



Profile Report - High School

Utah State Testing 2015-2016
Grade 11 Tested Students
HILLCREST 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

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	
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 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.

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

How to Improve Scores and Increase College Readiness

26% 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: 442 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. 63% 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 15% of the cohort took less than three years of math courses. Of these students, 13% were college ready. 8% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 9% of these students were college ready. In comparison, 47% 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 11% of the cohort took less than three years of natural science courses. 16% of these students were college ready. In comparison, 39% 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 58% 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.

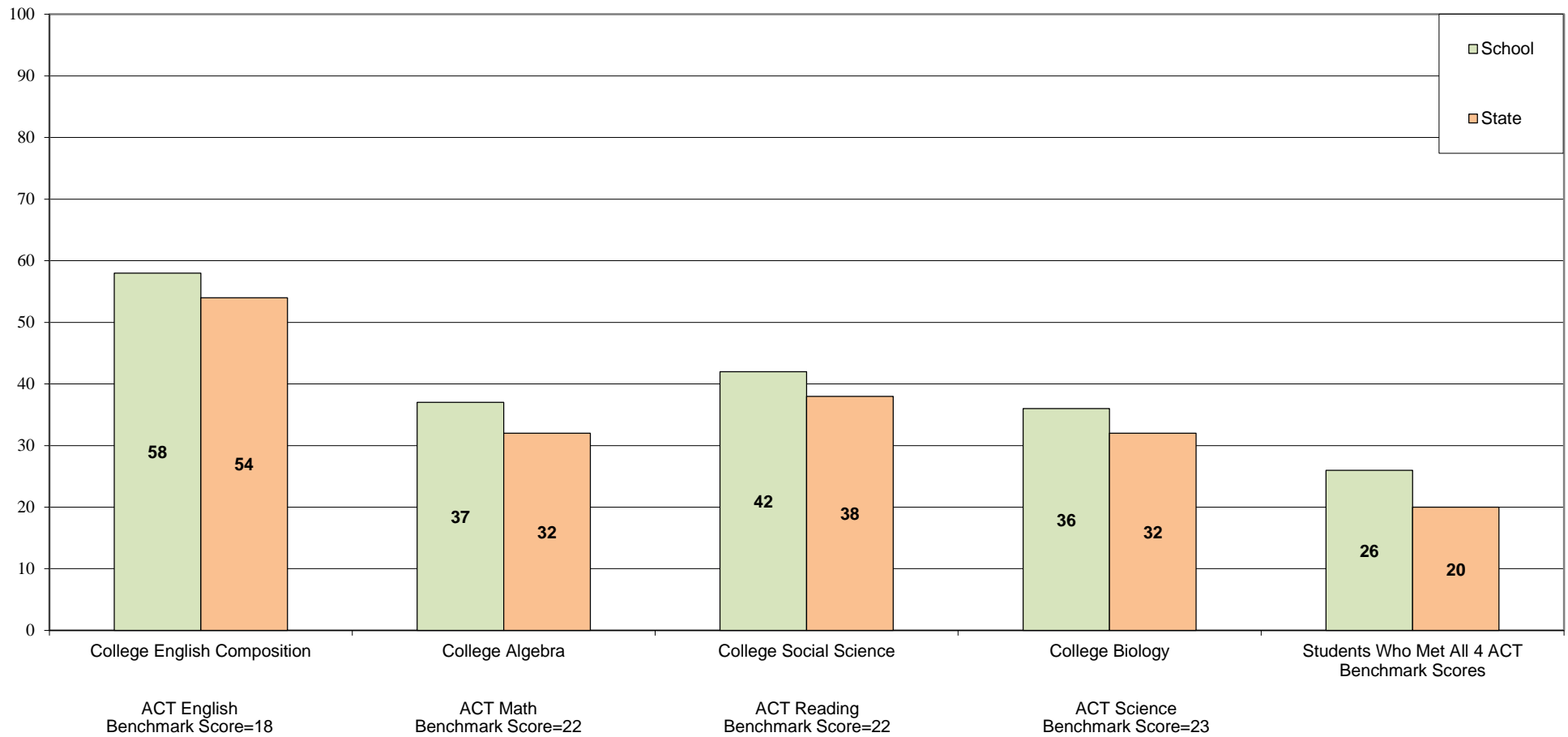
For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

Section I

Executive Summary

Beginning in August 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	500	24,674	60	56	43	34	54	48	32	24	28	18
2012-2013	491	24,948	65	57	44	35	54	45	31	23	26	18
2013-2014	495	37,953	65	56	39	31	50	42	40	30	26	20
2014-2015	465	38,695	60	55	38	32	45	39	40	30	28	19
2015-2016	442	40,014	58	54	37	32	42	38	36	32	26	20

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	500	24,674	19.7	18.9	20.6	19.7	21.4	20.4	20.8	20.1	20.7	19.9
2012-2013	491	24,948	20.2	18.8	20.6	19.7	21.5	20.2	21.2	20.1	21.0	19.8
2013-2014	495	37,953	20.2	18.7	20.4	19.5	21.8	20.3	21.3	19.9	21.1	19.7
2014-2015	465	38,695	19.9	18.8	20.1	19.3	21.5	20.4	21.1	19.8	20.8	19.7
2015-2016	442	40,014	19.3	18.8	20.2	19.5	20.8	20.1	21.0	20.1	20.4	19.8

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
2015-2016	40,014	18.8	19.5	20.1	20.1	19.8

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
2011-2012	363	129	73	26	21.3	15.8	21.6	18.1	22.8	17.8	22.0	17.8	22.1	17.5
2012-2013	381	102	78	21	21.5	15.7	21.5	17.8	22.5	18.1	22.1	18.4	22.0	17.6
2013-2014	382	92	77	19	21.3	16.3	21.2	17.6	22.8	18.4	22.1	18.3	22.0	17.8
2014-2015	318	125	68	27	21.3	17.3	21.2	18.2	22.5	19.6	22.5	18.7	22.0	18.5
2015-2016	277	141	63	32	21.1	16.2	21.9	17.5	22.5	18.1	22.5	18.5	22.1	17.7

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

	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	500	100	20.7	491	100	21.0	495	100	21.1	465	100	20.8	442	100	20.4
Black/African American	9	2	17.4	10	2	17.0	7	1	17.9	5	1	14.6	11	2	15.8
American Indian/Alaska Native	2	0	14.5	1	0	18.0	5	1	18.4	2	0	13.0	5	1	15.8
White	331	66	21.4	307	63	21.7	307	62	21.7	287	62	21.7	268	61	21.0
Hispanic/Latino	94	19	17.7	90	18	17.4	94	19	17.7	92	20	16.7	91	21	18.2
Asian	15	3	24.8	30	6	25.3	42	8	25.6	25	5	23.8	24	5	26.2
Native Hawaiian/Other Pacific Islander	3	1	20.3	3	1	18.7	4	1	18.0	7	2	18.4	5	1	15.2
Two or more races	23	5	21.0	24	5	23.5	21	4	21.8	25	5	21.4	24	5	20.6
Prefer not to respond/No response	23	5	22.8	26	5	21.1	15	3	19.0	22	5	23.7	14	3	20.6

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	
	School	State	School	State	School	State	School	State	School	State
2011-2012	500	24,674	21.0	20.1	21	13	28.2	27.8	28.5	27.9
2012-2013	491	24,948	21.2	20.2	21	13	28.3	27.9	28.0	27.4
2013-2014	495	37,953	21.1	20.0	20	13	28.1	27.9	28.7	27.9
2014-2015	465	38,695	20.9	19.8	21	13	28.0	27.7	29.1	27.9
2015-2016	442	40,014	20.9	20.1	19	14	28.6	28.0	28.8	27.9

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	
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	.	.
2015-2016	233	22,138	53	55	15.8	15.8	129	11,928	29	30	23.3	23.0	80	5,948	18	15	31.1	30.3

¹The 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 (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	2	100	1	100	3	100	6	100	2	100	4	100	36
35	2	100	3	100	3	99	1	99	1	100	1	99	35
34	7	99	3	99	7	99	4	98	3	99	3	99	34
33	5	98	2	98	9	97	5	98	7	99	2	98	33
32	10	96	9	98	17	95	6	96	5	97	6	98	32
31	10	94	4	96	11	91	8	95	6	96	6	96	31
30	9	92	2	95	10	89	6	93	8	95	13	95	30
29	6	90	17	95	10	86	0	92	16	93	3	92	29
28	7	88	14	91	7	84	8	92	12	89	13	91	28
27	12	87	11	88	9	83	19	90	15	86	16	88	27
26	10	84	23	85	11	81	17	86	13	83	19	85	26
25	14	82	19	80	36	78	27	82	13	80	25	81	25
24	17	79	31	76	15	70	24	76	25	77	21	75	24
23	29	75	14	69	15	67	27	70	17	71	21	70	23
22	8	68	11	65	23	63	23	64	30	68	21	65	22
21	35	67	17	63	32	58	44	59	29	61	24	61	21
20	29	59	6	59	22	51	27	49	24	54	31	55	20
19	19	52	25	58	13	46	50	43	28	49	35	48	19
18	27	48	37	52	36	43	27	32	25	43	41	40	18
17	9	42	33	44	25	35	21	26	37	37	41	31	17
16	23	40	67	36	27	29	29	21	28	29	37	22	16
15	23	34	54	21	12	23	22	14	30	22	33	13	15
14	33	29	22	9	26	20	15	9	29	15	12	6	14
13	15	22	12	4	18	14	10	6	20	9	7	3	13
12	15	18	5	1	10	10	2	4	13	4	6	2	12
11	28	15	0	1	20	8	8	3	5	1	1	1	11
10	19	9	0	1	10	3	6	1	0	1	0	1	10
9	8	4	0	1	4	1	0	1	0	1	0	1	9
8	9	2	0	1	0	1	0	1	1	1	0	1	8
7	1	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	1	1	0	1	0	1	0	1	5
4	1	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)	19.3 (6.8)		20.2 (5.5)		20.8 (6.6)		21.0 (5.3)		20.4 (5.6)		20.9 (5.2)		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	6	100	4	100	15	100	15	100	19	100	4	100	3	100	18
17	30	99	6	99	19	97	14	97	14	96	5	99	0	99	17
16	11	92	27	98	39	92	18	93	23	93	4	98	13	99	16
15	20	89	24	92	18	83	19	89	23	87	28	97	35	96	15
14	6	85	26	86	17	79	27	85	21	82	34	91	20	88	14
13	26	83	37	80	52	76	34	79	22	77	20	83	45	84	13
12	17	78	29	72	34	64	34	71	20	72	56	79	28	74	12
11	40	74	43	65	50	56	25	64	47	68	50	66	64	67	11
10	29	65	52	56	30	45	24	58	20	57	44	55	43	53	10
9	50	58	37	44	28	38	41	52	36	53	53	45	71	43	9
8	37	47	36	36	40	32	40	43	53	45	82	33	53	27	8
7	28	38	43	27	61	23	61	34	58	33	39	14	4	15	7
6	40	32	32	18	16	9	28	20	42	19	6	5	34	14	6
5	55	23	23	10	15	5	28	14	30	10	14	4	15	7	5
4	22	11	12	5	7	2	16	8	5	3	1	1	1	3	4
3	19	6	7	2	0	1	17	4	6	2	2	1	12	3	3
2	6	1	3	1	0	1	1	1	2	1	0	1	0	1	2
1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1
Avg (SD)	9.2 (4.1)		10.1 (3.6)		11.0 (3.7)		9.9 (4.0)		10.0 (3.9)		10.3 (2.9)		10.3 (3.1)		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)	24	24	25	24	24
Q2 (50th Percentile)	19	18	20	21	20
Q1 (25th Percentile)	14	16	16	17	16

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
School	All Students	442	63	22.1	17.7
	Black/African American	11	27	20.0	13.7
	American Indian/Alaska Native	5	60	17.0	14.0
	White	268	66	22.3	18.9
	Hispanic/Latino	91	54	20.0	16.0
	Asian	24	83	27.5	18.3
	Native Hawaiian/Other Pac. Isl.	5	40	14.0	16.0
	Two or More Races	24	58	23.0	17.2
	Prefer not/No Response	14	71	21.8	17.5
State	All Students	40,014	42	21.5	18.1
	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

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
School	All Students	442	100	19.3	20.2	20.8	21.0	20.4	20.9
	Black/African American	11	2	12.2	16.5	16.6	17.4	15.8	17.2
	American Indian/Alaska Native	5	1	14.8	15.6	17.2	16.0	15.8	16.0
	White	268	61	20.1	20.6	21.5	21.5	21.0	21.3
	Hispanic/Latino	91	21	16.5	18.2	18.3	19.2	18.2	18.9
	Asian	24	5	25.5	27.0	25.7	26.4	26.2	26.9
	Native Hawaiian/Other Pac. Isl.	5	1	13.8	17.2	14.6	15.0	15.2	16.2
	Two or More Races	24	5	19.3	20.3	21.0	21.0	20.6	20.9
	Prefer not/No Response	14	3	18.7	20.3	21.1	21.4	20.6	21.1
State	All Students	40,014	100	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 ¹	Average ACT Composite Score	
				Core or More	Less Than Core
School	Males	211	59	22.4	17.4
	Females	231	66	21.9	18.0
	Missing	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	211	48	18.8	20.5	20.1	21.2	20.2	21.1
	Females	231	52	19.7	19.9	21.4	20.9	20.6	20.6
	Missing	0	0	.	.	.	.	.	.
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	16	4	9	2	22	5	16	4
	28 to 32	42	10	46	10	55	12	28	6
	24 to 27	53	12	84	19	71	16	87	20
	20 to 23	101	23	48	11	92	21	121	27
	16 to 19	78	18	162	37	101	23	127	29
	13 to 15	71	16	88	20	56	13	47	11
	01 to 12	81	18	5	1	45	10	16	4
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	55	37	39	40	28
	Females	62	37	45	32	24
	Missing	.	.	.	.	.
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 Benchmark=18 %	Mathematics Benchmark=22 %	Reading Benchmark=22 %	Science Benchmark=23 %	All Four %	STEM %
School	All Students	442	58	37	42	36	26	19
	Black/African American	11	9	9	18	9	9	9
	American Indian/Alaska Native	5	40	0	0	0	0	0
	White	268	65	40	47	39	27	20
	Hispanic/Latino	91	41	21	26	24	16	10
	Asian	24	79	88	71	75	71	54
	Native Hawaiian/Other Pac. Isl	5	20	20	0	0	0	0
	Two or More Races	24	63	33	46	29	25	25
	Prefer Not to Respond	14	64	43	43	43	29	29
State	All Students	40,014	54	32	38	32	20	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 Readiness¹

Student Group	Progress Toward NCRC ² Level	N	%	Average Composite
School	Gold	279	63	23.7
	Silver	124	28	15.6
	Bronze	33	7	12.6
	Needs Improvement	6	1	10.5
State	Gold	24,917	62	22.8
	Silver	11,481	29	15.6
	Bronze	3,157	8	12.7
	Needs Improvement	459	1	10.6

¹ Progress reflects degree to which students are on track for attaining workplace employability skills 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
School	Core or More ²	277	70	21.1	50	21.9	54	22.5	48	22.5	36	22.1	29	22.5
	Less than Core	141	41	16.2	16	17.5	23	18.1	15	18.5	9	17.7	4	18.3
	Missing ³	24	25	15.5	13	16.6	13	16.2	21	18.3	8	16.7	0	17.7
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

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
School	Core or More ²	384	62	19.8	353	43	21.0	363	47	21.6	380	39	21.5
	Less than Core	52	37	15.9	67	13	17.1	70	20	17.2	50	16	18.4
	Missing ³	6	0	12.5	22	14	16.7	9	0	14.7	12	8	17.8
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

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	School				State			
	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	60	14	20.8	72	4,684	12	20.6	67
Eng 9, Eng 10, Eng 11, Eng 12	324	73	19.7	60	21,415	54	19.2	57
Less than 4 years of English	52	12	15.9	37	4,609	12	16.6	39
Zero years / no English courses reported	6	1	12.5	0	9,306	23	18.0	49
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	36	8	24.0	72	2,568	6	22.1	55
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	32	7	21.2	44	2,522	6	21.0	44
Alg 1, Alg 2, Geom, & Trig	51	12	19.0	27	3,271	8	18.8	24
Alg 1, Alg 2, Geom, & Other Adv Math	11	2	17.1	9	1,863	5	19.3	28
Other comb of 4 or more years of Math	148	33	22.6	53	8,760	22	22.1	53
Alg 1, Alg 2, & Geom	34	8	16.6	9	3,220	8	17.2	12
Other comb of 3 or 3.5 years of Math	41	9	19.9	37	2,290	6	19.5	32
Less than 3 years of Math	67	15	17.1	13	5,030	13	16.8	11
Zero years / no Math courses reported	22	5	16.7	14	10,490	26	18.8	27
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	1	0	31.0	100	412	1	19.7	37
Other comb of 4 or more years Social Science	197	45	22.3	52	13,524	34	21.5	47
US Hist, World Hist, & Am Gov	9	2	15.1	11	1,198	3	18.1	25
Other comb of 3 or 3.5 years of Social Science	156	35	21.0	44	9,828	25	20.5	40
Less than 3 years of Social Science	70	16	17.2	20	5,262	13	17.9	23
Zero years / no Social Science courses reported	9	2	14.7	0	9,790	24	19.4	33
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	174	39	21.8	43	10,678	27	21.3	42
Bio, Chem, Phys	132	30	22.3	48	4,628	12	23.2	58
Gen Sci ¹ , Bio, Chem	62	14	19.4	18	5,788	14	19.3	23
Other comb of 3 years of Natural Science	12	3	18.8	8	2,424	6	19.4	24
Less than 3 years of Natural Science	50	11	18.4	16	6,668	17	18.0	14
Zero years / no Natural Science courses reported	12	3	17.8	8	9,828	25	19.4	27

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	60	14	20.8	72	23	11	19.3	57	37	16	21.7	81
Eng 9, Eng 10, Eng 11, Eng 12	324	73	19.7	60	158	75	19.6	59	166	72	19.8	62
Less than 4 years of English	52	12	15.9	37	26	12	15.0	35	26	11	16.8	38
Zero years / no English courses reported	6	1	12.5	0	4	2	13.0	0	2	1	11.5	0
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	36	8	24.0	72	9	4	24.3	67	27	12	23.9	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	32	7	21.2	44	12	6	21.3	42	20	9	21.1	45
Alg 1, Alg 2, Geom, & Trig	51	12	19.0	27	28	13	20.1	32	23	10	17.7	22
Alg 1, Alg 2, Geom, & Other Adv Math	11	2	17.1	9	3	1	19.7	33	8	3	16.1	0
Other comb of 4 or more years of Math	148	33	22.6	53	74	35	23.5	58	74	32	21.6	49
Alg 1, Alg 2, & Geom	34	8	16.6	9	14	7	17.1	14	20	9	16.4	5
Other comb of 3 or 3.5 years of Math	41	9	19.9	37	17	8	19.5	29	24	10	20.1	42
Less than 3 years of Math	67	15	17.1	13	39	18	17.2	15	28	12	16.9	11
Zero years / no Math courses reported	22	5	16.7	14	15	7	16.3	13	7	3	17.4	14
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	1	0	31.0	100	1	0	31.0	100	0	0	.	.
Other comb of 4 or more years Social Science	197	45	22.3	52	92	44	22.0	48	105	45	22.6	55
US Hist, World Hist, & Am Gov	9	2	15.1	11	4	2	14.5	25	5	2	15.6	0
Other comb of 3 or 3.5 years of Social Science	156	35	21.0	44	65	31	19.9	42	91	39	21.8	45
Less than 3 years of Social Science	70	16	17.2	20	43	20	17.6	23	27	12	16.6	15
Zero years / no Social Science courses reported	9	2	14.7	0	6	3	13.2	0	3	1	17.7	0
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	174	39	21.8	43	90	43	22.1	49	84	36	21.4	36
Bio, Chem, Phys	132	30	22.3	48	58	27	23.2	59	74	32	21.6	39
Gen Sci ² , Bio, Chem	62	14	19.4	18	20	9	18.9	15	42	18	19.6	19
Other comb of 3 years of Natural Science	12	3	18.8	8	9	4	18.8	0	3	1	19.0	33
Less than 3 years of Natural Science	50	11	18.4	16	27	13	17.1	7	23	10	20.0	26
Zero years / no Natural Science courses reported	12	3	17.8	8	7	3	18.1	14	5	2	17.2	0

¹Includes 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 ¹	Percent ²	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	3	1	15.7	1	3	13.0	2	1	17.0
Architecture	3	1	23.3	0	0	.	3	1	23.3
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	47	11	20.3	3	8	13.7	42	13	21.0
Business	32	7	20.6	3	8	21.0	28	9	20.4
Communications	8	2	18.4	2	5	13.0	6	2	20.2
Community, Family, & Personal Services	18	4	17.4	9	23	14.6	9	3	20.2
Computer Science & Mathematics	18	4	24.9	4	10	23.5	14	4	25.4
Education	11	2	18.6	1	3	13.0	10	3	19.2
Engineering	33	7	23.7	1	3	18.0	32	10	23.8
Engineering Technology & Drafting	9	2	22.1	0	0	.	9	3	22.1
English & Foreign Languages	5	1	25.2	0	0	.	5	2	25.2
Health Administration & Assisting	15	3	18.8	3	8	16.3	12	4	19.4
Health Sciences & Technologies	84	19	20.4	4	10	14.3	74	23	20.7
Philosophy, Religion, & Theology	2	0	23.0	0	0	.	2	1	23.0
Repair, Production, & Construction	10	2	18.0	2	5	18.5	8	2	17.9
Sciences: Biological & Physical	26	6	25.3	0	0	.	26	8	25.3
Social Sciences & Law	21	5	22.0	1	3	21.0	20	6	22.0
Undecided	16	4	19.6	1	3	14.0	13	4	21.2
No Response	77	17	17.8	4	10	15.3	10	3	17.7

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	7	15.1	0	.	0	.	3	20.0	4	11.5
2-yr College Degree	33	16.5	1	27.0	1	13.0	20	17.0	5	15.4
Bachelors Degree	163	19.9	6	14.2	0	.	104	20.9	32	17.1
Graduate Study	72	24.1	1	18.0	1	15.0	48	24.0	8	23.3
Prof. Level Degree	93	22.2	0	.	1	18.0	56	22.0	17	20.5
Other	7	18.3	0	.	0	.	4	19.3	1	12.0
No Response	67	18.1	3	14.7	2	16.5	33	18.2	24	18.2

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	7	15.1	0	.	0	.	0	.	0	.
2-yr College Degree	33	16.5	1	12.0	0	.	3	14.7	2	16.0
Bachelors Degree	163	19.9	5	23.4	2	14.0	9	22.2	5	17.2
Graduate Study	72	24.1	4	32.3	1	15.0	4	20.5	5	26.8
Prof. Level Degree	93	22.2	12	26.8	1	21.0	6	21.5	0	.
Other	7	18.3	1	27.0	1	12.0	0	.	0	.
No Response	67	18.1	1	23.0	0	.	2	19.5	2	18.0

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

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF UTAH	Utah	275	132	143	2	16	28	23	17	11	3
SALT LAKE COMMUNITY COLLEGE	Utah	157	48	109	3	24	29	24	13	6	1
UTAH STATE UNIVERSITY	Utah	103	23	80	2	17	24	26	17	13	1
BRIGHAM YOUNG UNIVERSITY	Utah	91	41	50	2	10	21	25	27	11	3
UTAH VALLEY UNIVERSITY	Utah	89	12	77	1	20	33	31	12	2	0
DIXIE STATE UNIVERSITY	Utah	65	10	55	3	32	40	15	6	3	0
SNOW COLLEGE	Utah	48	5	43	13	27	38	15	6	0	2
WEBER STATE UNIVERSITY	Utah	39	7	32	8	28	33	21	8	3	0
NCAA ELIGIBILITY CENTER	Indiana	37	15	22	0	19	16	30	14	22	0
WESTMINSTER COLLEGE	Utah	37	7	30	0	14	32	19	30	3	3
SOUTHERN UTAH UNIVERSITY	Utah	31	5	26	3	23	32	29	10	3	0
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	21	0	21	0	14	10	29	33	14	0
ARIZONA STATE UNIVERSITY	Arizona	18	2	16	0	11	39	11	22	17	0
UTAH CAREER COLLEGE-LAYTON	Utah	17	1	16	0	24	41	18	6	12	0
STANFORD UNIVERSITY	California	14	3	11	0	0	7	7	29	36	21
UNIVERSITY OF OREGON	Oregon	14	4	10	7	21	29	21	14	7	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	13	3	10	0	0	46	8	23	23	0
NEW YORK UNIVERSITY	New York	13	4	9	0	0	15	31	23	23	8
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	13	5	8	8	0	0	38	15	23	15
BROADVIEW UNIVERSITY-BEAU	Utah	11	5	6	0	27	36	36	0	0	0
BROADVIEW UNIVERSITY-WEST JORDAN	Utah	9	2	7	11	56	11	11	11	0	0
HARVARD COLLEGE	Massachusetts	9	3	6	0	0	0	11	22	56	11
UNIVERSITY OF CALIFORNIA-BERKELEY	California	9	4	5	0	0	33	0	44	11	11
BERKELEY CITY COLLEGE	California	8	3	5	0	0	13	38	13	38	0
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Massachusetts	8	1	7	0	0	0	0	50	13	38
STATE-NO COLLEGE PLANS	Iowa	8	8	0	50	25	13	13	0	0	0
UNIVERSITY OF WASHINGTON	Washington	8	2	6	0	0	0	63	25	0	13
ART INST OF CALIFORNIA-LOS ANGELES	California	6	1	5	17	50	33	0	0	0	0
ART INSTITUTE OF SEATTLE THE	Washington	5	2	3	0	0	20	60	0	20	0
SEATTLE UNIVERSITY	Washington	5	0	5	0	20	20	60	0	0	0
All Other Institutions		298	63	235	6	17	23	26	14	12	3
Total		1,479	421	1,058	4	18	27	24	15	10	2

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 Writing¹

	Average ACT Scores									
	N		Enhanced Writing		English		Reading		English / Language Arts	
	School	State	School	State	School	State	School	State	School	State
All Students	0	0	.	.	.	.	.	.	.	.
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

¹Results apply only to students who took the ACT Enhanced Writing Assessment.

