



Profile Report - State

Graduating Class 2018

Alaska



New to your 2018 Profile Report

Though ACT will continue to report English, mathematics, reading, and science subject scores, beginning in September 2016, subscores such as rhetorical skills and arts/literature will be omitted. Instead, a comprehensive set of reporting categories aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness will be included. This change will make it easier for students, parents, and educators to gain deeper insight into students' performance and better understand strengths and areas for improvement in each subject.

In this report, reporting category outcomes indicate the percentage of students with reporting category scores falling within associated ACT Readiness Ranges. These ranges reflect where a student who has met an associated ACT College Readiness Benchmark would typically perform in each reporting category.

This report includes percentage of students meeting/exceeding the ACT College Readiness Benchmark for English Language Arts (ELA). This benchmark reflects a score of 20.

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We are pleased to provide this 2018 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2018 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.

Total Students in Report: 2,582

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.

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, 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

How to Improve Scores and Increase College Readiness

27% 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: 2,582 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. 59% 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 5% of the cohort took less than three years of math courses. Of these students, 8% were college ready. 14% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 19% of these students were college ready. In comparison, 58% 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 18% of the cohort took less than three years of natural science courses. 27% of these students were college ready. In comparison, 47% 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 49% 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.

Section I

Executive Summary

Total Students in Report: 2,582

Figure 1.1. Average Composite Scores: 5 Years of Testing*

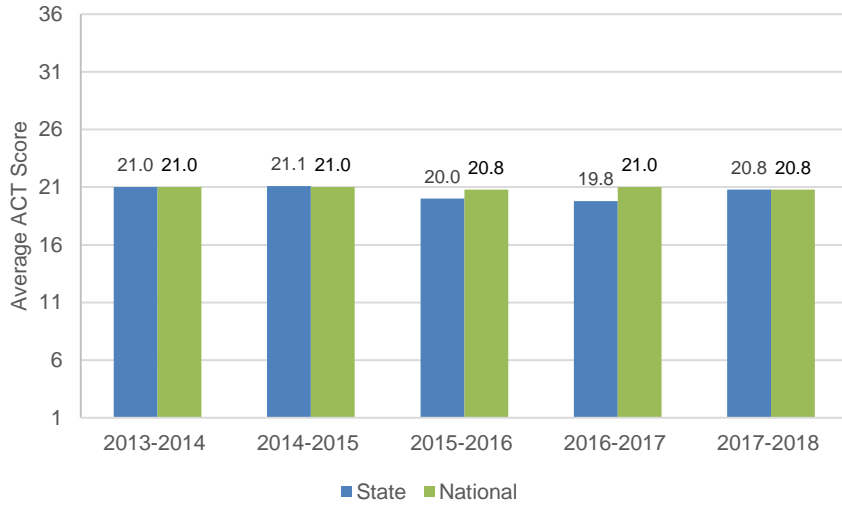


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

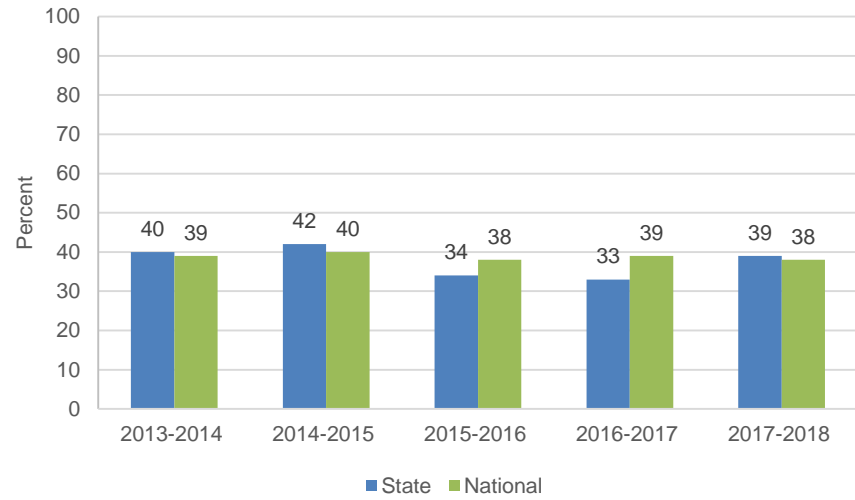


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

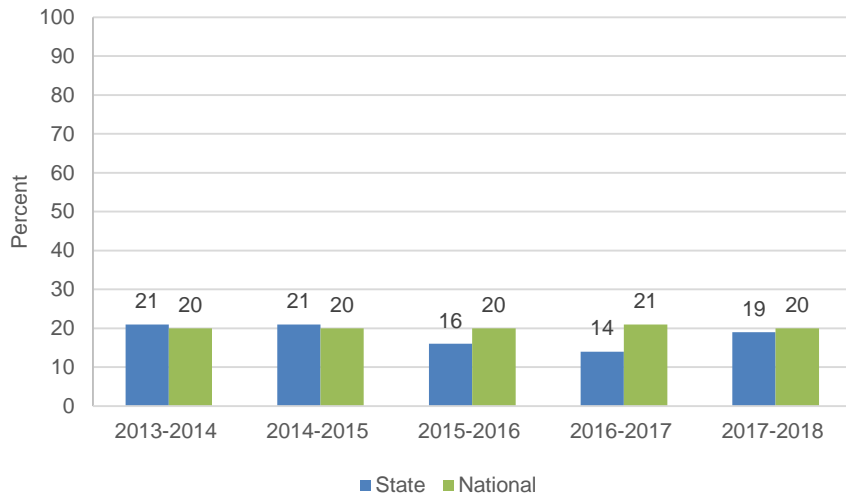
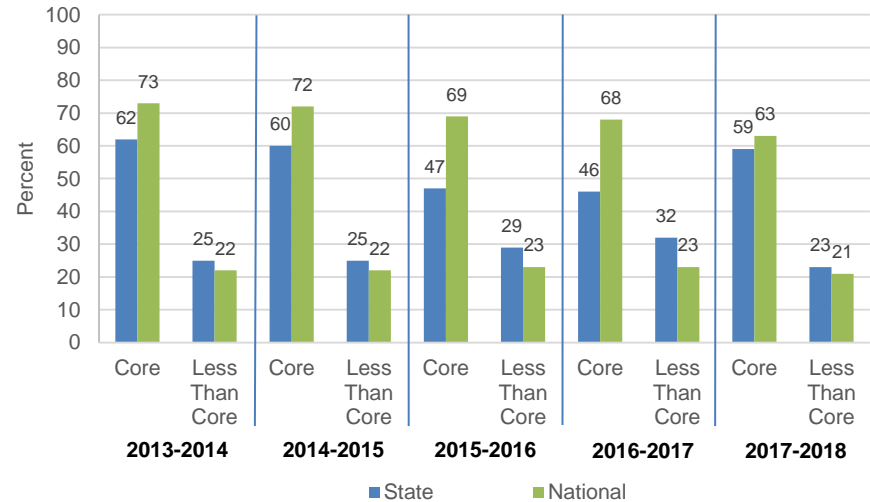


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* Missing columns in above graphs reflect years in which no students were tested.

Total Students in Report: 2,582

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
	State	National	English		Mathematics		Reading		Science		Met All Four	
			State	National	State	National	State	National	State	National	State	National
2014	2,659	1,845,787	63	64	45	43	48	44	36	37	28	26
2015	2,868	1,924,436	64	64	45	42	50	46	37	38	28	28
2016	3,895	2,090,342	55	61	37	41	42	44	31	36	22	26
2017	5,021	2,030,038	53	61	35	41	41	47	29	37	20	27
2018	2,582	1,914,817	60	60	42	40	49	46	36	36	27	27

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
2014	2,659	1,845,787	19.9	20.3	21.1	20.9	21.6	21.3	20.8	20.8	21.0	21.0
2015	2,868	1,924,436	20.1	20.4	21.1	20.8	21.9	21.4	20.9	20.9	21.1	21.0
2016	3,895	2,090,342	18.9	20.1	20.0	20.6	20.6	21.3	19.8	20.8	20.0	20.8
2017	5,021	2,030,038	18.7	20.3	19.8	20.7	20.4	21.4	19.9	21.0	19.8	21.0
2018	2,582	1,914,817	19.8	20.2	20.6	20.5	21.6	21.3	20.7	20.7	20.8	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
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
2017	2,030,038	20.3	20.7	21.4	21.0	21.0
2018	1,914,817	20.2	20.5	21.3	20.7	20.8

Total Students in Report: 2,582

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
2014	1,646	667	62	25	21.8	18.7	22.8	19.2	23.5	20.6	22.3	19.6	22.7	19.6
2015	1,729	727	60	25	22.3	18.9	23.0	19.4	24.0	20.6	22.8	19.4	23.2	19.7
2016	1,819	1,134	47	29	21.2	17.6	22.1	18.5	22.8	19.4	21.9	18.5	22.1	18.6
2017	2,299	1,594	46	32	20.8	17.2	21.5	18.5	22.3	19.3	21.5	18.6	21.7	18.5
2018	1,512	605	59	23	22.1	19.2	22.5	19.3	23.9	21.2	22.6	19.9	22.9	20.0

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

Race/Ethnicity	2014			2015			2016			2017			2018		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	2,659	100	21.0	2,868	100	21.1	3,895	100	20.0	5,021	100	19.8	2,582	100	20.8
Black/African American	59	2	17.3	75	3	18.3	103	3	17.0	131	3	17.2	53	2	18.4
American Indian/Alaska Native	306	12	15.9	342	12	16.1	502	13	16.2	512	10	15.3	307	12	16.4
White	1,372	52	23.1	1,410	49	23.2	1,773	46	22.1	2,236	45	21.7	1,135	44	23.3
Hispanic/Latino	159	6	20.3	150	5	21.2	272	7	19.0	438	9	19.2	167	6	21.3
Asian	165	6	19.8	197	7	20.1	259	7	18.2	367	7	18.9	173	7	21.5
Native Hawaiian/Other Pacific Islander	27	1	16.2	34	1	17.4	58	1	16.6	88	2	16.5	24	1	18.0
Two or more races	286	11	21.0	335	12	21.2	464	12	19.9	664	13	19.8	341	13	20.7
Prefer not to respond/No response	285	11	18.4	325	11	18.9	464	12	18.6	585	12	18.8	382	15	17.1

Total Students in Report: 2,582

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
2014	2,659	1,845,787	21.2	21.1	21	20	28.2	28.7	27.9	28.3
2015	2,868	1,924,436	21.2	21.1	21	20	28.3	28.7	28.3	28.4
2016	3,895	2,090,342	20.2	20.9	16	20	28.3	28.7	28.1	28.6
2017	5,021	2,030,038	20.1	21.1	14	21	28.0	28.7	27.9	28.7
2018	2,582	1,914,817	20.9	20.9	19	20	28.3	28.8	28.7	28.8

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	
2014	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2015	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2016	864	485,762	22	23	16.0	17.0	540	322,548	14	15	23.5	23.6	378	235,380	10	11	30.2	30.3
2017	2,611	999,708	52	49	15.5	16.2	1,460	596,096	29	29	22.9	23.4	941	427,075	19	21	30.4	30.8
2018	1,295	1,010,339	50	53	16.0	16.3	661	492,937	26	26	23.8	23.6	626	411,541	24	21	30.8	31.0

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

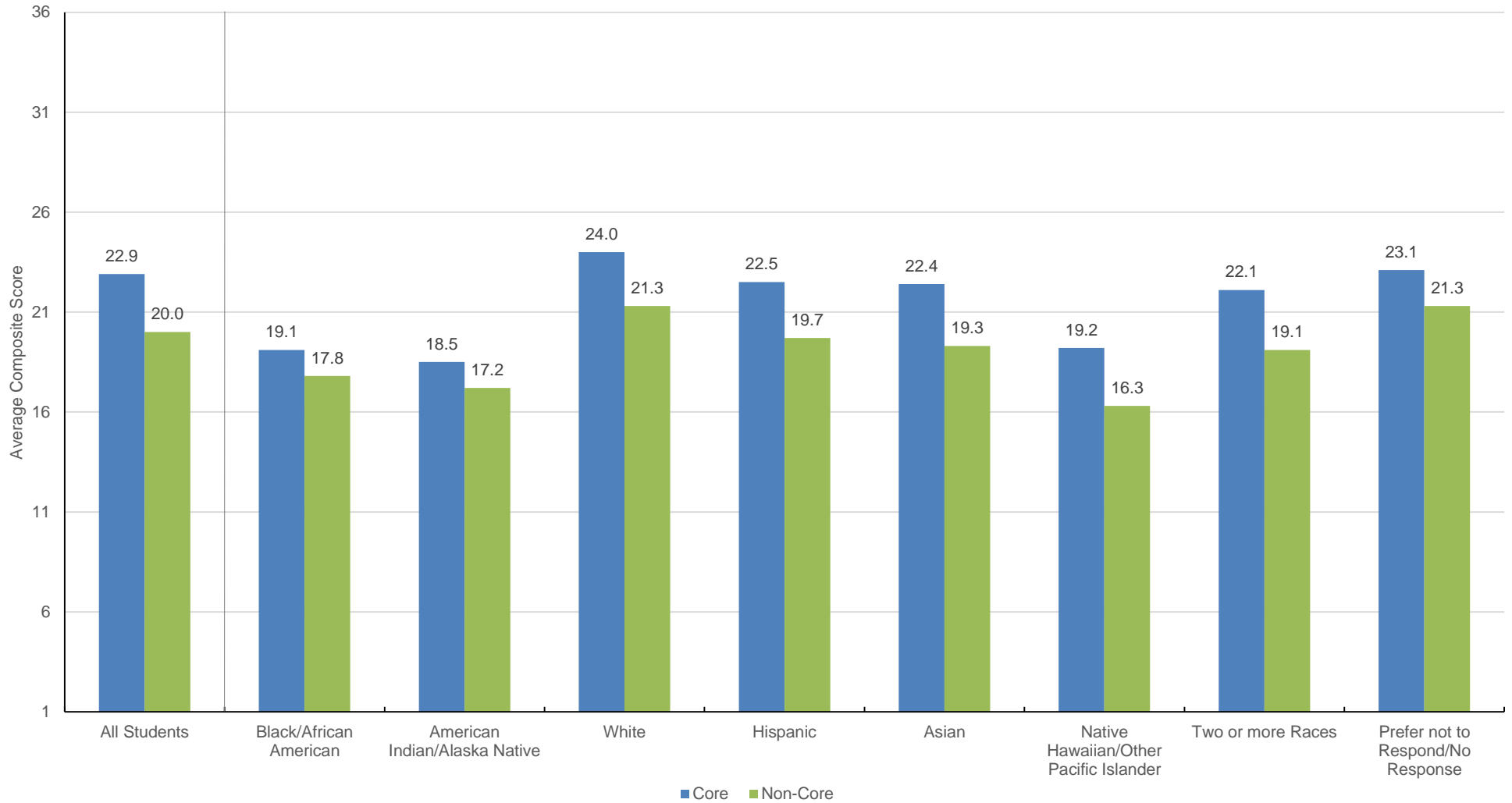
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Section II

Academic Achievement

Total Students in Report: 2,582

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.

Total Students in Report: 2,582

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	14	100	3	100	30	100	22	100	0	100	4	100	0	100	36
35	58	99	14	99	57	99	13	99	9	100	11	99	0	100	35
34	50	97	21	99	76	97	26	99	28	99	28	99	7	100	34
33	22	95	18	99	57	94	31	98	32	99	18	98	7	99	33
32	26	94	17	98	77	91	10	96	34	97	22	98	13	99	32
31	34	93	32	97	83	88	40	96	56	96	30	97	27	98	31
30	30	92	38	96	81	85	42	95	51	94	48	96	42	96	30
29	44	91	53	94	47	82	36	93	49	92	65	94	40	92	29
28	37	89	86	92	91	80	55	91	81	90	50	91	48	89	28
27	75	88	102	89	84	77	67	89	95	87	78	89	60	85	27
26	92	85	135	85	77	74	94	87	115	83	128	86	52	80	26
25	114	81	147	80	89	71	157	83	148	79	153	81	70	76	25
24	156	77	152	74	119	67	162	77	143	73	154	75	72	70	24
23	146	71	160	68	145	63	183	71	131	67	190	69	79	64	23
22	139	65	94	62	159	57	205	64	155	62	154	62	68	58	22
21	160	60	106	58	123	51	188	56	160	56	148	56	84	52	21
20	154	54	131	54	121	46	149	48	182	50	172	50	74	45	20
19	120	48	139	49	117	41	173	43	157	43	174	44	62	39	19
18	90	43	162	44	110	37	155	36	144	37	179	37	50	34	18
17	117	40	265	38	148	32	163	30	140	31	199	30	56	30	17
16	126	35	291	27	111	27	139	24	153	26	194	22	51	26	16
15	144	30	208	16	107	22	143	18	127	20	148	15	50	21	15
14	135	25	123	8	98	18	81	13	136	15	120	9	44	17	14
13	86	19	52	3	89	15	76	10	126	10	61	4	33	14	13
12	93	16	21	1	132	11	63	7	69	5	33	2	38	11	12
11	108	12	6	1	52	6	48	4	33	2	14	1	28	8	11
10	104	8	5	1	49	4	31	2	13	1	2	1	22	6	10
9	44	4	0	1	18	2	14	1	11	1	4	1	22	4	9
8	28	2	0	1	15	1	5	1	3	1	0	1	9	2	8
7	19	1	0	1	6	1	5	1	0	1	0	1	6	1	7
6	7	1	1	1	5	1	3	1	0	1	1	1	5	1	6
5	5	1	0	1	8	1	1	1	1	1	0	1	3	1	5
4	2	1	0	1	0	1	2	1	0	1	0	1	0	1	4
3	1	1	0	1	1	1	0	1	0	1	0	1	0	1	3
2	1	1	0	1	0	1	0	1	0	1	0	1	1	1	2
1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	19.8 (6.8)		20.6 (5.2)		21.6 (7.1)		20.7 (5.6)		20.8 (5.7)		20.9 (5.1)		20.8 (6.1)		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.

Figure 2.2. English Reporting Categories¹

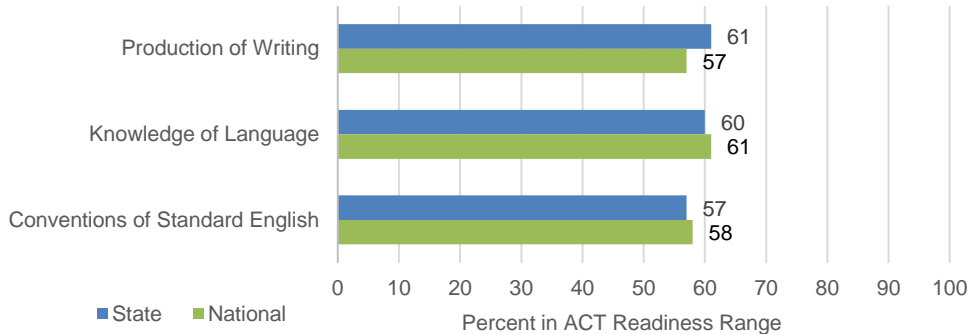


Figure 2.3. Math Reporting Categories¹

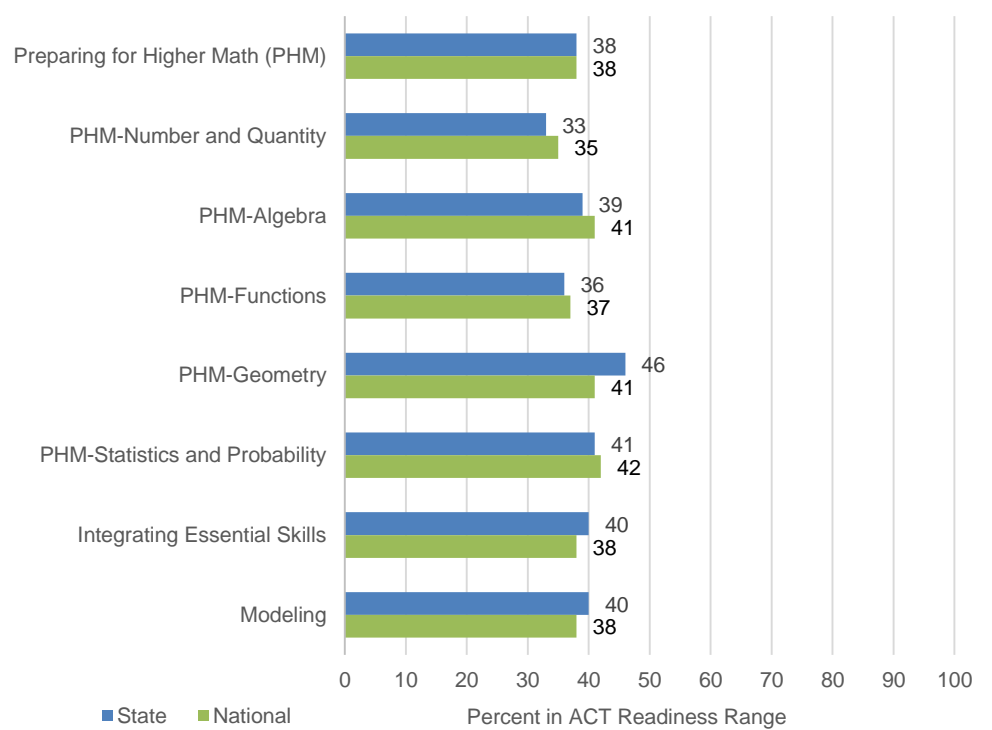


Figure 2.4. Reading Reporting Categories¹

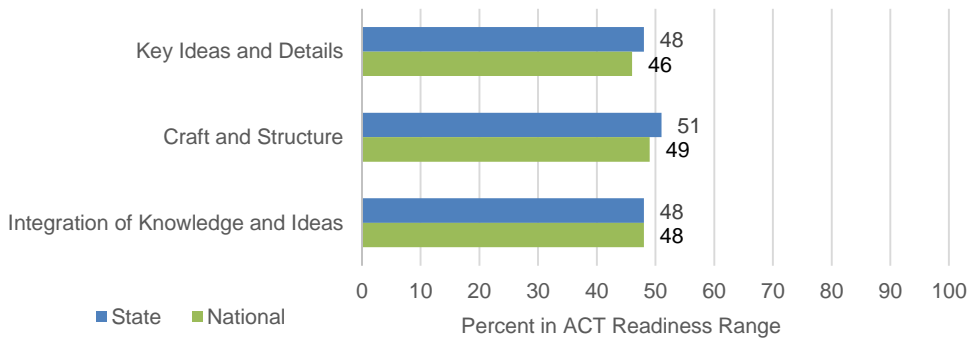
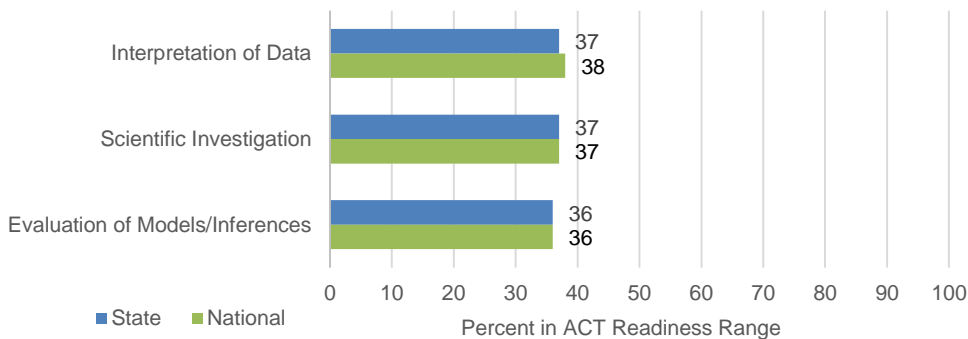


Figure 2.5. Science Reporting Categories¹



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.

¹ Reporting Categories are reported only for testing events beginning September 2016.

Total Students in Report: 2,582

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
State	All Students	2,582	59	22.9	20.0
	Black/African American	53	60	19.1	17.8
	American Indian/Alaska Native	307	34	18.5	17.2
	White	1,135	74	24.0	21.3
	Hispanic/Latino	167	61	22.5	19.7
	Asian	173	75	22.4	19.3
	Native Hawaiian/Other Pacific Islander	24	58	19.2	16.3
	Two or More Races	341	61	22.1	19.1
	Prefer not/No Response	382	23	23.1	21.3
National	All Students	1,914,817	63	22.2	19.0
	Black/African American	243,080	58	17.9	15.9
	American Indian/Alaska Native	15,449	51	18.5	16.4
	White	996,712	67	23.4	20.2
	Hispanic/Latino	307,358	63	19.9	17.5
	Asian	91,899	75	25.4	22.8
	Native Hawaiian/Other Pacific Islander	5,753	53	20.0	16.6
	Two or More Races	85,316	64	22.3	19.4
	Prefer not/No Response	169,250	36	22.6	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 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	2,582	100	19.8	20.6	21.6	20.7	20.8	20.9
	Black/African American	53	2	17.2	18.1	19.6	18.1	18.4	18.3
	American Indian/Alaska Native	307	12	14.7	17.4	16.1	16.7	16.4	17.3
	White	1,135	44	22.7	22.5	24.5	23.0	23.3	23.0
	Hispanic/Latino	167	6	20.4	20.4	22.9	21.1	21.3	21.0
	Asian	173	7	20.2	21.8	22.0	21.5	21.5	21.9
	Native Hawaiian/Other Pacific Islander	24	1	17.7	18.5	18.2	16.6	18.0	17.8
	Two or More Races	341	13	19.7	20.5	21.5	20.8	20.7	20.9
	Prefer not/No Response	382	15	15.5	17.9	17.3	17.1	17.1	17.8
National	All Students	1,914,817	100	20.2	20.5	21.3	20.7	20.8	20.9
	Black/African American	243,080	13	15.8	16.9	17.3	17.1	16.9	17.3
	American Indian/Alaska Native	15,449	1	15.9	17.4	17.7	17.7	17.3	17.8
	White	996,712	52	21.9	21.7	22.8	22.0	22.2	22.1
	Hispanic/Latino	307,358	16	17.8	18.8	19.3	18.9	18.8	19.1
	Asian	91,899	5	24.1	25.1	24.2	24.1	24.5	24.9
	Native Hawaiian/Other Pacific Islander	5,753	0	17.2	18.4	18.3	18.3	18.2	18.6
	Two or More Races	85,316	4	20.6	20.6	21.8	20.9	21.1	21.0
	Prefer not/No Response	169,250	9	19.0	19.6	20.3	19.8	19.8	19.9

Total Students in Report: 2,582

Table 2.4. 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	1,142	61	23.4	19.9
	Females	1,433	57	22.5	20.1
	No Response	7	0	.	.
National	Males	893,610	61	22.4	18.6
	Females	991,975	66	22.0	19.3
	No Response	29,232	13	18.6	16.6

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 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	1,142	44	19.5	21.5	21.5	21.2	21.0	21.6
	Females	1,433	55	20.1	20.0	21.7	20.3	20.7	20.4
	No Response	7	0	12.4	16.0	13.0	15.0	14.3	15.7
National	Males	893,610	47	19.7	20.9	21.0	20.9	20.8	21.2
	Females	991,975	52	20.7	20.2	21.7	20.6	20.9	20.7
	No Response	29,232	2	16.6	17.6	17.9	17.8	17.6	18.0

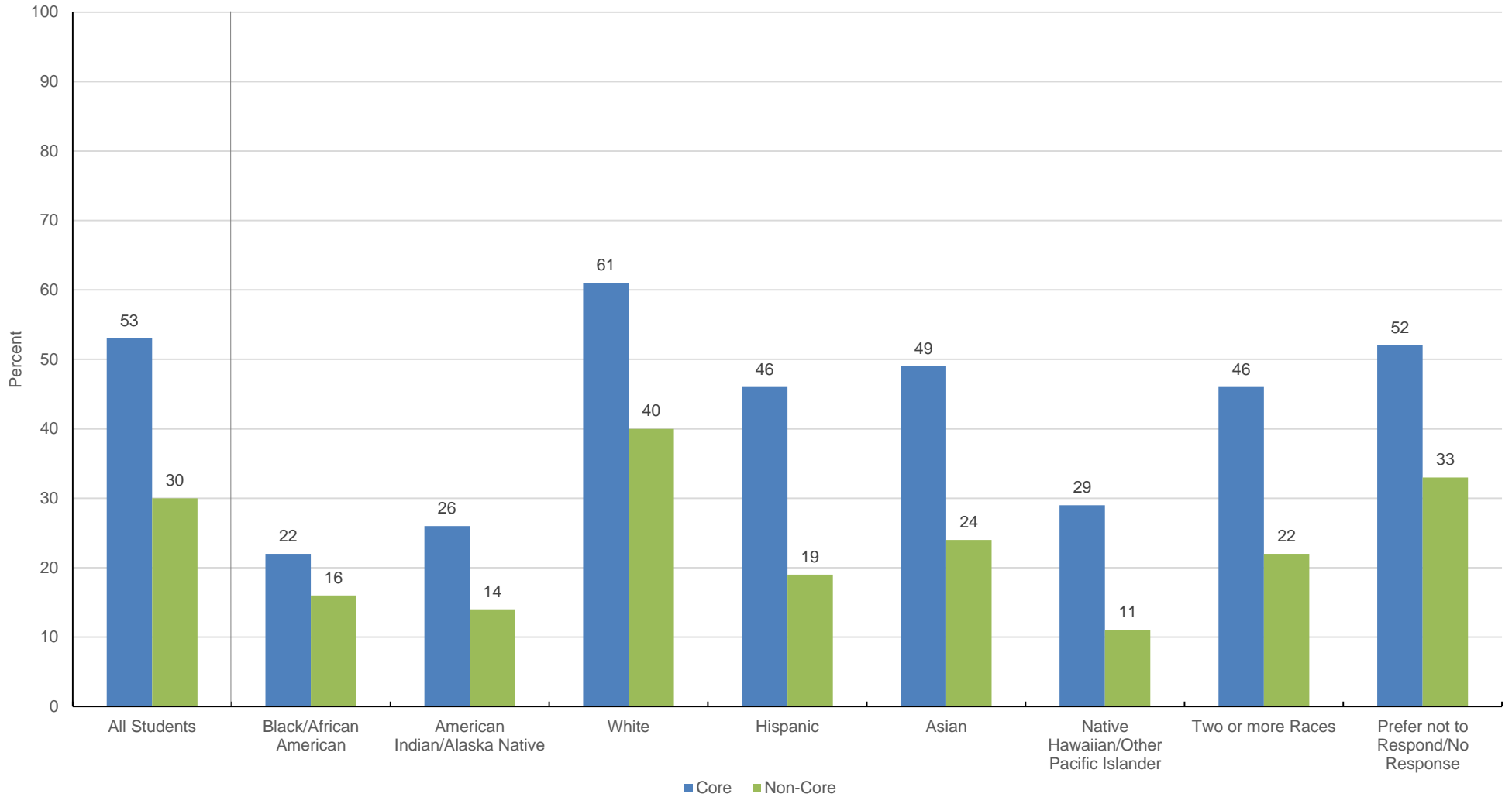
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	24	25	27	24	25
Q2 (50th Percentile)	20	20	21	21	20
Q1 (25th Percentile)	15	16	16	17	16

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.

Total Students in Report: 2,582

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

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	144	6	56	2	220	9	92	4
	28 to 32	171	7	226	9	379	15	183	7
	24 to 27	437	17	536	21	369	14	480	19
	20 to 23	599	23	491	19	548	21	725	28
	16 to 19	453	18	857	33	486	19	630	24
	13 to 15	365	14	383	15	294	11	300	12
	01 to 12	413	16	33	1	286	11	172	7
National	33 to 36	143,563	7	58,709	3	156,351	8	75,063	4
	28 to 32	154,254	8	177,068	9	232,703	12	154,978	8
	24 to 27	282,672	15	353,837	18	260,556	14	331,549	17
	20 to 23	411,089	21	324,319	17	433,162	23	513,463	27
	16 to 19	344,616	18	621,963	32	405,666	21	489,899	26
	13 to 15	304,484	16	357,972	19	257,877	13	232,220	12
	01 to 12	274,139	14	20,949	1	168,502	9	117,645	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	
State	Males	59	48	48	40	30
	Females	62	36	50	33	24
	No Response	0	0	0	0	0
National	Males	57	43	44	38	28
	Females	64	37	48	35	26
	No Response	38	18	25	17	10

Total Students in Report: 2,582

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 %
State	All Students	2,582	60	42	49	36	27	19
	Black/African American	53	38	19	36	15	9	9
	American Indian/Alaska Native	307	26	17	18	11	6	2
	White	1,135	80	56	66	52	39	27
	Hispanic/Latino	167	68	40	57	37	25	18
	Asian	173	62	51	49	40	31	23
	Native Hawaiian/Other Pacific Islander	24	38	29	25	13	13	0
	Two or More Races	341	60	40	46	33	23	18
	Prefer Not to Respond	382	32	21	27	17	13	8
National	All Students	1,914,817	60	40	46	36	27	20
	Black/African American	243,080	32	13	20	11	6	3
	American Indian/Alaska Native	15,449	32	15	23	15	8	5
	White	996,712	72	49	56	46	34	26
	Hispanic/Latino	307,358	46	26	33	22	15	10
	Asian	91,899	77	69	62	59	49	46
	Native Hawaiian/Other Pacific Islander	5,753	41	24	27	21	14	10
	Two or More Races	85,316	63	39	48	37	27	20
	Prefer Not to Respond	169,250	50	32	39	31	23	18

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level ²	N	%	Average Composite
State	Gold or Higher	698	27	28.1
	Silver	1,212	47	20.5
	Bronze	542	21	14.6
	Needs Improvement	130	5	11.1
National	Gold or Higher	499,653	26	28.6
	Silver	893,864	47	20.3
	Bronze	444,856	23	14.6
	Needs Improvement	76,444	4	11.5

¹ The ACT Composite scores associated with a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as 'Needs Improvement', 13 to 16 as 'Bronze', 17 to 24 as 'Silver', and 25 or above as 'Gold or Higher' in the table above. For comparison, individual student score reports classify those who scored 12-13, 14-17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

² Additional information on the ACT NCRC can be found at www.act.org.

Total Students in Report: 2,582

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	1,512	75	22.1	56	22.5	63	23.9	49	22.6	38	22.9	27	22.8
	Less than Core	605	58	19.2	29	19.3	45	21.2	28	19.9	16	20.0	10	19.9
	Missing ³	465	16	13.1	9	16.4	11	14.7	6	15.4	5	15.0	2	16.1
National	Core or More	1,200,072	70	21.8	49	21.7	54	22.7	45	21.9	34	22.2	26	22.1
	Less than Core	402,680	46	18.1	26	18.8	34	19.4	24	19.0	16	19.0	12	19.2
	Missing	312,065	38	16.7	22	18.1	28	18.3	20	18.2	13	18.0	9	18.4

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	N	English			Mathematics			Reading			Science		
			%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	
State	Core or More ²	2,055	70	21.3	1,988	51	21.9	2,033	58	23.2	1,650	47	22.5	
	Less than Core	65	63	19.6	132	8	16.4	88	48	21.2	469	27	19.7	
	Missing ³	462	16	13.1	462	10	16.4	461	11	14.7	463	6	15.4	
National	Core or More	1,527,131	66	21.1	1,528,137	45	21.2	1,430,773	51	22.1	1,389,989	43	21.7	
	Less than Core	91,187	34	16.1	83,960	8	16.2	181,701	35	19.7	220,831	18	18.1	
	Missing	296,499	39	16.9	302,720	22	18.1	302,343	28	18.4	303,997	20	18.2	

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: 2,582

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	589	23	21.5	70	323,956	17	22.1	72
Eng 9, Eng 10, Eng 11, Eng 12	1,466	57	21.3	70	1,203,175	63	20.8	64
Less than 4 years of English	65	3	19.6	63	91,187	5	16.1	34
Zero years / no English courses reported	462	18	13.1	16	296,499	15	16.9	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	173	7	25.2	79	99,215	5	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	211	8	22.2	57	125,955	7	21.5	51
Alg 1, Alg 2, Geom, & Trig	141	5	20.1	35	89,147	5	19.0	27
Alg 1, Alg 2, Geom, & Other Adv Math	296	11	20.2	38	321,541	17	19.2	29
Other comb of 4 or more years of Math	715	28	24.2	70	609,514	32	23.8	65
Alg 1, Alg 2, & Geom	362	14	18.2	19	187,368	10	16.9	10
Other comb of 3 or 3.5 years of Math	90	3	20.4	39	95,397	5	19.6	33
Less than 3 years of Math	132	5	16.4	8	83,960	4	16.2	8
Zero years / no Math courses reported	462	18	16.4	10	302,720	16	18.1	22
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	202	8	22.8	58	46,135	2	22.2	50
Other comb of 4 or more years Social Science	1,222	47	23.5	59	813,270	42	22.7	54
US Hist, World Hist, & Am Gov	130	5	21.6	48	111,031	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	479	19	23.0	57	460,337	24	21.7	48
Less than 3 years of Social Science	88	3	21.2	48	181,701	9	19.7	35
Zero years / no Social Science courses reported	461	18	14.7	11	302,343	16	18.4	28
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	728	28	23.0	53	705,397	37	22.4	48
Bio, Chem, Phys	181	7	25.6	71	193,793	10	23.3	54
Gen Sci ¹ , Bio, Chem	659	26	21.2	37	444,093	23	20.1	30
Other comb of 3 years of Natural Science	82	3	20.9	32	46,706	2	18.9	23
Less than 3 years of Natural Science	469	18	19.7	27	220,831	12	18.1	18
Zero years / no Natural Science courses reported	463	18	15.4	6	303,997	16	18.2	20

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 2,582

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	589	23	21.5	70	238	21	21.2	68	351	24	21.7	72
Eng 9, Eng 10, Eng 11, Eng 12	1,466	57	21.3	70	654	57	21.2	70	812	57	21.4	71
Less than 4 years of English	65	3	19.6	63	21	2	21.2	71	44	3	18.8	59
Zero years / no English courses reported	462	18	13.1	16	229	20	12.9	15	226	16	13.3	17
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	173	7	25.2	79	74	6	26.0	84	99	7	24.6	76
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	211	8	22.2	57	72	6	23.3	71	139	10	21.6	50
Alg 1, Alg 2, Geom, & Trig	141	5	20.1	35	59	5	21.0	51	82	6	19.4	24
Alg 1, Alg 2, Geom, & Other Adv Math	296	11	20.2	38	113	10	21.0	47	183	13	19.7	32
Other comb of 4 or more years of Math	715	28	24.2	70	361	32	25.2	75	354	25	23.2	64
Alg 1, Alg 2, & Geom	362	14	18.2	19	128	11	18.8	24	234	16	17.8	15
Other comb of 3 or 3.5 years of Math	90	3	20.4	39	48	4	21.1	44	42	3	19.5	33
Less than 3 years of Math	132	5	16.4	8	58	5	17.2	14	74	5	15.8	3
Zero years / no Math courses reported	462	18	16.4	10	229	20	16.5	10	226	16	16.3	9
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	202	8	22.8	58	94	8	23.1	60	108	8	22.5	57
Other comb of 4 or more years Social Science	1,222	47	23.5	59	530	46	23.7	60	692	48	23.3	59
US Hist, World Hist, & Am Gov	130	5	21.6	48	63	6	21.9	48	67	5	21.4	49
Other comb of 3 or 3.5 years of Social Science	479	19	23.0	57	196	17	22.7	55	283	20	23.3	58
Less than 3 years of Social Science	88	3	21.2	48	31	3	22.1	52	57	4	20.7	46
Zero years / no Social Science courses reported	461	18	14.7	11	228	20	14.5	11	226	16	14.9	12
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	728	28	23.0	53	382	33	23.8	58	346	24	22.1	47
Bio, Chem, Phys	181	7	25.6	71	86	8	26.6	78	95	7	24.8	65
Gen Sci ² , Bio, Chem	659	26	21.2	37	240	21	21.5	39	419	29	21.1	36
Other comb of 3 years of Natural Science	82	3	20.9	32	47	4	21.4	38	35	2	20.1	23
Less than 3 years of Natural Science	469	18	19.7	27	159	14	19.6	28	310	22	19.7	26
Zero years / no Natural Science courses reported	463	18	15.4	6	228	20	15.5	7	228	16	15.3	6

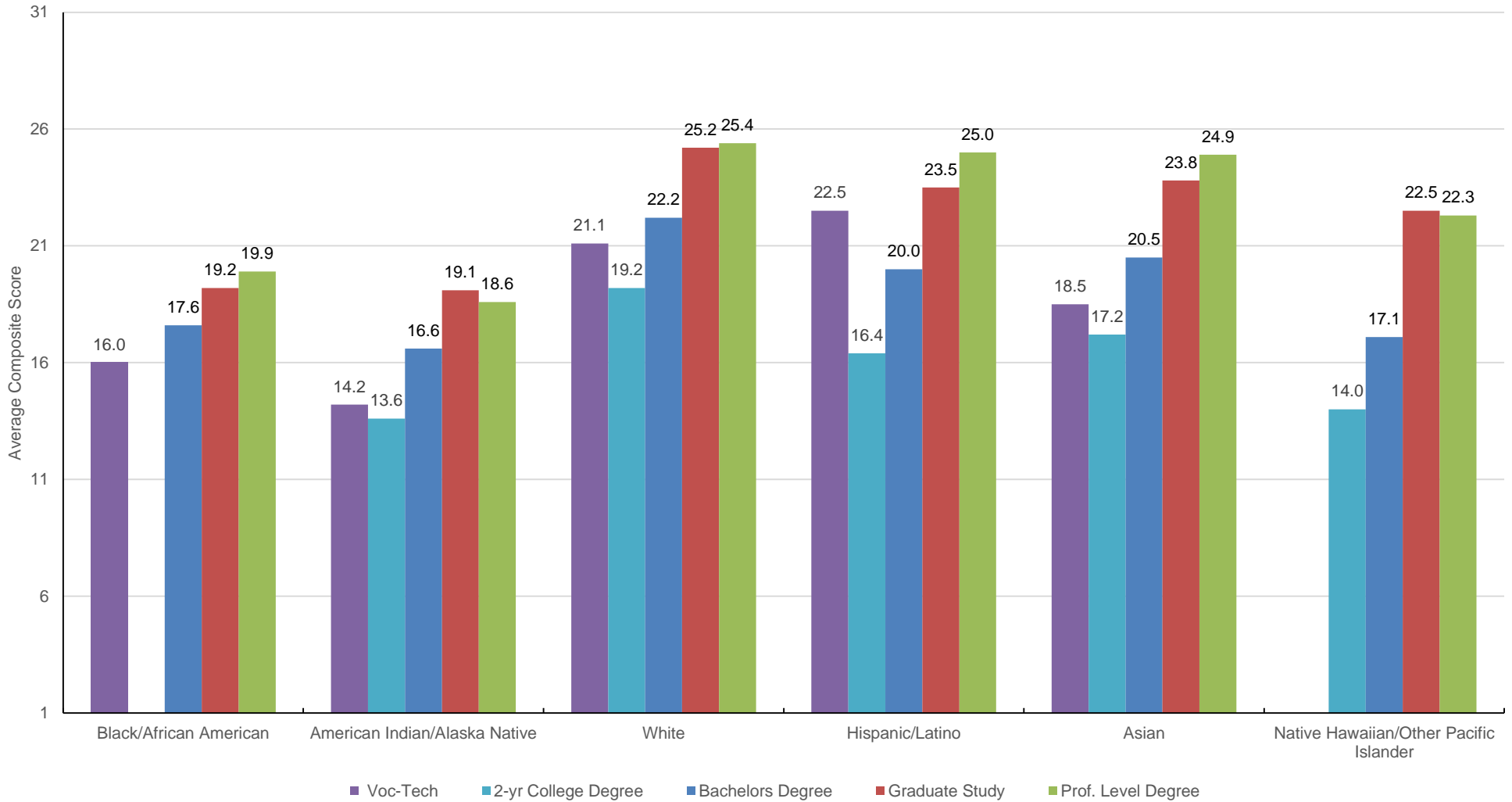
¹Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

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.

Total Students in Report: 2,582

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	21	1	21.1	2	1	14.5	17	1	21.9
Architecture	20	1	21.6	1	1	15.0	18	1	21.7
Area, Ethnic, & Multidisciplinary Studies	3	0	21.0	0	0	.	3	0	21.0
Arts: Visual & Performing	117	5	20.7	9	6	16.7	100	5	21.1
Business	157	6	20.2	13	9	17.3	139	7	20.5
Communications	22	1	20.5	1	1	17.0	20	1	20.7
Community, Family, & Personal Services	35	1	17.7	5	4	16.6	29	1	17.9
Computer Science & Mathematics	91	4	22.5	6	4	18.5	80	4	22.8
Education	118	5	19.2	4	3	18.3	106	5	19.5
Engineering	250	10	24.4	11	8	19.6	228	11	24.7
Engineering Technology & Drafting	25	1	21.4	5	4	19.4	18	1	22.3
English & Foreign Languages	35	1	22.5	1	1	23.0	32	2	22.5
Health Administration & Assisting	85	3	18.5	9	6	17.1	73	4	18.5
Health Sciences & Technologies	434	17	21.7	16	11	16.4	404	20	21.9
Philosophy, Religion, & Theology	6	0	19.8	1	1	13.0	5	0	21.2
Repair, Production, & Construction	62	2	16.9	25	18	16.3	29	1	17.7
Sciences: Biological & Physical	222	9	24.4	1	1	10.0	217	11	24.4
Social Sciences & Law	152	6	22.2	4	3	18.5	136	7	22.5
Undecided	434	17	21.1	23	16	16.7	356	18	21.6
No Response	288	11	14.8	2	1	16.5	6	0	16.5

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: 2,582

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	49	18.0	1	16.0	17	14.2	14	21.1	2	22.5
2-yr College Degree	92	16.5	0	.	29	13.6	31	19.2	8	16.4
Bachelors Degree	1,240	20.5	27	17.6	175	16.6	585	22.2	93	20.0
Graduate Study	350	24.2	9	19.2	18	19.1	206	25.2	23	23.5
Prof. Level Degree	429	24.4	14	19.9	30	18.6	231	25.4	33	25.0
Other	51	17.9	0	.	18	13.7	18	21.8	3	19.7
No Response	371	16.5	2	16.5	20	17.0	50	22.1	5	20.2

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	49	18.0	2	18.5	0	.	9	19.7	4	17.3
2-yr College Degree	92	16.5	10	17.2	2	14.0	10	16.3	2	17.5
Bachelors Degree	1,240	20.5	90	20.5	15	17.1	193	19.9	62	20.2
Graduate Study	350	24.2	21	23.8	2	22.5	44	23.0	27	24.6
Prof. Level Degree	429	24.4	36	24.9	4	22.3	60	23.2	21	25.6
Other	51	17.9	4	18.5	0	.	7	19.0	1	9.0
No Response	371	16.5	10	20.1	1	13.0	18	19.6	265	15.0

Total Students in Report: 2,582

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 ALASKA ANCHORAGE	Alaska	703	378	325	7	21	26	23	17	6	0
UNIVERSITY OF ALASKA FAIRBANKS	Alaska	557	292	265	10	22	21	24	14	8	1
UNIVERSITY OF ALASKA SOUTHEAST	Alaska	123	29	94	6	33	27	20	12	2	0
KUSKOKWIM CAMPUS UAF-CRCD	Alaska	79	30	49	25	54	18	1	1	0	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	69	23	46	0	1	14	26	32	16	10
UNIVERSITY OF WASHINGTON	Washington	69	11	58	1	1	14	29	23	26	4
ALASKA PACIFIC UNIVERSITY	Alaska	58	15	43	16	26	26	21	10	2	0
NORTHERN ARIZONA UNIVERSITY	Arizona	56	11	45	0	2	20	30	34	9	5
BRIGHAM YOUNG UNIVERSITY	Utah	51	34	17	0	0	6	29	35	22	8
NCAA ELIGIBILITY CENTER	Indiana	48	30	18	0	8	25	29	27	10	0
WESTERN WASHINGTON UNIVERSITY	Washington	48	14	34	0	2	15	31	29	17	6
WASHINGTON STATE UNIVERSITY	Washington	44	10	34	0	7	16	34	34	9	0
FORT LEWIS COLLEGE	Colorado	42	13	29	5	38	36	19	2	0	0
OREGON STATE UNIVERSITY	Oregon	41	11	30	2	2	22	22	32	20	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	37	11	26	0	3	14	30	38	11	5
KENAI PENINSULA COLLEGE	Alaska	36	12	24	22	17	25	17	14	6	0
BOISE STATE UNIVERSITY	Idaho	35	9	26	0	3	14	34	29	20	0
STANFORD UNIVERSITY	California	33	11	22	3	0	6	9	9	52	21
UNIVERSITY OF OREGON	Oregon	32	8	24	3	16	16	34	16	9	6
COLORADO STATE UNIVERSITY	Colorado	31	8	23	0	0	16	13	32	39	0
Code not found		30	5	25	23	57	10	7	3	0	0
CENTRAL WASHINGTON UNIVERSITY	Washington	29	12	17	0	0	24	55	17	3	0
MATANUSKA-SUSITNA COLLEGE/UAA	Alaska	29	11	18	3	10	28	31	24	3	0
ARIZONA STATE UNIVERSITY	Arizona	27	7	20	0	11	22	26	30	11	0
UNIVERSITY OF PORTLAND	Oregon	24	4	20	0	0	8	25	54	13	0
COLORADO SCHOOL OF MINES	Colorado	22	7	15	0	0	5	14	23	45	14
EASTERN WASHINGTON UNIVERSITY	Washington	22	6	16	0	9	14	50	14	14	0
UTAH STATE UNIVERSITY	Utah	21	8	13	0	0	0	24	43	14	19
ILISAGVIK COLLEGE	Alaska	20	4	16	30	50	15	5	0	0	0
GONZAGA UNIVERSITY	Washington	19	3	16	0	0	11	16	47	26	0
All Other Institutions		1,549	412	1,137	3	11	16	25	24	17	5
Total		3,984	1,439	2,545	5	16	19	24	21	12	3

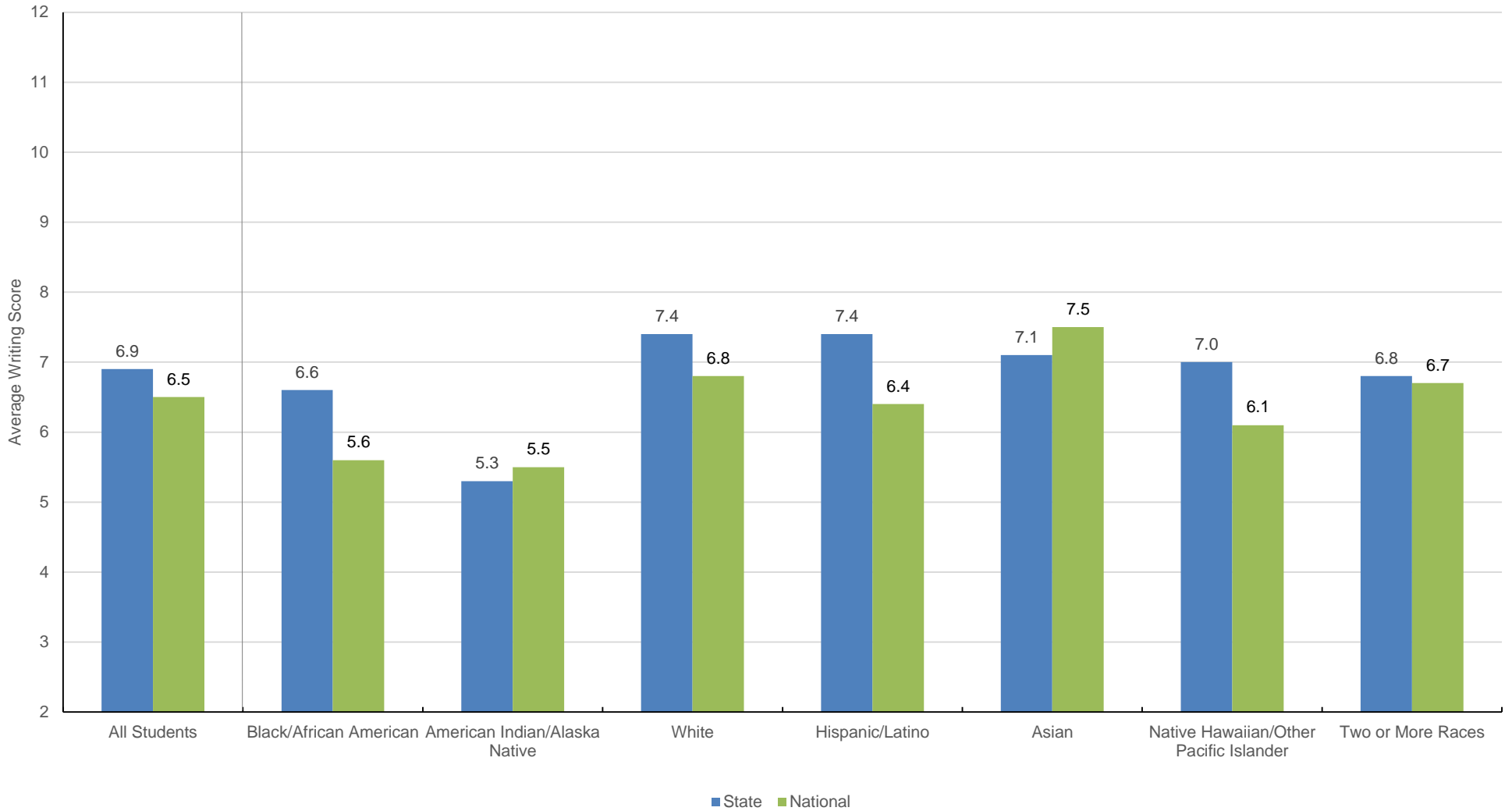
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Section V

Optional Writing Test Results

Total Students in Report: 2,582

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



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

Total Students in Report: 2,582

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

	N		Average ACT Scores					
			English		Reading		Writing	
			State	National	State	National	State	National
All Students	1,223	903,603	21.3	20.7	23.0	21.8	6.9	6.5
Black/African American	21	103,370	18.0	15.9	21.1	17.3	6.6	5.6
American Indian/Alaska Native	151	6,413	14.4	15.6	15.7	17.5	5.3	5.5
White	590	426,803	23.8	22.5	25.7	23.4	7.4	6.8
Hispanic/Latino	87	177,117	21.9	18.2	24.2	19.6	7.4	6.4
Asian	74	63,636	22.9	25.2	24.6	25.1	7.1	7.5
Native Hawaiian/Other Pacific Islander	9	3,602	21.9	17.3	20.3	18.2	7.0	6.1
Two or More Races	166	43,115	20.8	21.2	22.5	22.3	6.8	6.7
Prefer not/No Response	125	79,547	17.6	19.9	19.0	21.1	6.0	6.3
Males	531	421,102	21.2	20.3	23.1	21.5	6.7	6.3
Females	692	472,773	21.4	21.2	23.0	22.1	7.0	6.8
No Response	0	9,728	.	15.8	.	17.5	.	5.3

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

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
			State	National	State	National
All Students	1,223	903,603	20.8	19.9	61	50
Black/African American	21	103,370	18.7	15.6	33	21
American Indian/Alaska Native	151	6,413	14.2	15.5	15	20
White	590	426,803	23.2	21.3	76	61
Hispanic/Latino	87	177,117	21.9	18.0	71	37
Asian	74	63,636	22.1	23.6	73	73
Native Hawaiian/Other Pacific Islander	9	3,602	20.3	17.0	56	31
Two or More Races	166	43,115	20.4	20.3	60	53
Prefer not/No Response	125	79,547	17.4	19.1	35	45
Males	531	421,102	20.6	19.3	58	47
Females	692	472,773	21.0	20.5	63	54
No Response	0	9,728	.	15.2	.	21

