

ACT High School Profile Report

The Graduating Class of 2008
Idaho



ACT High School Profile Report

The Graduating Class of 2008

Idaho

Section I: Executive Summary	P. 5
Section II: Academic Achievement	P. 9
Section III: College Readiness & the Impact of Course Rigor	P. 15
Section IV: Career and Educational Aspirations	P. 23
Section V: Optional Writing Test Results	P. 27



This report provides information about the performance of your 2008 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2008 and tested under standard time conditions.

This report focuses on :

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, 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:

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

23% of 2008 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. 10,081 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. 53% 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 10% of the cohort took less than three years of math courses. Of these students, 14% were college ready. 24% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 17% of these students were college ready. In comparison, 61% 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 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 42% 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.

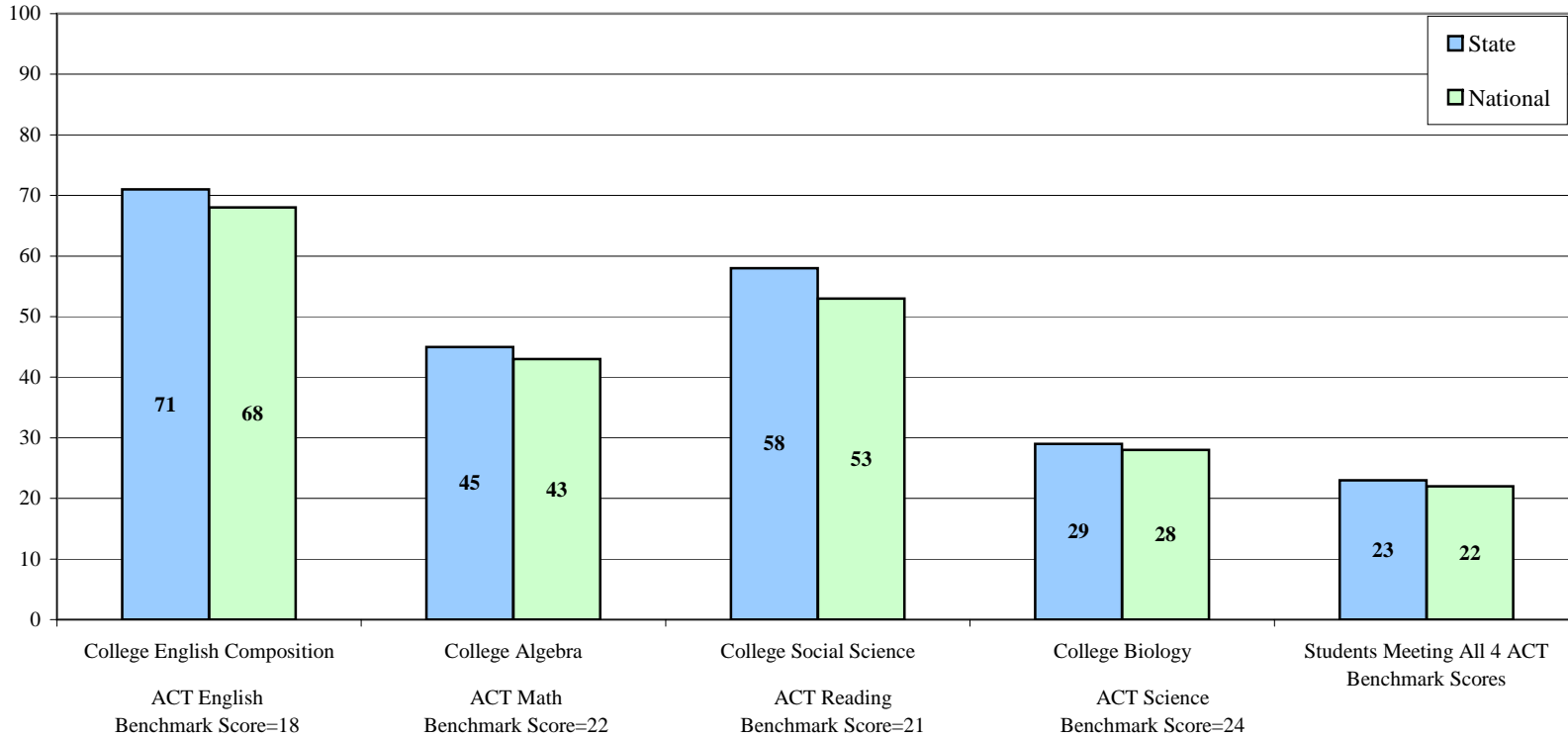
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 course.

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
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
2007	9,865	1,300,599	70	69	44	43	57	53	29	28	22	23
2008	10,081	1,421,941	71	68	45	43	58	53	29	28	23	22

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
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
2007	9,865	1,300,599	20.7	20.7	21.2	21.0	22.1	21.5	21.3	21.0	21.4	21.2
2008	10,081	1,421,941	20.7	20.6	21.4	21.0	22.2	21.4	21.3	20.8	21.5	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
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
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

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
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
2007	4,104	4,375	42	44	22.1	19.4	22.5	20.0	23.3	21.0	22.5	20.4	22.7	20.3
2008	5,301	4,260	53	42	22.0	19.3	22.6	19.9	23.3	21.0	22.3	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

	2004			2005			2006			2007			2008		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	9,430	100	21.3	9,468	100	21.3	9,602	100	21.4	9,865	100	21.4	10,081	100	21.5
African American/Black	31	0	17.4	29	0	17.7	52	1	18.7	67	1	18.1	57	1	18.4
American Indian/Alaska Native	92	1	18.6	112	1	19.2	87	1	19.3	110	1	19.0	108	1	19.1
Caucasian American/White	7,744	82	21.4	7,708	81	21.5	7,481	78	21.7	7,341	74	21.7	8,089	80	21.8
Hispanic	455	5	18.3	520	5	18.2	536	6	18.3	553	6	18.5	664	7	18.7
Asian American/Pacific Islander	183	2	21.5	170	2	21.6	171	2	21.2	174	2	21.3	184	2	21.3
Other/No Response	925	10	21.8	929	10	21.5	1,275	13	21.1	1,620	16	21.7	979	10	22.0

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	6	100	15	100	61	100	15	100	1	100	36
35	103	100	36	100	98	99	30	100	14	100	35
34	102	99	56	99	124	98	44	100	39	100	34
33	105	98	97	99	181	97	70	99	59	99	33
32	119	97	95	98	235	95	65	98	84	99	32
31	149	96	108	97	324	93	64	98	153	98	31
30	177	94	193	96	353	90	123	97	200	97	30
29	201	92	232	94	340	86	145	96	234	95	29
28	251	90	375	92	415	83	222	94	311	92	28
27	267	88	386	88	369	79	291	92	392	89	27
26	410	85	488	84	352	75	446	89	508	85	26
25	488	81	626	79	433	72	736	85	558	80	25
24	502	76	637	73	581	67	662	78	669	75	24
23	547	71	620	67	770	62	808	71	694	68	23
22	732	66	559	61	563	54	1,079	63	812	61	22
21	897	59	674	55	654	48	805	52	855	53	21
20	852	50	618	48	761	42	1,162	44	909	45	20
19	672	41	702	42	674	34	915	33	805	36	19
18	575	35	850	35	462	28	699	24	832	28	18
17	581	29	919	27	502	23	497	17	662	19	17
16	530	23	988	18	540	18	383	12	515	13	16
15	537	18	564	8	428	13	251	8	370	8	15
14	354	13	172	2	354	9	176	6	214	4	14
13	286	9	51	1	252	5	138	4	122	2	13
12	200	6	16	1	145	3	122	3	49	1	12
11	176	4	2	1	60	1	68	1	17	1	11
10	137	3	2	1	34	1	37	1	3	1	10
9	74	1	0	1	10	1	18	1	0	1	9
8	42	1	0	1	3	1	7	1	0	1	8
7	7	1	0	1	2	1	1	1	0	1	7
6	1	1	0	1	1	1	2	1	0	1	6
5	1	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
Avg (SD)	20.7 (5.6)		21.4 (4.8)		22.2 (5.8)		21.3 (4.4)		21.5 (4.5)		Avg (SD)

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	291	100	47	100	294	100	306	100	393	100	45	100	56	100	18
17	352	97	208	100	437	97	507	97	432	96	122	100	29	99	17
16	385	94	405	97	550	93	841	92	546	92	197	98	369	99	16
15	400	90	616	93	721	87	800	84	503	86	302	96	409	95	15
14	540	86	531	87	621	80	874	76	766	81	846	93	968	91	14
13	700	80	800	82	877	74	537	67	874	74	879	85	859	82	13
12	719	74	1,354	74	853	65	992	62	986	65	1,039	76	1,390	73	12
11	1,036	66	1,194	61	1,050	57	1,149	52	986	55	1,601	66	1,165	60	11
10	1,181	56	1,613	49	1,054	46	964	40	1,228	46	1,856	50	1,765	48	10
9	1,171	44	1,033	33	1,274	36	805	31	781	33	1,422	32	1,161	30	9
8	1,032	33	970	23	1,069	23	745	23	1,332	26	879	18	784	19	8
7	744	23	590	13	600	13	561	15	887	12	279	9	534	11	7
6	657	15	341	7	370	7	447	10	275	4	288	6	235	6	6
5	438	9	197	4	178	3	373	5	62	1	200	3	179	4	5
4	309	4	143	2	85	1	136	2	20	1	62	1	75	2	4
3	105	1	35	1	31	1	30	1	9	1	42	1	79	1	3
2	20	1	4	1	15	1	13	1	0	1	9	1	15	1	2
1	1	1	0	1	2	1	1	1	1	1	13	1	9	1	1
Avg (SD)	10.3 (3.6)		10.7 (2.9)		11.2 (3.4)		11.4 (3.6)		11.3 (3.3)		10.7 (2.6)		10.8 (2.8)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values for All Students

Quartile	English	Math	Reading	Science	Composite
Q3 (75th Percentile)	24	25	26	24	25
Q2 (50th Percentile)	21	21	22	21	21
Q1 (25th Percentile)	17	17	18	19	18

Table 2.4. 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	10,081	53	22.7	20.2
	African Am./Black	57	42	20.0	17.2
	Am. Indian/Alaska Native	108	44	20.6	17.9
	Caucasian Am./White	8,089	54	22.8	20.5
	Hispanic	664	44	19.9	17.7
	Asian Am./Pacific Islander	184	52	22.6	19.8
	Other/No Response	979	47	23.1	20.6
National	All Students	1,421,941	61	22.0	19.5
	African Am./Black	178,417	58	17.7	16.0
	Am. Indian/Alaska Native	14,380	53	20.3	17.6
	Caucasian Am./White	895,588	64	22.9	20.4
	Hispanic	114,697	60	19.6	17.4
	Asian Am./Pacific Islander	51,368	71	23.4	21.4
	Other/No Response	167,491	52	22.5	20.1

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	20.7	21.4	22.2	21.3	21.5
	African Am./Black	17.5	18.7	19.1	18.0	18.4
	Am. Indian/Alaska Native	17.6	19.3	19.9	19.3	19.1
	Caucasian Am./White	21.0	21.5	22.5	21.6	21.8
	Hispanic	17.3	18.9	19.3	19.0	18.7
	Asian Am./Pacific Islander	20.2	21.8	21.5	21.2	21.3
	Other/No Response	21.2	21.7	22.9	21.6	22.0
National	All Students	20.6	21.0	21.4	20.8	21.1
	African Am./Black	16.1	17.0	17.0	17.2	16.9
	Am. Indian/Alaska Native	18.1	18.8	19.6	19.2	19.0
	Caucasian Am./White	21.7	21.8	22.5	21.7	22.1
	Hispanic	17.7	19.0	18.9	18.7	18.7
	Asian Am./Pacific Islander	22.1	24.1	22.4	22.3	22.9
	Other/No Response	21.2	21.7	22.1	21.2	21.7

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	316	3	204	2	464	5	159	2
	28 to 32	897	9	1,003	10	1,667	17	619	6
	24 to 27	1,667	17	2,137	21	1,735	17	2,135	21
	20 to 23	3,028	30	2,471	25	2,748	27	3,854	38
	16 to 19	2,358	23	3,459	34	2,178	22	2,494	25
	13 to 15	1,177	12	787	8	1,034	10	565	6
	01 to 12	638	6	20	0	255	3	255	3
National	33 to 36	52,735	4	40,359	3	63,798	4	26,499	2
	28 to 32	146,337	10	138,694	10	203,096	14	89,946	6
	24 to 27	237,950	17	283,854	20	231,039	16	281,932	20
	20 to 23	383,117	27	294,322	21	343,326	24	474,554	33
	16 to 19	293,110	21	466,291	33	312,300	22	359,785	25
	13 to 15	175,652	12	188,580	13	191,145	13	121,336	9
	01 to 12	133,040	9	9,841	1	77,237	5	67,889	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	4,547	45	20.2	22.1	22.0	21.9	21.7
	Females	5,303	53	21.1	20.7	22.4	20.8	21.4
	Missing	231	2	21.7	22.1	23.8	21.9	22.5
National	Males	625,887	44	20.1	21.6	21.2	21.3	21.2
	Females	764,282	54	21.0	20.4	21.5	20.4	21.0
	Missing	31,772	2	22.8	23.3	23.6	22.4	23.1

Table 2.8. 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	68	51	56	34	26
	Females	73	39	59	24	19
National	Males	65	47	51	32	26
	Females	70	38	53	24	19

Table 2.9. Number, College Readiness Benchmark Percent, and Average ACT Scores for ACT-Tested Graduates by Overall High School Curriculum

Student Group	Curriculum Taken ²	N	English		Mathematics		Reading		Science		Composite ¹	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg
State	Core	5,301	79	22.0	55	22.6	66	23.3	37	22.3	29	22.7
	Non-Core	4,260	61	19.3	32	19.9	49	21.0	20	20.2	14	20.2
	Missing	520	63	19.6	42	20.8	52	21.6	24	20.6	20	20.8
National	Core	873,743	75	21.6	50	21.9	59	22.3	33	21.6	27	22.0
	Non-Core	431,748	56	18.8	29	19.3	41	19.9	18	19.4	14	19.5
	Missing	116,450	62	19.9	42	20.8	48	20.8	27	20.3	23	20.6

¹% under Composite heading reflects the percent of students who meet all four benchmarks

²"Curriculum Taken" reflects overall high school curriculum.

For instance, "Core" results correspond to students taking four years of English AND three years each of math, social studies, and natural science.

Table 2.10. Number, College Readiness Benchmark Percent, and Average ACT Scores for ACT-Tested Graduates 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	9,152	72	20.8	8,660	49	21.8	8,024	59	22.3	6,529	36	22.3
	Non-Core	529	66	19.9	977	13	17.6	1,641	56	22.0	3,078	14	19.5
	Missing	400	64	19.8	444	40	20.7	416	54	21.9	474	25	20.8
National	Core	1,216,115	70	20.8	1,192,135	46	21.4	1,137,832	54	21.6	1,063,049	32	21.4
	Non-Core	111,558	57	18.8	124,104	14	17.4	183,026	45	20.4	253,561	13	18.7
	Missing	94,268	64	20.2	105,702	42	20.8	101,083	50	21.1	105,331	28	20.5

¹"Curriculum Taken" reflects content-specific curriculum.

For instance, Reading "Core" results correspond to students taking three or more years each of social studies, regardless of courses taken in other content areas.

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

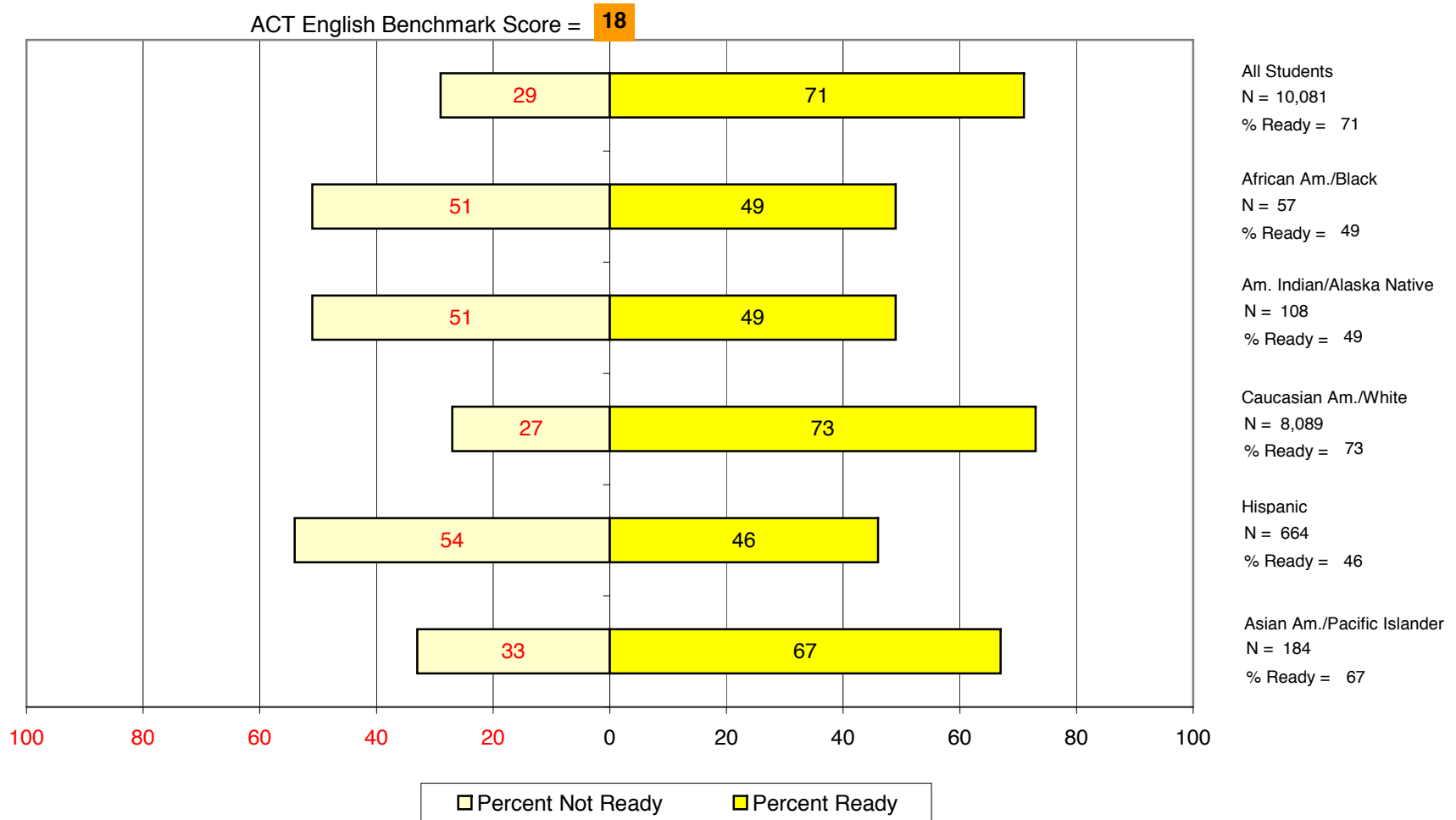


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

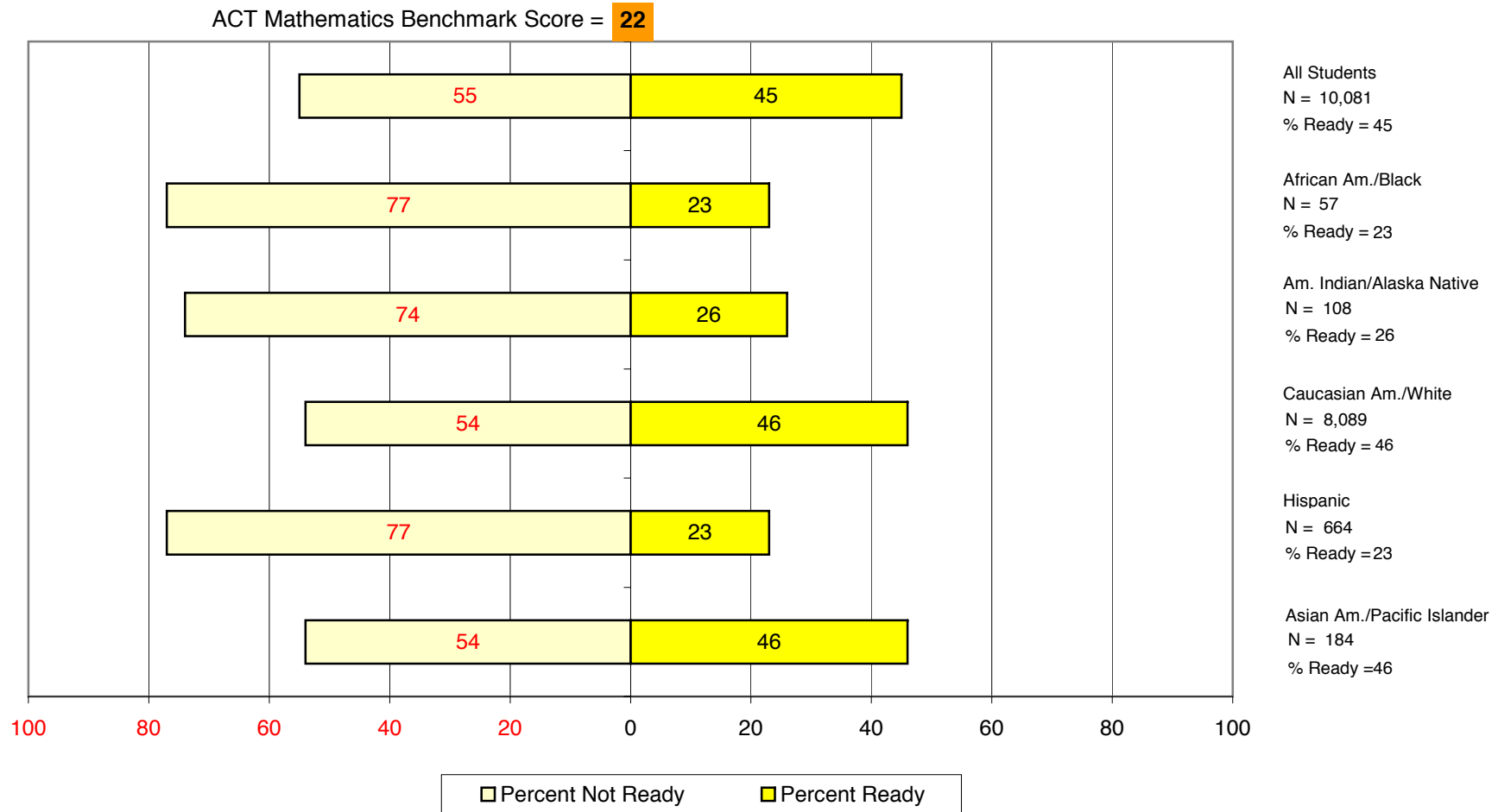


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

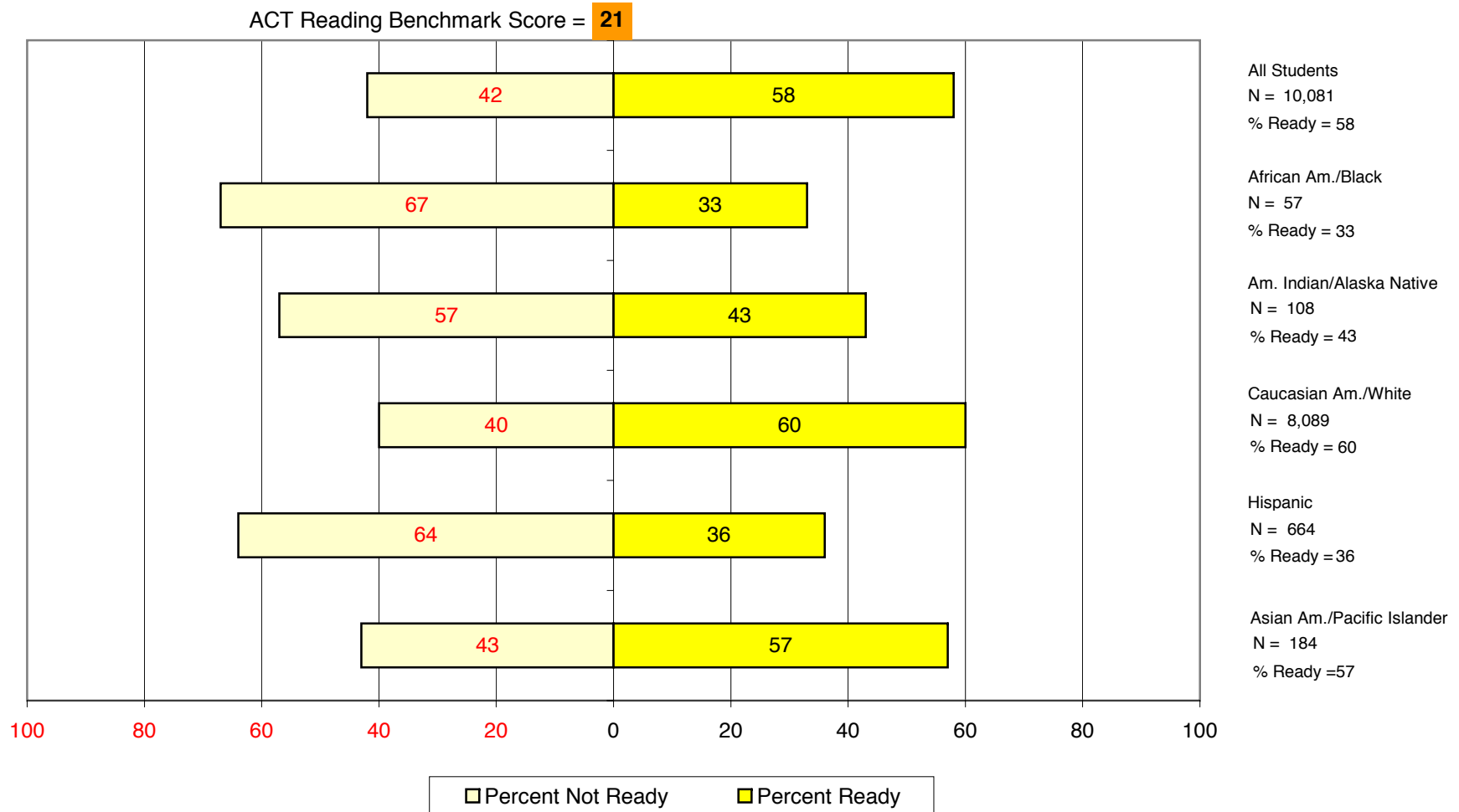


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

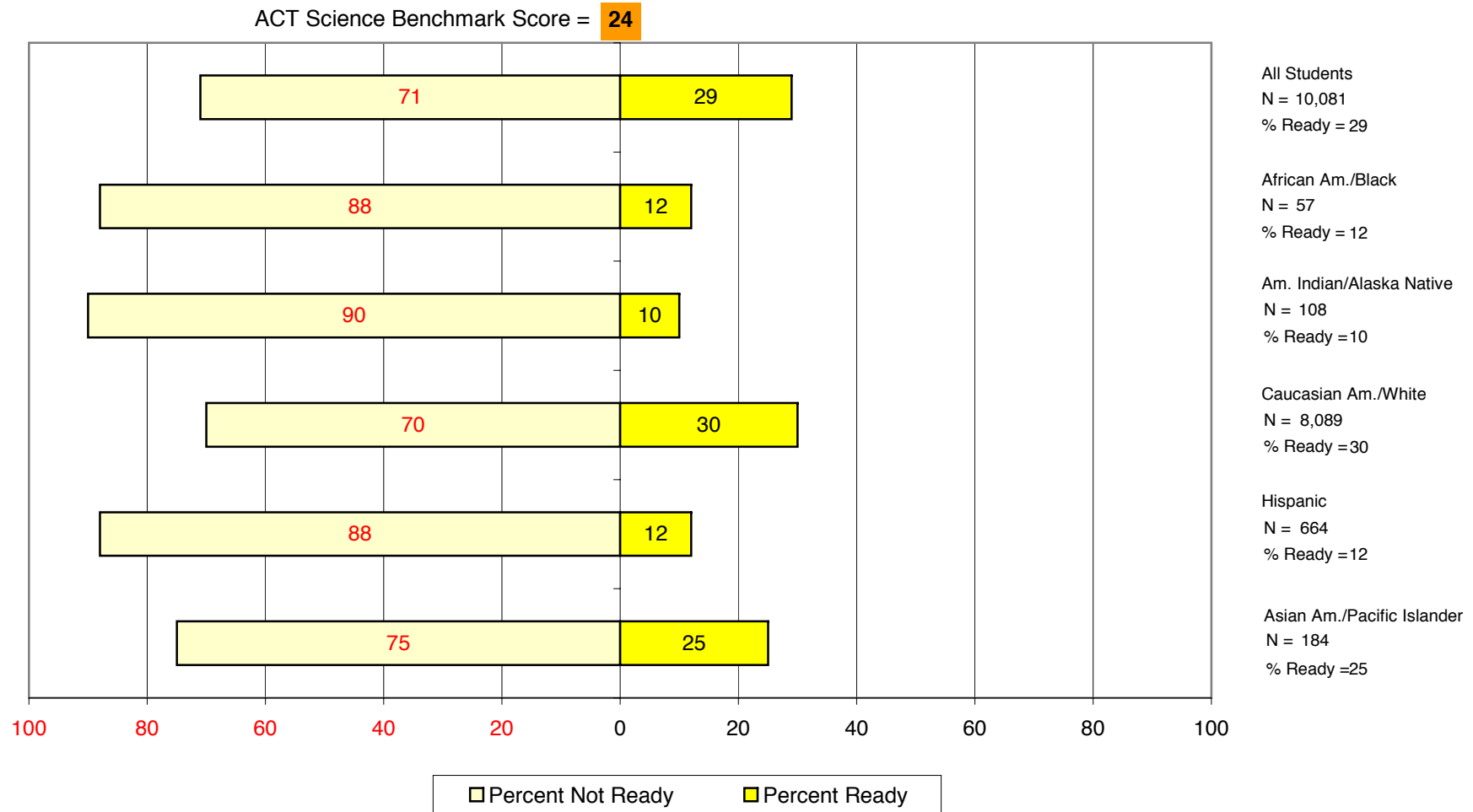


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

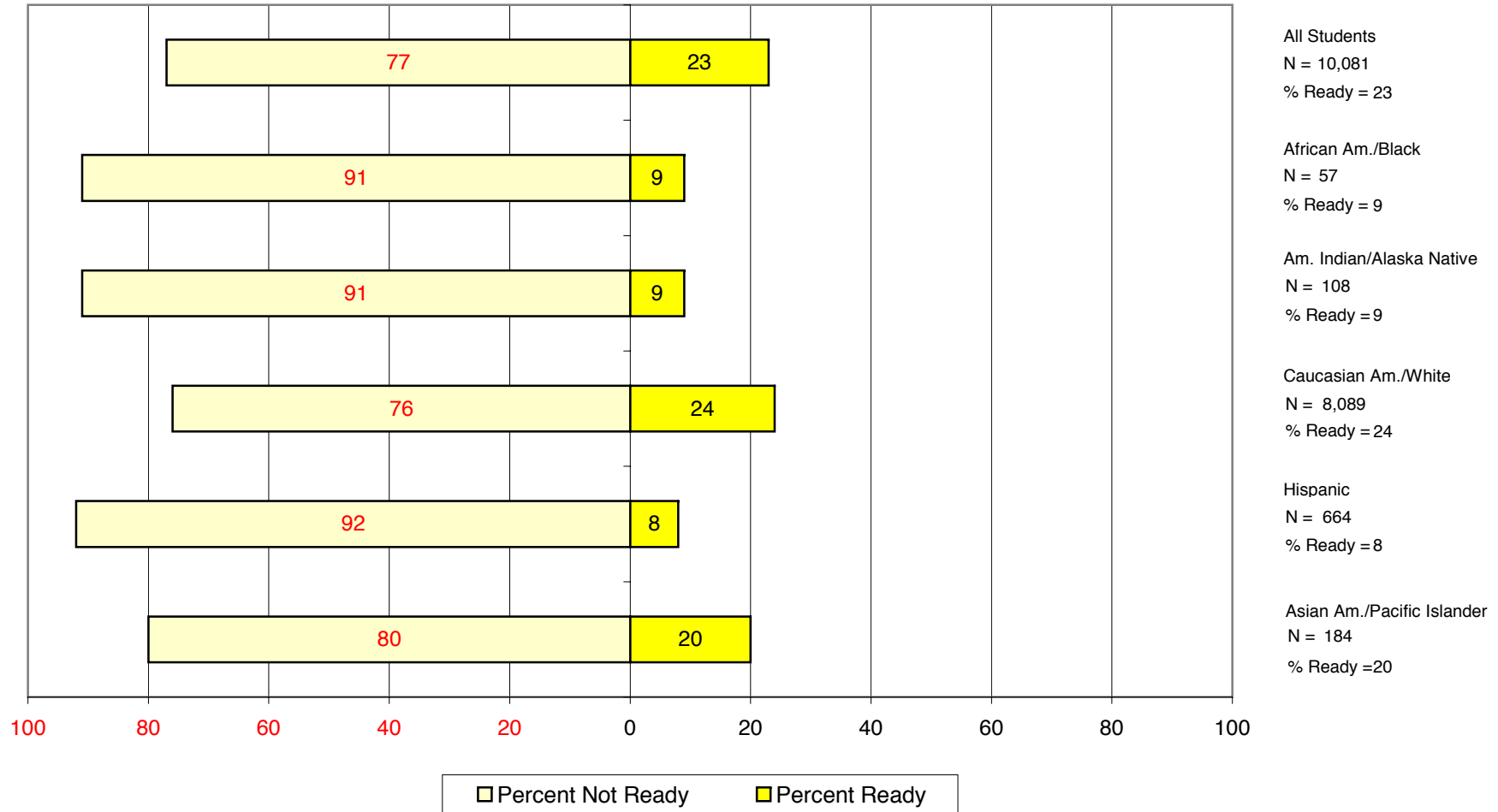


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	1,764	17	21.3	1.4	760	17	20.8	1.9	980	18	21.8	1.1
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,388	73	20.7	0.8	3,366	74	20.3	1.4	3,899	74	21.0	0.3
Less than 4 years of English	541	5	19.9	-	255	6	18.9	-	254	5	20.7	-
No English course/grade information reported	388	4	19.9	-	166	4	19.6	-	170	3	19.4	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	577	6	25.8	8.2	282	6	26.7	8.7	287	5	24.9	7.8
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	635	6	22.5	4.9	256	6	23.6	5.6	371	7	21.8	4.7
Alg 1, Alg 2, Geom, & Trig	592	6	21.5	3.9	259	6	22.3	4.3	319	6	20.8	3.7
Alg 1, Alg 2, Geom, & Other Adv Math	1,520	15	21.7	4.1	608	13	22.5	4.5	887	17	21.2	4.1
Other comb of 4 or more years of Math	2,433	24	24.1	6.5	1,219	27	24.8	6.8	1,170	22	23.3	6.2
Alg 1, Alg 2, & Geom (Min. Core)	2,430	24	18.5	0.9	1,038	23	19.1	1.1	1,352	25	18.1	1.0
Other comb of 3 or 3.5 years of Math	473	5	21.9	4.3	235	5	21.9	3.9	218	4	21.7	4.6
Less than 3 years of Math	1,019	10	17.6	-	476	10	18.0	-	522	10	17.1	-
No Math course/grade information reported	402	4	21.0	-	174	4	21.5	-	177	3	19.8	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	47	0	22.1	0.1	24	1	22.0	0.1	21	0	21.8	-0.3
Other comb of 4 or more years Social Science	4,282	42	22.5	0.5	1,900	42	22.1	0.2	2,306	43	22.8	0.7
US Hist, World Hist, & Am Gov (Min. Core)	145	1	20.0	-2.0	64	1	19.9	-2.0	76	1	19.8	-2.3
Other comb of 3 or 3.5 years of Social Science	3,550	35	22.1	0.1	1,605	35	22.0	0.1	1,892	36	22.2	0.1
Less than 3 years of Social Science	1,658	16	22.0	-	783	17	21.9	-	831	16	22.1	-
No Soc Sci course/grade information reported	399	4	21.9	-	171	4	21.4	-	177	3	21.5	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,614	26	23.0	3.5	1,368	30	23.8	4.0	1,200	23	22.2	2.9
Bio, Chem, Phys	101	1	24.0	4.5	57	1	24.6	4.8	40	1	23.4	4.1
Gen Sci ² , Bio, Chem (Min. Core)	3,259	32	21.7	2.2	1,291	28	22.2	2.4	1,903	36	21.3	2.0
Other comb of 3 years of Natural Science	555	6	21.6	2.1	309	7	22.0	2.2	235	4	21.1	1.8
Less than 3 years of Natural Science	3,133	31	19.5	-	1,340	29	19.8	-	1,742	33	19.3	-
No Nat Sci course/grade information reported	419	4	20.8	-	182	4	20.8	-	183	3	20.0	-

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	1,764	17	21.3	75	266,394	19	21.8	76
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,388	73	20.7	71	949,721	67	20.5	68
Less than 4 years of English	541	5	19.9	67	112,496	8	18.8	56
No English course/grade information reported	388	4	19.9	64	93,330	7	20.2	64
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	577	6	25.8	81	91,985	6	24.8	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	635	6	22.5	61	113,879	8	22.3	57
Alg 1, Alg 2, Geom, & Trig	592	6	21.5	48	116,105	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	1,520	15	21.7	49	204,909	14	20.4	38
Other comb of 4 or more years of Math	2,433	24	24.1	69	342,493	24	23.9	66
Alg 1, Alg 2, & Geom (Min. Core)	2,430	24	18.5	17	251,813	18	17.8	14
Other comb of 3 or 3.5 years of Math	473	5	21.9	49	70,951	5	20.8	41
Less than 3 years of Math	1,019	10	17.6	14	131,252	9	17.4	14
No Math course/grade information reported	402	4	21.0	42	98,554	7	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	47	0	22.1	57	42,546	3	22.7	61
Other comb of 4 or more years Social Science	4,282	42	22.5	61	604,055	42	21.9	56
US Hist, World Hist, & Am Gov (Min. Core)	145	1	20.0	44	86,500	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	3,550	35	22.1	57	404,731	28	21.3	52
Less than 3 years of Social Science	1,658	16	22.0	56	185,561	13	20.4	45
No Soc Sci course/grade information reported	399	4	21.9	54	98,548	7	21.1	50
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,614	26	23.0	44	453,654	32	22.2	38
Bio, Chem, Phys	101	1	24.0	53	134,033	9	23.2	47
Gen Sci ¹ , Bio, Chem (Min. Core)	3,259	32	21.7	31	435,183	31	20.1	20
Other comb of 3 years of Natural Science	555	6	21.6	32	40,179	3	20.1	22
Less than 3 years of Natural Science	3,133	31	19.5	14	259,142	18	18.7	13
No Nat Sci course/grade information reported	419	4	20.8	25	99,750	7	20.6	29

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	181	2	19.6	24	4	18.0	145	2	19.8
Architecture & Environmental Design	215	2	21.7	10	2	20.2	190	2	21.8
Business & Management	888	9	21.0	35	6	19.2	801	9	21.2
Business & Office	79	1	19.3	10	2	18.8	63	1	19.3
Marketing & Distribution	82	1	20.2	7	1	17.9	72	1	20.4
Communications & Comm. Technologies	195	2	21.8	14	2	17.4	173	2	22.2
Community & Personal Services	210	2	19.4	44	7	18.9	152	2	19.8
Computer & Information Sciences	186	2	22.3	12	2	19.3	167	2	22.6
Cross-Disciplinary Studies	6	0	25.5	0	0	.	6	0	25.5
Education	471	5	21.1	14	2	17.4	432	5	21.3
Teacher Education	260	3	20.7	7	1	18.0	242	3	20.9
Engineering	411	4	24.0	13	2	17.4	376	4	24.2
Engineering-Related Technologies	268	3	23.0	16	3	18.4	233	3	23.4
Foreign Languages	42	0	23.2	2	0	19.5	37	0	23.4
Health Sciences & Allied Health Fields	1,987	20	21.2	104	18	18.0	1,796	21	21.5
Human, Family & Consumer Science	104	1	19.9	18	3	18.7	82	1	20.2
Letters	66	1	25.3	2	0	22.0	58	1	25.3
Mathematics	57	1	25.7	0	0	.	54	1	25.5
Philosophy, Religion & Theology	46	0	23.3	1	0	16.0	41	0	23.5
Sciences (Biological & Physical)	520	5	23.7	8	1	20.1	490	6	23.8
Social Sciences	551	5	22.7	3	1	17.0	521	6	22.8
Trade & Industrial	150	1	18.6	67	11	17.5	75	1	19.9
Visual & Performing Arts	611	6	21.5	39	7	19.5	535	6	21.6
Undecided	1,656	16	21.2	121	20	18.4	1,389	16	21.5
No Response	839	8	21.4	20	3	17.2	338	4	22.3

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/ Alaska 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	151	18.1	0	.	3	17.3	128	18.3	12	15.2	0	.	8	18.9
2-yr College Degree	440	18.4	2	15.5	10	17.2	341	18.9	43	16.1	8	17.0	36	17.2
Bachelors Degree	4,522	20.7	22	18.0	43	18.6	3,755	20.9	291	18.5	68	19.9	343	20.8
Graduate Study	1,516	23.2	8	20.4	13	19.6	1,264	23.5	69	20.0	21	21.9	141	23.4
Prof. Level Degree	2,430	23.1	14	20.6	25	20.9	1,903	23.4	169	20.0	64	23.6	255	23.5
Other	205	19.4	3	13.3	2	17.0	155	19.8	14	16.1	3	16.0	28	19.9
No Response	817	21.1	8	16.0	12	19.5	543	21.1	66	18.3	20	20.5	168	22.6

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	3,636	1,529	2,107	1	7	30	35	19	7	1
UNIVERSITY OF IDAHO	Idaho	2,575	833	1,742	1	6	27	34	22	9	1
IDAHO STATE UNIVERSITY	Idaho	2,571	759	1,812	1	8	30	35	20	6	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	1,783	923	860	0	5	23	33	26	12	1
BRIGHAM YOUNG UNIVERSITY	Utah	1,195	436	759	0	1	14	32	32	18	3
UTAH STATE UNIVERSITY	Utah	1,121	244	877	1	4	22	33	26	12	1
COLLEGE OF SOUTHERN IDAHO	Idaho	918	249	669	2	12	38	32	13	2	0
LEWIS CLARK STATE COLLEGE	Idaho	746	263	483	1	9	36	35	13	6	0
COLLEGE OF IDAHO THE	Idaho	700	209	491	0	4	26	32	25	12	1
WASHINGTON STATE UNIVERSITY	Washington	530	100	430	0	2	18	34	32	13	1
UNIVERSITY OF UTAH	Utah	454	59	395	0	4	16	32	28	18	2
NORTH IDAHO COLLEGE	Idaho	417	121	296	1	8	32	37	16	6	0
NORTHWEST NAZARENE UNIVERSITY	Idaho	309	94	215	1	6	30	34	19	9	1
UNIVERSITY OF WASHINGTON	Washington	303	62	241	0	0	11	23	38	23	4
UNIVERSITY OF OREGON	Oregon	256	39	217	0	3	15	32	31	16	2
IDAHO STATE BOARD OF EDUCATION	Idaho	251	56	195	1	6	29	32	21	10	0
OREGON STATE UNIVERSITY	Oregon	213	30	183	0	4	21	32	26	15	1
EASTERN IDAHO TECHNICAL COLLEGE	Idaho	205	43	162	2	19	42	27	8	2	0
UNIVERSITY OF MONTANA	Montana	196	46	150	1	4	24	34	23	12	2
GONZAGA UNIVERSITY	Washington	181	37	144	0	2	13	30	34	19	3
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	171	40	131	0	2	18	40	23	14	3
TREASURE VALLEY COMMUNITY COLLEGE	Oregon	167	31	136	4	17	35	30	11	4	0
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	142	12	130	0	2	17	30	30	18	3
NCAA ELIGIBILITY CENTER	Indiana	140	58	82	1	2	29	37	23	8	0
WEBER STATE UNIVERSITY	Utah	136	17	119	3	4	28	40	17	6	1
UTAH VALLEY STATE COLLEGE	Utah	107	5	102	0	6	34	45	14	2	0
STANFORD UNIVERSITY	California	105	23	82	0	0	5	15	28	38	14
PORTLAND STATE UNIVERSITY	Oregon	100	17	83	0	8	25	32	20	13	2
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	97	28	69	0	7	25	33	24	9	2
EASTERN OREGON UNIVERSITY	Oregon	89	14	75	1	6	42	30	15	7	0
All Other Institutions		5,326	1,169	4,157	0	5	20	29	26	17	3
Total		25,140	7,546	17,594	1	6	25	33	23	11	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	3,039	770,529	22.5	21.4	7.5	7.3	21.9	20.9
African Am./Black	12	86,049	18.8	16.6	7.3	6.5	18.8	16.6
Am. Indian/Alaska Native	33	5,148	20.5	18.9	7.1	6.7	20.0	18.5
Caucasian Am./White	2,314	464,177	22.8	22.5	7.5	7.4	22.1	21.8
Hispanic	218	71,060	18.7	18.3	7.1	7.1	18.8	18.5
Asian Am./Pacific Islander	74	37,359	23.4	23.1	7.9	7.9	22.9	22.6
Other/No Response	388	106,736	23.1	22.2	7.5	7.5	22.4	21.7
Males	1,221	327,613	22.3	20.9	7.3	7.0	21.5	20.2
Females	1,729	421,968	22.7	21.7	7.6	7.6	22.1	21.3
Missing	89	20,948	23.7	23.9	7.8	7.9	23.1	23.2

