



# Profile Report - High School

Utah State Testing 2015-2016  
Grade 11 Tested Students  
BRIGHTON HIGH SCHOOL

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## New to your 2015-2016 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 from enhanced design:** Writing scores from enhanced design describe core writing competencies valued by high school and college educators. These competencies are summarized by the writing scores. The subject-level writing score is reported on ACT's familiar 1-36 scale. Writing scores earned prior to September 2015 are reported in a separate table.
- **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

<b>Section I: Executive Summary</b>	<b>Page 5</b>
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	
<b>Section II: Academic Achievement</b>	<b>Page 11</b>
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	
<b>Section III: College Readiness &amp; Impact of Course Rigor</b>	<b>Page 17</b>
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	
<b>Section IV: Career and Educational Aspirations</b>	<b>Page 23</b>
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	
<b>Section V: Optional Writing Test Results</b>	<b>Page 27</b>
Average ACT Total Writing and English/Language Arts Scores by Race/Ethnicity and Gender	

This report provides information about the performance of your students who took the ACT as part of the Utah State Testing (Grade 11 Tested Students).

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](http://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 and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores, updated in August of 2013, are:

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

For more information, go to [www.act.org](http://www.act.org)

## How to Improve Scores and Increase College Readiness

24% 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:** 423 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. 24% 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, 15% were college ready. 3% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 33% of these students were college ready. In comparison, 37% 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 4% of the cohort took less than three years of natural science courses. 16% of these students were college ready. In comparison, 35% 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 53% 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](http://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.

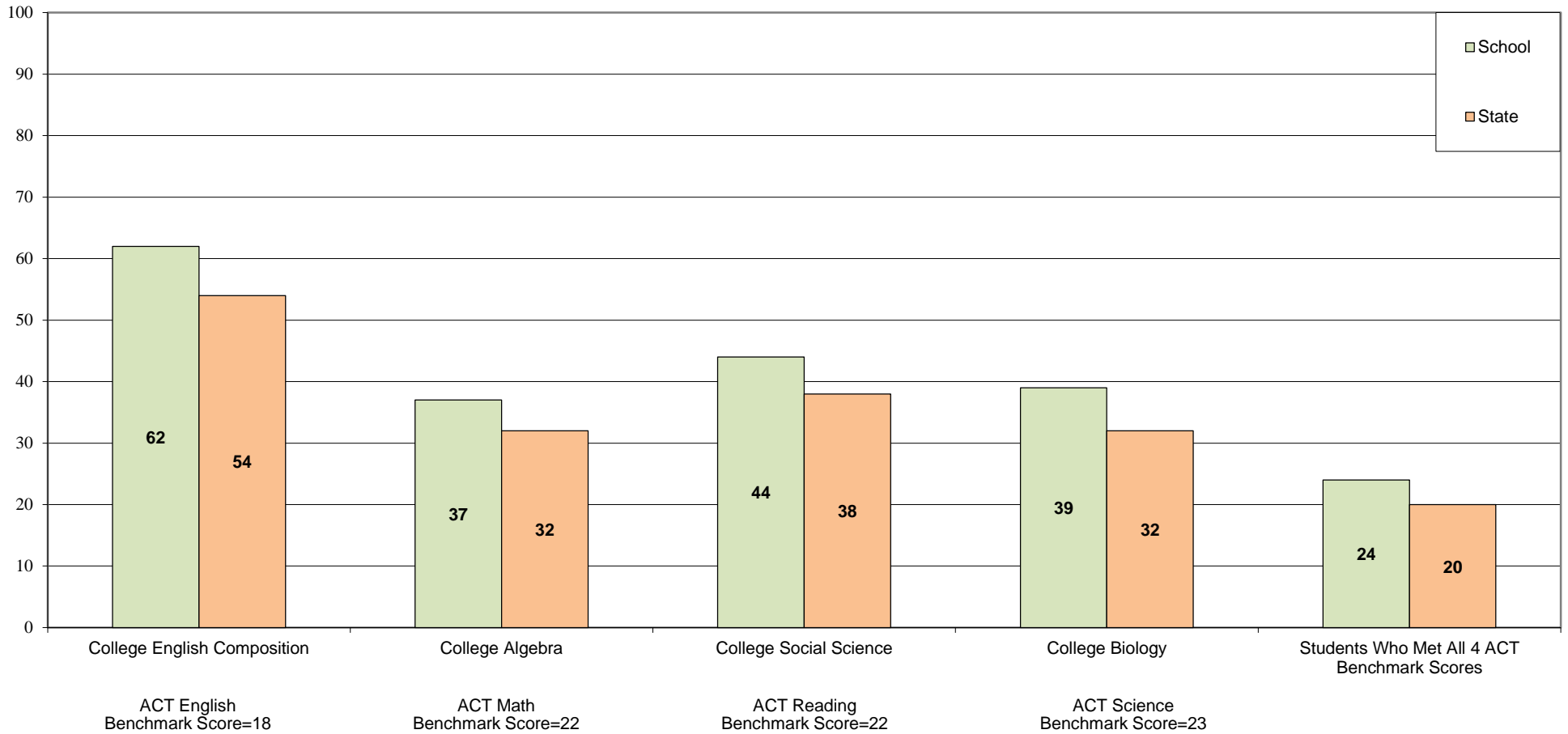
For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Service at 319-337-1365 or [customerservices@act.org](mailto:customerservices@act.org).

# Section I

## Executive Summary

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

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	
	School	State	School	State	School	State	School	State	School	State	School	State
2011-2012	575	24,674	62	56	37	34	56	48	32	24	24	18
2012-2013	472	24,948	70	57	42	35	53	45	32	23	24	18
2013-2014	551	37,953	73	56	38	31	53	42	42	30	26	20
2014-2015	475	38,695	71	55	38	32	51	39	40	30	23	19
<b>2015-2016</b>	<b>423</b>	<b>40,014</b>	<b>62</b>	<b>54</b>	<b>37</b>	<b>32</b>	<b>44</b>	<b>38</b>	<b>39</b>	<b>32</b>	<b>24</b>	<b>20</b>

**Table 1.2. Five Year Trends—Average ACT Scores**

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2011-2012	575	24,674	19.7	18.9	20.2	19.7	21.7	20.4	21.0	20.1	20.8	19.9
2012-2013	472	24,948	20.3	18.8	20.3	19.7	21.5	20.2	21.5	20.1	21.0	19.8
2013-2014	551	37,953	20.8	18.7	20.4	19.5	21.9	20.3	21.4	19.9	21.3	19.7
2014-2015	475	38,695	20.8	18.8	19.9	19.3	22.1	20.4	21.4	19.8	21.2	19.7
<b>2015-2016</b>	<b>423</b>	<b>40,014</b>	<b>19.9</b>	<b>18.8</b>	<b>20.3</b>	<b>19.5</b>	<b>21.1</b>	<b>20.1</b>	<b>21.2</b>	<b>20.1</b>	<b>20.7</b>	<b>19.8</b>

**Table 1.3. Five Year Trends—Average ACT Scores Statewide**

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2011-2012	24,674	18.9	19.7	20.4	20.1	19.9
2012-2013	24,948	18.8	19.7	20.2	20.1	19.8
2013-2014	37,953	18.7	19.5	20.3	19.9	19.7
2014-2015	38,695	18.8	19.3	20.4	19.8	19.7
<b>2015-2016</b>	<b>40,014</b>	<b>18.8</b>	<b>19.5</b>	<b>20.1</b>	<b>20.1</b>	<b>19.8</b>

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

Year	Number of Students Tested		Percent <sup>2</sup>		Average ACT Scores									
	Core or More <sup>1</sup>	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
2011-2012	373	193	65	34	21.1	17.2	21.4	17.9	23.1	19.4	22.2	18.8	22.1	18.4
2012-2013	309	157	65	33	21.1	18.6	21.1	18.8	22.3	19.7	22.3	19.9	21.8	19.3
2013-2014	374	158	68	29	21.9	18.2	21.2	18.5	23.0	19.6	22.4	19.1	22.3	19.0
2014-2015	31	29	7	6	22.7	16.4	21.7	16.4	23.5	17.8	23.2	17.6	22.9	17.2
<b>2015-2016</b>	<b>100</b>	<b>62</b>	<b>24</b>	<b>15</b>	<b>19.8</b>	<b>17.7</b>	<b>20.2</b>	<b>18.7</b>	<b>21.3</b>	<b>19.1</b>	<b>21.1</b>	<b>19.7</b>	<b>20.7</b>	<b>19.0</b>

<sup>1</sup>"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.

<sup>2</sup>Percent 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**

	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
<b>All Students</b>	<b>575</b>	<b>100</b>	<b>20.8</b>	<b>472</b>	<b>100</b>	<b>21.0</b>	<b>551</b>	<b>100</b>	<b>21.3</b>	<b>475</b>	<b>100</b>	<b>21.2</b>	<b>423</b>	<b>100</b>	<b>20.7</b>
Black/African American	9	2	17.7	7	1	16.7	4	1	21.3	4	1	17.0	1	0	14.0
American Indian/Alaska Native	1	0	20.0	2	0	16.0	5	1	15.4	0	0	.	1	0	20.0
White	466	81	21.1	379	80	21.1	427	77	21.6	367	77	21.5	166	39	20.6
Hispanic/Latino	39	7	18.7	26	6	20.4	32	6	18.8	32	7	19.0	28	7	20.2
Asian	13	2	21.7	10	2	22.1	13	2	23.8	10	2	20.5	3	1	27.3
Native Hawaiian/Other Pacific Islander	3	1	23.3	2	0	16.0	9	2	17.3	6	1	16.3	3	1	16.7
Two or more races	22	4	19.2	24	5	23.3	19	3	21.9	19	4	21.2	16	4	20.1
Prefer not to respond/No response	22	4	19.1	22	5	19.4	42	8	20.5	37	8	21.1	205	48	21.0

**Table 1.6. Five Year Trends—Achievement in STEM<sup>1</sup>**

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	
	School	State	School	State	School	State	School	State	School	State
2011-2012	575	24,674	20.8	20.1	17	13	27.5	27.8	27.8	27.9
2012-2013	472	24,948	21.2	20.2	15	13	27.1	27.9	27.8	27.4
2013-2014	551	37,953	21.2	20.0	18	13	27.6	27.9	28.4	27.9
2014-2015	475	38,695	20.9	19.8	16	13	26.3	27.7	28.3	27.9
<b>2015-2016</b>	<b>423</b>	<b>40,014</b>	<b>21.0</b>	<b>20.1</b>	<b>15</b>	<b>14</b>	<b>27.5</b>	<b>28.0</b>	<b>28.5</b>	<b>27.9</b>

<sup>1</sup>The STEM score describes students' overall proficiency in mathematics and science.

**Table 1.7. Proficiency In Understanding Complex Texts<sup>1</sup>**

Year	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State	
2011-2012	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2012-2013	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2013-2014	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2014-2015	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
<b>2015-2016</b>	193	22,138	46	55	16.5	15.8	168	11,928	40	30	23.0	23.0	62	5,948	15	15	30.5	30.3

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

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# Section II

## Academic Achievement

Beginning in August 2013, 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 (CP<sup>1</sup>), 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	1	100	0	100	1	100	0	100	0	100	0	100	36
35	1	100	0	100	2	100	3	100	0	100	0	100	35
34	3	100	0	100	5	99	2	99	0	100	1	100	34
33	4	99	3	100	6	98	1	99	2	100	3	100	33
32	3	98	1	99	12	97	3	99	7	100	2	99	32
31	3	97	1	99	9	94	11	98	2	98	1	99	31
30	8	96	3	99	10	92	6	95	8	97	12	98	30
29	13	95	16	98	6	89	0	94	9	96	5	96	29
28	8	91	12	94	8	88	8	94	12	93	11	94	28
27	9	90	8	91	9	86	19	92	13	91	12	92	27
26	23	87	21	90	13	84	8	87	17	87	17	89	26
25	8	82	23	85	34	81	26	86	19	83	27	85	25
24	29	80	21	79	20	73	30	79	21	79	27	78	24
23	22	73	27	74	13	68	50	72	29	74	26	72	23
22	25	68	19	68	40	65	23	61	27	67	27	66	22
21	33	62	29	63	33	56	46	55	41	61	38	60	21
20	32	54	15	57	27	48	23	44	35	51	41	51	20
19	18	47	30	53	20	41	51	39	34	43	40	41	19
18	20	43	48	46	48	37	26	27	35	35	36	31	18
17	18	38	40	35	23	25	16	21	36	26	28	23	17
16	35	34	59	25	12	20	26	17	25	18	36	16	16
15	34	25	32	11	17	17	15	11	14	12	21	8	15
14	20	17	5	4	24	13	15	7	21	9	7	3	14
13	4	13	7	2	9	7	7	4	10	4	2	1	13
12	13	12	2	1	10	5	0	2	3	1	3	1	12
11	22	9	1	1	6	3	8	2	3	1	0	1	11
10	7	3	0	1	2	1	0	1	0	1	0	1	10
9	6	2	0	1	3	1	0	1	0	1	0	1	9
8	1	1	0	1	1	1	0	1	0	1	0	1	8
7	0	1	0	1	0	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	19.9 (5.7)		20.3 (4.5)		21.1 (5.7)		21.2 (4.6)		20.7 (4.6)		21.0 (4.3)		Avg (SD)

<sup>1</sup>CP 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 (CP<sup>1</sup>), 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	4	100	3	100	12	100	10	100	6	100	0	100	1	100	18
17	15	99	3	99	14	97	11	98	12	99	1	100	0	100	17
16	9	96	14	99	29	94	13	95	17	96	4	100	3	100	16
15	16	93	31	95	16	87	32	92	25	92	18	99	21	99	15
14	20	90	33	88	13	83	25	84	28	86	33	95	15	94	14
13	28	85	27	80	59	80	37	78	29	79	25	87	39	91	13
12	30	78	49	74	22	66	31	70	32	72	77	81	34	81	12
11	42	71	34	62	68	61	42	62	63	65	39	63	77	73	11
10	36	61	66	54	33	45	38	52	28	50	48	53	50	55	10
9	56	53	45	39	47	37	34	43	59	43	60	42	87	43	9
8	28	39	37	28	36	26	42	35	50	29	76	28	45	23	8
7	50	33	26	19	50	17	52	26	24	17	29	10	5	12	7
6	29	21	28	13	7	6	25	13	32	12	1	3	30	11	6
5	39	14	18	6	12	4	14	7	10	4	10	3	10	4	5
4	19	5	4	2	4	1	10	4	6	2	0	1	0	1	4
3	2	1	3	1	1	1	7	2	2	1	2	1	4	1	3
2	0	1	2	1	0	1	0	1	0	1	0	1	1	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1
Avg (SD)	9.6 (3.5)		10.4 (3.2)		10.9 (3.3)		10.4 (3.6)		10.5 (3.3)		10.4 (2.5)		10.1 (2.6)		Avg (SD)

<sup>1</sup>CP 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)	24	24	25	24	24
Q2 (50th Percentile)	20	19	21	21	20
Q1 (25th Percentile)	15	16	17	18	17

**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 <sup>1</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
School	<b>All Students</b>	<b>423</b>	<b>24</b>	<b>20.7</b>	<b>19.0</b>
	Black/African American	1	0	.	14.0
	American Indian/Alaska Native	1	100	20.0	.
	White	166	48	20.5	19.1
	Hispanic/Latino	28	29	20.5	19.9
	Asian	3	67	24.5	.
	Native Hawaiian/Other Pac. Isl.	3	33	19.0	15.5
	Two or More Races	16	31	22.6	18.8
	Prefer not/No Response	205	2	21.3	19.6
State	<b>All Students</b>	<b>40,014</b>	<b>42</b>	<b>21.5</b>	<b>18.1</b>
	Black/African American	473	28	17.6	15.7
	American Indian/Alaska Native	337	35	16.7	15.6
	White	26,240	46	22.3	18.9
	Hispanic/Latino	6,069	34	18.6	16.2
	Asian	644	49	21.6	18.1
	Native Hawaiian/Other Pac. Isl.	531	39	17.5	16.0
	Two or More Races	1,331	46	21.8	18.9
	Prefer not/No Response	4,389	27	20.8	17.6

<sup>1</sup>"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
School	<b>All Students</b>	<b>423</b>	<b>100</b>	19.9	20.3	21.1	21.2	20.7	21.0
	Black/African American	1	0	11.0	16.0	14.0	15.0	14.0	16.0
	American Indian/Alaska Native	1	0	18.0	16.0	23.0	22.0	20.0	19.0
	White	166	39	19.7	20.0	21.2	21.0	20.6	20.7
	Hispanic/Latino	28	7	19.0	20.4	20.0	20.5	20.2	20.8
	Asian	3	1	26.3	27.7	28.0	26.7	27.3	27.3
	Native Hawaiian/Other Pac. Isl.	3	1	17.0	15.3	15.7	17.3	16.7	16.7
	Two or More Races	16	4	19.1	19.8	19.8	21.0	20.1	20.6
	Prefer not/No Response	205	48	20.2	20.5	21.3	21.5	21.0	21.3
State	<b>All Students</b>	<b>40,014</b>	<b>100</b>	18.8	19.5	20.1	20.1	19.8	20.1
	Black/African American	473	1	14.2	16.0	16.3	16.9	16.0	16.7
	American Indian/Alaska Native	337	1	13.7	16.4	16.0	16.9	15.8	16.9
	White	26,240	66	19.9	20.3	21.1	20.9	20.7	20.8
	Hispanic/Latino	6,069	15	15.5	17.1	17.3	17.9	17.0	17.7
	Asian	644	2	18.4	20.6	19.5	20.5	19.9	20.8
	Native Hawaiian/Other Pac. Isl.	531	1	15.1	17.0	16.8	17.2	16.7	17.4
	Two or More Races	1,331	3	19.4	19.8	20.8	20.7	20.3	20.5
	Prefer not/No Response	4,389	11	18.0	19.0	19.4	19.4	19.0	19.4



**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 <sup>1</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
School	Males	206	24	21.1	19.4
	Females	208	24	20.4	17.8
	Missing	9	0	.	.
State	Males	20123	40	21.6	18.1
	Females	19614	44	21.5	18.2
	Missing	277	19	19.9	18.6

**Table 2.7. Average ACT Scores by Gender**

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	Males	206	49	19.5	20.5	20.8	21.7	20.8	21.4
	Females	208	49	20.3	20.1	21.4	20.8	20.8	20.7
	Missing	9	2	18.0	18.8	20.4	18.2	19.0	18.7
State	Males	20,123	50	18.2	19.9	19.8	20.3	19.7	20.3
	Females	19,614	49	19.3	19.2	20.5	19.9	19.9	19.8
	Missing	277	1	16.6	18.0	18.3	18.2	17.9	18.3

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# Section III

## College and Career Readiness and the Impact of Course Rigor

Beginning in August 2013, 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	%
School	33 to 36	9	2	3	1	14	3	6	1
	28 to 32	35	8	33	8	45	11	28	7
	24 to 27	69	16	73	17	76	18	83	20
	20 to 23	112	26	90	21	113	27	142	34
	16 to 19	91	22	177	42	103	24	119	28
	13 to 15	58	14	44	10	50	12	37	9
	01 to 12	49	12	3	1	22	5	8	2
State	33 to 36	915	2	308	1	1,253	3	587	1
	28 to 32	2,759	7	2,652	7	4,186	10	1,669	4
	24 to 27	5,174	13	7,112	18	5,373	13	7,191	18
	20 to 23	9,376	23	5,868	15	9,568	24	11,351	28
	16 to 19	8,043	20	15,616	39	9,289	23	13,002	32
	13 to 15	6,308	16	7,842	20	6,495	16	4,454	11
	01 to 12	7,439	19	616	2	3,850	10	1,760	4

**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	
School	Males	61	40	40	45	25
	Females	64	34	50	35	22
	Missing	56	22	33	22	22
State	Males	51	35	36	34	21
	Females	59	30	40	29	19
	Missing	41	22	27	19	12

**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 %	%	%
<b>All Students</b>	<b>423</b>	<b>62</b>	<b>37</b>	<b>44</b>	<b>39</b>	<b>24</b>	15
Black/African American	1	0	0	0	0	0	0
American Indian/Alaska Native	1	100	0	100	0	0	0
White	166	62	34	47	37	23	14
Hispanic/Latino	28	54	39	39	32	18	21
Asian	3	100	100	100	100	100	33
Native Hawaiian/Other Pac. Isl	3	33	0	0	0	0	0
Two or More Races	16	50	38	38	31	25	13
Prefer Not to Respond	205	64	38	43	43	24	16
<b>All Students</b>	<b>40,014</b>	<b>54</b>	<b>32</b>	<b>38</b>	<b>32</b>	<b>20</b>	14
Black/African American	473	23	7	15	8	4	1
American Indian/Alaska Native	337	20	7	12	8	3	2
White	26,240	62	38	44	37	24	17
Hispanic/Latino	6,069	31	13	20	14	7	4
Asian	644	50	41	35	34	22	19
Native Hawaiian/Other Pac. Isl	531	28	12	14	10	4	2
Two or More Races	1,331	60	33	43	34	20	13
Prefer Not to Respond	4,389	49	28	33	27	17	11

**Table 3.4. Progress Toward Career Readiness<sup>1</sup>**

Student Group	Progress Toward NCRC <sup>2</sup> Level	N		Average Composite
		N	%	
<b>School</b>	Gold	311	74	22.7
	Silver	96	23	15.8
	Bronze	13	3	12.8
	Needs Improvement	3	1	11.0
<b>State</b>	Gold	24,917	62	22.8
	Silver	11,481	29	15.6
	Bronze	3,157	8	12.7
	Needs Improvement	459	1	10.6

<sup>1</sup> Progress reflects degree to which students are on track for attaining workplace employability skills critical to job success.

<sup>2</sup> Additional information on the ACT NCRC (National Career Readiness Certificate) can be found at [www.act.org](http://www.act.org).

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

Student Group	Curriculum Taken <sup>1</sup>	N	English		Mathematics		Reading		Science		Composite <sup>4</sup>		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
School	Core or More <sup>2</sup>	100	61	19.8	37	20.2	48	21.3	35	21.1	23	20.7	14	20.9
	Less than Core	62	50	17.7	29	18.7	31	19.1	24	19.7	15	19.0	8	19.5
	Missing <sup>3</sup>	261	66	20.4	38	20.7	46	21.5	45	21.6	26	21.2	17	21.4
State	Core or More	16,721	68	20.8	45	21.2	50	21.9	45	21.7	30	21.5	21	21.7
	Less than Core	12,326	41	16.9	19	18.0	27	18.5	19	18.7	10	18.1	6	18.6
	Missing	10,967	48	17.7	26	18.8	32	19.2	26	19.3	15	18.9	10	19.3

<sup>1</sup> "Curriculum Taken" reflects overall high school curriculum in this table.

<sup>2</sup> "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.

<sup>3</sup> Zero years or no coursework information reported in one or more content areas.

<sup>4</sup> 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 <sup>1</sup>	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
School	Core or More <sup>2</sup>	156	60	19.3	144	37	20.0	128	45	20.8	156	35	20.9
	Less than Core	21	38	16.6	20	15	17.2	47	26	18.6	19	16	17.3
	Missing <sup>3</sup>	246	66	20.5	259	38	20.7	248	48	21.8	248	44	21.7
State	Core or More	26,099	59	19.5	24,494	39	20.4	24,962	43	20.9	23,518	39	21.0
	Less than Core	4,609	39	16.6	5,030	11	16.8	5,262	23	17.9	6,668	14	18.0
	Missing	9,306	49	18.0	10,490	27	18.8	9,790	33	19.4	9,828	27	19.4

<sup>1</sup> "Curriculum Taken" reflects content-specific curriculum in this table.

<sup>2</sup> "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.

<sup>3</sup> 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	School				State			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
<b>ENGLISH COURSE PATTERN</b>								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	28	7	20.7	75	4,684	12	20.6	67
Eng 9, Eng 10, Eng 11, Eng 12	128	30	19.0	56	21,415	54	19.2	57
Less than 4 years of English	21	5	16.6	38	4,609	12	16.6	39
Zero years / no English courses reported	246	58	20.5	66	9,306	23	18.0	49
<b>MATHEMATICS COURSE PATTERN</b>								
Alg 1, Alg 2, Geom, Trig, & Calc	11	3	20.4	36	2,568	6	22.1	55
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	14	3	21.6	43	2,522	6	21.0	44
Alg 1, Alg 2, Geom, & Trig	20	5	17.7	15	3,271	8	18.8	24
Alg 1, Alg 2, Geom, & Other Adv Math	6	1	17.3	17	1,863	5	19.3	28
Other comb of 4 or more years of Math	73	17	20.8	45	8,760	22	22.1	53
Alg 1, Alg 2, & Geom	12	3	18.8	33	3,220	8	17.2	12
Other comb of 3 or 3.5 years of Math	8	2	19.0	25	2,290	6	19.5	32
Less than 3 years of Math	20	5	17.2	15	5,030	13	16.8	11
Zero years / no Math courses reported	259	61	20.7	38	10,490	26	18.8	27
<b>SOCIAL SCIENCE COURSE PATTERN</b>								
US Hist, World Hist, Am Gov, & Other Hist	4	1	18.0	25	412	1	19.7	37
Other comb of 4 or more years Social Science	71	17	19.9	37	13,524	34	21.5	47
US Hist, World Hist, & Am Gov	4	1	18.5	25	1,198	3	18.1	25
Other comb of 3 or 3.5 years of Social Science	49	12	22.6	61	9,828	25	20.5	40
Less than 3 years of Social Science	47	11	18.6	26	5,262	13	17.9	23
Zero years / no Social Science courses reported	248	59	21.8	48	9,790	24	19.4	33
<b>NATURAL SCIENCE COURSE PATTERN</b>								
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	68	16	21.1	37	10,678	27	21.3	42
Bio, Chem, Phys	52	12	22.6	50	4,628	12	23.2	58
Gen Sci <sup>1</sup> , Bio, Chem	22	5	17.7	5	5,788	14	19.3	23
Other comb of 3 years of Natural Science	14	3	18.7	14	2,424	6	19.4	24
Less than 3 years of Natural Science	19	4	17.3	16	6,668	17	18.0	14
Zero years / no Natural Science courses reported	248	59	21.7	44	9,828	25	19.4	27

<sup>1</sup>Includes 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
<b>ENGLISH COURSE PATTERN</b>												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	28	7	20.7	75	8	4	19.5	63	20	10	21.2	80
Eng 9, Eng 10, Eng 11, Eng 12	128	30	19.0	56	78	38	19.2	59	50	24	18.7	52
Less than 4 years of English	21	5	16.6	38	15	7	16.7	33	6	3	16.2	50
Zero years / no English courses reported	246	58	20.5	66	105	51	20.1	66	132	63	21.0	67
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	11	3	20.4	36	7	3	20.0	43	4	2	21.0	25
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	14	3	21.6	43	5	2	25.0	80	9	4	19.8	22
Alg 1, Alg 2, Geom, & Trig	20	5	17.7	15	13	6	18.1	15	7	3	17.0	14
Alg 1, Alg 2, Geom, & Other Adv Math	6	1	17.3	17	4	2	18.3	25	2	1	15.5	0
Other comb of 4 or more years of Math	73	17	20.8	45	43	21	21.4	51	30	14	19.9	37
Alg 1, Alg 2, & Geom	12	3	18.8	33	5	2	20.6	60	7	3	17.4	14
Other comb of 3 or 3.5 years of Math	8	2	19.0	25	2	1	21.0	50	6	3	18.3	17
Less than 3 years of Math	20	5	17.2	15	16	8	17.7	19	4	2	15.0	0
Zero years / no Math courses reported	259	61	20.7	38	111	54	20.8	39	139	67	20.7	39
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	4	1	18.0	25	2	1	20.5	50	2	1	15.5	0
Other comb of 4 or more years Social Science	71	17	19.9	37	35	17	20.0	40	36	17	19.8	33
US Hist, World Hist, & Am Gov	4	1	18.5	25	3	1	17.0	0	1	0	23.0	100
Other comb of 3 or 3.5 years of Social Science	49	12	22.6	61	28	14	22.7	61	21	10	22.4	62
Less than 3 years of Social Science	47	11	18.6	26	30	15	19.1	30	17	8	17.5	18
Zero years / no Social Science courses reported	248	59	21.8	48	108	52	21.2	38	131	63	22.3	56
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	68	16	21.1	37	32	16	21.5	41	36	17	20.7	33
Bio, Chem, Phys	52	12	22.6	50	31	15	23.6	61	21	10	21.1	33
Gen Sci <sup>2</sup> , Bio, Chem	22	5	17.7	5	11	5	17.7	9	11	5	17.6	0
Other comb of 3 years of Natural Science	14	3	18.7	14	11	5	18.8	18	3	1	18.3	0
Less than 3 years of Natural Science	19	4	17.3	16	14	7	18.2	21	5	2	14.8	0
Zero years / no Natural Science courses reported	248	59	21.7	44	107	52	22.4	51	132	63	21.3	40

<sup>1</sup>Includes General, Physical and Earth Sciences.



# Section IV

## Career and Educational Aspirations

Beginning in August 2013, 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 <sup>1</sup>	Percent <sup>2</sup>	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	3	1	15.0	0	0	.	2	1	14.0
Architecture	1	0	16.0	0	0	.	1	1	16.0
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	18	4	19.9	2	12	17.5	16	11	20.3
Business	15	4	18.6	2	12	14.5	13	9	19.2
Communications	3	1	17.0	0	0	.	3	2	17.0
Community, Family, & Personal Services	5	1	18.0	2	12	20.5	3	2	16.3
Computer Science & Mathematics	8	2	21.3	0	0	.	8	6	21.3
Education	7	2	16.4	2	12	14.0	5	4	17.4
Engineering	16	4	22.9	1	6	19.0	15	11	23.2
Engineering Technology & Drafting	3	1	18.7	1	6	17.0	2	1	19.5
English & Foreign Languages	4	1	22.8	0	0	.	4	3	22.8
Health Administration & Assisting	5	1	17.6	0	0	.	5	4	17.6
Health Sciences & Technologies	35	8	21.1	3	18	17.0	32	23	21.4
Philosophy, Religion, & Theology	1	0	16.0	0	0	.	1	1	16.0
Repair, Production, & Construction	2	0	18.0	0	0	.	2	1	18.0
Sciences: Biological & Physical	6	1	18.8	1	6	18.0	5	4	19.0
Social Sciences & Law	6	1	20.5	0	0	.	5	4	20.8
Undecided	9	2	20.4	0	0	.	9	6	20.4
No Response	271	64	21.2	3	18	15.0	6	4	18.5

<sup>1</sup>2-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.

<sup>2</sup>Percent 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	0	.	0	.	0	.	0	.	0	.
2-yr College Degree	17	16.6	0	.	0	.	14	17.1	2	13.0
Bachelors Degree	75	19.0	0	.	0	.	53	18.8	6	21.0
Graduate Study	26	21.4	1	14.0	1	20.0	14	22.4	5	21.6
Prof. Level Degree	41	21.4	0	.	0	.	32	21.9	4	17.3
Other	2	18.0	0	.	0	.	1	19.0	0	.
No Response	262	21.4	0	.	0	.	52	22.1	11	21.5

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	0	.	0	.	0	.	0	.	0	.
2-yr College Degree	17	16.6	0	.	0	.	1	17.0	0	.
Bachelors Degree	75	19.0	1	26.0	2	16.5	7	19.6	6	18.0
Graduate Study	26	21.4	0	.	0	.	3	18.0	2	23.5
Prof. Level Degree	41	21.4	1	23.0	1	17.0	1	28.0	2	19.0
Other	2	18.0	0	.	0	.	1	17.0	0	.
No Response	262	21.4	1	33.0	0	.	3	22.7	195	21.1

**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
SALT LAKE COMMUNITY COLLEGE	Utah	147	110	37	1	11	35	33	12	7	0
UNIVERSITY OF UTAH	Utah	96	43	53	0	10	31	32	15	10	1
BRIGHAM YOUNG UNIVERSITY	Utah	50	22	28	0	8	26	28	22	16	0
UTAH STATE UNIVERSITY	Utah	46	7	39	0	11	30	30	17	11	0
UTAH VALLEY UNIVERSITY	Utah	37	7	30	0	19	32	32	11	5	0
DIXIE STATE UNIVERSITY	Utah	22	9	13	0	27	55	14	5	0	0
WESTMINSTER COLLEGE	Utah	15	0	15	0	7	13	33	27	20	0
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	14	3	11	0	14	29	36	21	0	0
SOUTHERN UTAH UNIVERSITY	Utah	7	2	5	0	0	86	14	0	0	0
STANFORD UNIVERSITY	California	7	3	4	0	0	14	29	29	29	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	7	1	6	0	14	57	14	0	14	0
SNOW COLLEGE	Utah	6	1	5	0	17	67	0	17	0	0
UTAH CAREER COLLEGE-LAYTON	Utah	6	1	5	0	17	50	0	33	0	0
UNIVERSITY OF PORTLAND	Oregon	5	1	4	0	0	40	60	0	0	0
WEBER STATE UNIVERSITY	Utah	5	1	4	0	0	60	20	20	0	0
LEWIS AND CLARK COLLEGE	Oregon	4	1	3	0	0	25	25	25	25	0
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Massachusetts	4	1	3	0	25	0	0	25	50	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	4	1	3	0	0	50	25	25	0	0
STATE-NO COLLEGE PLANS	Iowa	4	4	0	25	0	50	25	0	0	0
UNIVERSITY OF OREGON	Oregon	4	1	3	0	25	25	50	0	0	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	3	1	2	0	33	33	33	0	0	0
PROVO COLLEGE	Utah	3	1	2	0	0	33	67	0	0	0
UNIV OF COLORADO-BOULDER	Colorado	3	0	3	0	33	33	0	0	33	0
UNIVERSITY OF ARIZONA	Arizona	3	0	3	0	0	100	0	0	0	0
ARIZONA STATE UNIVERSITY	Arizona	2	2	0	0	0	100	0	0	0	0
ART INSTITUTE OF PORTLAND THE	Oregon	2	0	2	0	0	100	0	0	0	0
ART INSTITUTE OF SEATTLE THE	Washington	2	0	2	0	50	50	0	0	0	0
BROADVIEW UNIVERSITY-OREM	Utah	2	0	2	0	50	50	0	0	0	0
DUKE UNIVERSITY	North Carolina	2	1	1	0	0	0	50	0	50	0
HAWAII PACIFIC UNIVERSITY	Hawaii	2	0	2	0	0	100	0	0	0	0
All Other Institutions		96	20	76	3	15	36	19	13	15	0
<b>Total</b>		<b>610</b>	<b>244</b>	<b>366</b>	<b>1</b>	<b>12</b>	<b>35</b>	<b>28</b>	<b>14</b>	<b>10</b>	<b>0</b>

# Section V

## Optional Writing Test Results

Beginning in August 2013, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

**Table 5.1. Average ACT Enhanced Writing and English/Language Arts Scores by Race/Ethnicity and Gender for students who took ACT Writing<sup>1</sup>**

	Average ACT Scores									
	N		Enhanced Writing		English		Reading		English / Language Arts	
	School	State	School	State	School	State	School	State	School	State
<b>All Students</b>	<b>0</b>	<b>0</b>	.	.	.	.	.	.	.	.
Black/African American	.	.	.	.	.	.	.	.	.	.
American Indian/Alaska Native	.	.	.	.	.	.	.	.	.	.
White	.	.	.	.	.	.	.	.	.	.
Hispanic/Latino	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.
Native Hawaiian/Other Pac. Isl.	.	.	.	.	.	.	.	.	.	.
Two or More Races	.	.	.	.	.	.	.	.	.	.
Prefer not/No Response	.	.	.	.	.	.	.	.	.	.
Males	.	.	.	.	.	.	.	.	.	.
Females	.	.	.	.	.	.	.	.	.	.
Missing Gender	.	.	.	.	.	.	.	.	.	.

<sup>1</sup>Results apply only to students who took the ACT Enhanced Writing Assessment.



