



Profile Report - District

Graduating Class 2016

KLEIN IND SCHOOL DISTRICT

447894
Superintendent
KLEIN IND SCHOOL DISTRICT
7200 SPRING CYPRESS RD

KLEIN, TX 77379

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.

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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

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

32% 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: 1,360 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. 96% 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 1% of the cohort took less than three years of math courses. Of these students, 10% were college ready. 8% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 15% of these students were college ready. In comparison, 54% 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 1% of the cohort took less than three years of natural science courses. 14% of these students were college ready. In comparison, 42% 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 41% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

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

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

Section I

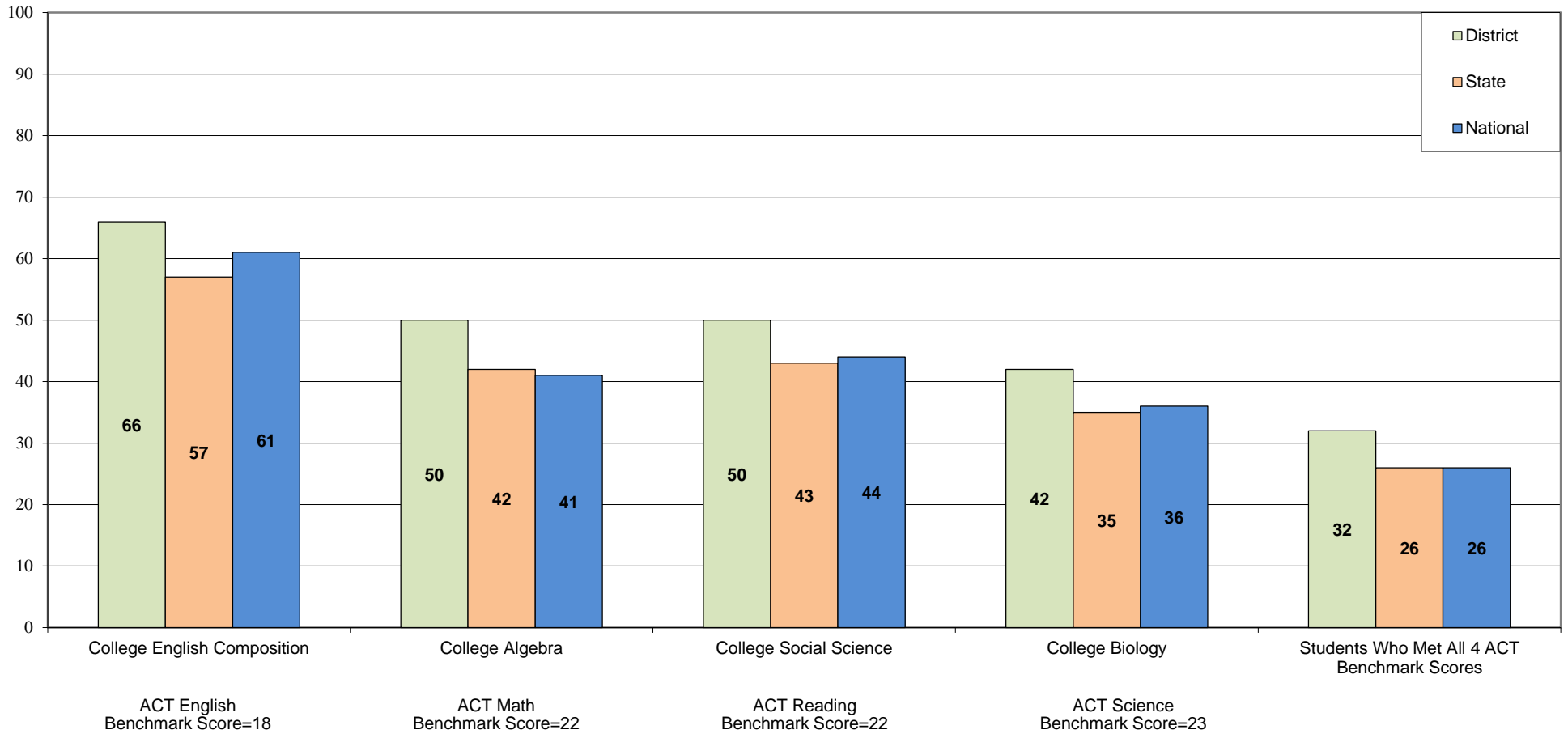
Executive Summary

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.

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	
	District	State	District	State	District	State	District	State	District	State	District	State
2012	858	110,180	78	61	66	48	64	48	45	29	38	24
2013	824	109,841	74	61	62	48	53	43	52	36	37	26
2014	904	116,547	68	60	59	47	54	42	47	36	36	26
2015	914	124,764	74	59	58	44	58	44	52	38	39	27
2016	1,360	142,877	66	57	50	42	50	43	42	35	32	26

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2012	858	110,180	21.8	19.6	23.6	21.4	23.0	20.8	22.8	20.8	22.9	20.8
2013	824	109,841	21.3	19.8	23.0	21.5	22.4	21.0	22.5	20.9	22.4	20.9
2014	904	116,547	21.1	19.8	22.9	21.4	22.8	21.1	22.3	21.0	22.4	20.9
2015	914	124,764	21.6	19.8	22.7	21.1	23.1	21.1	22.7	21.0	22.7	20.9
2016	1,360	142,877	20.7	19.4	21.7	20.7	22.0	21.0	21.8	20.7	21.7	20.6

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									
	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
2012	839	15	98	2	21.8	19.2	23.6	20.4	23.1	19.9	22.8	20.1	23.0	19.9
2013	802	20	97	2	21.5	16.8	23.1	19.0	22.5	19.4	22.6	18.6	22.5	18.5
2014	879	23	97	3	21.2	16.9	23.0	19.0	22.8	20.2	22.4	18.6	22.5	18.8
2015	886	26	97	3	21.7	18.7	22.8	20.9	23.2	20.6	22.7	20.2	22.7	20.3
2016	1,303	52	96	4	20.8	16.5	21.8	18.4	22.1	18.4	21.9	19.3	21.8	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.

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	858	100	22.9	824	100	22.4	904	100	22.4	914	100	22.7	1,360	100	21.7
Black/African American	112	13	19.0	131	16	18.1	116	13	17.9	131	14	19.0	209	15	18.0
American Indian/Alaska Native	2	0	24.0	2	0	15.0	2	0	23.5	1	0	23.0	6	0	23.2
White	417	49	24.1	395	48	24.1	444	49	23.6	423	46	23.6	508	37	23.4
Hispanic/Latino	179	21	21.6	174	21	20.6	167	18	20.3	192	21	21.3	353	26	20.0
Asian	86	10	24.9	68	8	24.9	108	12	25.5	99	11	24.9	179	13	24.0
Native Hawaiian/Other Pacific Islander	3	0	22.3	0	0	.	1	0	29.0	1	0	29.0	3	0	19.3
Two or more races	32	4	23.7	21	3	22.1	22	2	22.4	34	4	23.6	43	3	20.8
Prefer not to respond/No response	27	3	22.4	33	4	25.5	44	5	22.9	33	4	24.5	59	4	23.5

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	
	District	State	District	State	District	State	District	State	District	State
2012	858	110,180	23.4	21.3	33	19	29.0	29.0	27.5	27.8
2013	824	109,841	23.0	21.4	29	20	28.8	28.8	27.9	27.9
2014	904	116,547	22.8	21.4	29	20	29.0	28.9	28.0	28.2
2015	914	124,764	23.0	21.3	30	21	28.6	28.8	28.3	28.4
2016	1,360	142,877	22.0	21.0	24	19	28.7	28.8	28.8	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	
District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	
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	270	49,836	20	35	17.5	16.1	247	26,513	18	19	23.2	23.2	163	16,732	12	12	30.6	30.1

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

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
District	Standard Time	1,352	99	20.7	21.7	22.0	21.8	21.6
	Extended Time	8	1	21.1	21.8	24.4	23.4	22.9
	Total	1,360	100	20.7	21.7	22.0	21.8	21.7
State	Standard Time	140,264	98	19.4	20.7	20.9	20.7	20.5
	Extended Time	2,613	2	21.8	22.1	24.1	22.7	22.8
	Total	142,877	100	19.4	20.7	21.0	20.7	20.6

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	
District	Standard Time	66	51	50	42	32
	Extended Time	75	38	75	25	25
	Total	66	50	50	42	32
State	Standard Time	57	42	42	35	26
	Extended Time	71	51	63	50	40
	Total	57	42	43	35	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: 1,360

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	4	100	8	100	13	100	13	100	2	100	5	100	36
35	31	99	11	99	22	99	8	99	8	99	11	99	35
34	11	97	13	99	26	97	19	98	12	99	12	99	34
33	25	97	12	98	40	96	26	97	20	98	15	98	33
32	20	95	12	97	38	93	23	95	27	97	27	97	32
31	22	93	25	96	31	90	23	93	30	95	24	95	31
30	20	92	19	94	39	88	15	92	38	93	27	93	30
29	36	90	42	93	36	85	28	91	33	90	32	91	29
28	26	88	65	90	43	82	32	89	44	88	43	89	28
27	50	86	66	85	42	79	30	86	44	84	55	86	27
26	40	82	93	80	55	76	56	84	64	81	76	82	26
25	60	79	74	73	55	72	83	80	69	76	94	76	25
24	81	75	109	68	73	68	120	74	84	71	98	69	24
23	86	69	63	60	96	62	96	65	89	65	73	62	23
22	82	62	74	55	74	55	120	58	99	59	99	56	22
21	84	56	46	50	102	50	87	49	99	51	87	49	21
20	96	50	70	46	61	42	144	43	86	44	106	43	20
19	62	43	70	41	77	38	82	32	90	38	108	35	19
18	59	39	89	36	96	32	66	26	91	31	79	27	18
17	67	34	109	29	53	25	70	21	75	24	71	21	17
16	73	29	115	21	59	21	59	16	79	19	76	16	16
15	96	24	88	13	56	17	45	12	52	13	62	10	15
14	60	17	39	6	45	13	37	8	54	9	43	6	14
13	33	12	27	4	49	9	33	6	39	5	19	3	13
12	36	10	12	2	31	6	23	3	20	2	13	1	12
11	45	7	6	1	23	4	8	2	5	1	3	1	11
10	35	4	2	1	10	2	9	1	6	1	1	1	10
9	8	1	0	1	6	1	2	1	0	1	1	1	9
8	4	1	0	1	3	1	1	1	1	1	0	1	8
7	3	1	0	1	4	1	1	1	0	1	0	1	7
6	4	1	0	1	1	1	1	1	0	1	0	1	6
5	1	1	0	1	1	1	0	1	0	1	0	1	5
4	0	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	0	1	1	1	0	1	0	1	0	1	0	1	1
Avg (SD)	20.7 (6.3)		21.7 (5.5)		22.0 (6.4)		21.8 (5.4)		21.7 (5.4)		22.0 (5.2)		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: 1,360

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	46	100	17	100	40	100	57	100	42	100	18	100	20	100	18
17	63	97	30	99	77	97	83	96	64	97	13	99	2	99	17
16	59	92	70	97	97	91	109	90	73	92	52	98	59	98	16
15	58	88	80	91	59	84	102	82	86	87	95	94	91	94	15
14	62	83	105	86	121	80	82	74	96	81	129	87	120	87	14
13	78	79	99	78	93	71	84	68	137	73	182	77	141	79	13
12	109	73	146	71	124	64	108	62	124	63	183	64	109	68	12
11	133	65	142	60	123	55	127	54	114	54	167	51	156	60	11
10	149	55	138	49	136	46	107	45	108	46	122	38	221	49	10
9	128	44	185	39	144	36	118	37	110	38	125	29	168	32	9
8	117	35	124	26	135	25	109	28	128	30	125	20	107	20	8
7	84	26	91	16	69	16	77	20	143	20	72	11	58	12	7
6	91	20	45	10	58	10	104	14	78	10	35	6	25	8	6
5	98	13	52	6	35	6	52	7	40	4	21	3	34	6	5
4	50	6	23	3	23	4	29	3	12	1	9	2	21	4	4
3	25	3	11	1	16	2	9	1	4	1	9	1	18	2	3
2	7	1	2	1	5	1	3	1	0	1	1	1	6	1	2
1	3	1	0	1	5	1	0	1	1	1	2	1	4	1	1
Avg (SD)	10.2 (3.9)		10.7 (3.3)		11.1 (3.7)		11.2 (3.9)		11.0 (3.6)		11.2 (3.0)		10.8 (3.1)		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	26	26	25	25
Q2 (50th Percentile)	20	22	22	22	21
Q1 (25th Percentile)	16	17	17	18	18

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
District	All Students	1,360	96	21.8	18.2
	Black/African American	209	92	18.1	16.4
	American Indian/Alaska Native	6	83	23.2	23.0
	White	508	98	23.4	19.3
	Hispanic/Latino	353	95	20.1	17.8
	Asian	179	97	24.2	20.0
	Native Hawaiian/Other Pac. Isl.	3	100	19.3	.
	Two or More Races	43	98	20.9	.
	Prefer not/No Response	59	93	23.5	22.5
State	All Students	142,877	90	20.9	17.6
	Black/African American	15,365	88	17.9	15.4
	American Indian/Alaska Native	458	86	20.5	17.6
	White	49,919	94	23.4	20.9
	Hispanic/Latino	57,960	89	18.7	15.8
	Asian	7,501	93	25.2	23.1
	Native Hawaiian/Other Pac. Isl.	205	91	21.2	18.2
	Two or More Races	3,872	92	22.3	18.9
	Prefer not/No Response	7,597	69	21.9	18.1

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.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	All Students	1,360	100	20.7	21.7	22.0	21.8	21.7	22.0
	Black/African American	209	15	17.0	17.7	18.1	18.5	18.0	18.4
	American Indian/Alaska Native	6	0	22.0	24.0	22.3	23.5	23.2	24.0
	White	508	37	22.6	23.2	23.8	23.2	23.4	23.4
	Hispanic/Latino	353	26	18.6	20.3	20.4	20.3	20.0	20.5
	Asian	179	13	23.2	24.3	23.9	24.2	24.0	24.5
	Native Hawaiian/Other Pac. Isl.	3	0	15.7	20.0	21.3	19.7	19.3	20.3
	Two or More Races	43	3	19.8	20.9	21.1	21.1	20.8	21.3
	Prefer not/No Response	59	4	22.5	23.5	24.4	23.3	23.5	23.6
State	All Students	142,877	100	19.4	20.7	21.0	20.7	20.6	21.0
	Black/African American	15,365	11	16.1	17.8	17.9	17.9	17.6	18.1
	American Indian/Alaska Native	458	0	18.9	20.1	20.4	20.2	20.0	20.4
	White	49,919	35	22.6	22.9	23.8	23.1	23.2	23.2
	Hispanic/Latino	57,960	41	16.8	18.8	18.7	18.8	18.4	19.0
	Asian	7,501	5	24.0	26.0	24.8	24.5	25.0	25.5
	Native Hawaiian/Other Pac. Isl.	205	0	19.5	20.8	21.9	20.8	20.8	21.1
	Two or More Races	3,872	3	21.0	21.7	22.7	22.0	22.0	22.1
	Prefer not/No Response	7,597	5	20.0	21.3	21.5	21.2	21.1	21.5

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
District	Males	629	96	22.0	17.5
	Females	731	96	21.6	18.8
	No Response	0	.	.	.
State	Males	65,231	89	21.2	17.6
	Females	75,331	92	20.7	17.6
	No Response	2,315	49	19.6	16.2

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	629	46	20.6	22.3	22.0	22.2	21.9	22.5
	Females	731	54	20.7	21.1	22.0	21.4	21.5	21.5
	No Response	0	0	.	.	.	.	.	.
State	Males	65,231	46	19.3	21.4	20.9	21.2	20.8	21.5
	Females	75,331	53	19.6	20.2	21.1	20.3	20.4	20.5
	No Response	2,315	2	17.3	19.7	19.2	19.4	19.0	19.8

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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: 1,360

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	%
District	33 to 36	71	5	44	3	101	7	66	5
	28 to 32	124	9	163	12	187	14	121	9
	24 to 27	231	17	342	25	225	17	289	21
	20 to 23	348	26	253	19	333	24	447	33
	16 to 19	261	19	383	28	285	21	277	20
	13 to 15	189	14	154	11	150	11	115	8
	01 to 12	136	10	21	2	79	6	45	3
State	33 to 36	6,830	5	4,306	3	8,889	6	5,041	4
	28 to 32	11,662	8	13,059	9	17,568	12	10,192	7
	24 to 27	19,185	13	28,316	20	19,362	14	26,211	18
	20 to 23	30,888	22	25,455	18	32,052	22	40,740	29
	16 to 19	28,035	20	49,219	34	32,070	22	37,190	26
	13 to 15	24,027	17	20,055	14	20,338	14	14,979	10
	01 to 12	22,250	16	2,467	2	12,598	9	8,524	6

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	
District	Males	64	55	49	46	35
	Females	67	47	52	39	30
	No Response	.	.	.	.	.
State	Males	56	47	43	39	28
	Females	58	38	43	32	24
	No Response	44	33	32	26	18

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=26 %	
District	All Students	1,360	66	50	50	42	32	24
	Black/African American	209	41	18	22	18	10	6
	American Indian/Alaska Native	6	67	67	50	50	33	33
	White	508	82	63	62	53	42	31
	Hispanic/Latino	353	50	40	41	33	24	15
	Asian	179	79	73	63	59	48	42
	Native Hawaiian/Other Pac. Isl	3	0	33	67	33	0	0
	Two or More Races	43	63	44	44	30	23	12
	Prefer Not to Respond	59	75	58	68	49	44	39
State	All Students	142,877	57	42	43	35	26	19
	Black/African American	15,365	35	19	23	15	9	5
	American Indian/Alaska Native	458	55	39	38	31	22	16
	White	49,919	78	60	62	53	41	31
	Hispanic/Latino	57,960	41	27	28	20	13	8
	Asian	7,501	80	77	65	63	53	51
	Native Hawaiian/Other Pac. Isl	205	61	45	47	35	25	17
	Two or More Races	3,872	67	49	53	44	33	25
	Prefer Not to Respond	7,597	58	45	46	39	31	25

Table 3.4. Progress Toward Career Readiness Based On ACT Composite Score¹

Student Group	Progress Toward Career Readiness ²	N		Average	ACT Composite	
		N	%	Composite	Score Range	Cut Point
District	Gold	1,029	76	23.8	18-36	25
	Silver	260	19	15.7	14-17	17
	Bronze	59	4	12.7	12-13	13
	Needs Improvement	12	1	10.3	1-11	
State	Gold	95,154	67	23.6	18-36	25
	Silver	35,443	25	15.6	14-17	17
	Bronze	8,718	6	12.6	12-13	13
	Needs Improvement	3,562	2	10.1	1-11	

¹ Progress Toward Career Readiness is based on research linking ACT Composite scores to ACT NCRC levels. The ACT Composite cut score for each NCRC level corresponds to a 50% chance of obtaining that level. If a student's ACT Composite score surpassed the cut score for an NCRC level, they are categorized as making progress towards the next higher NCRC level. Attainment of ACT NCRC levels indicates workplace employability skills that are 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
District	Core or More ²	1,303	67	20.8	51	21.8	51	22.1	43	21.9	33	21.8	25	22.1
	Less than Core	52	38	16.5	29	18.4	25	18.4	25	19.3	12	18.2	6	19.1
	Missing ³	5	60	21.4	40	22.2	60	22.8	40	24.2	40	22.6	40	23.4
State	Core or More	128,202	59	19.8	44	21.0	45	21.3	37	21.0	27	20.9	21	21.3
	Less than Core	9,015	34	15.9	23	18.1	24	17.8	19	18.0	12	17.6	9	18.3
	Missing	5,660	37	16.1	25	18.5	27	18.2	22	18.3	15	17.9	11	18.6

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
District	Core or More ²	1,337	66	20.7	1,345	51	21.7	1,326	51	22.1	1,348	42	21.8
	Less than Core	18	44	17.2	10	10	16.9	29	17	17.9	7	14	18.6
	Missing ³	5	60	21.4	5	40	22.2	5	60	22.8	5	40	24.2
State	Core or More	134,223	58	19.6	135,329	43	20.9	132,490	44	21.2	135,362	36	20.9
	Less than Core	3,469	33	15.5	2,275	9	16.0	5,003	24	17.7	2,064	15	17.3
	Missing	5,185	38	16.3	5,273	26	18.6	5,384	28	18.3	5,451	23	18.4

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			
	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	224	16	19.2	59	22,175	16	19.9	60
Eng 9, Eng 10, Eng 11, Eng 12	1,113	82	21.0	67	112,048	78	19.6	58
Less than 4 years of English	18	1	17.2	44	3,469	2	15.5	33
Zero years / no English courses reported	5	0	21.4	60	5,185	4	16.3	38
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	51	4	23.5	65	6,433	5	22.9	59
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	48	4	22.4	63	5,094	4	21.9	55
Alg 1, Alg 2, Geom, & Trig	25	2	18.8	24	3,576	3	19.2	29
Alg 1, Alg 2, Geom, & Other Adv Math	371	27	20.5	42	37,843	26	19.3	30
Other comb of 4 or more years of Math	629	46	23.4	64	56,121	39	23.0	60
Alg 1, Alg 2, & Geom	104	8	17.6	15	13,763	10	16.9	11
Other comb of 3 or 3.5 years of Math	117	9	19.8	35	12,499	9	19.5	32
Less than 3 years of Math	10	1	16.9	10	2,275	2	16.0	9
Zero years / no Math courses reported	5	0	22.2	40	5,273	4	18.6	26
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	4	0	21.0	50	608	0	22.6	53
Other comb of 4 or more years Social Science	1,196	88	22.3	53	113,633	80	21.5	46
US Hist, World Hist, & Am Gov	5	0	18.0	20	834	1	17.9	25
Other comb of 3 or 3.5 years of Social Science	121	9	19.9	36	17,415	12	19.2	32
Less than 3 years of Social Science	29	2	17.9	17	5,003	4	17.7	24
Zero years / no Social Science courses reported	5	0	22.8	60	5,384	4	18.3	28
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	971	71	21.4	39	89,079	62	20.9	36
Bio, Chem, Phys	367	27	22.8	49	43,407	30	20.8	35
Gen Sci ¹ , Bio, Chem	7	1	21.9	43	2,406	2	18.9	21
Other comb of 3 years of Natural Science	3	0	23.7	67	470	0	19.6	28
Less than 3 years of Natural Science	7	1	18.6	14	2,064	1	17.3	15
Zero years / no Natural Science courses reported	5	0	24.2	40	5,451	4	18.4	23

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 1,360

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	224	16	19.2	59	91	14	19.0	58	133	18	19.3	60
Eng 9, Eng 10, Eng 11, Eng 12	1,113	82	21.0	67	523	83	20.9	65	590	81	21.1	69
Less than 4 years of English	18	1	17.2	44	11	2	17.1	45	7	1	17.4	43
Zero years / no English courses reported	5	0	21.4	60	4	1	21.3	50	1	0	22.0	100
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	51	4	23.5	65	23	4	23.0	65	28	4	23.8	64
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	48	4	22.4	63	14	2	24.4	79	34	5	21.6	56
Alg 1, Alg 2, Geom, & Trig	25	2	18.8	24	12	2	17.1	8	13	2	20.3	38
Alg 1, Alg 2, Geom, & Other Adv Math	371	27	20.5	42	131	21	20.4	41	240	33	20.5	42
Other comb of 4 or more years of Math	629	46	23.4	64	345	55	24.0	68	284	39	22.6	59
Alg 1, Alg 2, & Geom	104	8	17.6	15	49	8	17.1	14	55	8	18.1	16
Other comb of 3 or 3.5 years of Math	117	9	19.8	35	47	7	20.6	43	70	10	19.2	30
Less than 3 years of Math	10	1	16.9	10	4	1	17.3	25	6	1	16.7	0
Zero years / no Math courses reported	5	0	22.2	40	4	1	23.3	50	1	0	18.0	0
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	4	0	21.0	50	2	0	26.0	100	2	0	16.0	0
Other comb of 4 or more years Social Science	1,196	88	22.3	53	552	88	22.4	51	644	88	22.3	53
US Hist, World Hist, & Am Gov	5	0	18.0	20	2	0	17.0	0	3	0	18.7	33
Other comb of 3 or 3.5 years of Social Science	121	9	19.9	36	57	9	19.3	32	64	9	20.4	41
Less than 3 years of Social Science	29	2	17.9	17	12	2	16.0	0	17	2	19.3	29
Zero years / no Social Science courses reported	5	0	22.8	60	4	1	22.8	50	1	0	23.0	100
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	971	71	21.4	39	451	72	21.8	44	520	71	21.0	35
Bio, Chem, Phys	367	27	22.8	49	163	26	23.2	52	204	28	22.5	47
Gen Sci ² , Bio, Chem	7	1	21.9	43	4	1	22.8	50	3	0	20.7	33
Other comb of 3 years of Natural Science	3	0	23.7	67	3	0	23.7	67	0	0	.	.
Less than 3 years of Natural Science	7	1	18.6	14	4	1	17.8	0	3	0	19.7	33
Zero years / no Natural Science courses reported	5	0	24.2	40	4	1	24.8	50	1	0	22.0	0

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.

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	28	2	18.5	1	5	20.0	24	2	19.0
Architecture	22	2	21.7	0	0	.	17	2	22.6
Area, Ethnic, & Multidisciplinary Studies	3	0	27.0	0	0	.	3	0	27.0
Arts: Visual & Performing	67	5	20.0	1	5	20.0	55	5	20.6
Business	279	21	19.9	3	15	16.0	189	17	21.4
Communications	19	1	21.8	0	0	.	17	2	22.1
Community, Family, & Personal Services	4	0	18.0	0	0	.	4	0	18.0
Computer Science & Mathematics	35	3	25.0	0	0	.	31	3	25.5
Education	53	4	20.7	1	5	21.0	50	4	20.9
Engineering	197	14	24.1	4	20	17.3	169	15	24.7
Engineering Technology & Drafting	14	1	18.1	2	10	14.5	12	1	18.8
English & Foreign Languages	11	1	23.5	0	0	.	7	1	23.0
Health Administration & Assisting	30	2	20.1	0	0	.	24	2	21.3
Health Sciences & Technologies	248	18	22.0	0	0	.	222	20	22.3
Philosophy, Religion, & Theology	4	0	22.3	0	0	.	4	0	22.3
Repair, Production, & Construction	3	0	16.3	1	5	15.0	2	0	17.0
Sciences: Biological & Physical	86	6	23.6	1	5	24.0	82	7	23.8
Social Sciences & Law	84	6	21.5	0	0	.	79	7	21.9
Undecided	168	12	21.6	5	25	14.2	127	11	22.4
No Response	5	0	18.0	1	5	15.0	1	0	15.0

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).

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	5	16.4	1	16.0	0	.	3	17.0	1	15.0
2-yr College Degree	15	16.7	4	16.8	0	.	5	18.4	4	15.8
Bachelors Degree	609	21.0	107	17.6	4	22.5	270	22.4	139	20.4
Graduate Study	226	24.2	21	19.2	0	.	113	24.9	45	22.8
Prof. Level Degree	284	24.1	28	21.4	2	24.5	87	25.2	70	22.1
Other	17	17.9	2	16.0	0	.	5	21.4	6	13.7
No Response	204	18.3	46	16.4	0	.	25	23.0	88	16.9

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	5	16.4	0	.	0	.	0	.	0	.
2-yr College Degree	15	16.7	0	.	0	.	0	.	2	14.0
Bachelors Degree	609	21.0	40	22.8	2	18.0	24	20.4	23	21.7
Graduate Study	226	24.2	28	26.6	1	22.0	6	23.8	12	26.6
Prof. Level Degree	284	24.1	76	25.6	0	.	8	19.9	13	26.4
Other	17	17.9	4	20.8	0	.	0	.	0	.
No Response	204	18.3	31	19.7	0	.	5	20.8	9	21.7

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

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
TEXAS A&M UNIVERSITY-MAIN CAMPUS	Texas	205	74	131	0	2	16	28	30	21	3
UNIV OF TEXAS AT AUSTIN	Texas	173	74	99	0	1	16	21	28	27	6
UNIVERSITY OF HOUSTON-MAIN CAMPUS	Texas	140	40	100	0	6	27	30	26	11	1
SAM HOUSTON STATE UNIVERSITY	Texas	137	47	90	1	8	33	30	18	9	0
TEXAS STATE UNIVERSITY	Texas	101	36	65	1	7	31	36	20	6	0
BAYLOR UNIVERSITY	Texas	78	25	53	0	3	18	19	40	15	5
TEXAS TECH UNIVERSITY	Texas	68	8	60	0	6	16	41	26	7	3
RICE UNIVERSITY	Texas	54	19	35	0	4	9	11	17	44	15
STEPHEN F AUSTIN STATE UNIVERSITY	Texas	46	11	35	0	9	39	30	15	7	0
UNIV OF TEXAS AT SAN ANTONIO	Texas	41	9	32	0	7	41	39	7	5	0
UNIVERSITY OF HOUSTON-DOWNTOWN	Texas	39	8	31	0	8	41	28	13	10	0
UNIVERSITY OF NORTH TEXAS	Texas	28	7	21	0	11	4	32	21	25	7
LONE STAR COLLEGE-TOMBALL	Texas	27	12	15	0	4	44	33	15	4	0
PRAIRIE VIEW A & M UNIVERSITY	Texas	24	7	17	8	21	46	21	0	4	0
TEXAS CHRISTIAN UNIVERSITY	Texas	24	4	20	0	0	33	25	25	13	4
LOUISIANA ST UNIV/A&M-BATON ROUGE	Louisiana	22	7	15	5	0	18	32	32	5	9
NCAA ELIGIBILITY CENTER	Indiana	22	13	9	5	23	32	32	0	9	0
LAMAR UNIVERSITY-BEAUMONT	Texas	20	7	13	0	20	30	40	10	0	0
BLINN COLLEGE	Texas	19	7	12	0	5	47	47	0	0	0
BRIGHAM YOUNG UNIVERSITY	Utah	19	13	6	0	0	16	32	11	32	11
OKLAHOMA STATE UNIVERSITY	Oklahoma	18	7	11	0	6	11	22	56	6	0
UNIV OF TEXAS AT DALLAS	Texas	18	3	15	0	0	6	50	28	17	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	16	6	10	0	0	31	38	13	13	6
UNIVERSITY OF ARKANSAS	Arkansas	16	10	6	0	13	0	31	44	13	0
LONE STAR COLLEGE-NORTH HARRIS	Texas	15	5	10	0	13	20	33	13	20	0
TARLETON STATE UNIVERSITY	Texas	15	4	11	7	7	20	40	20	7	0
UNIVERSITY OF OKLAHOMA	Oklahoma	15	4	11	0	7	7	40	20	27	0
TEXAS A&M UNIVERSITY AT GALVESTON	Texas	14	2	12	0	0	14	43	43	0	0
TEXAS A&M UNIVERSITY-CORPUS CHRISTI	Texas	13	4	9	0	8	15	54	15	8	0
STANFORD UNIVERSITY	California	12	2	10	0	0	8	17	0	33	42
All Other Institutions		485	125	360	0	5	24	28	18	18	6
Total		1,924	600	1,324	1	5	23	29	22	16	4

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

	Average ACT Scores									
	N		Writing		English		Reading		English / Language Arts	
	District	State	District	State	District	State	District	State	District	State
All Students	498	68,620	18.7	17.1	21.9	19.2	23.4	20.8	21.3	19.0
Black/African American	73	7,715	15.8	15.1	18.8	16.2	19.8	18.1	18.1	16.4
American Indian/Alaska Native	3	195	15.7	16.4	23.0	18.9	22.0	20.4	20.3	18.6
White	180	20,132	18.4	18.9	22.7	22.6	24.4	24.0	21.8	21.8
Hispanic/Latino	113	31,262	18.4	15.7	20.2	16.9	22.5	18.8	20.4	17.1
Asian	87	4,080	21.5	21.1	24.8	24.0	25.6	24.8	24.0	23.3
Native Hawaiian/Other Pac. Isl.	0	84	.	17.9	.	20.2	.	22.1	.	20.0
Two or More Races	19	1,726	18.2	18.5	19.1	21.2	20.7	22.8	19.3	20.8
Prefer not/No Response	23	3,426	21.5	17.5	24.2	19.8	26.2	21.4	23.9	19.6
Males	228	29,699	18.0	16.7	22.2	19.2	23.8	20.9	21.3	18.9
Females	270	37,891	19.2	17.4	21.6	19.2	23.1	20.8	21.3	19.1
No Response	0	1,030	.	16.7	.	17.0	.	19.3	.	17.7

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

	Average ACT Scores							
	N		English		Writing		English / Writing Combined	
	District	State	District	State	District	State	District	State
All Students	182	43,548	25.1	20.3	7.0	6.3	23.2	19.2
Black/African American	16	3,270	19.8	16.6	5.6	5.6	18.1	15.8
American Indian/Alaska Native	0	131	.	19.6	.	6.0	.	18.4
White	103	15,902	25.0	23.8	7.1	6.7	23.4	22.1
Hispanic/Latino	30	17,616	25.2	16.9	6.9	5.9	23.3	16.3
Asian	20	2,516	28.5	25.2	7.5	7.4	26.1	23.8
Native Hawaiian/Other Pac. Isl.	0	65	.	19.6	.	6.5	.	18.9
Two or More Races	3	1,193	24.3	22.0	7.0	6.6	22.7	20.6
Prefer not/No Response	10	2,855	27.0	21.2	7.0	6.3	24.5	19.8
Males	95	20,487	24.7	20.1	6.7	6.1	22.6	18.8
Females	87	22,087	25.5	20.6	7.4	6.5	23.9	19.6
No Response	0	974	.	18.6	.	5.9	.	17.6

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

