

ACT High School Profile Report

The Graduating Class of 2007
Utah



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This report provides information about the performance of your 2007 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 - 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

24% of 2007 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. 22,008 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 10% of the cohort took less than three years of math courses. Of these students, 22% were college ready. 17% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 14% of these students were college ready. In comparison, 56% 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 24% of the cohort took less than three years of natural science courses. 22% of these students were college ready. In comparison, 34% 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 44% 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.

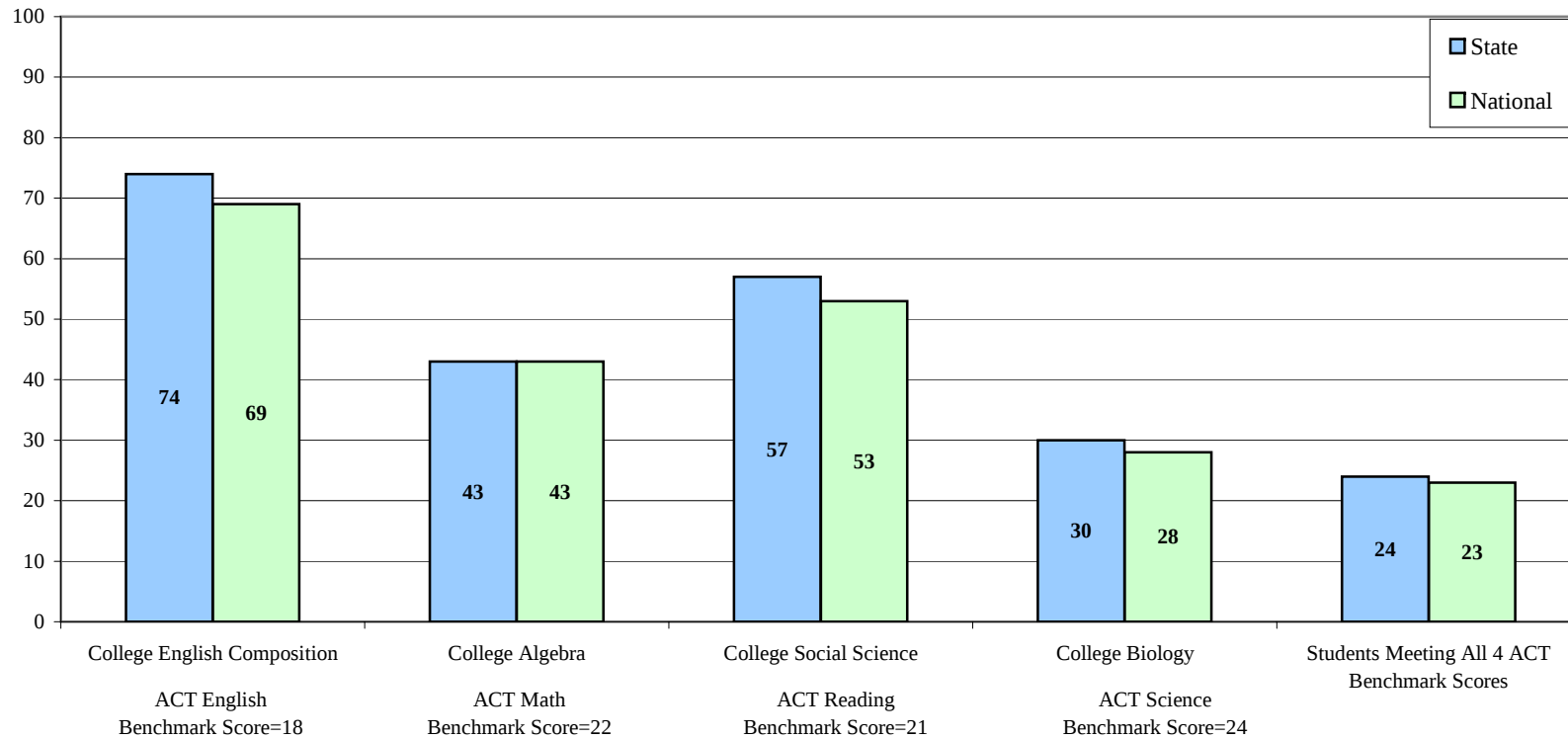
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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
2003	21,007	1,175,059	71	67	41	40	57	52	28	26	22	20
2004	20,856	1,171,460	72	68	42	40	58	52	29	26	22	21
2005	20,593	1,186,251	73	68	43	41	58	51	30	26	23	21
2006	21,561	1,206,455	74	69	43	42	60	53	31	27	24	21
2007	22,008	1,300,599	74	69	43	43	57	53	30	28	24	23

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
2003	21,007	1,175,059	20.7	20.3	20.7	20.6	22.0	21.2	21.4	20.8	21.3	20.8
2004	20,856	1,171,460	20.9	20.4	20.9	20.7	22.2	21.3	21.4	20.9	21.5	20.9
2005	20,593	1,186,251	21.1	20.4	21.0	20.7	22.2	21.3	21.4	20.9	21.5	20.9
2006	21,561	1,206,455	21.2	20.6	21.0	20.8	22.4	21.4	21.6	20.9	21.7	21.1
2007	22,008	1,300,599	21.3	20.7	21.1	21.0	22.2	21.5	21.6	21.0	21.7	21.2

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
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
2007	1,300,599	20.7	21.0	21.5	21.0	21.2

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

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
					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	Core or More	Less than Core	Core or More	Less than Core
2003	8,801	10,952	42	52	21.9	19.8	21.7	20.0	23.0	21.2	22.2	20.8	22.3	20.6
2004	8,959	10,435	43	50	22.0	20.0	21.9	20.2	23.1	21.4	22.1	20.8	22.4	20.7
2005	8,847	9,795	43	48	22.2	20.2	21.9	20.3	23.2	21.3	22.2	20.8	22.5	20.8
2006	10,536	8,303	49	39	22.2	20.1	22.0	20.0	23.2	21.5	22.4	20.7	22.6	20.7
2007	9,967	8,008	45	36	22.2	20.1	21.9	20.0	23.0	21.3	22.3	20.7	22.5	20.6

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

	2003			2004			2005			2006			2007		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	21,007	100	21.3	20,856	100	21.5	20,593	100	21.5	21,561	100	21.7	22,008	100	21.7
African American/Black	112	1	17.5	107	1	18.1	120	1	17.4	148	1	18.2	159	1	18.5
American Indian/Alaska Native	182	1	18.0	190	1	17.4	211	1	17.6	197	1	18.2	193	1	18.6
Caucasian American/White	17,886	85	21.5	17,514	84	21.7	17,100	83	21.8	16,943	79	22.0	16,326	74	21.9
Hispanic	708	3	18.7	775	4	18.9	861	4	18.9	801	4	19.3	940	4	19.0
Asian American/Pacific Islander	617	3	20.6	607	3	20.5	568	3	21.0	694	3	20.7	657	3	21.3
Other/No Response	1,502	7	21.3	1,663	8	21.7	1,733	8	21.4	2,778	13	21.3	3,733	17	21.6

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	25	100	28	100	100	100	61	100	2	100	36
35	185	100	74	100	226	100	148	100	41	100	35
34	350	99	138	100	318	99	70	99	78	100	34
33	262	97	135	99	431	97	185	99	150	99	33
32	244	96	224	98	508	95	122	98	214	99	32
31	447	95	255	97	639	93	214	97	314	98	31
30	380	93	297	96	620	90	352	96	454	96	30
29	497	91	549	95	662	87	279	95	572	94	29
28	818	89	499	92	909	84	447	93	775	92	28
27	718	85	860	90	1,046	80	728	91	909	88	27
26	875	82	1,115	86	905	75	1,150	88	1,097	84	26
25	1,393	78	1,277	81	1,009	71	1,366	83	1,227	79	25
24	1,122	72	1,505	75	1,300	66	1,578	77	1,429	73	24
23	1,213	67	1,220	68	1,645	61	1,809	70	1,606	67	23
22	1,602	61	1,319	63	1,080	53	2,311	61	1,775	60	22
21	1,709	54	1,368	57	1,219	48	2,046	51	1,879	52	21
20	1,862	46	1,408	51	1,971	43	2,442	42	1,871	43	20
19	1,615	38	1,635	44	1,285	34	1,703	30	1,812	35	19
18	1,051	30	1,620	37	984	28	1,641	23	1,648	26	18
17	936	26	1,993	29	1,195	23	1,010	15	1,335	19	17
16	1,161	21	2,394	20	1,167	18	605	11	1,056	13	16
15	1,051	16	1,311	10	781	13	493	8	791	8	15
14	859	11	585	4	761	9	449	6	480	4	14
13	427	7	141	1	583	6	286	4	310	2	13
12	383	5	42	1	386	3	211	2	139	1	12
11	291	4	8	1	151	1	161	1	28	1	11
10	227	2	3	1	80	1	99	1	12	1	10
9	151	1	3	1	31	1	21	1	3	1	9
8	102	1	1	1	4	1	15	1	1	1	8
7	37	1	1	1	8	1	4	1	0	1	7
6	12	1	0	1	3	1	1	1	0	1	6
5	3	1	0	1	0	1	1	1	0	1	5
4	0	1	0	1	1	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)	21.3 (5.7)		21.1 (4.8)		22.2 (5.8)		21.6 (4.5)		21.7 (4.6)		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	501	100	153	100	342	100	655	100	526	100	121	100	129	100	18
17	1,037	98	400	99	1,332	98	1,143	97	703	98	197	99	151	99	17
16	808	93	1,179	97	1,225	92	1,541	92	1,046	94	397	99	461	99	16
15	825	89	1,686	92	1,479	87	1,809	85	1,228	90	942	97	1,169	97	15
14	1,599	86	1,690	84	1,499	80	1,858	77	1,850	84	1,364	92	1,509	91	14
13	1,572	78	1,790	77	1,457	73	1,986	68	2,097	76	2,492	86	2,227	84	13
12	1,890	71	2,596	69	3,104	67	2,041	59	2,026	66	2,430	75	2,484	74	12
11	2,183	63	3,232	57	2,555	53	1,856	50	1,929	57	2,605	64	2,927	63	11
10	2,695	53	2,722	42	2,002	41	2,027	41	2,590	48	4,326	52	3,554	50	10
9	2,227	40	2,168	30	2,092	32	1,856	32	1,781	36	2,745	32	3,141	34	9
8	2,095	30	2,073	20	2,332	22	1,473	24	2,372	28	1,937	20	1,726	19	8
7	1,626	21	1,021	11	1,109	12	1,194	17	2,539	18	1,129	11	1,227	11	7
6	1,198	13	616	6	737	7	1,512	12	931	6	596	6	507	6	6
5	976	8	390	3	364	3	598	5	249	2	442	3	302	4	5
4	477	4	225	1	249	2	352	2	91	1	93	1	261	2	4
3	238	1	59	1	94	1	71	1	37	1	168	1	157	1	3
2	52	1	8	1	30	1	34	1	12	1	0	1	41	1	2
1	9	1	0	1	6	1	2	1	1	1	24	1	35	1	1
Avg (SD)	10.5 (3.6)		11.1 (3.0)		11.3 (3.3)		11.4 (3.6)		11.0 (3.3)		10.6 (2.7)		10.6 (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)	25	24	26	24	25
Q2 (50th Percentile)	21	20	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	22,008	45	22.5	20.6
	African Am./Black	159	47	19.1	17.8
	Am. Indian/Alaska Native	193	46	20.0	17.0
	Caucasian Am./White	16,326	48	22.8	20.9
	Hispanic	940	48	19.7	18.1
	Asian Am./Pacific Islander	657	56	22.0	20.1
	Other/No Response	3,733	33	22.0	20.8
National	All Students	1,300,599	51	22.0	19.8
	African Am./Black	152,412	51	17.7	16.1
	Am. Indian/Alaska Native	14,044	46	20.3	17.6
	Caucasian Am./White	779,147	54	23.0	20.7
	Hispanic	93,137	50	19.5	17.7
	Asian Am./Pacific Islander	42,257	57	23.1	21.4
	Other/No Response	219,602	38	22.5	20.4

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.3	21.1	22.2	21.6	21.7
	African Am./Black	17.6	17.9	19.4	18.6	18.5
	Am. Indian/Alaska Native	17.1	18.7	19.2	19.1	18.6
	Caucasian Am./White	21.6	21.3	22.5	21.8	21.9
	Hispanic	18.1	18.5	19.5	19.3	19.0
	Asian Am./Pacific Islander	20.3	21.5	21.3	21.5	21.3
	Other/No Response	21.3	21.0	22.2	21.5	21.6
National	All Students	20.7	21.0	21.5	21.0	21.2
	African Am./Black	16.1	17.0	17.1	17.2	17.0
	Am. Indian/Alaska Native	17.9	18.7	19.4	19.2	18.9
	Caucasian Am./White	21.8	21.7	22.5	21.9	22.1
	Hispanic	17.6	19.0	18.8	18.8	18.7
	Asian Am./Pacific Islander	21.7	23.6	22.1	22.3	22.6
	Other/No Response	21.2	21.5	22.0	21.3	21.6

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	822	4	375	2	1,075	5	464	2
	28 to 32	2,386	11	1,824	8	3,338	15	1,414	6
	24 to 27	4,108	19	4,757	22	4,260	19	4,822	22
	20 to 23	6,386	29	5,315	24	5,915	27	8,608	39
	16 to 19	4,763	22	7,642	35	4,631	21	4,959	23
	13 to 15	2,337	11	2,037	9	2,125	10	1,228	6
	01 to 12	1,206	5	58	0	664	3	513	2
National	33 to 36	44,569	3	29,067	2	58,782	5	26,450	2
	28 to 32	133,320	10	120,951	9	183,189	14	80,170	6
	24 to 27	228,570	18	268,298	21	224,580	17	258,834	20
	20 to 23	348,772	27	284,073	22	317,869	24	458,484	35
	16 to 19	278,059	21	427,859	33	281,941	22	319,915	25
	13 to 15	154,534	12	161,072	12	159,904	12	95,630	7
	01 to 12	112,775	9	9,279	1	74,334	6	61,116	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	9,516	43	20.8	21.8	22.1	22.2	21.8
	Females	10,606	48	21.7	20.4	22.4	21.1	21.5
	Missing	1,886	9	21.2	20.9	22.0	21.3	21.5
National	Males	544,522	42	20.2	21.6	21.2	21.4	21.2
	Females	674,636	52	21.0	20.4	21.6	20.5	21.0
	Missing	81,441	6	21.7	21.9	22.4	21.7	22.1

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	71	49	56	36	27
	Females	77	38	59	26	20
National	Males	66	47	51	32	26
	Females	71	38	53	24	20

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

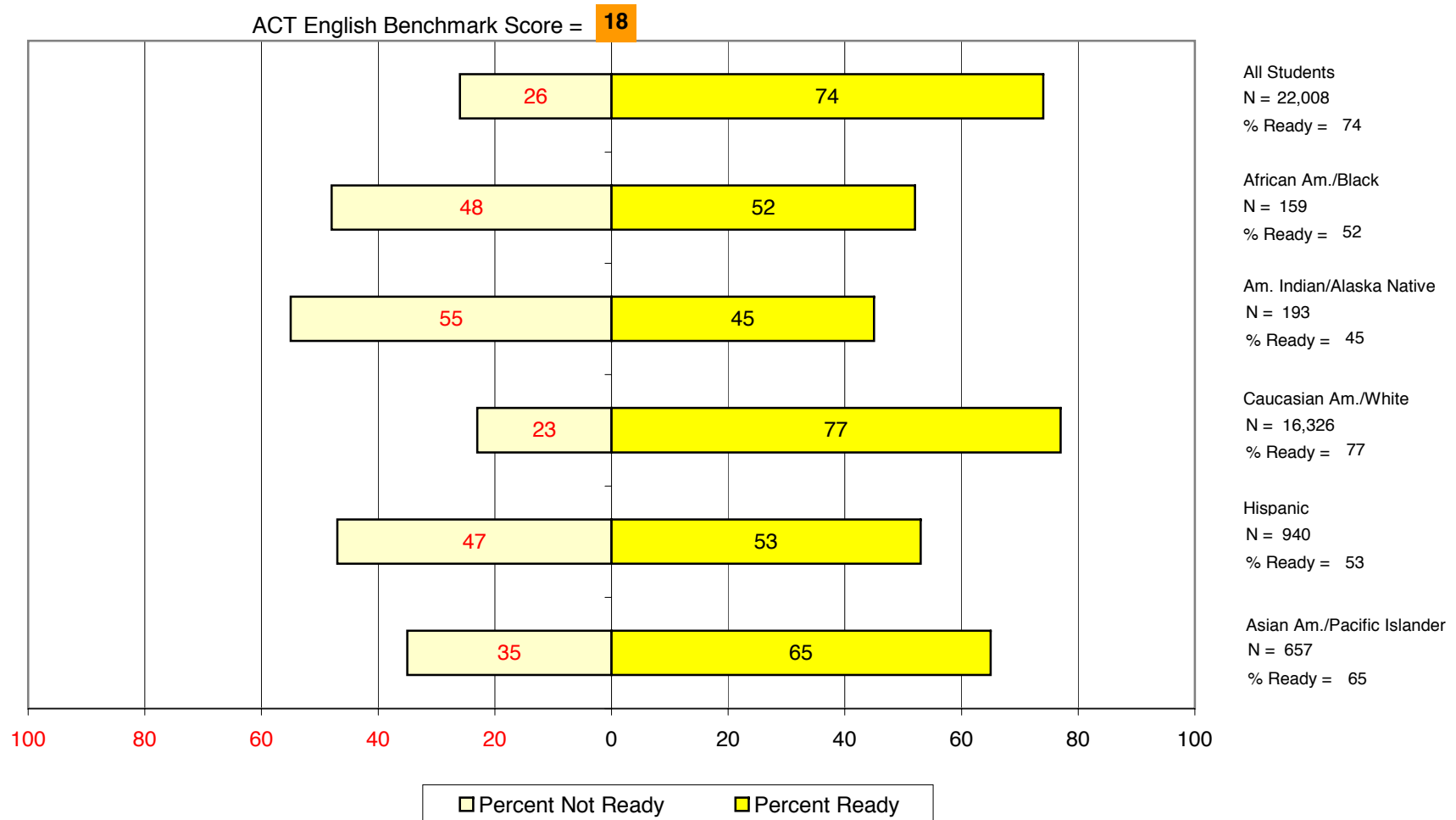


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

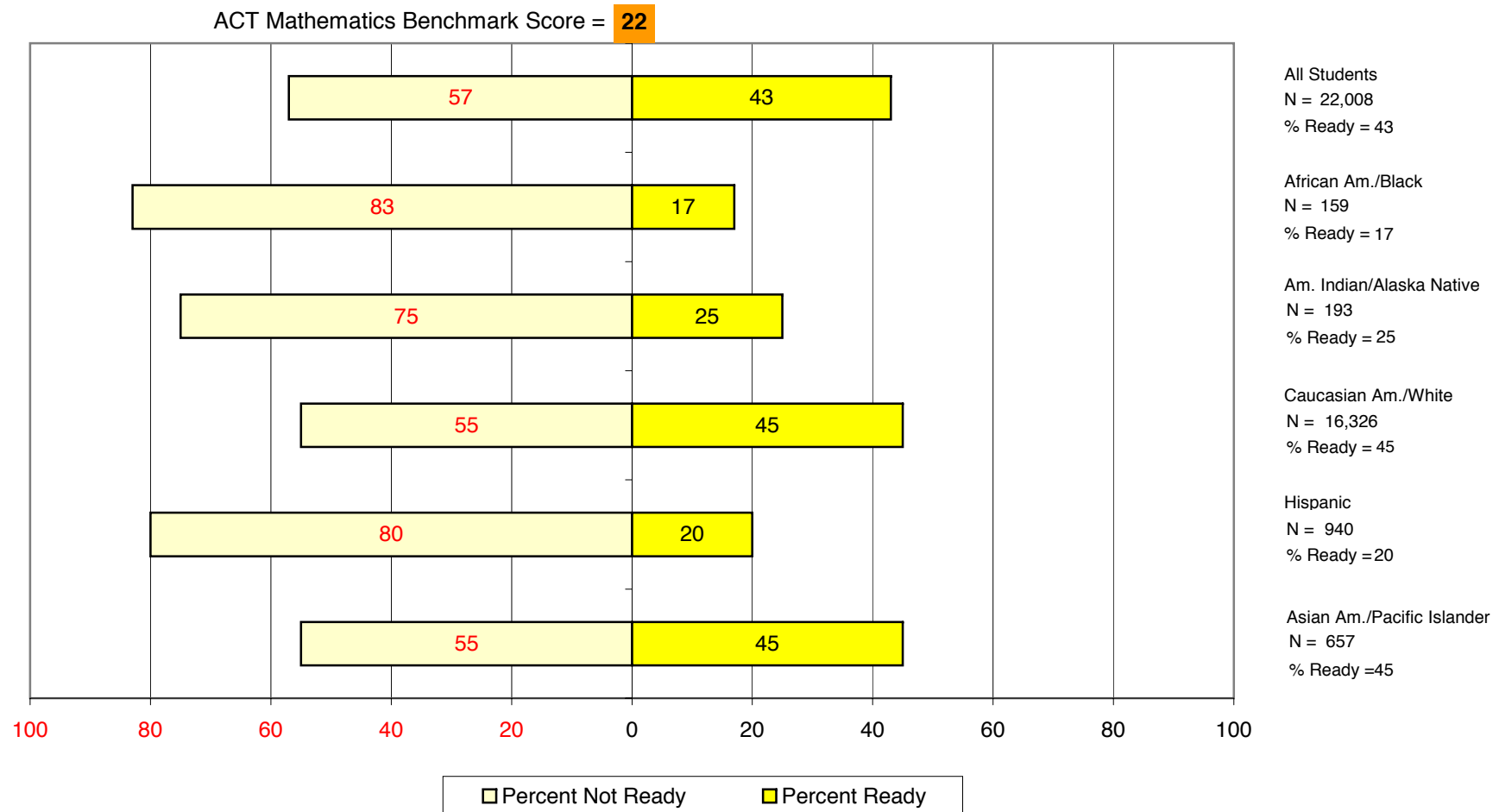


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

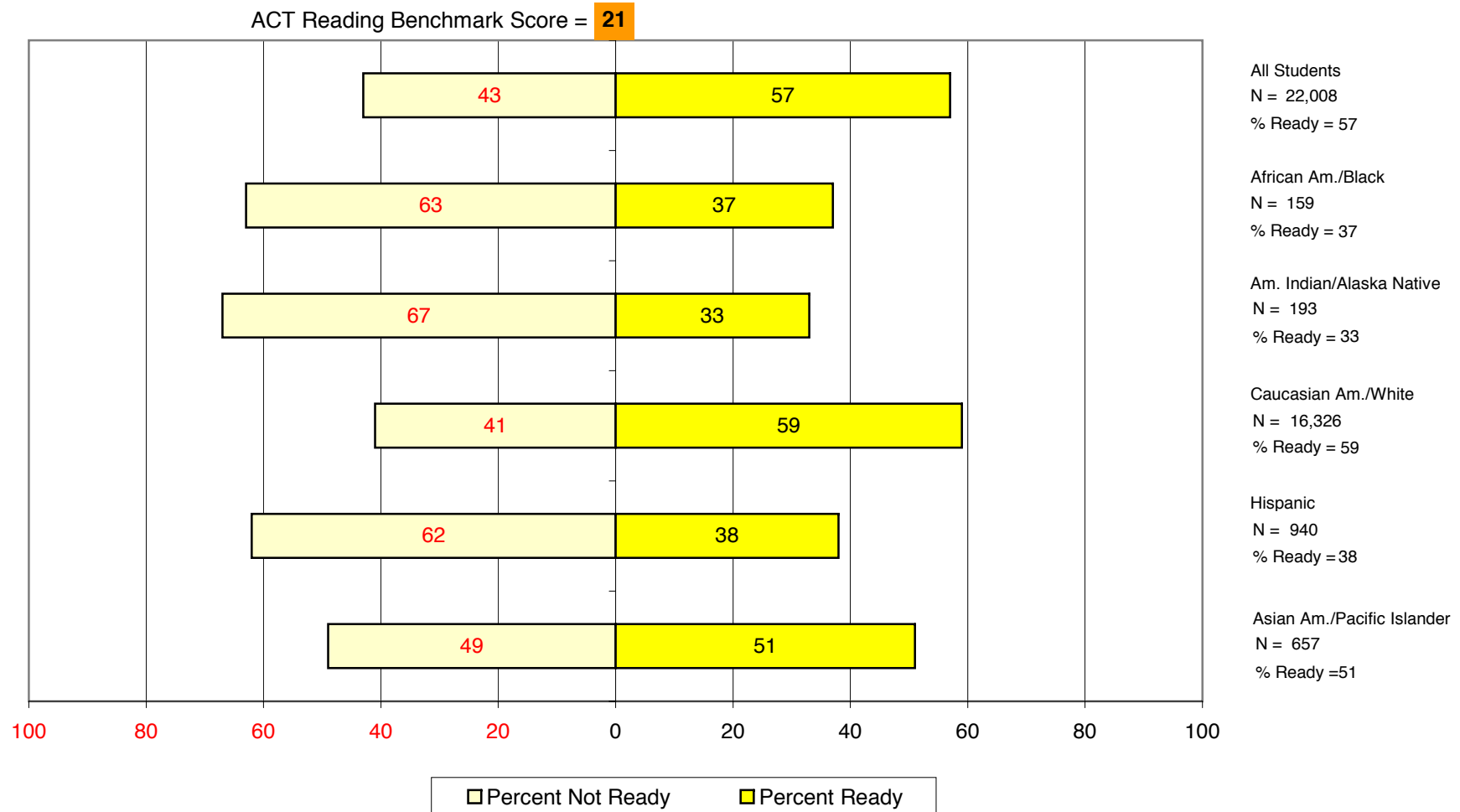


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

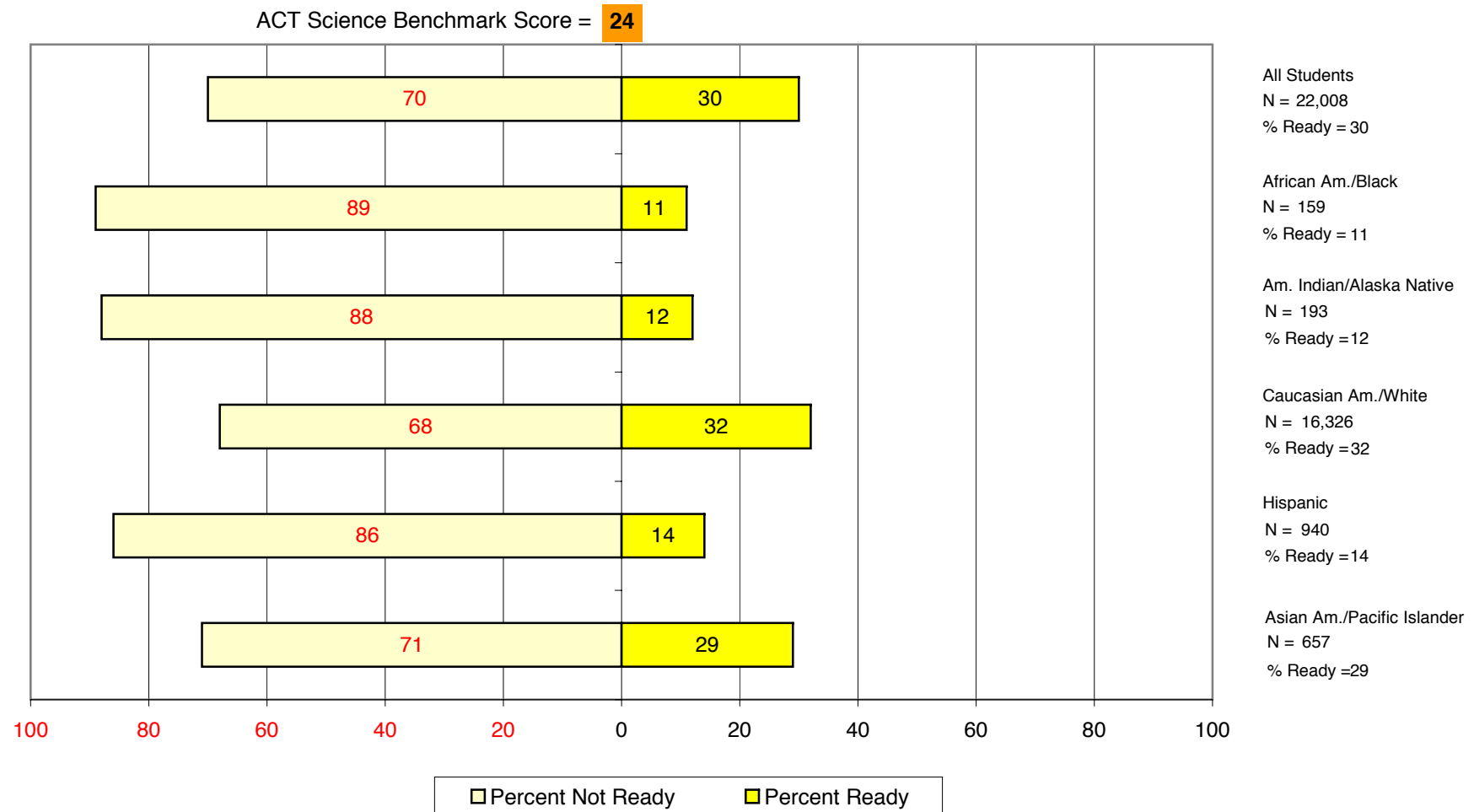


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

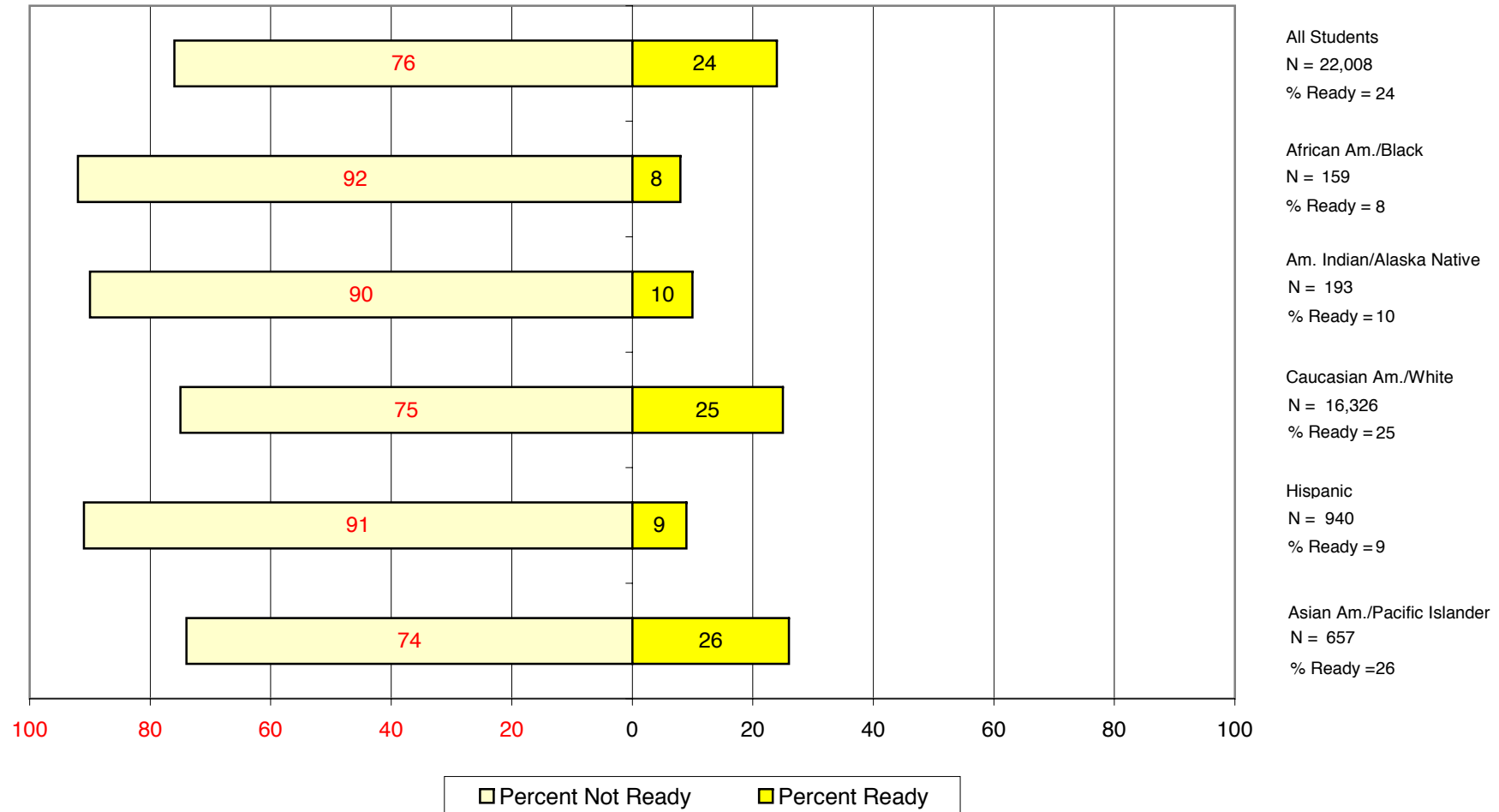


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	3,713	17	22.2	1.9	1,389	15	21.7	1.9	2,114	20	22.6	1.9
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	11,551	52	21.2	0.9	5,301	56	20.8	1.0	5,657	53	21.6	0.9
Less than 4 years of English	2,628	12	20.3	-	1,168	12	19.8	-	1,253	12	20.7	-
No English course/grade information reported	4,116	19	21.4	-	1,658	17	20.8	-	1,582	15	21.7	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	1,040	5	24.7	6.2	525	6	25.1	6.1	460	4	24.2	6.3
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,104	5	22.5	4.0	412	4	23.0	4.0	624	6	22.2	4.3
Alg 1, Alg 2, Geom, & Trig	992	5	20.9	2.4	433	5	21.5	2.5	486	5	20.4	2.5
Alg 1, Alg 2, Geom, & Other Adv Math	2,673	12	20.4	1.9	987	10	20.9	1.9	1,533	14	20.1	2.2
Other comb of 4 or more years of Math	5,023	23	23.8	5.3	2,435	26	24.7	5.7	2,390	23	23.0	5.1
Alg 1, Alg 2, & Geom (Min. Core)	3,722	17	18.0	-0.5	1,566	16	18.5	-0.5	1,933	18	17.6	-0.3
Other comb of 3 or 3.5 years of Math	1,002	5	20.9	2.4	482	5	21.3	2.3	468	4	20.4	2.5
Less than 3 years of Math	2,111	10	18.5	-	920	10	19.0	-	1,039	10	17.9	-
No Math course/grade information reported	4,341	20	21.0	-	1,756	18	21.6	-	1,673	16	20.2	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	301	1	21.9	0.6	144	2	22.5	1.5	135	1	21.5	-0.1
Other comb of 4 or more years Social Science	8,130	37	22.8	1.5	3,235	34	22.7	1.7	4,494	42	23.0	1.4
US Hist, World Hist, & Am Gov (Min. Core)	745	3	20.5	-0.8	423	4	20.5	-0.5	282	3	20.6	-1.0
Other comb of 3 or 3.5 years of Social Science	5,844	27	22.0	0.7	2,632	28	21.9	0.9	2,904	27	22.2	0.6
Less than 3 years of Social Science	2,636	12	21.3	-	1,322	14	21.0	-	1,121	11	21.6	-
No Soc Sci course/grade information reported	4,352	20	22.2	-	1,760	18	22.1	-	1,670	16	22.2	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	4,080	19	22.5	2.0	2,051	22	23.2	2.3	1,843	17	21.9	1.8
Bio, Chem, Phys	1,215	6	23.7	3.2	608	6	24.7	3.8	543	5	23.0	2.9
Gen Sci ² , Bio, Chem (Min. Core)	4,894	22	21.4	0.9	1,815	19	21.9	1.0	2,816	27	21.2	1.1
Other comb of 3 years of Natural Science	2,026	9	21.8	1.3	1,077	11	22.3	1.4	831	8	21.2	1.1
Less than 3 years of Natural Science	5,314	24	20.5	-	2,145	23	20.9	-	2,852	27	20.1	-
No Nat Sci course/grade information reported	4,479	20	21.6	-	1,820	19	22.1	-	1,721	16	21.0	-

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	3,713	17	22.2	80	191,202	15	22.2	79
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	11,551	52	21.2	74	766,001	59	20.5	68
Less than 4 years of English	2,628	12	20.3	68	141,777	11	19.7	64
No English course/grade information reported	4,116	19	21.4	75	201,619	16	20.7	69
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	1,040	5	24.7	76	75,970	6	24.8	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,104	5	22.5	62	87,647	7	22.4	58
Alg 1, Alg 2, Geom, & Trig	992	5	20.9	42	100,139	8	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	2,673	12	20.4	36	163,562	13	20.4	38
Other comb of 4 or more years of Math	5,023	23	23.8	67	239,187	18	24.3	69
Alg 1, Alg 2, & Geom (Min. Core)	3,722	17	18.0	14	218,745	17	17.9	15
Other comb of 3 or 3.5 years of Math	1,002	5	20.9	41	57,945	4	20.9	43
Less than 3 years of Math	2,111	10	18.5	22	145,617	11	18.3	21
No Math course/grade information reported	4,341	20	21.0	43	211,787	16	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	301	1	21.9	56	31,985	2	22.7	61
Other comb of 4 or more years Social Science	8,130	37	22.8	62	448,356	34	22.0	56
US Hist, World Hist, & Am Gov (Min. Core)	745	3	20.5	46	72,952	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	5,844	27	22.0	56	333,689	26	21.4	52
Less than 3 years of Social Science	2,636	12	21.3	52	201,605	16	20.6	47
No Soc Sci course/grade information reported	4,352	20	22.2	57	212,012	16	21.5	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	4,080	19	22.5	39	333,648	26	22.4	40
Bio, Chem, Phys	1,215	6	23.7	50	115,297	9	23.4	48
Gen Sci ¹ , Bio, Chem (Min. Core)	4,894	22	21.4	28	353,348	27	20.2	20
Other comb of 3 years of Natural Science	2,026	9	21.8	31	32,593	3	20.4	24
Less than 3 years of Natural Science	5,314	24	20.5	22	247,312	19	19.1	15
No Nat Sci course/grade information reported	4,479	20	21.6	31	218,401	17	20.9	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	172	1	19.7	21	2	18.5	141	1	19.7
Architecture & Environmental Design	358	2	21.3	18	2	20.0	324	2	21.5
Business & Management	869	4	21.3	49	5	17.9	803	5	21.5
Business & Office	95	0	20.0	11	1	18.2	81	1	20.1
Marketing & Distribution	94	0	20.9	12	1	17.8	79	1	21.4
Communications & Comm. Technologies	260	1	21.8	9	1	16.8	246	2	22.0
Community & Personal Services	284	1	19.1	60	6	17.7	216	1	19.6
Computer & Information Sciences	345	2	23.0	15	2	18.3	320	2	23.3
Cross-Disciplinary Studies	17	0	25.3	1	0	16.0	16	0	25.9
Education	499	2	21.6	16	2	17.9	454	3	21.8
Teacher Education	373	2	21.2	8	1	17.0	346	2	21.3
Engineering	447	2	23.3	16	2	16.1	413	3	23.8
Engineering-Related Technologies	392	2	22.9	16	2	17.1	364	2	23.2
Foreign Languages	68	0	23.7	3	0	20.3	61	0	23.9
Health Sciences & Allied Health Fields	2,977	14	21.4	142	15	18.2	2,756	18	21.7
Human, Family & Consumer Science	178	1	20.3	23	2	19.0	145	1	20.7
Letters	137	1	25.0	6	1	24.2	129	1	25.2
Mathematics	88	0	26.4	0	0	.	88	1	26.4
Philosophy, Religion & Theology	45	0	22.4	0	0	.	42	0	22.7
Sciences (Biological & Physical)	634	3	24.0	8	1	18.9	618	4	24.1
Social Sciences	800	4	22.4	9	1	19.6	776	5	22.5
Trade & Industrial	236	1	19.1	68	7	17.6	163	1	19.8
Visual & Performing Arts	1,108	5	21.9	60	6	18.4	996	6	22.1
Undecided	3,389	15	21.0	222	23	17.9	2,956	19	21.2
No Response	8,143	37	21.8	185	19	18.2	3,031	19	21.8

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	180	17.2	2	15.5	7	14.7	133	17.7	12	15.5	5	16.8	21	16.0
2-yr College Degree	798	18.3	4	15.0	10	15.8	621	18.5	46	16.2	17	17.1	100	18.3
Bachelors Degree	7,238	20.7	46	16.7	63	17.5	5,816	20.9	290	18.5	166	19.3	857	20.5
Graduate Study	3,497	23.0	23	20.5	32	21.1	2,807	23.3	125	19.8	109	21.9	401	22.3
Prof. Level Degree	4,829	22.9	50	19.7	52	19.4	3,542	23.3	288	19.8	243	22.8	654	22.5
Other	349	19.2	6	19.0	3	12.7	241	19.3	20	17.5	14	18.0	65	19.6
No Response	5,117	21.9	28	18.5	26	19.6	3,166	22.0	159	19.0	103	21.3	1,635	22.0

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
UNIVERSITY OF UTAH	Utah	9,968	3,407	6,561	1	5	22	33	25	13	1
UTAH STATE UNIVERSITY	Utah	8,671	2,257	6,414	0	5	23	34	24	12	1
BRIGHAM YOUNG UNIVERSITY	Utah	7,079	3,406	3,673	0	3	16	32	29	18	2
UTAH VALLEY STATE COLLEGE	Utah	5,340	1,291	4,049	1	9	31	35	18	6	0
WEBER STATE UNIVERSITY	Utah	4,994	1,504	3,490	1	8	29	34	20	8	1
SOUTHERN UTAH UNIVERSITY	Utah	4,346	1,023	3,323	1	7	28	35	21	8	0
DIXIE STATE COLLEGE OF UTAH	Utah	3,198	748	2,450	1	11	37	34	14	3	0
SNOW COLLEGE	Utah	3,075	669	2,406	1	11	34	33	15	5	0
SALT LAKE COMMUNITY COLLEGE	Utah	3,047	745	2,302	1	12	38	32	13	4	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	1,976	369	1,607	0	3	17	34	29	15	1
WESTMINSTER COLLEGE	Utah	1,574	263	1,311	1	5	22	32	26	13	1
COLLEGE OF EASTERN UTAH	Utah	580	191	389	2	13	38	30	14	3	0
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	485	75	410	1	3	20	30	28	18	1
LDS BUSINESS COLLEGE	Utah	377	46	331	1	12	31	37	14	5	1
STANFORD UNIVERSITY	California	303	53	250	0	0	6	12	26	42	14
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	274	45	229	0	6	26	36	23	8	1
UNIVERSITY OF SOUTHERN CALIFORNIA	California	250	32	218	0	6	14	31	29	18	2
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	227	83	144	0	7	25	32	22	11	1
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	208	29	179	1	7	20	32	22	17	1
HARVARD COLLEGE	Massachusetts	197	25	172	0	1	6	13	20	45	17
PROVO COLLEGE	Utah	180	9	171	3	22	42	23	9	1	0
NEW YORK UNIVERSITY	New York	163	36	127	0	5	12	20	31	31	1
SOUTHERN VIRGINIA UNIVERSITY	Virginia	160	24	136	0	4	18	34	27	16	1
UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	154	19	135	1	12	33	31	17	5	1
COLORADO STATE UNIVERSITY	Colorado	136	22	114	0	1	22	35	24	16	1
UNIVERSITY OF WASHINGTON	Washington	136	23	113	1	4	8	29	32	24	1
UNIVERSITY OF ARIZONA	Arizona	129	14	115	1	4	17	32	33	11	2
SAN DIEGO STATE UNIVERSITY	California	115	19	96	1	8	35	29	21	7	0
UNIVERSITY OF CALIFORNIA-BERKELEY	California	114	17	97	1	5	10	20	30	31	4
UNIVERSITY OF OREGON	Oregon	107	20	87	1	1	18	26	37	17	0
All Other Institutions		6,593	1,194	5,399	1	6	20	29	24	17	3
Total		64,156	17,658	46,498	1	7	25	33	22	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	State	National
All Students	3,950	532,943	22.7	22.3	7.6	7.6	22.2	21.8
African Am./Black	38	50,340	19.5	17.2	7.3	6.7	19.6	17.3
Am. Indian/Alaska Native	32	3,462	21.7	19.8	7.5	7.0	21.3	19.4
Caucasian Am./White	2,739	308,578	23.1	23.4	7.6	7.6	22.4	22.6
Hispanic	202	42,588	18.9	18.8	7.2	7.3	19.0	19.0
Asian Am./Pacific Islander	183	25,616	22.6	23.2	7.9	8.0	22.3	22.8
Other/No Response	756	102,359	22.9	23.2	7.6	7.8	22.3	22.7
Males	1,547	204,427	22.5	22.0	7.4	7.3	21.8	21.3
Females	2,053	285,556	23.0	22.5	7.7	7.7	22.5	22.1
Missing	350	42,960	22.6	23.0	7.6	7.8	22.0	22.6

