

ACT Profile Report - State

Graduating Class 2011
Nevada



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This report provides information about the performance of your 2011 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2011 and tested under standard time conditions.

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 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. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

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

25% 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: 6,931 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. 80% 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 2% of the cohort took less than three years of math courses. Of these students, 12% were college ready. 9% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 11% of these students were college ready. In comparison, 52% 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 3.2 reports 15% of the cohort took less than three years of natural science courses. 19% of these students were college ready. In comparison, 33% 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 43% 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.

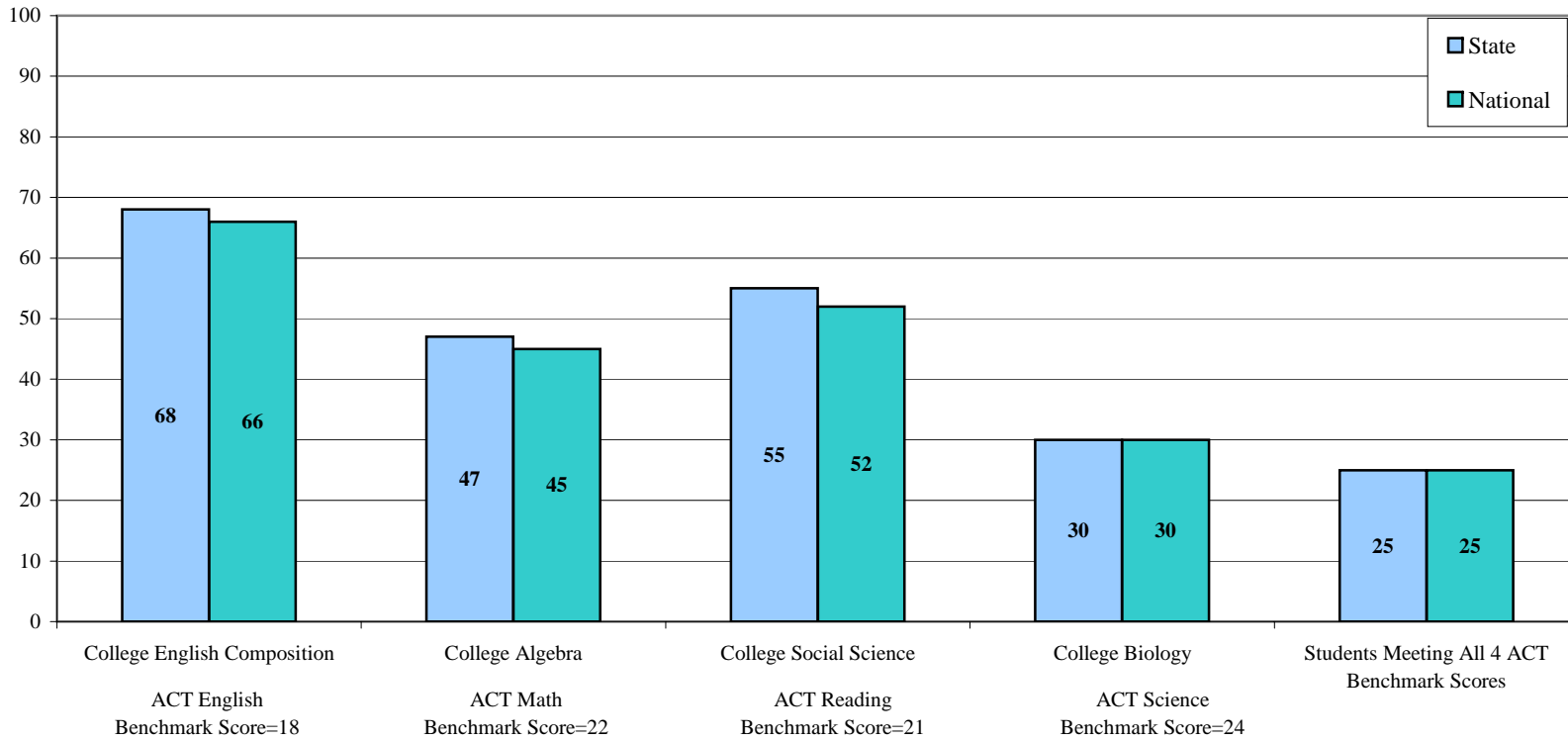
Section I

Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 6,931

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Total Students in Report: 6,931

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

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
2007	5,562	1,300,599	71	69	45	43	56	53	28	28	22	23
2008	6,295	1,421,941	71	68	44	43	55	53	28	28	22	22
2009	6,396	1,480,469	71	67	45	42	58	53	28	28	23	23
2010	6,656	1,568,835	70	66	48	43	58	52	30	29	25	24
2011	6,931	1,623,112	68	66	47	45	55	52	30	30	25	25

Table 1.2. Five Year Trends—Average ACT Scores

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
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
2008	6,295	1,421,941	20.7	20.6	21.4	21.0	21.7	21.4	20.9	20.8	21.3	21.1
2009	6,396	1,480,469	20.9	20.6	21.4	21.0	22.0	21.4	21.0	20.9	21.5	21.1
2010	6,656	1,568,835	20.8	20.5	21.5	21.0	22.0	21.3	21.3	20.9	21.5	21.0
2011	6,931	1,623,112	20.7	20.6	21.4	21.1	21.8	21.3	21.3	20.9	21.4	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2007	1,300,599	20.7	21.0	21.5	21.0	21.2
2008	1,421,941	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1

Total Students in Report: 6,931

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
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
2008	4,278	1,681	68	27	21.2	19.2	22.0	19.9	22.2	20.5	21.4	19.6	21.8	19.9
2009	5,052	1,280	79	20	21.4	19.1	21.9	19.6	22.4	20.3	21.4	19.5	21.9	19.8
2010	5,325	1,262	80	19	21.3	19.1	21.9	19.8	22.3	20.5	21.7	19.9	21.9	20.0
2011	5,516	1,344	80	19	21.1	19.2	21.8	20.0	22.2	20.5	21.6	20.1	21.8	20.1

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.

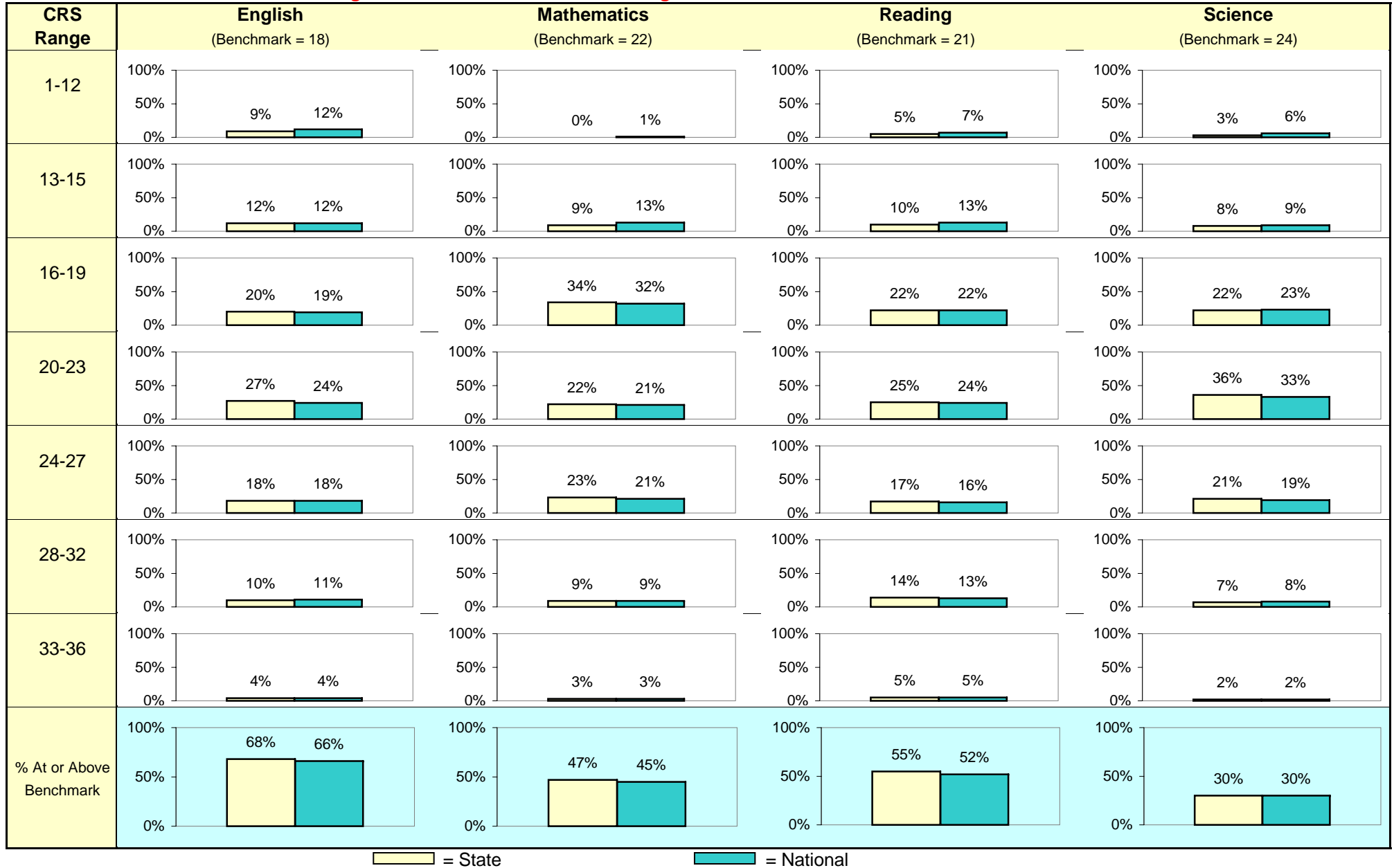
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	5,562	100	21.5	6,295	100	21.3	6,396	100	21.5	6,656	100	21.5	6,931	100	21.4
Black/African American	308	6	17.8	461	7	17.5	521	8	17.9	580	9	18.0	546	8	17.8
American Indian/Alaska Native	91	2	17.9	85	1	20.3	95	1	18.7	100	2	19.8	77	1	18.2
White	2,916	52	22.3	3,399	54	22.4	3,643	57	22.6	3,579	54	22.7	3,603	52	22.7
Hispanic/Latino	661	12	19.4	979	16	18.6	1,021	16	19.2	1,117	17	19.4	1,524	22	19.2
Asian	433	8	21.8	572	9	21.6	579	9	22.1	666	10	22.0	503	7	22.8
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	44	1	20.4
Two or more races	116	2	21.6	192	3	21.3	188	3	21.4	281	4	21.9	338	5	21.9
Prefer not to respond/No response	1,037	19	21.8	607	10	22.3	349	5	21.3	333	5	21.3	296	4	22.0

¹Refer to the section header on page 5 for a description of race/ethnicity changes.

Total Students in Report: 6,931

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



Section II

Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 6,931

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	14	100	10	100	42	100	14	100	1	100	36
35	60	100	50	100	60	99	23	100	13	100	35
34	85	99	73	99	129	99	15	99	37	100	34
33	92	98	75	98	150	97	76	99	52	99	33
32	97	96	84	97	166	95	45	98	85	99	32
31	128	95	81	96	208	92	53	98	118	97	31
30	141	93	122	95	222	89	86	97	139	96	30
29	152	91	144	93	186	86	107	95	175	94	29
28	202	89	193	91	210	83	214	94	237	91	28
27	231	86	302	88	233	80	218	91	283	88	27
26	242	83	381	84	238	77	281	88	358	84	26
25	303	79	439	78	328	73	423	84	366	78	25
24	481	75	462	72	408	69	557	78	425	73	24
23	313	68	508	65	327	63	612	70	498	67	23
22	494	63	348	58	468	58	514	61	514	60	22
21	566	56	302	53	451	51	698	53	499	52	21
20	474	48	394	48	481	45	656	43	495	45	20
19	360	41	400	43	416	38	452	34	514	38	19
18	299	36	528	37	429	32	524	27	496	31	18
17	338	32	600	29	372	26	313	20	443	23	17
16	396	27	802	21	329	20	250	15	382	17	16
15	397	21	428	9	237	16	268	12	297	12	15
14	277	15	128	3	305	12	172	8	234	7	14
13	163	11	57	1	175	8	126	5	144	4	13
12	160	9	7	1	165	5	91	3	74	2	12
11	152	7	7	1	101	3	71	2	32	1	11
10	119	5	4	1	51	1	46	1	12	1	10
9	88	3	1	1	17	1	11	1	7	1	9
8	66	2	1	1	12	1	7	1	0	1	8
7	28	1	0	1	3	1	0	1	1	1	7
6	12	1	0	1	6	1	4	1	0	1	6
5	0	1	0	1	4	1	3	1	0	1	5
4	0	1	0	1	1	1	1	1	0	1	4
3	1	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	20.7 (6.1)		21.4 (5.1)		21.8 (6.1)		21.3 (4.7)		21.4 (4.9)		Avg (SD)

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

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

Total Students in Report: 6,931

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	231	100	90	100	195	100	180	100	303	100	79	100	112	100	18
17	299	97	11	99	293	97	531	97	262	96	69	99	8	98	17
16	294	92	373	99	490	93	483	90	297	92	192	98	205	98	16
15	384	88	490	93	370	86	485	83	466	88	224	95	420	95	15
14	316	83	453	86	383	81	353	76	524	81	632	92	600	89	14
13	485	78	541	80	533	75	599	71	688	73	887	83	576	81	13
12	482	71	800	72	836	67	573	62	486	63	603	70	792	72	12
11	692	64	871	60	606	55	773	54	868	56	1,063	61	789	61	11
10	881	54	750	48	688	47	552	43	519	44	918	46	1,119	49	10
9	621	41	841	37	803	37	611	35	641	36	1,089	33	842	33	9
8	562	32	565	25	604	25	480	26	787	27	533	17	628	21	8
7	570	24	411	17	521	16	391	19	746	16	283	9	334	12	7
6	410	16	261	11	276	9	420	13	237	5	131	5	248	7	6
5	309	10	213	7	166	5	306	7	63	2	115	3	81	4	5
4	210	6	161	4	92	2	116	3	32	1	36	2	112	3	4
3	136	3	77	1	47	1	61	1	9	1	52	1	19	1	3
2	46	1	23	1	19	1	16	1	3	1	10	1	33	1	2
1	3	1	0	1	9	1	1	1	0	1	15	1	13	1	1
Avg (SD)	10.4 (3.8)		10.6 (3.2)		11.0 (3.5)		11.2 (3.8)		11.2 (3.4)		10.9 (2.8)		10.7 (3.0)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	25	25	26	24	25
Q2 (50th Percentile)	21	21	21	21	21
Q1 (25th Percentile)	16	17	17	18	18

Total Students in Report: 6,931

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	6,931	80	21.8	20.1
	Black/African American	546	83	18.1	16.4
	American Indian/Alaska Native	77	60	19.0	17.2
	White	3,603	79	23.1	21.4
	Hispanic/Latino	1,524	78	19.5	17.9
	Asian	503	86	23.1	21.1
	Native Hawaiian/Other Pac. Isl.	44	80	20.7	18.6
	Two or more races	338	83	22.1	20.9
	Prefer not/No Response	296	78	22.3	21.2
National	All Students	1,623,112	74	21.9	19.0
	Black/African American	223,383	69	17.5	15.9
	American Indian/Alaska Native	14,970	63	19.7	17.1
	White	981,585	76	23.1	20.3
	Hispanic/Latino	200,661	72	19.4	17.2
	Asian	66,650	81	24.1	21.9
	Native Hawaiian/Other Pac. Isl.	2,244	78	20.0	17.8
	Two or more races	46,378	72	21.8	19.3
	Prefer not/No Response	87,241	65	22.1	18.7

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

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.

Table 2.5. Average ACT Scores by Race/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	20.7	21.4	21.8	21.3	21.4
	Black/African American	16.5	17.9	18.1	18.2	17.8
	American Indian/Alaska Native	16.8	18.8	18.1	18.8	18.2
	White	22.3	22.5	23.3	22.3	22.7
	Hispanic/Latino	17.9	19.4	19.5	19.4	19.2
	Asian	22.0	23.8	22.6	22.4	22.8
	Native Hawaiian/Other Pac. Isl.	20.0	20.8	19.8	20.3	20.4
	Two or more races	21.3	21.9	22.2	21.8	21.9
	Prefer not/No Response	21.3	22.1	22.4	21.5	22.0
National	All Students	20.6	21.1	21.3	20.9	21.1
	Black/African American	15.9	17.2	17.0	17.1	17.0
	American Indian/Alaska Native	17.5	18.6	19.1	18.9	18.6
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.6	19.2	18.9	18.8	18.7
	Asian	22.8	25.1	22.9	23.1	23.6
	Native Hawaiian/Other Pac. Isl.	18.6	19.9	19.4	19.5	19.5
	Two or more races	20.7	20.7	21.6	20.9	21.1
	Prefer not/No Response	20.2	20.9	21.0	20.4	20.7

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

Total Students in Report: 6,931

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	251	4	208	3	381	5	128	2
	28 to 32	720	10	624	9	992	14	505	7
	24 to 27	1,257	18	1,584	23	1,207	17	1,479	21
	20 to 23	1,847	27	1,552	22	1,727	25	2,480	36
	16 to 19	1,393	20	2,330	34	1,546	22	1,539	22
	13 to 15	837	12	613	9	717	10	566	8
	01 to 12	626	9	20	0	361	5	234	3
National	33 to 36	68,159	4	49,703	3	81,236	5	32,031	2
	28 to 32	174,801	11	144,331	9	211,084	13	130,969	8
	24 to 27	286,161	18	344,894	21	265,974	16	316,182	19
	20 to 23	394,076	24	332,913	21	382,505	24	530,056	33
	16 to 19	309,855	19	525,628	32	360,259	22	366,855	23
	13 to 15	201,235	12	217,338	13	214,265	13	153,754	9
	01 to 12	188,825	12	8,305	1	107,789	7	93,265	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	2,972	43	20.6	22.4	21.9	22.1	21.9
	Females	3,957	57	20.8	20.7	21.8	20.7	21.1
	Missing	2	0	13.0	16.0	13.0	16.0	14.5
National	Males	739,070	46	20.2	21.6	21.1	21.4	21.2
	Females	879,957	54	20.9	20.6	21.4	20.5	21.0
	Missing	4,085	0	16.4	17.8	17.7	17.8	17.6

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
State	Males	68	55	56	37	31
	Females	69	42	55	25	21
National	Males	64	49	51	34	28
	Females	69	41	53	26	22

Total Students in Report: 6,931

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
State	Core or More ²	5,516	71	21.1	50	21.8	57	22.2	32	21.6	27	21.8
	Less than Core	1,344	59	19.2	36	20.0	48	20.5	23	20.1	17	20.1
	Missing ³	71	54	18.3	37	19.8	35	19.1	20	20.0	11	19.4
National	Core or More	1,202,164	72	21.5	51	21.8	57	22.0	34	21.6	29	21.9
	Less than Core	366,518	51	18.3	27	19.0	38	19.3	17	19.0	13	19.0
	Missing	54,430	38	16.3	21	18.0	27	17.7	12	17.7	9	17.5

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 CRB% results reflect students who meet all four subject-area benchmarks.

Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More ²	6,771	69	20.8	6,711	48	21.5	6,573	55	21.9	5,841	33	21.6
	Less than Core	96	52	17.5	153	12	17.5	292	56	21.7	1,024	19	19.6
	Missing ³	64	55	18.6	67	37	19.8	66	38	19.3	66	21	20.0
National	Core or More	1,510,179	68	20.9	1,494,425	47	21.4	1,424,252	54	21.6	1,367,777	33	21.4
	Less than Core	66,225	40	16.6	79,145	8	16.4	149,746	40	19.7	205,148	12	18.3
	Missing	46,708	39	16.5	49,542	21	18.1	49,114	28	17.9	50,187	13	17.8

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.

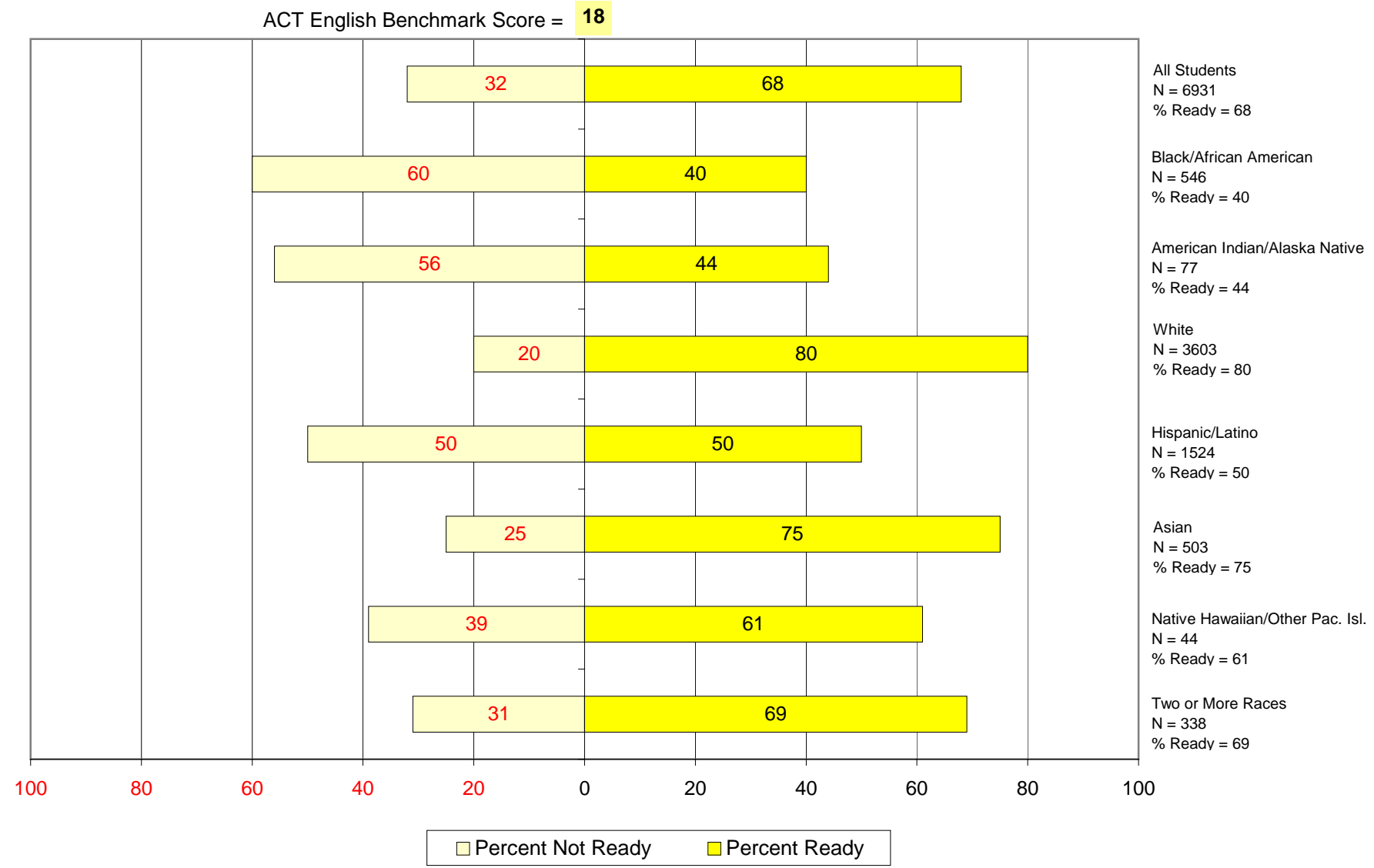
Section III

College Readiness and the Impact of Course Rigor

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 6,931

Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH

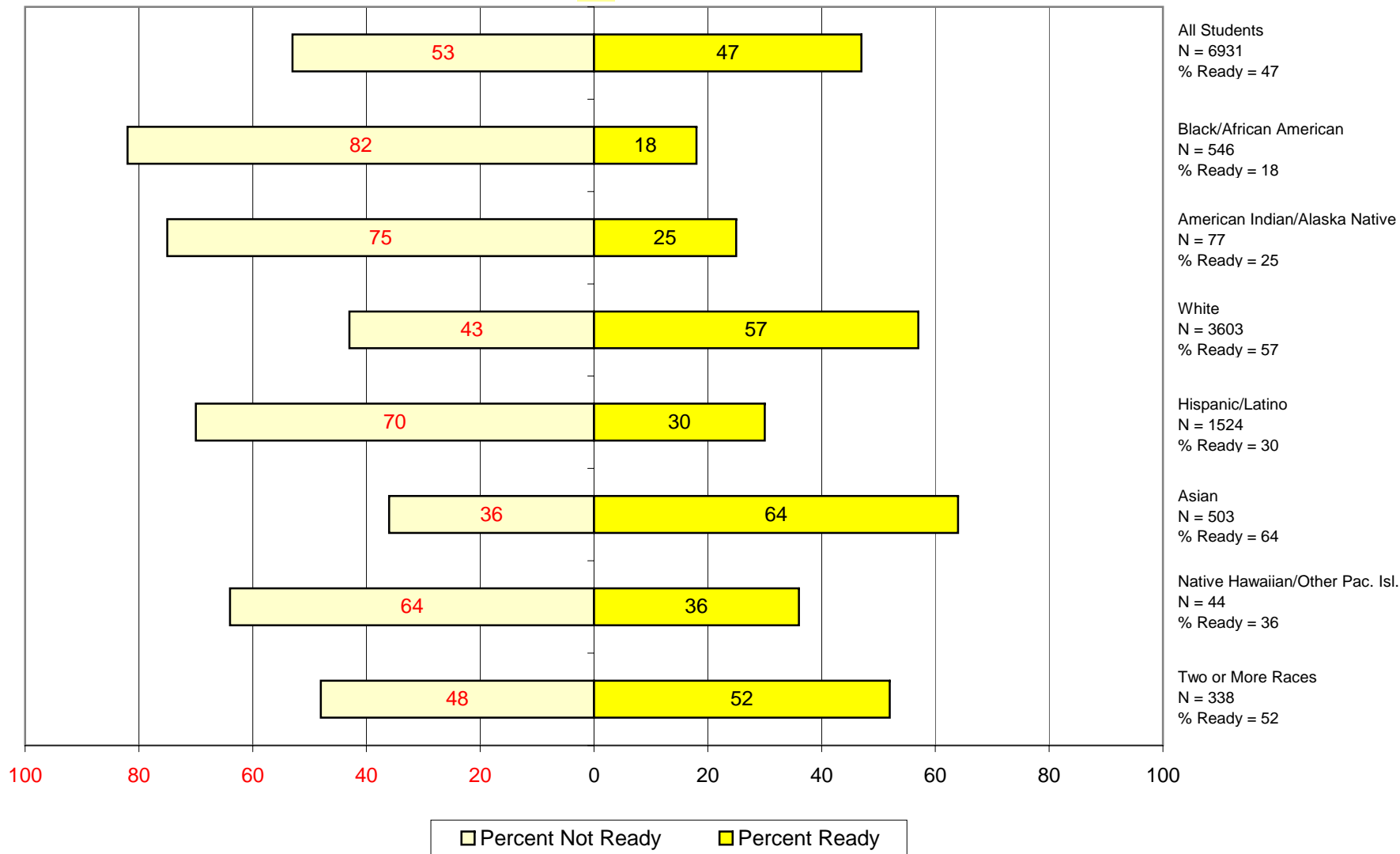


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 6,931

Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS

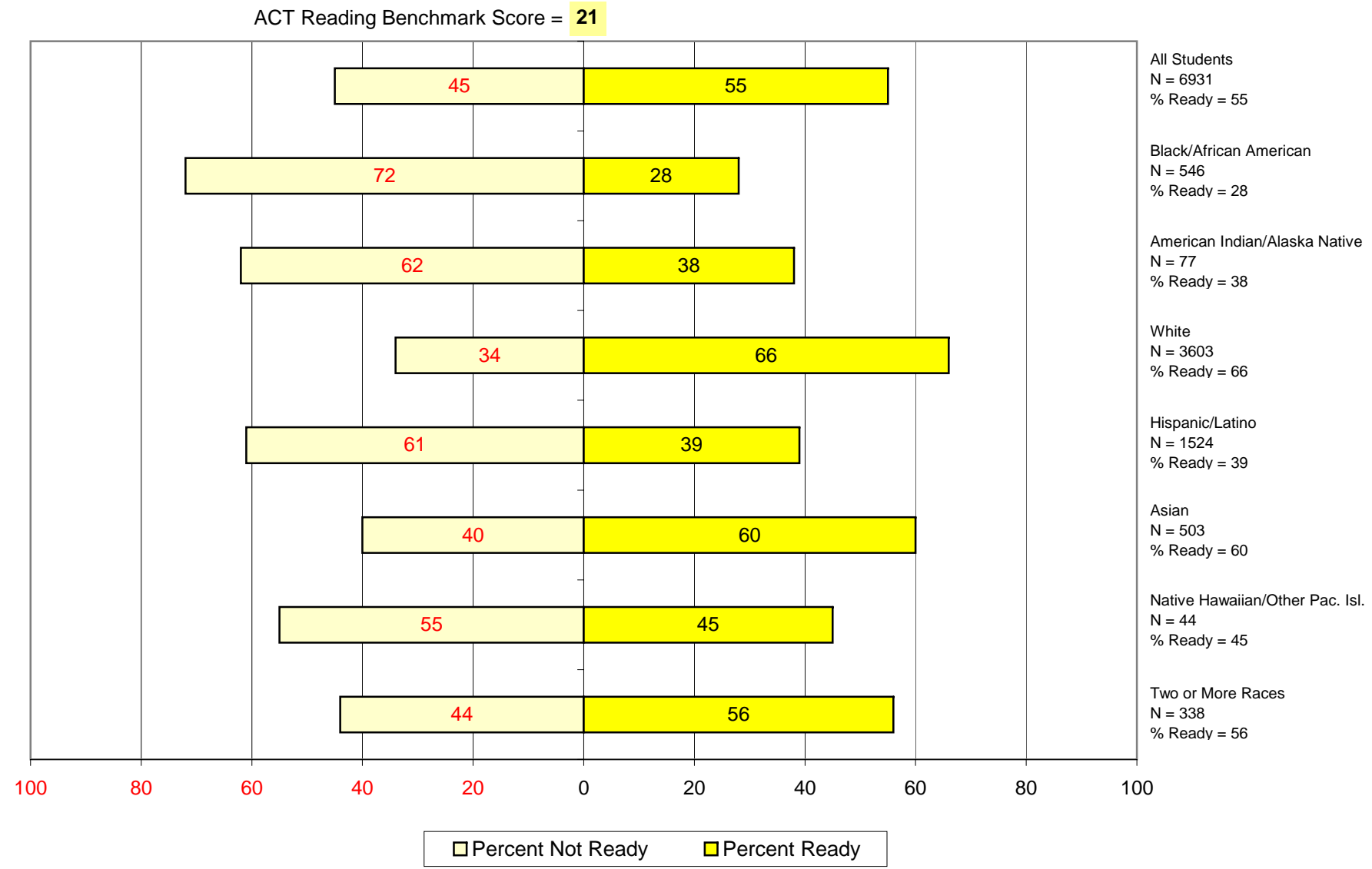
ACT Mathematics Benchmark Score = **22**



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 6,931

Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING

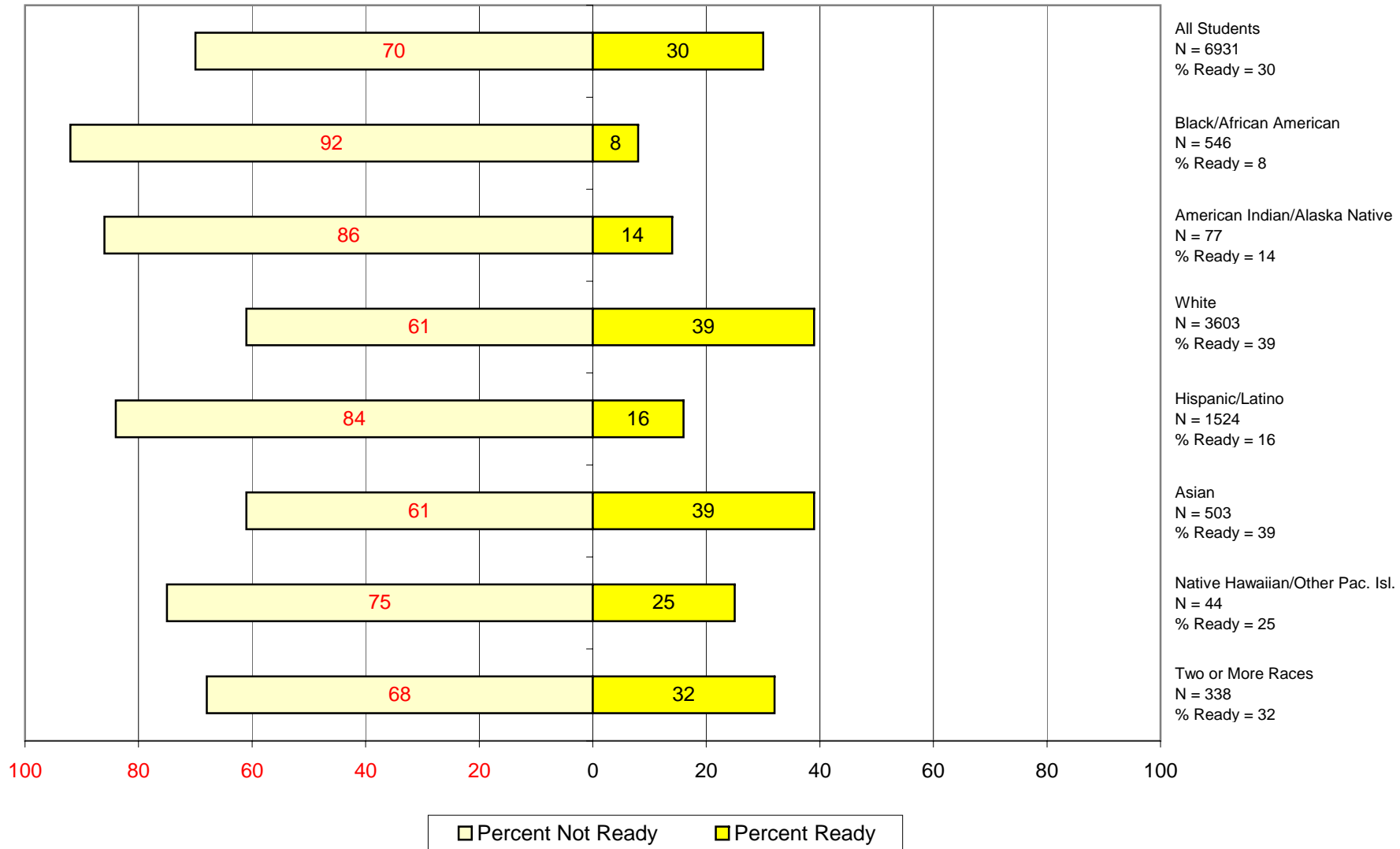


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 6,931

Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE

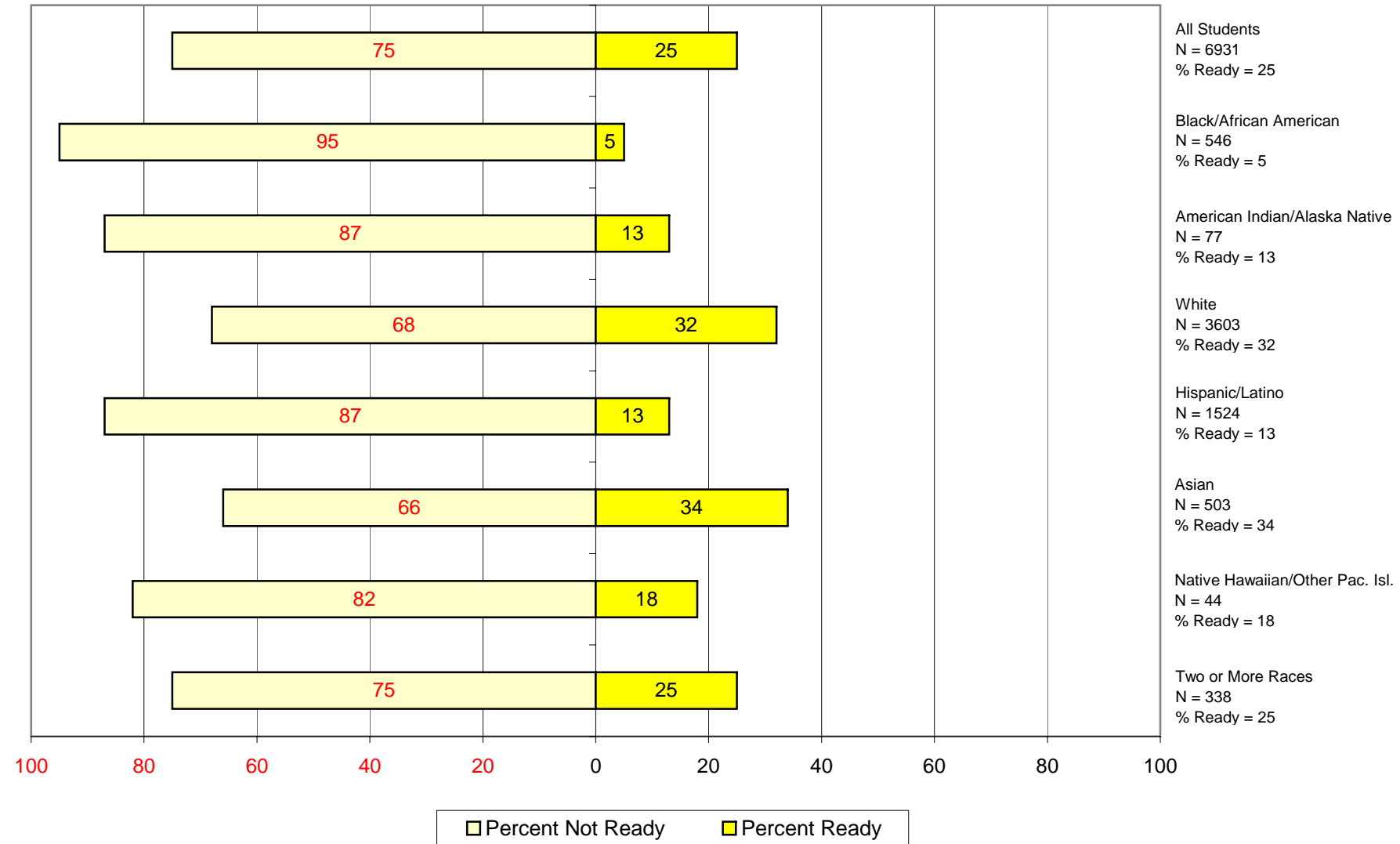
ACT Science Benchmark Score = **24**



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 6,931

Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ALL FOUR



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 6,931

Table 3.1. Average ACT Scores and Average ACT 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	1,374	20	20.6	3.1	562	19	20.7	3.5	812	21	20.5	2.7
Eng 9, Eng 10, Eng 11, Eng 12	5,397	78	20.8	3.3	2,318	78	20.7	3.5	3,077	78	20.9	3.1
Less than 4 years of English	96	1	17.5	-	55	2	17.2	-	41	1	17.8	-
Zero years / no English courses reported	64	1	18.6	-	37	1	19.3	-	27	1	17.6	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	575	8	24.8	7.3	265	9	25.9	7.5	310	8	23.9	7.1
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	907	13	21.9	4.4	337	11	22.7	4.3	570	14	21.4	4.6
Alg 1, Alg 2, Geom, & Trig	532	8	20.3	2.8	219	7	21.1	2.7	313	8	19.8	3.0
Alg 1, Alg 2, Geom, & Other Adv Math	1,258	18	18.6	1.1	452	15	19.1	0.7	806	20	18.3	1.5
Other comb of 4 or more years of Math	2,566	37	23.5	6.0	1,236	42	24.5	6.1	1,330	34	22.7	5.9
Alg 1, Alg 2, & Geom	604	9	17.4	-0.1	233	8	17.7	-0.7	370	9	17.2	0.4
Other comb of 3 or 3.5 years of Math	269	4	19.5	2.0	128	4	20.2	1.8	141	4	19.0	2.2
Less than 3 years of Math	153	2	17.5	-	65	2	18.4	-	88	2	16.8	-
Zero years / no Math courses reported	67	1	19.8	-	37	1	21.1	-	29	1	18.3	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	301	4	22.4	0.7	142	5	22.1	1.3	159	4	22.7	0.1
Other comb of 4 or more years Social Science	2,101	30	22.3	0.6	854	29	22.5	1.7	1,247	32	22.1	-0.5
US Hist, World Hist, & Am Gov	2,046	30	21.4	-0.3	931	31	21.5	0.7	1,114	28	21.3	-1.3
Other comb of 3 or 3.5 years of Social Science	2,125	31	21.8	0.1	865	29	22.0	1.2	1,259	32	21.8	-0.8
Less than 3 years of Social Science	292	4	21.7	-	143	5	20.8	-	149	4	22.6	-
Zero years / no Social Science courses reported	66	1	19.3	-	37	1	19.4	-	29	1	19.3	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,629	38	22.2	2.6	1,258	42	23.0	3.3	1,371	35	21.5	2.1
Bio, Chem, Phys	624	9	23.9	4.3	329	11	24.6	4.9	295	7	23.0	3.6
Gen Sci ² , Bio, Chem	2,482	36	20.4	0.8	884	30	21.0	1.3	1,596	40	20.0	0.6
Other comb of 3 years of Natural Science	106	2	20.0	0.4	59	2	20.5	0.8	47	1	19.4	0.0
Less than 3 years of Natural Science	1,024	15	19.6	-	404	14	19.7	-	620	16	19.4	-
Zero years / no Natural Science courses reported	66	1	20.0	-	38	1	20.7	-	28	1	19.1	-

¹Course value added is defined as the average ACT score change compared to course sequences in which students took less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Total Students in Report: 6,931

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	1,374	20	20.6	68	366,770	23	21.8	74
Eng 9, Eng 10, Eng 11, Eng 12	5,397	78	20.8	69	1,143,409	70	20.6	66
Less than 4 years of English	96	1	17.5	52	66,225	4	16.6	40
Zero years / no English courses reported	64	1	18.6	55	46,708	3	16.5	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	575	8	24.8	76	102,806	6	24.2	71
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	907	13	21.9	57	147,655	9	22.1	58
Alg 1, Alg 2, Geom, & Trig	532	8	20.3	37	115,939	7	19.7	34
Alg 1, Alg 2, Geom, & Other Adv Math	1,258	18	18.6	21	271,304	17	19.9	36
Other comb of 4 or more years of Math	2,566	37	23.5	64	539,241	33	23.8	66
Alg 1, Alg 2, & Geom	604	9	17.4	11	238,527	15	17.3	12
Other comb of 3 or 3.5 years of Math	269	4	19.5	32	78,953	5	19.9	35
Less than 3 years of Math	153	2	17.5	12	79,145	5	16.4	8
Zero years / no Math courses reported	67	1	19.8	37	49,542	3	18.1	21
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	301	4	22.4	58	47,284	3	22.5	59
Other comb of 4 or more years Social Science	2,101	30	22.3	58	845,170	52	21.9	56
US Hist, World Hist, & Am Gov	2,046	30	21.4	52	86,167	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	2,125	31	21.8	56	445,631	27	21.1	51
Less than 3 years of Social Science	292	4	21.7	56	149,746	9	19.7	40
Zero years / no Social Science courses reported	66	1	19.3	38	49,114	3	17.9	28
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,629	38	22.2	39	686,167	42	22.1	39
Bio, Chem, Phys	624	9	23.9	54	160,020	10	23.1	46
Gen Sci ¹ , Bio, Chem	2,482	36	20.4	22	476,294	29	20.1	21
Other comb of 3 years of Natural Science	106	2	20.0	21	45,296	3	19.6	20
Less than 3 years of Natural Science	1,024	15	19.6	19	205,148	13	18.3	12
Zero years / no Natural Science courses reported	66	1	20.0	21	50,187	3	17.8	13

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

Total Students in Report: 6,931

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

Planned Educational Major ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	71	1	20.3	9	4	17.3	61	1	20.8
Architecture	95	1	20.8	0	0	.	92	1	20.8
Area, Ethnic, & Multidisciplinary Studies	11	0	22.9	0	0	.	11	0	22.9
Arts: Visual & Performing	434	6	21.3	15	7	18.6	386	6	21.4
Business	668	10	20.8	22	10	16.6	610	10	20.9
Communications	178	3	21.7	5	2	18.0	165	3	21.6
Community, Family, & Personal Services	185	3	18.8	17	8	16.4	156	2	19.1
Computer Science & Mathematics	154	2	23.1	1	0	22.0	146	2	23.2
Education	316	5	20.5	8	4	16.6	296	5	20.6
Engineering	410	6	23.7	6	3	18.8	381	6	23.9
Engineering Technology & Drafting	199	3	23.2	4	2	15.8	185	3	23.6
English & Foreign Languages	94	1	22.1	1	0	17.0	90	1	22.2
Health Administration & Assisting	218	3	18.3	15	7	17.1	194	3	18.5
Health Sciences & Technologies	1,378	20	21.3	35	17	16.5	1,287	21	21.4
Philosophy, Religion, & Theology	33	0	20.4	1	0	14.0	32	1	20.6
Repair, Production, & Construction	47	1	18.9	13	6	19.1	33	1	18.9
Sciences: Biological & Physical	601	9	23.2	4	2	19.0	577	9	23.2
Social Sciences & Law	615	9	21.5	6	3	19.0	573	9	21.5
Undecided	1,145	17	21.4	46	22	17.3	960	15	21.6
No Response	79	1	18.9	3	1	10.0	39	1	20.4

¹Refer to the section header on page 25 for a description of educational major changes.

²2-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.

³Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Total Students in Report: 6,931

Table 4.2. Average ACT Composite Scores for Racial/Ethnic¹ 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	49	18.2	3	18.3	2	15.5	22	20.1	15	16.4
2-yr College Degree	162	16.9	14	14.3	7	14.0	68	18.6	51	16.2
Bachelors Degree	3,095	20.1	244	16.9	46	17.7	1,659	21.4	701	18.2
Graduate Study	1,095	23.3	76	18.9	4	19.8	670	24.0	176	21.5
Prof. Level Degree	2,084	23.0	179	19.2	14	22.6	961	24.5	484	20.4
Other	98	18.6	8	16.3	2	13.5	41	19.8	28	16.4
No Response	348	21.6	22	16.0	2	19.0	182	22.9	69	18.4

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	49	18.2	2	17.0	0	.	3	22.0	2	9.0
2-yr College Degree	162	16.9	8	14.5	1	27.0	8	16.9	5	15.0
Bachelors Degree	3,095	20.1	163	20.4	23	18.4	140	20.0	119	19.9
Graduate Study	1,095	23.3	75	24.7	0	.	46	24.1	48	23.5
Prof. Level Degree	2,084	23.0	221	24.5	19	22.2	113	23.8	93	23.7
Other	98	18.6	5	18.4	0	.	5	20.8	9	22.3
No Response	348	21.6	29	22.6	1	25.0	23	21.8	20	25.4

¹Refer to the section header on page 25 for a description of race/ethnicity changes.

Total Students in Report: 6,931

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	1,683	834	849	1	9	27	32	21	10	1	
UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	1,382	605	777	2	12	32	31	16	6	0	
COLLEGE OF SOUTHERN NEVADA	Nevada	473	157	316	2	21	39	27	9	2	0	
BRIGHAM YOUNG UNIVERSITY	Utah	355	227	128	0	1	10	28	33	26	2	
SOUTHERN UTAH UNIVERSITY	Utah	306	82	224	1	6	29	32	21	11	1	
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	267	86	181	0	2	21	31	28	17	1	
TRUCKEE MEADOWS COMMUNITY COLLEGE	Nevada	265	82	183	3	16	38	31	7	4	0	
ARIZONA STATE UNIVERSITY	Arizona	209	47	162	3	6	25	34	22	10	0	
NCAA ELIGIBILITY CENTER	Indiana	206	129	77	3	16	31	23	17	8	1	
NEVADA STATE COLLEGE	Nevada	185	42	143	4	21	42	23	9	2	0	
NORTHERN ARIZONA UNIVERSITY	Arizona	167	38	129	2	5	23	35	26	10	0	
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	157	31	126	2	6	20	25	26	17	3	
DIXIE STATE COLLEGE OF UTAH	Utah	152	44	108	3	16	38	26	14	3	0	
STANFORD UNIVERSITY	California	144	49	95	1	1	10	21	26	32	10	
UNIVERSITY OF UTAH	Utah	140	35	105	0	4	16	34	25	20	1	
UNIVERSITY OF SOUTHERN CALIFORNIA	California	138	37	101	3	8	24	19	20	22	4	
UNIVERSITY OF OREGON	Oregon	129	33	96	0	3	19	36	23	18	2	
SAN DIEGO STATE UNIVERSITY	California	128	30	98	1	5	29	36	20	9	1	
BOISE STATE UNIVERSITY	Idaho	117	34	83	0	7	24	38	25	7	0	
OREGON STATE UNIVERSITY	Oregon	116	27	89	2	3	20	36	28	11	1	
UNIVERSITY OF WASHINGTON	Washington	112	36	76	0	4	11	31	31	20	4	
UNLV GEAR UP	Nevada	110	43	67	6	29	38	17	9	0	0	
UTAH STATE UNIVERSITY	Utah	102	25	77	0	4	18	32	25	20	1	
UNIVERSITY OF SAN DIEGO	California	100	23	77	0	5	17	35	29	13	1	
UNIVERSITY OF ARIZONA	Arizona	91	13	78	1	3	21	31	31	13	0	
WESTERN NEVADA COMMUNITY COLLEGE	Nevada	88	23	65	0	13	39	36	9	3	0	
UNIVERSITY OF CALIFORNIA-BERKELEY	California	86	20	66	2	1	6	28	26	30	7	
UTAH VALLEY UNIVERSITY	Utah	76	14	62	0	7	25	34	26	8	0	
WASHINGTON STATE UNIVERSITY	Washington	69	9	60	0	6	19	36	26	12	1	
GREAT BASIN COLLEGE	Nevada	66	33	33	0	17	45	29	8	2	0	
All Other Institutions		4,346	1,095	3,251	1	7	22	27	24	15	3	
Total		11,965	3,983	7,982	1	9	25	29	22	12	2	

Section V

Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 6,931

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity¹ and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	4,243	905,035	21.5	21.5	6.8	7.1	20.6	20.8
Black/African American	340	112,251	17.2	16.7	6.2	6.3	16.8	16.5
American Indian/Alaska Native	40	5,519	17.3	18.4	6.1	6.5	16.9	18.0
White	2,101	522,234	23.2	23.2	7.0	7.3	21.9	22.2
Hispanic/Latino	943	128,599	18.7	18.4	6.6	6.8	18.3	18.2
Asian	361	51,829	23.1	23.8	7.2	7.6	22.1	22.9
Native Hawaiian/Other Pac. Isl.	28	1,332	20.4	19.7	6.8	7.2	19.7	19.5
Two or more races	238	27,722	21.9	21.6	6.9	7.0	20.9	20.8
Prefer not/No Response	192	55,549	22.2	21.3	6.9	7.0	21.1	20.5
Males	1,730	399,206	21.6	21.3	6.7	6.8	20.4	20.3
Females	2,513	503,699	21.5	21.8	7.0	7.3	20.6	21.1
Missing	0	2,130	.	17.6	.	6.2	.	17.1

¹Refer to the section header on page 29 for a description of race/ethnicity changes.

