



Profile Report - State

Graduating Class 2016

District of Columbia



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

38% 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: 1,692 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. 73% 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, 33% were college ready. 2% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 17% of these students were college ready. In comparison, 50% 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 4% of the cohort took less than three years of natural science courses. 27% of these students were college ready. In comparison, 46% 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 48% 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

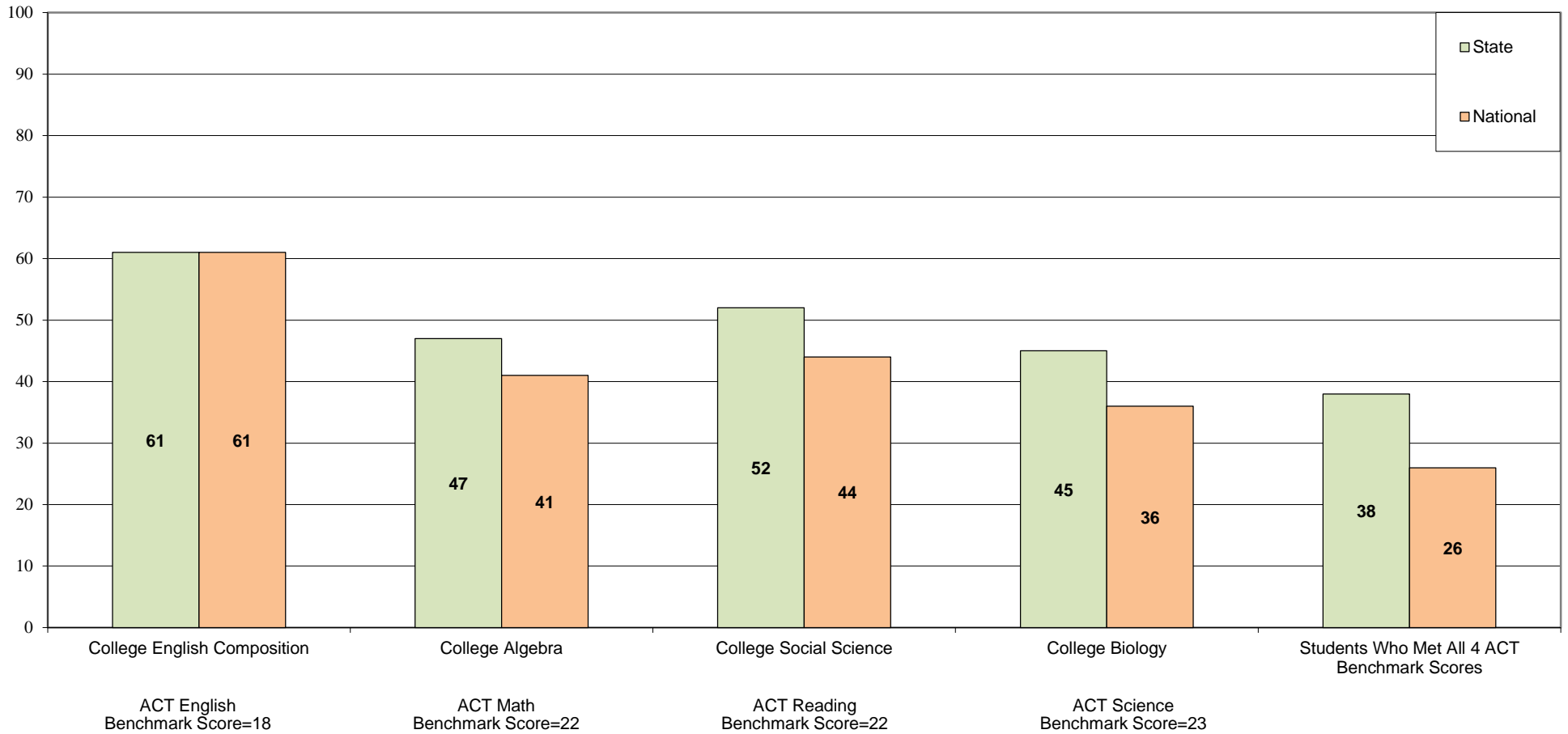
Executive Summary

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: 1,692

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	1,549	1,666,017	51	67	37	46	42	52	26	31	24	25
2013	1,647	1,799,243	54	64	39	44	43	44	33	36	29	26
2014	1,492	1,845,787	61	64	47	43	47	44	41	37	35	26
2015	1,602	1,924,436	57	64	44	42	46	46	39	38	33	28
2016	1,692	2,090,342	61	61	47	41	52	44	45	36	38	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	1,549	1,666,017	19.0	20.5	20.0	21.1	20.0	21.3	19.2	20.9	19.7	21.1
2013	1,647	1,799,243	19.8	20.2	20.5	20.9	21.0	21.1	19.7	20.7	20.4	20.9
2014	1,492	1,845,787	21.2	20.3	21.5	20.9	22.0	21.3	21.1	20.8	21.6	21.0
2015	1,602	1,924,436	20.5	20.4	21.1	20.8	21.5	21.4	20.7	20.9	21.1	21.0
2016	1,692	2,090,342	21.8	20.1	21.8	20.6	22.8	21.3	21.7	20.8	22.2	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

Total Students in Report: 1,692

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	1,256	262	81	17	19.0	19.5	20.0	20.6	19.9	20.3	19.2	19.4	19.6	20.1
2013	1,256	244	76	15	20.0	20.4	20.6	21.0	21.1	21.3	19.7	20.1	20.5	20.8
2014	1,123	209	75	14	21.2	22.5	21.4	23.0	21.8	23.0	20.9	21.7	21.4	22.7
2015	1,220	224	76	14	20.5	21.4	21.2	21.8	21.5	22.0	20.7	21.3	21.1	21.8
2016	1,236	269	73	16	21.9	22.7	21.9	22.8	22.8	23.3	21.7	22.5	22.2	23.0

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

	2012			2013			2014			2015			2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,549	100	19.7	1,647	100	20.4	1,492	100	21.6	1,602	100	21.1	1,692	100	22.2
Black/African American	875	56	16.2	831	50	16.4	645	43	16.9	733	46	16.7	698	41	17.3
American Indian/Alaska Native	7	0	14.1	5	0	15.8	6	0	21.0	6	0	16.7	7	0	16.4
White	368	24	26.7	406	25	27.6	386	26	27.6	405	25	27.9	463	27	28.8
Hispanic/Latino	107	7	19.7	119	7	19.6	128	9	22.7	154	10	21.5	138	8	21.8
Asian	25	2	24.4	39	2	25.4	34	2	23.1	39	2	25.3	45	3	26.0
Native Hawaiian/Other Pacific Islander	2	0	21.0	1	0	13.0	4	0	27.8	2	0	15.0	0	0	.
Two or more races	65	4	21.5	52	3	22.3	72	5	22.7	63	4	22.1	70	4	22.5
Prefer not to respond/No response	100	6	21.8	194	12	21.6	217	15	23.3	200	12	22.1	271	16	23.0

Total Students in Report: 1,692

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	1,549	1,666,017	19.9	21.3	20	20	29.6	28.7	28.1	27.9
2013	1,647	1,799,243	20.4	21.1	24	19	29.6	28.7	28.8	28.0
2014	1,492	1,845,787	21.5	21.1	29	20	29.8	28.7	29.5	28.3
2015	1,602	1,924,436	21.2	21.1	27	20	29.7	28.7	29.4	28.4
2016	1,692	2,090,342	22.0	20.9	33	20	30.0	28.7	30.0	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	586	485,762	35	23	15.2	17.0	244	322,548	14	15	23.8	23.6	297	235,380	18	11	31.6	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: 1,692

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	1,434	85	21.7	21.8	22.5	21.5	22.0
	Extended Time	258	15	22.6	21.8	24.7	23.2	23.2
	Total	1,692	100	21.8	21.8	22.8	21.7	22.2
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	60	47	50	43	37
	Extended Time	70	47	62	54	42
	Total	61	47	52	45	38
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: 1,692

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	28	100	23	100	57	100	40	100	7	100	13	100	36
35	142	98	39	99	66	97	34	98	44	99	49	99	35
34	75	90	47	96	84	93	51	96	67	97	48	96	34
33	59	86	40	94	98	88	52	93	70	93	45	93	33
32	53	82	42	91	80	82	33	90	68	89	38	91	32
31	54	79	32	89	49	77	49	88	57	85	54	89	31
30	40	76	57	87	61	74	37	85	60	82	50	85	30
29	29	73	64	83	42	71	52	83	77	78	72	82	29
28	52	72	72	80	55	68	47	79	52	73	56	78	28
27	45	69	71	75	33	65	44	77	60	70	62	75	27
26	45	66	77	71	53	63	50	74	58	67	67	71	26
25	46	63	51	67	41	60	99	71	52	63	62	67	25
24	62	61	83	64	43	58	86	65	54	60	66	64	24
23	58	57	53	59	65	55	79	60	51	57	71	60	23
22	54	53	42	56	56	51	79	55	68	54	62	55	22
21	57	50	33	53	60	48	61	51	56	50	66	52	21
20	63	47	63	51	70	44	86	47	65	47	60	48	20
19	39	43	71	47	63	40	98	42	70	43	98	44	19
18	38	41	108	43	77	36	85	36	73	39	102	39	18
17	46	39	109	37	60	32	85	31	94	34	147	33	17
16	68	36	163	30	64	28	102	26	82	29	90	24	16
15	91	32	151	21	79	25	61	20	108	24	87	19	15
14	91	26	93	12	79	20	66	17	81	18	80	13	14
13	64	21	45	6	70	15	54	13	74	13	58	9	13
12	47	17	28	4	72	11	49	10	62	9	42	5	12
11	68	15	12	2	34	7	31	7	38	5	25	3	11
10	70	11	13	1	33	5	30	5	18	3	8	1	10
9	37	6	3	1	22	3	16	3	15	2	5	1	9
8	27	4	3	1	7	2	13	2	7	1	3	1	8
7	25	3	1	1	6	1	7	1	2	1	3	1	7
6	10	1	3	1	5	1	9	1	2	1	1	1	6
5	5	1	0	1	3	1	2	1	0	1	1	1	5
4	0	1	0	1	2	1	1	1	0	1	1	1	4
3	3	1	0	1	3	1	2	1	0	1	0	1	3
2	0	1	0	1	0	1	2	1	0	1	0	1	2
1	1	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	21.8 (8.8)		21.8 (6.8)		22.8 (8.2)		21.7 (7.2)		22.2 (7.4)		22.0 (6.8)		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: 1,692

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	204	100	77	100	142	100	173	100	136	100	50	100	56	100	18
17	183	88	125	95	175	92	165	90	134	92	45	97	4	97	17
16	86	77	161	88	139	81	159	80	102	84	110	94	159	96	16
15	78	72	153	79	100	73	127	71	113	78	130	88	153	87	15
14	62	67	93	70	115	67	79	63	99	71	145	80	141	78	14
13	80	64	85	64	70	60	66	58	120	65	123	72	98	70	13
12	78	59	123	59	95	56	89	55	72	58	166	64	109	64	12
11	88	54	76	52	102	51	97	49	104	54	127	55	90	57	11
10	94	49	87	47	96	45	98	44	102	48	153	47	199	52	10
9	104	44	108	42	125	39	92	38	113	42	207	38	194	40	9
8	92	38	136	36	144	32	110	32	140	35	151	26	158	29	8
7	120	32	116	28	125	23	100	26	215	27	97	17	109	20	7
6	97	25	101	21	98	16	117	20	105	14	62	11	27	13	6
5	134	19	108	15	59	10	111	13	79	8	43	7	101	12	5
4	94	11	82	8	50	6	65	6	27	3	29	5	11	6	4
3	67	6	33	4	14	3	30	3	22	2	37	3	37	5	3
2	25	2	23	2	29	3	13	1	7	1	4	1	8	3	2
1	6	1	5	1	14	1	1	1	2	1	13	1	38	2	1
Avg (SD)	10.9 (5.0)		10.9 (4.5)		11.4 (4.5)		11.5 (4.7)		11.2 (4.3)		10.9 (3.7)		10.7 (4.0)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	30	27	31	27	29
Q2 (50th Percentile)	21	20	22	21	21
Q1 (25th Percentile)	14	16	16	16	16

Total Students in Report: 1,692

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	1,692	73	22.2	23.0
	Black/African American	698	82	17.3	17.1
	American Indian/Alaska Native	7	86	15.8	.
	White	463	81	28.7	29.3
	Hispanic/Latino	138	75	21.4	23.4
	Asian	45	80	25.9	26.3
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or More Races	70	77	22.7	22.4
	Prefer not/No Response	271	33	25.5	28.0
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	1,692	100	21.8	21.8	22.8	21.7	22.2	22.0
	Black/African American	698	41	16.2	17.7	17.6	17.1	17.3	17.6
	American Indian/Alaska Native	7	0	17.1	17.7	15.3	15.9	16.4	17.0
	White	463	27	29.6	27.7	29.6	27.8	28.8	28.0
	Hispanic/Latino	138	8	21.4	21.4	22.6	21.4	21.8	21.7
	Asian	45	3	25.5	26.4	26.4	25.0	26.0	25.9
	Native Hawaiian/Other Pac. Isl.	0	0	.	.	.	.	.	.
	Two or More Races	70	4	22.4	21.7	23.0	22.4	22.5	22.3
	Prefer not/No Response	271	16	22.7	21.9	24.2	22.8	23.0	22.6
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: 1,692

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	839	72	23.6	24.8
	Females	853	74	20.8	21.2
	No Response	0	.	.	.
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	839	50	23.0	23.3	23.9	23.1	23.5	23.4
	Females	853	50	20.6	20.3	21.7	20.4	20.9	20.6
	No Response	0	0	.	.	.	.	.	.
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

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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: 1,692

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	304	18	149	9	305	18	177	10
	28 to 32	228	13	267	16	287	17	218	13
	24 to 27	198	12	282	17	170	10	279	16
	20 to 23	232	14	191	11	251	15	305	18
	16 to 19	191	11	451	27	264	16	370	22
	13 to 15	246	15	289	17	228	13	181	11
	01 to 12	293	17	63	4	187	11	162	10
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	69	56	60	52	45
	Females	54	38	44	37	31
	No Response	.	.	.	.	.
National	Males	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

Total Students in Report: 1,692

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 %	
State	All Students	1,692	61	47	52	45	38	33
	Black/African American	698	34	20	23	16	10	7
	American Indian/Alaska Native	7	57	0	0	0	0	0
	White	463	98	89	92	85	79	71
	Hispanic/Latino	138	58	41	50	39	34	30
	Asian	45	87	82	71	73	64	56
	Native Hawaiian/Other Pac. Isl	0	.	.	.	.	.	.
	Two or More Races	70	59	39	47	40	34	33
	Prefer Not to Respond	271	68	45	60	50	38	34
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	1,109	66	26.4
	Silver	365	22	15.5
	Bronze	136	8	12.5
	Needs Improvement	82	5	9.9
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.

Total Students in Report: 1,692

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	1,236	61	21.9	48	21.9	52	22.8	44	21.7	38	22.2	33	22.1
	Less than Core	269	64	22.7	51	22.8	54	23.3	49	22.5	44	23.0	40	22.9
	Missing ³	187	60	20.1	32	19.6	51	22.3	41	20.9	26	20.9	22	20.5
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	1,468	62	22.1	1,495	49	22.1	1,313	51	22.6	1,441	46	21.9
	Less than Core	37	49	19.6	12	33	19.5	193	62	24.5	66	27	20.1
	Missing ³	187	60	20.1	185	31	19.6	186	51	22.2	185	41	20.9
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: 1,692

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	385	23	21.4	56	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	1,083	64	22.4	64	1,436,604	69	20.4	63
Less than 4 years of English	37	2	19.6	49	121,175	6	15.8	34
Zero years / no English courses reported	187	11	20.1	60	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	188	11	23.0	57	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	159	9	20.2	42	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	106	6	18.0	18	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	110	7	18.1	19	379,347	18	19.3	30
Other comb of 4 or more years of Math	824	49	23.8	60	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	42	2	16.7	17	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	66	4	20.1	32	107,638	5	19.5	32
Less than 3 years of Math	12	1	19.5	33	101,097	5	16.1	8
Zero years / no Math courses reported	185	11	19.6	31	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	186	11	22.8	52	51,783	2	22.1	50
Other comb of 4 or more years Social Science	571	34	22.6	51	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	166	10	17.5	25	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	390	23	24.8	61	555,590	27	21.4	45
Less than 3 years of Social Science	193	11	24.5	62	229,685	11	19.2	32
Zero years / no Social Science courses reported	186	11	22.2	51	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	942	56	21.5	44	844,557	40	22.1	46
Bio, Chem, Phys	349	21	24.3	59	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	135	8	19.0	26	542,380	26	20.0	29
Other comb of 3 years of Natural Science	15	1	17.7	20	59,600	3	19.0	23
Less than 3 years of Natural Science	66	4	20.1	27	255,155	12	18.0	17
Zero years / no Natural Science courses reported	185	11	20.9	41	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 1,692

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	385	23	21.4	56	169	20	23.1	67	216	25	20.2	48
Eng 9, Eng 10, Eng 11, Eng 12	1,083	64	22.4	64	542	65	23.7	72	541	63	21.0	56
Less than 4 years of English	37	2	19.6	49	24	3	21.0	58	13	2	16.8	31
Zero years / no English courses reported	187	11	20.1	60	104	12	20.2	57	83	10	19.9	64
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	188	11	23.0	57	91	11	24.3	67	97	11	21.8	47
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	159	9	20.2	42	58	7	21.5	50	101	12	19.5	37
Alg 1, Alg 2, Geom, & Trig	106	6	18.0	18	52	6	19.3	27	54	6	16.7	9
Alg 1, Alg 2, Geom, & Other Adv Math	110	7	18.1	19	51	6	17.8	16	59	7	18.4	22
Other comb of 4 or more years of Math	824	49	23.8	60	422	50	25.7	72	402	47	21.7	46
Alg 1, Alg 2, & Geom	42	2	16.7	17	19	2	18.3	37	23	3	15.3	0
Other comb of 3 or 3.5 years of Math	66	4	20.1	32	33	4	22.1	42	33	4	18.2	21
Less than 3 years of Math	12	1	19.5	33	10	1	20.4	40	2	0	15.0	0
Zero years / no Math courses reported	185	11	19.6	31	103	12	19.7	30	82	10	19.5	32
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	186	11	22.8	52	113	13	23.9	61	73	9	21.1	38
Other comb of 4 or more years Social Science	571	34	22.6	51	242	29	24.0	61	329	39	21.6	44
US Hist, World Hist, & Am Gov	166	10	17.5	25	77	9	17.3	27	89	10	17.8	24
Other comb of 3 or 3.5 years of Social Science	390	23	24.8	61	213	25	26.3	72	177	21	22.8	48
Less than 3 years of Social Science	193	11	24.5	62	90	11	26.0	72	103	12	23.2	52
Zero years / no Social Science courses reported	186	11	22.2	51	104	12	22.0	48	82	10	22.5	54
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	942	56	21.5	44	448	53	23.1	53	494	58	20.1	36
Bio, Chem, Phys	349	21	24.3	59	200	24	25.5	67	149	17	22.8	49
Gen Sci ² , Bio, Chem	135	8	19.0	26	47	6	19.5	26	88	10	18.7	26
Other comb of 3 years of Natural Science	15	1	17.7	20	8	1	17.3	25	7	1	18.3	14
Less than 3 years of Natural Science	66	4	20.1	27	33	4	22.1	42	33	4	18.1	12
Zero years / no Natural Science courses reported	185	11	20.9	41	103	12	20.9	37	82	10	20.9	45

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: 1,692

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	9	1	22.4	1	4	17.0	8	1	23.1
Architecture	19	1	22.3	0	0	.	17	2	23.0
Area, Ethnic, & Multidisciplinary Studies	7	0	26.7	1	4	22.0	5	0	29.0
Arts: Visual & Performing	65	4	19.1	3	13	16.0	51	5	19.8
Business	217	13	20.7	7	29	17.3	172	15	21.1
Communications	42	2	19.8	0	0	.	40	4	19.7
Community, Family, & Personal Services	13	1	18.8	1	4	16.0	9	1	19.4
Computer Science & Mathematics	65	4	22.0	0	0	.	48	4	21.5
Education	22	1	17.4	0	0	.	16	1	17.9
Engineering	133	8	24.8	3	13	18.7	103	9	25.6
Engineering Technology & Drafting	20	1	18.7	0	0	.	17	2	18.1
English & Foreign Languages	16	1	22.1	0	0	.	12	1	22.0
Health Administration & Assisting	31	2	15.6	1	4	12.0	24	2	15.5
Health Sciences & Technologies	109	6	20.8	3	13	24.0	88	8	21.3
Philosophy, Religion, & Theology	6	0	17.3	0	0	.	2	0	19.0
Repair, Production, & Construction	2	0	12.0	1	4	14.0	1	0	10.0
Sciences: Biological & Physical	161	10	23.9	0	0	.	134	12	23.7
Social Sciences & Law	152	9	22.2	0	0	.	119	11	22.8
Undecided	438	26	23.8	3	13	20.3	258	23	25.2
No Response	165	10	21.1	0	0	.	4	0	26.5

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: 1,692

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	11	19.5	9	17.9	0	.	1	33.0	0	.
2-yr College Degree	13	17.2	11	17.5	0	.	0	.	2	16.0
Bachelors Degree	414	19.1	225	15.8	1	16.0	101	26.5	35	17.5
Graduate Study	328	25.4	97	19.9	1	19.0	143	28.9	28	25.8
Prof. Level Degree	386	24.4	164	19.6	2	19.0	115	30.4	42	24.0
Other	16	20.1	6	16.5	0	.	5	25.8	1	18.0
No Response	524	21.2	186	15.7	3	14.0	98	29.4	30	20.7

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	11	19.5	0	.	0	.	1	21.0	0	.
2-yr College Degree	13	17.2	0	.	0	.	0	.	0	.
Bachelors Degree	414	19.1	15	21.5	0	.	17	18.4	20	21.0
Graduate Study	328	25.4	9	27.8	0	.	22	25.0	28	26.2
Prof. Level Degree	386	24.4	14	28.3	0	.	25	24.3	24	27.7
Other	16	20.1	1	12.0	0	.	0	.	3	21.3
No Response	524	21.2	6	31.3	0	.	5	17.2	196	22.3

Total Students in Report: 1,692

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 MARYLAND COLLEGE PARK	Maryland	67	23	44	3	7	18	28	24	18	1
NCAA ELIGIBILITY CENTER	Indiana	37	29	8	19	22	35	5	14	5	0
MORGAN STATE UNIVERSITY	Maryland	35	13	22	26	34	34	6	0	0	0
NORTH CAROLINA AGRIC & TECH STATE UNIV	North Carolina	33	11	22	9	27	36	18	9	0	0
GALLAUDET UNIVERSITY	District of Columbia	32	26	6	22	28	22	19	6	3	0
TEMPLE UNIVERSITY	Pennsylvania	28	8	20	4	32	29	25	7	4	0
VIRGINIA STATE UNIVERSITY	Virginia	24	3	21	29	38	29	4	0	0	0
BOWIE STATE UNIVERSITY	Maryland	21	5	16	24	38	33	5	0	0	0
NATIONAL TECHNICAL INST FOR THE DEAF	New York	21	4	17	29	29	19	24	0	0	0
HOWARD UNIVERSITY	District of Columbia	20	6	14	5	20	45	15	5	10	0
UNIVERSITY OF MARYLAND EASTERN SHORE	Maryland	20	5	15	15	40	35	10	0	0	0
UNIVERSITY OF VIRGINIA	Virginia	20	7	13	0	5	15	0	30	30	20
DELAWARE STATE UNIVERSITY	Delaware	19	4	15	26	26	42	5	0	0	0
NORFOLK STATE UNIVERSITY	Virginia	19	4	15	26	37	37	0	0	0	0
GEORGETOWN UNIVERSITY	District of Columbia	17	9	8	0	12	6	29	24	12	18
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	17	3	14	0	12	29	35	24	0	0
UNIVERSITY OF THE DISTRICT OF COLUMBIA	District of Columbia	16	7	9	25	44	25	0	6	0	0
LINCOLN UNIVERSITY OF PA	Pennsylvania	15	2	13	13	53	27	7	0	0	0
VIRGINIA TECH	Virginia	15	2	13	0	7	7	7	40	13	27
CLEMSON UNIVERSITY	South Carolina	13	5	8	0	0	8	38	31	23	0
GEORGE WASHINGTON UNIVERSITY THE	District of Columbia	13	4	9	0	38	23	23	15	0	0
UNIV OF SOUTH CAROLINA-COLUMBIA	South Carolina	13	5	8	0	0	15	23	46	15	0
UNIVERSITY OF VERMONT	Vermont	13	2	11	0	0	0	8	15	69	8
CLARK ATLANTA UNIVERSITY	Georgia	12	7	5	8	42	33	8	8	0	0
NORTH CAROLINA CENTRAL UNIVERSITY	North Carolina	12	2	10	0	17	75	8	0	0	0
ROCHESTER INST OF TECHNOLOGY	New York	12	2	10	8	8	25	42	8	8	0
VILLANOVA UNIVERSITY	Pennsylvania	12	2	10	0	8	0	17	25	33	17
FAYETTEVILLE STATE UNIVERSITY	North Carolina	11	3	8	18	27	55	0	0	0	0
GEORGE MASON UNIVERSITY	Virginia	11	1	10	0	27	36	9	18	9	0
OLD DOMINION UNIVERSITY	Virginia	11	2	9	0	36	27	27	0	0	9
All Other Institutions		873	241	632	5	15	22	18	16	17	7
Total		1,482	447	1,035	8	18	24	17	14	13	5

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.

Total Students in Report: 1,692

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	908	519,922	18.9	19.3	21.1	21.8	22.1	22.9	20.7	21.3
Black/African American	425	67,101	16.3	16.2	16.7	17.6	18.0	19.1	17.0	17.6
American Indian/Alaska Native	3	3,056	10.7	16.1	10.7	17.6	13.0	19.3	11.7	17.7
White	203	234,063	23.3	20.4	28.8	23.9	29.1	24.7	27.1	23.0
Hispanic/Latino	88	116,135	21.3	17.8	22.1	18.8	23.0	20.3	22.1	19.0
Asian	33	44,606	22.6	21.5	24.7	24.5	25.2	24.7	24.1	23.6
Native Hawaiian/Other Pac. Isl.	0	1,742	.	19.3	.	20.6	.	21.4	.	20.4
Two or More Races	36	21,475	18.0	19.9	21.1	22.6	21.5	23.6	20.2	22.0
Prefer not/No Response	120	31,744	18.4	19.9	22.4	22.8	24.0	23.8	21.6	22.2
Males	408	220,204	19.2	18.9	22.4	21.9	23.4	22.9	21.7	21.2
Females	500	298,512	18.6	19.6	20.1	21.8	21.0	22.8	19.9	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	520	754,169	25.7	19.6	7.3	6.2	24.0	18.6
Black/African American	129	85,940	16.9	14.6	5.7	5.1	16.1	13.9
American Indian/Alaska Native	3	5,558	23.3	15.2	7.7	5.0	22.7	14.2
White	218	407,944	31.1	21.4	8.3	6.5	28.8	20.2
Hispanic/Latino	28	115,338	23.2	17.1	7.3	6.0	22.1	16.5
Asian	11	30,233	28.7	23.2	8.5	7.1	27.4	22.0
Native Hawaiian/Other Pac. Isl.	0	3,063	.	15.9	.	5.6	.	15.3
Two or More Races	20	32,453	27.6	19.6	7.9	6.2	25.9	18.5
Prefer not/No Response	111	73,640	25.5	18.8	7.2	6.0	23.7	17.7
Males	287	367,696	27.0	19.2	7.4	5.9	25.0	18.0
Females	233	356,634	24.2	20.3	7.3	6.6	22.9	19.4
No Response	0	29,839	.	16.7	.	5.5	.	15.8

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

