



Profile Report - State

Utah State Testing 2018-2019
Grade 11 Tested Students
Utah



ACT, INC. -- CONFIDENTIAL

New to your 2018-2019 Profile Report

ACT Composite score ranges associated with likely National Career Readiness Certificate (NCRC) level attainment have been updated. The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum.

Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified in Table 3.4 as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'. Visit www.act.org/NCRC-indicator to learn more.

Table of Contents

Section I: Executive Summary

Page 5

- Average Composite Scores: 5 Years of Testing
- Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing
- Percent Meeting STEM Benchmark: 5 Years of Testing
- Percent Taking A Core Curriculum: 5 Years of Testing
- 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

- Average ACT Composite Scores by Race and Core Curriculum Status
- ACT Score Distributions, Cumulative Percents, and Averages
- Subject Area Reporting Categories
- 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
- ACT Score Quartile Values

Section III: College Readiness & Impact of Course Rigor

Page 17

- Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status
- Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges
- Percent of Students Who Met ACT College Readiness Benchmark Scores by Gender
- Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity
- Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score
- 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
- College Readiness Benchmark Percent and Average ACT Scores for Gender by Common Course Patterns

Section IV: Career and Educational Aspirations

Page 25

- Average ACT Composite Scores by Race and Student Postsecondary Aspirations
- 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 31

- Average ACT Writing Scores by Race/Ethnicity
- Average ACT Writing and English Language Arts Outcomes by Race/Ethnicity and Gender for Students Who Took Writing

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, STEM, and (optional) ELA and writing
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

20% 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: 42,435 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. 29% 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 8% of the cohort took less than three years of math courses. Of these students, 13% were college ready. 4% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 12% of these students were college ready. In comparison, 41% 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 12% of the cohort took less than three years of natural science courses. 16% of these students were college ready. In comparison, 38% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 61% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether, among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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

Section I

Executive Summary

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

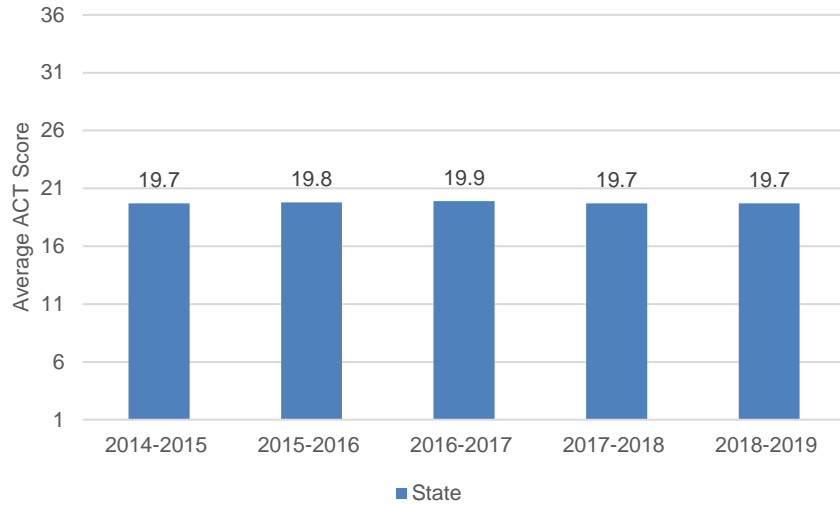


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

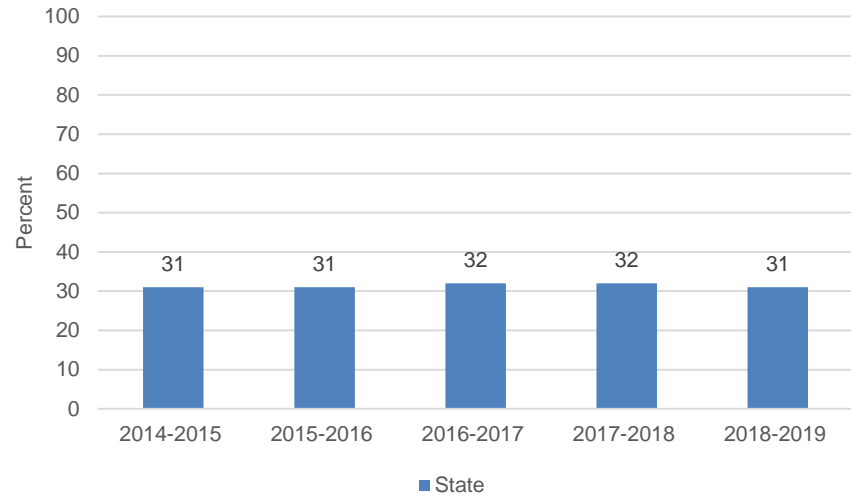


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

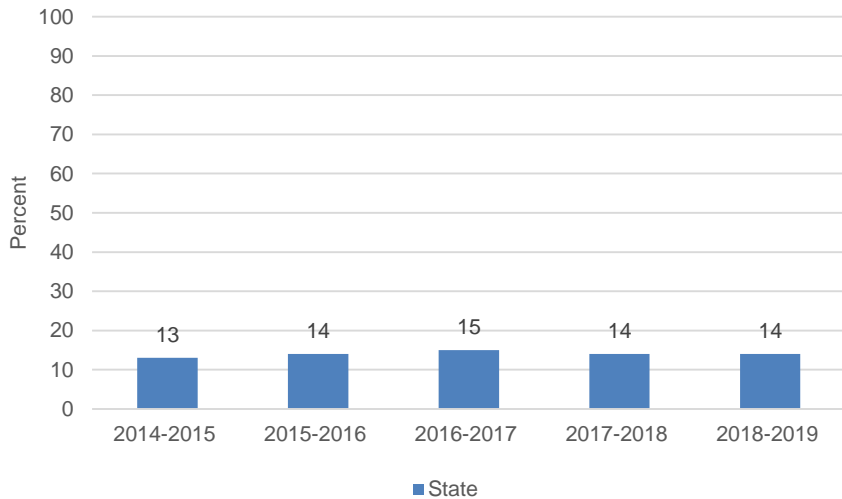
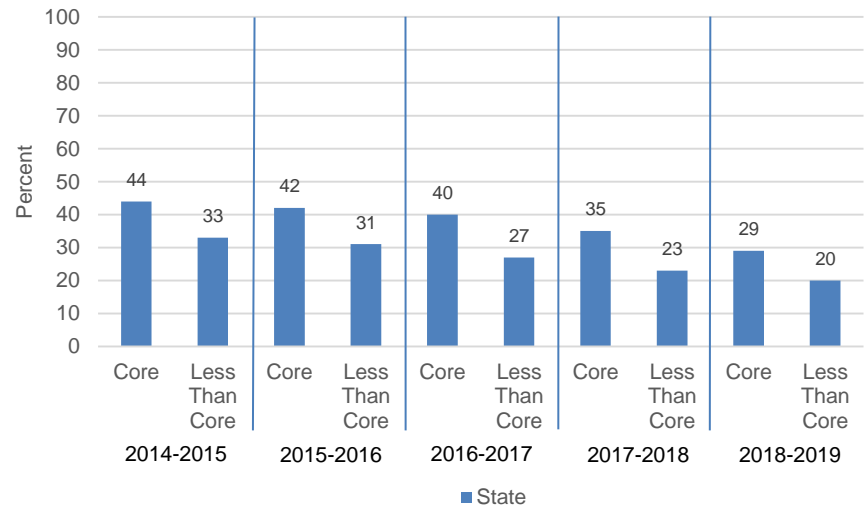


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



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

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

Year	Number of Students Tested State	Percent Who Met Benchmarks				
		English State	Mathematics State	Reading State	Science State	Met All Four State
2014-2015	38,662	55	32	39	30	19
2015-2016	39,991	54	32	38	32	20
2016-2017	41,392	55	34	38	30	21
2017-2018	41,736	53	36	37	31	21
2018-2019	42,435	54	31	41	32	20

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested State	Average ACT Scores				
		English State	Mathematics State	Reading State	Science State	Composite State
2014-2015	38,662	18.8	19.3	20.4	19.8	19.7
2015-2016	39,991	18.8	19.5	20.1	20.1	19.8
2016-2017	41,392	19.0	19.6	20.2	20.2	19.9
2017-2018	41,736	18.8	19.7	20.0	19.9	19.7
2018-2019	42,435	18.7	19.3	20.5	19.9	19.7

Table 1.3. Five Year Trends—Average ACT Scores Statewide (table omitted for this report)

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More ¹	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	Core or More	Less than Core	Core or More	Less than Core
2014-2015	16,960	12,934	44	33	20.8	17.0	20.9	17.7	22.1	18.8	21.5	18.3	21.4	18.0
2015-2016	16,721	12,326	42	31	20.8	16.9	21.2	18.0	21.9	18.5	21.7	18.7	21.5	18.1
2016-2017	16,749	11,154	40	27	21.1	17.3	21.3	18.1	22.1	18.6	21.9	18.7	21.7	18.3
2017-2018	14,678	9,487	35	23	20.9	17.1	21.6	18.2	21.9	18.5	21.7	18.6	21.7	18.2
2018-2019	12,385	8,275	29	20	20.7	17.2	21.2	17.9	22.3	19.0	21.6	18.5	21.6	18.3

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

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

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

Race/Ethnicity	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	38,662	100	19.7	39,991	100	19.8	41,392	100	19.9	41,736	100	19.7	42,435	100	19.7
Black/African American	397	1	16.1	473	1	16.0	465	1	15.9	504	1	16.3	546	1	16.1
American Indian/Alaska Native	333	1	15.5	337	1	15.8	417	1	15.4	408	1	15.9	344	1	15.6
White	25,601	66	20.6	26,234	66	20.7	27,455	66	20.8	27,111	65	20.7	26,374	62	20.7
Hispanic/Latino	5,585	14	16.9	6,062	15	17.0	6,237	15	17.0	6,673	16	17.0	6,599	16	16.8
Asian	666	2	19.7	644	2	19.9	729	2	20.4	663	2	20.2	659	2	20.6
Native Hawaiian/Other Pacific Islander	507	1	16.9	531	1	16.7	484	1	16.8	559	1	16.3	501	1	16.7
Two or more races	1,175	3	20.2	1,329	3	20.3	1,270	3	20.3	1,320	3	20.0	1,266	3	20.3
Prefer not to respond/No response	4,398	11	18.8	4,381	11	19.0	4,335	10	18.8	4,498	11	19.2	6,146	14	19.1

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
	State	State	State	State	State
2014-2015	38,662	19.8	13	27.7	27.9
2015-2016	39,991	20.1	14	28.0	27.9
2016-2017	41,392	20.1	15	27.7	28.4
2017-2018	41,736	20.1	14	28.2	28.0
2018-2019	42,435	19.9	14	28.2	28.8

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

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Text Complexity Proficiency Level								
	Below Proficient			Proficient			Above Proficient		
	N	Percent	Avg. Reading	N	Percent	Avg. Reading	N	Percent	Avg. Reading
State	State	State	State	State	State	State	State	State	State
2014-2015	0	.	.	0	.	.	0	.	.
2015-2016	22,125	55	15.8	11,919	30	23.0	5,947	15	30.3
2016-2017	25,114	61	16.3	9,147	22	23.4	7,131	17	29.7
2017-2018	24,238	58	16.0	11,616	28	23.2	5,882	14	30.0
2018-2019	25,004	59	16.3	10,196	24	23.7	7,235	17	30.6

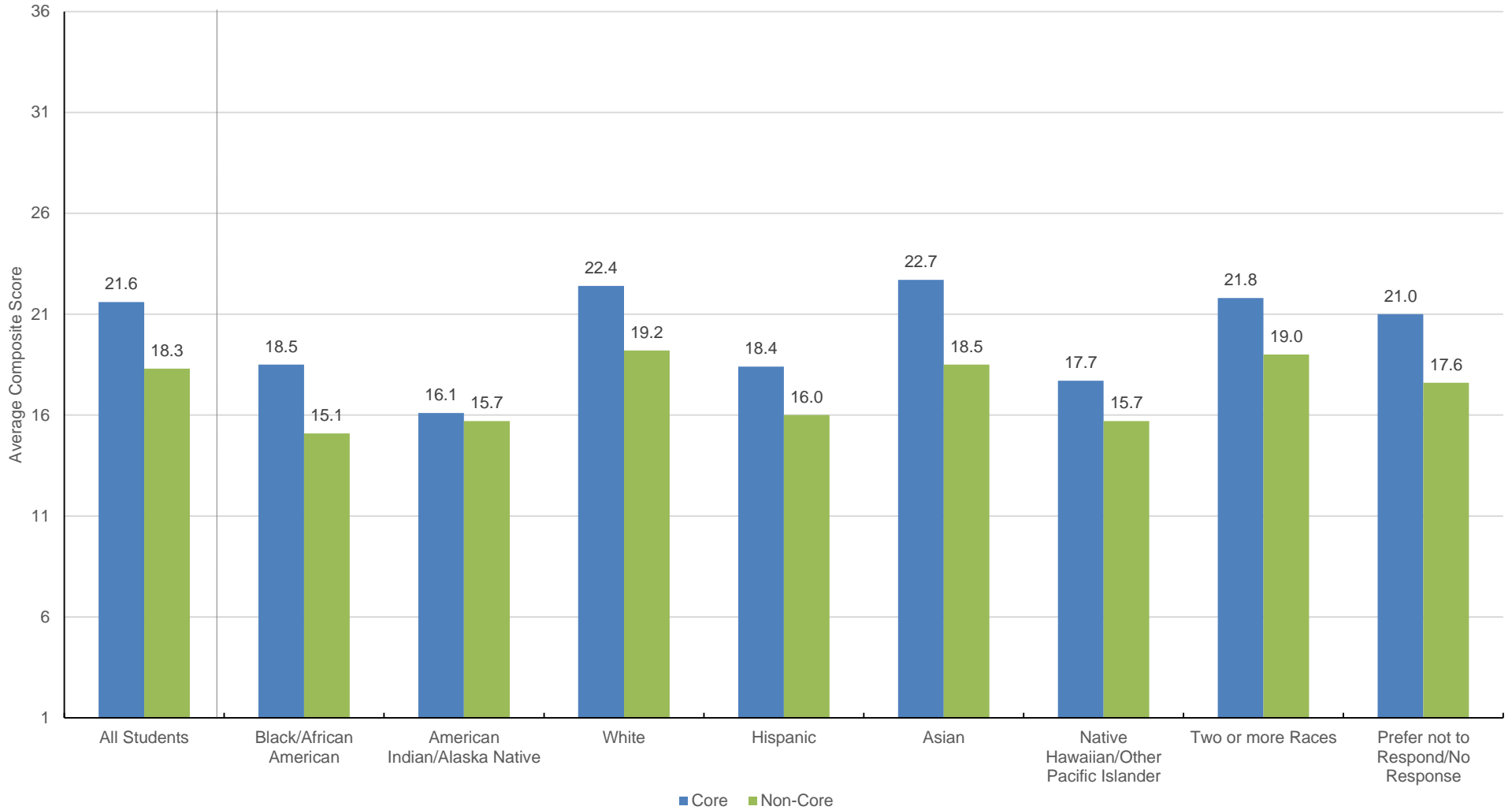
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II

Academic Achievement

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



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

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	129	100	67	100	236	100	234	100	34	100	91	100	1	100	36
35	525	99	235	99	762	99	282	99	133	99	126	99	7	99	35
34	606	98	161	99	612	98	72	99	198	99	183	99	43	99	34
33	335	97	171	99	753	96	388	99	316	99	241	99	111	99	33
32	338	96	164	99	887	94	490	98	404	98	324	98	208	99	32
31	393	95	381	98	956	92	541	97	525	97	447	98	349	99	31
30	476	95	508	97	993	90	660	95	636	96	526	97	524	98	30
29	498	93	633	96	1,080	88	72	94	794	95	694	95	633	97	29
28	542	92	879	95	165	85	725	94	920	93	831	94	824	96	28
27	558	91	1,161	92	1,413	85	894	92	1,118	91	1,015	92	982	94	27
26	1,077	90	1,417	90	1,355	81	1,012	90	1,290	88	1,412	89	1,189	91	26
25	1,270	87	2,252	86	1,428	78	2,177	87	1,645	85	1,914	86	1,446	88	25
24	2,008	84	1,862	81	1,573	75	2,841	82	1,953	81	2,142	82	1,852	85	24
23	2,024	79	1,964	77	3,095	71	3,033	76	2,214	77	2,097	77	2,150	81	23
22	1,624	75	1,117	72	1,929	64	1,941	68	2,481	71	2,284	72	2,442	75	22
21	3,253	71	2,160	69	3,330	59	3,444	64	2,591	65	2,513	66	2,810	70	21
20	2,887	63	1,254	64	1,938	52	2,062	56	2,896	59	2,893	60	2,898	63	20
19	2,161	56	2,390	61	1,958	47	3,772	51	2,912	53	3,182	53	3,122	56	19
18	2,028	51	2,703	56	3,155	42	3,586	42	2,970	46	3,714	46	3,041	48	18
17	2,056	46	5,080	49	1,795	35	2,082	33	2,892	39	3,743	37	2,871	41	17
16	2,144	42	5,603	37	1,797	31	3,436	29	3,015	32	3,681	28	2,805	34	16
15	3,175	37	4,253	24	1,742	26	2,017	20	2,923	25	3,059	20	2,615	28	15
14	2,991	29	3,910	14	2,902	22	1,757	16	2,590	18	2,364	13	2,374	21	14
13	1,815	22	1,191	5	1,587	16	1,430	12	2,396	12	1,633	7	1,929	16	13
12	2,445	18	573	2	2,265	12	1,234	8	1,737	6	908	3	1,408	11	12
11	1,629	12	202	1	1,646	6	879	5	645	2	306	1	1,097	8	11
10	1,886	8	50	1	510	3	616	3	146	1	67	1	814	5	10
9	876	4	48	1	310	1	562	2	31	1	26	1	549	3	9
8	392	2	26	1	147	1	120	1	23	1	6	1	445	2	8
7	205	1	10	1	62	1	38	1	3	1	9	1	272	1	7
6	60	1	2	1	16	1	5	1	2	1	2	1	69	1	6
5	12	1	6	1	26	1	19	1	2	1	1	1	17	1	5
4	9	1	1	1	3	1	8	1	0	1	0	1	8	1	4
3	2	1	0	1	4	1	0	1	0	1	1	1	1	1	3
2	3	1	0	1	3	1	3	1	0	1	0	1	0	1	2
1	3	1	1	1	2	1	3	1	0	1	0	1	0	1	1
Avg (SD)	18.7 (6.3)		19.3 (5.1)		20.5 (6.6)		19.9 (5.5)		19.7 (5.3)		19.9 (5.0)		18.9 (5.3)		Avg (SD)

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

² ELA scores are derived only for students with a valid writing score.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Figure 2.2. English Reporting Categories

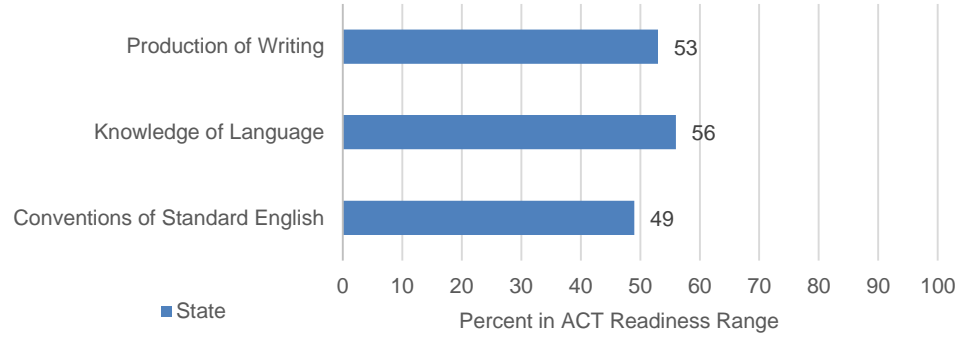


Figure 2.3. Math Reporting Categories

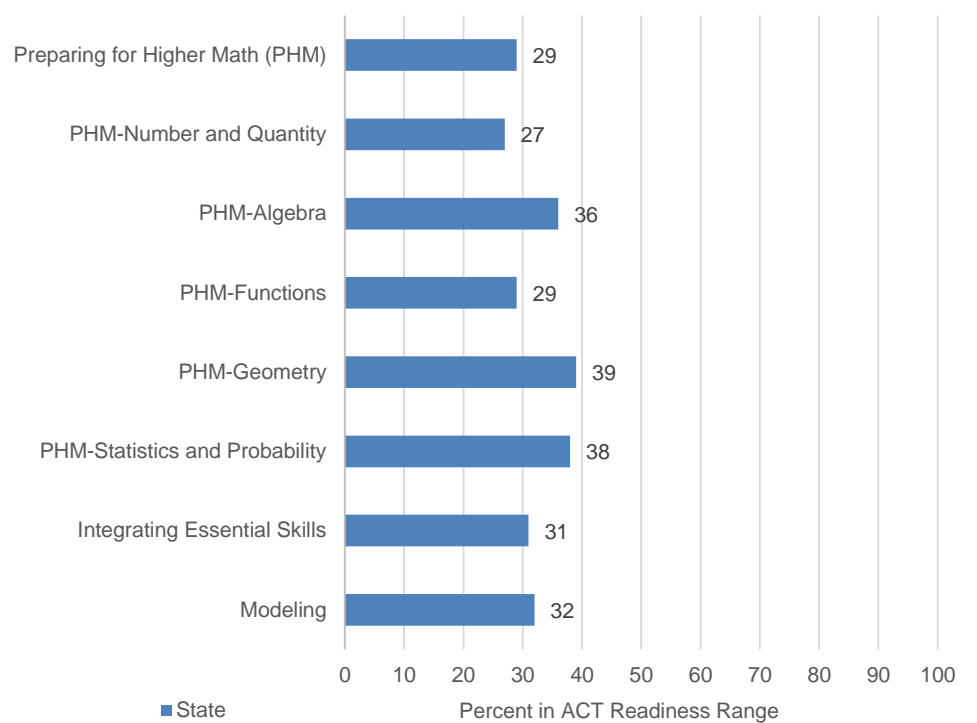


Figure 2.4. Reading Reporting Categories

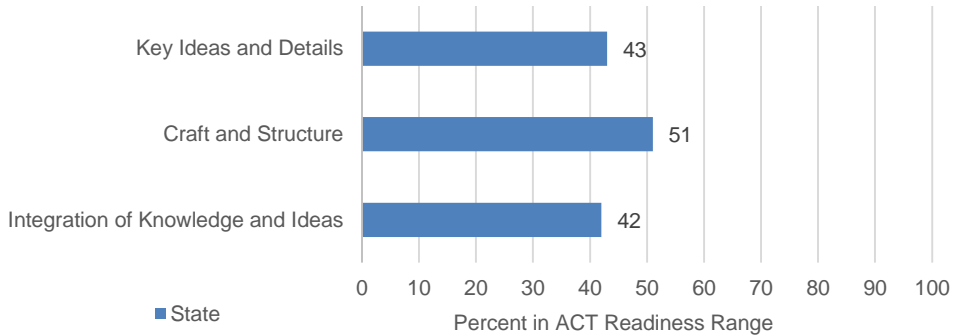
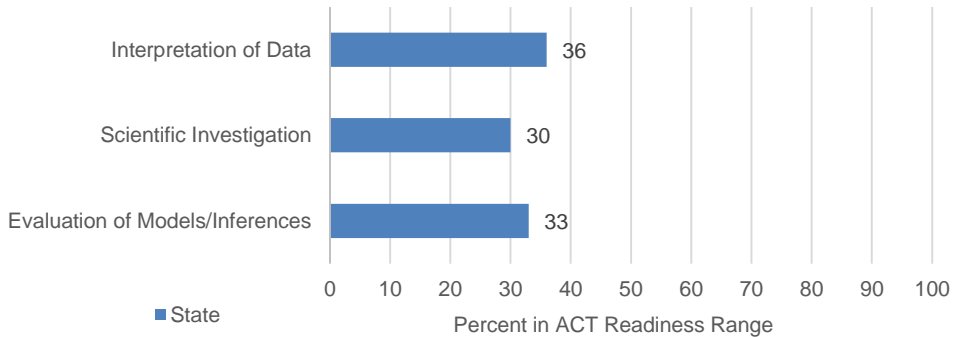


Figure 2.5. Science Reporting Categories



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

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
	All Students	42,435	29	21.6	18.3
State	Black/African American	546	24	18.5	15.1
	American Indian/Alaska Native	344	25	16.1	15.7
	White	26,374	34	22.4	19.2
	Hispanic/Latino	6,599	27	18.4	16.0
	Asian	659	42	22.7	18.5
	Native Hawaiian/Other Pacific Islander	501	29	17.7	15.7
	Two or More Races	1,266	33	21.8	19.0
	Prefer not/No Response	6,146	11	21.0	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 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
	All Students	42,435	100	18.7	19.3	20.5	19.9	19.7	19.9
State	Black/African American	546	1	14.9	16.2	16.5	16.3	16.1	16.5
	American Indian/Alaska Native	344	1	13.9	16.0	15.8	16.2	15.6	16.3
	White	26,374	62	19.9	20.2	21.6	20.9	20.7	20.8
	Hispanic/Latino	6,599	16	15.3	16.9	17.4	17.2	16.8	17.3
	Asian	659	2	19.3	20.9	21.0	20.6	20.6	21.0
	Native Hawaiian/Other Pacific Islander	501	1	15.2	17.0	17.1	16.9	16.7	17.2
	Two or More Races	1,266	3	19.2	19.7	21.4	20.3	20.3	20.3
	Prefer not/No Response	6,146	14	17.8	18.8	19.9	19.3	19.1	19.3

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	21,232	28	21.8	18.3
	Females	20,991	31	21.3	18.3
	No Response	212	5	18.8	15.8

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

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	21,232	50	18.3	19.7	20.3	20.2	19.7	20.2
	Females	20,991	49	19.1	19.0	20.7	19.7	19.7	19.6
	No Response	212	0	15.6	17.1	17.9	17.2	17.1	17.4

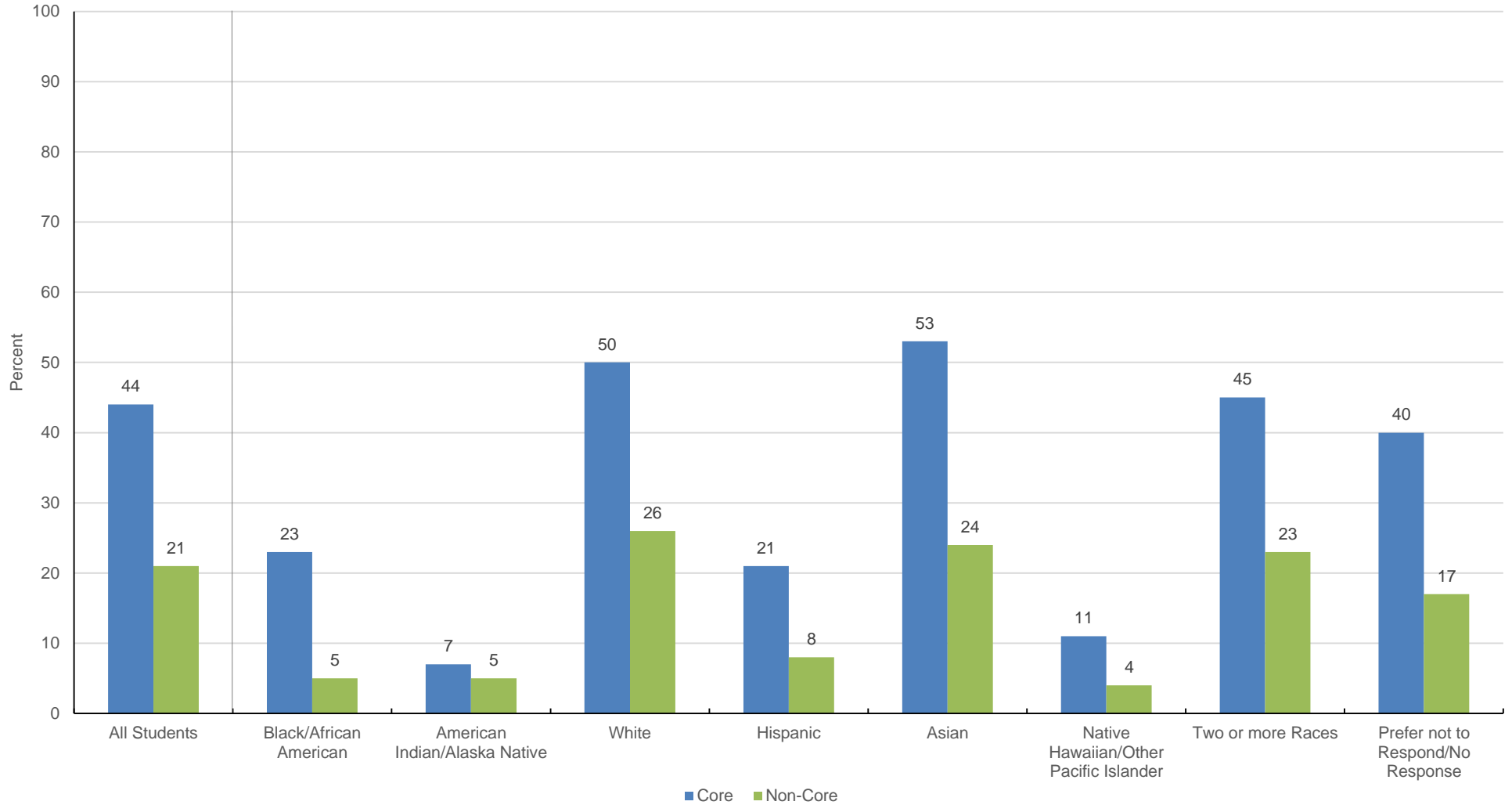
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	23	23	25	23	23
Q2 (50th Percentile)	18	18	20	19	19
Q1 (25th Percentile)	14	16	15	16	16

Section III

College and Career Readiness and the Impact of Course Rigor

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



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

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

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	1,595	4	634	1	2,363	6	976	2
	28 to 32	2,247	5	2,565	6	4,081	10	2,488	6
	24 to 27	4,913	12	6,692	16	5,769	14	6,924	16
	20 to 23	9,788	23	6,495	15	10,292	24	10,480	25
	16 to 19	8,389	20	15,776	37	8,705	21	12,876	30
	13 to 15	7,981	19	9,354	22	6,231	15	5,204	12
	01 to 12	7,522	18	919	2	4,994	12	3,487	8

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

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	51	33	40	34	22
	Females	57	28	41	29	18
	No Response	34	16	30	18	11

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

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
	All Students	42,435	54	31	41	32	20	14
	Black/African American	546	26	9	19	9	5	3
	American Indian/Alaska Native	344	18	7	12	7	2	1
	White	26,374	62	37	47	38	25	17
State	Hispanic/Latino	6,599	29	13	21	13	7	4
	Asian	659	55	42	42	38	28	23
	Native Hawaiian/Other Pacific Islander	501	29	14	19	9	5	3
	Two or More Races	1,266	57	32	46	35	22	15
	Prefer Not to Respond	6,146	48	27	37	28	18	12

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

Student Group	ACT NCRC Level	N	%	Average Composite
	Platinum	5,078	12	29.6
	Gold	9,583	23	23.7
	Silver	14,261	34	19.0
	Bronze	10,924	26	14.6
	Needs Improvement	2,589	6	11.6

¹ The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.

Visit www.act.org/NCRC-indicator to learn more.

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

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More ²	12,385	67	20.7	45	21.2	52	22.3	43	21.6	30	21.6	22	21.6
	Less than Core	8,275	44	17.2	19	17.9	31	19.0	21	18.5	12	18.3	7	18.5
	Missing ³	21,775	50	18.1	27	18.9	37	20.0	29	19.4	18	19.2	12	19.4

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

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

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

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

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

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More ²	19,728	59	19.4	17,653	38	20.4	18,597	46	21.3	17,396	38	20.9
	Less than Core	3,166	39	16.5	3,353	13	17.0	3,789	27	18.2	4,973	16	17.7
	Missing ³	19,541	51	18.3	21,429	27	18.9	20,049	38	20.1	20,066	30	19.6

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

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

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

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

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

Course Pattern		State		
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN				
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	4,034	10	20.1	64
Eng 9, Eng 10, Eng 11, Eng 12	15,694	37	19.2	57
Less than 4 years of English	3,166	7	16.5	39
Zero years / no English courses reported	19,541	46	18.3	51
MATHEMATICS COURSE PATTERN				
	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	1,217	3	21.1	44
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,615	4	20.8	42
Alg 1, Alg 2, Geom, & Trig	2,198	5	18.5	22
Alg 1, Alg 2, Geom, & Other Adv Math	808	2	19.4	31
Other comb of 4 or more years of Math	8,591	20	21.6	48
Alg 1, Alg 2, & Geom	1,594	4	17.1	12
Other comb of 3 or 3.5 years of Math	1,630	4	19.4	30
Less than 3 years of Math	3,353	8	17.0	13
Zero years / no Math courses reported	21,429	50	18.9	27
SOCIAL SCIENCE COURSE PATTERN				
	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	218	1	19.8	37
Other comb of 4 or more years Social Science	10,764	25	21.8	49
US Hist, World Hist, & Am Gov	827	2	19.1	33
Other comb of 3 or 3.5 years of Social Science	6,788	16	20.9	43
Less than 3 years of Social Science	3,789	9	18.2	27
Zero years / no Social Science courses reported	20,049	47	20.1	38
NATURAL SCIENCE COURSE PATTERN				
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	7,912	19	21.1	40
Bio, Chem, Phys	3,790	9	23.3	56
Gen Sci ¹ , Bio, Chem	3,966	9	19.1	23
Other comb of 3 years of Natural Science	1,728	4	19.2	25
Less than 3 years of Natural Science	4,973	12	17.7	16
Zero years / no Natural Science courses reported	20,066	47	19.6	30

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	4,034	10	20.1	64	1,771	8	19.5	60	2,261	11	20.6	67
Eng 9, Eng 10, Eng 11, Eng 12	15,694	37	19.2	57	7,711	36	18.9	55	7,965	38	19.5	60
Less than 4 years of English	3,166	7	16.5	39	1,726	8	16.3	38	1,433	7	16.9	41
Zero years / no English courses reported	19,541	46	18.3	51	10,024	47	17.9	48	9,332	44	18.7	54
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	1,217	3	21.1	44	630	3	21.6	48	586	3	20.6	41
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,615	4	20.8	42	603	3	20.7	41	1,009	5	20.8	43
Alg 1, Alg 2, Geom, & Trig	2,198	5	18.5	22	1,026	5	18.8	25	1,169	6	18.2	19
Alg 1, Alg 2, Geom, & Other Adv Math	808	2	19.4	31	325	2	20.0	36	482	2	18.9	27
Other comb of 4 or more years of Math	8,591	20	21.6	48	4,385	21	22.3	53	4,198	20	20.8	43
Alg 1, Alg 2, & Geom	1,594	4	17.1	12	806	4	17.2	13	786	4	17.0	11
Other comb of 3 or 3.5 years of Math	1,630	4	19.4	30	794	4	19.9	34	834	4	18.9	26
Less than 3 years of Math	3,353	8	17.0	13	1,683	8	17.2	14	1,667	8	16.8	12
Zero years / no Math courses reported	21,429	50	18.9	27	10,980	52	19.1	29	10,260	49	18.6	25
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	218	1	19.8	37	124	1	20.1	36	94	0	19.5	38
Other comb of 4 or more years Social Science	10,764	25	21.8	49	4,792	23	21.8	49	5,961	28	21.8	49
US Hist, World Hist, & Am Gov	827	2	19.1	33	463	2	18.9	33	362	2	19.5	34
Other comb of 3 or 3.5 years of Social Science	6,788	16	20.9	43	3,308	16	21.0	44	3,472	17	20.9	43
Less than 3 years of Social Science	3,789	9	18.2	27	2,225	10	18.2	28	1,558	7	18.2	26
Zero years / no Social Science courses reported	20,049	47	20.1	38	10,320	49	20.0	38	9,544	45	20.4	39
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	7,912	19	21.1	40	3,974	19	21.5	43	3,930	19	20.8	37
Bio, Chem, Phys	3,790	9	23.3	56	1,826	9	24.0	62	1,960	9	22.5	50
Gen Sci ¹ , Bio, Chem	3,966	9	19.1	23	1,718	8	19.1	25	2,243	11	19.0	22
Other comb of 3 years of Natural Science	1,728	4	19.2	25	1,012	5	19.6	29	716	3	18.6	20
Less than 3 years of Natural Science	4,973	12	17.7	16	2,384	11	17.7	16	2,580	12	17.8	16
Zero years / no Natural Science courses reported	20,066	47	19.6	30	10,318	49	19.8	32	9,562	46	19.4	27

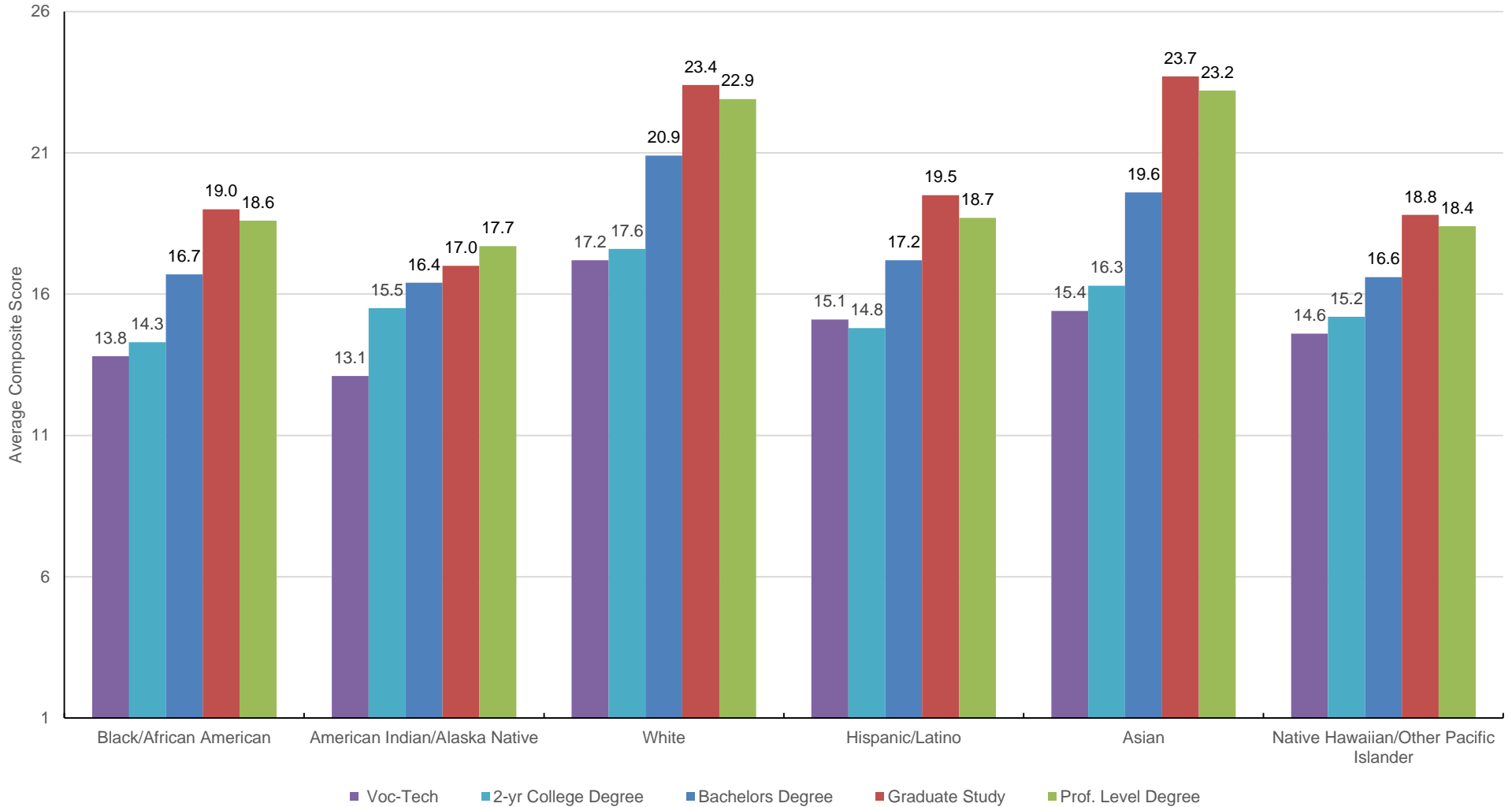
¹Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

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



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

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Comp	N	Percent	Comp	N	Percent	Comp
Agriculture & Natural Resources Conservation	455	1	18.7	79	3	16.4	336	2	19.4
Architecture	267	1	19.5	23	1	15.3	222	1	20.2
Area, Ethnic, & Multidisciplinary Studies	34	0	18.3	4	0	16.5	28	0	18.6
Arts: Visual & Performing	2,063	5	20.3	342	13	17.3	1,573	9	21.1
Business	1,512	4	20.0	212	8	16.7	1,234	7	20.7
Communications	208	0	20.8	16	1	17.5	179	1	21.4
Community, Family, & Personal Services	808	2	17.9	202	8	16.7	533	3	18.7
Computer Science & Mathematics	813	2	23.4	63	2	18.8	703	4	23.9
Education	792	2	20.8	51	2	16.2	710	4	21.2
Engineering	1,505	4	22.1	150	6	16.5	1,257	8	23.1
Engineering Technology & Drafting	404	1	19.9	69	3	16.6	309	2	20.8
English & Foreign Languages	239	1	22.6	26	1	19.3	201	1	23.1
Health Administration & Assisting	863	2	18.1	104	4	16.4	706	4	18.5
Health Sciences & Technologies	3,542	8	20.4	181	7	16.6	3,237	19	20.7
Philosophy, Religion, & Theology	59	0	20.9	4	0	15.0	50	0	21.4
Repair, Production, & Construction	644	2	17.7	243	9	16.8	341	2	18.6
Sciences: Biological & Physical	890	2	22.3	46	2	18.2	805	5	22.6
Social Sciences & Law	1,362	3	21.1	84	3	17.3	1,222	7	21.4
Undecided	2,099	5	20.3	295	11	16.4	1,539	9	21.4
No Response	23,767	56	19.2	386	15	15.5	1,453	9	19.0

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	765	16.4	13	13.8	13	13.1	482	17.2	172	15.1
2-yr College Degree	1,841	16.7	24	14.3	24	15.5	1,118	17.6	465	14.8
Bachelors Degree	9,848	20.0	133	16.7	73	16.4	6,814	20.9	1,628	17.2
Graduate Study	3,053	22.7	33	19.0	10	17.0	2,205	23.4	346	19.5
Prof. Level Degree	3,800	21.9	53	18.6	20	17.7	2,535	22.9	621	18.7
Other	650	16.9	15	14.3	4	13.5	388	17.7	145	14.6
No Response	22,478	19.3	275	15.3	200	15.2	12,832	20.3	3,222	16.5

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	765	16.4	10	15.4	9	14.6	14	17.1	52	15.5
2-yr College Degree	1,841	16.7	20	16.3	37	15.2	41	17.5	112	15.9
Bachelors Degree	9,848	20.0	159	19.6	122	16.6	307	20.1	612	19.1
Graduate Study	3,053	22.7	94	23.7	32	18.8	120	23.0	213	21.5
Prof. Level Degree	3,800	21.9	113	23.2	53	18.4	141	22.0	264	20.9
Other	650	16.9	15	17.5	2	12.5	18	20.4	63	16.9
No Response	22,478	19.3	248	19.5	246	16.4	625	19.7	4,830	19.0

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

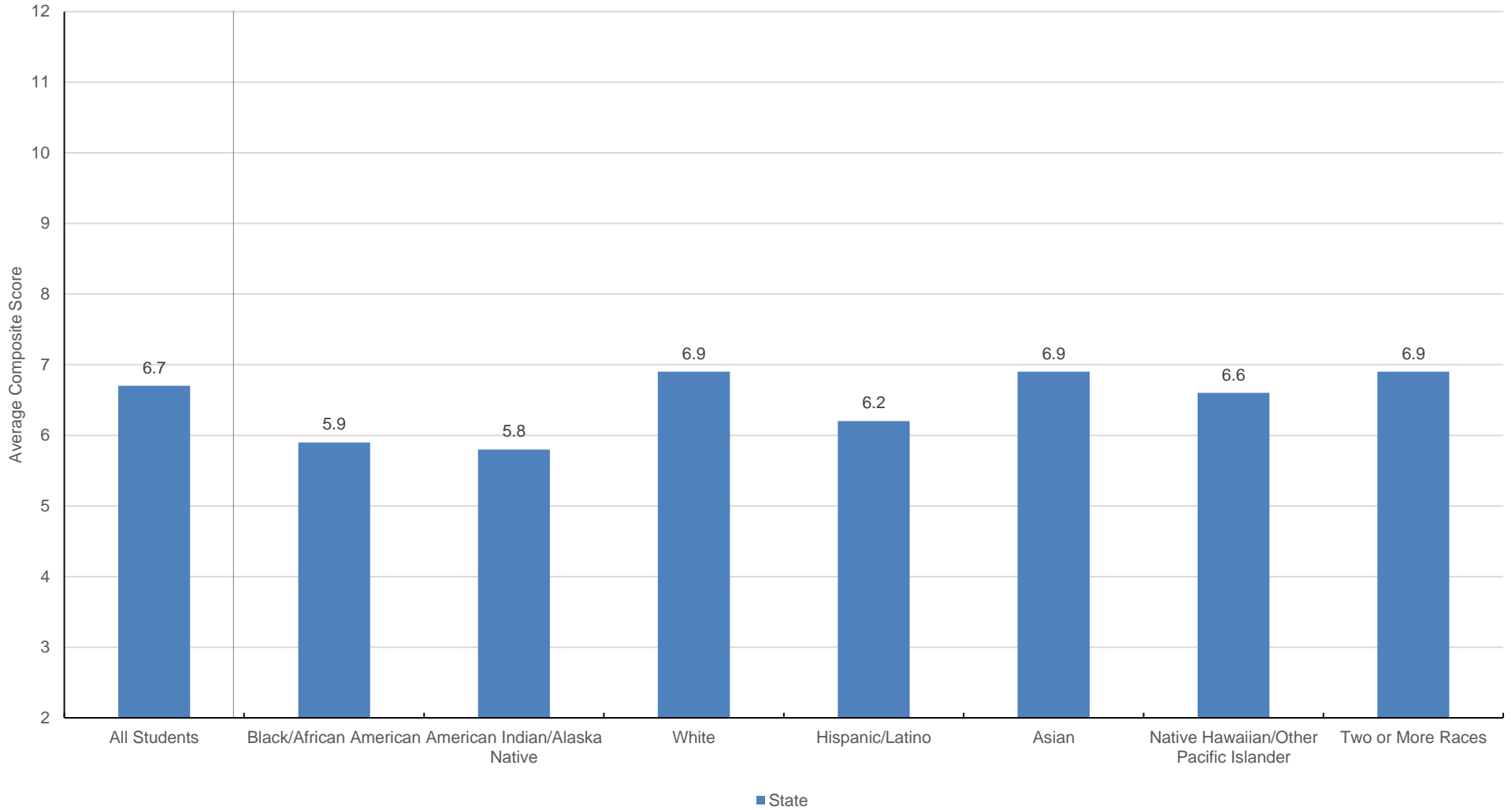
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF UTAH	Utah	16,970	5,534	11,436	4	14	27	27	17	10	2
UTAH VALLEY UNIVERSITY	Utah	11,791	3,300	8,491	4	16	30	26	15	8	1
UTAH STATE UNIVERSITY	Utah	10,529	3,328	7,201	2	10	25	29	20	12	2
DIXIE STATE UNIVERSITY	Utah	8,430	2,756	5,674	5	22	35	24	10	4	0
WEBER STATE UNIVERSITY	Utah	8,243	2,814	5,429	6	19	31	24	13	6	1
BRIGHAM YOUNG UNIVERSITY	Utah	8,012	3,059	4,953	2	8	19	27	24	17	4
SALT LAKE COMMUNITY COLLEGE	Utah	7,891	3,451	4,440	7	21	31	23	12	6	1
SOUTHERN UTAH UNIVERSITY	Utah	6,155	1,234	4,921	2	13	28	30	18	8	1
SNOW COLLEGE	Utah	5,288	1,050	4,238	6	22	32	25	11	4	1
UTAH STATE UNIVERSITY EASTERN	Utah	1,885	387	1,498	4	18	30	26	14	7	1
STATE-NO COLLEGE PLANS	Iowa	1,625	1,625	0	17	35	28	12	6	2	1
WESTMINSTER COLLEGE	Utah	1,342	187	1,155	5	14	27	28	16	8	2
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	1,338	299	1,039	1	8	23	36	20	12	1
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	1,141	234	907	0	7	22	32	23	15	2
NCAA ELIGIBILITY CENTER	Indiana	938	351	587	4	18	30	25	15	6	1
UTAH STATE UNIVERSITY-TOOELE	Utah	790	125	665	6	19	32	25	12	6	1
STANFORD UNIVERSITY	California	671	129	542	1	4	12	20	25	27	12
ARIZONA STATE UNIVERSITY	Arizona	635	161	474	5	21	29	25	14	5	1
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	572	108	464	3	16	24	23	20	11	2
LDS BUSINESS COLLEGE	Utah	515	80	435	6	15	30	25	16	7	1
HARVARD COLLEGE	Massachusetts	513	69	444	1	8	15	18	24	23	11
BRIDGERLAND APPLIED TECHNOLOGY COLLEGE	Utah	456	173	283	9	25	28	21	13	4	1
OREGON STATE UNIVERSITY	Oregon	421	83	338	3	11	34	29	17	6	1
UNIVERSITY OF WASHINGTON	Washington	412	68	344	1	9	20	31	23	13	4
UNIVERSITY OF OREGON	Oregon	383	66	317	2	11	31	25	20	10	1
PROVO COLLEGE	Utah	371	40	331	12	35	32	15	3	2	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	367	75	292	2	14	25	27	17	11	4
NEW YORK UNIVERSITY	New York	363	62	301	1	10	20	24	26	13	5
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Massachusetts	264	60	204	0	3	9	18	23	30	17
UNIVERSITY OF CALIFORNIA-BERKELEY	California	256	43	213	1	8	17	27	22	16	8
All Other Institutions		14,483	2,839	11,644	5	18	27	24	15	9	2
Total		113,050	33,790	79,260	4	16	28	26	16	9	2

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Section V

Optional Writing Test Results

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



*Missing columns reflect race/ethnicity groupings that are missing.

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

	N State	Average ACT Scores		
		English State	Reading State	Writing State
All Students	41,906	18.7	20.6	6.7
Black/African American	527	15.0	16.7	5.9
American Indian/Alaska Native	337	13.9	15.9	5.8
White	26,126	19.9	21.6	6.9
Hispanic/Latino	6,486	15.4	17.4	6.2
Asian	653	19.3	21.0	6.9
Native Hawaiian/Other Pacific Islander	497	15.3	17.2	6.6
Two or More Races	1,256	19.2	21.4	6.9
Prefer not/No Response	6,024	17.9	20.0	6.5
Males	20,851	18.3	20.4	6.3
Females	20,856	19.1	20.7	7.0
No Response	199	16.0	18.3	5.9

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender for Students Who Took ACT Writing

	N State	Average ACT Scores	
		Average ELA Score State	Percent Who Met ELA Benchmark State
All Students	41,906	18.9	44
Black/African American	527	15.5	18
American Indian/Alaska Native	337	14.8	13
White	26,126	19.8	52
Hispanic/Latino	6,486	16.3	23
Asian	653	19.5	47
Native Hawaiian/Other Pacific Islander	497	16.4	23
Two or More Races	1,256	19.5	49
Prefer not/No Response	6,024	18.1	39
Males	20,851	18.3	40
Females	20,856	19.5	48
No Response	199	16.2	30

