



Profile Report - State

Graduating Class 2016

Rhode Island



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

42% 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: 2,076 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. 60% 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, 16% were college ready. 6% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 12% of these students were college ready. In comparison, 64% 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 6% of the cohort took less than three years of natural science courses. 25% of these students were college ready. In comparison, 55% 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 34% 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

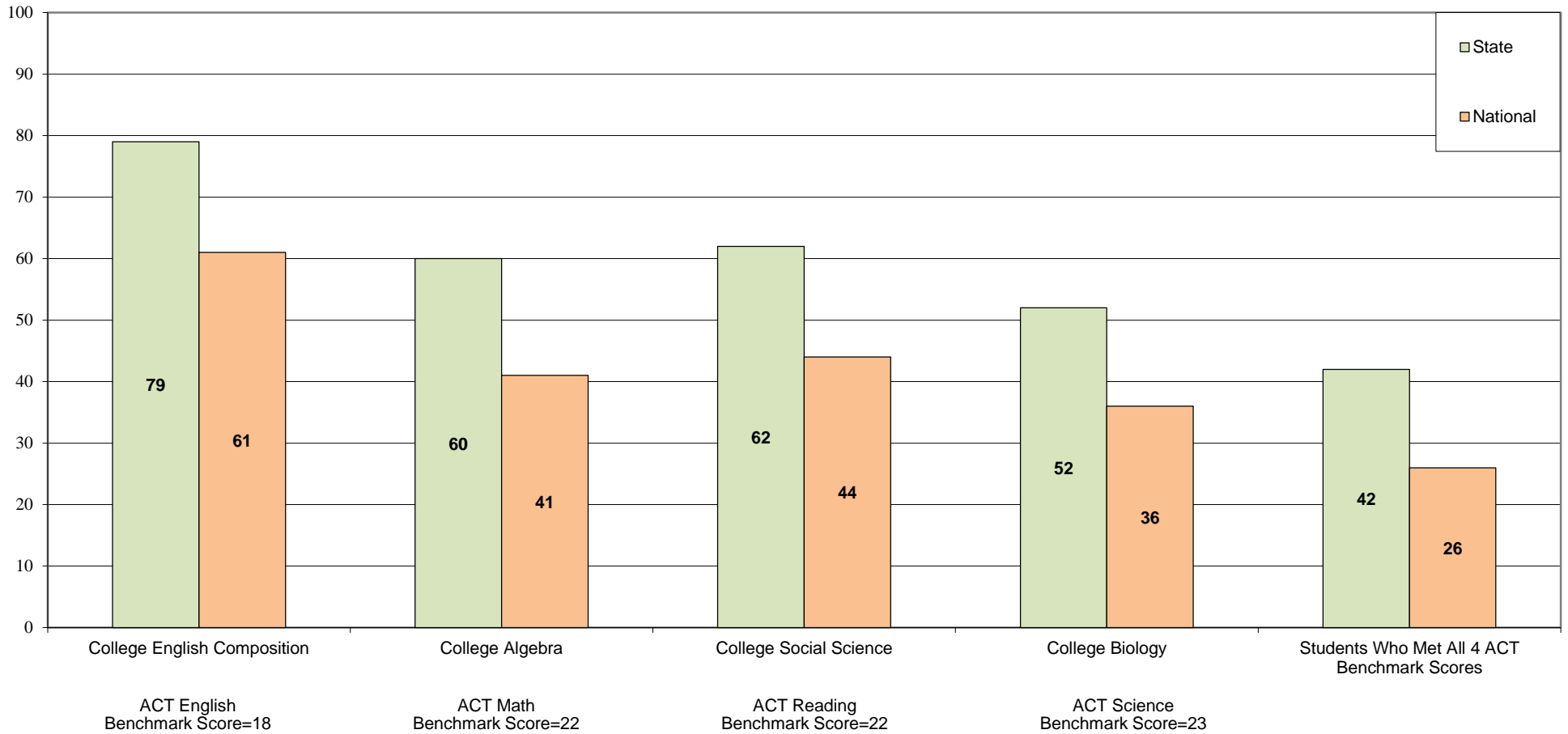
Executive Summary

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: 2,076

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	1,505	1,666,017	81	67	61	46	68	52	42	31	36	25
2013	1,612	1,799,243	78	64	58	44	60	44	48	36	39	26
2014	1,790	1,845,787	77	64	59	43	60	44	48	37	39	26
2015	2,015	1,924,436	78	64	58	42	63	46	52	38	42	28
2016	2,076	2,090,342	79	61	60	41	62	44	52	36	42	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	1,505	1,666,017	22.9	20.5	22.7	21.1	23.5	21.3	22.3	20.9	22.9	21.1
2013	1,612	1,799,243	22.4	20.2	22.4	20.9	23.3	21.1	22.0	20.7	22.7	20.9
2014	1,790	1,845,787	22.7	20.3	22.8	20.9	23.6	21.3	22.0	20.8	22.9	21.0
2015	2,015	1,924,436	23.0	20.4	22.6	20.8	23.8	21.4	22.5	20.9	23.1	21.0
2016	2,076	2,090,342	23.1	20.1	22.9	20.6	24.0	21.3	22.8	20.8	23.3	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: 2,076

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	920	561	61	37	23.0	22.8	22.7	22.6	23.4	23.6	22.3	22.3	23.0	22.9
2013	1,044	537	65	33	22.8	21.8	22.9	21.7	23.7	22.8	22.3	21.3	23.1	22.0
2014	1,149	592	64	33	23.1	22.2	23.2	22.3	24.1	22.8	22.3	21.6	23.3	22.3
2015	1,260	690	63	34	23.4	22.6	22.9	22.4	24.2	23.2	22.8	22.2	23.4	22.7
2016	1,252	760	60	37	23.5	22.8	23.1	23.0	24.3	23.5	23.1	22.6	23.6	23.1

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.

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	1,505	100	22.9	1,612	100	22.7	1,790	100	22.9	2,015	100	23.1	2,076	100	23.3
Black/African American	80	5	17.7	77	5	17.4	73	4	18.0	90	4	18.6	81	4	19.5
American Indian/Alaska Native	3	0	14.0	8	0	17.3	8	0	19.8	7	0	20.6	4	0	19.3
White	1,101	73	23.5	1,099	68	23.6	1,213	68	24.1	1,353	67	24.1	1,398	67	24.0
Hispanic/Latino	130	9	19.5	170	11	17.7	202	11	18.1	222	11	18.3	231	11	19.2
Asian	55	4	24.9	69	4	24.2	87	5	23.3	103	5	24.6	119	6	24.6
Native Hawaiian/Other Pacific Islander	0	0	.	1	0	18.0	0	0	.	1	0	24.0	4	0	22.3
Two or more races	41	3	23.4	50	3	22.3	68	4	21.2	67	3	22.2	75	4	22.2
Prefer not to respond/No response	95	6	24.4	138	9	24.1	139	8	23.2	172	9	23.6	164	8	25.0

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	1,505	1,666,017	22.7	21.3	28	20	28.5	28.7	27.6	27.9
2013	1,612	1,799,243	22.4	21.1	28	19	28.8	28.7	27.7	28.0
2014	1,790	1,845,787	22.7	21.1	31	20	29.1	28.7	27.8	28.3
2015	2,015	1,924,436	22.8	21.1	31	20	28.6	28.7	28.3	28.4
2016	2,076	2,090,342	23.1	20.9	34	20	28.9	28.7	28.4	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	520	485,762	25	23	17.0	17.0	436	322,548	21	15	23.9	23.6	460	235,380	22	11	30.7	30.3

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

Total Students in Report: 2,076

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	1,939	93	23.2	23.0	23.9	22.9	23.4
	Extended Time	137	7	22.8	21.5	25.3	22.6	23.2
	Total	2,076	100	23.1	22.9	24.0	22.8	23.3
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	80	61	62	52	42
	Extended Time	72	47	66	54	41
	Total	79	60	62	52	42
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: 2,076

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	9	100	12	100	24	100	16	100	0	100	10	100	36
35	66	99	32	99	47	99	19	99	15	100	17	99	35
34	51	96	22	98	75	97	35	98	28	99	27	99	34
33	54	94	38	97	116	93	32	97	54	98	32	97	33
32	50	91	32	95	87	87	48	95	55	95	38	96	32
31	62	89	51	93	90	83	48	93	60	93	57	94	31
30	53	86	65	91	80	79	43	90	89	90	70	91	30
29	68	83	80	88	82	75	87	88	98	86	79	88	29
28	111	80	127	84	95	71	70	84	124	81	109	84	28
27	85	75	148	78	74	66	81	81	114	75	126	79	27
26	131	71	156	71	97	63	97	77	111	69	142	73	26
25	121	64	125	63	81	58	173	72	141	64	162	66	25
24	151	59	162	57	99	54	175	64	127	57	144	58	24
23	146	51	87	49	135	50	161	55	145	51	119	51	23
22	122	44	102	45	112	43	192	48	152	44	121	45	22
21	119	38	60	40	129	38	118	38	111	37	131	40	21
20	110	33	80	37	97	31	149	33	115	31	118	33	20
19	83	27	98	34	89	27	94	26	99	26	120	28	19
18	58	23	115	29	92	22	94	21	99	21	110	22	18
17	66	21	133	23	66	18	73	17	80	16	99	17	17
16	80	17	152	17	71	15	79	13	76	12	99	12	16
15	74	13	110	10	55	11	57	9	66	9	61	7	15
14	57	10	57	4	63	9	49	7	53	6	42	4	14
13	37	7	18	2	38	6	29	4	33	3	28	2	13
12	30	5	10	1	43	4	20	3	19	1	7	1	12
11	37	4	2	1	13	2	15	2	9	1	5	1	11
10	23	2	1	1	13	1	15	1	0	1	1	1	10
9	13	1	0	1	7	1	3	1	2	1	2	1	9
8	3	1	0	1	0	1	4	1	1	1	0	1	8
7	5	1	0	1	2	1	0	1	0	1	0	1	7
6	1	1	1	1	2	1	0	1	0	1	0	1	6
5	0	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	1	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	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	23.1 (6.3)		22.9 (5.6)		24.0 (6.6)		22.8 (5.4)		23.3 (5.5)		23.1 (5.3)		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: 2,076

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	124	100	38	100	92	100	161	100	107	100	36	100	41	100	18
17	187	94	64	98	184	96	197	92	150	95	32	98	13	98	17
16	138	85	158	95	208	87	217	83	154	88	111	97	159	97	16
15	155	78	218	87	119	77	207	72	176	80	161	91	192	90	15
14	139	71	226	77	250	71	126	62	190	72	248	84	270	80	14
13	187	64	188	66	161	59	111	56	241	63	250	72	216	67	13
12	200	55	261	57	186	51	193	51	164	51	291	60	162	57	12
11	217	46	166	44	140	42	196	42	180	43	219	46	169	49	11
10	175	35	204	36	173	35	144	32	115	34	196	35	312	41	10
9	121	27	195	27	185	27	119	25	156	29	186	26	206	26	9
8	131	21	127	17	134	18	103	20	154	21	145	17	149	16	8
7	90	15	87	11	104	12	83	15	160	14	98	10	82	9	7
6	76	10	59	7	61	7	102	11	70	6	46	5	23	5	6
5	74	7	53	4	27	4	65	6	38	3	14	3	46	4	5
4	39	3	23	2	32	3	35	3	20	1	22	2	4	2	4
3	20	1	7	1	5	1	12	1	0	1	15	1	15	2	3
2	2	1	2	1	9	1	4	1	0	1	0	1	3	1	2
1	1	1	0	1	6	1	1	1	1	1	6	1	14	1	1
Avg (SD)	11.9 (3.8)		11.7 (3.3)		12.1 (3.7)		12.3 (4.0)		12.0 (3.6)		11.5 (3.0)		11.5 (3.2)		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)	28	27	30	26	28
Q2 (50th Percentile)	23	24	24	23	23
Q1 (25th Percentile)	19	18	19	19	19

Total Students in Report: 2,076

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	2,076	60	23.6	23.1
	Black/African American	81	56	19.4	19.6
	American Indian/Alaska Native	4	0	.	19.3
	White	1,398	64	24.0	24.1
	Hispanic/Latino	231	48	20.2	18.6
	Asian	119	52	24.9	24.1
	Native Hawaiian/Other Pac. Isl.	4	75	24.3	16.0
	Two or More Races	75	59	22.0	22.6
	Prefer not/No Response	164	55	26.1	24.6
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
Black/African American	81	4	19.1	19.2	20.0	19.1	19.5	19.4	
American Indian/Alaska Native	4	0	17.5	19.3	18.5	20.3	19.3	20.0	
White	1,398	67	23.9	23.4	24.7	23.5	24.0	23.7	
Hispanic/Latino	231	11	18.6	19.1	19.7	18.9	19.2	19.3	
Asian	119	6	23.9	26.4	23.7	24.1	24.6	25.4	
Native Hawaiian/Other Pac. Isl.	4	0	20.5	21.5	23.5	23.0	22.3	22.8	
Two or More Races	75	4	21.8	21.7	23.3	21.5	22.2	21.8	
Prefer not/No Response	164	8	25.0	24.3	26.0	24.2	25.0	24.5	
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: 2,076

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	879	60	24.1	23.6
	Females	1,197	61	23.3	22.8
	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	879	42	23.2	24.0	24.0	23.5	23.8	24.0
	Females	1,197	58	23.1	22.2	23.9	22.4	23.0	22.5
	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: 2,076

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	180	9	104	5	262	13	102	5
	28 to 32	344	17	355	17	434	21	296	14
	24 to 27	488	24	591	28	351	17	526	25
	20 to 23	497	24	329	16	473	23	620	30
	16 to 19	287	14	498	24	318	15	340	16
	13 to 15	168	8	185	9	156	8	135	7
	01 to 12	112	5	14	1	82	4	57	3
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	79	66	63	57	48
	Females	80	55	62	49	38
	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: 2,076

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

Student Group	N	English Benchmark=18 %	Mathematics Benchmark=22 %	Reading Benchmark=22 %	Science Benchmark=23 %	All Four %	STEM Benchmark=26 %	
State	All Students	2,076	79	60	62	52	42	34
	Black/African American	81	57	30	41	23	20	9
	American Indian/Alaska Native	4	25	25	25	25	25	25
	White	1,398	85	64	68	58	46	36
	Hispanic/Latino	231	48	30	30	23	19	14
	Asian	119	86	77	55	60	44	51
	Native Hawaiian/Other Pac. Isl	4	75	25	50	50	25	25
	Two or More Races	75	77	55	57	45	36	27
	Prefer Not to Respond	164	86	71	77	60	55	46
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
State	Gold	1,737	84	25.0
	Silver	275	13	15.7
	Bronze	52	3	12.6
	Needs Improvement	12	1	10.4
National	Gold	1,418,678	68	23.7
	Silver	496,817	24	15.6
	Bronze	142,375	7	12.6
	Needs Improvement	32,472	2	10.4

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

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

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

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More ²	1,252	82	23.5	61	23.1	65	24.3	54	23.1	44	23.6	35	23.4
	Less than Core	760	77	22.8	61	23.0	60	23.5	52	22.6	41	23.1	33	23.0
	Missing ³	64	63	20.4	23	19.0	44	22.6	28	19.8	23	20.5	22	19.6
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	1,997	80	23.2	2,012	61	23.0	1,346	62	23.9	1,893	55	23.2
	Less than Core	41	56	18.9	25	16	17.4	682	63	24.1	127	25	19.0
	Missing ³	38	74	22.7	39	36	20.8	48	52	24.4	56	32	20.3
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: 2,076

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	535	26	22.7	78	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	1,462	70	23.4	81	1,436,604	69	20.4	63
Less than 4 years of English	41	2	18.9	56	121,175	6	15.8	34
Zero years / no English courses reported	38	2	22.7	74	147,312	7	16.6	40
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	188	9	25.3	79	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	106	5	21.2	51	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	68	3	19.4	34	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	288	14	19.9	37	379,347	18	19.3	30
Other comb of 4 or more years of Math	1,100	53	24.6	72	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	129	6	17.3	12	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	133	6	23.1	60	107,638	5	19.5	32
Less than 3 years of Math	25	1	17.4	16	101,097	5	16.1	8
Zero years / no Math courses reported	39	2	20.8	36	154,324	7	17.8	20
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	106	5	24.2	67	51,783	2	22.1	50
Other comb of 4 or more years Social Science	601	29	23.6	62	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	88	4	23.9	64	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	551	27	24.1	61	555,590	27	21.4	45
Less than 3 years of Social Science	682	33	24.1	63	229,685	11	19.2	32
Zero years / no Social Science courses reported	48	2	24.4	52	153,253	7	18.2	25
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	1,251	60	23.6	59	844,557	40	22.1	46
Bio, Chem, Phys	277	13	23.6	59	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	341	16	21.1	36	542,380	26	20.0	29
Other comb of 3 years of Natural Science	24	1	24.3	54	59,600	3	19.0	23
Less than 3 years of Natural Science	127	6	19.0	25	255,155	12	18.0	17
Zero years / no Natural Science courses reported	56	3	20.3	32	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 2,076

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	535	26	22.7	78	208	24	23.2	80	327	27	22.4	77
Eng 9, Eng 10, Eng 11, Eng 12	1,462	70	23.4	81	624	71	23.4	80	838	70	23.4	81
Less than 4 years of English	41	2	18.9	56	24	3	17.6	50	17	1	20.6	65
Zero years / no English courses reported	38	2	22.7	74	23	3	23.9	78	15	1	21.0	67
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	188	9	25.3	79	80	9	25.5	78	108	9	25.1	80
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	106	5	21.2	51	42	5	21.4	55	64	5	21.2	48
Alg 1, Alg 2, Geom, & Trig	68	3	19.4	34	23	3	20.5	48	45	4	18.8	27
Alg 1, Alg 2, Geom, & Other Adv Math	288	14	19.9	37	92	10	20.6	42	196	16	19.6	34
Other comb of 4 or more years of Math	1,100	53	24.6	72	498	57	25.8	78	602	50	23.5	67
Alg 1, Alg 2, & Geom	129	6	17.3	12	54	6	17.6	15	75	6	17.1	11
Other comb of 3 or 3.5 years of Math	133	6	23.1	60	52	6	23.4	62	81	7	22.9	59
Less than 3 years of Math	25	1	17.4	16	14	2	15.7	7	11	1	19.6	27
Zero years / no Math courses reported	39	2	20.8	36	24	3	22.0	46	15	1	19.1	20
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	106	5	24.2	67	53	6	24.0	62	53	4	24.4	72
Other comb of 4 or more years Social Science	601	29	23.6	62	251	29	23.4	61	350	29	23.7	62
US Hist, World Hist, & Am Gov	88	4	23.9	64	43	5	24.0	63	45	4	23.8	64
Other comb of 3 or 3.5 years of Social Science	551	27	24.1	61	218	25	24.3	62	333	28	23.9	61
Less than 3 years of Social Science	682	33	24.1	63	284	32	24.2	65	398	33	24.1	63
Zero years / no Social Science courses reported	48	2	24.4	52	30	3	24.7	53	18	2	23.9	50
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	1,251	60	23.6	59	555	63	24.3	64	696	58	23.1	54
Bio, Chem, Phys	277	13	23.6	59	125	14	24.7	66	152	13	22.8	54
Gen Sci ² , Bio, Chem	341	16	21.1	36	105	12	20.3	30	236	20	21.4	39
Other comb of 3 years of Natural Science	24	1	24.3	54	13	1	25.7	62	11	1	22.5	45
Less than 3 years of Natural Science	127	6	19.0	25	48	5	18.0	19	79	7	19.5	29
Zero years / no Natural Science courses reported	56	3	20.3	32	33	4	21.3	39	23	2	19.0	22

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	11	1	23.0	1	4	13.0	9	1	23.0
Architecture	16	1	22.0	1	4	16.0	13	1	22.6
Area, Ethnic, & Multidisciplinary Studies	3	0	22.7	0	0	.	2	0	22.0
Arts: Visual & Performing	111	5	20.6	5	21	16.0	93	5	21.0
Business	257	12	22.8	5	21	15.2	221	13	23.0
Communications	53	3	22.5	0	0	.	49	3	22.5
Community, Family, & Personal Services	12	1	19.8	0	0	.	11	1	19.7
Computer Science & Mathematics	64	3	25.4	1	4	13.0	52	3	26.1
Education	59	3	20.4	0	0	.	51	3	20.3
Engineering	202	10	25.7	1	4	19.0	183	10	25.9
Engineering Technology & Drafting	18	1	22.2	0	0	.	15	1	22.6
English & Foreign Languages	25	1	25.8	0	0	.	24	1	25.8
Health Administration & Assisting	15	1	16.8	0	0	.	14	1	17.1
Health Sciences & Technologies	316	15	22.6	0	0	.	299	17	22.6
Philosophy, Religion, & Theology	5	0	20.2	0	0	.	3	0	17.7
Repair, Production, & Construction	6	0	14.5	2	8	17.0	1	0	14.0
Sciences: Biological & Physical	244	12	25.4	0	0	.	219	13	25.3
Social Sciences & Law	176	8	23.2	0	0	.	158	9	23.0
Undecided	452	22	23.4	8	33	17.0	324	19	23.7
No Response	31	1	22.9	0	0	.	2	0	23.0

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

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

Total Students in Report: 2,076

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	15	16.6	1	11.0	0	.	10	17.7	3	16.0
2-yr College Degree	9	15.3	1	12.0	0	.	2	17.5	6	15.2
Bachelors Degree	669	21.1	18	18.2	2	15.5	465	22.1	98	16.7
Graduate Study	520	24.8	13	21.3	2	23.0	405	24.9	30	23.8
Prof. Level Degree	554	25.1	34	20.1	0	.	354	25.8	58	22.3
Other	29	17.9	3	25.3	0	.	12	17.2	9	14.1
No Response	280	23.7	11	17.3	0	.	150	24.4	27	19.4

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	15	16.6	1	13.0	0	.	0	.	0	.
2-yr College Degree	9	15.3	0	.	0	.	0	.	0	.
Bachelors Degree	669	21.1	24	21.4	3	24.3	27	20.6	32	21.5
Graduate Study	520	24.8	26	25.7	0	.	12	23.2	32	26.1
Prof. Level Degree	554	25.1	41	25.3	0	.	26	24.2	41	27.4
Other	29	17.9	1	29.0	0	.	1	26.0	3	18.7
No Response	280	23.7	26	25.8	1	16.0	9	19.6	56	24.9

Total Students in Report: 2,076

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 RHODE ISLAND	Rhode Island	297	127	170	2	9	23	28	24	13	1
RHODE ISLAND COLLEGE	Rhode Island	104	31	73	5	17	36	27	14	1	0
NORTHEASTERN UNIVERSITY	Massachusetts	72	16	56	0	0	13	22	33	28	4
BROWN UNIVERSITY	Rhode Island	65	28	37	5	2	18	18	26	26	5
BOSTON UNIVERSITY	Massachusetts	61	16	45	2	0	15	20	31	31	2
UNIVERSITY OF CONNECTICUT	Connecticut	57	9	48	0	5	5	35	39	16	0
ROGER WILLIAMS UNIVERSITY	Rhode Island	37	4	33	0	5	30	35	24	5	0
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	33	5	28	0	3	30	33	18	15	0
QUINNIPIAC UNIVERSITY	Connecticut	32	7	25	0	9	9	28	44	9	0
BOSTON COLLEGE	Massachusetts	31	5	26	3	10	13	13	32	23	6
SALVE REGINA UNIVERSITY	Rhode Island	29	7	22	0	3	28	45	24	0	0
BRYANT UNIVERSITY	Rhode Island	28	8	20	0	11	18	43	25	4	0
WORCESTER POLYTECHNIC INST	Massachusetts	27	5	22	0	0	7	19	30	33	11
PROVIDENCE COLLEGE	Rhode Island	26	5	21	8	4	27	15	27	19	0
TUFTS UNIVERSITY	Massachusetts	25	9	16	0	0	0	16	24	56	4
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	25	4	21	0	4	28	20	32	16	0
MASSACHUSETTS COLL PHARM/HLTH SCIENCES	Massachusetts	21	5	16	5	0	10	48	24	14	0
COMMUNITY COLLEGE OF RHODE ISLAND	Rhode Island	19	3	16	0	5	26	32	26	11	0
UNIVERSITY OF VERMONT	Vermont	19	4	15	0	5	5	37	32	21	0
NCAA ELIGIBILITY CENTER	Indiana	18	16	2	0	17	22	44	6	11	0
UNITED STATES NAVAL ACADEMY	Maryland	17	13	4	0	0	12	47	6	29	6
UNIV OF MASSACHUSETTS-DARTMOUTH	Massachusetts	16	5	11	0	0	19	50	25	6	0
NEW YORK UNIVERSITY	New York	15	4	11	0	0	7	33	33	20	7
UNIVERSITY OF PENNSYLVANIA	Pennsylvania	15	4	11	0	0	0	7	20	47	27
WENTWORTH INSTITUTE OF TECHNOLOGY	Massachusetts	15	1	14	0	0	20	7	33	33	7
JOHNSON AND WALES UNIVERSITY-PROVIDENCE	Rhode Island	13	2	11	0	38	31	23	8	0	0
BENTLEY UNIVERSITY	Massachusetts	12	2	10	0	0	8	42	42	8	0
HARVARD COLLEGE	Massachusetts	12	7	5	0	0	0	0	17	50	33
UNIV OF NORTH CAROLINA AT CHAPEL HILL	North Carolina	12	3	9	0	0	8	17	50	25	0
UNIV OF SOUTH CAROLINA-COLUMBIA	South Carolina	12	5	7	0	0	8	58	25	8	0
All Other Institutions		968	254	714	1	7	13	28	26	21	5
Total		2,133	614	1,519	1	6	16	28	26	19	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	
	State	National	State	National	State	National	State	National	State	National
All Students	1,184	519,922	21.3	19.3	23.2	21.8	24.0	22.9	22.8	21.3
Black/African American	55	67,101	17.7	16.2	18.3	17.6	19.7	19.1	18.6	17.6
American Indian/Alaska Native	1	3,056	24.0	16.1	27.0	17.6	33.0	19.3	28.0	17.7
White	749	234,063	21.9	20.4	24.2	23.9	24.7	24.7	23.6	23.0
Hispanic/Latino	138	116,135	17.7	17.8	18.5	18.8	20.0	20.3	18.7	19.0
Asian	85	44,606	22.1	21.5	23.9	24.5	23.1	24.7	23.0	23.6
Native Hawaiian/Other Pac. Isl.	3	1,742	26.3	19.3	22.7	20.6	25.3	21.4	25.0	20.4
Two or More Races	50	21,475	21.3	19.9	22.1	22.6	23.8	23.6	22.4	22.0
Prefer not/No Response	103	31,744	22.2	19.9	25.4	22.8	26.4	23.8	24.6	22.2
Males	467	220,204	20.9	18.9	23.4	21.9	24.3	22.9	22.9	21.2
Females	717	298,512	21.5	19.6	23.1	21.8	23.7	22.8	22.8	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

	Average ACT Scores							
	N		English		Writing		English / Writing Combined	
	State	National	State	National	State	National	State	National
All Students	591	754,169	24.0	19.6	7.7	6.2	23.2	18.6
Black/African American	16	85,940	21.3	14.6	7.4	5.1	21.0	13.9
American Indian/Alaska Native	2	5,558	14.5	15.2	8.0	5.0	16.5	14.2
White	417	407,944	24.7	21.4	7.9	6.5	23.9	20.2
Hispanic/Latino	68	115,338	19.2	17.1	6.4	6.0	18.4	16.5
Asian	28	30,233	25.0	23.2	8.4	7.1	24.6	22.0
Native Hawaiian/Other Pac. Isl.	1	3,063	14.0	15.9	6.0	5.6	14.0	15.3
Two or More Races	14	32,453	22.8	19.6	7.4	6.2	21.9	18.5
Prefer not/No Response	45	73,640	25.5	18.8	7.5	6.0	24.0	17.7
Males	258	367,696	24.1	19.2	7.6	5.9	23.1	18.0
Females	333	356,634	23.9	20.3	7.8	6.6	23.2	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.

