

ACT High School Profile Report

The Graduating Class of 2007
Nevada



ACT High School Profile Report

The Graduating Class of 2007

Nevada

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 2007 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 - colleges 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:

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 2007 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. 5,562 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. 50% 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, 32% were college ready. 17% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 16% of these students were college ready. In comparison, 57% 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 23% of the cohort took less than three years of natural science courses. 21% 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 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 42% 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.

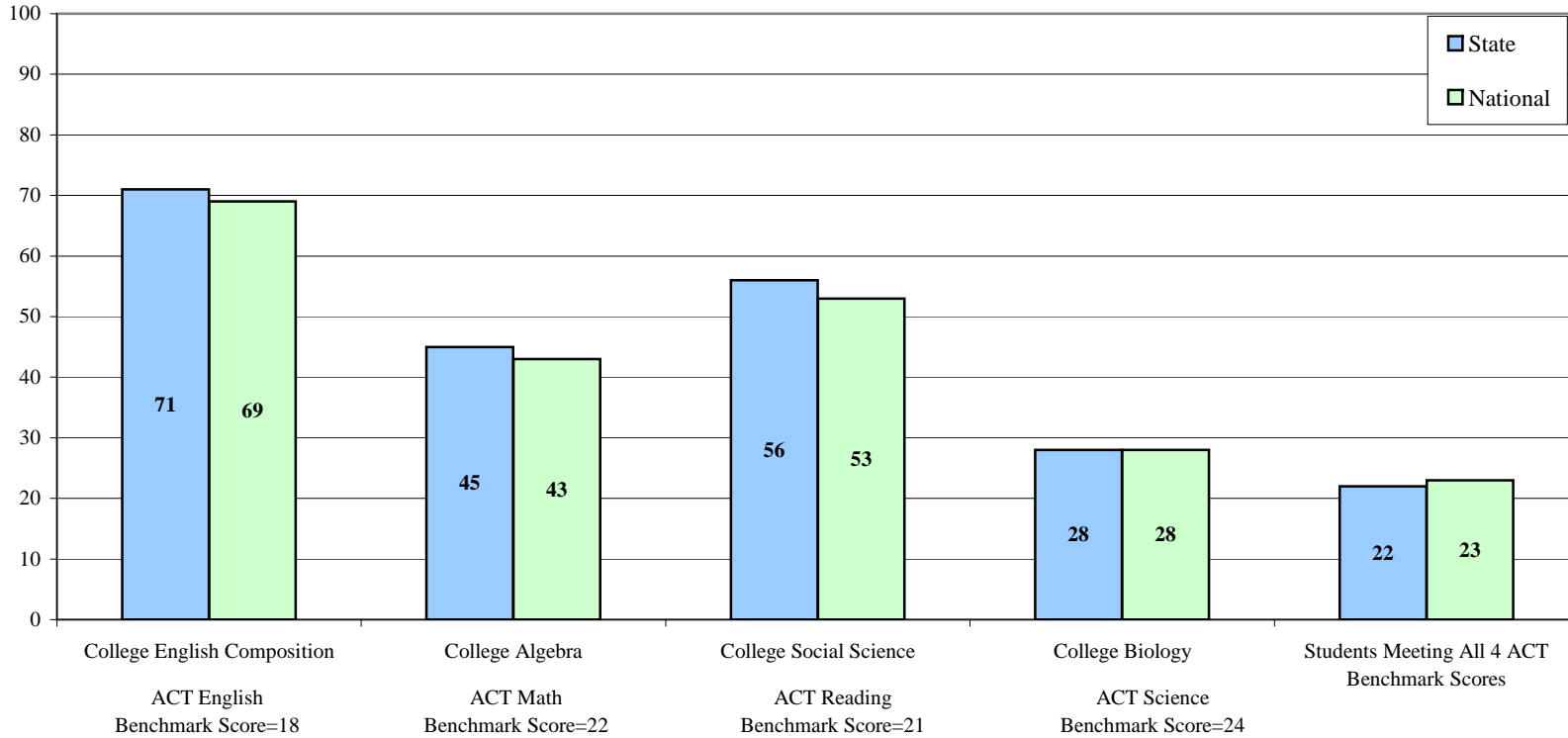
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 course.

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
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
2007	5,562	1,300,599	71	69	45	43	56	53	28	28	22	23

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
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
2007	5,562	1,300,599	20.8	20.7	21.4	21.0	22.0	21.5	21.2	21.0	21.5	21.2

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
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
2007	1,300,599	20.7	21.0	21.5	21.0	21.2

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
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
2007	2,803	1,927	50	35	21.6	19.8	22.2	20.4	22.7	21.2	21.9	20.5	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

	2003			2004			2005			2006			2007		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	5,590	100	21.3	5,282	100	21.2	5,021	100	21.5	4,935	100	21.5	5,562	100	21.5
African American/Black	329	6	17.9	321	6	17.7	302	6	17.8	244	5	17.9	308	6	17.8
American Indian/Alaska Native	98	2	20.0	96	2	19.1	75	1	19.1	86	2	18.6	91	2	17.9
Caucasian American/White	3,718	67	21.8	3,320	63	21.9	3,172	63	22.0	2,841	58	22.2	2,916	52	22.3
Hispanic	528	9	19.3	530	10	19.3	519	10	19.4	453	9	19.5	661	12	19.4
Asian American/Pacific Islander	348	6	21.1	402	8	21.3	366	7	21.7	360	7	22.1	433	8	21.8
Other/No Response	569	10	21.6	613	12	21.7	587	12	22.3	951	19	21.3	1,153	21	21.8

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	5	100	17	100	27	100	11	100	2	100	36
35	37	100	33	100	52	100	43	100	15	100	35
34	66	99	39	99	69	99	15	99	21	100	34
33	45	98	44	98	110	97	41	99	41	99	33
32	40	97	60	98	105	95	38	98	61	99	32
31	79	97	87	97	145	93	40	97	55	97	31
30	101	95	100	95	163	91	90	97	101	96	30
29	124	93	123	93	181	88	64	95	136	95	29
28	194	91	171	91	239	85	86	94	164	92	28
27	180	88	219	88	263	80	158	92	244	89	27
26	226	84	279	84	237	76	273	89	278	85	26
25	313	80	356	79	262	71	355	85	312	80	25
24	294	75	346	73	322	67	357	78	364	74	24
23	295	69	313	66	400	61	450	72	410	68	23
22	424	64	296	61	260	54	506	64	463	60	22
21	486	56	354	55	278	49	533	55	460	52	21
20	448	48	364	49	463	44	598	45	429	44	20
19	362	40	402	42	338	36	504	34	414	36	19
18	256	33	419	35	236	30	398	25	419	29	18
17	246	29	520	28	280	25	277	18	344	21	17
16	346	24	569	18	331	20	186	13	307	15	16
15	250	18	287	8	190	14	159	10	187	9	15
14	226	13	118	3	213	11	129	7	156	6	14
13	124	9	31	1	156	7	67	5	99	3	13
12	116	7	14	1	129	4	65	3	51	1	12
11	92	5	1	1	57	2	62	2	20	1	11
10	64	3	0	1	35	1	35	1	8	1	10
9	47	2	0	1	9	1	12	1	1	1	9
8	43	1	0	1	3	1	8	1	0	1	8
7	21	1	0	1	3	1	2	1	0	1	7
6	7	1	0	1	2	1	0	1	0	1	6
5	4	1	0	1	3	1	0	1	0	1	5
4	0	1	0	1	1	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	1	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	20.8 (5.7)		21.4 (4.9)		22.0 (5.9)		21.2 (4.6)		21.5 (4.7)		Avg (SD)

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	112	100	24	100	96	100	171	100	169	100	46	100	58	100	18
17	238	98	80	100	302	98	296	97	233	97	60	99	47	99	17
16	194	94	199	98	296	93	402	92	295	93	138	98	123	98	16
15	219	90	352	95	369	88	444	84	359	87	215	96	321	96	15
14	426	86	403	88	380	81	444	76	452	81	414	92	428	90	14
13	348	79	446	81	376	74	488	68	526	73	617	84	571	82	13
12	476	72	660	73	723	67	554	60	529	63	546	73	606	72	12
11	535	64	867	61	567	54	409	50	549	54	716	63	693	61	11
10	728	54	696	46	530	44	539	42	626	44	931	51	845	49	10
9	508	41	592	33	512	35	480	33	488	33	724	34	817	34	9
8	520	32	547	22	571	25	360	24	587	24	496	21	412	19	8
7	408	23	287	13	332	15	305	18	533	13	280	12	319	12	7
6	289	15	200	7	231	9	346	12	159	4	164	7	103	6	6
5	284	10	117	4	123	5	187	6	37	1	141	4	94	4	5
4	154	5	59	2	90	3	102	2	17	1	27	1	55	2	4
3	80	2	27	1	41	1	20	1	0	1	46	1	44	1	3
2	32	1	5	1	19	1	12	1	2	1	0	1	11	1	2
1	11	1	1	1	4	1	3	1	1	1	1	1	15	1	1
Avg (SD)	10.3 (3.6)		10.8 (2.9)		11.1 (3.5)		11.4 (3.7)		11.3 (3.2)		10.6 (2.8)		10.7 (2.9)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values for All Students

Quartile	English	Math	Reading	Science	Composite
Q3 (75th Percentile)	25	25	26	24	25
Q2 (50th Percentile)	21	21	22	21	21
Q1 (25th Percentile)	17	17	17	18	18

Table 2.4. 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	5,562	50	22.2	20.6
	African Am./Black	308	52	18.5	17.1
	Am. Indian/Alaska Native	91	38	19.7	16.3
	Caucasian Am./White	2,916	52	22.9	21.4
	Hispanic	661	51	20.3	18.4
	Asian Am./Pacific Islander	433	58	22.3	21.0
	Other/No Response	1,153	43	22.6	21.1
National	All Students	1,300,599	51	22.0	19.8
	African Am./Black	152,412	51	17.7	16.1
	Am. Indian/Alaska Native	14,044	46	20.3	17.6
	Caucasian Am./White	779,147	54	23.0	20.7
	Hispanic	93,137	50	19.5	17.7
	Asian Am./Pacific Islander	42,257	57	23.1	21.4
	Other/No Response	219,602	38	22.5	20.4

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	20.8	21.4	22.0	21.2	21.5
	African Am./Black	16.8	17.8	18.1	17.8	17.8
	Am. Indian/Alaska Native	16.4	18.1	18.6	18.1	17.9
	Caucasian Am./White	21.7	22.0	22.9	21.9	22.3
	Hispanic	18.3	19.6	19.8	19.4	19.4
	Asian Am./Pacific Islander	20.8	22.7	21.6	21.9	21.8
	Other/No Response	21.2	21.6	22.3	21.5	21.8
National	All Students	20.7	21.0	21.5	21.0	21.2
	African Am./Black	16.1	17.0	17.1	17.2	17.0
	Am. Indian/Alaska Native	17.9	18.7	19.4	19.2	18.9
	Caucasian Am./White	21.8	21.7	22.5	21.9	22.1
	Hispanic	17.6	19.0	18.8	18.8	18.7
	Asian Am./Pacific Islander	21.7	23.6	22.1	22.3	22.6
	Other/No Response	21.2	21.5	22.0	21.3	21.6

Table 2.6. 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	153	3	133	2	258	5	110	2
	28 to 32	538	10	541	10	833	15	318	6
	24 to 27	1,013	18	1,200	22	1,084	19	1,143	21
	20 to 23	1,653	30	1,327	24	1,401	25	2,087	38
	16 to 19	1,210	22	1,910	34	1,185	21	1,365	25
	13 to 15	600	11	436	8	559	10	355	6
	01 to 12	395	7	15	0	242	4	184	3
National	33 to 36	44,569	3	29,067	2	58,782	5	26,450	2
	28 to 32	133,320	10	120,951	9	183,189	14	80,170	6
	24 to 27	228,570	18	268,298	21	224,580	17	258,834	20
	20 to 23	348,772	27	284,073	22	317,869	24	458,484	35
	16 to 19	278,059	21	427,859	33	281,941	22	319,915	25
	13 to 15	154,534	12	161,072	12	159,904	12	95,630	7
	01 to 12	112,775	9	9,279	1	74,334	6	61,116	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	2,114	38	20.3	22.3	21.8	21.8	21.7
	Females	2,843	51	21.1	20.7	22.1	20.8	21.3
	Missing	605	11	20.8	21.4	21.9	21.2	21.5
National	Males	544,522	42	20.2	21.6	21.2	21.4	21.2
	Females	674,636	52	21.0	20.4	21.6	20.5	21.0
	Missing	81,441	6	21.7	21.9	22.4	21.7	22.1

Table 2.8. 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	52	55	34	27
	Females	74	39	57	24	19
National	Males	66	47	51	32	26
	Females	71	38	53	24	20

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

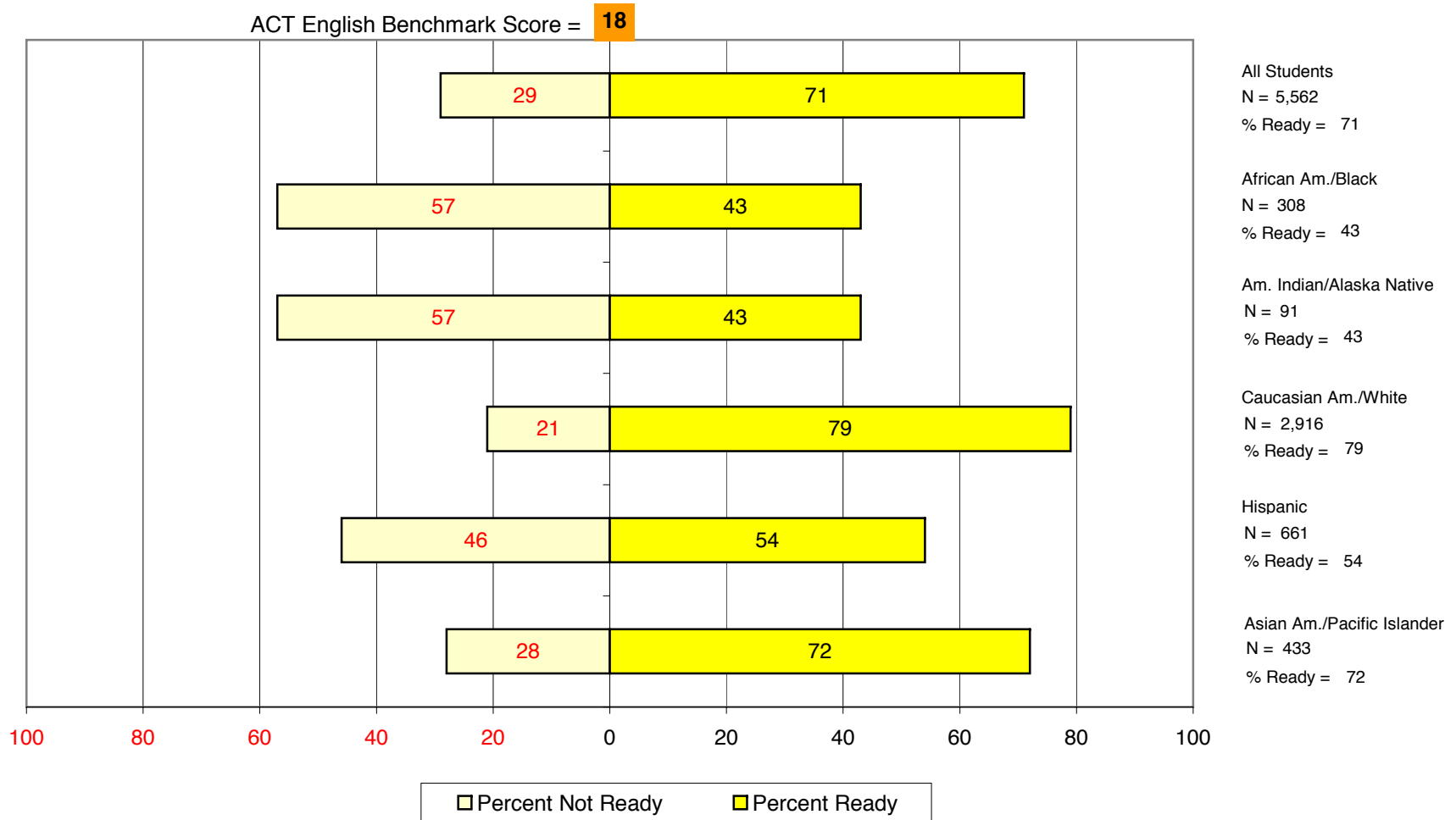


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

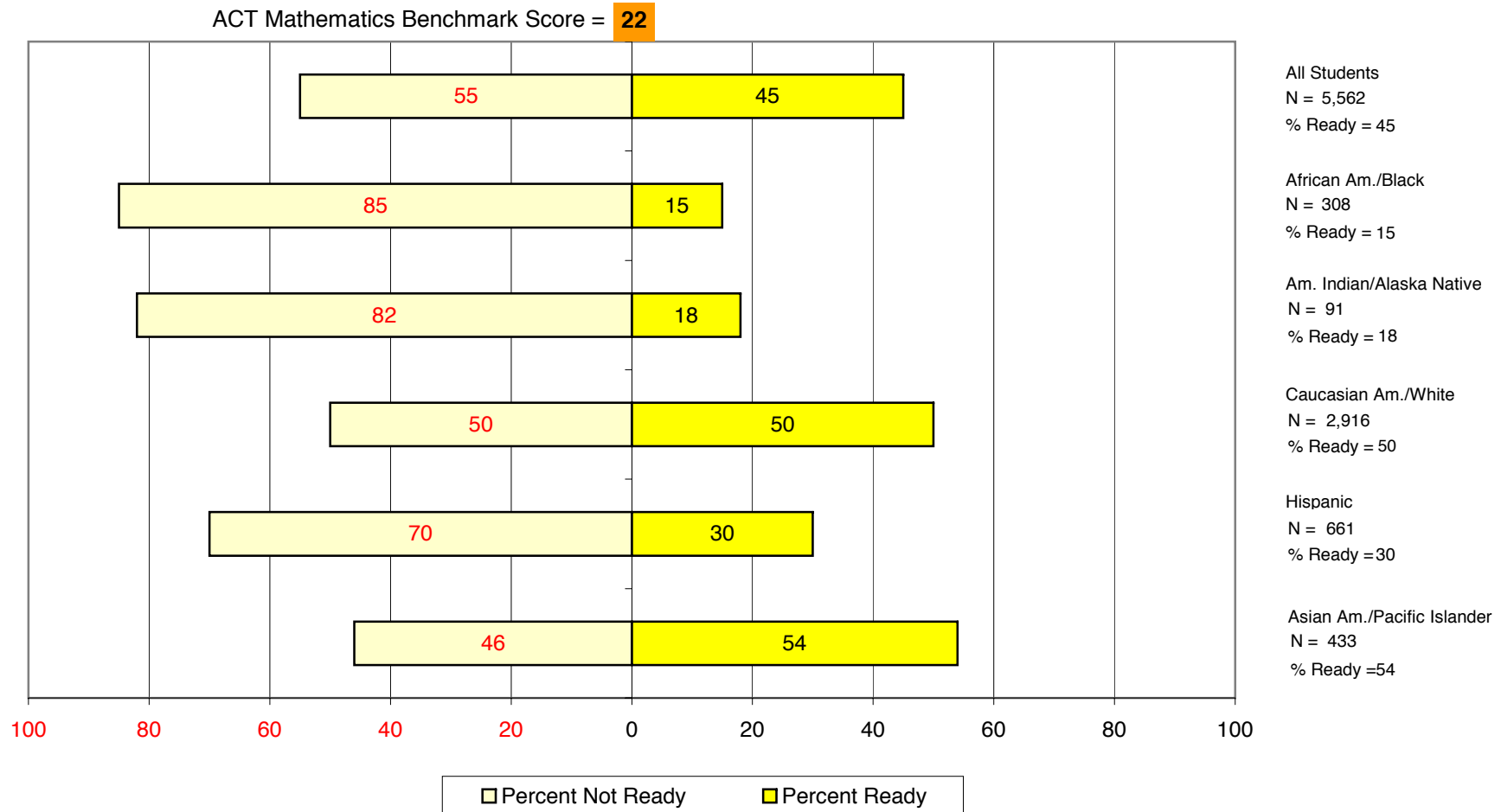


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

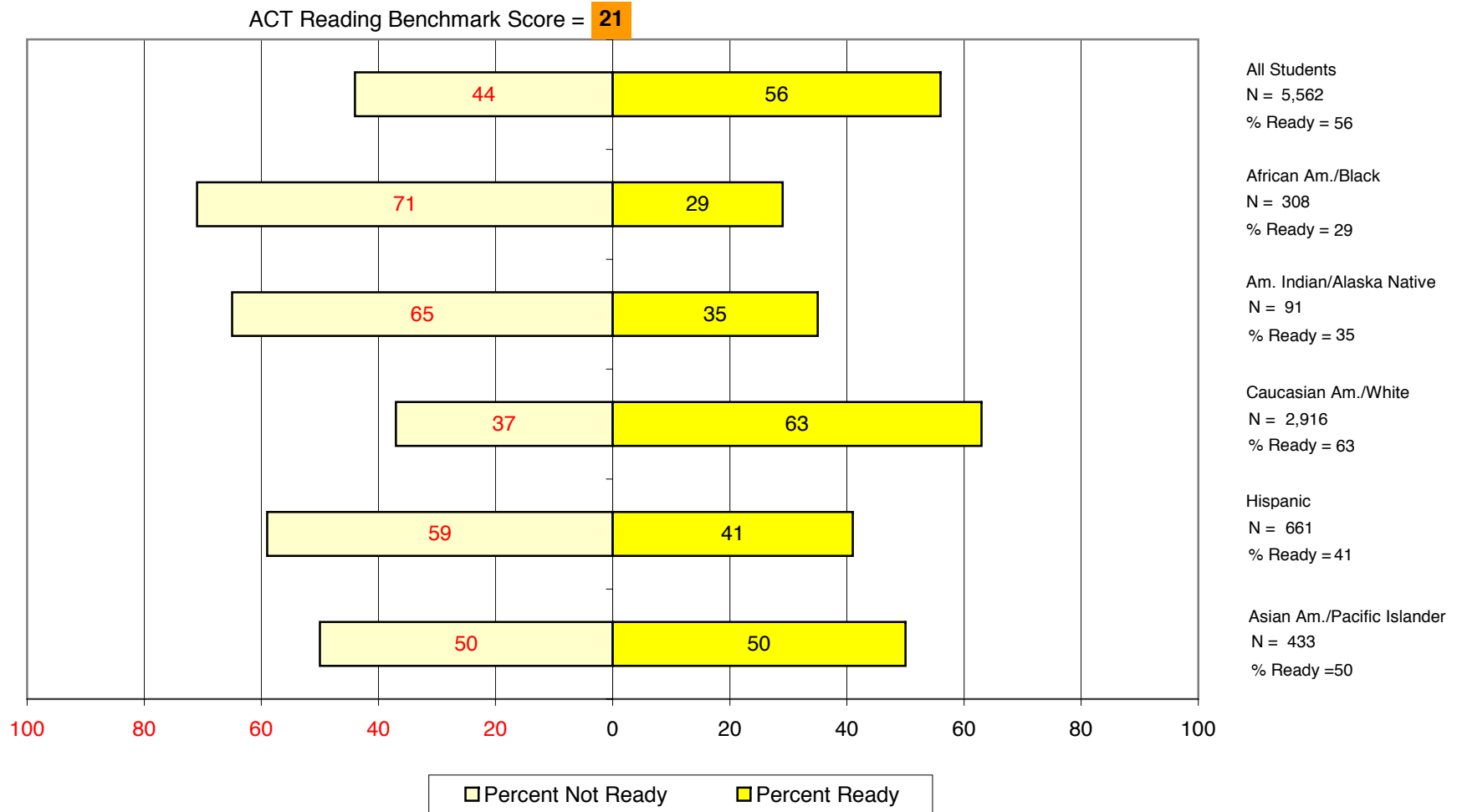


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

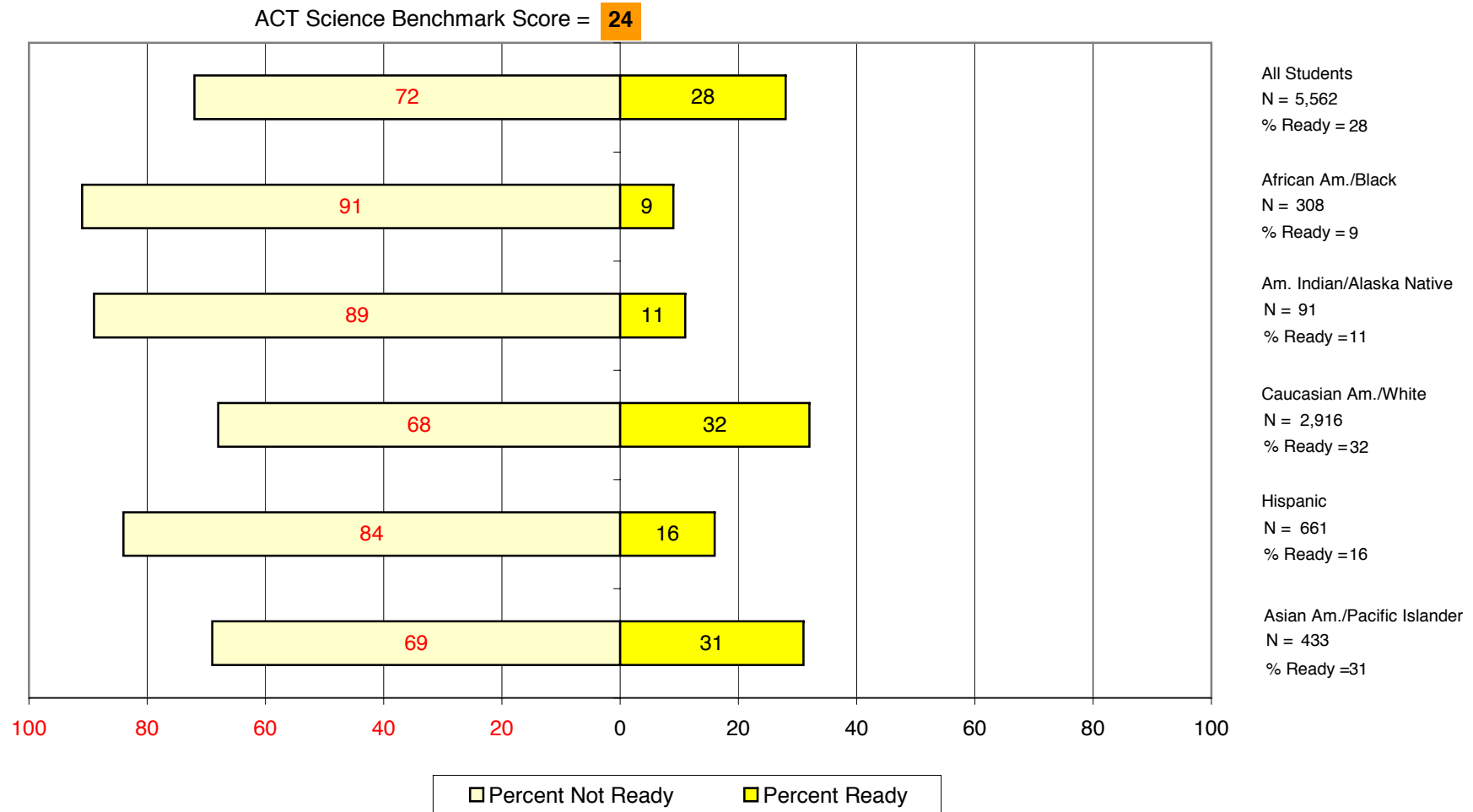


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

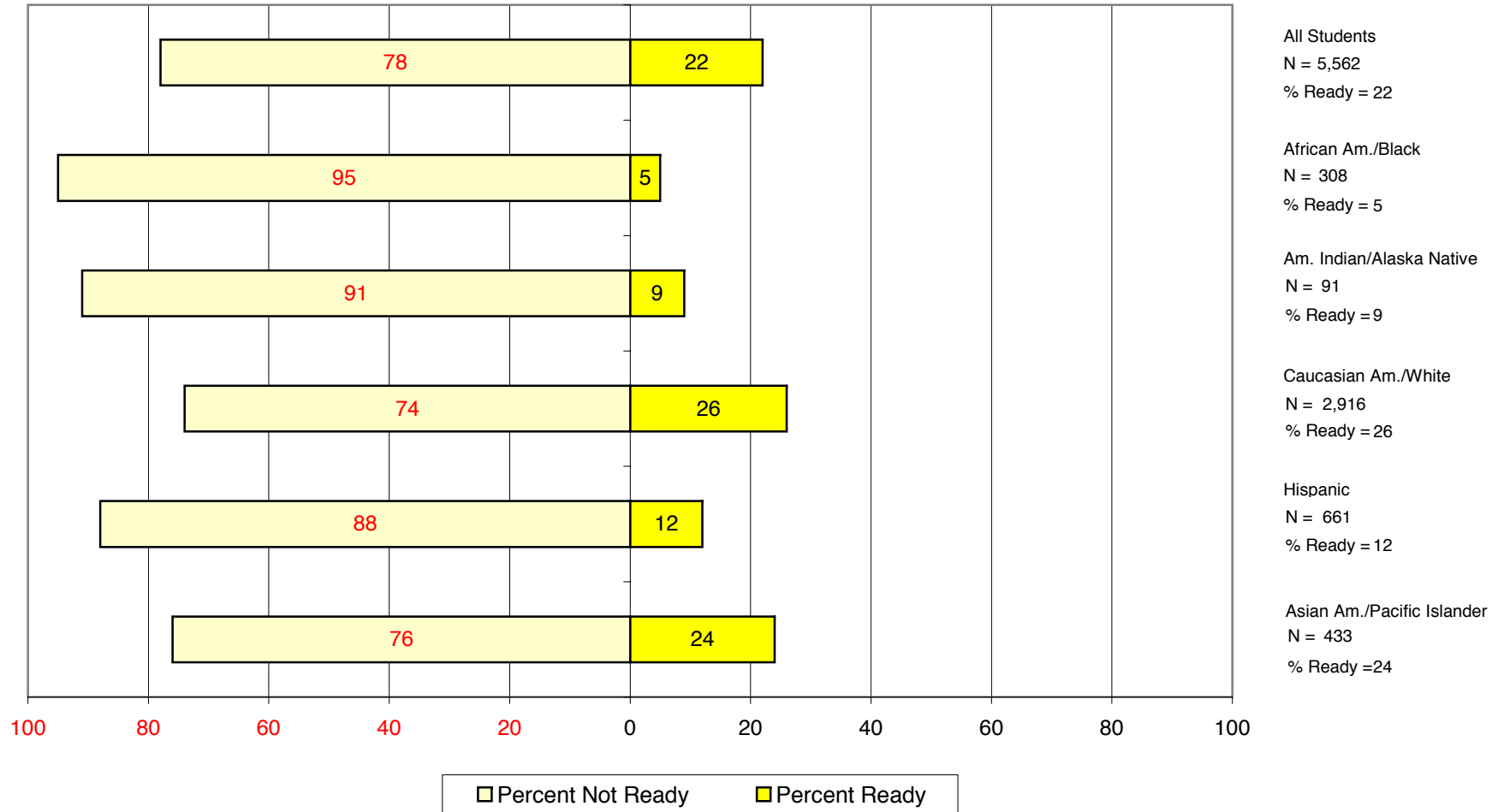


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	481	9	21.9	1.3	173	8	21.0	1.0	279	10	22.5	1.6
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	3,568	64	20.8	0.2	1,384	65	20.3	0.3	1,892	67	21.1	0.2
Less than 4 years of English	645	12	20.6	-	250	12	20.0	-	329	12	20.9	-
No English course/grade information reported	868	16	20.3	-	307	15	20.2	-	343	12	20.5	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	403	7	26.1	6.2	180	9	27.0	6.4	191	7	25.1	5.9
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	379	7	22.8	2.9	130	6	23.5	2.9	216	8	22.5	3.3
Alg 1, Alg 2, Geom, & Trig	562	10	21.1	1.2	206	10	21.9	1.3	297	10	20.5	1.3
Alg 1, Alg 2, Geom, & Other Adv Math	516	9	20.0	0.1	163	8	20.9	0.3	319	11	19.5	0.3
Other comb of 4 or more years of Math	986	18	24.3	4.4	441	21	24.8	4.2	476	17	23.9	4.7
Alg 1, Alg 2, & Geom (Min. Core)	969	17	18.2	-1.7	354	17	18.9	-1.7	537	19	17.8	-1.4
Other comb of 3 or 3.5 years of Math	249	4	21.3	1.4	95	4	21.4	0.8	127	4	21.0	1.8
Less than 3 years of Math	587	11	19.9	-	219	10	20.6	-	315	11	19.2	-
No Math course/grade information reported	911	16	21.0	-	326	15	21.6	-	365	13	20.2	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	135	2	22.4	0.4	60	3	21.9	0.5	66	2	22.8	0.6
Other comb of 4 or more years Social Science	781	14	22.4	0.4	273	13	22.1	0.7	429	15	22.7	0.5
US Hist, World Hist, & Am Gov (Min. Core)	1,699	31	21.9	-0.1	701	33	22.0	0.6	862	30	21.8	-0.4
Other comb of 3 or 3.5 years of Social Science	1,264	23	22.1	0.1	450	21	21.9	0.5	729	26	22.3	0.1
Less than 3 years of Social Science	774	14	22.0	-	306	14	21.4	-	395	14	22.2	-
No Soc Sci course/grade information reported	909	16	21.4	-	324	15	21.4	-	362	13	21.6	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	1,123	20	22.4	2.2	472	22	23.0	2.4	558	20	21.9	2.1
Bio, Chem, Phys	661	12	24.1	3.9	293	14	24.8	4.2	317	11	23.5	3.7
Gen Sci ² , Bio, Chem (Min. Core)	1,403	25	20.3	0.1	468	22	20.6	0.0	825	29	20.1	0.3
Other comb of 3 years of Natural Science	105	2	20.9	0.7	56	3	21.2	0.6	43	2	20.6	0.8
Less than 3 years of Natural Science	1,274	23	20.2	-	473	22	20.6	-	693	24	19.8	-
No Nat Sci course/grade information reported	996	18	20.8	-	352	17	21.3	-	407	14	20.3	-

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	481	9	21.9	77	191,202	15	22.2	79
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	3,568	64	20.8	72	766,001	59	20.5	68
Less than 4 years of English	645	12	20.6	71	141,777	11	19.7	64
No English course/grade information reported	868	16	20.3	68	201,619	16	20.7	69
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	403	7	26.1	83	75,970	6	24.8	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	379	7	22.8	62	87,647	7	22.4	58
Alg 1, Alg 2, Geom, & Trig	562	10	21.1	44	100,139	8	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	516	9	20.0	33	163,562	13	20.4	38
Other comb of 4 or more years of Math	986	18	24.3	68	239,187	18	24.3	69
Alg 1, Alg 2, & Geom (Min. Core)	969	17	18.2	16	218,745	17	17.9	15
Other comb of 3 or 3.5 years of Math	249	4	21.3	46	57,945	4	20.9	43
Less than 3 years of Math	587	11	19.9	32	145,617	11	18.3	21
No Math course/grade information reported	911	16	21.0	41	211,787	16	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	135	2	22.4	56	31,985	2	22.7	61
Other comb of 4 or more years Social Science	781	14	22.4	60	448,356	34	22.0	56
US Hist, World Hist, & Am Gov (Min. Core)	1,699	31	21.9	57	72,952	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	1,264	23	22.1	57	333,689	26	21.4	52
Less than 3 years of Social Science	774	14	22.0	55	201,605	16	20.6	47
No Soc Sci course/grade information reported	909	16	21.4	50	212,012	16	21.5	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,123	20	22.4	37	333,648	26	22.4	40
Bio, Chem, Phys	661	12	24.1	53	115,297	9	23.4	48
Gen Sci ¹ , Bio, Chem (Min. Core)	1,403	25	20.3	19	353,348	27	20.2	20
Other comb of 3 years of Natural Science	105	2	20.9	30	32,593	3	20.4	24
Less than 3 years of Natural Science	1,274	23	20.2	21	247,312	19	19.1	15
No Nat Sci course/grade information reported	996	18	20.8	25	218,401	17	20.9	29

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	19.7	1	1	12.0	34	1	20.1
Architecture & Environmental Design	111	2	21.0	1	1	16.0	104	2	21.4
Business & Management	361	6	20.9	10	7	17.3	339	8	21.0
Business & Office	22	0	19.6	4	3	15.3	18	0	20.6
Marketing & Distribution	25	0	21.6	0	0	.	23	1	22.1
Communications & Comm. Technologies	112	2	22.2	1	1	19.0	108	3	22.3
Community & Personal Services	82	1	18.8	6	4	18.7	74	2	18.9
Computer & Information Sciences	81	1	22.7	1	1	16.0	78	2	22.9
Cross-Disciplinary Studies	9	0	27.1	0	0	.	9	0	27.1
Education	149	3	21.1	2	1	11.0	143	3	21.4
Teacher Education	100	2	19.6	3	2	15.7	95	2	19.8
Engineering	166	3	23.9	5	4	15.6	154	4	24.3
Engineering-Related Technologies	124	2	22.5	2	1	15.5	119	3	22.7
Foreign Languages	21	0	23.0	0	0	.	19	0	23.4
Health Sciences & Allied Health Fields	660	12	20.9	12	9	17.3	622	15	21.0
Human, Family & Consumer Science	32	1	18.9	5	4	15.6	24	1	19.8
Letters	25	0	25.0	0	0	.	25	1	25.0
Mathematics	34	1	24.2	0	0	.	33	1	24.1
Philosophy, Religion & Theology	18	0	21.7	0	0	.	17	0	21.8
Sciences (Biological & Physical)	261	5	23.5	2	1	20.0	253	6	23.5
Social Sciences	269	5	22.5	1	1	15.0	258	6	22.5
Trade & Industrial	23	0	17.5	10	7	16.9	12	0	17.8
Visual & Performing Arts	223	4	22.0	10	7	19.6	206	5	22.2
Undecided	921	17	21.0	25	19	17.6	819	19	21.2
No Response	1,696	30	21.5	34	25	18.2	687	16	21.7

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/ Alaska 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	17.2	2	12.5	3	16.7	15	18.9	4	16.5	2	15.0	4	15.8
2-yr College Degree	105	17.5	5	13.0	7	14.9	57	18.3	15	15.5	6	17.3	15	19.0
Bachelors Degree	1,704	20.4	96	16.9	28	17.8	1,009	21.1	199	18.7	105	20.2	267	20.4
Graduate Study	913	22.9	44	18.7	9	19.8	535	23.6	89	20.4	89	22.8	147	23.4
Prof. Level Degree	1,656	22.4	107	19.0	23	19.2	813	23.5	250	20.2	158	22.6	305	22.8
Other	114	18.8	4	15.0	5	15.4	51	19.1	13	17.4	9	20.6	32	19.4
No Response	1,040	21.4	50	17.0	16	17.8	436	22.1	91	18.8	64	22.0	383	21.7

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	2,168	1,106	1,062	1	6	27	35	21	8	1
UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	1,919	868	1,051	2	10	30	36	17	5	0
COMMUNITY COLLEGE OF SOUTHERN NEVADA	Nevada	568	132	436	4	14	36	34	10	2	0
TRUCKEE MEADOWS COMMUNITY COLLEGE	Nevada	446	98	348	2	12	40	33	11	2	0
BRIGHAM YOUNG UNIVERSITY	Utah	362	210	152	0	2	11	30	36	18	3
NEVADA STATE COLLEGE	Nevada	333	47	286	4	13	41	32	9	2	0
SOUTHERN UTAH UNIVERSITY	Utah	275	80	195	1	5	27	43	19	4	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	230	58	172	0	3	19	33	28	16	1
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	205	45	160	0	5	27	32	24	8	2
UNIVERSITY OF SOUTHERN CALIFORNIA	California	186	41	145	0	4	19	26	32	16	3
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	183	33	150	1	9	22	29	26	13	0
WESTERN NEVADA COMMUNITY COLLEGE	Nevada	177	30	147	3	13	36	32	13	3	0
STANFORD UNIVERSITY	California	142	31	111	0	1	8	18	31	29	13
UNIVERSITY OF UTAH	Utah	141	22	119	0	4	21	28	30	16	2
NEVADA STATE GEAR UP	Nevada	121	11	110	10	19	29	30	11	2	0
UNIVERSITY OF CALIFORNIA-BERKELEY	California	113	19	94	0	7	13	20	29	25	5
UNIVERSITY OF ARIZONA	Arizona	112	24	88	1	2	24	35	22	14	2
ART INSTITUTE OF LAS VEGAS THE	Nevada	110	8	102	3	11	35	33	14	5	0
DIXIE STATE COLLEGE OF UTAH	Utah	110	17	93	1	9	37	36	11	5	0
GREAT BASIN COLLEGE	Nevada	110	53	57	4	7	43	35	11	0	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	108	53	55	3	10	28	33	18	7	1
UTAH STATE UNIVERSITY	Utah	101	18	83	0	4	17	42	30	7	1
UTAH VALLEY STATE COLLEGE	Utah	101	10	91	1	5	23	42	22	7	1
SAN DIEGO STATE UNIVERSITY	California	99	21	78	0	8	28	28	27	8	0
UNIVERSITY OF CALIFORNIA-SAN DIEGO	California	99	12	87	0	1	11	31	36	19	1
UNIVERSITY OF SAN DIEGO	California	99	17	82	1	4	11	37	29	17	0
UNIVERSITY OF WASHINGTON	Washington	96	27	69	0	2	10	27	42	19	0
BOISE STATE UNIVERSITY	Idaho	94	22	72	0	5	31	39	19	5	0
UNIVERSITY OF CALIFORNIA-DAVIS	California	88	14	74	1	0	11	31	31	25	1
NORTHERN ARIZONA UNIVERSITY	Arizona	80	20	60	1	5	29	30	23	13	0
All Other Institutions		4,467	992	3,475	1	7	21	30	25	14	2
Total		13,443	4,139	9,304	1	8	25	33	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	2,413	532,943	22.0	22.3	7.3	7.6	21.4	21.8
African Am./Black	125	50,340	17.6	17.2	6.7	6.7	17.5	17.3
Am. Indian/Alaska Native	26	3,462	19.0	19.8	5.8	7.0	17.8	19.4
Caucasian Am./White	1,234	308,578	22.9	23.4	7.4	7.6	22.1	22.6
Hispanic	286	42,588	19.5	18.8	7.0	7.3	19.3	19.0
Asian Am./Pacific Islander	225	25,616	21.7	23.2	7.6	8.0	21.4	22.8
Other/No Response	517	102,359	22.4	23.2	7.4	7.8	21.8	22.7
Males	885	204,427	21.5	22.0	7.1	7.3	20.8	21.3
Females	1,258	285,556	22.4	22.5	7.5	7.7	21.7	22.1
Missing	270	42,960	22.0	23.0	7.4	7.8	21.3	22.6

