



Profile Report - High School

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

450405
Test Coordinator
JORDAN HIGH SCHOOL
95 E 9825 S

SANDY, UT 84070



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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.

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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

17% 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: 424 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. 60% 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 6% of the cohort took less than three years of math courses. Of these students, 4% were college ready. 29% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 9% of these students were college ready. In comparison, 46% 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 7% of the cohort took less than three years of natural science courses. 17% of these students were college ready. In comparison, 36% 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 68% 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.

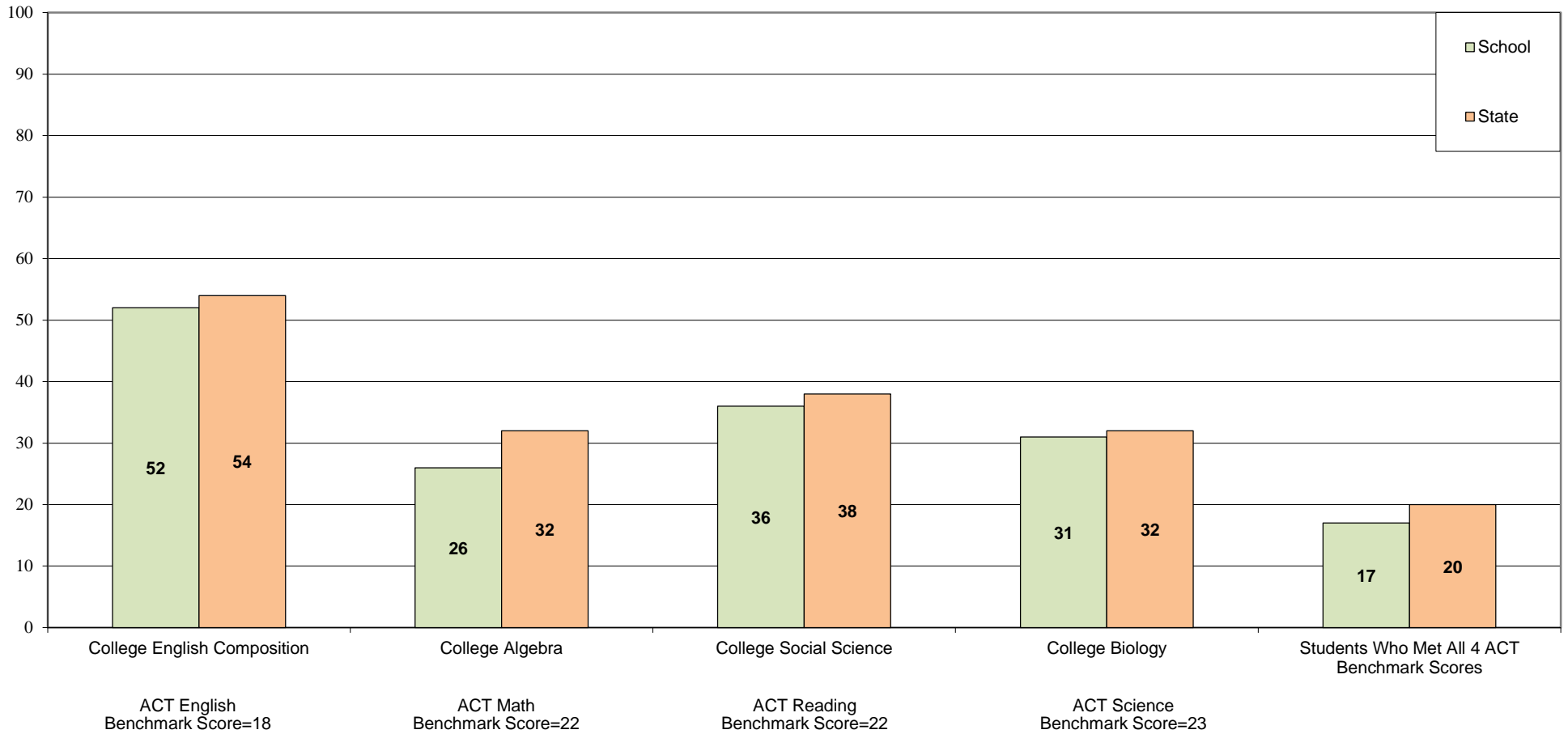
For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

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	525	24,674	54	56	29	34	44	48	22	24	15	18
2012-2013	506	24,948	56	57	29	35	46	45	22	23	15	18
2013-2014	499	37,953	63	56	24	31	43	42	30	30	15	20
2014-2015	460	38,695	64	55	27	32	45	39	34	30	19	19
2015-2016	424	40,014	52	54	26	32	36	38	31	32	17	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	525	24,674	18.4	18.9	19.2	19.7	19.8	20.4	19.9	20.1	19.5	19.9
2012-2013	506	24,948	18.6	18.8	19.2	19.7	20.1	20.2	20.1	20.1	19.6	19.8
2013-2014	499	37,953	19.3	18.7	18.7	19.5	20.5	20.3	20.4	19.9	19.8	19.7
2014-2015	460	38,695	19.8	18.8	19.1	19.3	21.4	20.4	20.7	19.8	20.4	19.7
2015-2016	424	40,014	18.6	18.8	19.0	19.5	20.1	20.1	20.0	20.1	19.5	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	334	166	64	32	19.3	16.5	19.7	18.1	20.3	18.6	20.4	18.8	20.1	18.1
2012-2013	119	65	24	13	22.2	18.4	21.6	20.1	23.8	20.3	22.7	20.5	22.7	19.9
2013-2014	280	152	56	30	20.4	17.8	19.6	17.5	21.7	18.8	21.4	19.0	20.9	18.4
2014-2015	301	128	65	28	21.0	17.7	19.9	17.5	22.5	19.2	21.7	18.8	21.4	18.4
2015-2016	256	93	60	22	19.6	17.3	19.9	17.9	20.8	19.2	20.9	18.6	20.4	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.

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	525	100	19.5	506	100	19.6	499	100	19.8	460	100	20.4	424	100	19.5
Black/African American	8	2	15.5	6	1	18.2	7	1	17.3	2	0	21.0	6	1	16.0
American Indian/Alaska Native	4	1	20.5	1	0	16.0	2	0	20.0	1	0	19.0	3	1	15.3
White	324	62	20.2	365	72	20.2	352	71	20.3	319	69	21.0	272	64	20.4
Hispanic/Latino	66	13	17.8	62	12	17.0	63	13	19.2	71	15	18.1	75	18	17.8
Asian	8	2	19.9	12	2	21.7	7	1	19.9	7	2	20.4	8	2	17.4
Native Hawaiian/Other Pacific Islander	6	1	15.0	5	1	18.0	10	2	19.0	7	2	17.1	7	2	15.3
Two or more races	18	3	18.9	30	6	20.2	26	5	18.9	29	6	21.0	22	5	20.3
Prefer not to respond/No response	91	17	18.6	25	5	16.4	32	6	17.8	24	5	18.9	31	7	18.1

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	525	24,674	19.8	20.1	11	13	27.9	27.8	28.4	27.9
2012-2013	506	24,948	19.9	20.2	9	13	27.7	27.9	27.7	27.4
2013-2014	499	37,953	19.8	20.0	8	13	27.1	27.9	27.2	27.9
2014-2015	460	38,695	20.1	19.8	13	13	27.5	27.7	29.1	27.9
2015-2016	424	40,014	19.8	20.1	12	14	27.9	28.0	27.8	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	234	22,138	55	55	16.3	15.8	142	11,928	33	30	23.0	23.0	48	5,948	11	15	29.7	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	0	100	0	100	0	100	1	100	0	100	0	100	36
35	0	100	0	100	1	100	1	100	0	100	0	100	35
34	7	100	1	100	2	100	0	100	1	100	0	100	34
33	1	98	0	100	1	99	1	100	1	100	3	100	33
32	2	98	4	100	13	99	6	99	1	100	2	99	32
31	5	98	2	99	5	96	1	98	7	99	3	99	31
30	5	96	4	98	4	95	3	98	2	98	5	98	30
29	4	95	8	97	5	94	0	97	3	97	2	97	29
28	3	94	7	96	9	93	7	97	13	96	10	96	28
27	6	94	10	94	18	91	19	95	8	93	10	94	27
26	9	92	15	92	13	86	8	91	6	92	14	92	26
25	15	90	12	88	23	83	18	89	19	90	21	88	25
24	19	87	24	85	8	78	39	85	24	86	22	83	24
23	25	82	18	79	14	76	29	75	22	80	14	78	23
22	31	76	7	75	36	73	20	69	29	75	24	75	22
21	17	69	15	74	51	64	47	64	30	68	33	69	21
20	35	65	8	70	22	52	19	53	26	61	30	62	20
19	20	57	28	68	20	47	50	48	30	55	32	54	19
18	18	52	48	62	37	42	20	37	33	48	49	47	18
17	20	48	57	50	31	33	26	32	45	40	42	35	17
16	41	43	71	37	17	26	47	26	40	29	51	25	16
15	33	33	47	20	18	22	19	15	29	20	19	13	15
14	45	25	23	9	35	18	8	10	33	13	18	9	14
13	9	15	9	4	12	10	14	8	12	5	15	5	13
12	14	13	4	1	9	7	1	5	6	2	4	1	12
11	21	9	1	1	10	5	10	5	3	1	0	1	11
10	12	4	0	1	3	2	5	2	1	1	1	1	10
9	4	2	1	1	5	2	3	1	0	1	0	1	9
8	3	1	0	1	0	1	1	1	0	1	0	1	8
7	0	1	0	1	1	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	1	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	1	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)	18.6 (5.5)		19.0 (4.6)		20.1 (5.5)		20.0 (4.8)		19.5 (4.6)		19.8 (4.4)		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	4	100	1	100	7	100	6	100	10	100	0	100	1	100	18
17	13	99	2	100	8	98	8	99	8	98	2	100	0	100	17
16	5	96	13	99	22	96	9	97	13	96	2	100	4	100	16
15	9	95	18	96	17	91	21	95	22	93	11	99	21	99	15
14	8	93	27	92	23	87	15	90	16	88	28	96	10	94	14
13	26	91	25	86	41	82	27	86	18	84	22	90	27	92	13
12	18	85	34	80	32	72	41	80	22	79	54	85	18	85	12
11	43	80	34	72	60	65	30	70	52	74	36	72	53	81	11
10	38	70	75	64	47	50	39	63	29	62	51	63	45	68	10
9	45	61	43	46	42	39	37	54	54	55	60	51	121	58	9
8	44	51	42	36	48	29	52	45	42	42	87	37	50	29	8
7	50	40	45	26	46	18	62	33	58	33	35	17	8	17	7
6	46	29	36	15	15	7	37	18	53	19	5	8	32	16	6
5	54	18	13	7	8	4	19	9	18	6	22	7	22	8	5
4	10	5	13	4	4	2	8	5	3	2	0	2	1	3	4
3	9	3	2	1	1	1	11	3	6	1	6	2	7	3	3
2	2	1	1	1	2	1	2	1	0	1	0	1	0	1	2
1	0	1	0	1	1	1	0	1	0	1	3	1	4	1	1
Avg (SD)	8.8 (3.4)		9.8 (3.1)		10.6 (3.2)		9.5 (3.5)		9.7 (3.4)		9.7 (2.7)		9.5 (2.8)		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)	22	22	23	23	23
Q2 (50th Percentile)	18	17	20	20	19
Q1 (25th Percentile)	14	16	16	16	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	424	60	20.4	18.3
	Black/African American	6	17	17.0	18.7
	American Indian/Alaska Native	3	33	19.0	14.0
	White	272	64	21.1	19.1
	Hispanic/Latino	75	57	18.1	17.3
	Asian	8	75	17.3	17.5
	Native Hawaiian/Other Pac. Isl.	7	29	16.0	14.8
	Two or More Races	22	64	21.6	19.0
	Prefer not/No Response	31	52	19.9	17.0
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	424	100	18.6	19.0	20.1	20.0	19.5	19.8
	Black/African American	6	1	14.2	15.5	17.5	16.2	16.0	16.0
	American Indian/Alaska Native	3	1	11.3	16.3	14.7	17.7	15.3	17.3
	White	272	64	19.7	19.8	20.9	20.8	20.4	20.6
	Hispanic/Latino	75	18	16.7	17.1	18.8	18.3	17.8	17.9
	Asian	8	2	15.6	19.1	15.6	18.3	17.4	18.9
	Native Hawaiian/Other Pac. Isl.	7	2	14.7	15.6	15.1	15.3	15.3	15.6
	Two or More Races	22	5	18.6	19.5	21.3	20.9	20.3	20.4
	Prefer not/No Response	31	7	16.9	17.9	18.5	18.9	18.1	18.6
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	230	61	20.6	18.7
	Females	194	59	20.2	17.8
	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	230	54	18.4	19.6	19.9	20.3	19.6	20.2
	Females	194	46	18.9	18.4	20.3	19.7	19.4	19.3
	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	8	2	1	0	4	1	3	1
	28 to 32	19	4	25	6	36	8	17	4
	24 to 27	49	12	61	14	62	15	84	20
	20 to 23	108	25	48	11	123	29	115	27
	16 to 19	99	23	204	48	105	25	143	34
	13 to 15	87	21	79	19	65	15	41	10
	01 to 12	54	13	6	1	29	7	21	5
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	48	32	36	37	21
	Females	58	20	36	25	11
	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 %
All Students	424	52	26	36	31	17	12
School							
Black/African American	6	17	17	33	17	17	0
American Indian/Alaska Native	3	0	0	0	33	0	0
White	272	61	33	43	39	21	14
Hispanic/Latino	75	41	9	23	13	5	4
Asian	8	13	25	0	13	0	13
Native Hawaiian/Other Pac. Isl	7	14	0	14	0	0	0
Two or More Races	22	45	32	36	36	23	23
Prefer Not to Respond	31	35	19	26	19	16	10
State	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	255	60	22.4
	Silver	147	35	15.7
	Bronze	18	4	12.7
	Needs Improvement	4	1	10.8
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	256	59	19.6	35	19.9	42	20.8	39	20.9	23	20.4	16	20.7
	Less than Core	93	41	17.3	18	17.9	28	19.2	22	18.6	12	18.3	9	18.5
	Missing ³	75	43	17.0	8	17.3	25	18.5	17	18.7	1	18.0	1	18.3
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	315	57	19.2	329	32	19.6	321	40	20.6	328	36	20.5
	Less than Core	42	36	16.5	24	4	16.0	37	19	17.4	29	17	17.6
	Missing ³	67	43	17.2	71	8	17.5	66	27	18.9	67	15	18.9
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	57	13	20.9	72	4,684	12	20.6	67
Eng 9, Eng 10, Eng 11, Eng 12	258	61	18.9	53	21,415	54	19.2	57
Less than 4 years of English	42	10	16.5	36	4,609	12	16.6	39
Zero years / no English courses reported	67	16	17.2	43	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	18	4	25.6	83	2,568	6	22.1	55
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	8	2	21.0	50	2,522	6	21.0	44
Alg 1, Alg 2, Geom, & Trig	18	4	17.1	17	3,271	8	18.8	24
Alg 1, Alg 2, Geom, & Other Adv Math	78	18	19.6	29	1,863	5	19.3	28
Other comb of 4 or more years of Math	45	11	22.4	60	8,760	22	22.1	53
Alg 1, Alg 2, & Geom	124	29	17.0	9	3,220	8	17.2	12
Other comb of 3 or 3.5 years of Math	38	9	22.5	58	2,290	6	19.5	32
Less than 3 years of Math	24	6	16.0	4	5,030	13	16.8	11
Zero years / no Math courses reported	71	17	17.5	8	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	3	1	15.3	0	412	1	19.7	37
Other comb of 4 or more years Social Science	180	42	20.9	43	13,524	34	21.5	47
US Hist, World Hist, & Am Gov	9	2	17.0	11	1,198	3	18.1	25
Other comb of 3 or 3.5 years of Social Science	129	30	20.6	38	9,828	25	20.5	40
Less than 3 years of Social Science	37	9	17.4	19	5,262	13	17.9	23
Zero years / no Social Science courses reported	66	16	18.9	27	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	115	27	21.2	44	10,678	27	21.3	42
Bio, Chem, Phys	154	36	20.8	38	4,628	12	23.2	58
Gen Sci ¹ , Bio, Chem	47	11	17.5	9	5,788	14	19.3	23
Other comb of 3 years of Natural Science	12	3	21.3	33	2,424	6	19.4	24
Less than 3 years of Natural Science	29	7	17.6	17	6,668	17	18.0	14
Zero years / no Natural Science courses reported	67	16	18.9	15	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	57	13	20.9	72	26	11	21.0	69	31	16	20.8	74
Eng 9, Eng 10, Eng 11, Eng 12	258	61	18.9	53	150	65	19.0	51	108	56	18.7	56
Less than 4 years of English	42	10	16.5	36	24	10	15.5	25	18	9	17.7	50
Zero years / no English courses reported	67	16	17.2	43	30	13	15.8	30	37	19	18.4	54
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	18	4	25.6	83	12	5	26.6	92	6	3	23.7	67
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	8	2	21.0	50	2	1	20.5	50	6	3	21.2	50
Alg 1, Alg 2, Geom, & Trig	18	4	17.1	17	10	4	17.7	20	8	4	16.4	13
Alg 1, Alg 2, Geom, & Other Adv Math	78	18	19.6	29	35	15	19.5	34	43	22	19.6	26
Other comb of 4 or more years of Math	45	11	22.4	60	27	12	23.7	70	18	9	20.5	44
Alg 1, Alg 2, & Geom	124	29	17.0	9	72	31	17.3	14	52	27	16.6	2
Other comb of 3 or 3.5 years of Math	38	9	22.5	58	26	11	22.9	58	12	6	21.6	58
Less than 3 years of Math	24	6	16.0	4	13	6	17.0	8	11	6	14.7	0
Zero years / no Math courses reported	71	17	17.5	8	33	14	17.4	9	38	20	17.6	8
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	3	1	15.3	0	3	1	15.3	0	0	0	.	.
Other comb of 4 or more years Social Science	180	42	20.9	43	85	37	21.0	42	95	49	20.8	43
US Hist, World Hist, & Am Gov	9	2	17.0	11	7	3	17.1	14	2	1	16.5	0
Other comb of 3 or 3.5 years of Social Science	129	30	20.6	38	79	34	20.7	42	50	26	20.3	32
Less than 3 years of Social Science	37	9	17.4	19	26	11	17.7	23	11	6	16.8	9
Zero years / no Social Science courses reported	66	16	18.9	27	30	13	17.5	20	36	19	20.1	33
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	115	27	21.2	44	59	26	21.6	51	56	29	20.7	38
Bio, Chem, Phys	154	36	20.8	38	93	40	21.1	44	61	31	20.4	30
Gen Sci ² , Bio, Chem	47	11	17.5	9	20	9	17.1	10	27	14	17.9	7
Other comb of 3 years of Natural Science	12	3	21.3	33	9	4	22.1	44	3	2	19.0	0
Less than 3 years of Natural Science	29	7	17.6	17	17	7	18.8	18	12	6	15.8	17
Zero years / no Natural Science courses reported	67	16	18.9	15	32	14	17.9	13	35	18	19.7	17

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	18.3	2	6	19.0	1	1	17.0
Architecture	7	2	19.3	1	3	15.0	6	3	20.0
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	20	5	16.5	7	22	15.6	12	7	16.9
Business	22	5	18.4	5	16	15.8	16	9	19.3
Communications	4	1	18.0	2	6	17.5	1	1	20.0
Community, Family, & Personal Services	6	1	20.5	0	0	.	6	3	20.5
Computer Science & Mathematics	8	2	18.3	1	3	14.0	6	3	18.2
Education	5	1	21.0	0	0	.	5	3	21.0
Engineering	12	3	21.3	0	0	.	11	6	21.4
Engineering Technology & Drafting	2	0	21.0	0	0	.	2	1	21.0
English & Foreign Languages	3	1	18.7	1	3	16.0	2	1	20.0
Health Administration & Assisting	12	3	16.9	3	9	14.7	9	5	17.7
Health Sciences & Technologies	65	15	19.3	3	9	19.0	62	34	19.3
Philosophy, Religion, & Theology	1	0	31.0	0	0	.	1	1	31.0
Repair, Production, & Construction	4	1	17.0	1	3	14.0	3	2	18.0
Sciences: Biological & Physical	11	3	19.8	0	0	.	11	6	19.8
Social Sciences & Law	16	4	19.3	2	6	16.0	14	8	19.8
Undecided	7	2	20.0	1	3	22.0	6	3	19.7
No Response	215	51	20.1	2	6	14.0	6	3	16.3

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	6	15.8	0	.	0	.	4	16.5	1	15.0
2-yr College Degree	26	16.2	2	12.0	1	14.0	14	16.5	7	17.4
Bachelors Degree	98	18.4	1	17.0	0	.	61	18.8	22	17.7
Graduate Study	25	21.3	0	.	0	.	16	21.7	5	19.0
Prof. Level Degree	57	19.9	0	.	1	19.0	36	20.9	10	18.3
Other	5	17.2	0	.	0	.	3	16.7	0	.
No Response	207	20.3	3	18.3	1	13.0	138	21.4	30	17.7

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	6	15.8	1	14.0	0	.	0	.	0	.
2-yr College Degree	26	16.2	0	.	0	.	1	16.0	1	15.0
Bachelors Degree	98	18.4	2	16.5	2	13.0	3	21.3	7	18.6
Graduate Study	25	21.3	1	24.0	0	.	1	17.0	2	24.5
Prof. Level Degree	57	19.9	2	16.5	1	17.0	3	18.0	4	19.3
Other	5	17.2	0	.	0	.	1	18.0	1	18.0
No Response	207	20.3	2	17.5	4	16.0	13	21.3	16	17.1

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	339	207	132	2	17	33	28	14	5	0
UNIVERSITY OF UTAH	Utah	254	80	174	1	13	33	28	17	7	0
UTAH VALLEY UNIVERSITY	Utah	119	13	106	0	16	32	39	8	4	0
BRIGHAM YOUNG UNIVERSITY	Utah	89	23	66	1	9	18	27	26	18	1
UTAH STATE UNIVERSITY	Utah	89	21	68	1	8	25	30	22	12	1
WEBER STATE UNIVERSITY	Utah	58	10	48	2	9	41	31	10	7	0
DIXIE STATE UNIVERSITY	Utah	55	4	51	2	20	38	29	7	4	0
UTAH CAREER COLLEGE-LAYTON	Utah	39	4	35	3	21	51	13	13	0	0
SNOW COLLEGE	Utah	35	4	31	3	20	29	37	6	6	0
SOUTHERN UTAH UNIVERSITY	Utah	35	6	29	3	14	40	20	17	6	0
WESTMINSTER COLLEGE	Utah	23	2	21	0	26	22	22	30	0	0
UNIVERSITY OF WASHINGTON	Washington	16	2	14	0	38	25	19	13	6	0
ARIZONA STATE UNIVERSITY	Arizona	14	3	11	0	14	43	36	7	0	0
UNIVERSITY OF OREGON	Oregon	11	0	11	9	0	36	9	45	0	0
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	10	0	10	0	20	30	20	30	0	0
COLORADO MESA UNIVERSITY	Colorado	10	1	9	0	20	40	10	30	0	0
STANFORD UNIVERSITY	California	8	0	8	0	0	25	13	38	25	0
LDS BUSINESS COLLEGE	Utah	7	1	6	0	14	43	29	0	14	0
UNIVERSITY OF ARIZONA	Arizona	6	2	4	0	17	50	0	33	0	0
STATE-NO COLLEGE PLANS	Iowa	5	5	0	0	40	40	20	0	0	0
ACADEMY OF ART UNIVERSITY	California	4	0	4	25	50	25	0	0	0	0
BERKELEY CITY COLLEGE	California	4	3	1	25	25	50	0	0	0	0
OXFORD UNIVERSITY		4	0	4	0	0	50	50	0	0	0
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	4	0	4	0	0	100	0	0	0	0
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	4	1	3	25	25	50	0	0	0	0
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	California	4	2	2	0	0	75	25	0	0	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	4	0	4	0	0	50	50	0	0	0
WASHINGTON STATE UNIVERSITY	Washington	4	1	3	0	25	25	25	25	0	0
ARMY ROTC SCHOLARSHIP	Kentucky	3	1	2	0	33	33	33	0	0	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	3	0	3	0	0	0	67	0	33	0
All Other Institutions		181	21	160	4	23	43	16	10	3	1
Total		1,441	417	1,024	2	16	34	27	15	6	0

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.

