile Report

The Graduating Class of 2006
Washington



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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

32% 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. 9,685 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 12% of the cohort took less than three years of math courses. Of these students, 41% were college ready. 9% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 22% of these students were college ready. In comparison, 65% 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 19% of the cohort took less than three years of natural science courses. 27% 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 31% 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.

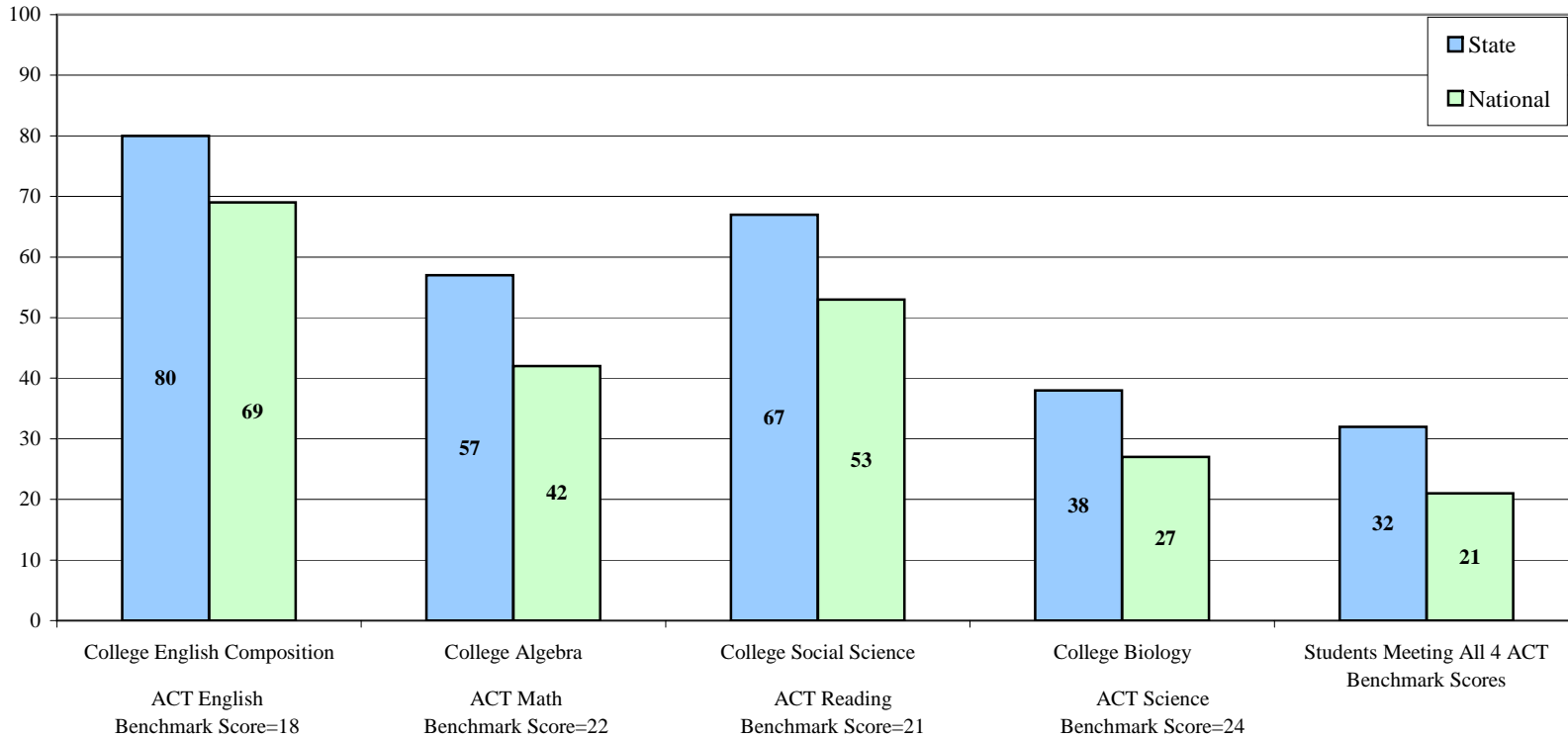
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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	9,247	1,116,082	77	67	51	39	66	53	33	26	27	20
2003	9,566	1,175,059	78	67	53	40	65	52	34	26	28	20
2004	9,796	1,171,460	78	68	53	40	65	52	35	26	29	21
2005	10,091	1,186,251	79	68	54	41	66	51	37	26	31	21
2006	9,685	1,206,455	80	69	57	42	67	53	38	27	32	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	9,247	1,116,082	21.7	20.2	22.0	20.6	23.0	21.1	21.9	20.8	22.3	20.8
2003	9,566	1,175,059	22.0	20.3	22.1	20.6	23.3	21.2	22.0	20.8	22.5	20.8
2004	9,796	1,171,460	21.9	20.4	22.1	20.7	23.2	21.3	22.0	20.9	22.5	20.9
2005	10,091	1,186,251	22.3	20.4	22.4	20.7	23.5	21.3	22.3	20.9	22.7	20.9
2006	9,685	1,206,455	22.4	20.6	22.7	20.8	23.6	21.4	22.4	20.9	22.9	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	4,529	3,964	49	43	22.5	20.7	23.0	20.9	23.8	22.2	22.6	21.1	23.1	21.4
2003	4,516	3,987	47	42	23.0	20.9	23.2	20.9	24.2	22.3	22.8	21.2	23.4	21.4
2004	4,701	3,930	48	40	22.8	20.9	23.1	21.0	24.0	22.3	22.7	21.2	23.3	21.5
2005	4,701	3,959	47	39	23.1	21.3	23.2	21.3	24.2	22.6	22.9	21.5	23.5	21.8
2006	4,287	3,899	44	40	23.2	21.5	23.4	21.8	24.2	22.8	23.0	21.7	23.6	22.1

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	9,247	100	22.3	9,566	100	22.5	9,796	100	22.5	10,091	100	22.7	9,685	100	22.9
African American/Black	329	4	17.9	347	4	17.5	356	4	17.7	379	4	18.1	316	3	18.3
American Indian/Alaskan Native	111	1	20.7	94	1	19.5	107	1	19.9	108	1	19.7	83	1	20.5
Caucasian American/White	6,529	71	22.6	6,659	70	22.9	6,612	67	22.9	6,715	67	23.1	5,943	61	23.3
Hispanic	381	4	18.9	409	4	19.2	482	5	18.9	508	5	19.1	446	5	19.3
Asian American/Pacific Islander	778	8	21.7	780	8	21.8	763	8	22.1	842	8	22.7	768	8	22.7
Other/No Response	1,119	12	23.1	1,277	13	23.2	1,476	15	23.0	1,539	15	23.5	2,129	22	23.2

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	27	100	30	100	114	100	35	100	2	100	36
35	113	100	67	100	216	99	72	100	29	100	35
34	184	99	119	99	279	97	69	99	70	100	34
33	163	97	96	98	316	94	97	98	106	99	33
32	153	95	116	97	250	90	130	97	137	98	32
31	253	93	162	96	339	88	126	96	243	96	31
30	275	91	269	94	366	84	106	95	299	94	30
29	410	88	355	91	388	81	173	93	402	91	29
28	433	84	426	87	405	77	308	92	447	87	28
27	354	79	581	83	544	72	391	88	522	82	27
26	466	76	761	77	460	67	703	84	634	77	26
25	655	71	720	69	542	62	656	77	698	70	25
24	608	64	721	62	657	56	816	70	735	63	24
23	552	58	587	54	600	50	955	62	765	55	23
22	695	52	525	48	510	43	813	52	738	47	22
21	707	45	613	43	528	38	827	44	733	40	21
20	696	38	537	37	489	33	887	35	663	32	20
19	532	30	540	31	492	28	806	26	586	25	19
18	438	25	570	25	378	23	545	18	546	19	18
17	380	20	683	20	428	19	370	12	392	14	17
16	405	16	595	12	314	14	259	8	334	10	16
15	354	12	322	6	260	11	157	6	250	6	15
14	256	9	177	3	325	8	130	4	163	4	14
13	153	6	74	1	198	5	95	3	101	2	13
12	114	4	28	1	134	3	69	2	50	1	12
11	109	3	7	1	90	2	37	1	32	1	11
10	73	2	2	1	26	1	28	1	6	1	10
9	49	1	0	1	17	1	13	1	1	1	9
8	53	1	2	1	11	1	8	1	1	1	8
7	20	1	0	1	4	1	2	1	0	1	7
6	3	1	0	1	2	1	1	1	0	1	6
5	1	1	0	1	2	1	0	1	0	1	5
4	1	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	1	1	1	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	22.4		22.7		23.6		22.4		22.9		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	388	100	91	100	267	100	571	100	394	100	118	100	107	100	18
17	583	96	303	99	844	97	861	94	496	96	181	99	173	99	17
16	494	90	623	96	638	89	907	85	883	91	227	97	374	97	16
15	669	85	877	89	797	82	935	76	741	82	544	95	713	93	15
14	853	78	995	80	657	74	853	66	899	74	1,180	89	1,006	86	14
13	647	69	948	70	755	67	806	57	1,208	65	823	77	1,368	75	13
12	957	62	1,061	60	1,092	59	1,003	49	1,154	52	1,582	68	1,180	61	12
11	955	53	1,307	49	999	48	741	39	708	40	1,091	52	1,100	49	11
10	1,076	43	1,028	36	771	38	737	31	844	33	1,372	41	1,483	38	10
9	848	32	912	25	911	30	623	23	662	24	1,320	27	792	23	9
8	681	23	681	16	826	20	453	17	820	18	537	13	575	14	8
7	602	16	358	9	452	12	384	12	597	9	158	7	332	8	7
6	369	10	227	5	341	7	451	8	183	3	259	6	236	5	6
5	260	6	165	3	146	3	210	4	58	1	192	3	30	3	5
4	204	3	73	1	101	2	101	2	30	1	33	1	138	2	4
3	74	1	27	1	54	1	40	1	5	1	48	1	13	1	3
2	21	1	9	1	25	1	8	1	2	1	3	1	52	1	2
1	4	1	0	1	9	1	1	1	1	1	17	1	13	1	1
Average	11.3		11.6		11.7		12.4		12.1		11.3		11.4		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	9,685	44	23.6	22.1
	African Am./Black	316	43	18.6	18.0
	Am. Indian/Alaskan Native	83	30	21.5	20.0
	Caucasian Am./White	5,943	46	24.1	22.6
	Hispanic	446	43	20.2	18.7
	Asian Am./Pacific Islander	768	55	23.1	21.7
	Other/No Response	2,129	37	23.9	22.5
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	487	5	312	3	925	10	273	3
	28 to 32	1,524	16	1,328	14	1,748	18	843	9
	24 to 27	2,083	22	2,783	29	2,203	23	2,566	26
	20 to 23	2,650	27	2,262	23	2,127	22	3,482	36
	16 to 19	1,755	18	2,388	25	1,612	17	1,980	20
	13 to 15	763	8	573	6	783	8	382	4
	01 to 12	423	4	39	0	287	3	159	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	3,764	39	22.0	23.7	23.2	23.2	23.2
	Females	5,244	54	22.8	22.0	23.8	21.8	22.7
	Missing	677	7	21.9	22.3	23.1	22.0	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	78	65	65	46	39
	Females	81	52	69	33	28
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

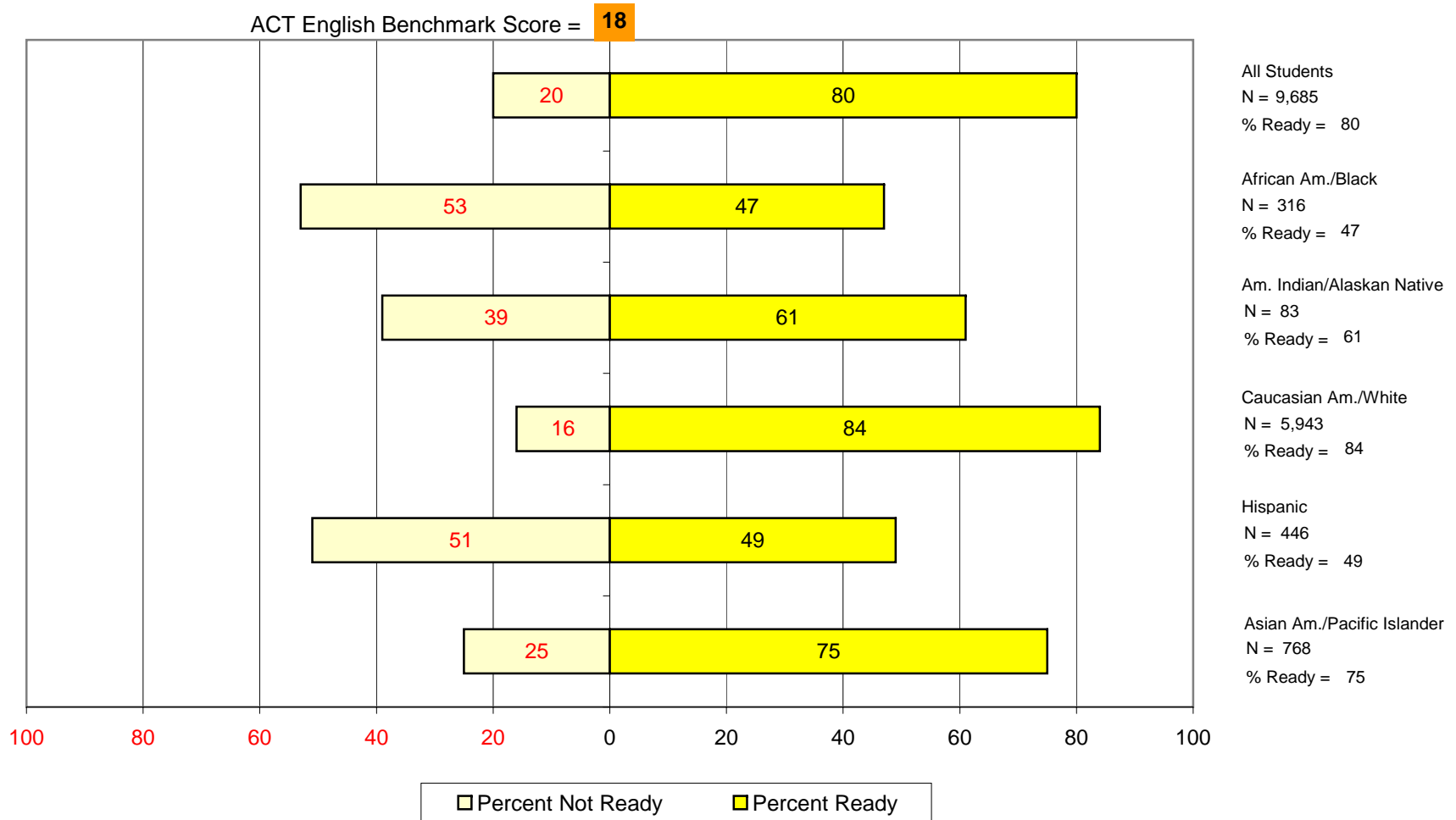


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

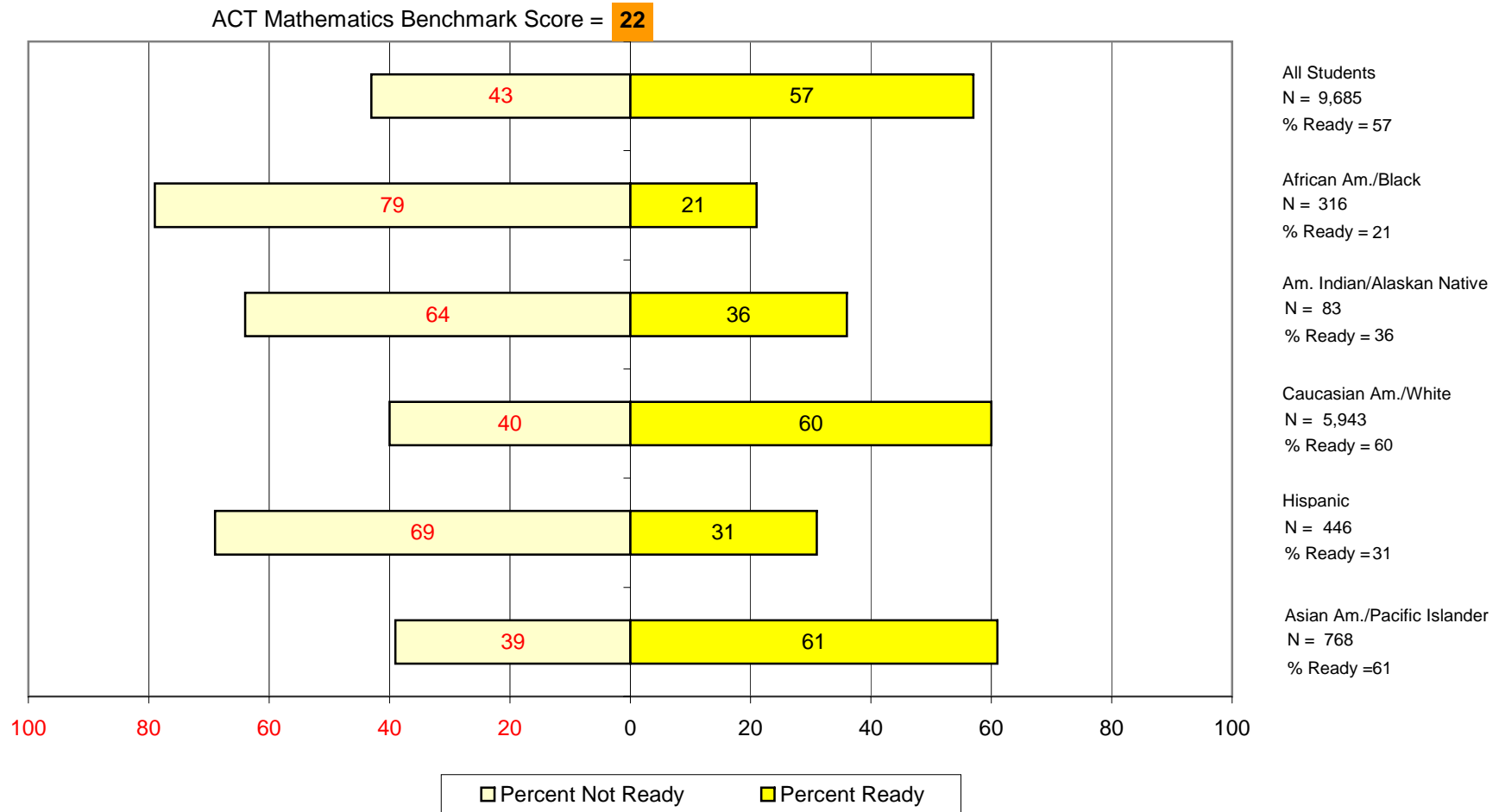


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

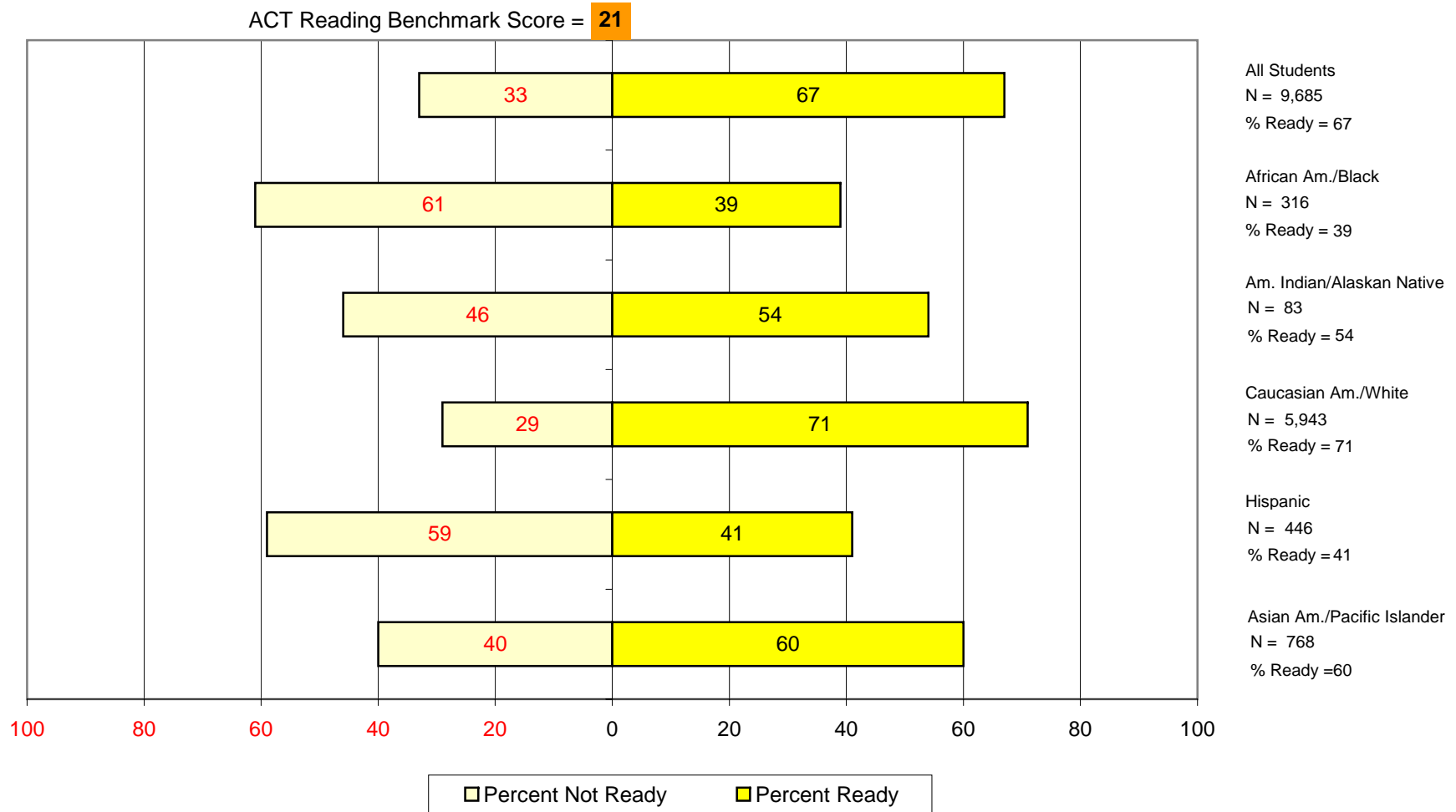


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

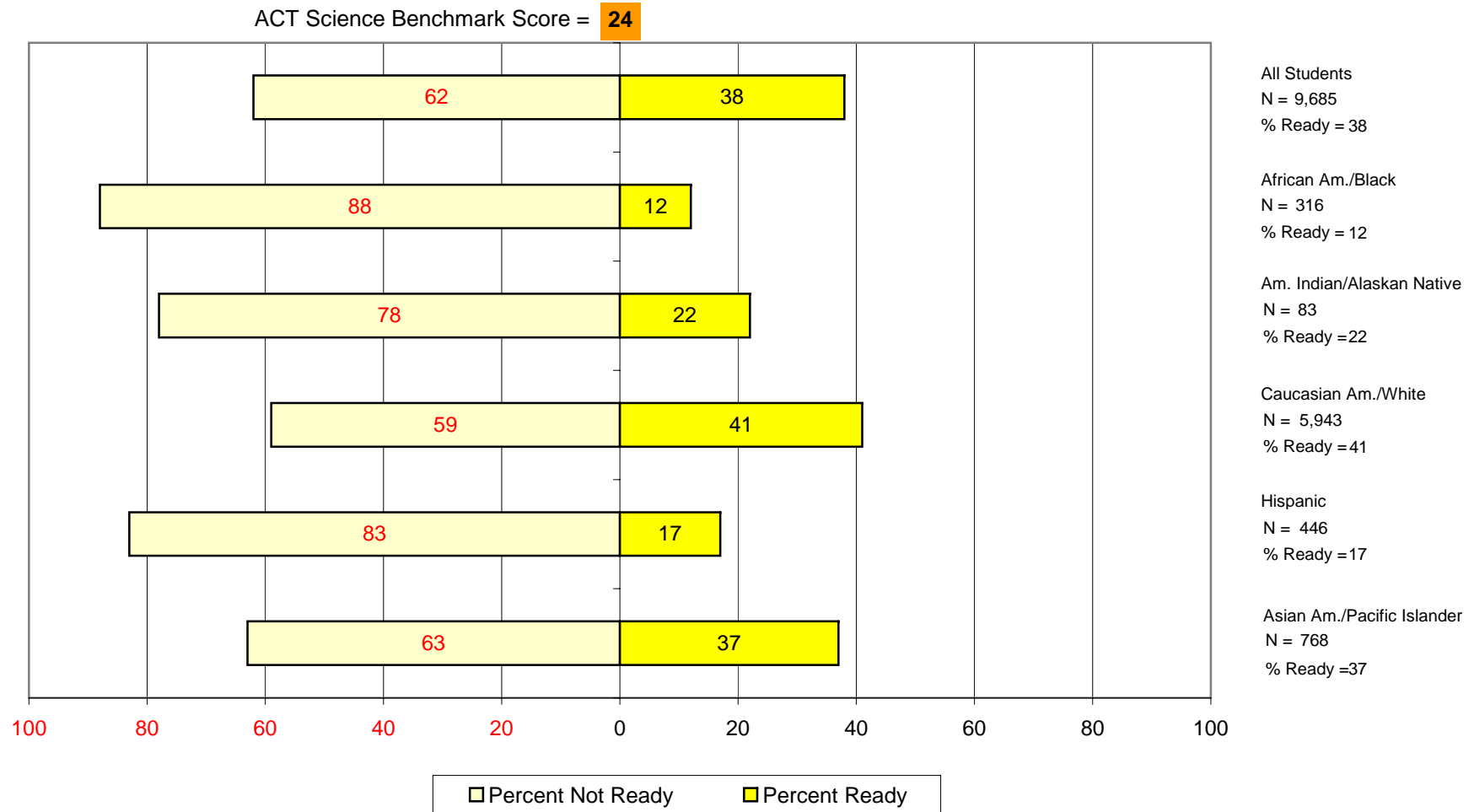


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

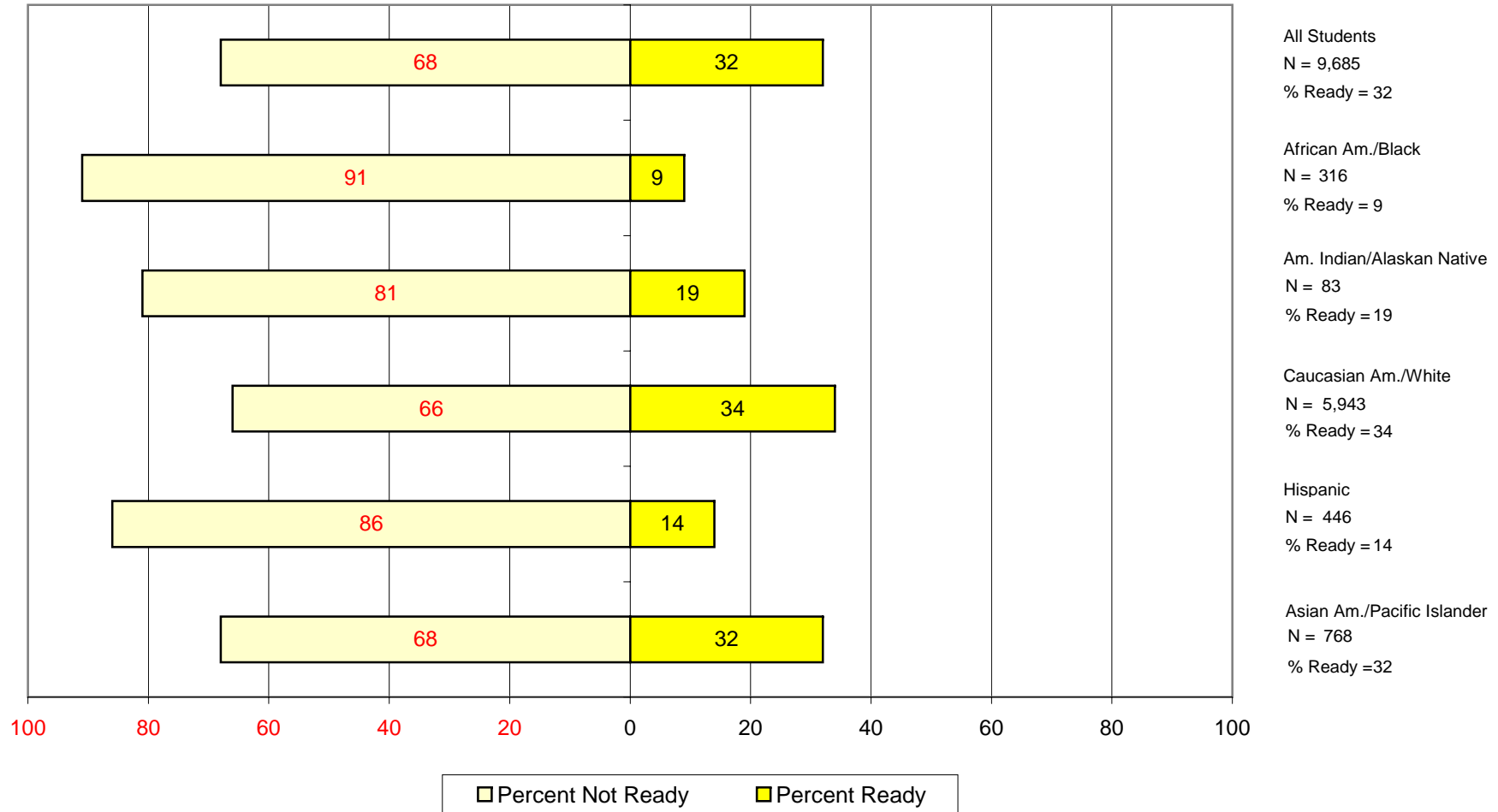


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	1,640	17	22.9	1.0	611	16	22.6	1.2	935	18	23.2	1.0
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	5,350	55	22.4	0.5	2,039	54	22.0	0.6	3,018	58	22.7	0.5
Less than 4 years of English	1,136	12	21.9	-	460	12	21.4	-	608	12	22.2	-
No English course/grade information reported	1,559	16	22.4	-	654	17	22.0	-	683	13	22.9	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	959	10	25.3	4.6	356	9	26.0	4.2	545	10	24.8	4.9
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	848	9	22.5	1.8	277	7	23.5	1.7	530	10	21.9	2.0
Alg 1, Alg 2, Geom, & Trig	845	9	21.0	0.3	314	8	21.9	0.1	481	9	20.4	0.5
Alg 1, Alg 2, Geom, & Other Adv Math	692	7	21.1	0.4	231	6	21.8	0.0	423	8	20.7	0.8
Other comb of 4 or more years of Math	2,125	22	25.4	4.7	981	26	26.3	4.5	1,052	20	24.7	4.8
Alg 1, Alg 2, & Geom (Min. Core)	873	9	18.8	-1.9	289	8	19.3	-2.5	528	10	18.4	-1.5
Other comb of 3 or 3.5 years of Math	459	5	22.9	2.2	173	5	23.6	1.8	257	5	22.6	2.7
Less than 3 years of Math	1,177	12	20.7	-	427	11	21.8	-	670	13	19.9	-
No Math course/grade information reported	1,707	18	22.6	-	716	19	23.5	-	758	14	21.8	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	1,088	11	24.3	1.1	449	12	23.8	1.1	586	11	24.8	1.2
Other comb of 4 or more years Social Science	2,316	24	23.7	0.5	832	22	23.4	0.7	1,377	26	24.0	0.4
US Hist, World Hist, & Am Gov (Min. Core)	688	7	23.3	0.1	268	7	23.4	0.7	378	7	23.2	-0.4
Other comb of 3 or 3.5 years of Social Science	1,670	17	23.4	0.2	633	17	23.0	0.3	942	18	23.6	0.0
Less than 3 years of Social Science	2,236	23	23.2	-	880	23	22.7	-	1,209	23	23.6	-
No Soc Sci course/grade information reported	1,687	17	23.6	-	702	19	23.5	-	752	14	23.8	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,700	28	23.5	2.5	1,168	31	24.3	2.8	1,395	27	22.8	2.0
Bio, Chem, Phys	826	9	24.6	3.6	336	9	25.7	4.2	451	9	23.8	3.0
Gen Sci ² , Bio, Chem (Min. Core)	2,146	22	21.4	0.4	649	17	21.9	0.4	1,378	26	21.2	0.4
Other comb of 3 years of Natural Science	387	4	22.1	1.1	188	5	23.3	1.8	177	3	21.0	0.2
Less than 3 years of Natural Science	1,877	19	21.0	-	694	18	21.5	-	1,066	20	20.8	-
No Nat Sci course/grade information reported	1,749	18	22.3	-	729	19	23.1	-	777	15	21.7	-

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	1,640	17	22.9	82	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	5,350	55	22.4	79	668,226	55	20.4	67
Less than 4 years of English	1,136	12	21.9	77	115,551	10	19.4	62
No English course/grade information reported	1,559	16	22.4	80	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	959	10	25.3	79	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	848	9	22.5	60	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	845	9	21.0	44	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	692	7	21.1	43	153,394	13	20.3	37
Other comb of 4 or more years of Math	2,125	22	25.4	78	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	873	9	18.8	22	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	459	5	22.9	60	54,965	5	20.6	40
Less than 3 years of Math	1,177	12	20.7	41	131,567	11	17.9	18
No Math course/grade information reported	1,707	18	22.6	58	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	1,088	11	24.3	71	31,335	3	22.7	60
Other comb of 4 or more years Social Science	2,316	24	23.7	69	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	688	7	23.3	65	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	1,670	17	23.4	66	325,879	27	21.3	52
Less than 3 years of Social Science	2,236	23	23.2	65	179,270	15	20.5	46
No Soc Sci course/grade information reported	1,687	17	23.6	68	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,700	28	23.5	48	320,821	27	22.3	38
Bio, Chem, Phys	826	9	24.6	57	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	2,146	22	21.4	28	339,689	28	20.2	19
Other comb of 3 years of Natural Science	387	4	22.1	37	32,330	3	20.5	24
Less than 3 years of Natural Science	1,877	19	21.0	27	234,307	19	19.1	14
No Nat Sci course/grade information reported	1,749	18	22.3	38	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	51	1	21.3	3	2	18.0	46	1	21.5
Architecture & Environmental Design	149	2	22.3	4	3	21.8	140	2	22.3
Business & Management	647	7	21.6	9	6	17.1	616	8	21.8
Business & Office	41	0	19.9	2	1	17.5	39	1	20.0
Marketing & Distribution	78	1	21.0	2	1	16.0	74	1	21.3
Communications & Comm. Technologies	245	3	22.7	4	3	21.3	235	3	22.8
Community & Personal Services	112	1	19.7	6	4	14.5	101	1	20.1
Computer & Information Sciences	145	1	23.8	3	2	18.7	136	2	23.9
Cross-Disciplinary Studies	14	0	24.7	0	0	.	14	0	24.7
Education	288	3	21.6	3	2	22.7	274	4	21.6
Teacher Education	148	2	20.6	0	0	.	141	2	20.7
Engineering	310	3	24.8	2	1	19.5	303	4	24.7
Engineering-Related Technologies	206	2	24.3	3	2	21.7	197	3	24.3
Foreign Languages	67	1	24.3	2	1	24.0	62	1	24.4
Health Sciences & Allied Health Fields	1,137	12	21.9	25	16	19.0	1,073	14	22.1
Human, Family & Consumer Science	49	1	20.2	2	1	20.5	45	1	20.3
Letters	58	1	24.7	1	1	18.0	53	1	24.9
Mathematics	58	1	26.8	0	0	.	57	1	26.8
Philosophy, Religion & Theology	56	1	22.1	1	1	21.0	49	1	22.3
Sciences (Biological & Physical)	519	5	24.9	0	0	.	513	7	24.9
Social Sciences	496	5	23.6	4	3	17.5	481	6	23.7
Trade & Industrial	38	0	19.7	8	5	18.1	29	0	19.9
Visual & Performing Arts	376	4	22.3	11	7	17.5	345	5	22.6
Undecided	833	9	23.1	20	13	19.2	749	10	23.3
No Response	3,564	37	23.1	39	25	17.2	1,835	24	23.0

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	22	17.0	0	.	0	.	15	17.4	4	15.0	1	24.0	2	14.0
2-yr College Degree	132	18.6	8	12.9	3	14.3	83	19.6	10	16.4	12	18.4	16	18.3
Bachelors Degree	2,789	21.4	98	17.2	35	19.1	1,883	22.0	124	17.5	164	19.9	485	21.4
Graduate Study	2,265	23.7	58	18.9	15	23.1	1,473	24.2	116	21.1	165	23.3	438	23.9
Prof. Level Degree	2,553	23.8	107	19.3	21	21.7	1,454	24.5	140	19.6	292	23.8	539	24.1
Other	146	19.9	5	17.6	1	21.0	85	20.4	7	17.4	22	19.5	26	19.7
No Response	1,778	23.4	40	18.8	8	20.8	950	23.3	45	20.5	112	23.9	623	23.8

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF WASHINGTON	Washington	2,960	1,266	1,694	1	5	15	29	29	18	2
WASHINGTON STATE UNIVERSITY	Washington	2,264	680	1,584	1	6	24	36	25	9	1
WESTERN WASHINGTON UNIVERSITY	Washington	1,769	386	1,383	1	4	22	34	28	10	1
CENTRAL WASHINGTON UNIVERSITY	Washington	1,174	303	871	1	10	32	35	18	5	0
EASTERN WASHINGTON UNIVERSITY	Washington	1,135	319	816	1	9	34	35	17	4	0
GONZAGA UNIVERSITY	Washington	705	160	545	1	5	18	31	30	14	1
BRIGHAM YOUNG UNIVERSITY	Utah	652	437	215	0	2	9	33	35	19	3
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	586	189	397	0	2	12	36	32	15	2
SEATTLE UNIVERSITY	Washington	569	86	483	1	8	25	28	27	11	1
SEATTLE PACIFIC UNIVERSITY	Washington	554	133	421	1	6	21	33	26	12	1
PACIFIC LUTHERAN UNIVERSITY	Washington	415	88	327	1	5	20	34	27	12	0
WHITWORTH COLLEGE	Washington	301	64	237	0	5	23	31	28	13	1
UNIVERSITY OF PUGET SOUND	Washington	297	38	259	1	7	20	30	27	15	1
UNIVERSITY OF PORTLAND	Oregon	258	46	212	0	2	11	31	34	21	1
UNIVERSITY OF OREGON	Oregon	256	36	220	0	7	20	35	30	8	0
UNIVERSITY OF IDAHO	Idaho	254	50	204	2	6	22	38	22	9	1
STANFORD UNIVERSITY	California	240	60	180	0	1	4	14	28	41	13
OREGON STATE UNIVERSITY	Oregon	227	26	201	1	4	18	33	31	10	1
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	222	102	120	1	6	22	34	26	10	1
EVERGREEN STATE COLLEGE THE	Washington	202	66	136	0	7	16	39	28	10	0
WHITMAN COLLEGE	Washington	197	45	152	1	5	7	20	37	28	3
UNIVERSITY OF SOUTHERN CALIFORNIA	California	171	36	135	1	6	12	20	31	26	3
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	161	19	142	1	4	12	39	29	15	1
ART INSTITUTE OF SEATTLE THE	Washington	155	40	115	1	10	31	32	21	4	0
WALLA WALLA COLLEGE	Washington	154	103	51	1	9	21	26	29	13	1
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	138	32	106	0	4	24	38	26	7	1
UNIVERSITY OF CALIFORNIA-BERKELEY	California	136	20	116	0	2	4	19	26	38	10
SANTA CLARA UNIVERSITY	California	130	28	102	0	1	6	17	45	28	2
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	118	13	105	0	3	14	26	25	29	3
BELLEVUE COMMUNITY COLLEGE	Washington	111	26	85	5	9	32	30	20	5	0
All Other Institutions		8,950	2,117	6,833	1	6	18	27	27	19	3
Total		25,461	7,014	18,447	1	5	19	30	27	15	2

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	5,821	430,404	23.0	22.4	8.2	7.7	22.9	22.0
African Am./Black	171	38,583	18.6	17.5	7.6	6.8	19.1	17.6
Am. Indian/Alaskan Native	52	2,803	19.7	19.8	7.7	7.1	20.0	19.6
Caucasian Am./White	3,419	269,428	23.5	23.4	8.2	7.8	23.3	22.8
Hispanic	292	33,207	18.3	18.9	7.5	7.4	18.8	19.1
Asian Am./Pacific Islander	542	21,275	22.3	23.0	8.1	8.0	22.3	22.8
Other/No Response	1,345	65,108	23.7	22.8	8.3	7.9	23.5	22.5
Males	2,134	170,904	22.6	22.1	7.9	7.4	22.4	21.5
Females	3,259	240,056	23.3	22.6	8.3	7.9	23.2	22.3
Missing	428	19,444	22.7	22.1	8.2	7.8	22.8	21.9

