



Profile Report - State

Graduating Class 2016
Public High School Students
Nevada



New to your 2016 Profile Report

In Fall 2015, ACT introduced additional test scores and indicators to provide students and educators with more insight into critical aspects of college and career readiness. Tables for these new scores and indicators (Writing scores from enhanced design, ELA score, STEM score, Understanding Complex Texts Indicator, and Progress Toward Career Readiness Indicator) are included in this report to describe available data. To determine where the new scores are summarized in this report, please consult the Table of Contents.

- **Writing scores:** Writing scores describe core writing competencies valued by high school and college educators. These competencies are summarized by the writing scores. Writing scores from test events before September 2015 will be reported on the 2-12 scale. Writing scores from test events on or after September 2015 will be reported on the 1-36 scale.
- **ELA:** The English Language Arts (ELA) score is based upon student scores in ACT English, Reading, and Writing, and is intended to represent a measure of students' overall literacy skills. This score utilizes ACT's customary 1-36 scale.
- **STEM:** In response to the national focus on student performance in Science, Technology, Engineering, and Mathematics (STEM), a STEM score was developed to gauge students' overall performance in mathematics and science. This score, driven by ACT Mathematics and Science scores, ranges from 1 to 36. Test scores from previous years have been calculated.
- **Understanding Complex Texts Indicator:** The Understanding Complex Texts indicator represents students' progress toward understanding the complex written material encountered in college and careers. The indicator is reported in three proficiency levels: Below Proficient, Proficient, and Above Proficient.
- **Progress Toward Career Readiness Indicator:** Progress toward career readiness indicator is based upon the ACT Composite score, representing the level at which students perform relative to the National Career Readiness Certificate (NCRC). Symbolizing attainment of workplace employability skills critical to job success, this indicator is reported in four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC.

Table of Contents

Section I: Executive Summary	Page 5
Percent of Your Students Ready for College-Level Coursework	
Five Year Trends—Percent of Students Who Met College Readiness Benchmarks	
Five Year Trends—Average ACT Scores	
Five Year Trends—Average ACT Scores by Level of Preparation	
Five Year Trends—Percent and Average Composite Score by Race/Ethnicity	
Five Year Trends—Achievement in STEM	
Proficiency Toward Understanding Complex Text	
Average ACT College Reportable Scores by Test Session Duration	
Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration	
Section II: Academic Achievement	Page 11
ACT Score Distributions, Cumulative Percentages, Averages, and Quartile Values	
Average ACT Composite Scores for Race/Ethnicity by Level of Preparation	
Average ACT Scores by Race/Ethnicity	
Average ACT Composite Scores for Gender by Level of Preparation	
Average ACT Scores by Gender	
Section III: College Readiness & Impact of Course Rigor	Page 17
Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges	
Percent of Students Who Met ACT College Readiness Benchmark Scores by Gender and Race/Ethnicity	
Progress Toward National Career Readiness Certificates	
College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Common Course Patterns	
Section IV: Career and Educational Aspirations	Page 23
Distribution of Planned Educational Majors for All Students by College Plans	
Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations	
Students' Score Report Preferences at Time of Testing	
Section V: Optional Writing Test Results	Page 27
Average ACT Total Writing and English/Language Arts Scores by Race/Ethnicity and Gender	

This report provides information about the performance of your 2016 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 2016. Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included in the report.

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, test data for a school, district, and the state 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, or the state.

Furthermore, 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 who met or exceeded 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. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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, Biology and STEM. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

10% of your students 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: 31,531 of your students 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. 57% 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 3.8 reports 7% of the cohort took less than three years of math courses. Of these students, 3% were college ready. 18% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 5% of these students were college ready. In comparison, 31% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry 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 3.8 reports 16% of the cohort took less than three years of natural science courses. 11% of these students were college ready. In comparison, 21% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 73% 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 ACT Customer Service at 319-337-1365 or customerservices@act.org.

Section I

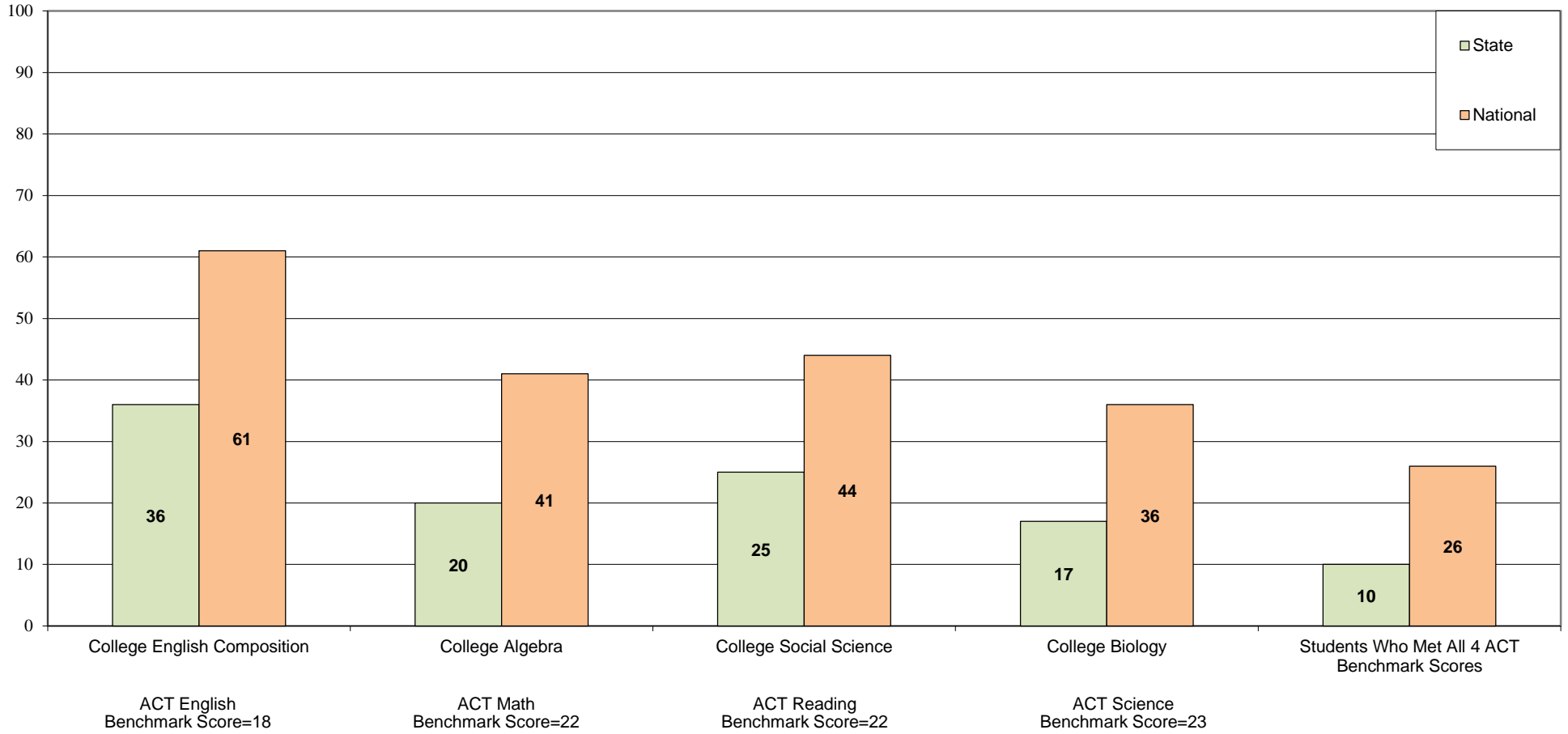
Executive Summary

Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning in August 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

To find the results of only standard time or extended time test takers, refer to Tables 1.7 and 1.8 on page 9.

Figure 1.1. Percent of Your 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 Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2012	6,939	1,666,017	66	67	46	46	54	52	29	31	24	25
2013	6,984	1,799,243	65	64	45	44	46	44	36	36	25	26
2014	7,190	1,845,787	63	64	45	43	45	44	36	37	25	26
2015	8,684	1,924,436	62	64	42	42	45	46	35	38	25	28
2016	31,531	2,090,342	36	61	20	41	25	44	17	36	10	26

Table 1.2. Five Year Trends—Average ACT Scores

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
2012	6,939	1,666,017	20.2	20.5	21.2	21.1	21.4	21.3	21.0	20.9	21.1	21.1
2013	6,984	1,799,243	20.1	20.2	21.1	20.9	21.5	21.1	20.9	20.7	21.0	20.9
2014	7,190	1,845,787	19.9	20.3	21.1	20.9	21.5	21.3	20.9	20.8	21.0	21.0
2015	8,684	1,924,436	19.8	20.4	20.8	20.8	21.2	21.4	20.7	20.9	20.7	21.0
2016	31,531	2,090,342	16.0	20.1	17.8	20.6	17.9	21.3	17.9	20.8	17.6	20.8

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	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
2012	5,456	1,435	79	21	20.6	18.8	21.5	19.8	21.8	20.1	21.3	19.7	21.4	19.7
2013	5,517	1,387	79	20	20.6	18.6	21.5	19.6	21.8	20.4	21.3	19.6	21.4	19.7
2014	5,690	1,439	79	20	20.4	18.4	21.4	19.8	21.9	20.2	21.3	19.7	21.4	19.7
2015	6,859	1,644	79	19	20.3	17.7	21.2	19.2	21.7	19.5	21.1	19.2	21.2	19.0
2016	17,841	8,753	57	28	17.6	14.6	18.9	16.8	19.3	16.7	19.2	16.8	18.9	16.4

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

	2012			2013			2014			2015			2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	6,939	100	21.1	6,984	100	21.0	7,190	100	21.0	8,684	100	20.7	31,531	100	17.6
Black/African American	558	8	17.6	470	7	17.7	441	6	18.0	560	6	18.1	2,299	7	15.4
American Indian/Alaska Native	85	1	18.4	93	1	17.9	78	1	18.8	95	1	17.3	243	1	16.2
White	3,284	47	22.6	3,339	48	22.4	3,448	48	22.3	3,873	45	22.1	9,837	31	19.6
Hispanic/Latino	1,784	26	19.0	1,775	25	19.1	1,937	27	18.9	2,469	28	19.0	11,573	37	16.2
Asian	422	6	22.2	459	7	22.5	454	6	22.5	617	7	21.9	1,612	5	20.3
Native Hawaiian/Other Pacific Islander	82	1	19.7	71	1	18.9	55	1	20.5	96	1	19.5	449	1	16.9
Two or more races	456	7	21.5	477	7	21.5	461	6	21.4	571	7	21.3	2,081	7	18.6
Prefer not to respond/No response	268	4	21.8	300	4	21.5	316	4	21.2	403	5	20.6	3,437	11	15.8

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	State	National	State	National	State	National	State	National	State	National
2012	6,939	1,666,017	21.3	21.3	18	20	28.6	28.7	27.4	27.9
2013	6,984	1,799,243	21.3	21.1	19	19	28.5	28.7	27.6	28.0
2014	7,190	1,845,787	21.2	21.1	19	20	28.6	28.7	27.9	28.3
2015	8,684	1,924,436	21.0	21.1	17	20	28.4	28.7	27.7	28.4
2016	31,531	2,090,342	18.1	20.9	7	20	28.1	28.7	28.0	28.6

¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	
2012	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2013	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2014	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2015	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2016	3,217	485,762	10	23	16.2	17.0	1,737	322,548	6	15	23.1	23.6	1,029	235,380	3	11	29.6	30.3

¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

Table 1.8. Average ACT College Reportable Scores by Test Session Duration

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Standard Time	30,747	98	16.1	17.9	18.0	18.0	17.6
	Extended Time	784	2	13.0	15.8	15.1	15.5	15.0
	Total	31,531	100	16.0	17.8	17.9	17.9	17.6
National	Standard Time	1,985,389	95	20.3	20.7	21.4	20.9	21.0
	Extended Time	104,953	5	16.6	18.0	18.9	18.2	18.0
	Total	2,090,342	100	20.1	20.6	21.3	20.8	20.8

Table 1.9. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Standard Time	37	21	25	17	11
	Extended Time	17	7	11	7	3
	Total	36	20	25	17	10
National	Standard Time	63	42	45	37	27
	Extended Time	39	22	31	23	16
	Total	61	41	44	36	26

Section II

Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

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

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	18	100	25	100	45	100	44	100	4	100	24	100	36
35	141	99	63	99	131	99	78	99	35	99	45	99	35
34	118	99	76	99	170	99	95	99	68	99	55	99	34
33	209	99	61	99	231	99	26	99	88	99	63	99	33
32	117	98	92	99	279	98	120	99	107	99	101	99	32
31	173	98	111	99	485	97	149	99	176	99	142	99	31
30	185	98	193	99	403	96	170	98	215	98	173	99	30
29	200	97	204	98	424	94	249	98	263	98	241	98	29
28	356	96	435	97	482	93	289	97	363	97	357	97	28
27	283	95	528	96	519	92	357	96	477	96	447	96	27
26	428	94	836	94	581	90	423	95	581	94	667	95	26
25	712	93	719	92	666	88	1,050	94	711	92	874	93	25
24	731	91	1,005	89	1,249	86	1,399	90	1,000	90	1,029	90	24
23	1,011	88	1,008	86	1,088	82	971	86	1,114	87	1,197	87	23
22	1,148	85	1,081	83	1,073	79	1,981	83	1,321	84	1,261	83	22
21	1,350	82	1,175	80	2,052	75	2,038	77	1,528	79	1,492	79	21
20	1,909	77	773	76	1,297	69	1,618	70	1,731	74	1,864	74	20
19	1,164	71	1,434	73	2,303	65	2,754	65	1,935	69	2,244	68	19
18	1,204	67	1,973	69	1,516	57	3,021	56	2,082	63	2,905	61	18
17	1,237	64	3,702	63	1,480	52	1,901	47	2,338	56	3,181	52	17
16	2,109	60	4,634	51	1,601	48	2,201	41	2,530	49	3,170	42	16
15	2,212	53	5,194	36	3,044	43	2,094	34	2,721	41	3,095	32	15
14	2,544	46	3,229	20	1,798	33	1,807	27	3,008	32	2,926	22	14
13	1,708	38	1,583	9	3,175	27	1,858	21	3,067	23	2,186	13	13
12	1,853	33	854	4	1,601	17	1,507	15	2,154	13	1,096	6	12
11	1,975	27	344	2	2,083	12	1,913	11	1,120	6	406	2	11
10	2,396	20	89	1	780	6	628	4	457	3	146	1	10
9	1,369	13	43	1	439	3	409	3	197	1	83	1	9
8	1,364	8	2	1	34	2	192	1	75	1	26	1	8
7	592	4	36	1	260	2	18	1	40	1	17	1	7
6	430	2	6	1	115	1	100	1	12	1	9	1	6
5	164	1	12	1	12	1	44	1	9	1	5	1	5
4	88	1	1	1	70	1	4	1	4	1	2	1	4
3	17	1	9	1	3	1	14	1	0	1	1	1	3
2	12	1	0	1	35	1	2	1	0	1	0	1	2
1	4	1	1	1	7	1	7	1	0	1	1	1	1
Avg (SD)	16.0 (6.1)		17.8 (4.5)		17.9 (6.0)		17.9 (5.1)		17.6 (4.9)		18.1 (4.5)		Avg (SD)

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

Note: 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 Subscore Averages

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	274	100	97	100	186	100	394	100	377	100	74	100	76	100	18
17	511	99	199	99	639	99	598	99	460	99	79	99	66	99	17
16	525	98	369	99	1,060	97	860	97	619	97	213	99	258	99	16
15	480	96	785	98	787	94	1,080	94	823	95	763	99	814	99	15
14	480	94	880	95	1,170	92	1,259	91	993	93	809	96	870	96	14
13	1,026	93	1,129	93	1,277	88	1,433	87	1,332	90	1,969	94	1,056	93	13
12	1,266	90	2,045	89	2,886	84	1,668	82	1,482	85	1,769	88	2,413	90	12
11	1,547	86	1,876	83	2,232	75	3,398	77	2,710	81	2,256	82	2,259	82	11
10	2,702	81	3,100	77	2,635	68	2,296	66	1,754	72	5,287	75	3,199	75	10
9	3,041	72	2,841	67	3,003	59	2,484	59	2,250	67	3,979	58	6,259	65	9
8	2,529	62	4,485	58	3,300	50	2,886	51	4,062	59	4,244	45	4,246	45	8
7	2,806	54	2,076	44	5,666	39	2,943	42	6,177	47	3,819	32	3,728	32	7
6	3,095	45	3,495	37	2,830	21	3,066	32	4,122	27	2,847	20	2,905	20	6
5	4,551	36	3,335	26	1,886	12	4,353	23	1,821	14	2,013	11	457	11	5
4	2,801	21	2,644	15	1,084	6	1,657	9	1,966	8	56	4	1,652	9	4
3	2,117	12	1,745	7	94	3	798	4	415	2	1,043	4	179	4	3
2	1,426	6	364	1	531	3	302	1	143	1	10	1	801	3	2
1	354	1	66	1	265	1	56	1	25	1	301	1	293	1	1
Avg (SD)	7.5 (3.7)		8.1 (3.4)		9.1 (3.5)		8.9 (3.7)		8.6 (3.4)		8.9 (2.9)		8.7 (3.0)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	20	20	21	21	21
Q2 (50th Percentile)	15	16	17	18	17
Q1 (25th Percentile)	11	15	13	14	14

Table 2.4. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	31,531	57	18.9	16.4
	Black/African American	2,299	56	16.6	14.2
	American Indian/Alaska Native	243	50	17.2	15.4
	White	9,837	61	20.7	18.1
	Hispanic/Latino	11,573	56	17.3	15.1
	Asian	1,612	76	21.0	18.7
	Native Hawaiian/Other Pac. Isl.	449	57	18.0	15.8
	Two or More Races	2,081	66	19.5	17.2
	Prefer not/No Response	3,437	33	17.9	15.5
National	All Students	2,090,342	69	21.9	18.7
	Black/African American	272,363	64	17.8	15.7
	American Indian/Alaska Native	16,183	57	18.9	16.3
	White	1,119,398	73	23.2	20.0
	Hispanic/Latino	337,280	69	19.5	17.3
	Asian	93,493	78	24.7	22.1
	Native Hawaiian/Other Pac. Isl.	6,797	61	20.1	16.6
	Two or More Races	85,494	70	21.9	19.0
	Prefer not/No Response	159,334	48	22.3	18.2

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	31,531	100	16.0	17.8	17.9	17.9	17.6	18.1
	Black/African American	2,299	7	13.5	16.0	15.7	15.9	15.4	16.2
	American Indian/Alaska Native	243	1	14.5	16.7	16.7	16.5	16.2	16.9
	White	9,837	31	18.6	19.4	20.2	19.8	19.6	19.8
	Hispanic/Latino	11,573	37	14.3	16.8	16.5	16.8	16.2	17.0
	Asian	1,612	5	18.9	21.0	20.3	20.5	20.3	21.0
	Native Hawaiian/Other Pac. Isl.	449	1	15.0	17.4	17.1	17.4	16.9	17.6
	Two or More Races	2,081	7	17.5	18.6	19.1	18.9	18.6	19.0
	Prefer not/No Response	3,437	11	13.9	16.4	16.1	16.3	15.8	16.6
National	All Students	2,090,342	100	20.1	20.6	21.3	20.8	20.8	20.9
	Black/African American	272,363	13	15.8	17.0	17.4	17.2	17.0	17.3
	American Indian/Alaska Native	16,183	1	16.3	17.7	18.2	18.1	17.7	18.2
	White	1,119,398	54	21.9	21.7	22.8	22.1	22.2	22.1
	Hispanic/Latino	337,280	16	17.6	18.8	19.2	18.9	18.7	19.1
	Asian	93,493	4	23.3	25.0	23.7	23.6	24.0	24.6
	Native Hawaiian/Other Pac. Isl.	6,797	0	17.4	18.9	18.9	18.6	18.6	19.0
	Two or More Races	85,494	4	20.4	20.5	21.6	20.9	21.0	21.0
	Prefer not/No Response	159,334	8	19.3	20.0	20.6	20.0	20.1	20.3

Table 2.6. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	14,619	56	18.8	16.0
	Females	14,898	61	19.0	16.8
	No Response	2,014	24	17.1	15.5
National	Males	971,383	68	22.1	18.5
	Females	1,074,049	72	21.7	19.1
	No Response	44,910	28	19.3	16.5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	14,619	46	15.6	18.1	17.5	18.0	17.4	18.3
	Females	14,898	47	16.8	17.8	18.7	18.1	18.0	18.2
	No Response	2,014	6	13.4	16.0	15.6	15.8	15.4	16.2
National	Males	971,383	46	19.8	21.0	21.0	21.1	20.9	21.3
	Females	1,074,049	51	20.6	20.3	21.6	20.6	20.9	20.7
	No Response	44,910	2	16.5	17.9	18.0	17.9	17.7	18.2

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Section III

College and Career Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	486	2	225	1	577	2	243	1
	28 to 32	1,031	3	1,035	3	2,073	7	977	3
	24 to 27	2,154	7	3,088	10	3,015	10	3,229	10
	20 to 23	5,418	17	4,037	13	5,510	17	6,608	21
	16 to 19	5,714	18	11,743	37	6,900	22	9,877	31
	13 to 15	6,464	21	10,006	32	8,017	25	5,759	18
	01 to 12	10,264	33	1,397	4	5,439	17	4,838	15
National	33 to 36	116,080	6	59,483	3	130,942	6	72,515	3
	28 to 32	200,641	10	192,181	9	275,075	13	157,797	8
	24 to 27	315,883	15	404,868	19	295,645	14	407,121	19
	20 to 23	472,860	23	351,510	17	483,472	23	578,034	28
	16 to 19	378,663	18	701,208	34	451,883	22	502,407	24
	13 to 15	317,275	15	353,660	17	297,137	14	234,398	11
	01 to 12	288,940	14	27,432	1	156,188	7	138,070	7

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	34	22	23	19	12
	Females	41	20	28	16	10
	No Response	20	8	13	7	4
National	Males	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	N	English	Mathematics	Reading	Science	All Four	STEM	
		Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	%	Benchmark=26 %	
State	All Students	31,531	36	20	25	17	10	7
	Black/African American	2,299	20	8	13	6	3	2
	American Indian/Alaska Native	243	26	10	16	9	3	1
	White	9,837	54	32	38	28	18	13
	Hispanic/Latino	11,573	25	12	16	10	5	3
	Asian	1,612	56	44	37	34	22	19
	Native Hawaiian/Other Pac. Isl	449	29	17	20	13	6	4
	Two or More Races	2,081	46	24	30	21	12	9
	Prefer Not to Respond	3,437	23	12	16	10	6	4
National	All Students	2,090,342	61	41	44	36	26	20
	Black/African American	272,363	33	13	19	11	6	3
	American Indian/Alaska Native	16,183	37	18	25	16	9	6
	White	1,119,398	73	50	55	46	34	25
	Hispanic/Latino	337,280	46	27	30	21	14	9
	Asian	93,493	75	70	59	56	46	44
	Native Hawaiian/Other Pac. Isl	6,797	45	29	30	23	16	11
	Two or More Races	85,494	64	40	46	36	26	19
	Prefer Not to Respond	159,334	55	36	40	32	24	19

Table 3.4. Progress Toward Career Readiness Based On ACT Composite Score¹

Student Group	Progress Toward Career Readiness ²	N		Average	ACT Composite	
		N	%	Composite	Score Range	Cut Point
State	Gold	13,799	44	22.1	18-36	25
	Silver	10,597	34	15.4	14-17	17
	Bronze	5,221	17	12.6	12-13	13
	Needs Improvement	1,914	6	10.3	1-11	
National	Gold	1,418,678	68	23.7	18-36	25
	Silver	496,817	24	15.6	14-17	17
	Bronze	142,375	7	12.6	12-13	13
	Needs Improvement	32,472	2	10.4	1-11	

¹ Progress Toward Career Readiness is based on research linking ACT Composite scores to ACT NCRC levels. The ACT Composite cut score for each NCRC level corresponds to a 50% chance of obtaining that level. If a student's ACT Composite score surpassed the cut score for an NCRC level, they are categorized as making progress towards the next higher NCRC level. Attainment of ACT NCRC levels indicates workplace employability skills that are critical to job success.

² Additional information on the ACT NCRC (National Career Readiness Certificate) can be found at www.act.org.

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More ²	17,841	47	17.6	28	18.9	32	19.3	23	19.2	14	18.9	10	19.3
	Less than Core	8,753	26	14.6	13	16.8	18	16.7	11	16.8	7	16.4	5	17.1
	Missing ³	4,937	16	12.8	7	15.7	10	15.1	6	15.4	3	14.9	2	15.8
National	Core or More	1,441,538	69	21.3	48	21.5	51	22.3	43	21.7	32	21.9	24	21.9
	Less than Core	483,335	46	17.8	26	18.7	31	19.2	23	18.8	15	18.7	11	19.0
	Missing	165,469	38	16.4	20	17.7	24	18.0	18	17.8	11	17.6	8	18.0

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More ²	24,099	42	17.0	24,672	25	18.5	22,581	29	18.9	21,897	21	18.7
	Less than Core	3,062	17	12.9	2,277	3	15.0	4,391	15	16.1	4,975	11	16.7
	Missing ³	4,370	17	12.9	4,582	7	15.7	4,559	11	15.2	4,659	6	15.4
National	Core or More	1,821,855	65	20.7	1,834,921	44	21.0	1,707,404	48	21.8	1,679,561	41	21.4
	Less than Core	121,175	34	15.8	101,097	8	16.1	229,685	32	19.2	255,155	17	18.0
	Missing	147,312	40	16.6	154,324	20	17.8	153,253	25	18.2	155,626	19	18.0

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

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

³ Zero years or no coursework information reported in the specified content area.

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,031	6	17.9	49	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	22,068	70	16.9	42	1,436,604	69	20.4	63
Less than 4 years of English	3,062	10	12.9	17	121,175	6	15.8	34
Zero years / no English courses reported	4,370	14	12.9	17	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	1,113	4	21.1	47	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,273	4	20.6	44	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	1,594	5	17.5	18	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	6,610	21	18.2	19	379,347	18	19.3	30
Other comb of 4 or more years of Math	6,458	20	20.9	44	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	5,832	18	15.9	5	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	1,792	6	17.4	16	107,638	5	19.5	32
Less than 3 years of Math	2,277	7	15.0	3	101,097	5	16.1	8
Zero years / no Math courses reported	4,582	15	15.7	7	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	616	2	18.2	28	51,783	2	22.1	50
Other comb of 4 or more years Social Science	5,205	17	18.8	30	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	9,004	29	18.3	26	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	7,756	25	19.6	33	555,590	27	21.4	45
Less than 3 years of Social Science	4,391	14	16.1	15	229,685	11	19.2	32
Zero years / no Social Science courses reported	4,559	14	15.2	11	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	9,008	29	18.6	21	844,557	40	22.1	46
Bio, Chem, Phys	4,133	13	21.0	36	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	7,778	25	18.0	15	542,380	26	20.0	29
Other comb of 3 years of Natural Science	978	3	16.9	9	59,600	3	19.0	23
Less than 3 years of Natural Science	4,975	16	16.7	11	255,155	12	18.0	17
Zero years / no Natural Science courses reported	4,659	15	15.4	6	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,031	6	17.9	49	901	6	16.8	41	1,088	7	19.1	57
Eng 9, Eng 10, Eng 11, Eng 12	22,068	70	16.9	42	10,358	71	16.4	39	11,090	74	17.4	45
Less than 4 years of English	3,062	10	12.9	17	1,662	11	12.7	16	1,276	9	13.3	18
Zero years / no English courses reported	4,370	14	12.9	17	1,698	12	12.7	16	1,444	10	13.5	20
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	1,113	4	21.1	47	521	4	21.8	52	571	4	20.5	43
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,273	4	20.6	44	504	3	21.2	49	748	5	20.3	40
Alg 1, Alg 2, Geom, & Trig	1,594	5	17.5	18	769	5	17.7	18	779	5	17.5	17
Alg 1, Alg 2, Geom, & Other Adv Math	6,610	21	18.2	19	2,867	20	18.5	22	3,562	24	18.0	17
Other comb of 4 or more years of Math	6,458	20	20.9	44	3,149	22	21.3	47	3,169	21	20.6	42
Alg 1, Alg 2, & Geom	5,832	18	15.9	5	2,868	20	16.0	6	2,727	18	15.7	4
Other comb of 3 or 3.5 years of Math	1,792	6	17.4	16	856	6	17.6	18	877	6	17.2	14
Less than 3 years of Math	2,277	7	15.0	3	1,260	9	15.1	4	947	6	14.9	2
Zero years / no Math courses reported	4,582	15	15.7	7	1,825	12	15.8	8	1,518	10	15.7	6
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	616	2	18.2	28	304	2	17.9	27	288	2	18.6	29
Other comb of 4 or more years Social Science	5,205	17	18.8	30	2,294	16	18.3	29	2,743	18	19.4	32
US Hist, World Hist, & Am Gov	9,004	29	18.3	26	4,546	31	17.9	24	4,251	29	18.8	28
Other comb of 3 or 3.5 years of Social Science	7,756	25	19.6	33	3,300	23	19.2	32	4,246	29	20.0	35
Less than 3 years of Social Science	4,391	14	16.1	15	2,361	16	15.7	13	1,867	13	16.7	19
Zero years / no Social Science courses reported	4,559	14	15.2	11	1,814	12	14.8	10	1,503	10	15.8	13
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	9,008	29	18.6	21	4,416	30	18.7	23	4,357	29	18.5	19
Bio, Chem, Phys	4,133	13	21.0	36	2,021	14	21.7	43	2,049	14	20.5	30
Gen Sci ² , Bio, Chem	7,778	25	18.0	15	3,322	23	17.7	15	4,123	28	18.3	15
Other comb of 3 years of Natural Science	978	3	16.9	9	583	4	17.2	10	373	3	16.5	8
Less than 3 years of Natural Science	4,975	16	16.7	11	2,417	17	16.4	10	2,436	16	17.1	12
Zero years / no Natural Science courses reported	4,659	15	15.4	6	1,860	13	15.5	7	1,560	10	15.6	5

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 4.1. Distribution of Planned Educational Majors for All Students 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	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	332	1	17.9	76	2	15.4	231	1	19.1
Architecture	337	1	17.4	27	1	14.4	295	2	17.8
Area, Ethnic, & Multidisciplinary Studies	50	0	17.8	6	0	14.2	42	0	18.5
Arts: Visual & Performing	2,351	7	17.5	431	13	15.1	1,722	9	18.4
Business	2,139	7	18.3	287	9	15.6	1,767	9	18.9
Communications	433	1	19.1	31	1	15.4	387	2	19.4
Community, Family, & Personal Services	1,504	5	15.9	332	10	14.5	1,043	5	16.5
Computer Science & Mathematics	791	3	20.9	84	3	16.4	682	4	21.6
Education	865	3	18.5	68	2	14.4	749	4	18.9
Engineering	1,650	5	20.1	200	6	14.3	1,376	7	21.1
Engineering Technology & Drafting	442	1	17.6	106	3	14.7	310	2	18.8
English & Foreign Languages	310	1	20.5	23	1	16.7	268	1	21.0
Health Administration & Assisting	757	2	16.1	106	3	14.4	611	3	16.5
Health Sciences & Technologies	4,476	14	18.7	265	8	15.4	4,022	21	19.0
Philosophy, Religion, & Theology	81	0	18.1	8	0	13.8	65	0	18.5
Repair, Production, & Construction	597	2	15.8	266	8	15.2	288	1	16.5
Sciences: Biological & Physical	1,310	4	20.9	42	1	14.9	1,203	6	21.4
Social Sciences & Law	2,258	7	18.7	122	4	15.5	2,038	11	19.0
Undecided	1,856	6	18.5	256	8	15.2	1,342	7	19.5
No Response	8,787	28	15.4	391	12	13.4	733	4	15.5

¹2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

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

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	1,044	14.6	67	13.1	13	14.5	302	15.9	470	13.8
2-yr College Degree	2,158	15.0	174	13.6	20	15.6	610	16.5	952	14.1
Bachelors Degree	11,273	18.0	820	15.8	94	17.0	3,965	19.7	4,063	16.7
Graduate Study	2,810	20.7	189	16.9	16	17.8	1,116	23.0	892	18.4
Prof. Level Degree	5,197	20.1	367	17.7	33	17.1	1,724	21.9	1,851	18.4
Other	890	15.2	40	13.5	12	14.2	296	16.3	347	14.1
No Response	8,159	15.6	642	14.0	55	14.8	1,824	17.4	2,998	15.0

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	1,044	14.6	26	15.1	12	14.6	47	15.5	107	14.5
2-yr College Degree	2,158	15.0	65	15.7	36	14.9	116	15.9	185	14.8
Bachelors Degree	11,273	18.0	608	19.7	175	16.9	827	18.6	721	17.0
Graduate Study	2,810	20.7	192	22.8	44	19.0	206	21.0	155	19.9
Prof. Level Degree	5,197	20.1	429	22.8	64	19.4	402	20.7	327	19.3
Other	890	15.2	26	17.7	16	14.5	55	15.8	98	15.1
No Response	8,159	15.6	266	17.8	102	15.5	428	17.2	1,844	14.6

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
UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	10,855	4,753	6,102	10	26	32	21	9	2	0
UNIVERSITY OF NEVADA-RENO	Nevada	10,614	4,282	6,332	7	21	32	24	12	4	0
COLLEGE OF SOUTHERN NEVADA	Nevada	5,378	2,252	3,126	14	34	31	15	5	1	0
STATE-NO COLLEGE PLANS	Iowa	1,992	1,991	1	27	41	21	8	2	0	0
TRUCKEE MEADOWS COMMUNITY COLLEGE	Nevada	1,888	671	1,217	11	28	33	20	7	1	0
ART INSTITUTE OF LAS VEGAS THE	Nevada	1,487	532	955	17	36	31	11	3	0	0
ARIZONA STATE UNIVERSITY	Arizona	1,263	373	890	7	23	33	23	11	3	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	1,241	344	897	9	27	30	20	9	5	1
NEVADA STATE COLLEGE	Nevada	1,202	225	977	14	34	35	12	4	1	0
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	1,121	297	824	8	24	31	21	11	5	1
UNIVERSITY OF OREGON	Oregon	856	186	670	6	18	30	28	14	5	0
SAN DIEGO STATE UNIVERSITY	California	827	229	598	6	24	33	24	9	2	0
DIXIE STATE UNIVERSITY	Utah	796	189	607	7	27	39	20	5	1	0
Code not found		775	213	562	20	42	29	7	2	0	0
WESTERN NEVADA COMMUNITY COLLEGE	Nevada	772	215	557	14	35	33	14	3	1	0
UNIVERSITY OF WASHINGTON	Washington	717	164	553	3	12	26	32	18	9	1
UNIVERSITY OF ARIZONA	Arizona	613	128	485	5	21	32	24	13	5	0
BRIGHAM YOUNG UNIVERSITY	Utah	584	292	292	2	9	20	26	26	16	3
ART INST OF CALIFORNIA-SAN DIEGO THE	California	571	153	418	16	37	35	9	3	1	0
STANFORD UNIVERSITY	California	557	152	405	3	12	21	24	19	15	5
Code not found		528	117	411	20	39	28	9	3	1	0
SOUTHERN UTAH UNIVERSITY	Utah	514	119	395	3	16	33	25	16	7	0
NORTHERN ARIZONA UNIVERSITY	Arizona	478	133	345	2	9	31	34	18	5	0
ART INST OF CALIFORNIA-LOS ANGELES	California	475	127	348	21	40	29	7	2	1	0
GREAT BASIN COLLEGE	Nevada	442	178	264	11	31	33	18	5	2	0
UNIVERSITY OF UTAH	Utah	439	79	360	3	17	24	28	20	8	1
UNIVERSITY OF CALIFORNIA-BERKELEY	California	409	91	318	3	11	21	25	22	14	4
BOISE STATE UNIVERSITY	Idaho	398	105	293	4	16	34	30	12	4	1
UNIVERSITY OF SAN DIEGO	California	377	65	312	7	22	30	25	11	4	0
OREGON STATE UNIVERSITY	Oregon	376	70	306	5	22	31	19	16	6	1
All Other Institutions		28,414	6,531	21,883	10	25	28	20	11	5	1
Total		76,959	25,256	51,703	10	26	30	20	10	4	0

Section V

Optional Writing Test Results

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 5.1. Average ACT Writing and English/Language Arts Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	Average ACT Scores									
	N		Writing		English		Reading		English / Language Arts	
	State	National	State	National	State	National	State	National	State	National
All Students	4,104	519,922	16.9	19.3	18.8	21.8	20.2	22.9	18.6	21.3
Black/African American	402	67,101	14.2	16.2	15.5	17.6	17.3	19.1	15.7	17.6
American Indian/Alaska Native	32	3,056	14.2	16.1	16.2	17.6	17.6	19.3	15.9	17.7
White	1,333	234,063	18.3	20.4	21.2	23.9	22.3	24.7	20.6	23.0
Hispanic/Latino	1,448	116,135	16.0	17.8	17.0	18.8	18.7	20.3	17.2	19.0
Asian	304	44,606	20.0	21.5	21.9	24.5	22.5	24.7	21.5	23.6
Native Hawaiian/Other Pac. Isl.	48	1,742	15.7	19.3	16.4	20.6	17.6	21.4	16.6	20.4
Two or More Races	308	21,475	17.4	19.9	19.5	22.6	20.7	23.6	19.2	22.0
Prefer not/No Response	229	31,744	15.4	19.9	17.3	22.8	19.2	23.8	17.3	22.2
Males	1,681	220,204	15.8	18.9	18.1	21.9	19.5	22.9	17.8	21.2
Females	2,374	298,512	17.8	19.6	19.4	21.8	20.7	22.8	19.3	21.4
No Response	49	1,206	11.3	16.3	12.4	16.8	15.1	19.0	12.9	17.3

¹Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 1-36.

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	Average ACT Scores							
	N		English		Writing		English / Writing Combined	
	State	National	State	National	State	National	State	National
All Students	25,296	754,169	15.3	19.6	5.3	6.2	14.5	18.6
Black/African American	1,719	85,940	12.8	14.6	4.7	5.1	12.1	13.9
American Indian/Alaska Native	188	5,558	13.8	15.2	4.8	5.0	13.0	14.2
White	7,614	407,944	17.8	21.4	5.7	6.5	16.7	20.2
Hispanic/Latino	9,494	115,338	13.7	17.1	5.0	6.0	13.1	16.5
Asian	1,184	30,233	18.0	23.2	6.1	7.1	17.3	22.0
Native Hawaiian/Other Pac. Isl.	371	3,063	14.5	15.9	5.4	5.6	14.1	15.3
Two or More Races	1,638	32,453	16.9	19.6	5.6	6.2	16.0	18.5
Prefer not/No Response	3,088	73,640	13.7	18.8	4.8	6.0	12.9	17.7
Males	11,999	367,696	15.0	19.2	4.9	5.9	14.0	18.0
Females	11,373	356,634	15.9	20.3	5.7	6.6	15.3	19.4
No Response	1,924	29,839	13.5	16.7	4.9	5.5	12.8	15.8

¹Results based on students with ACT Writing scores from test events before September 2015. Score scale is 2-12.

