

ACT High School Profile Report

The Graduating Class of 2006
Nevada



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Section I: Executive Summary	P. 5
Section II: Academic Achievement	P. 9
Section III: College Readiness & the Impact of Course Rigor	P. 14
Section IV: Career and Educational Aspirations	P. 22
Section V: Optional Writing Test Results	P. 26



This report provides information about the performance of your 2006 graduating seniors who took the ACT as sophomores, juniors, or seniors.

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 - college and universities to which your students send test results

Each year, the graduating class data for a school, district, state, and the nation 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, state, or the nation.

Further, 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 meeting or exceeding 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: A Test Like No Other

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.

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 are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

22% of 2006 graduates 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. 4,935 ACT-tested graduates 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. 52% 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 3.2 reports 11% of the cohort took less than three years of math courses. Of these students, 33% were college ready. 18% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 17% of these students were college ready. In comparison, 58% of the students who advanced beyond minimum core 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 3.2 reports 25% of the cohort took less than three years of natural science courses. 19% of these students were college ready. In comparison, 32% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.4 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 41% 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.

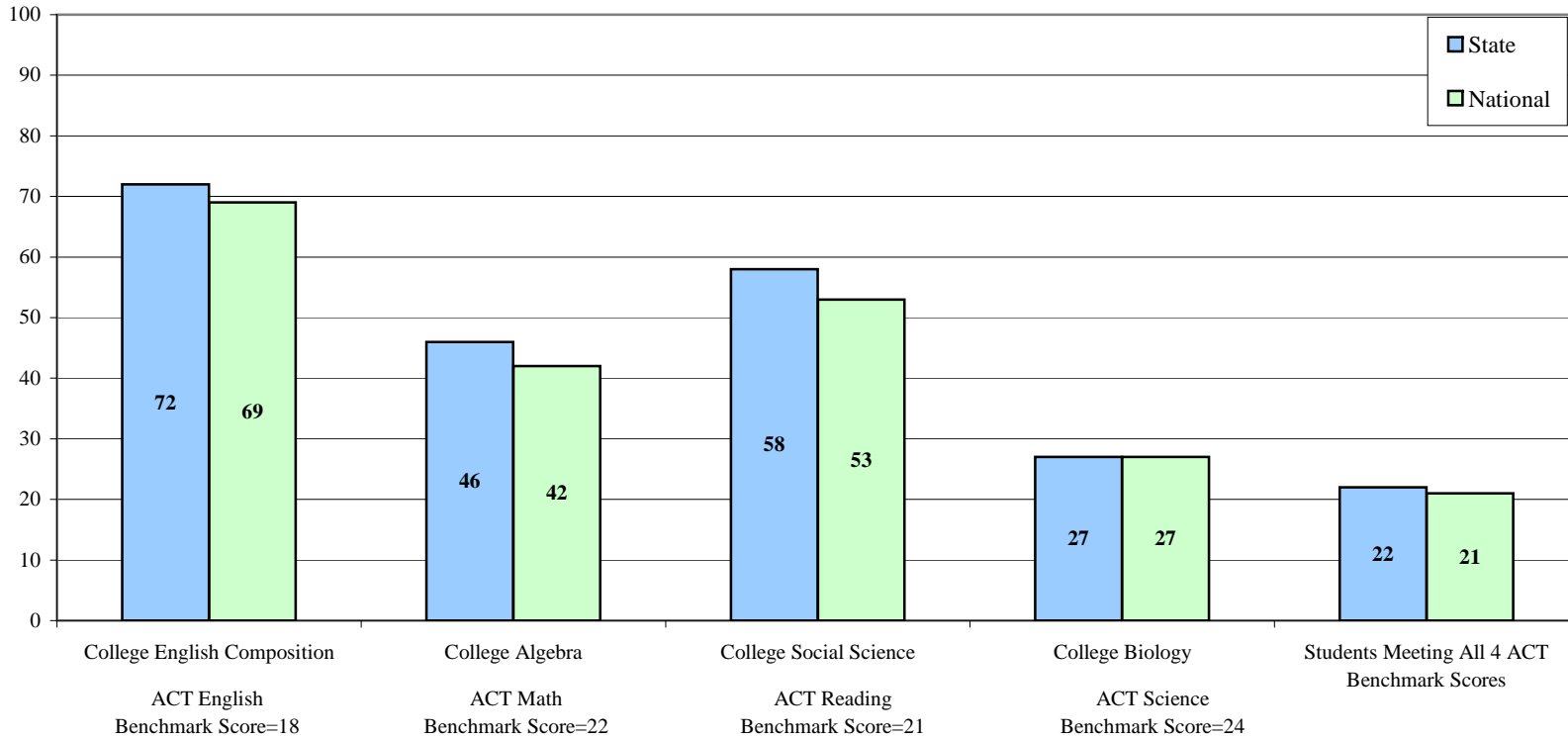
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 your regional office at 916-631-9200.

Section I

Executive Summary

Figure 1.1. Percent of ACT-Tested 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 courses.

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

Grad Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2002	5,658	1,116,082	70	67	44	39	58	53	27	26	22	20
2003	5,590	1,175,059	69	67	44	40	56	52	26	26	21	20
2004	5,282	1,171,460	69	68	43	40	55	52	27	26	21	21
2005	5,021	1,186,251	72	68	43	41	57	51	28	26	23	21
2006	4,935	1,206,455	72	69	46	42	58	53	27	27	22	21

Table 1.2. Five Year Trends—Average ACT Scores

Grad Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2002	5,658	1,116,082	20.4	20.2	21.2	20.6	21.8	21.1	21.1	20.8	21.3	20.8
2003	5,590	1,175,059	20.4	20.3	21.2	20.6	21.8	21.2	21.2	20.8	21.3	20.8
2004	5,282	1,171,460	20.4	20.4	21.1	20.7	21.8	21.3	21.1	20.9	21.2	20.9
2005	5,021	1,186,251	20.8	20.4	21.3	20.7	22.0	21.3	21.3	20.9	21.5	20.9
2006	4,935	1,206,455	20.8	20.6	21.5	20.8	22.0	21.4	21.2	20.9	21.5	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1

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

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
	Core or More	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
2002	3,345	2,030	59	36	21.3	19.2	22.1	19.6	22.6	20.7	21.7	20.1	22.1	20.0
2003	3,292	1,956	59	35	21.2	19.1	22.1	19.6	22.5	20.6	21.8	20.1	22.0	20.0
2004	2,950	1,957	56	37	21.3	19.1	22.0	19.7	22.5	20.7	21.7	20.1	22.0	20.0
2005	2,844	1,726	57	34	21.6	19.6	22.0	20.1	22.7	21.1	22.0	20.4	22.2	20.4
2006	2,570	1,783	52	36	21.6	19.9	22.3	20.4	22.6	21.3	21.8	20.4	22.2	20.6

¹Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	5,658	100	21.3	5,590	100	21.3	5,282	100	21.2	5,021	100	21.5	4,935	100	21.5
African American/Black	327	6	17.8	329	6	17.9	321	6	17.7	302	6	17.8	244	5	17.9
American Indian/Alaskan Native	85	2	20.3	98	2	20.0	96	2	19.1	75	1	19.1	86	2	18.6
Caucasian American/White	3,813	67	21.9	3,718	67	21.8	3,320	63	21.9	3,172	63	22.0	2,841	58	22.2
Hispanic	499	9	18.8	528	9	19.3	530	10	19.3	519	10	19.4	453	9	19.5
Asian American/Pacific Islander	400	7	21.1	348	6	21.1	402	8	21.3	366	7	21.7	360	7	22.1
Other/No Response	534	9	21.7	569	10	21.6	613	12	21.7	587	12	22.3	951	19	21.3

Section II

Academic Achievement

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages for All Students

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
36	6	100	7	100	23	100	3	100	1	100	36
35	24	100	15	100	48	100	15	100	5	100	35
34	49	99	38	100	86	99	18	100	8	100	34
33	32	98	28	99	80	97	35	99	34	100	33
32	56	98	50	98	88	95	35	99	42	99	32
31	61	97	60	97	114	93	37	98	56	98	31
30	99	95	89	96	122	91	28	97	90	97	30
29	131	93	128	94	168	89	58	97	119	95	29
28	151	91	130	92	167	85	102	95	158	93	28
27	153	88	231	89	233	82	151	93	183	90	27
26	174	85	282	84	265	77	269	90	256	86	26
25	266	81	308	79	246	72	245	85	309	81	25
24	300	76	333	72	284	67	347	80	324	74	24
23	287	70	290	66	332	61	458	73	345	68	23
22	341	64	273	60	290	54	393	64	427	61	22
21	427	57	353	54	310	48	476	56	413	52	21
20	398	48	314	47	319	42	541	46	441	44	20
19	334	40	350	41	314	36	457	35	381	35	19
18	281	33	375	34	250	29	381	26	352	27	18
17	264	28	506	26	286	24	256	18	320	20	17
16	276	22	439	16	199	18	197	13	261	14	16
15	228	17	215	7	180	14	148	9	175	8	15
14	196	12	85	2	218	11	81	6	125	5	14
13	113	8	22	1	125	6	89	4	66	2	13
12	90	6	10	1	107	4	45	2	36	1	12
11	62	4	2	1	49	2	40	1	6	1	11
10	44	3	1	1	14	1	19	1	1	1	10
9	37	2	0	1	13	1	7	1	1	1	9
8	41	1	0	1	2	1	3	1	0	1	8
7	10	1	0	1	1	1	0	1	0	1	7
6	2	1	1	1	1	1	1	1	0	1	6
5	2	1	0	1	1	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Average	20.8		21.5		22.0		21.2		21.5		Average

¹Note: CP is the cumulative percent of students at or below a score point. Also, 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 Subtest Score Averages for All Students

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
18	108	100	17	100	68	100	148	100	111	100	36	100	31	100	18
17	154	98	74	100	278	99	238	97	171	98	65	99	64	99	17
16	178	95	176	98	248	93	356	92	321	94	88	98	112	98	16
15	259	91	314	95	296	88	360	85	314	88	175	96	246	96	15
14	337	86	391	88	332	82	392	78	369	81	433	93	402	91	14
13	324	79	404	80	421	75	449	70	565	74	343	84	562	83	13
12	436	72	540	72	554	67	545	61	557	62	788	77	558	71	12
11	542	64	711	61	538	55	408	50	403	51	532	61	542	60	11
10	561	53	614	47	454	45	472	41	554	43	856	50	958	49	10
9	523	41	615	34	562	35	406	32	438	32	804	33	545	30	9
8	465	31	438	22	517	24	332	24	586	23	382	17	387	19	8
7	408	21	283	13	263	14	268	17	392	11	106	9	249	11	7
6	270	13	161	7	197	8	324	11	121	3	158	7	156	6	6
5	175	7	112	4	99	4	130	5	22	1	105	3	15	2	5
4	126	4	66	2	65	2	86	2	7	1	24	1	67	2	4
3	51	1	15	1	29	1	12	1	4	1	30	1	6	1	3
2	17	1	4	1	10	1	8	1	0	1	2	1	29	1	2
1	1	1	0	1	4	1	1	1	0	1	8	1	6	1	1
Average	10.4		10.8		11.1		11.4		11.4		10.7		10.8		Average

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

Table 2.3. Average ACT Composite Scores by Level of Preparation by Race/Ethnicity

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	4,935	52	22.2	20.6
	African Am./Black	244	55	18.1	17.9
	Am. Indian/Alaskan Native	86	48	19.2	18.4
	Caucasian Am./White	2,841	53	23.0	21.2
	Hispanic	453	52	20.3	18.5
	Asian Am./Pacific Islander	360	63	22.4	21.2
	Other/No Response	951	45	21.8	20.9
National	All Students	1,206,455	54	22.0	19.7
	African Am./Black	139,118	53	17.8	16.2
	Am. Indian/Alaskan Native	13,635	48	20.2	17.5
	Caucasian Am./White	760,084	56	22.9	20.6
	Hispanic	85,796	52	19.5	17.6
	Asian Am./Pacific Islander	39,867	60	22.9	21.1
	Other/No Response	167,955	41	22.2	19.8

Table 2.4. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	111	2	88	2	237	5	71	1
	28 to 32	498	10	457	9	659	13	260	5
	24 to 27	893	18	1,154	23	1,028	21	1,012	21
	20 to 23	1,453	29	1,230	25	1,251	25	1,868	38
	16 to 19	1,155	23	1,670	34	1,049	21	1,291	26
	13 to 15	537	11	322	7	523	11	318	6
	01 to 12	288	6	14	0	188	4	115	2
National	33 to 36	35,933	3	24,395	2	56,816	5	18,798	2
	28 to 32	126,394	10	103,455	9	150,082	12	67,815	6
	24 to 27	205,310	17	250,510	21	224,470	19	238,007	20
	20 to 23	321,306	27	264,179	22	280,741	23	419,135	35
	16 to 19	267,738	22	399,519	33	269,040	22	326,445	27
	13 to 15	149,825	12	154,528	13	156,903	13	90,944	8
	01 to 12	99,949	8	9,869	1	68,403	6	45,311	4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	1,902	39	20.3	22.3	21.7	21.8	21.6
	Females	2,605	53	21.4	21.0	22.4	20.8	21.5
	Missing	428	9	20.0	20.7	21.3	20.4	20.7
National	Males	517,563	43	20.1	21.5	21.1	21.4	21.2
	Females	646,688	54	21.0	20.3	21.6	20.5	21.0
	Missing	42,204	3	20.6	21.1	21.6	20.8	21.1

Table 2.6. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Math	Reading	Science	
State	Males	69	51	55	33	26
	Females	76	43	61	24	19
National	Males	66	47	51	32	25
	Females	71	37	55	23	18

Section III

College Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH

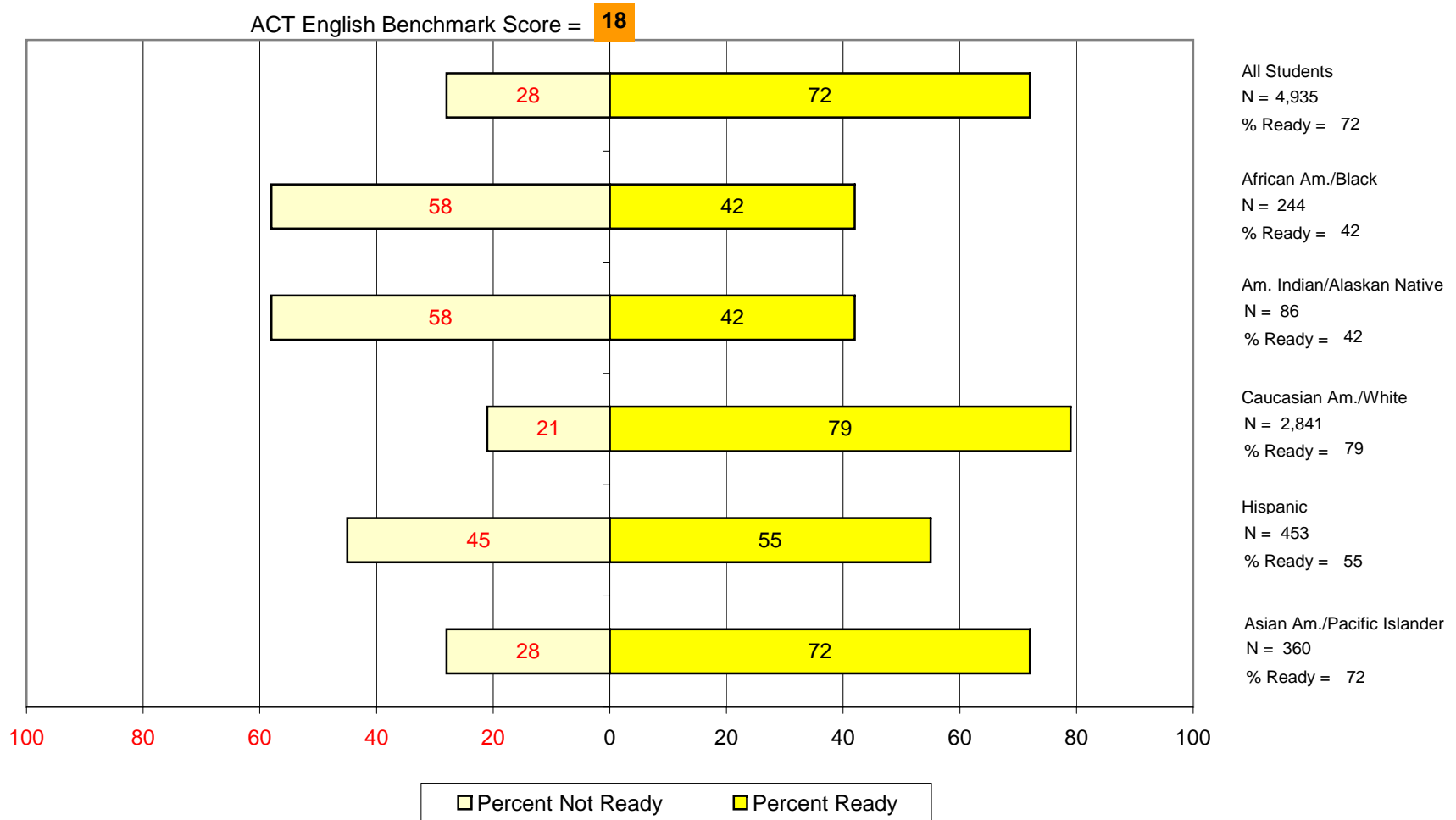


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

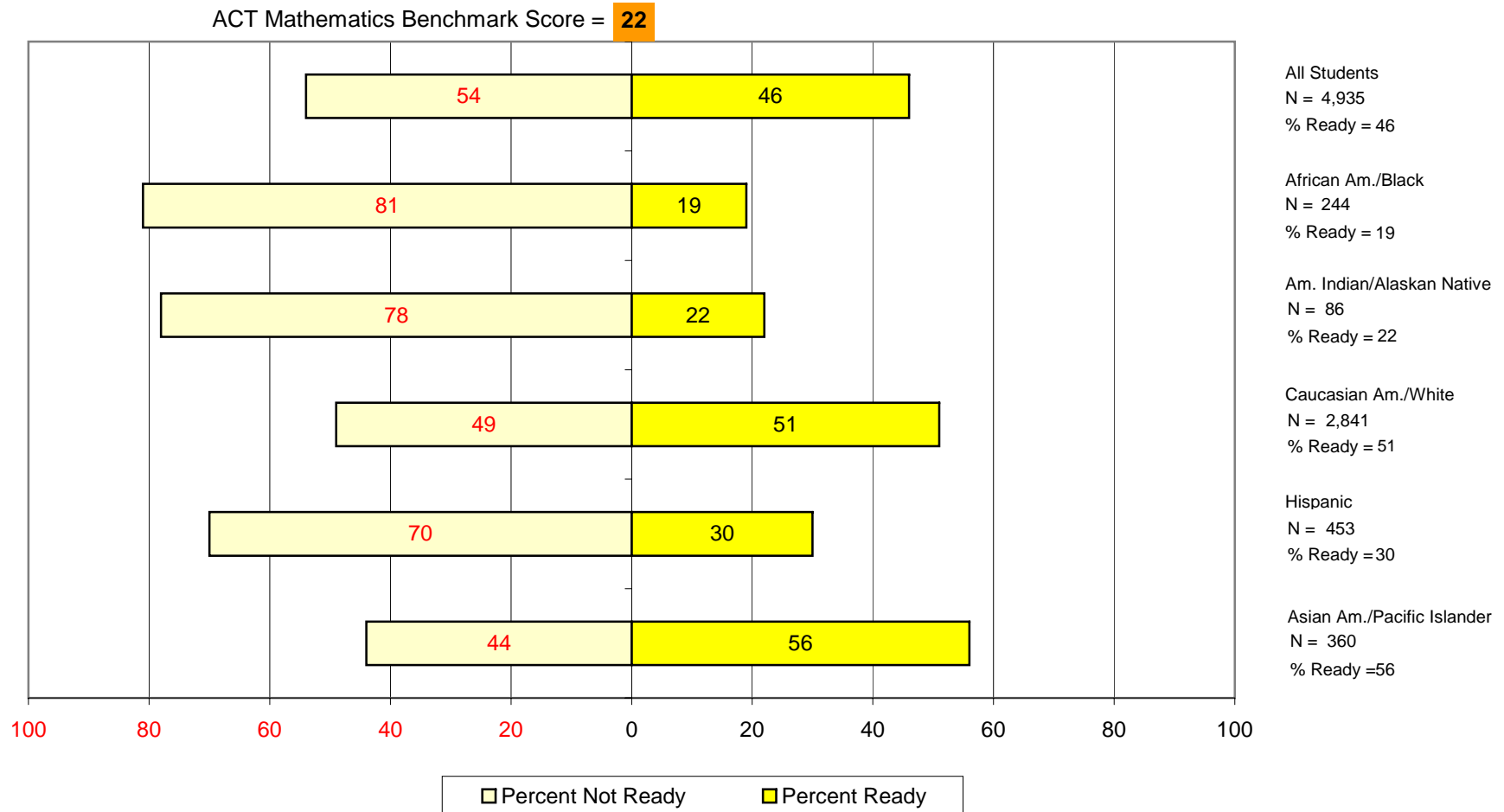


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

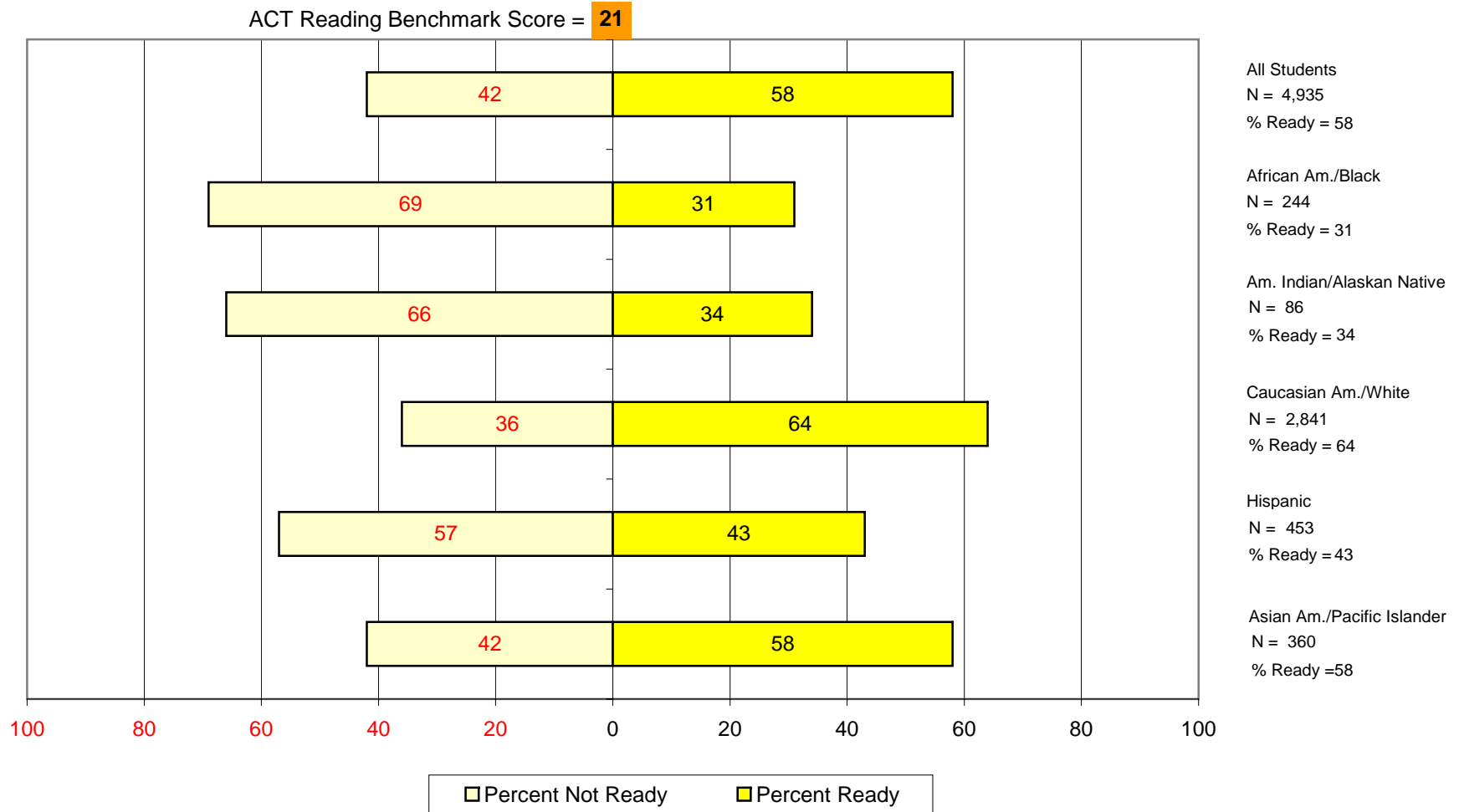


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

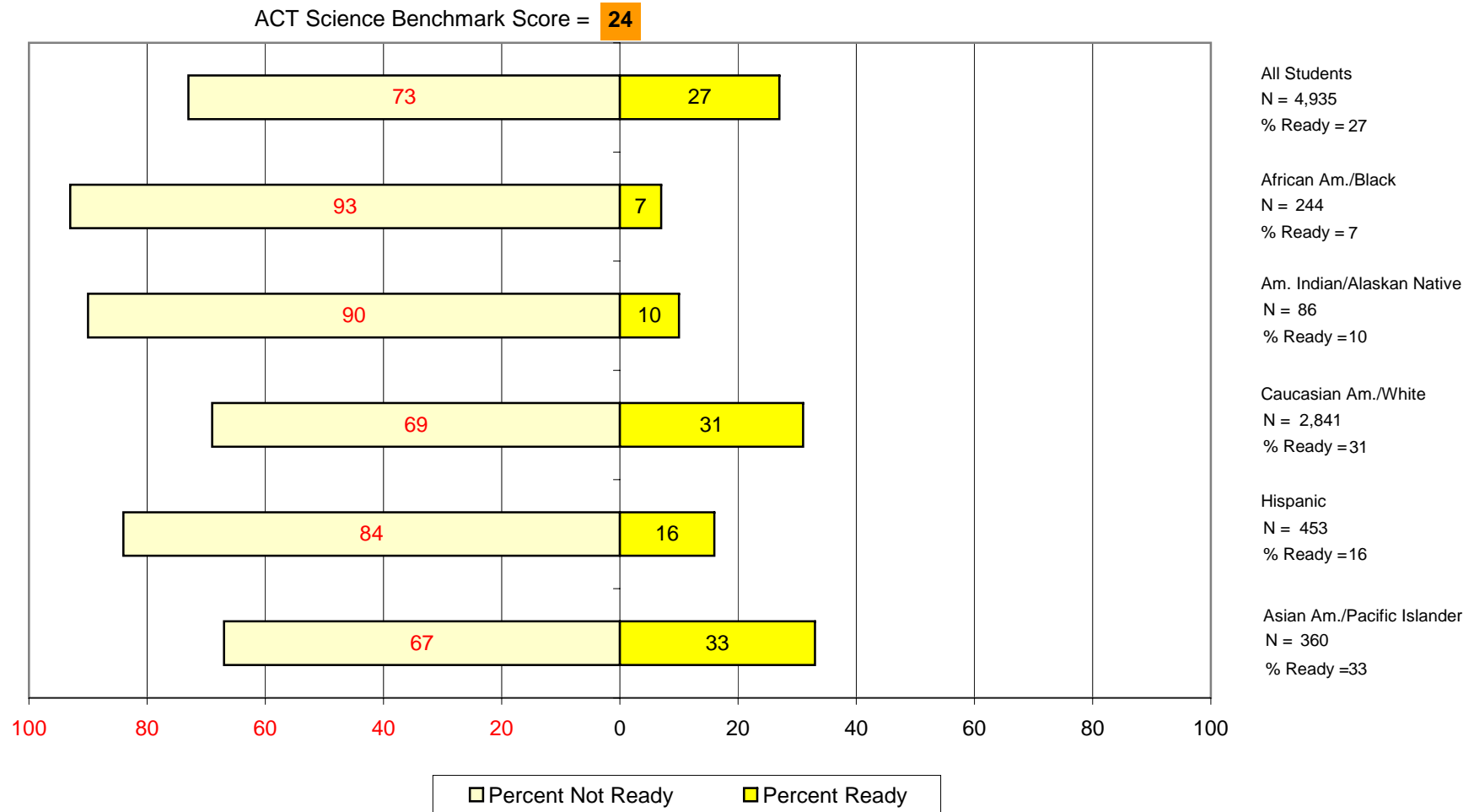


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

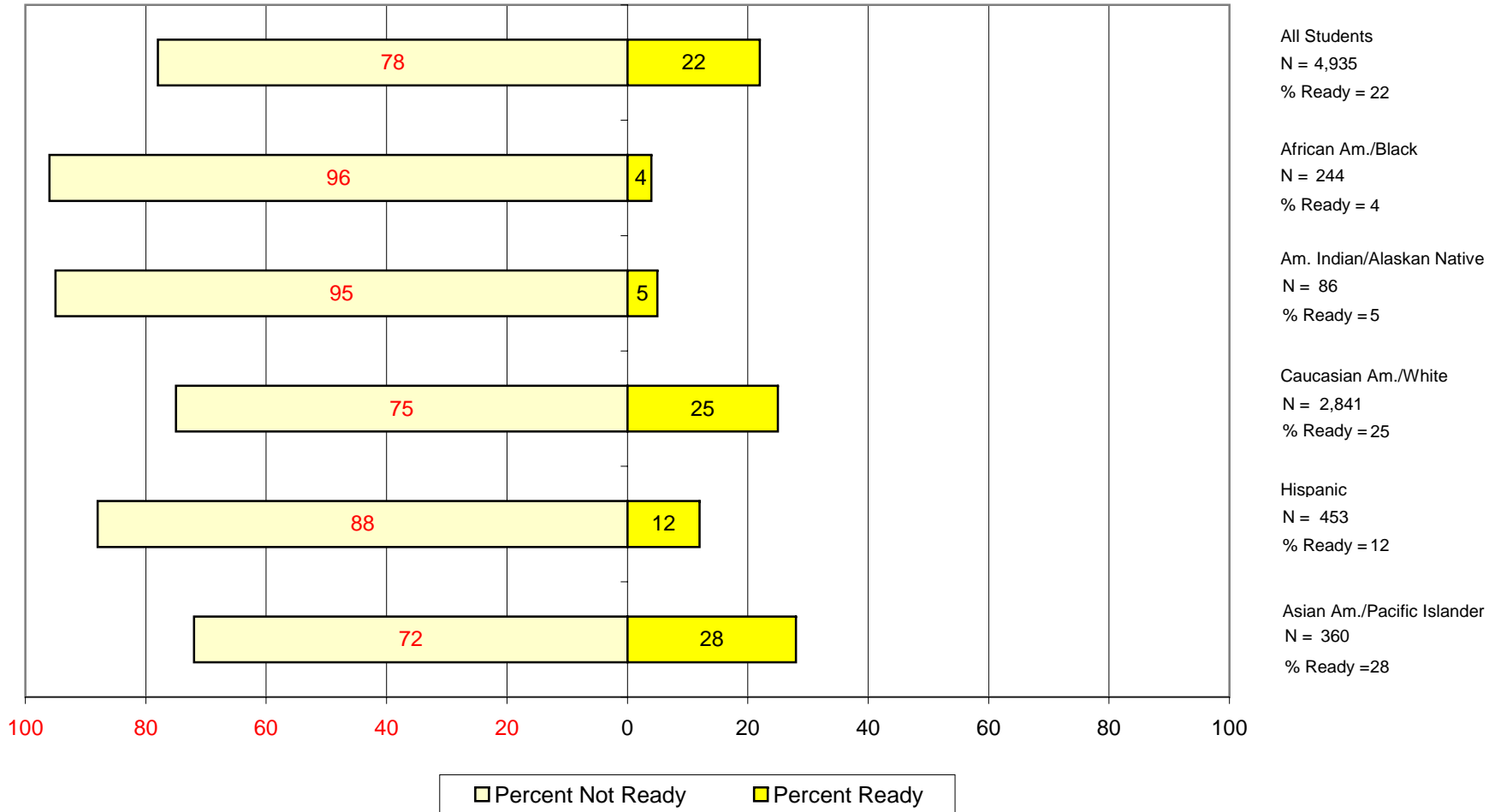


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	537	11	21.7	1.3	188	10	21.0	0.7	319	12	22.2	1.6
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	3,240	66	20.9	0.5	1,263	66	20.3	0.0	1,750	67	21.4	0.8
Less than 4 years of English	543	11	20.4	-	223	12	20.3	-	270	10	20.6	-
No English course/grade information reported	615	12	20.4	-	228	12	20.0	-	266	10	20.8	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	364	7	26.0	6.0	161	8	26.6	5.2	179	7	25.5	6.3
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	377	8	22.5	2.5	120	6	23.4	2.0	235	9	22.1	2.9
Alg 1, Alg 2, Geom, & Trig	514	10	21.2	1.2	201	11	21.3	-0.1	276	11	21.0	1.8
Alg 1, Alg 2, Geom, & Other Adv Math	442	9	20.3	0.3	153	8	20.9	-0.5	259	10	19.9	0.7
Other comb of 4 or more years of Math	920	19	24.2	4.2	378	20	24.9	3.5	490	19	23.8	4.6
Alg 1, Alg 2, & Geom (Min. Core)	877	18	18.4	-1.6	324	17	18.8	-2.6	480	18	18.1	-1.1
Other comb of 3 or 3.5 years of Math	240	5	21.1	1.1	118	6	21.6	0.2	112	4	20.7	1.5
Less than 3 years of Math	546	11	20.0	-	202	11	21.4	-	298	11	19.2	-
No Math course/grade information reported	655	13	21.1	-	245	13	22.0	-	276	11	20.4	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	124	3	22.8	1.2	37	2	22.0	0.7	78	3	23.3	1.3
Other comb of 4 or more years Social Science	685	14	22.7	1.1	251	13	22.7	1.4	388	15	22.9	0.9
US Hist, World Hist, & Am Gov (Min. Core)	1,621	33	21.8	0.2	673	35	21.2	-0.1	842	32	22.3	0.3
Other comb of 3 or 3.5 years of Social Science	1,143	23	22.2	0.6	409	22	22.0	0.7	656	25	22.5	0.5
Less than 3 years of Social Science	716	15	21.6	-	288	15	21.3	-	370	14	22.0	-
No Soc Sci course/grade information reported	646	13	22.0	-	244	13	21.6	-	271	10	22.4	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	1,020	21	22.3	2.2	438	23	22.9	2.2	522	20	21.8	1.9
Bio, Chem, Phys	634	13	23.7	3.6	282	15	24.1	3.4	308	12	23.3	3.4
Gen Sci ² , Bio, Chem (Min. Core)	1,226	25	20.3	0.2	422	22	20.5	-0.2	717	28	20.1	0.2
Other comb of 3 years of Natural Science	87	2	21.2	1.1	46	2	21.1	0.4	35	1	21.6	1.7
Less than 3 years of Natural Science	1,241	25	20.1	-	437	23	20.7	-	715	27	19.9	-
No Nat Sci course/grade information reported	727	15	20.6	-	277	15	21.5	-	308	12	20.1	-

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	537	11	21.7	77	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	3,240	66	20.9	72	668,226	55	20.4	67
Less than 4 years of English	543	11	20.4	72	115,551	10	19.4	62
No English course/grade information reported	615	12	20.4	70	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	364	7	26.0	85	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	377	8	22.5	60	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	514	10	21.2	46	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	442	9	20.3	33	153,394	13	20.3	37
Other comb of 4 or more years of Math	920	19	24.2	69	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	877	18	18.4	17	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	240	5	21.1	43	54,965	5	20.6	40
Less than 3 years of Math	546	11	20.0	33	131,567	11	17.9	18
No Math course/grade information reported	655	13	21.1	42	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	124	3	22.8	65	31,335	3	22.7	60
Other comb of 4 or more years Social Science	685	14	22.7	62	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	1,621	33	21.8	56	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	1,143	23	22.2	59	325,879	27	21.3	52
Less than 3 years of Social Science	716	15	21.6	54	179,270	15	20.5	46
No Soc Sci course/grade information reported	646	13	22.0	59	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,020	21	22.3	38	320,821	27	22.3	38
Bio, Chem, Phys	634	13	23.7	48	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	1,226	25	20.3	18	339,689	28	20.2	19
Other comb of 3 years of Natural Science	87	2	21.2	29	32,330	3	20.5	24
Less than 3 years of Natural Science	1,241	25	20.1	19	234,307	19	19.1	14
No Nat Sci course/grade information reported	727	15	20.6	23	163,789	14	20.7	26

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Table 4.1. Distribution of Planned Educational Majors for All Students and 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 ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	37	1	22.0	0	0	.	36	1	22.0
Architecture & Environmental Design	102	2	20.9	5	4	16.2	93	2	21.3
Business & Management	362	7	20.7	12	9	16.8	342	8	20.9
Business & Office	23	0	18.5	2	1	16.5	20	0	18.7
Marketing & Distribution	23	0	21.1	0	0	.	22	1	20.9
Communications & Comm. Technologies	97	2	22.0	4	3	17.5	91	2	22.2
Community & Personal Services	83	2	19.4	7	5	17.9	73	2	19.7
Computer & Information Sciences	101	2	22.3	5	4	17.8	91	2	22.6
Cross-Disciplinary Studies	5	0	24.4	0	0	.	5	0	24.4
Education	138	3	21.1	3	2	16.3	129	3	21.1
Teacher Education	80	2	19.4	2	1	19.0	75	2	19.4
Engineering	150	3	24.2	2	1	18.5	143	4	24.5
Engineering-Related Technologies	142	3	23.5	2	1	18.5	135	3	23.7
Foreign Languages	28	1	23.1	0	0	.	26	1	23.6
Health Sciences & Allied Health Fields	650	13	20.9	25	18	17.6	608	15	21.1
Human, Family & Consumer Science	24	0	20.0	3	2	17.0	21	1	20.4
Letters	29	1	23.1	0	0	.	28	1	23.3
Mathematics	24	0	24.2	1	1	20.0	23	1	24.4
Philosophy, Religion & Theology	16	0	21.7	0	0	.	16	0	21.7
Sciences (Biological & Physical)	252	5	23.6	2	1	20.0	244	6	23.5
Social Sciences	267	5	22.6	4	3	17.3	258	6	22.8
Trade & Industrial	33	1	19.0	11	8	17.9	21	1	19.7
Visual & Performing Arts	203	4	21.8	9	6	18.2	181	4	22.1
Undecided	461	9	21.4	14	10	17.6	422	10	21.6
No Response	1,605	33	21.2	26	19	16.9	930	23	21.2

¹2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

²Percent of students tested.

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African-Am./ Black		Am. Indian/ Alaskan Native		Caucasian-Am./ White		Hispanic		Asian-Am./ Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	30	16.6	2	14.5	2	17.0	16	16.8	5	15.8	1	23.0	4	16.0
2-yr College Degree	109	17.7	6	15.8	9	17.3	54	18.3	13	16.7	8	18.5	19	17.2
Bachelors Degree	1,621	20.4	74	17.0	26	18.0	1,010	21.1	160	18.6	102	20.2	249	20.4
Graduate Study	883	22.7	45	18.8	11	19.1	548	23.3	60	20.7	69	23.3	150	22.2
Prof. Level Degree	1,529	22.5	91	18.8	25	20.0	831	23.4	163	20.4	143	23.1	276	22.3
Other	88	19.0	6	13.7	2	16.0	48	19.5	8	17.4	7	19.1	17	20.4
No Response	675	21.4	20	18.0	11	18.0	334	22.2	44	19.3	30	22.2	236	21.2

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

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF NEVADA-RENO	Nevada	2,052	1,107	945	1	7	28	35	22	7	0
UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	1,692	740	952	1	8	31	35	18	6	0
COMMUNITY COLLEGE OF SOUTHERN NEVADA	Nevada	431	86	345	2	13	39	32	11	2	0
TRUCKEE MEADOWS COMMUNITY COLLEGE	Nevada	383	77	306	1	11	38	37	12	1	0
BRIGHAM YOUNG UNIVERSITY	Utah	359	216	143	1	1	11	27	36	23	1
SOUTHERN UTAH UNIVERSITY	Utah	261	73	188	0	6	28	34	21	11	1
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	219	56	163	0	2	21	29	29	19	0
NEVADA STATE COLLEGE	Nevada	211	30	181	1	14	42	32	9	2	0
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	187	40	147	2	5	29	31	23	9	2
UNIVERSITY OF SOUTHERN CALIFORNIA	California	180	51	129	1	7	11	34	21	22	4
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	166	24	142	1	8	17	35	25	14	1
WESTERN NEVADA COMMUNITY COLLEGE	Nevada	163	29	134	1	12	36	33	16	2	0
UNIVERSITY OF UTAH	Utah	149	27	122	0	4	17	33	30	16	0
DIXIE STATE COLLEGE OF UTAH	Utah	121	27	94	1	13	34	33	17	2	0
UNIVERSITY OF CALIFORNIA-BERKELEY	California	111	23	88	0	5	14	21	35	23	2
UNIVERSITY OF ARIZONA	Arizona	110	10	100	1	3	26	29	25	15	1
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	109	46	63	1	6	29	38	20	6	1
STANFORD UNIVERSITY	California	109	28	81	0	1	7	19	30	34	8
UTAH STATE UNIVERSITY	Utah	102	21	81	2	7	22	31	22	16	1
ART INSTITUTE OF LAS VEGAS THE	Nevada	99	16	83	3	13	32	33	14	4	0
BOISE STATE UNIVERSITY	Idaho	97	20	77	0	10	29	34	22	4	1
GREAT BASIN COLLEGE	Nevada	95	35	60	0	16	32	32	20	1	0
SAN DIEGO STATE UNIVERSITY	California	90	9	81	0	9	30	38	20	3	0
UNIVERSITY OF WASHINGTON	Washington	82	19	63	0	5	18	22	35	20	0
UNIVERSITY OF SAN DIEGO	California	79	10	69	0	10	27	32	22	10	0
UNIVERSITY OF CALIFORNIA-DAVIS	California	77	9	68	1	1	18	31	25	21	3
UNIVERSITY OF OREGON	Oregon	76	14	62	1	1	17	33	34	9	4
UNIVERSITY OF CALIFORNIA-SAN DIEGO	California	72	8	64	0	6	13	25	29	26	1
SIERRA NEVADA COLLEGE	Nevada	71	7	64	1	6	35	32	21	4	0
UTAH VALLEY STATE COLLEGE	Utah	71	14	57	0	4	37	41	14	3	1
All Other Institutions		4,163	902	3,261	1	7	24	30	24	13	2
Total		12,187	3,774	8,413	1	7	26	32	22	10	1

Section V

Optional Writing Test Results

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
			State	National	State	National	State	National
All Students	1,931	430,404	22.2	22.4	7.5	7.7	21.6	22.0
African Am./Black	82	38,583	17.6	17.5	6.7	6.8	17.6	17.6
Am. Indian/Alaskan Native	30	2,803	18.2	19.8	6.8	7.1	18.2	19.6
Caucasian Am./White	1,108	269,428	22.9	23.4	7.5	7.8	22.2	22.8
Hispanic	147	33,207	19.9	18.9	7.2	7.4	19.6	19.1
Asian Am./Pacific Islander	167	21,275	22.9	23.0	7.8	8.0	22.5	22.8
Other/No Response	397	65,108	22.1	22.8	7.5	7.9	21.6	22.5
Males	710	170,904	21.7	22.1	7.2	7.4	21.0	21.5
Females	1,044	240,056	22.7	22.6	7.7	7.9	22.2	22.3
Missing	177	19,444	21.4	22.1	7.4	7.8	21.0	21.9

