



Profile Report - State

Graduating Class 2016

Wyoming

المنارة للاستشارات

ACT, INC. -- CONFIDENTIAL



www.manaraa.com

New to your 2016 Profile Report

In Fall 2015, ACT introduced additional test scores and indicators to provide students and educators with more insight into critical aspects of college and career readiness. Tables for these new scores and indicators (Writing scores from enhanced design, ELA score, STEM score, Understanding Complex Texts Indicator, and Progress Toward Career Readiness Indicator) are included in this report to describe available data. To determine where the new scores are summarized in this report, please consult the Table of Contents.

- **Writing scores:** Writing scores describe core writing competencies valued by high school and college educators. These competencies are summarized by the writing scores. Writing scores from test events before September 2015 will be reported on the 2-12 scale. Writing scores from test events on or after September 2015 will be reported on the 1-36 scale.
- **ELA:** The English Language Arts (ELA) score is based upon student scores in ACT English, Reading, and Writing, and is intended to represent a measure of students' overall literacy skills. This score utilizes ACT's customary 1-36 scale.
- **STEM:** In response to the national focus on student performance in Science, Technology, Engineering, and Mathematics (STEM), a STEM score was developed to gauge students' overall performance in mathematics and science. This score, driven by ACT Mathematics and Science scores, ranges from 1 to 36. Test scores from previous years have been calculated.
- **Understanding Complex Texts Indicator:** The Understanding Complex Texts indicator represents students' progress toward understanding the complex written material encountered in college and careers. The indicator is reported in three proficiency levels: Below Proficient, Proficient, and Above Proficient.
- **Progress Toward Career Readiness Indicator:** Progress toward career readiness indicator is based upon the ACT Composite score, representing the level at which students perform relative to the National Career Readiness Certificate (NCRC). Symbolizing attainment of workplace employability skills critical to job success, this indicator is reported in four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC.

Table of Contents

Section I: Executive Summary	Page 5
Percent of Your Students Ready for College-Level Coursework	
Five Year Trends—Percent of Students Who Met College Readiness Benchmarks	
Five Year Trends—Average ACT Scores	
Five Year Trends—Average ACT Scores by Level of Preparation	
Five Year Trends—Percent and Average Composite Score by Race/Ethnicity	
Five Year Trends—Achievement in STEM	
Proficiency Toward Understanding Complex Text	
Average ACT College Reportable Scores by Test Session Duration	
Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration	
Section II: Academic Achievement	Page 11
ACT Score Distributions, Cumulative Percentages, Averages, and Quartile Values	
Average ACT Composite Scores for Race/Ethnicity by Level of Preparation	
Average ACT Scores by Race/Ethnicity	
Average ACT Composite Scores for Gender by Level of Preparation	
Average ACT Scores by Gender	
Section III: College Readiness & Impact of Course Rigor	Page 17
Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges	
Percent of Students Who Met ACT College Readiness Benchmark Scores by Gender and Race/Ethnicity	
Progress Toward National Career Readiness Certificates	
College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Common Course Patterns	
Section IV: Career and Educational Aspirations	Page 23
Distribution of Planned Educational Majors for All Students by College Plans	
Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations	
Students' Score Report Preferences at Time of Testing	
Section V: Optional Writing Test Results	Page 27
Average ACT Total Writing and English/Language Arts Scores by Race/Ethnicity and Gender	

This report provides information about the performance of your 2016 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 2016. Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included in the report.

This report focuses on:

Performance - student test performance in the context of college readiness

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

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

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

Awareness - extent to which student aspirations match performance

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

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

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

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

- Tests of academic achievement in English, math, reading, science, 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/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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

How to Improve Scores and Increase College Readiness

20% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 6,255 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. 52% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.8 reports 12% of the cohort took less than three years of math courses. Of these students, 2% were college ready. 19% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 9% of these students were college ready. In comparison, 49% 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 25% of the cohort took less than three years of natural science courses. 15% of these students were college ready. In comparison, 39% 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 Readiness Standards score ranges. For example, approximately 58% 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 ACT Customer Service at 319-337-1365 or customerservices@act.org.

Section I

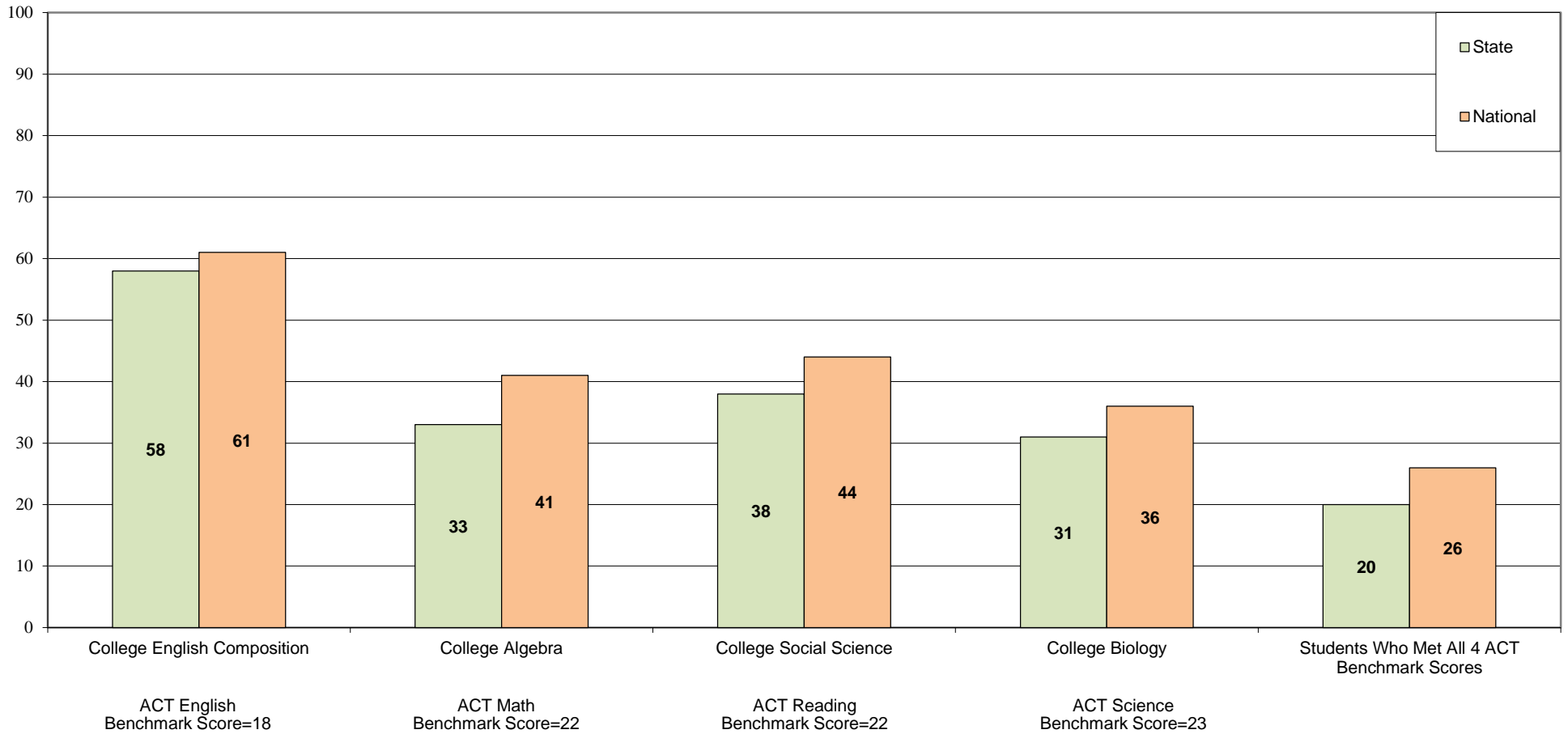
Executive Summary

Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning in August 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

To find the results of only standard time or extended time test takers, refer to Tables 1.7 and 1.8 on page 9.

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: 6,255

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2012	5,527	1,666,017	60	67	38	46	46	52	28	31	20	25
2013	5,896	1,799,243	55	64	33	44	39	44	30	36	20	26
2014	6,098	1,845,787	59	64	34	43	40	44	31	37	20	26
2015	6,042	1,924,436	60	64	36	42	40	46	34	38	22	28
2016	6,255	2,090,342	58	61	33	41	38	44	31	36	20	26

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
2012	5,527	1,666,017	19.2	20.5	20.2	21.1	20.5	21.3	20.6	20.9	20.3	21.1
2013	5,896	1,799,243	18.6	20.2	19.7	20.9	20.2	21.1	20.0	20.7	19.8	20.9
2014	6,098	1,845,787	19.3	20.3	19.9	20.9	20.6	21.3	20.2	20.8	20.1	21.0
2015	6,042	1,924,436	19.4	20.4	19.9	20.8	20.6	21.4	20.4	20.9	20.2	21.0
2016	6,255	2,090,342	19.2	20.1	19.6	20.6	20.4	21.3	20.4	20.8	20.0	20.8

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More ¹	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2012	3,169	2,087	57	38	20.8	17.3	21.6	18.6	21.8	19.0	21.7	19.2	21.6	18.6
2013	3,198	2,378	54	40	20.6	16.5	21.3	17.9	21.9	18.3	21.6	18.2	21.5	17.9
2014	3,253	2,559	53	42	21.2	17.4	21.4	18.3	22.3	18.9	21.8	18.6	21.8	18.4
2015	3,278	2,451	54	41	21.3	17.5	21.4	18.3	22.3	18.8	21.9	18.8	21.8	18.5
2016	3,248	2,551	52	41	21.4	17.3	21.3	18.0	22.3	18.7	22.1	18.8	21.9	18.3

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

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

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

	2012			2013			2014			2015			2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	5,527	100	20.3	5,896	100	19.8	6,098	100	20.1	6,042	100	20.2	6,255	100	20.0
Black/African American	39	1	17.7	51	1	16.6	50	1	17.0	38	1	17.3	51	1	17.5
American Indian/Alaska Native	99	2	17.2	114	2	16.4	120	2	16.7	128	2	16.2	121	2	15.9
White	4,269	77	20.8	4,397	75	20.3	4,452	73	20.6	4,311	71	20.8	4,542	73	20.7
Hispanic/Latino	596	11	17.8	636	11	18.0	720	12	18.3	673	11	18.2	820	13	18.0
Asian	34	1	22.0	42	1	22.7	43	1	23.0	41	1	22.0	41	1	18.8
Native Hawaiian/Other Pacific Islander	15	0	17.7	15	0	17.3	9	0	20.4	10	0	17.1	16	0	18.1
Two or more races	168	3	19.9	170	3	20.0	229	4	19.6	241	4	20.3	232	4	19.9
Prefer not to respond/No response	307	6	19.7	471	8	18.3	475	8	19.1	600	10	19.5	432	7	18.8

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	State	National	State	National	State	National	State	National	State	National
2012	5,527	1,666,017	20.7	21.3	14	20	28.0	28.7	27.6	27.9
2013	5,896	1,799,243	20.1	21.1	13	19	27.9	28.7	28.1	28.0
2014	6,098	1,845,787	20.3	21.1	14	20	27.8	28.7	27.9	28.3
2015	6,042	1,924,436	20.4	21.1	14	20	27.7	28.7	28.1	28.4
2016	6,255	2,090,342	20.3	20.9	13	20	27.7	28.7	28.3	28.6

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

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	
2012	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2013	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2014	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2015	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2016	948	485,762	15	23	17.8	17.0	659	322,548	11	15	23.7	23.6	429	235,380	7	11	29.7	30.3

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

Total Students in Report: 6,255

Table 1.8. Average ACT College Reportable Scores by Test Session Duration

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Standard Time	5,696	91	19.7	20.0	20.9	20.7	20.5
	Extended Time	559	9	14.0	16.0	16.1	16.6	15.8
	Total	6,255	100	19.2	19.6	20.4	20.4	20.0
National	Standard Time	1,985,389	95	20.3	20.7	21.4	20.9	21.0
	Extended Time	104,953	5	16.6	18.0	18.9	18.2	18.0
	Total	2,090,342	100	20.1	20.6	21.3	20.8	20.8

Table 1.9. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Standard Time	62	36	41	33	21
	Extended Time	18	7	12	11	4
	Total	58	33	38	31	20
National	Standard Time	63	42	45	37	27
	Extended Time	39	22	31	23	16
	Total	61	41	44	36	26

Section II

Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

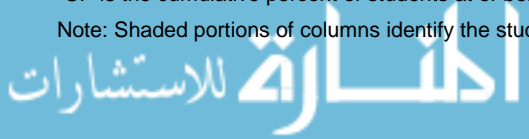
Total Students in Report: 6,255

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

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	5	100	3	100	11	100	15	100	0	100	4	100	36
35	39	99	8	99	43	99	19	99	9	100	9	99	35
34	44	99	25	99	67	99	34	99	11	99	20	99	34
33	75	99	25	99	78	98	18	99	34	99	23	99	33
32	57	97	34	99	84	97	61	99	51	99	45	99	32
31	64	96	39	98	160	95	62	98	67	98	50	98	31
30	82	95	50	98	141	93	60	97	78	97	58	98	30
29	99	94	84	97	142	91	113	96	115	96	98	97	29
28	143	93	126	96	150	88	87	94	141	94	120	95	28
27	128	90	189	94	148	86	136	93	175	92	151	93	27
26	190	88	302	91	197	84	171	90	233	89	261	91	26
25	231	85	219	86	201	80	390	88	259	85	319	87	25
24	290	82	358	82	361	77	465	81	306	81	357	81	24
23	324	77	324	77	307	71	335	74	341	76	393	76	23
22	399	72	309	71	318	67	567	69	446	71	375	69	22
21	400	65	334	67	513	62	554	60	481	64	444	64	21
20	490	59	191	61	330	53	446	51	419	56	491	56	20
19	295	51	370	58	564	48	545	44	450	49	547	49	19
18	286	46	476	52	312	39	522	35	512	42	585	40	18
17	266	42	794	45	344	34	293	26	481	34	524	30	17
16	405	38	784	32	272	29	287	22	430	26	431	22	16
15	433	31	698	19	456	24	300	17	375	19	411	15	15
14	401	24	286	8	283	17	223	12	356	13	278	9	14
13	241	18	145	4	381	12	177	9	284	8	161	4	13
12	243	14	59	1	155	6	142	6	144	3	81	2	12
11	194	10	14	1	160	4	127	4	44	1	17	1	11
10	206	7	5	1	51	1	66	2	11	1	0	1	10
9	122	4	2	1	21	1	25	1	1	1	1	1	9
8	67	2	0	1	1	1	12	1	1	1	0	1	8
7	27	1	1	1	3	1	2	1	0	1	0	1	7
6	5	1	0	1	1	1	1	1	0	1	0	1	6
5	2	1	0	1	0	1	0	1	0	1	1	1	5
4	1	1	0	1	0	1	0	1	0	1	0	1	4
3	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	2
1	1	1	1	1	0	1	0	1	0	1	0	1	1
Avg (SD)	19.2 (6.0)		19.6 (4.7)		20.4 (5.9)		20.4 (5.0)		20.0 (4.9)		20.3 (4.6)		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: 6,255

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subscore 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	95	100	33	100	54	100	118	100	89	100	16	100	24	100	18
17	171	98	98	99	243	99	194	98	147	99	11	99	23	99	17
16	187	96	154	98	379	95	255	95	171	96	76	99	109	99	16
15	199	93	377	95	217	89	305	91	261	93	205	98	308	98	15
14	183	90	371	89	432	86	343	86	302	89	293	95	360	93	14
13	345	87	448	83	386	79	390	81	409	84	557	90	431	87	13
12	421	81	701	76	848	73	450	74	478	78	530	81	754	80	12
11	467	74	567	65	539	59	788	67	686	70	638	73	650	68	11
10	750	67	719	56	670	50	557	55	462	59	1,118	63	882	57	10
9	750	55	666	45	647	40	549	46	526	52	846	45	1,059	43	9
8	517	43	763	34	589	29	575	37	871	44	667	31	703	26	8
7	543	35	344	22	693	20	443	28	942	30	593	21	457	15	7
6	517	26	410	16	321	9	558	21	494	15	347	11	202	8	6
5	541	18	304	10	148	4	463	12	188	7	199	6	104	5	5
4	296	9	225	5	57	1	179	4	171	4	13	3	95	3	4
3	189	4	61	1	9	1	66	1	47	1	115	2	44	2	3
2	76	1	12	1	17	1	21	1	10	1	1	1	29	1	2
1	8	1	2	1	6	1	1	1	1	1	30	1	21	1	1
Avg (SD)	9.2 (3.7)		10.0 (3.3)		10.7 (3.3)		10.0 (3.7)		9.8 (3.4)		9.8 (2.8)		10.2 (2.8)		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)	23	23	24	24	23
Q2 (50th Percentile)	19	18	20	20	20
Q1 (25th Percentile)	15	16	16	17	16

Total Students in Report: 6,255

Table 2.4. 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
State	All Students	6,255	52	21.9	18.3
	Black/African American	51	35	19.1	16.5
	American Indian/Alaska Native	121	31	17.2	15.5
	White	4,542	55	22.4	18.8
	Hispanic/Latino	820	46	19.5	17.0
	Asian	41	54	20.3	18.0
	Native Hawaiian/Other Pac. Isl.	16	56	19.7	15.5
	Two or More Races	232	53	21.3	18.6
	Prefer not/No Response	432	38	21.6	17.3
National	All Students	2,090,342	69	21.9	18.7
	Black/African American	272,363	64	17.8	15.7
	American Indian/Alaska Native	16,183	57	18.9	16.3
	White	1,119,398	73	23.2	20.0
	Hispanic/Latino	337,280	69	19.5	17.3
	Asian	93,493	78	24.7	22.1
	Native Hawaiian/Other Pac. Isl.	6,797	61	20.1	16.6
	Two or More Races	85,494	70	21.9	19.0
	Prefer not/No Response	159,334	48	22.3	18.2

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

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	6,255	100	19.2	19.6	20.4	20.4	20.0	20.3
	Black/African American	51	1	16.1	17.3	18.1	18.1	17.5	18.0
	American Indian/Alaska Native	121	2	13.8	16.3	16.5	16.4	15.9	16.7
	White	4,542	73	20.0	20.1	21.1	21.0	20.7	20.8
	Hispanic/Latino	820	13	16.8	18.1	18.2	18.6	18.0	18.6
	Asian	41	1	17.4	20.5	17.8	18.8	18.8	19.9
	Native Hawaiian/Other Pac. Isl.	16	0	16.5	18.7	17.4	19.5	18.1	19.3
	Two or More Races	232	4	19.2	19.3	20.5	20.4	19.9	20.1
	Prefer not/No Response	432	7	17.7	18.6	19.3	19.2	18.8	19.1
National	All Students	2,090,342	100	20.1	20.6	21.3	20.8	20.8	20.9
	Black/African American	272,363	13	15.8	17.0	17.4	17.2	17.0	17.3
	American Indian/Alaska Native	16,183	1	16.3	17.7	18.2	18.1	17.7	18.2
	White	1,119,398	54	21.9	21.7	22.8	22.1	22.2	22.1
	Hispanic/Latino	337,280	16	17.6	18.8	19.2	18.9	18.7	19.1
	Asian	93,493	4	23.3	25.0	23.7	23.6	24.0	24.6
	Native Hawaiian/Other Pac. Isl.	6,797	0	17.4	18.9	18.9	18.6	18.6	19.0
	Two or More Races	85,494	4	20.4	20.5	21.6	20.9	21.0	21.0
	Prefer not/No Response	159,334	8	19.3	20.0	20.6	20.0	20.1	20.3

Total Students in Report: 6,255

Table 2.6. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	3,047	49	21.8	18.2
	Females	3,073	55	22.0	18.5
	No Response	135	39	20.1	17.1
National	Males	971,383	68	22.1	18.5
	Females	1,074,049	72	21.7	19.1
	No Response	44,910	28	19.3	16.5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	3,047	49	18.6	19.8	20.0	20.4	19.8	20.4
	Females	3,073	49	19.9	19.5	21.0	20.4	20.3	20.2
	No Response	135	2	16.6	18.1	18.7	18.8	18.2	18.7
National	Males	971,383	46	19.8	21.0	21.0	21.1	20.9	21.3
	Females	1,074,049	51	20.6	20.3	21.6	20.6	20.9	20.7
	No Response	44,910	2	16.5	17.9	18.0	17.9	17.7	18.2

This page intentionally left blank.

Section III

College and Career Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 6,255

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

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	163	3	61	1	199	3	86	1
	28 to 32	445	7	333	5	677	11	383	6
	24 to 27	839	13	1,068	17	907	15	1,162	19
	20 to 23	1,613	26	1,158	19	1,468	23	1,902	30
	16 to 19	1,252	20	2,424	39	1,492	24	1,647	26
	13 to 15	1,075	17	1,129	18	1,120	18	700	11
	01 to 12	868	14	82	1	392	6	375	6
National	33 to 36	116,080	6	59,483	3	130,942	6	72,515	3
	28 to 32	200,641	10	192,181	9	275,075	13	157,797	8
	24 to 27	315,883	15	404,868	19	295,645	14	407,121	19
	20 to 23	472,860	23	351,510	17	483,472	23	578,034	28
	16 to 19	378,663	18	701,208	34	451,883	22	502,407	24
	13 to 15	317,275	15	353,660	17	297,137	14	234,398	11
	01 to 12	288,940	14	27,432	1	156,188	7	138,070	7

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

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	54	35	36	33	20
	Females	63	33	42	31	20
	No Response	41	19	28	16	10
National	Males	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

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

Student Group	N	English	Mathematics	Reading	Science	All Four	STEM	
		Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	Benchmark=23 %	Benchmark=26 %	
State	All Students	6,255	58	33	38	31	20	13
	Black/African American	51	41	14	22	12	4	2
	American Indian/Alaska Native	121	16	8	10	6	2	1
	White	4,542	64	38	43	36	23	16
	Hispanic/Latino	820	40	21	24	16	9	4
	Asian	41	41	37	24	27	15	15
	Native Hawaiian/Other Pac. Isl	16	50	31	19	25	13	6
	Two or More Races	232	55	28	38	29	17	11
	Prefer Not to Respond	432	48	26	31	23	15	10
National	All Students	2,090,342	61	41	44	36	26	20
	Black/African American	272,363	33	13	19	11	6	3
	American Indian/Alaska Native	16,183	37	18	25	16	9	6
	White	1,119,398	73	50	55	46	34	25
	Hispanic/Latino	337,280	46	27	30	21	14	9
	Asian	93,493	75	70	59	56	46	44
	Native Hawaiian/Other Pac. Isl	6,797	45	29	30	23	16	11
	Two or More Races	85,494	64	40	46	36	26	19
	Prefer Not to Respond	159,334	55	36	40	32	24	19

Table 3.4. Progress Toward Career Readiness¹

Student Group	Progress Toward NCRC ² Level	N		Average Composite
		N	%	
State	Gold	4,128	66	22.7
	Silver	1,642	26	15.6
	Bronze	428	7	12.7
	Needs Improvement	57	1	10.7
National	Gold	1,418,678	68	23.7
	Silver	496,817	24	15.6
	Bronze	142,375	7	12.6
	Needs Improvement	32,472	2	10.4

¹ Progress reflects degree to which students are on track for attaining workplace employability skills critical to job success.

² Additional information on the ACT NCRC (National Career Readiness Certificate) can be found at www.act.org.

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

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More ²	3,248	73	21.4	48	21.3	52	22.3	44	22.1	30	21.9	21	22.0
	Less than Core	2,551	44	17.3	19	18.0	26	18.7	19	18.8	10	18.3	6	18.6
	Missing ³	456	28	14.9	11	16.7	16	16.9	11	17.2	6	16.6	4	17.2
National	Core or More	1,441,538	69	21.3	48	21.5	51	22.3	43	21.7	32	21.9	24	21.9
	Less than Core	483,335	46	17.8	26	18.7	31	19.2	23	18.8	15	18.7	11	19.0
	Missing	165,469	38	16.4	20	17.7	24	18.0	18	17.8	11	17.6	8	18.0

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

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

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

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

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

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More ²	5,228	63	19.9	5,127	40	20.4	4,588	44	21.2	4,330	39	21.4
	Less than Core	704	36	16.0	736	2	15.6	1,312	25	18.5	1,549	15	18.2
	Missing ³	323	32	15.5	392	11	16.6	355	18	17.4	376	13	17.5
National	Core or More	1,821,855	65	20.7	1,834,921	44	21.0	1,707,404	48	21.8	1,679,561	41	21.4
	Less than Core	121,175	34	15.8	101,097	8	16.1	229,685	32	19.2	255,155	17	18.0
	Missing	147,312	40	16.6	154,324	20	17.8	153,253	25	18.2	155,626	19	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.

Total Students in Report: 6,255

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

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	911	15	21.7	76	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	4,317	69	19.5	60	1,436,604	69	20.4	63
Less than 4 years of English	704	11	16.0	36	121,175	6	15.8	34
Zero years / no English courses reported	323	5	15.5	32	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	336	5	23.6	68	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	546	9	22.2	60	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	601	10	19.9	34	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	1,008	16	19.4	28	379,347	18	19.3	30
Other comb of 4 or more years of Math	1,279	20	23.3	65	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	1,161	19	17.0	9	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	196	3	19.1	29	107,638	5	19.5	32
Less than 3 years of Math	736	12	15.6	2	101,097	5	16.1	8
Zero years / no Math courses reported	392	6	16.6	11	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	239	4	21.8	45	51,783	2	22.1	50
Other comb of 4 or more years Social Science	1,885	30	21.9	49	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	806	13	19.4	30	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	1,658	27	21.3	44	555,590	27	21.4	45
Less than 3 years of Social Science	1,312	21	18.5	25	229,685	11	19.2	32
Zero years / no Social Science courses reported	355	6	17.4	18	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,827	29	22.2	45	844,557	40	22.1	46
Bio, Chem, Phys	200	3	24.6	65	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	1,961	31	20.6	32	542,380	26	20.0	29
Other comb of 3 years of Natural Science	342	5	20.0	27	59,600	3	19.0	23
Less than 3 years of Natural Science	1,549	25	18.2	15	255,155	12	18.0	17
Zero years / no Natural Science courses reported	376	6	17.5	13	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 6,255

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

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	911	15	21.7	76	346	11	20.9	69	555	18	22.3	79
Eng 9, Eng 10, Eng 11, Eng 12	4,317	69	19.5	60	2,143	70	19.0	56	2,094	68	20.1	65
Less than 4 years of English	704	11	16.0	36	395	13	15.9	36	277	9	16.1	37
Zero years / no English courses reported	323	5	15.5	32	163	5	15.5	33	147	5	15.7	33
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	336	5	23.6	68	173	6	24.2	71	158	5	22.9	65
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	546	9	22.2	60	221	7	22.5	59	318	10	22.0	60
Alg 1, Alg 2, Geom, & Trig	601	10	19.9	34	291	10	20.5	43	286	9	19.4	27
Alg 1, Alg 2, Geom, & Other Adv Math	1,008	16	19.4	28	448	15	19.9	33	549	18	19.1	25
Other comb of 4 or more years of Math	1,279	20	23.3	65	585	19	24.0	69	688	22	22.7	62
Alg 1, Alg 2, & Geom	1,161	19	17.0	9	621	20	17.2	11	509	17	16.6	6
Other comb of 3 or 3.5 years of Math	196	3	19.1	29	110	4	18.9	27	80	3	19.5	31
Less than 3 years of Math	736	12	15.6	2	394	13	15.7	2	312	10	15.5	2
Zero years / no Math courses reported	392	6	16.6	11	204	7	16.8	13	173	6	16.4	9
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	239	4	21.8	45	109	4	21.4	41	125	4	22.2	49
Other comb of 4 or more years Social Science	1,885	30	21.9	49	820	27	21.5	46	1,050	34	22.2	52
US Hist, World Hist, & Am Gov	806	13	19.4	30	448	15	19.0	28	324	11	20.1	35
Other comb of 3 or 3.5 years of Social Science	1,658	27	21.3	44	754	25	20.9	43	871	28	21.7	45
Less than 3 years of Social Science	1,312	21	18.5	25	731	24	18.3	25	549	18	18.8	26
Zero years / no Social Science courses reported	355	6	17.4	18	185	6	17.5	19	154	5	17.3	19
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	1,827	29	22.2	45	960	32	22.6	49	841	27	21.7	42
Bio, Chem, Phys	200	3	24.6	65	94	3	25.0	66	105	3	24.1	63
Gen Sci ² , Bio, Chem	1,961	31	20.6	32	819	27	20.4	31	1,098	36	20.8	34
Other comb of 3 years of Natural Science	342	5	20.0	27	205	7	20.2	31	122	4	19.8	22
Less than 3 years of Natural Science	1,549	25	18.2	15	770	25	18.0	15	745	24	18.4	16
Zero years / no Natural Science courses reported	376	6	17.5	13	199	7	17.7	14	162	5	17.3	12

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 6,255

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	238	4	19.3	61	7	17.2	168	4	20.2
Architecture	54	1	20.3	4	0	19.0	49	1	20.6
Area, Ethnic, & Multidisciplinary Studies	9	0	19.4	2	0	19.0	6	0	20.2
Arts: Visual & Performing	492	8	20.0	90	10	17.4	372	9	20.8
Business	332	5	20.9	52	6	16.8	272	6	21.7
Communications	58	1	21.8	9	1	15.8	48	1	22.9
Community, Family, & Personal Services	274	4	18.3	77	8	17.5	175	4	18.6
Computer Science & Mathematics	105	2	22.3	11	1	17.2	90	2	23.1
Education	472	8	20.6	33	4	16.7	428	10	20.9
Engineering	447	7	22.5	55	6	17.7	380	9	23.4
Engineering Technology & Drafting	119	2	20.2	29	3	16.5	82	2	21.7
English & Foreign Languages	76	1	21.6	9	1	17.1	64	1	22.4
Health Administration & Assisting	113	2	19.0	15	2	16.5	91	2	19.5
Health Sciences & Technologies	1,008	16	21.1	65	7	17.9	916	21	21.4
Philosophy, Religion, & Theology	33	1	19.8	6	1	17.7	24	1	20.2
Repair, Production, & Construction	292	5	17.6	188	20	17.2	79	2	18.5
Sciences: Biological & Physical	280	4	22.7	15	2	17.6	260	6	23.0
Social Sciences & Law	389	6	21.0	25	3	18.8	357	8	21.2
Undecided	519	8	20.3	76	8	16.5	353	8	21.7
No Response	903	14	17.0	82	9	15.5	87	2	17.0

¹2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

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

Total Students in Report: 6,255

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	278	17.0	0	.	4	16.5	193	17.4	33	15.6
2-yr College Degree	643	17.1	7	16.9	20	14.9	455	17.5	87	15.9
Bachelors Degree	2,607	20.4	16	17.6	41	16.7	1,967	20.9	336	18.4
Graduate Study	682	22.9	4	18.0	10	15.1	543	23.4	59	20.0
Prof. Level Degree	1,034	22.5	13	19.0	13	18.3	786	23.0	128	20.7
Other	232	17.2	1	13.0	6	15.7	150	17.4	39	16.2
No Response	779	17.5	10	16.0	27	14.4	448	18.3	138	16.2

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	278	17.0	1	18.0	0	.	12	16.7	35	16.5
2-yr College Degree	643	17.1	2	15.5	4	17.8	27	16.9	41	16.4
Bachelors Degree	2,607	20.4	15	19.1	6	17.3	86	20.4	140	19.8
Graduate Study	682	22.9	4	25.0	2	21.0	28	23.1	32	21.5
Prof. Level Degree	1,034	22.5	6	24.3	2	18.5	38	21.5	48	22.6
Other	232	17.2	1	16.0	0	.	12	18.8	23	16.9
No Response	779	17.5	12	14.4	2	18.0	29	18.0	113	17.2

Total Students in Report: 6,255

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 WYOMING	Wyoming	2,857	1,299	1,558	1	9	26	32	21	10	1
CASPER COLLEGE	Wyoming	969	395	574	2	18	36	29	12	4	0
LARAMIE COUNTY COMMUNITY COLLEGE	Wyoming	731	268	463	3	16	38	29	12	3	0
WESTERN WYOMING COMMUNITY COLLEGE	Wyoming	490	207	283	2	19	38	26	12	3	0
SHERIDAN COLLEGE	Wyoming	489	168	321	2	15	32	33	14	4	0
STATE-NO COLLEGE PLANS	Iowa	478	478	0	13	32	33	17	5	0	0
NORTHWEST COLLEGE	Wyoming	394	153	241	2	16	35	30	13	5	0
COLORADO STATE UNIVERSITY	Colorado	348	68	280	1	7	22	37	24	9	1
BLACK HILLS STATE UNIVERSITY	South Dakota	338	70	268	2	10	29	38	16	5	0
CENTRAL WYOMING COLLEGE	Wyoming	310	123	187	2	20	35	27	11	3	0
GILLETTE COLLEGE	Wyoming	307	125	182	3	28	37	21	10	2	0
EASTERN WYOMING COLLEGE	Wyoming	234	73	161	2	22	37	27	9	4	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	206	44	162	0	9	18	29	21	21	1
CHADRON STATE COLLEGE	Nebraska	157	37	120	3	6	27	38	20	5	0
UNIVERSITY OF UTAH	Utah	157	39	118	1	13	26	30	18	10	1
MONTANA STATE UNIVERSITY-BILLINGS	Montana	150	26	124	3	17	27	27	19	7	0
BRIGHAM YOUNG UNIVERSITY	Utah	147	62	85	0	4	14	25	29	24	3
UTAH STATE UNIVERSITY	Utah	145	44	101	0	5	21	32	28	13	1
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	142	49	93	0	2	12	39	30	15	2
ARIZONA STATE UNIVERSITY	Arizona	132	39	93	0	16	32	26	20	6	0
UNIV OF COLORADO-BOULDER	Colorado	129	34	95	0	8	26	31	21	12	2
UNIVERSITY OF WASHINGTON	Washington	127	27	100	1	5	18	28	31	15	2
UNIV OF NORTHERN COLORADO	Colorado	126	24	102	2	6	29	34	21	6	1
WEBER STATE UNIVERSITY	Utah	118	24	94	0	10	31	35	19	5	1
UNIVERSITY OF OREGON	Oregon	112	20	92	4	5	28	26	22	15	0
COLORADO MESA UNIVERSITY	Colorado	109	32	77	2	3	36	39	17	4	1
MICHIGAN STATE UNIVERSITY	Michigan	107	35	72	1	9	13	22	33	20	2
NCAA ELIGIBILITY CENTER	Indiana	96	31	65	0	5	29	32	25	8	0
UNIVERSITY OF DENVER	Colorado	96	12	84	1	9	23	32	29	3	2
ART INSTITUTE OF COLORADO THE	Colorado	93	26	67	2	22	45	18	12	1	0
All Other Institutions		5,730	1,337	4,393	2	14	27	27	18	10	2
Total		16,024	5,369	10,655	2	14	29	29	17	8	1

Section V

Optional Writing Test Results

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Table 5.1. Average ACT Writing and English/Language Arts Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	N		Average ACT Scores							
			Writing		English		Reading		English / Language Arts	
			State	National	State	National	State	National	State	National
All Students	495	519,922	18.9	19.3	22.4	21.8	23.0	22.9	21.5	21.3
Black/African American	8	67,101	13.4	16.2	17.5	17.6	19.4	19.1	16.8	17.6
American Indian/Alaska Native	5	3,056	15.0	16.1	15.4	17.6	15.8	19.3	15.6	17.7
White	385	234,063	19.1	20.4	22.6	23.9	23.3	24.7	21.7	23.0
Hispanic/Latino	53	116,135	18.5	17.8	21.5	18.8	21.6	20.3	20.6	19.0
Asian	5	44,606	15.8	21.5	27.0	24.5	26.2	24.7	23.2	23.6
Native Hawaiian/Other Pac. Isl.	1	1,742	12.0	19.3	20.0	20.6	20.0	21.4	17.0	20.4
Two or More Races	18	21,475	21.2	19.9	22.9	22.6	22.2	23.6	22.2	22.0
Prefer not/No Response	20	31,744	19.0	19.9	23.7	22.8	24.3	23.8	22.3	22.2
Males	190	220,204	17.9	18.9	21.8	21.9	22.5	22.9	20.7	21.2
Females	305	298,512	19.5	19.6	22.8	21.8	23.3	22.8	21.9	21.4
No Response	0	1,206	.	16.3	.	16.8	.	19.0	.	17.3

¹Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 1-36.

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	N		Average ACT Scores					
			English		Writing		English / Writing Combined	
			State	National	State	National	State	National
All Students	4,137	754,169	18.1	19.6	6.1	6.2	17.4	18.6
Black/African American	26	85,940	15.8	14.6	5.2	5.1	14.8	13.9
American Indian/Alaska Native	97	5,558	13.5	15.2	5.0	5.0	12.9	14.2
White	2,881	407,944	18.9	21.4	6.2	6.5	18.1	20.2
Hispanic/Latino	592	115,338	15.8	17.1	5.9	6.0	15.5	16.5
Asian	21	30,233	14.3	23.2	5.6	7.1	14.1	22.0
Native Hawaiian/Other Pac. Isl.	12	3,063	15.7	15.9	5.5	5.6	14.9	15.3
Two or More Races	163	32,453	18.4	19.6	6.0	6.2	17.5	18.5
Prefer not/No Response	345	73,640	17.2	18.8	6.0	6.0	16.6	17.7
Males	2,193	367,696	17.7	19.2	5.8	5.9	16.8	18.0
Females	1,811	356,634	18.7	20.3	6.5	6.6	18.1	19.4
No Response	133	29,839	16.7	16.7	6.1	5.5	16.4	15.8

¹Results based on students with ACT Writing scores from test events before September 2015. Score scale is 2-12.