The ACT®

Profile Report - District

Graduating Class 2022

WASHINGTON CO SCHOOL DISTRICT

457080
Superintendent
WASHINGTON CO SCHOOL DISTRICT
121 W TABERNACLE ST

SAINT GEORGE, UT 84770

ACT PROFILE REPORT- District

Graduating Class 2022

Total Students in Report: 2,106

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WASHINGTON CO SCHOOL DISTRICT

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New to your 2022 Profile Report

For 2021-2022, contents of the ACT Profile Report remain consistent with last year.

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We are pleased to provide this 2022 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2022 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations.   On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeded ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

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The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

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

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

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

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

For more information, go to www.act.org

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How to Improve Scores and Increase College Readiness

21% 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: 2,106 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. 44% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.8 reports 16% of the cohort took less than three years of math courses. Of these students, 22% were college ready. 7% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 16% of these students were college ready. In comparison, 46% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.8 reports 26% of the cohort took less than three years of natural science courses. 18% of these students were college ready. In comparison, 41% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 57% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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

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

#1846

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Section I
Executive Summary

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Figure 1.1. Average Composite Scores: 5 Years of Testing*
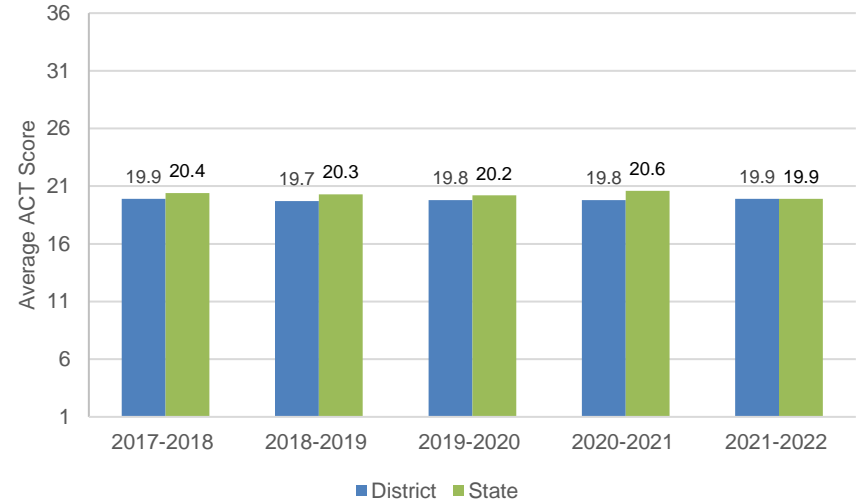
Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*
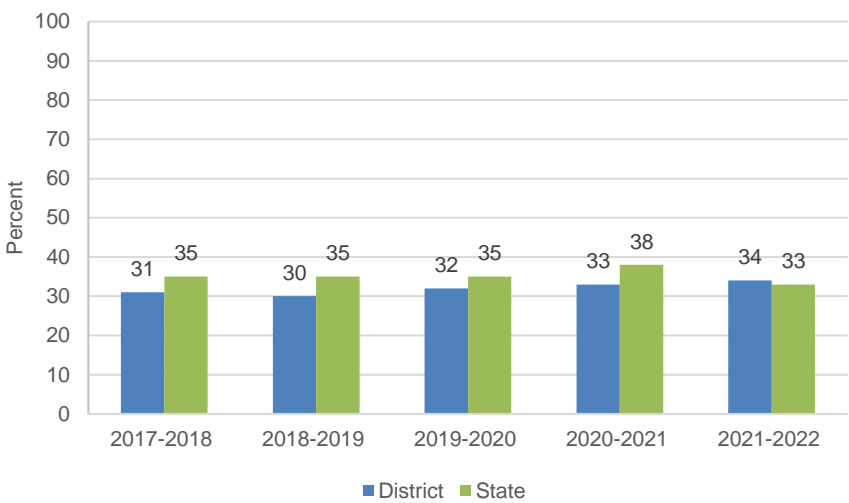
Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*
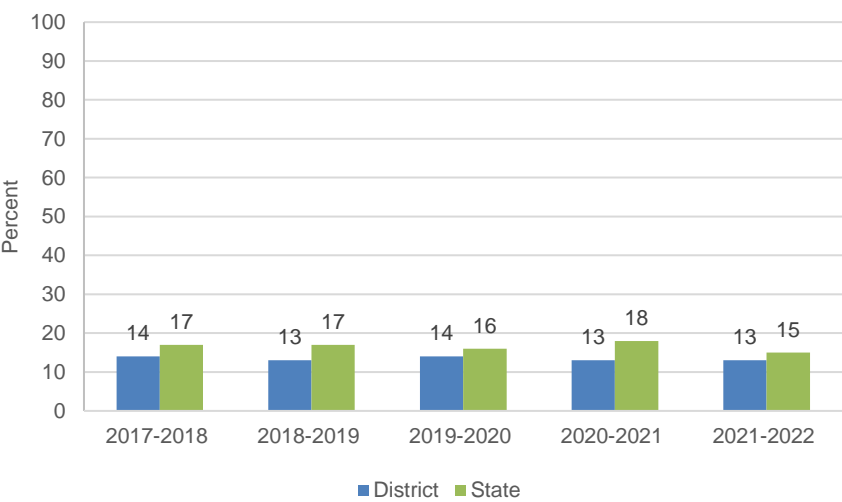
Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*
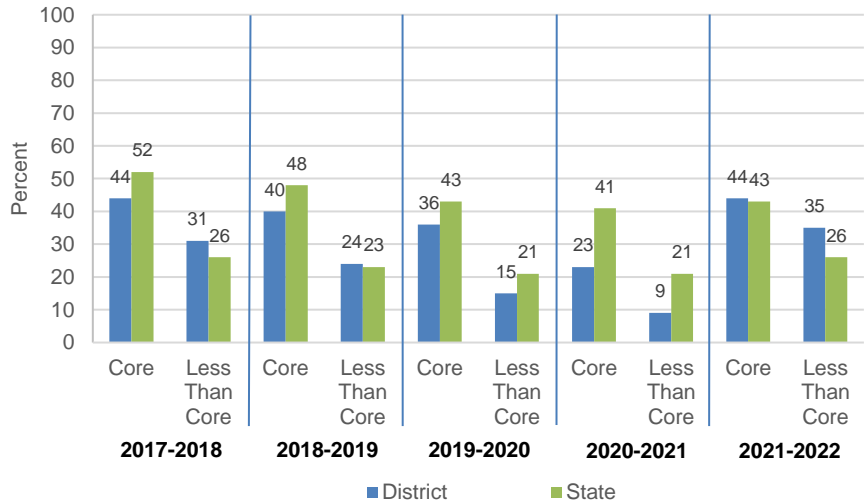
* Missing columns in above graphs reflect years in which no students were tested.

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

| | Number of Students Tested | | Percent Who Met Benchmarks | | | | | | | | | |
| | | | English | | Mathematics | | Reading | | Science | | Met All Four | |
Year	District	State	District	State	District	State	District	State	District	State	District	State
2018	1,970	43,791	54	58	33	36	39	43	30	34	21	24
2019	1,990	43,790	50	57	33	37	37	42	29	34	19	24
2020	2,020	44,446	53	56	33	34	41	44	31	34	20	23
2021	2,159	39,724	54	59	35	38	40	46	32	37	21	26
2022	**2,106**	**43,125**	**56**	**55**	**35**	**32**	**43**	**43**	**31**	**33**	**21**	**21**

Table 1.2. Five Year Trends—Average ACT Scores

| | Number of Students Tested | | Average ACT Scores | | | | | | | | | |
| | | | English | | Mathematics | | Reading | | Science | | Composite | |
Year	District	State	District	State	District	State	District	State	District	State	District	State
2018	1,970	43,791	19.0	19.7	19.6	19.9	20.3	20.9	20.2	20.5	19.9	20.4
2019	1,990	43,790	18.6	19.5	19.7	20.0	20.1	20.8	19.8	20.3	19.7	20.3
2020	2,020	44,446	18.6	19.3	19.6	19.7	20.5	21.0	19.9	20.3	19.8	20.2
2021	2,159	39,724	18.7	19.7	19.6	20.1	20.4	21.3	20.1	20.8	19.8	20.6
2022	**2,106**	**43,125**	**18.8**	**18.9**	**19.7**	**19.4**	**20.3**	**20.6**	**20.2**	**20.2**	**19.9**	**19.9**

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

| | Number of Students Tested | Average ACT Scores | | | | |
Year		English	Mathematics	Reading	Science	Composite
2018	1,914,817	20.2	20.5	21.3	20.7	20.8
2019	1,782,820	20.1	20.4	21.2	20.6	20.7
2020	1,670,497	19.9	20.2	21.2	20.6	20.6
2021	1,295,349	19.6	19.9	20.9	20.4	20.3
2022	**1,349,644**	**19.0**	**19.3**	**20.4**	**19.9**	**19.8**

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

| | Number of Students Tested | | Percent[2] | | Average ACT Scores | | | | | | | | | |
| | | | | | English | | Mathematics | | Reading | | Science | | Composite | |
Year	Core or More[1]	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2018	871	603	44	31	22.0	16.9	21.9	17.9	23.1	18.5	22.5	18.6	22.5	18.1
2019	794	486	40	24	21.8	16.8	22.4	18.2	23.2	18.5	22.2	18.3	22.5	18.1
2020	718	307	36	15	21.6	17.1	22.2	18.0	23.3	19.3	22.3	18.4	22.5	18.3
2021	497	201	23	9	22.3	18.1	22.6	18.6	23.4	19.9	22.6	19.2	22.9	19.1
2022	**936**	**739**	**44**	**35**	**21.0**	**17.3**	**21.8**	**18.2**	**22.3**	**19.0**	**22.0**	**19.0**	**21.9**	**18.5**

[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.

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

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

| Race/Ethnicity | 2018 | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | |
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	**1,970**	**100**	**19.9**	**1,990**	**100**	**19.7**	**2,020**	**100**	**19.8**	**2,159**	**100**	**19.8**	**2,106**	**100**	**19.9**
Black/African American	19	1	17.8	11	1	15.5	10	0	18.4	14	1	16.4	**17**	**1**	**16.7**
American Indian/Alaska Native	18	1	15.9	15	1	15.6	17	1	16.7	16	1	15.1	**18**	**1**	**15.9**
White	1,467	74	20.6	1,014	51	21.3	1,030	51	21.2	1,139	53	21.1	**1,468**	**70**	**20.8**
Hispanic/Latino	263	13	17.3	201	10	17.3	206	10	17.5	198	9	16.9	**308**	**15**	**17.1**
Asian	15	1	21.9	12	1	20.8	18	1	19.1	10	0	16.8	**12**	**1**	**20.6**
Native Hawaiian/Other Pacific Islander	22	1	17.0	26	1	17.9	21	1	16.7	18	1	16.2	**16**	**1**	**17.1**
Two or more races	59	3	20.4	56	3	19.8	55	3	20.1	56	3	20.9	**79**	**4**	**18.9**
Prefer not to respond/No response	107	5	18.0	655	33	18.1	663	33	18.4	708	33	18.8	**188**	**9**	**18.5**

Table 1.6. Five Year Trends—Achievement in STEM[1]

| | | | All Tested Students | | | | Students Meeting STEM Benchmarks | | | |
| | Number of Students Tested | | Avg. STEM Score | | Percent Meeting STEM Benchmark | | Avg. Mathematics Score | | Avg. Science Score | |
Year	District	State	District	State	District	State	District	State	District	State
2018	1,970	43,791	20.2	20.5	14	17	27.3	28.0	28.1	28.7
2019	1,990	43,790	20.0	20.4	13	17	28.0	28.4	27.7	28.5
2020	2,020	44,446	20.0	20.2	14	16	28.1	28.3	28.1	28.8
2021	2,159	39,724	20.1	20.7	13	18	28.2	28.3	28.0	28.7
2022	**2,106**	**43,125**	**20.2**	**20.1**	**13**	**15**	**28.5**	**28.2**	**28.6**	**28.8**

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

Table 1.7. Proficiency In Understanding Complex Texts[1]

							Text Complexity Proficiency Level												
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
Year	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
2018	1,195	24,629	61	56	16.4	16.3	448	10,762	23	25	23.5	23.7	327	8,400	17	19	30.2	30.7
2019	1,148	23,827	58	54	16.0	16.1	547	12,029	27	27	23.2	23.5	295	7,934	15	18	30.0	30.7
2020	1,215	24,432	60	55	16.4	16.2	445	10,885	22	24	23.7	23.6	360	9,129	18	21	30.4	30.7
2021	1,198	19,858	55	50	15.9	16.1	611	11,285	28	28	23.3	23.2	350	8,581	16	22	30.4	30.8
2022	1,124	23,510	53	55	16.1	15.9	703	11,668	33	27	23.2	23.2	279	7,947	13	18	30.0	30.5

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

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Section II
Academic Achievement

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Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*
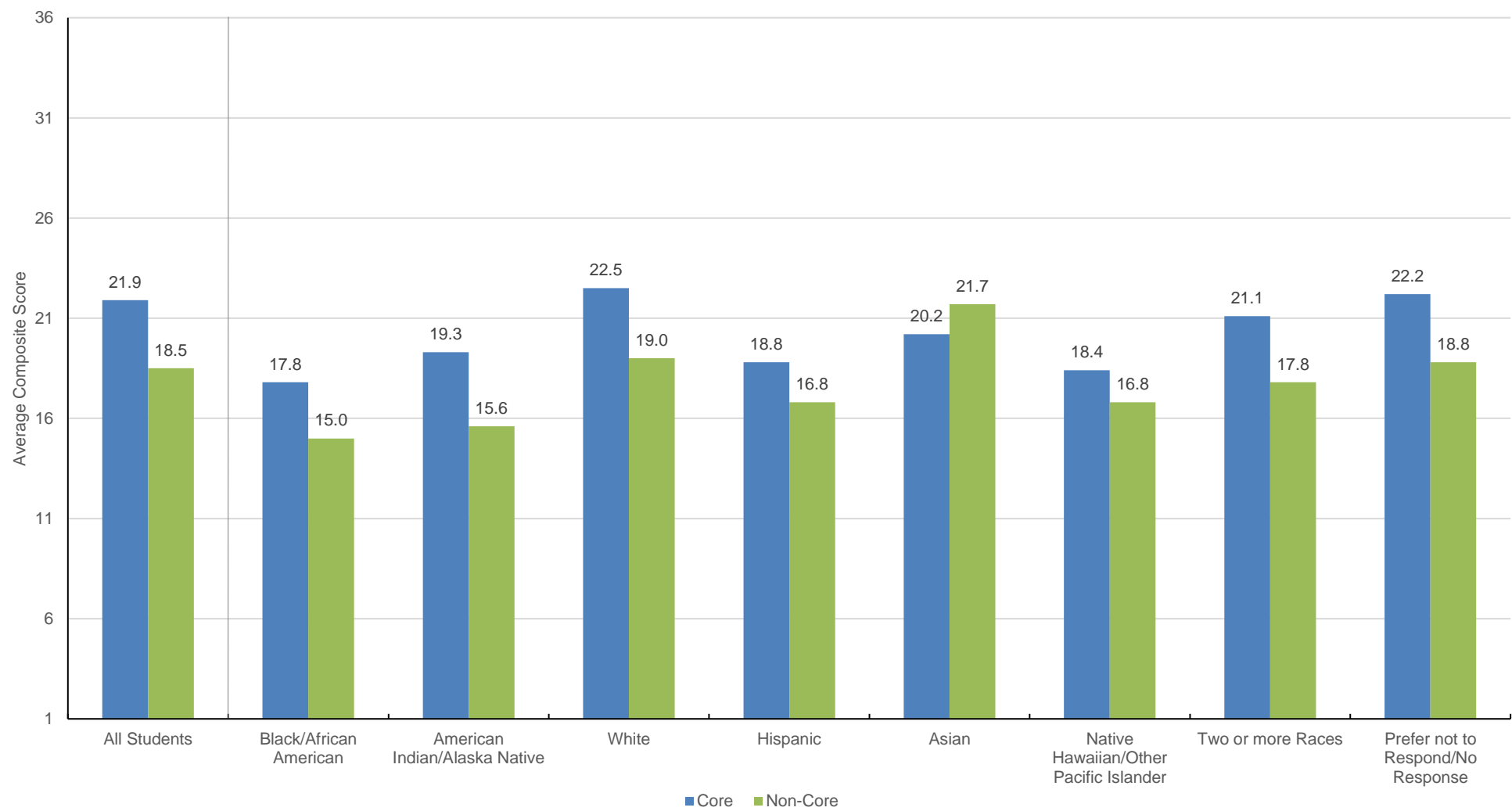
*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

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Table 2.1. ACT Score Distributions, Cumulative Percents (CP[1]), and Score Averages

ACT Scale Score	English N	English CP	Mathematics N	Mathematics CP	Reading N	Reading CP	Science N	Science CP	Composite N	Composite CP	STEM N	STEM CP	ELA[2] N	ELA[2] CP	ACT Scale Score
36	7	100	1	100	16	100	13	100	2	100	4	100	0	100	36
35	16	99	15	99	11	99	17	99	6	99	8	99	0	100	35
34	10	99	8	99	20	99	18	99	8	99	13	99	0	100	34
33	20	98	12	99	19	98	14	98	18	99	11	99	0	100	33
32	17	97	14	98	25	97	10	97	11	98	16	98	0	100	32
31	9	97	17	98	29	96	15	97	16	98	23	98	0	100	31
30	22	96	12	97	43	94	18	96	23	97	19	96	0	100	30
29	33	95	20	96	42	92	11	95	35	96	28	96	2	100	29
28	43	94	60	95	35	90	18	94	45	94	25	94	1	92	28
27	30	92	64	92	68	89	28	94	49	92	47	93	0	88	27
26	50	90	93	89	63	85	53	92	63	90	73	91	2	88	26
25	70	88	101	85	90	82	85	90	78	87	108	87	1	81	25
24	103	84	114	80	122	78	157	86	112	83	142	82	2	77	24
23	79	80	104	75	142	72	197	78	138	78	117	75	0	69	23
22	91	76	112	70	180	66	189	69	152	71	139	70	2	69	22
21	202	72	61	65	127	57	152	60	131	64	138	63	5	62	21
20	161	62	93	62	147	51	153	53	156	58	157	57	3	42	20
19	104	54	168	57	97	44	183	45	161	50	169	49	1	31	19
18	116	49	142	49	87	39	144	37	170	43	177	41	0	27	18
17	73	44	180	42	85	35	100	30	128	35	176	33	2	27	17
16	151	40	253	34	165	31	195	25	150	29	171	25	2	19	16
15	150	33	219	22	93	23	88	16	150	22	151	16	2	12	15
14	128	26	93	12	109	19	97	12	121	14	98	9	1	4	14
13	103	20	68	7	100	14	57	7	108	9	64	5	0	1	13
12	110	15	37	4	104	9	45	4	52	4	20	2	0	1	12
11	72	10	24	2	46	4	22	2	17	1	9	1	0	1	11
10	66	6	9	1	31	2	12	1	5	1	1	1	0	1	10
9	41	3	7	1	6	1	14	1	0	1	2	1	0	1	9
8	15	1	5	1	3	1	1	1	1	1	0	1	0	1	8
7	6	1	0	1	0	1	0	1	0	1	0	1	0	1	7
6	5	1	0	1	0	1	0	1	0	1	0	1	0	1	6
5	1	1	0	1	1	1	0	1	0	1	0	1	0	1	5
4	1	1	0	1	0	1	0	1	0	1	0	1	0	1	4
3	1	1	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	18.8 (5.9)		19.7 (5.1)		20.3 (5.9)		20.2 (5.0)		19.9 (4.9)		20.2 (4.8)		21.1 (4.3)		Avg (SD)

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

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

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

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Figure 2.2. English Reporting Categories

Percent in ACT Readiness Range

Category	District	State
Production of Writing	53	56
Knowledge of Language	56	54
Conventions of Standard English	51	49

Legend: ■ District ■ State

Figure 2.3. Math Reporting Categories

Percent in ACT Readiness Range

Category	District	State
Preparing for Higher Math (PHM)	31	28
PHM-Number and Quantity	36	31
PHM-Algebra	40	36
PHM-Functions	33	30
PHM-Geometry	39	32
PHM-Statistics and Probability	35	40
Integrating Essential Skills	36	36
Modeling	33	35

Legend: ■ District ■ State

Figure 2.4. Reading Reporting Categories

Percent in ACT Readiness Range

Category	District	State
Key Ideas and Details	42	42
Craft and Structure	39	42
Integration of Knowledge and Ideas	44	49

Legend: ■ District ■ State
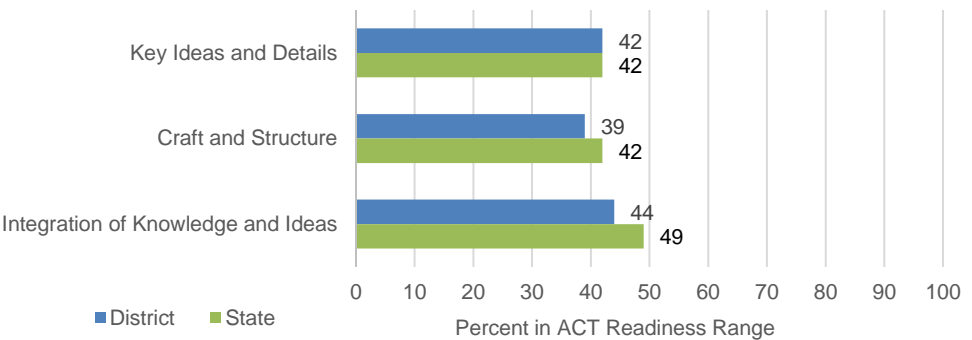
Figure 2.5. Science Reporting Categories

Percent in ACT Readiness Range

Category	District	State
Interpretation of Data	32	32
Scientific Investigation	38	38
Evaluation of Models/Inferences	31	32

Legend: ■ District ■ State

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

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

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More[1]	Average ACT Composite Score	
				Core or More	Less Than Core
District	**All Students**	**2,106**	**44**	**21.9**	**18.5**
	Black/African American	17	53	17.8	15.0
	American Indian/Alaska Native	18	22	19.3	15.6
	White	1,468	51	22.5	19.0
	Hispanic/Latino	308	33	18.8	16.8
	Asian	12	75	20.2	21.7
	Native Hawaiian/Other Pacific Islander	16	50	18.4	16.8
	Two or More Races	79	41	21.1	17.8
	Prefer not/No Response	188	9	22.2	18.8
State	**All Students**	**43,125**	**43**	**22.2**	**19.0**
	Black/African American	450	39	17.2	16.0
	American Indian/Alaska Native	304	37	17.6	15.8
	White	27,986	51	22.8	19.8
	Hispanic/Latino	6,906	32	19.1	16.7
	Asian	714	58	23.4	20.1
	Native Hawaiian/Other Pacific Islander	406	30	18.1	16.1
	Two or More Races	1,539	47	22.2	18.8
	Prefer not/No Response	4,820	8	22.9	18.6

[1] "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.
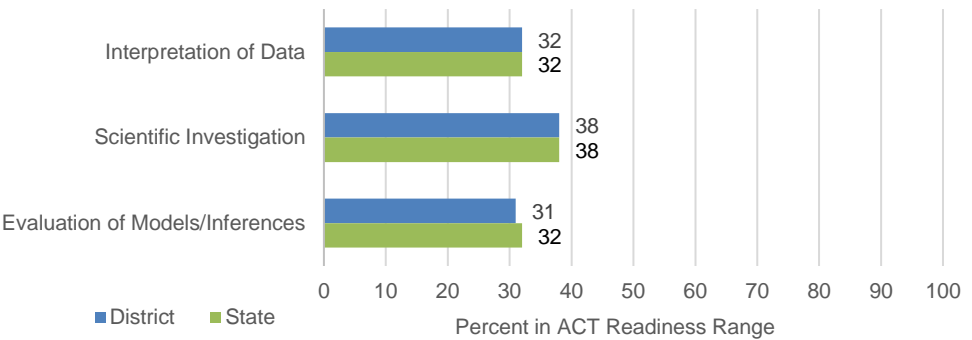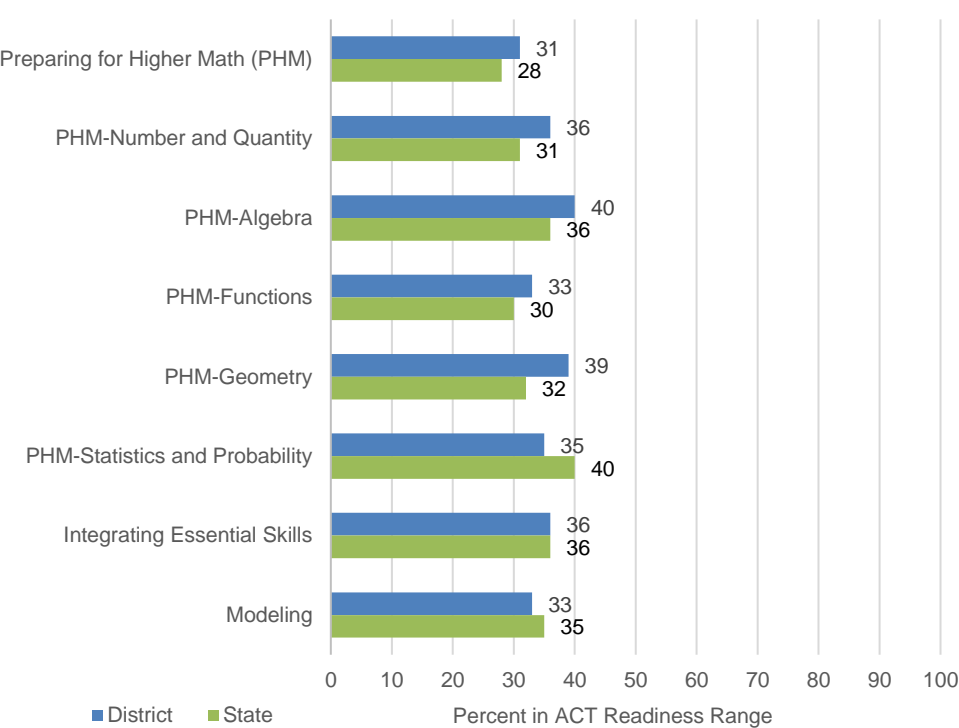
Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	**All Students**	**2,106**	**100**	**18.8**	**19.7**	**20.3**	**20.2**	**19.9**	**20.2**
	Black/African American	17	1	16.0	15.6	17.2	17.6	16.7	16.8
	American Indian/Alaska Native	18	1	13.9	16.0	16.1	16.9	15.9	16.7
	White	1,468	70	19.8	20.6	21.3	21.0	20.8	21.0
	Hispanic/Latino	308	15	15.5	17.2	17.5	17.9	17.1	17.8
	Asian	12	1	20.0	19.3	22.1	19.9	20.6	19.9
	Native Hawaiian/Other Pacific Islander	16	1	15.4	17.9	17.1	18.1	17.1	18.3
	Two or More Races	79	4	17.8	18.5	19.4	19.2	18.9	19.1
	Prefer not/No Response	188	9	17.2	18.2	18.9	19.0	18.5	18.9
State	**All Students**	**43,125**	**100**	**18.9**	**19.4**	**20.6**	**20.2**	**19.9**	**20.1**
	Black/African American	450	1	15.2	16.1	16.7	16.6	16.3	16.6
	American Indian/Alaska Native	304	1	14.5	16.4	16.2	17.0	16.2	17.0
	White	27,986	65	20.3	20.5	21.8	21.2	21.1	21.1
	Hispanic/Latino	6,906	16	15.5	16.7	17.5	17.5	17.0	17.4
	Asian	714	2	20.8	21.7	21.9	21.7	21.6	22.0
	Native Hawaiian/Other Pacific Islander	406	1	15.3	16.8	16.9	16.9	16.6	17.1
	Two or More Races	1,539	4	19.3	19.6	21.1	20.4	20.2	20.2
	Prefer not/No Response	4,820	11	16.6	17.6	18.4	18.3	17.8	18.2

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

Student Group	Gender [1]	Number of Students Tested	Percent Taking Core or More [2]	Average ACT Composite Score	
				Core or More	Less Than Core
District	Males	1,027	44	21.8	18.3
	Females	1,044	46	22.0	18.7
	Other Responses	35	26	18.9	19.3
State	Males	21,170	41	22.5	19.1
	Females	21,040	45	21.9	18.9
	Other Responses	915	26	22.9	20.2

Table 2.5. Average ACT Scores by Gender

Student Group	Gender [1]	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	1,027	49	18.2	20.0	19.9	20.3	19.7	20.4
	Females	1,044	50	19.4	19.4	20.7	20.1	20.0	20.0
	Other Responses	35	2	18.1	19.0	20.6	19.9	19.6	19.8
State	Males	21,170	49	18.5	20.0	20.4	20.5	20.0	20.5
	Females	21,040	49	19.4	19.0	20.8	19.9	19.9	19.7
	Other Responses	915	2	19.1	18.6	21.0	19.7	19.7	19.4

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	22	24	24	23	23
Q2 (50th Percentile)	19	19	20	20	19
Q1 (25th Percentile)	14	16	16	16	16

[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

[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.

Section III
College and Career Readiness
and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*
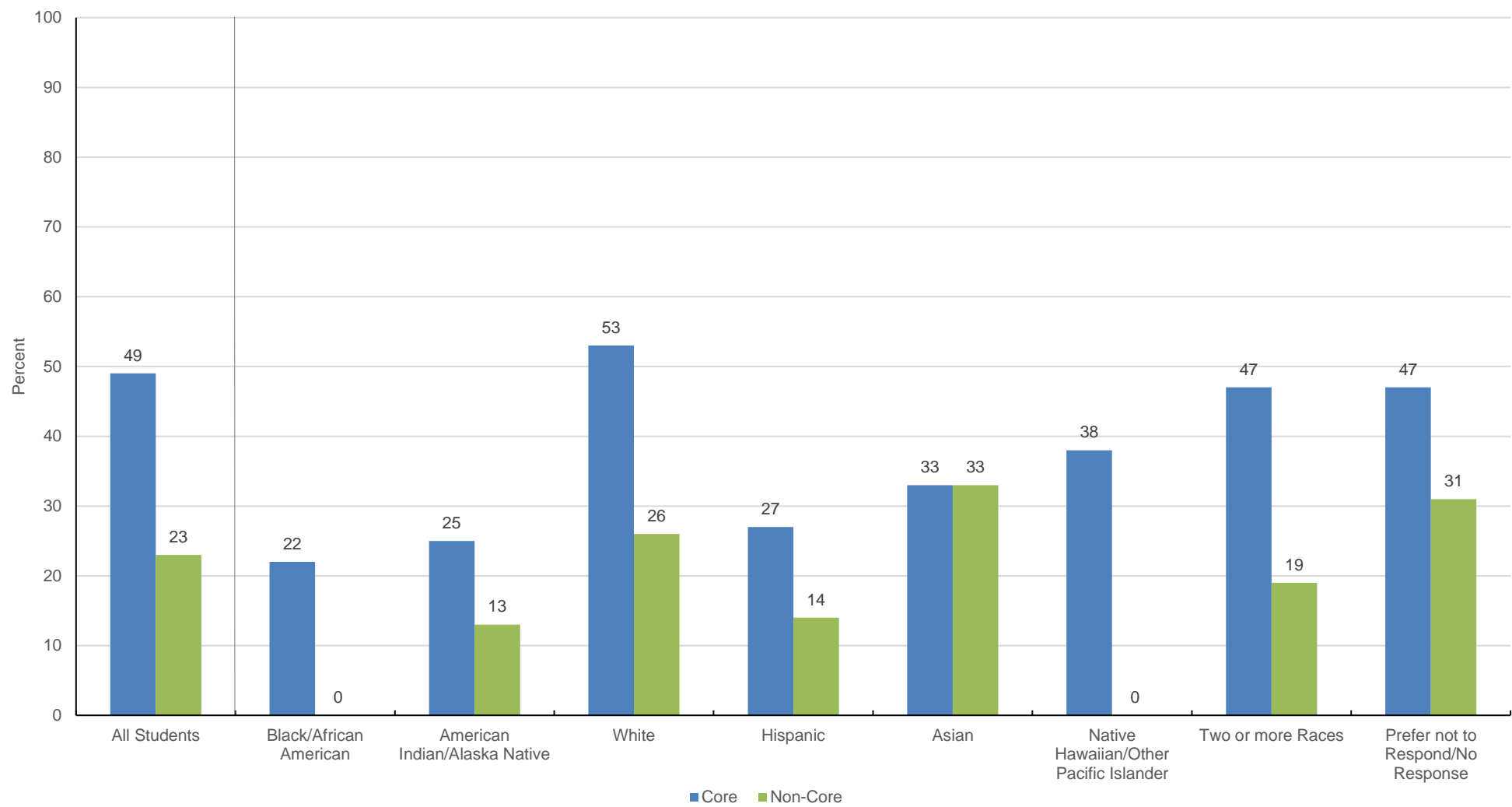
*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

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

Student Group	CCRS Range	English N	English %	Mathematics N	Mathematics %	Reading N	Reading %	Science N	Science %
District	33 to 36	53	3	36	2	66	3	62	3
	28 to 32	124	6	123	6	174	8	72	3
	24 to 27	253	12	372	18	343	16	323	15
	20 to 23	533	25	370	18	596	28	691	33
	16 to 19	444	21	743	35	434	21	622	30
	13 to 15	381	18	380	18	302	14	242	11
	01 to 12	318	15	82	4	191	9	94	4
State	33 to 36	1,836	4	785	2	2,642	6	1,207	3
	28 to 32	2,729	6	2,577	6	4,638	11	2,592	6
	24 to 27	5,459	13	6,992	16	5,728	13	7,144	17
	20 to 23	9,467	22	6,972	16	10,247	24	11,571	27
	16 to 19	8,336	19	15,285	35	8,355	19	11,931	28
	13 to 15	7,683	18	9,206	21	6,605	15	5,711	13
	01 to 12	7,615	18	1,308	3	4,910	11	2,969	7

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

Student Group	Gender [1]	Percent of Students English	Mathematics	Reading	Science	Met All Four
District	Males	51	38	40	33	23
	Females	61	33	46	30	20
	Other Responses	57	23	43	26	9
State	Males	51	36	42	36	24
	Females	58	28	43	30	19
	Other Responses	56	26	45	32	20

[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

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

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
	All Students	**2,106**	**56**	**35**	**43**	**31**	**21**	13
	Black/African American	17	29	0	24	18	**0**	0
	American Indian/Alaska Native	18	28	6	17	11	**6**	0
	White	1,468	63	42	49	37	**25**	16
District	Hispanic/Latino	308	31	16	26	15	**8**	4
	Asian	12	67	25	42	33	**25**	17
	Native Hawaiian/Other Pacific Islander	16	31	19	31	6	**6**	0
	Two or More Races	79	56	27	37	27	**16**	8
	Prefer Not to Respond	188	47	26	34	20	**14**	6
	All Students	**43,125**	**55**	**32**	**43**	**33**	**21**	15
	Black/African American	450	29	9	19	10	**5**	2
	American Indian/Alaska Native	304	25	9	17	12	**4**	2
	White	27,986	64	40	50	40	**27**	19
State	Hispanic/Latino	6,906	31	13	23	15	**7**	5
	Asian	714	64	47	52	44	**32**	27
	Native Hawaiian/Other Pacific Islander	406	27	12	22	12	**6**	3
	Two or More Races	1,539	58	33	45	34	**22**	16
	Prefer Not to Respond	4,820	38	19	29	20	**12**	8

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score[1]

Student Group	ACT NCRC Level	N	%	Average Composite
	Platinum	213	10	29.5
	Gold	543	26	23.6
District	Silver	746	35	19.0
	Bronze	529	25	14.6
	Needs Improvement	75	4	11.6
	Platinum	5,636	13	29.7
	Gold	9,780	23	23.7
State	Silver	14,315	33	19.0
	Bronze	11,071	26	14.6
	Needs Improvement	2,323	5	11.5

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

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

Student Group	Curriculum Taken[1]	N	English %	English Avg	Mathematics %	Mathematics Avg	Reading %	Reading Avg	Science %	Science Avg	Composite[4] %	Composite[4] Avg	STEM %	STEM Avg
District	Core or More[2]	936	73	21.0	52	21.8	56	22.3	45	22.0	32	21.9	22	22.2
	Less than Core	739	45	17.3	23	18.2	35	19.0	22	19.0	13	18.5	6	18.8
	Missing[3]	431	39	16.4	21	17.7	28	18.2	16	18.5	10	17.8	5	18.3
State	Core or More	18,371	71	21.5	48	21.6	57	22.9	48	22.2	34	22.2	25	22.2
	Less than Core	11,028	49	18.0	25	18.5	37	19.7	26	19.4	15	19.0	10	19.2
	Missing	13,726	37	16.2	17	17.3	27	18.1	19	18.1	9	17.6	6	17.9

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

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

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

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

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

Student Group	Curriculum Taken[1]	English N	English %	English Avg	Mathematics N	Mathematics %	Mathematics Avg	Reading N	Reading %	Reading Avg	Science N	Science %	Science Avg
District	Core or More[2]	1,735	60	19.3	1,363	43	20.7	1,599	48	21.1	1,225	41	21.5
	Less than Core	102	42	16.7	343	22	17.9	170	29	18.1	558	18	18.5
	Missing[3]	269	37	16.1	400	21	17.7	337	27	18.0	323	16	18.3
State	Core or More	30,019	62	20.1	24,955	44	21.0	28,290	50	21.9	24,047	43	21.6
	Less than Core	1,890	51	18.4	4,852	17	17.5	2,585	31	18.6	6,968	24	19.0
	Missing	11,216	34	15.9	13,318	16	17.3	12,250	27	18.0	12,110	18	18.0

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

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

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

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

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

Course Pattern	District				State			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	546	26	19.4	63	9,604	22	20.2	64
Eng 9, Eng 10, Eng 11, Eng 12	1,189	56	19.2	59	20,415	47	20.0	62
Less than 4 years of English	102	5	16.7	42	1,890	4	18.4	51
Zero years / no English courses reported	269	13	16.1	37	11,216	26	15.9	34
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	90	4	22.3	52	1,135	3	21.8	51
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	154	7	21.5	53	2,268	5	21.3	48
Alg 1, Alg 2, Geom, & Trig	150	7	19.3	28	1,940	4	18.8	25
Alg 1, Alg 2, Geom, & Other Adv Math	77	4	20.5	43	992	2	19.7	34
Other comb of 4 or more years of Math	596	28	21.6	51	14,144	33	22.0	51
Alg 1, Alg 2, & Geom	145	7	17.6	16	1,373	3	17.3	15
Other comb of 3 or 3.5 years of Math	151	7	19.8	39	3,103	7	19.4	31
Less than 3 years of Math	343	16	17.9	22	4,852	11	17.5	17
Zero years / no Math courses reported	400	19	17.7	21	13,318	31	17.3	16
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	8	0	18.4	38	397	1	21.4	47
Other comb of 4 or more years Social Science	1,055	50	21.3	48	16,809	39	22.2	53
US Hist, World Hist, & Am Gov	31	1	17.8	29	896	2	19.4	34
Other comb of 3 or 3.5 years of Social Science	505	24	20.9	48	10,188	24	21.5	48
Less than 3 years of Social Science	170	8	18.1	29	2,585	6	18.6	31
Zero years / no Social Science courses reported	337	16	18.0	27	12,250	28	18.0	27
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci[1], Bio, Chem, & Phys	601	29	21.9	44	9,608	22	21.9	46
Bio, Chem, Phys	179	8	24.4	65	5,110	12	23.9	61
Gen Sci[1], Bio, Chem	332	16	20.1	30	6,318	15	20.0	30
Other comb of 3 years of Natural Science	113	5	19.2	17	3,011	7	20.4	32
Less than 3 years of Natural Science	558	26	18.5	18	6,968	16	19.0	24
Zero years / no Natural Science courses reported	323	15	18.3	16	12,110	28	18.0	18

[1]Includes General, Physical and Earth Sciences.

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	Males				Females				Other Responses [1]			
ENGLISH COURSE PATTERN	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	242	24	19.0	59	294	28	19.7	66	10	29	20.0	70
Eng 9, Eng 10, Eng 11, Eng 12	587	57	18.5	53	586	56	20.1	65	16	46	16.3	44
Less than 4 years of English	54	5	16.3	35	47	5	17.1	49	1	3	19.0	100
Zero years / no English courses reported	144	14	16.2	37	117	11	15.9	35	8	23	19.1	63
MATHEMATICS COURSE PATTERN	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	49	5	22.0	47	41	4	22.6	59	0	0	.	.
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	58	6	21.1	50	96	9	21.7	54	0	0	.	.
Alg 1, Alg 2, Geom, & Trig	67	7	19.5	33	80	8	19.2	24	3	9	18.7	33
Alg 1, Alg 2, Geom, & Other Adv Math	28	3	19.8	43	49	5	21.0	43	0	0	.	.
Other comb of 4 or more years of Math	308	30	22.3	56	281	27	20.9	46	7	20	19.0	14
Alg 1, Alg 2, & Geom	72	7	17.7	18	71	7	17.6	14	2	6	16.0	0
Other comb of 3 or 3.5 years of Math	77	7	20.1	45	72	7	19.6	33	2	6	17.0	0
Less than 3 years of Math	162	16	18.0	23	173	17	17.8	21	8	23	18.9	25
Zero years / no Math courses reported	206	20	18.0	23	181	17	17.1	17	13	37	20.0	31
SOCIAL SCIENCE COURSE PATTERN	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	7	1	18.1	43	1	0	20.0	0	0	0	.	.
Other comb of 4 or more years Social Science	452	44	20.8	45	585	56	21.6	51	18	51	21.1	44
US Hist, World Hist, & Am Gov	20	2	18.5	30	10	1	17.0	30	1	3	13.0	0
Other comb of 3 or 3.5 years of Social Science	261	25	20.5	44	239	23	21.4	52	5	14	15.8	0
Less than 3 years of Social Science	103	10	18.2	30	66	6	17.9	29	1	3	19.0	0
Zero years / no Social Science courses reported	184	18	18.0	28	143	14	17.6	23	10	29	23.2	70
NATURAL SCIENCE COURSE PATTERN	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark
Gen Sci[2], Bio, Chem, & Phys	315	31	22.1	47	283	27	21.7	41	3	9	18.7	0
Bio, Chem, Phys	74	7	25.3	69	103	10	23.8	63	2	6	23.0	50
Gen Sci[1], Bio, Chem	136	13	20.1	32	191	18	20.0	29	5	14	17.8	20
Other comb of 3 years of Natural Science	65	6	19.4	15	46	4	19.0	20	2	6	18.0	0
Less than 3 years of Natural Science	264	26	18.4	19	281	27	18.6	17	13	37	20.2	31
Zero years / no Natural Science courses reported	173	17	18.6	17	140	13	17.8	13	10	29	20.8	30

[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

[2] Includes General, Physical and Earth Sciences.

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Section IV
Career and Educational Aspirations

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Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*
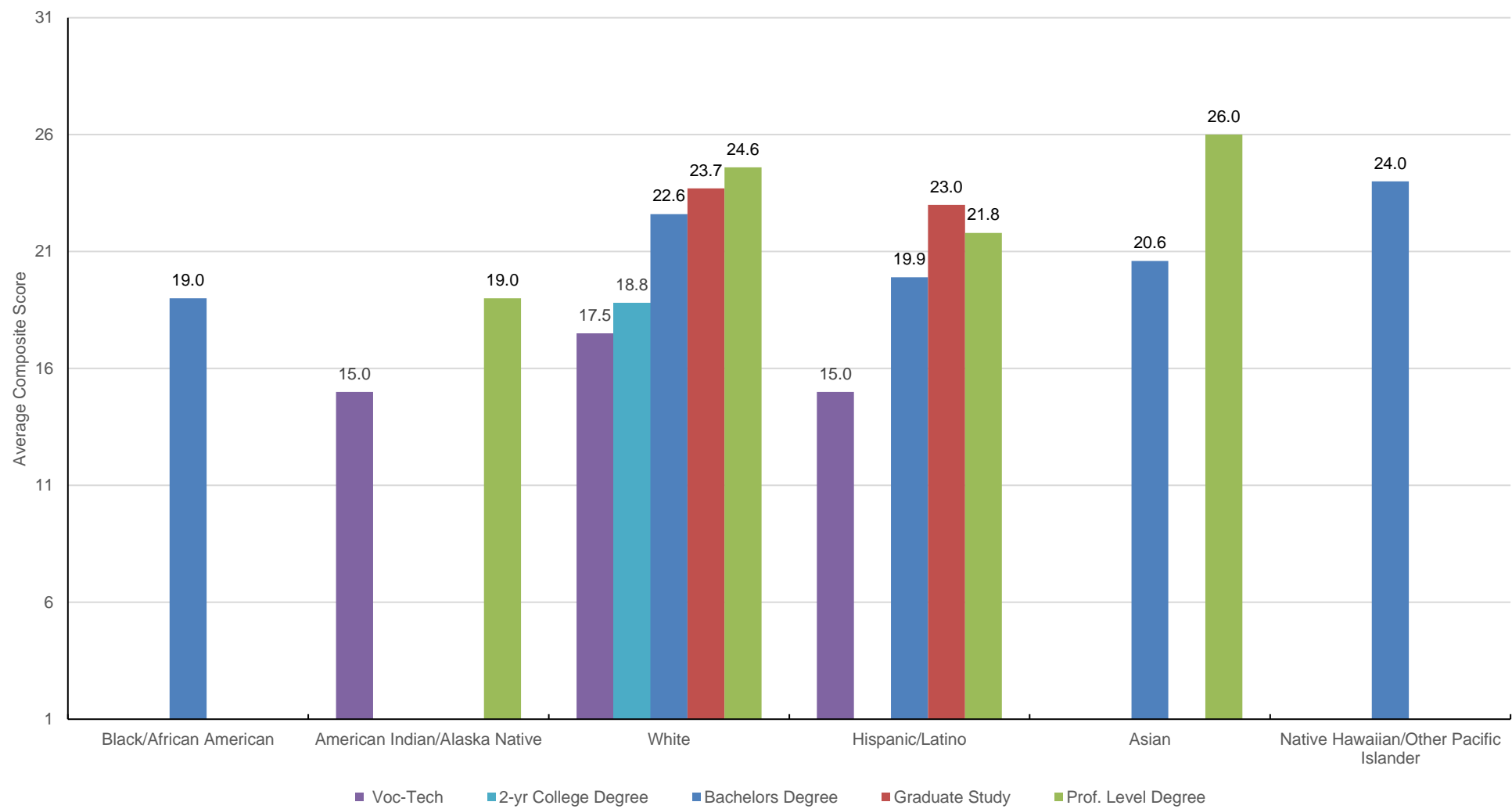
*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

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

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N[1]	Percent[2]	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	3	0	19.7	0	0	.	2	1	20.5
Architecture	5	0	21.2	1	6	15.0	4	1	22.8
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	17	1	23.8	0	0	.	16	6	24.2
Business	34	2	21.7	3	19	18.3	29	11	22.3
Communications	4	0	19.5	0	0	.	3	1	20.7
Community, Family, & Personal Services	1	0	26.0	0	0	.	1	0	26.0
Computer Science & Mathematics	15	1	23.9	0	0	.	15	6	23.9
Education	9	0	21.8	0	0	.	8	3	22.4
Engineering	26	1	23.8	2	13	15.5	23	9	24.2
Engineering Technology & Drafting	3	0	29.3	0	0	.	3	1	29.3
English & Foreign Languages	3	0	23.0	0	0	.	3	1	23.0
Health Administration & Assisting	15	1	20.7	0	0	.	15	6	20.7
Health Sciences & Technologies	55	3	21.8	2	13	20.0	48	18	22.2
Philosophy, Religion, & Theology	1	0	26.0	0	0	.	1	0	26.0
Repair, Production, & Construction	1	0	27.0	0	0	.	1	0	27.0
Sciences: Biological & Physical	18	1	21.6	0	0	.	14	5	22.5
Social Sciences & Law	23	1	24.3	0	0	.	22	8	24.5
Undecided	81	4	22.7	8	50	18.8	62	23	23.4
No Response	1,792	85	19.4	0	0	.	0	0	.

[1]2-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.

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

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

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	6	16.7	0	.	1	15.0	4	17.5	1	15.0
2-yr College Degree	10	19.1	0	.	0	.	9	18.8	0	.
Bachelors Degree	146	22.4	2	19.0	0	.	118	22.6	12	19.9
Graduate Study	55	24.0	0	.	0	.	45	23.7	5	23.0
Prof. Level Degree	69	23.8	0	.	2	19.0	51	24.6	12	21.8
Other	3	18.7	0	.	0	.	2	21.5	1	13.0
No Response	1,817	19.4	15	16.4	15	15.6	1,239	20.4	277	16.7

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	6	16.7	0	.	0	.	0	.	0	.
2-yr College Degree	10	19.1	0	.	0	.	0	.	1	22.0
Bachelors Degree	146	22.4	5	20.6	2	24.0	4	24.3	3	25.7
Graduate Study	55	24.0	0	.	0	.	3	28.0	2	27.0
Prof. Level Degree	69	23.8	2	26.0	0	.	2	19.5	0	.
Other	3	18.7	0	.	0	.	0	.	0	.
No Response	1,817	19.4	5	18.4	14	16.1	70	18.2	182	18.2

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

| | | Number of Students | | | Percent of Students in College Readiness Standards Ranges | | | | | | |
Name	State	Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
DIXIE STATE UNIVERSITY	Utah	1,107	747	360	2	16	31	29	15	6	2
SOUTHERN UTAH UNIVERSITY	Utah	697	115	582	2	10	28	31	20	8	2
UNIVERSITY OF UTAH	Utah	562	86	476	2	9	24	30	23	9	2
BRIGHAM YOUNG UNIVERSITY	Utah	391	158	233	1	6	23	29	23	14	5
UTAH STATE UNIVERSITY	Utah	342	58	284	1	7	24	32	23	10	4
UTAH VALLEY UNIVERSITY	Utah	310	38	272	1	9	26	33	21	8	1
SNOW COLLEGE	Utah	192	17	175	3	14	35	28	14	6	1
WEBER STATE UNIVERSITY	Utah	113	9	104	3	13	28	33	19	4	1
SALT LAKE COMMUNITY COLLEGE	Utah	69	6	63	6	22	33	26	10	3	0
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	61	23	38	2	7	23	34	23	8	3
ARIZONA STATE UNIVERSITY	Arizona	38	13	25	5	11	26	32	11	16	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	38	9	29	0	5	26	26	26	16	0
WESTMINSTER COLLEGE	Utah	34	2	32	6	6	35	29	9	9	6
PROVO COLLEGE	Utah	32	2	30	3	25	34	34	3	0	0
UTAH STATE UNIVERSITY EASTERN	Utah	32	1	31	0	19	41	22	6	13	0
NCAA ELIGIBILITY CENTER	Indiana	30	19	11	3	3	50	30	13	0	0
UNIVERSITY OF OREGON	Oregon	20	5	15	5	10	25	30	20	10	0
UNIVERSITY OF HAWAII AT MANOA	Hawaii	16	2	14	0	6	31	38	25	0	0
BRIDGERLAND APPLIED TECHNOLOGY COLLEGE	Utah	15	7	8	7	20	33	40	0	0	0
NORTHERN ARIZONA UNIVERSITY	Arizona	15	3	12	0	0	27	27	13	27	7
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	15	4	11	0	7	13	47	7	27	0
UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	15	4	11	0	13	27	33	20	7	0
NEW YORK UNIVERSITY	New York	14	3	11	7	14	14	43	14	0	7
STANFORD UNIVERSITY	California	14	5	9	0	7	21	14	21	36	0
HARVARD COLLEGE	Massachusetts	12	3	9	0	8	8	33	25	25	0
UNIVERSITY OF ARIZONA	Arizona	12	3	9	0	17	25	33	8	17	0
OREGON STATE UNIVERSITY	Oregon	11	2	9	0	27	9	36	18	9	0
LDS BUSINESS COLLEGE	Utah	10	1	9	0	40	20	20	20	0	0
UNIV OF TEXAS AT AUSTIN	Texas	10	2	8	10	0	20	40	30	0	0
UTAH STATE UNIVERSITY-TOOELE	Utah	10	1	9	0	10	40	10	10	30	0
All Other Institutions		540	107	433	4	17	21	32	16	8	3
Total		4,777	1,455	3,322	2	12	27	30	18	8	2

ACT PROFILE REPORT - District : SECTION IV, CAREER AND EDUCATIONAL ASPIRATIONS

Graduating Class 2022

Total Students in Report: 2,106

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ACT PROFILE REPORT - District: SECTION V, OPTIONAL WRITING TEST RESULTS
Graduating Class 2022

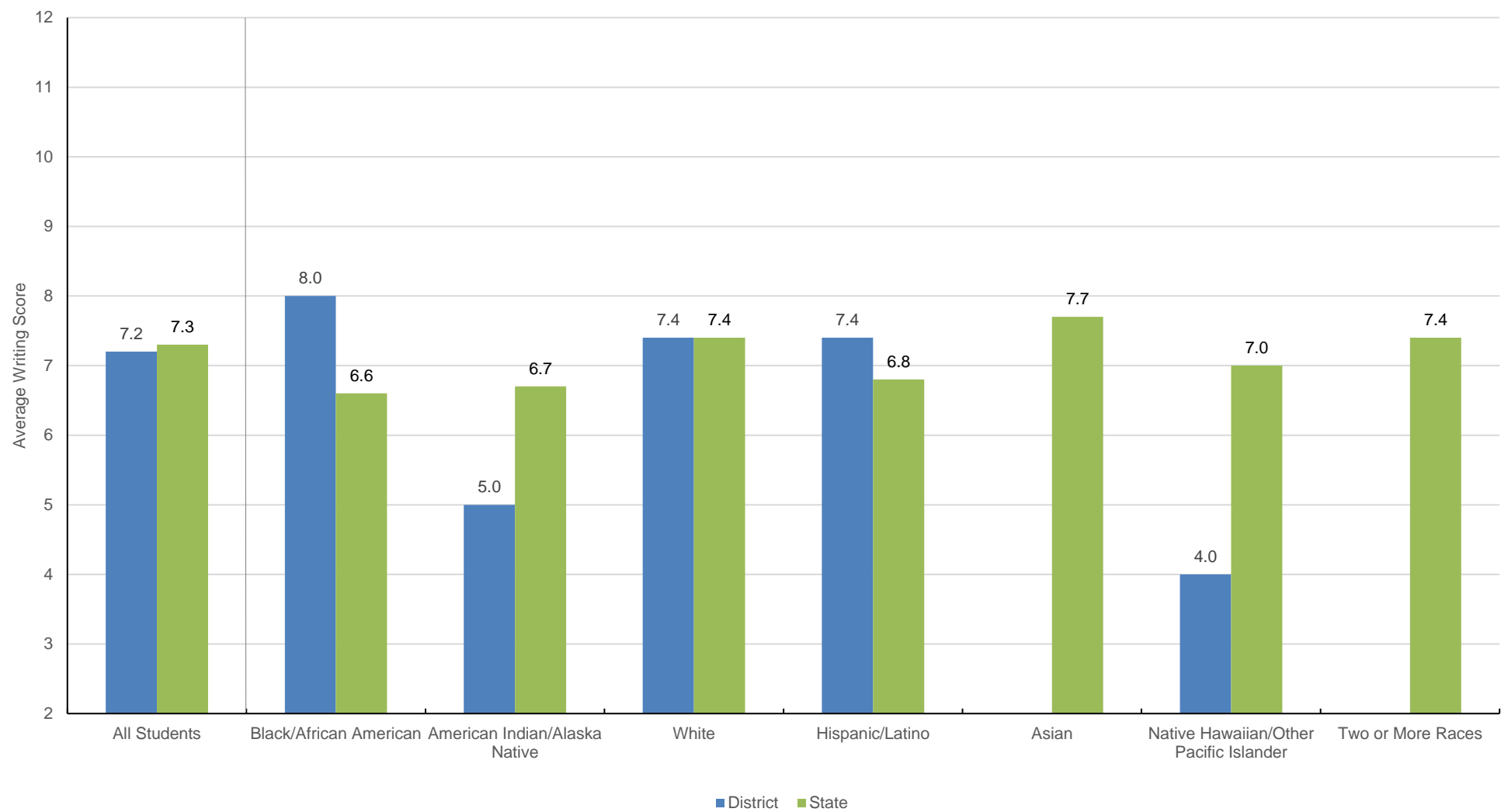Total Students in Report: 2,106

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Section V
Optional Writing Test Results

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

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

ACT PROFILE REPORT - District: SECTION V, OPTIONAL WRITING TEST RESULTS
Graduating Class 2022

Total Students in Report: 2,106

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Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

			Average ACT Scores					
	N		English		Reading		Writing	
	District	State	District	State	District	State	District	State
All Students	**26**	**1,145**	**21.0**	**24.0**	**23.0**	**25.2**	**7.2**	**7.3**
Black/African American	1	22	25.0	18.8	30.0	19.0	8.0	6.6
American Indian/Alaska Native	1	9	16.0	18.1	15.0	19.7	5.0	6.7
White	17	797	20.6	24.7	22.4	25.8	7.4	7.4
Hispanic/Latino	5	151	22.4	20.2	24.6	22.3	7.4	6.8
Asian	0	63	.	25.5	.	25.8	.	7.7
Native Hawaiian/Other Pacific Islander	1	7	24.0	23.3	23.0	23.6	4.0	7.0
Two or More Races	0	54	.	24.6	.	25.1	.	7.4
Prefer not/No Response	1	42	19.0	25.2	28.0	27.0	7.0	7.6
Males	11	479	18.5	23.9	19.3	25.3	6.4	7.0
Females	15	647	22.9	24.0	25.8	25.2	7.7	7.6
Other Responses	0	19	.	24.0	.	23.8	.	7.4

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

			Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
	N					
	District	State	District	State	District	State
All Students	**26**	**1,145**	**21.1**	**23.0**	**69**	**75**
Black/African American	1	22	26.0	18.6	100	45
American Indian/Alaska Native	1	9	15.0	18.4	0	56
White	17	797	20.9	23.5	65	80
Hispanic/Latino	5	151	22.2	20.3	100	53
Asian	0	63	.	24.0	.	71
Native Hawaiian/Other Pacific Islander	1	7	19.0	21.7	0	43
Two or More Races	0	54	.	23.3	.	80
Prefer not/No Response	1	42	22.0	24.2	100	86
Males	11	479	18.1	22.6	36	71
Females	15	647	23.3	23.2	93	78
Other Responses	0	19	.	22.6	.	74

[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.