



Profile Report - State

Graduating Class 2017
Public High School Students
Nevada



New to your 2017 Profile Report

Though ACT will continue to report English, mathematics, reading, and science subject scores, beginning in September 2016, subscores such as rhetorical skills and arts/literature will be omitted. Instead, a comprehensive set of reporting categories aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness will be included. This change will make it easier for students, parents, and educators to gain deeper insight into students' performance and better understand strengths and areas for improvement in each subject.

In this report, reporting category outcomes indicate the percentage of students with reporting category scores falling within associated ACT Readiness Ranges. These ranges reflect where a student who has met an associated ACT College Readiness Benchmark would typically perform in each reporting category.

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We are pleased to provide this 2017 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2017 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

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, STEM, 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 and Career 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. College and Career 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

11% 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: 32,812 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. 49% 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 5% of the cohort took less than three years of math courses. Of these students, 3% were college ready. 14% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 5% of these students were college ready. In comparison, 32% 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 13% of the cohort took less than three years of natural science courses. 13% of these students were college ready. In comparison, 24% 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 and Career Readiness Standards score ranges. For example, approximately 74% 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 and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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 1.8 and 1.9 on page 10.

Figure 1.1. Average Composite Scores: 5 Years of Testing*

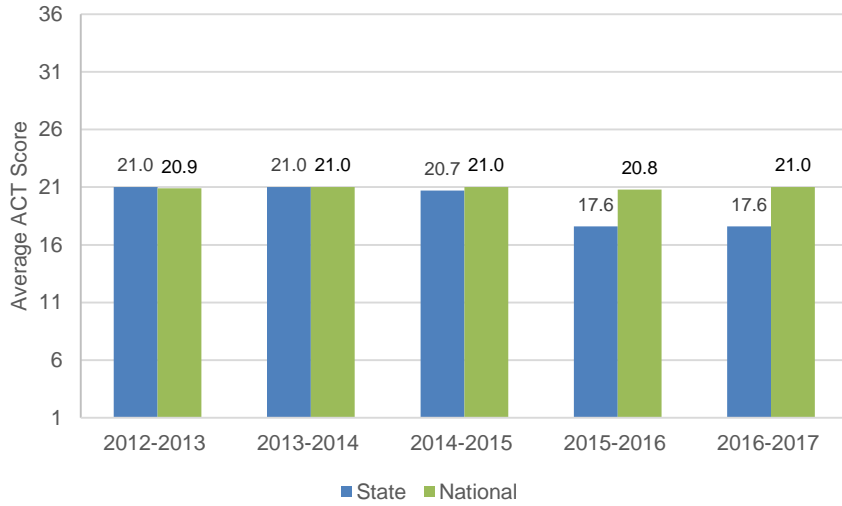


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

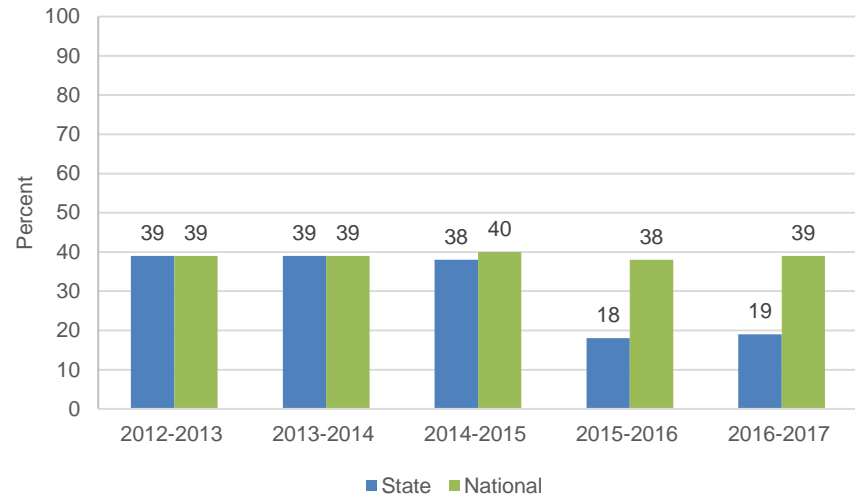


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

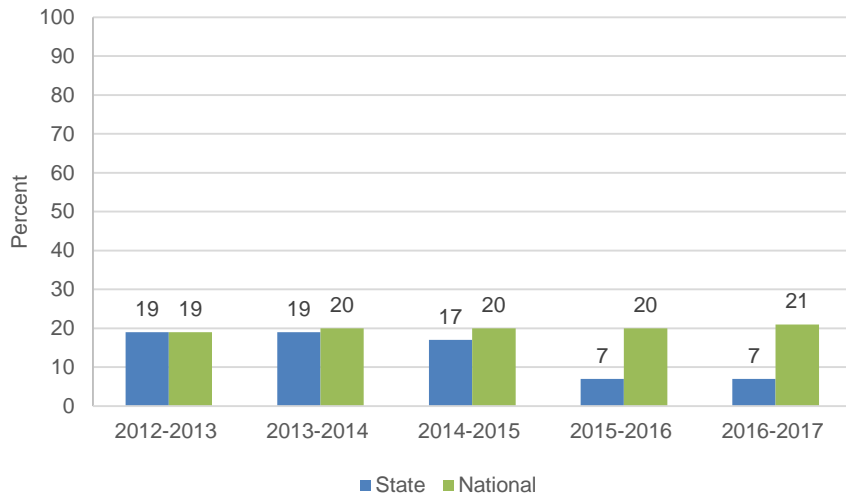
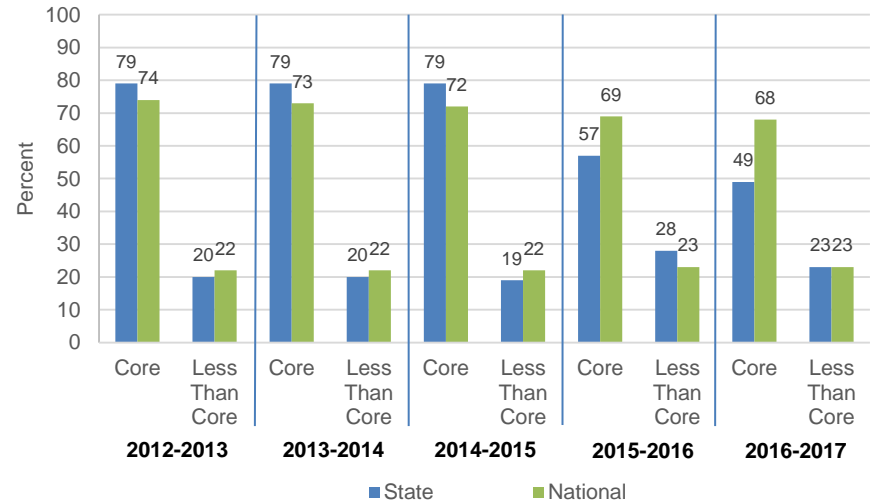


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* Missing columns in above graphs reflect years in which no students were tested.

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
	State	National	English		Mathematics		Reading		Science		Met All Four	
			State	National	State	National	State	National	State	National	State	National
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
2017	32,812	2,030,038	37	61	20	41	26	47	18	37	11	27

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
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
2017	32,812	2,030,038	16.1	20.3	17.8	20.7	17.9	21.4	18.1	21.0	17.6	21.0

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
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
2017	2,030,038	20.3	20.7	21.4	21.0	21.0

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
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
2017	15,960	7,652	49	23	18.2	15.2	19.2	17.1	19.7	17.2	19.5	17.4	19.3	16.9

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

Race/Ethnicity	2013			2014			2015			2016			2017		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	6,984	100	21.0	7,190	100	21.0	8,684	100	20.7	31,531	100	17.6	32,812	100	17.6
Black/African American	470	7	17.7	441	6	18.0	560	6	18.1	2,299	7	15.4	2,594	8	15.4
American Indian/Alaska Native	93	1	17.9	78	1	18.8	95	1	17.3	243	1	16.2	238	1	15.8
White	3,339	48	22.4	3,448	48	22.3	3,873	45	22.1	9,837	31	19.6	9,986	30	19.6
Hispanic/Latino	1,775	25	19.1	1,937	27	18.9	2,469	28	19.0	11,573	37	16.2	12,849	39	16.3
Asian	459	7	22.5	454	6	22.5	617	7	21.9	1,612	5	20.3	1,804	5	20.7
Native Hawaiian/Other Pacific Islander	71	1	18.9	55	1	20.5	96	1	19.5	449	1	16.9	485	1	16.7
Two or more races	477	7	21.5	461	6	21.4	571	7	21.3	2,081	7	18.6	2,443	7	18.7
Prefer not to respond/No response	300	4	21.5	316	4	21.2	403	5	20.6	3,437	11	15.8	2,413	7	16.0

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
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
2017	32,812	2,030,038	18.2	21.1	7	21	28.1	28.7	27.9	28.7

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	
2013	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2014	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2015	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
2017	22,132	999,708	67	49	14.7	16.2	7,657	596,096	23	29	22.6	23.4	3,021	427,075	9	21	29.9	30.8

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	31,868	97	16.2	17.9	18.0	18.2	17.7
	Extended Time	944	3	12.9	15.5	14.7	15.2	14.7
	Total	32,812	100	16.1	17.8	17.9	18.1	17.6
National	Standard Time	1,927,386	95	20.5	20.8	21.5	21.1	21.1
	Extended Time	102,652	5	17.5	18.5	19.5	18.9	18.7
	Total	2,030,038	100	20.3	20.7	21.4	21.0	21.0

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	20	26	18	11
	Extended Time	12	6	10	5	3
	Total	37	20	26	18	11
National	Standard Time	63	41	48	38	28
	Extended Time	42	25	36	26	19
	Total	61	41	47	37	27

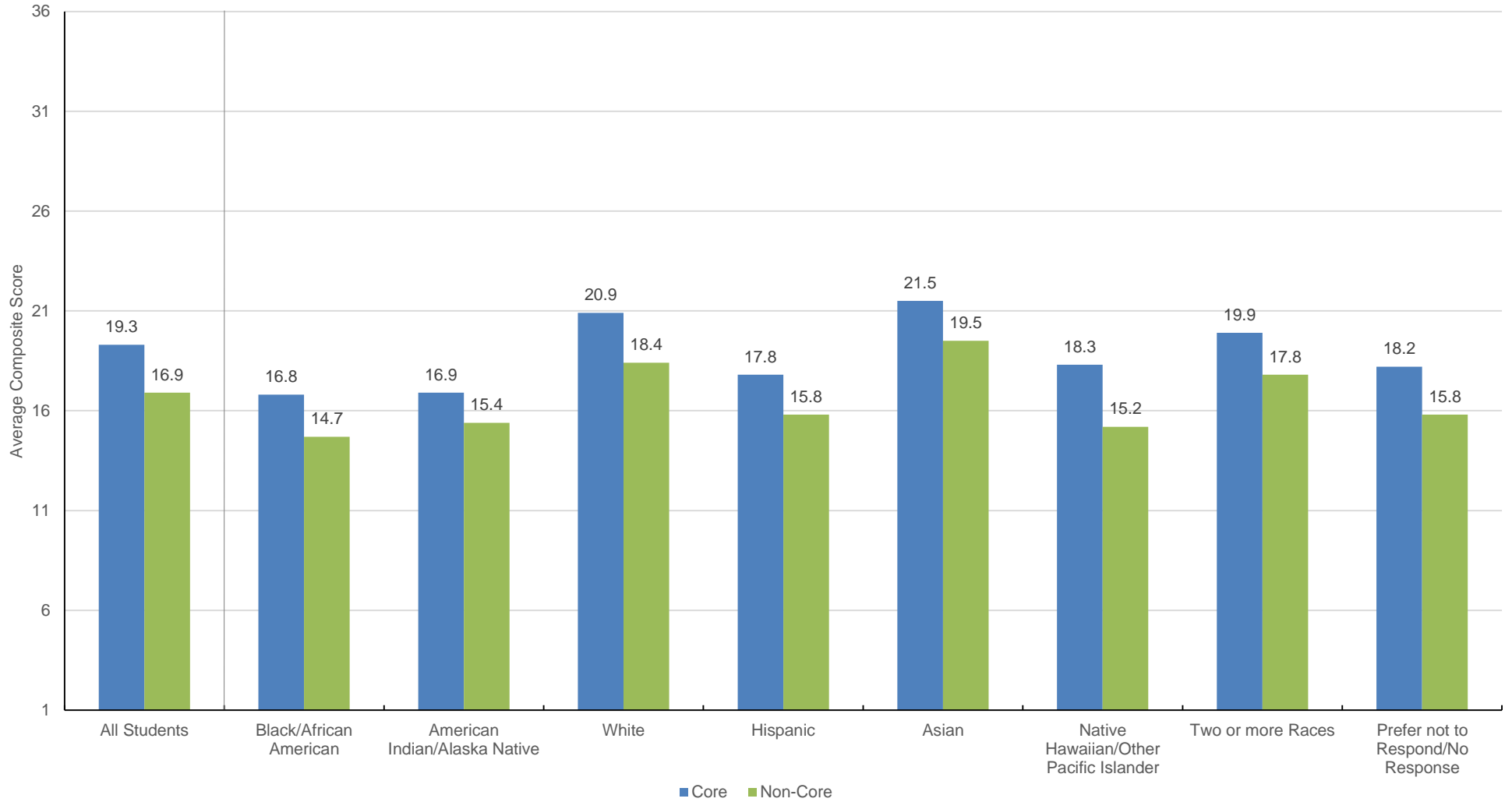
Section II

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.

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 2.1. ACT Score Distributions, Cumulative Percents (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	28	100	19	100	88	100	46	100	5	100	15	100	36
35	161	99	43	99	113	99	56	99	29	99	34	99	35
34	142	99	70	99	192	99	87	99	51	99	61	99	34
33	131	99	45	99	222	99	109	99	104	99	70	99	33
32	177	99	142	99	452	98	110	99	131	99	123	99	32
31	174	98	102	99	359	97	129	99	197	99	146	99	31
30	204	98	155	99	335	96	169	98	225	98	182	99	30
29	272	97	322	98	457	95	104	98	297	98	225	98	29
28	249	96	412	97	445	93	254	98	341	97	330	97	28
27	452	95	606	96	480	92	458	97	500	96	456	96	27
26	444	94	840	94	559	90	492	95	596	94	723	95	26
25	646	93	826	92	1,115	89	945	94	792	92	896	93	25
24	938	91	1,224	89	877	85	1,305	91	952	90	1,093	90	24
23	1,174	88	1,033	85	1,011	83	1,644	87	1,185	87	1,200	87	23
22	1,283	84	714	82	1,825	80	1,422	82	1,418	84	1,292	83	22
21	1,495	80	1,137	80	1,900	74	2,374	78	1,545	79	1,481	79	21
20	1,572	76	840	77	1,441	68	1,662	70	1,728	74	1,931	75	20
19	1,209	71	1,516	74	1,463	64	3,267	65	1,966	69	2,362	69	19
18	1,251	67	2,305	69	2,700	59	2,162	55	2,198	63	2,899	62	18
17	1,370	63	2,956	62	1,688	51	2,257	49	2,442	57	3,494	53	17
16	2,173	59	5,627	53	1,711	46	4,320	42	2,826	49	4,372	42	16
15	2,442	53	5,946	36	1,873	41	2,317	29	3,010	40	3,699	29	15
14	2,501	45	2,864	18	3,259	35	2,103	22	3,412	31	2,631	17	14
13	1,077	38	1,788	9	1,951	25	1,769	15	3,306	21	1,800	9	13
12	1,917	34	815	4	1,804	19	378	10	2,084	11	847	4	12
11	2,977	28	238	1	2,377	14	1,806	9	936	4	242	1	11
10	2,629	19	116	1	811	6	546	3	328	2	114	1	10
9	1,413	11	61	1	588	4	263	2	110	1	43	1	9
8	1,239	7	28	1	356	2	138	1	60	1	29	1	8
7	543	3	3	1	193	1	3	1	19	1	15	1	7
6	280	2	7	1	17	1	56	1	12	1	2	1	6
5	156	1	4	1	82	1	35	1	2	1	1	1	5
4	59	1	2	1	42	1	1	1	3	1	1	1	4
3	11	1	0	1	2	1	20	1	1	1	2	1	3
2	19	1	0	1	18	1	0	1	1	1	1	1	2
1	4	1	6	1	6	1	5	1	0	1	0	1	1
Avg (SD)	16.1 (6.1)		17.8 (4.5)		17.9 (6.0)		18.1 (4.8)		17.6 (4.8)		18.2 (4.3)		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.

Figure 2.2. English Reporting Categories¹

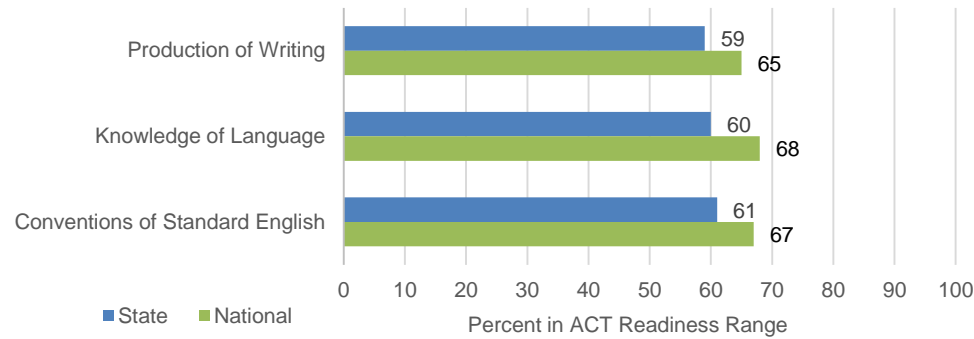


Figure 2.3. Math Reporting Categories¹

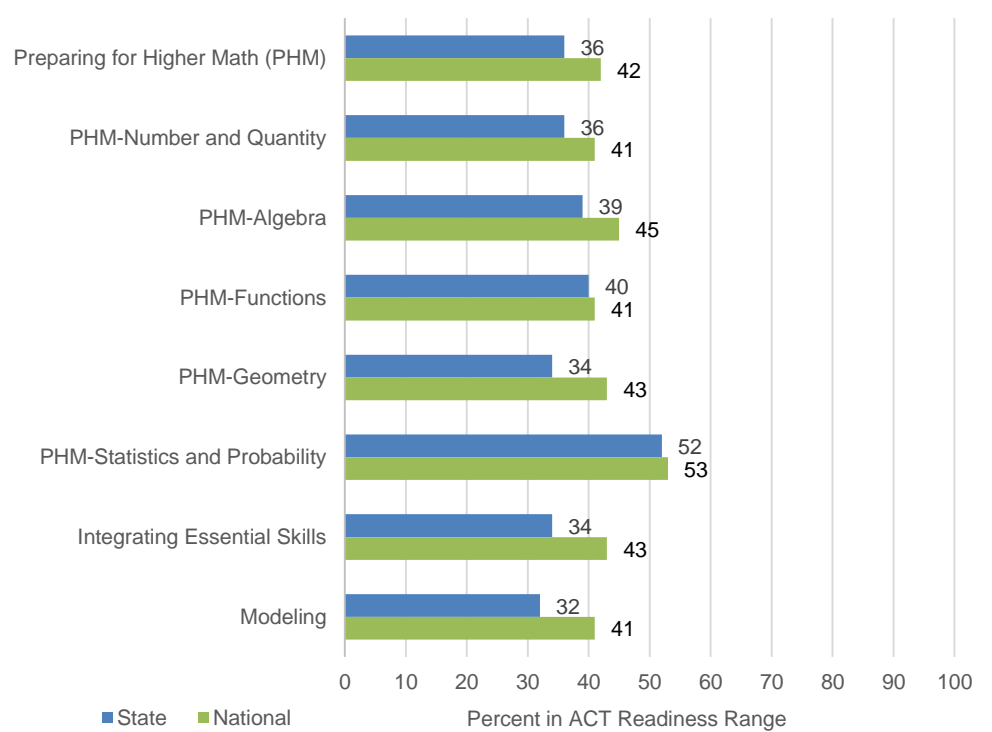


Figure 2.4. Reading Reporting Categories¹

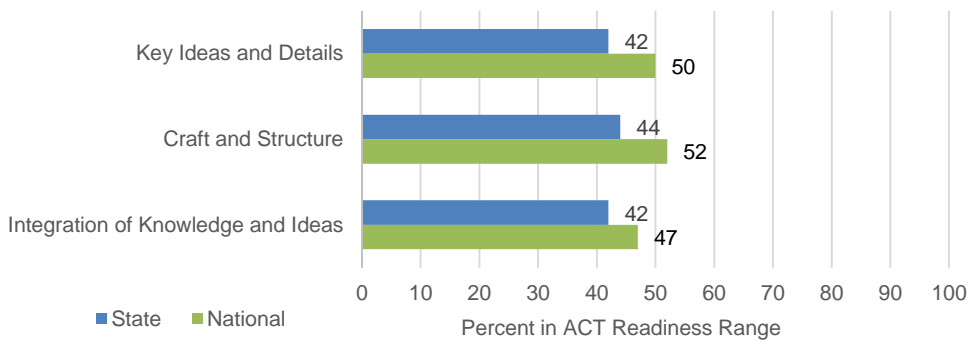
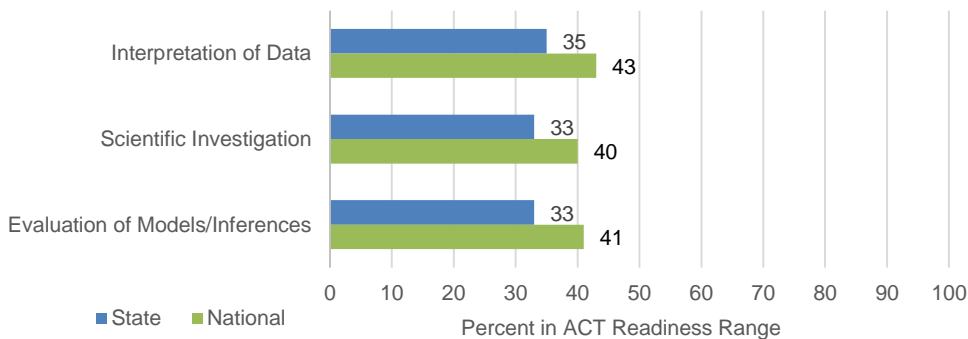


Figure 2.5. Science Reporting Categories¹



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

¹Reporting Categories are reported only for testing events beginning September 2016.

Table 2.2. 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	32,812	49	19.3	16.9
	Black/African American	2,594	46	16.8	14.7
	American Indian/Alaska Native	238	37	16.9	15.4
	White	9,986	55	20.9	18.4
	Hispanic/Latino	12,849	44	17.8	15.8
	Asian	1,804	67	21.5	19.5
	Native Hawaiian/Other Pac. Isl.	485	49	18.3	15.2
	Two or More Races	2,443	56	19.9	17.8
	Prefer not/No Response	2,413	30	18.2	15.8
National	All Students	2,030,038	68	22.1	18.9
	Black/African American	256,756	63	17.9	16.0
	American Indian/Alaska Native	16,135	54	18.7	16.4
	White	1,062,439	72	23.4	20.2
	Hispanic/Latino	347,906	66	19.8	17.4
	Asian	96,097	78	25.0	22.5
	Native Hawaiian/Other Pac. Isl.	6,503	58	20.0	16.5
	Two or More Races	86,119	68	22.2	19.3
	Prefer not/No Response	158,083	46	22.6	18.3

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 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	32,812	100	16.1	17.8	17.9	18.1	17.6	18.2
	Black/African American	2,594	8	13.6	15.9	15.6	16.1	15.4	16.3
	American Indian/Alaska Native	238	1	13.8	16.3	16.0	16.7	15.8	16.7
	White	9,986	30	18.6	19.4	20.2	19.7	19.6	19.8
	Hispanic/Latino	12,849	39	14.4	16.7	16.5	17.1	16.3	17.1
	Asian	1,804	5	19.7	21.1	20.6	20.8	20.7	21.2
	Native Hawaiian/Other Pac. Isl.	485	1	15.3	17.0	16.6	17.6	16.7	17.5
	Two or More Races	2,443	7	17.6	18.7	19.2	19.0	18.7	19.1
	Prefer not/No Response	2,413	7	14.1	16.6	16.1	16.5	16.0	16.8
National	All Students	2,030,038	100	20.3	20.7	21.4	21.0	21.0	21.1
	Black/African American	256,756	13	16.0	17.1	17.4	17.4	17.1	17.5
	American Indian/Alaska Native	16,135	1	16.1	17.6	18.0	18.0	17.5	18.0
	White	1,062,439	52	22.1	21.9	23.0	22.3	22.4	22.3
	Hispanic/Latino	347,906	17	17.7	18.9	19.3	19.1	18.9	19.2
	Asian	96,097	5	23.7	25.2	23.9	24.0	24.3	24.9
	Native Hawaiian/Other Pac. Isl.	6,503	0	17.2	18.6	18.6	18.7	18.4	18.9
	Two or More Races	86,119	4	20.6	20.7	21.9	21.2	21.2	21.2
	Prefer not/No Response	158,083	8	19.5	20.1	20.8	20.3	20.3	20.5

Table 2.4. 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	16,064	47	19.2	16.5
	Females	15,933	52	19.4	17.3
	No Response	815	25	16.6	15.4
National	Males	939,730	66	22.3	18.7
	Females	1,047,170	71	21.9	19.3
	No Response	43,138	27	19.0	16.5

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 Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	16,064	49	15.5	18.0	17.5	18.1	17.4	18.3
	Females	15,933	49	16.9	17.8	18.6	18.3	18.0	18.3
	No Response	815	2	13.2	16.0	15.4	15.9	15.2	16.2
National	Males	939,730	46	19.9	21.2	21.2	21.3	21.0	21.5
	Females	1,047,170	52	20.8	20.4	21.8	20.8	21.1	20.8
	No Response	43,138	2	16.4	17.8	17.9	18.1	17.7	18.2

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	20	20	22	21	21
Q2 (50th Percentile)	15	16	17	18	17
Q1 (25th Percentile)	11	15	13	15	14

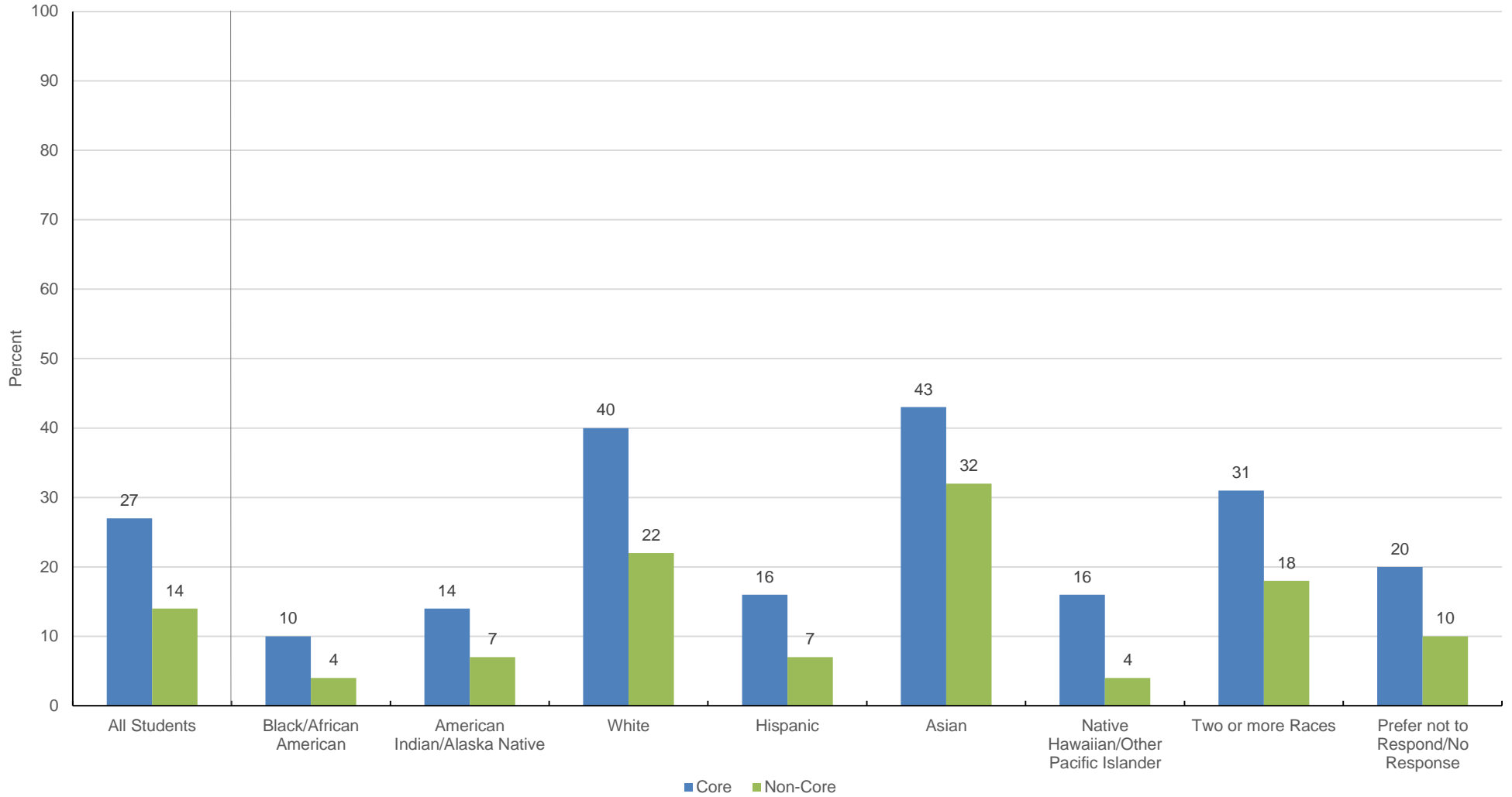
Section III

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.

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

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

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	462	1	177	1	615	2	298	1
	28 to 32	1,076	3	1,133	3	2,048	6	766	2
	24 to 27	2,480	8	3,496	11	3,031	9	3,200	10
	20 to 23	5,524	17	3,724	11	6,177	19	7,102	22
	16 to 19	6,003	18	12,404	38	7,562	23	12,006	37
	13 to 15	6,020	18	10,598	32	7,083	22	6,189	19
	01 to 12	11,247	34	1,280	4	6,296	19	3,251	10
National	33 to 36	136,676	7	61,071	3	141,382	7	79,636	4
	28 to 32	180,218	9	192,088	9	276,868	14	159,638	8
	24 to 27	304,755	15	404,500	20	287,704	14	371,660	18
	20 to 23	454,612	22	329,804	16	472,133	23	580,793	29
	16 to 19	372,731	18	686,547	34	426,969	21	513,876	25
	13 to 15	307,497	15	332,337	16	274,775	14	227,206	11
	01 to 12	273,549	13	23,691	1	150,207	7	97,229	5

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	32	21	24	19	11
	Females	42	19	29	18	11
	No Response	18	8	11	7	3
National	Males	59	44	46	40	29
	Females	65	39	49	35	26
	No Response	37	19	24	18	10

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

Student Group	Race/Ethnicity	N	English	Mathematics	Reading	Science	All Four	STEM
			Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	%	Benchmark=26 %
State	All Students	32,812	37	20	26	18	11	7
	Black/African American	2,594	20	7	13	6	3	2
	American Indian/Alaska Native	238	19	8	15	10	5	2
	White	9,986	53	32	40	29	19	12
	Hispanic/Latino	12,849	25	11	17	10	5	3
	Asian	1,804	60	44	42	36	24	20
	Native Hawaiian/Other Pac. Isl	485	30	13	17	11	6	4
	Two or More Races	2,443	44	25	33	22	14	10
	Prefer Not to Respond	2,413	25	12	17	11	6	4
National	All Students	2,030,038	61	41	47	37	27	21
	Black/African American	256,756	33	13	20	11	6	4
	American Indian/Alaska Native	16,135	34	16	25	15	8	5
	White	1,062,439	74	51	58	47	35	26
	Hispanic/Latino	347,906	46	26	33	22	14	10
	Asian	96,097	76	70	62	58	48	46
	Native Hawaiian/Other Pac. Isl	6,503	43	26	29	21	15	11
	Two or More Races	86,119	64	40	50	38	27	20
	Prefer Not to Respond	158,083	54	36	42	34	25	20

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level ²	N		Average
		N	%	Composite
State	Gold or Higher	3,268	10	27.7
	Silver	13,434	41	19.9
	Bronze	12,554	38	14.4
	Needs Improvement	3,556	11	11.3
National	Gold or Higher	538,392	27	28.5
	Silver	984,772	49	20.3
	Bronze	440,158	22	14.7
	Needs Improvement	66,716	3	11.5

¹ The ACT Composite scores associated with a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as 'Needs Improvement', 13 to 16 as 'Bronze', 17 to 24 as 'Silver', and 25 or above as 'Gold or Higher' in the table above. For comparison, individual student score reports classify those who scored 12-13, 14-17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

² Additional information on the ACT NCRC 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	15,960	50	18.2	29	19.2	36	19.7	26	19.5	16	19.3	11	19.6
	Less than Core	7,652	29	15.2	15	17.1	22	17.2	14	17.4	8	16.9	5	17.5
	Missing ³	9,200	19	13.3	8	16.1	13	15.6	8	16.2	4	15.4	3	16.4
National	Core or More	1,376,479	70	21.6	48	21.7	54	22.6	44	21.9	33	22.1	25	22.1
	Less than Core	464,989	46	17.9	26	18.8	33	19.3	24	19.1	16	18.9	11	19.2
	Missing	188,570	37	16.5	20	17.9	27	18.2	20	18.3	12	17.9	9	18.3

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	21,525	46	17.5	22,292	26	18.7	19,992	33	19.2	19,431	24	19.2
	Less than Core	2,604	19	13.4	1,660	3	15.1	3,919	18	16.6	4,428	13	17.3
	Missing ³	8,683	19	13.4	8,860	8	16.1	8,901	13	15.6	8,953	8	16.3
National	Core or More	1,749,083	65	20.9	1,754,759	44	21.2	1,634,115	51	22.0	1,601,572	42	21.7
	Less than Core	109,158	34	15.9	96,952	8	16.3	218,140	34	19.5	248,948	17	18.2
	Missing	171,797	39	16.7	178,327	21	18.0	177,783	28	18.3	179,518	20	18.4

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	2,193	7	18.4	52	372,397	18	22.0	72
Eng 9, Eng 10, Eng 11, Eng 12	19,332	59	17.4	45	1,376,686	68	20.6	64
Less than 4 years of English	2,604	8	13.4	19	109,158	5	15.9	34
Zero years / no English courses reported	8,683	26	13.4	19	171,797	8	16.7	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	1,096	3	20.9	47	117,096	6	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,065	3	20.5	43	152,416	8	21.5	51
Alg 1, Alg 2, Geom, & Trig	1,362	4	17.6	16	113,080	6	18.9	26
Alg 1, Alg 2, Geom, & Other Adv Math	5,790	18	18.4	20	364,399	18	19.3	29
Other comb of 4 or more years of Math	6,591	20	20.9	44	684,625	34	23.8	64
Alg 1, Alg 2, & Geom	4,677	14	16.0	5	217,043	11	16.9	10
Other comb of 3 or 3.5 years of Math	1,711	5	17.5	17	106,100	5	19.6	32
Less than 3 years of Math	1,660	5	15.1	3	96,952	5	16.3	8
Zero years / no Math courses reported	8,860	27	16.1	8	178,327	9	18.0	21
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	556	2	18.2	26	52,959	3	22.1	51
Other comb of 4 or more years Social Science	5,236	16	19.3	34	934,153	46	22.6	55
US Hist, World Hist, & Am Gov	7,174	22	18.6	29	120,831	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	7,026	21	19.9	38	526,172	26	21.6	48
Less than 3 years of Social Science	3,919	12	16.6	18	218,140	11	19.5	34
Zero years / no Social Science courses reported	8,901	27	15.6	13	177,783	9	18.3	28
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	8,164	25	19.2	25	809,286	40	22.4	48
Bio, Chem, Phys	3,559	11	20.9	36	225,060	11	23.2	53
Gen Sci ¹ , Bio, Chem	7,045	21	18.4	18	513,247	25	20.2	30
Other comb of 3 years of Natural Science	663	2	17.2	9	53,979	3	19.1	24
Less than 3 years of Natural Science	4,428	13	17.3	13	248,948	12	18.2	17
Zero years / no Natural Science courses reported	8,953	27	16.3	8	179,518	9	18.4	20

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	2,193	7	18.4	52	959	6	17.9	48	1,181	7	18.9	56
Eng 9, Eng 10, Eng 11, Eng 12	19,332	59	17.4	45	9,302	58	16.9	41	9,773	61	18.1	50
Less than 4 years of English	2,604	8	13.4	19	1,369	9	13.0	17	1,153	7	14.0	22
Zero years / no English courses reported	8,683	26	13.4	19	4,434	28	12.9	16	3,826	24	14.0	23
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	1,096	3	20.9	47	554	3	21.5	52	527	3	20.3	43
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,065	3	20.5	43	428	3	20.6	44	622	4	20.5	42
Alg 1, Alg 2, Geom, & Trig	1,362	4	17.6	16	718	4	17.8	17	618	4	17.5	15
Alg 1, Alg 2, Geom, & Other Adv Math	5,790	18	18.4	20	2,345	15	18.7	23	3,368	21	18.1	18
Other comb of 4 or more years of Math	6,591	20	20.9	44	3,326	21	21.4	47	3,186	20	20.5	42
Alg 1, Alg 2, & Geom	4,677	14	16.0	5	2,396	15	16.1	6	2,182	14	15.8	4
Other comb of 3 or 3.5 years of Math	1,711	5	17.5	17	854	5	17.7	18	824	5	17.3	15
Less than 3 years of Math	1,660	5	15.1	3	910	6	15.1	3	707	4	15.2	3
Zero years / no Math courses reported	8,860	27	16.1	8	4,533	28	16.1	9	3,899	24	16.1	8
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	556	2	18.2	26	303	2	18.2	27	245	2	18.2	27
Other comb of 4 or more years Social Science	5,236	16	19.3	34	2,323	14	18.6	31	2,832	18	19.8	37
US Hist, World Hist, & Am Gov	7,174	22	18.6	29	3,726	23	18.4	28	3,321	21	19.0	31
Other comb of 3 or 3.5 years of Social Science	7,026	21	19.9	38	2,998	19	19.6	36	3,956	25	20.2	39
Less than 3 years of Social Science	3,919	12	16.6	18	2,160	13	16.3	17	1,667	10	17.1	21
Zero years / no Social Science courses reported	8,901	27	15.6	13	4,554	28	15.2	12	3,912	25	16.2	15
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	8,164	25	19.2	25	4,189	26	19.5	28	3,845	24	19.1	22
Bio, Chem, Phys	3,559	11	20.9	36	1,702	11	21.5	41	1,808	11	20.3	31
Gen Sci ² , Bio, Chem	7,045	21	18.4	18	3,106	19	18.1	16	3,840	24	18.7	19
Other comb of 3 years of Natural Science	663	2	17.2	9	377	2	17.4	10	272	2	17.1	8
Less than 3 years of Natural Science	4,428	13	17.3	13	2,108	13	16.9	12	2,227	14	17.7	14
Zero years / no Natural Science courses reported	8,953	27	16.3	8	4,582	29	16.2	9	3,941	25	16.5	8

¹Includes General, Physical and Earth Sciences.

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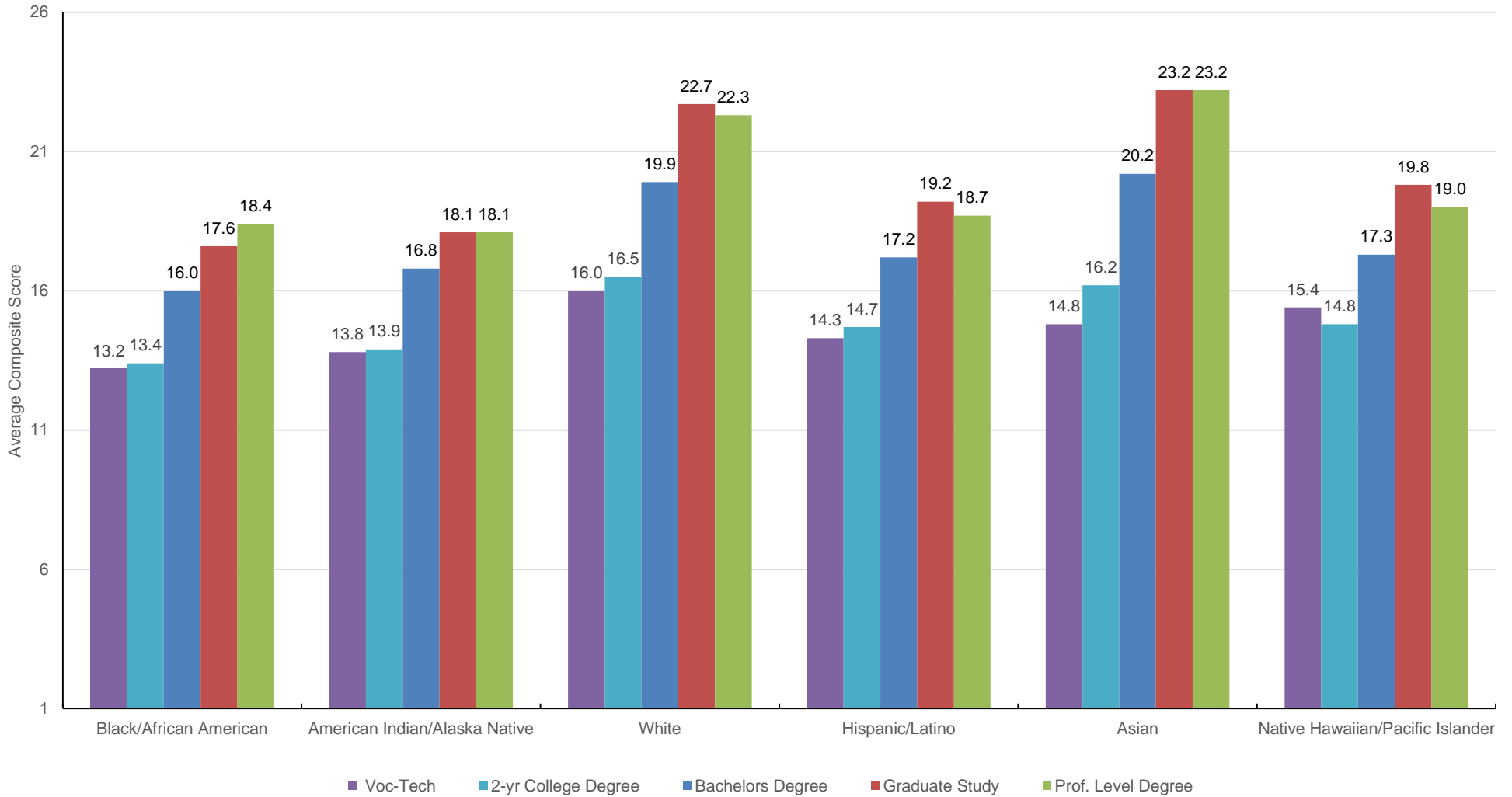
Section IV

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.

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

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	294	1	17.9	50	2	14.5	228	1	18.8
Architecture	294	1	18.3	34	1	14.5	251	1	18.8
Area, Ethnic, & Multidisciplinary Studies	27	0	16.8	2	0	16.0	20	0	17.6
Arts: Visual & Performing	2,268	7	18.0	392	14	15.3	1,708	10	18.8
Business	1,905	6	18.7	255	9	15.2	1,582	9	19.3
Communications	286	1	19.1	31	1	16.2	243	1	19.8
Community, Family, & Personal Services	1,269	4	16.3	293	11	15.0	878	5	16.9
Computer Science & Mathematics	699	2	20.9	62	2	17.1	616	3	21.3
Education	730	2	19.2	38	1	14.9	667	4	19.4
Engineering	1,501	5	20.5	153	6	14.6	1,286	7	21.4
Engineering Technology & Drafting	502	2	17.7	109	4	14.8	360	2	18.8
English & Foreign Languages	238	1	21.2	17	1	17.5	207	1	21.7
Health Administration & Assisting	716	2	16.8	91	3	14.6	597	3	17.3
Health Sciences & Technologies	4,268	13	19.1	210	8	15.5	3,913	22	19.3
Philosophy, Religion, & Theology	83	0	18.9	5	0	16.6	72	0	19.2
Repair, Production, & Construction	504	2	16.3	223	8	15.4	242	1	17.2
Sciences: Biological & Physical	1,215	4	21.6	37	1	17.1	1,143	6	21.8
Social Sciences & Law	1,941	6	19.3	88	3	15.8	1,780	10	19.6
Undecided	2,035	6	18.6	270	10	15.2	1,481	8	19.6
No Response	11,885	36	15.5	315	12	14.2	511	3	15.7

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	859	14.9	60	13.2	18	13.8	285	16.0	337	14.3
2-yr College Degree	1,868	15.2	155	13.4	22	13.9	555	16.5	824	14.7
Bachelors Degree	10,457	18.4	766	16.0	67	16.8	3,733	19.9	3,737	17.2
Graduate Study	2,479	21.1	147	17.6	15	18.1	1,002	22.7	769	19.2
Prof. Level Degree	4,934	20.5	324	18.4	34	18.1	1,637	22.3	1,733	18.7
Other	782	15.9	39	14.8	12	13.6	274	17.0	287	14.8
No Response	11,433	15.7	1,103	14.3	70	14.8	2,500	17.6	5,162	14.8

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	859	14.9	16	14.8	22	15.4	47	15.3	74	14.2
2-yr College Degree	1,868	15.2	47	16.2	27	14.8	115	16.0	123	14.5
Bachelors Degree	10,457	18.4	632	20.2	151	17.3	887	19.0	484	17.1
Graduate Study	2,479	21.1	200	23.2	24	19.8	210	21.7	112	19.7
Prof. Level Degree	4,934	20.5	455	23.2	65	19.0	441	21.0	245	19.6
Other	782	15.9	26	18.5	9	14.8	50	17.5	85	15.5
No Response	11,433	15.7	428	18.4	187	15.7	693	16.9	1,290	14.8

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

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	10,193	4,469	5,724	7	26	33	21	9	2	0
UNIVERSITY OF NEVADA-RENO	Nevada	10,147	4,213	5,934	5	22	32	23	12	4	0
COLLEGE OF SOUTHERN NEVADA	Nevada	4,844	1,991	2,853	11	34	33	15	5	1	0
STATE-NO COLLEGE PLANS	Iowa	2,195	2,195	0	21	46	23	8	2	1	0
TRUCKEE MEADOWS COMMUNITY COLLEGE	Nevada	2,028	801	1,227	10	33	34	17	5	1	0
NEVADA STATE COLLEGE	Nevada	1,339	208	1,131	13	36	35	12	4	1	0
ARIZONA STATE UNIVERSITY	Arizona	1,171	304	867	5	23	35	24	11	2	0
ART INSTITUTE OF LAS VEGAS THE	Nevada	1,145	381	764	12	38	33	13	3	1	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	1,125	299	826	6	24	32	22	11	5	1
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	1,038	257	781	6	19	32	22	13	7	0
UNIVERSITY OF OREGON	Oregon	774	188	586	3	18	31	25	16	6	0
DIXIE STATE UNIVERSITY	Utah	767	194	573	8	27	34	24	6	1	0
UNIVERSITY OF WASHINGTON	Washington	742	190	552	1	12	29	29	19	8	1
WESTERN NEVADA COMMUNITY COLLEGE	Nevada	737	197	540	9	35	36	16	4	0	0
SOUTHERN UTAH UNIVERSITY	Utah	671	160	511	2	15	29	34	15	5	1
SAN DIEGO STATE UNIVERSITY	California	661	182	479	5	19	34	28	11	2	0
STANFORD UNIVERSITY	California	564	163	401	3	11	21	23	21	17	4
UNIVERSITY OF ARIZONA	Arizona	558	130	428	4	21	35	22	12	5	0
UNIVERSITY OF UTAH	Utah	554	101	453	3	13	26	29	19	10	1
BRIGHAM YOUNG UNIVERSITY	Utah	549	293	256	1	8	20	29	22	17	3
NORTHERN ARIZONA UNIVERSITY	Arizona	548	144	404	2	12	26	35	19	6	0
Code not found		506	133	373	15	48	27	8	2	0	0
ART INST OF CALIFORNIA-SAN DIEGO THE	California	482	132	350	11	40	32	13	4	0	0
GREAT BASIN COLLEGE	Nevada	461	195	266	5	36	41	14	4	1	0
Code not found		456	123	333	16	45	29	9	1	0	0
NCAA ELIGIBILITY CENTER	Indiana	438	196	242	13	34	31	15	6	1	0
UNIVERSITY OF CALIFORNIA-BERKELEY	California	424	99	325	2	11	22	28	20	16	2
BOISE STATE UNIVERSITY	Idaho	408	105	303	3	15	34	27	16	5	0
Code not found		389	88	301	16	42	28	10	4	0	0
UNIVERSITY OF SAN DIEGO	California	360	59	301	3	15	31	31	16	4	0
All Other Institutions		26,568	5,906	20,662	7	25	30	21	11	5	1
Total		72,842	24,096	48,746	8	26	31	20	10	4	0

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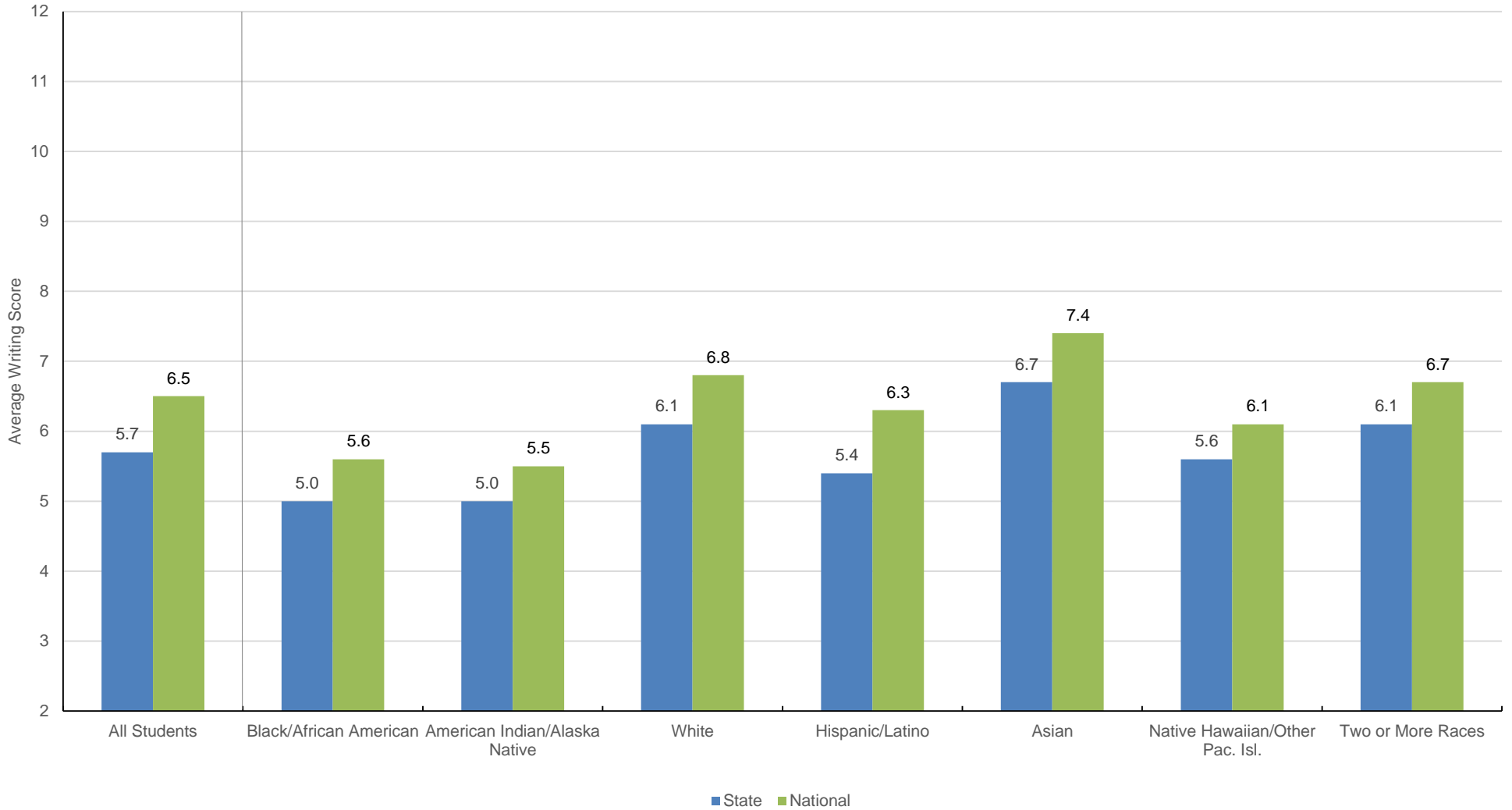
Section V

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.

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing. Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 2-12.

Table 5.1. Average ACT English Language Arts and Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing¹

	N		Average ACT Scores							
			Writing		English		Reading		English Language Arts	
			State	National	State	National	State	National	State	National
All Students	30,100	1,090,621	5.7	6.5	15.8	20.9	17.7	22.0	16.1	20.2
Black/African American	2,368	125,357	5.0	5.6	13.4	16.2	15.5	17.7	13.7	16.0
American Indian/Alaska Native	214	7,357	5.0	5.5	13.6	15.9	15.8	17.9	14.0	16.0
White	8,856	525,822	6.1	6.8	18.3	22.8	19.9	23.8	18.2	21.8
Hispanic/Latino	12,061	218,012	5.4	6.3	14.2	18.1	16.4	19.7	14.8	18.1
Asian	1,638	72,490	6.7	7.4	19.6	24.5	20.5	24.7	19.5	23.3
Native Hawaiian/Other Pac. Isl.	460	4,270	5.6	6.1	15.2	17.5	16.5	18.8	15.4	17.5
Two or More Races	2,243	48,148	6.1	6.7	17.4	21.2	19.1	22.5	17.6	20.6
Prefer not/No Response	2,260	89,165	5.1	6.4	14.0	20.6	16.1	21.7	14.3	19.8
Males	14,826	496,038	5.4	6.3	15.3	20.6	17.3	21.8	15.5	19.8
Females	14,497	568,720	6.0	6.8	16.6	21.4	18.3	22.4	16.9	20.8
No Response	777	25,863	4.9	5.5	13.3	16.4	15.4	18.0	13.6	16.3

¹Results based on students with ACT writing scores with test events beginning September 2015. The writing score range is 2-12 (i.e., the rounded average of the four domain scores).

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing¹

	N		Average ACT Scores					
			English		Writing		English / Writing Combined	
			State	National	State	National	State	National
All Students	2	3,655	34.0	23.5	8.0	6.8	30.5	22.0
Black/African American	0	200	.	18.5	.	6.1	.	17.6
American Indian/Alaska Native	0	14	.	19.9	.	5.9	.	18.6
White	1	2,049	33.0	24.1	8.0	6.9	30.0	22.5
Hispanic/Latino	0	588	.	18.4	.	5.8	.	17.2
Asian	0	367	.	29.5	.	8.1	.	27.5
Native Hawaiian/Other Pac. Isl.	0	2	.	21.5	.	6.0	.	20.0
Two or More Races	1	123	35.0	24.6	8.0	6.9	31.0	22.8
Prefer not/No Response	0	312	.	25.5	.	6.9	.	23.5
Males	0	1,700	.	23.6	.	6.6	.	21.9
Females	2	1,955	34.0	23.5	8.0	6.9	30.5	22.0
No Response	0	0	.	.	.	.	.	.

¹Results based on students with ACT writing scores with test events prior to September 2015. The writing score range is 2-12.

