



# Profile Report - State

Graduating Class 2017

Delaware



## New to your 2017 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.

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We are pleased to provide this 2017 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2017 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: 1,691

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

- Tests of academic achievement in English, math, reading, science, STEM, 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 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](http://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](http://www.act.org)

## How to Improve Scores and Increase College Readiness

45% 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:** 1,691 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. 79% 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 3% of the cohort took less than three years of math courses. Of these students, 24% were college ready. 2% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 13% of these students were college ready. In comparison, 63% 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. 14% of these students were college ready. In comparison, 57% 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 31% 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 [www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html](http://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](mailto: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 1.8 and 1.9 on page 10.

Total Students in Report: 1,691

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

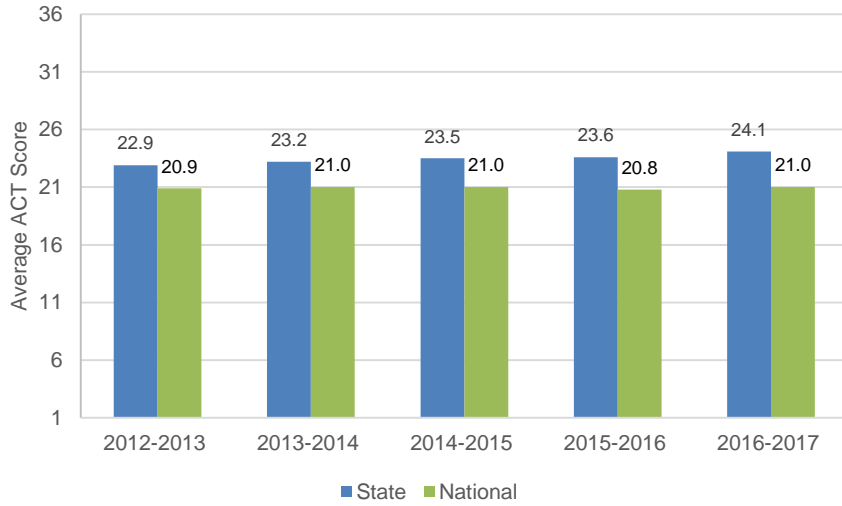


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing\*

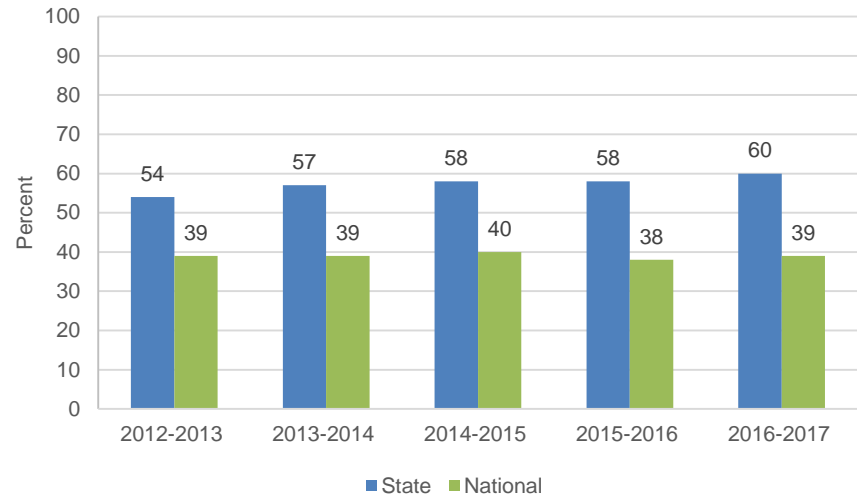


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing\*

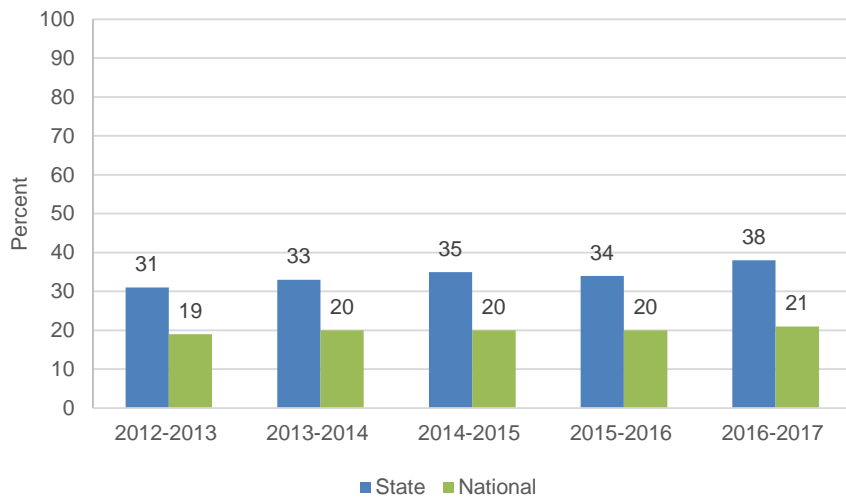
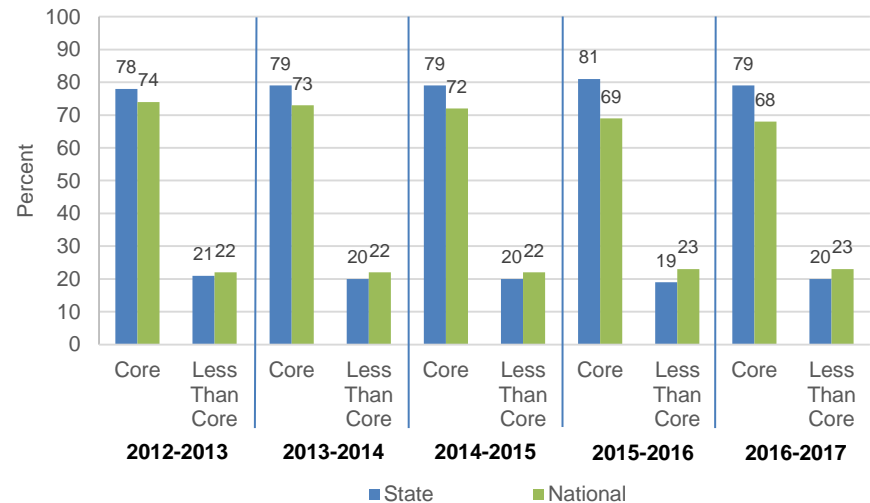


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing\*



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



Total Students in Report: 1,691

**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
2013	1,423	1,799,243	77	64	59	44	59	44	49	36	40	26
2014	1,647	1,845,787	77	64	60	43	61	44	52	37	42	26
2015	1,869	1,924,436	79	64	59	42	64	46	54	38	42	28
2016	1,910	2,090,342	80	61	61	41	65	44	52	36	44	26
<b>2017</b>	<b>1,691</b>	<b>2,030,038</b>	<b>82</b>	<b>61</b>	<b>61</b>	<b>41</b>	<b>68</b>	<b>47</b>	<b>55</b>	<b>37</b>	<b>45</b>	<b>27</b>

**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
2013	1,423	1,799,243	22.5	20.2	22.8	20.9	23.4	21.1	22.4	20.7	22.9	20.9
2014	1,647	1,845,787	22.7	20.3	23.2	20.9	23.7	21.3	22.9	20.8	23.2	21.0
2015	1,869	1,924,436	23.2	20.4	23.0	20.8	24.1	21.4	23.1	20.9	23.5	21.0
2016	1,910	2,090,342	23.3	20.1	23.2	20.6	24.3	21.3	23.2	20.8	23.6	20.8
<b>2017</b>	<b>1,691</b>	<b>2,030,038</b>	<b>24.1</b>	<b>20.3</b>	<b>23.4</b>	<b>20.7</b>	<b>24.8</b>	<b>21.4</b>	<b>23.6</b>	<b>21.0</b>	<b>24.1</b>	<b>21.0</b>

**Table 1.3. Five Year Trends—Average ACT Scores Nationwide**

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
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
<b>2017</b>	<b>2,030,038</b>	<b>20.3</b>	<b>20.7</b>	<b>21.4</b>	<b>21.0</b>	<b>21.0</b>

Total Students in Report: 1,691

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

Year	Number of Students Tested		Percent <sup>2</sup>		Average ACT Scores									
	Core or More <sup>1</sup>	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
2013	1,107	302	78	21	22.5	22.4	22.8	22.8	23.3	23.4	22.4	22.1	22.9	22.8
2014	1,303	332	79	20	22.9	22.2	23.2	23.1	23.8	23.5	22.9	22.8	23.3	23.0
2015	1,484	373	79	20	23.3	22.5	23.1	22.6	24.3	23.2	23.2	22.4	23.6	22.8
2016	1,546	354	81	19	23.3	23.5	23.1	23.4	24.3	24.6	23.2	23.3	23.6	23.8
<b>2017</b>	<b>1,337</b>	<b>342</b>	<b>79</b>	<b>20</b>	<b>24.3</b>	<b>23.6</b>	<b>23.5</b>	<b>23.3</b>	<b>24.9</b>	<b>24.3</b>	<b>23.8</b>	<b>23.0</b>	<b>24.2</b>	<b>23.7</b>

<sup>1</sup>"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.

<sup>2</sup>Percent 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	2013			2014			2015			2016			2017		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
<b>All Students</b>	<b>1,423</b>	<b>100</b>	<b>22.9</b>	<b>1,647</b>	<b>100</b>	<b>23.2</b>	<b>1,869</b>	<b>100</b>	<b>23.5</b>	<b>1,910</b>	<b>100</b>	<b>23.6</b>	<b>1,691</b>	<b>100</b>	<b>24.1</b>
Black/African American	244	17	17.5	248	15	17.8	287	15	18.7	270	14	19.5	210	12	18.9
American Indian/Alaska Native	2	0	24.0	4	0	20.3	5	0	17.4	5	0	20.6	4	0	21.3
White	914	64	24.0	1,041	63	24.3	1,228	66	24.3	1,229	64	24.3	1,103	65	24.6
Hispanic/Latino	55	4	21.4	101	6	22.0	85	5	22.4	105	5	22.0	90	5	21.8
Asian	86	6	26.4	119	7	25.9	122	7	26.0	129	7	26.7	129	8	27.8
Native Hawaiian/Other Pacific Islander	3	0	18.3	0	0	.	5	0	20.6	4	0	23.0	3	0	22.7
Two or more races	47	3	22.1	58	4	22.9	48	3	23.2	80	4	23.2	46	3	23.0
Prefer not to respond/No response	72	5	24.1	76	5	24.3	89	5	25.3	88	5	25.3	106	6	27.2

Total Students in Report: 1,691

**Table 1.6. Five Year Trends—Achievement in STEM<sup>1</sup>**

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
2013	1,423	1,799,243	22.9	21.1	31	19	29.1	28.7	28.0	28.0
2014	1,647	1,845,787	23.3	21.1	33	20	29.2	28.7	28.8	28.3
2015	1,869	1,924,436	23.3	21.1	35	20	28.9	28.7	28.7	28.4
2016	1,910	2,090,342	23.4	20.9	34	20	28.9	28.7	28.9	28.6
<b>2017</b>	<b>1,691</b>	<b>2,030,038</b>	<b>23.8</b>	<b>21.1</b>	<b>38</b>	<b>21</b>	<b>29.2</b>	<b>28.7</b>	<b>29.2</b>	<b>28.7</b>

<sup>1</sup>The STEM score describes students' overall proficiency in mathematics and science.

**Table 1.7. Proficiency In Understanding Complex Texts<sup>1</sup>**

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	
2013	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2014	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2015	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2016	483	485,762	25	23	17.1	17.0	435	322,548	23	15	23.7	23.6	429	235,380	22	11	30.7	30.3
<b>2017</b>	<b>479</b>	<b>999,708</b>	<b>28</b>	<b>49</b>	<b>17.4</b>	<b>16.2</b>	<b>570</b>	<b>596,096</b>	<b>34</b>	<b>29</b>	<b>23.9</b>	<b>23.4</b>	<b>632</b>	<b>427,075</b>	<b>37</b>	<b>21</b>	<b>31.1</b>	<b>30.8</b>

<sup>1</sup>The 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: 1,691

**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	1,628	96	24.1	23.4	24.7	23.6	24.1
	Extended Time	63	4	24.6	24.4	26.8	25.0	25.3
	Total	1,691	100	24.1	23.4	24.8	23.6	24.1
National	Standard Time	1,927,386	95	20.5	20.8	21.5	21.1	21.1
	Extended Time	102,652	5	17.5	18.5	19.5	18.9	18.7
	Total	2,030,038	100	20.3	20.7	21.4	21.0	21.0

**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	83	60	68	55	45
	Extended Time	81	68	75	60	59
	Total	82	61	68	55	45
National	Standard Time	63	41	48	38	28
	Extended Time	42	25	36	26	19
	Total	61	41	47	37	27

# Section II

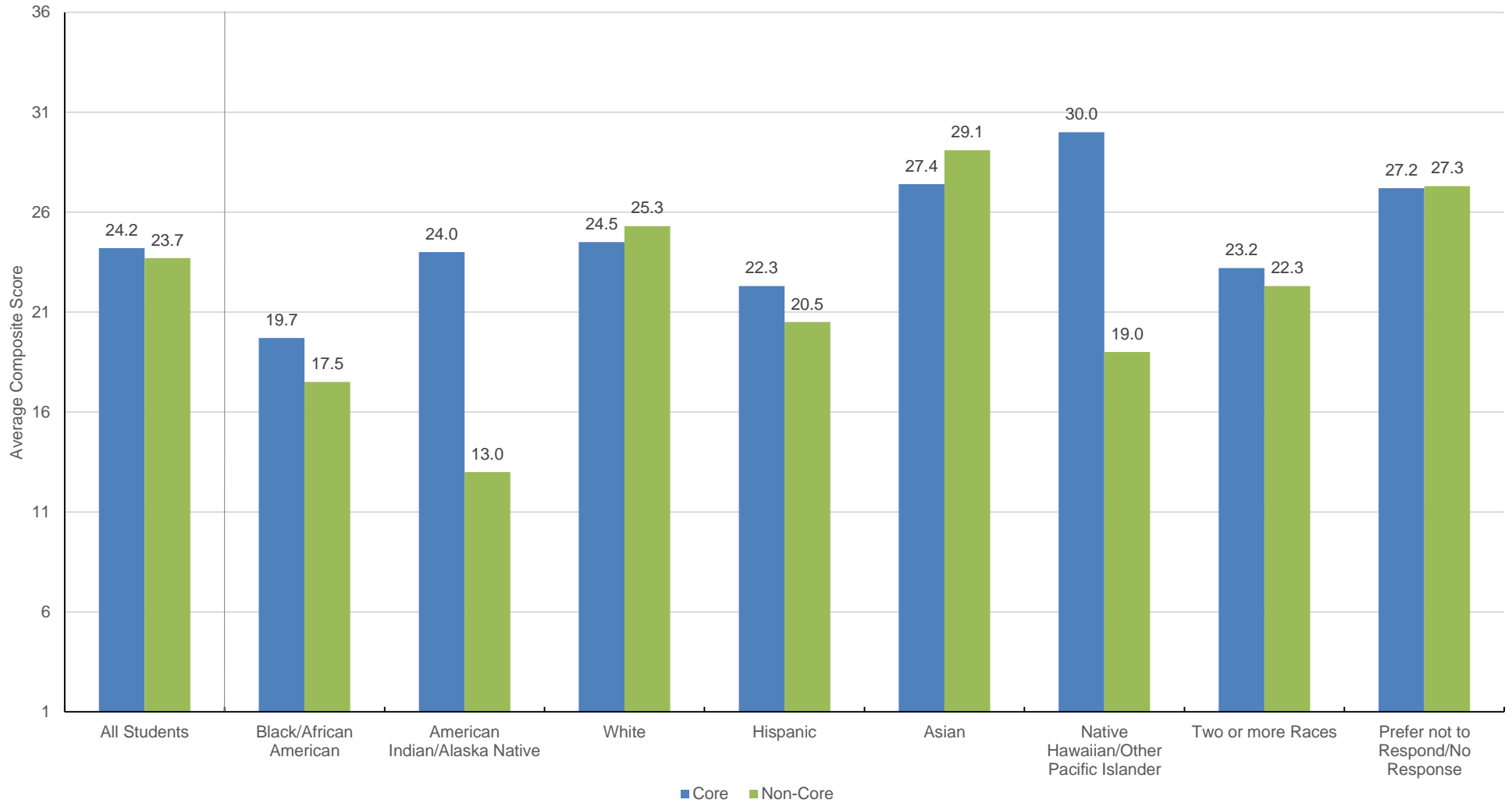
## Academic Achievement

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: 1,691

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: 1,691

Table 2.1. ACT Score Distributions, Cumulative Percents (CP<sup>1</sup>), 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	34	100	14	100	44	100	33	100	2	100	10	100	36
35	97	98	22	99	55	97	25	98	25	99	22	99	35
34	63	92	41	98	72	94	43	97	52	98	42	98	34
33	55	89	41	95	79	90	51	94	52	95	36	96	33
32	26	85	45	93	68	85	23	91	59	92	62	93	32
31	53	84	49	90	73	81	46	90	76	89	48	90	31
30	60	81	47	87	61	77	50	87	73	84	64	87	30
29	52	77	76	85	84	73	56	84	71	80	71	83	29
28	58	74	94	80	89	68	73	81	70	76	60	79	28
27	80	71	117	75	54	63	68	76	89	72	100	75	27
26	75	66	106	68	91	60	101	72	99	66	123	70	26
25	130	61	99	61	63	54	98	66	112	60	111	62	25
24	113	54	110	56	83	51	143	61	107	54	98	56	24
23	113	47	74	49	120	46	122	52	117	48	105	50	23
22	97	40	90	45	121	39	141	45	117	41	106	44	22
21	90	35	59	39	73	32	110	37	97	34	92	37	21
20	79	29	76	36	80	27	122	30	91	28	125	32	20
19	63	25	91	31	88	23	85	23	95	23	114	25	19
18	57	21	102	26	71	17	108	18	86	17	100	18	18
17	47	18	124	20	51	13	47	11	59	12	81	12	17
16	55	15	109	13	32	10	41	9	51	8	49	7	16
15	70	11	56	6	37	8	39	6	35	5	31	4	15
14	44	7	33	3	39	6	20	4	20	3	26	2	14
13	21	5	10	1	27	4	19	3	22	2	10	1	13
12	19	3	5	1	13	2	12	2	9	1	3	1	12
11	19	2	1	1	13	1	7	1	2	1	1	1	11
10	10	1	0	1	6	1	2	1	1	1	0	1	10
9	8	1	0	1	2	1	4	1	1	1	1	1	9
8	1	1	0	1	0	1	0	1	1	1	0	1	8
7	1	1	0	1	0	1	1	1	0	1	0	1	7
6	0	1	0	1	0	1	1	1	0	1	0	1	6
5	1	1	0	1	1	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	24.1 (6.5)		23.4 (5.7)		24.8 (6.4)		23.6 (5.5)		24.1 (5.5)		23.8 (5.3)		Avg (SD)

<sup>1</sup>CP 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.

Figure 2.2. English Reporting Categories<sup>1</sup>

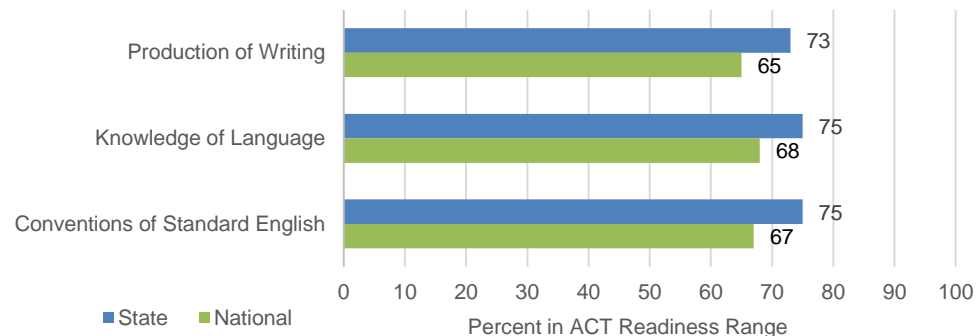


Figure 2.3. Math Reporting Categories<sup>1</sup>

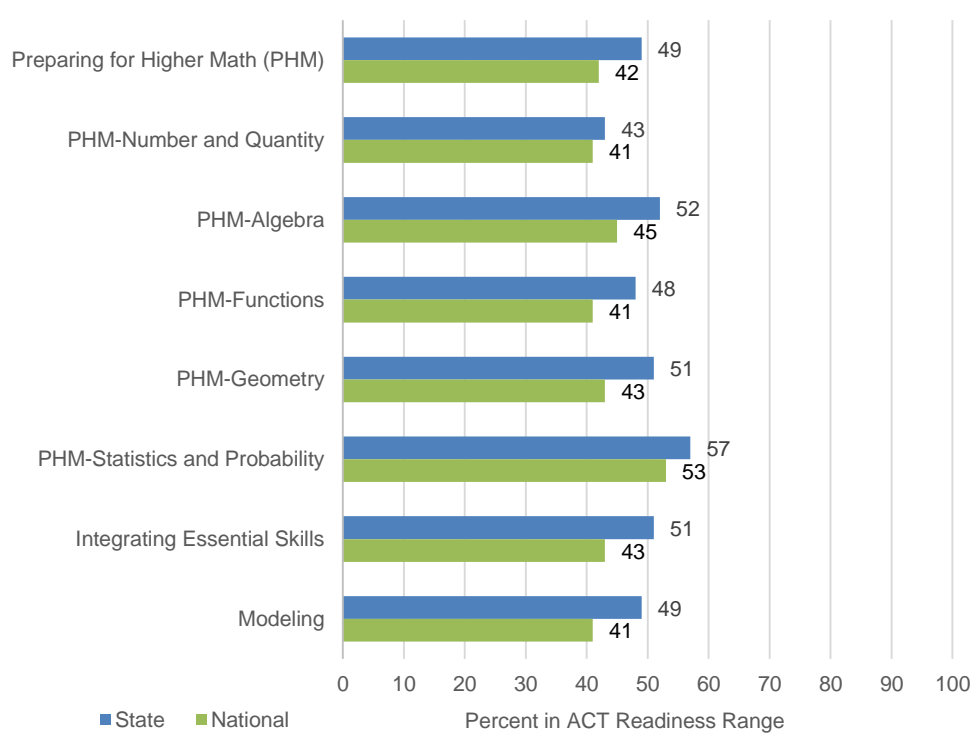


Figure 2.4. Reading Reporting Categories<sup>1</sup>

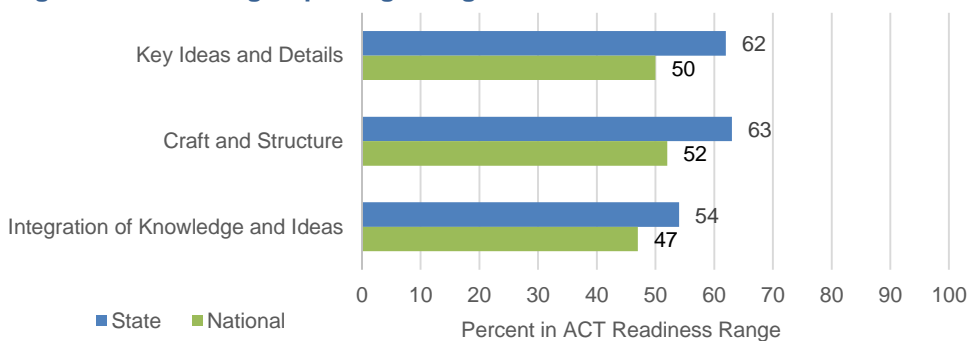
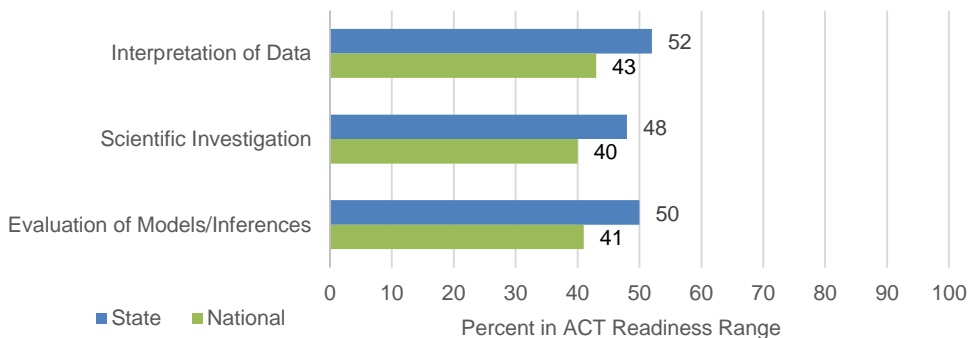


Figure 2.5. Science Reporting Categories<sup>1</sup>



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.

<sup>1</sup>Reporting Categories are reported only for testing events beginning September 2016.



Total Students in Report: 1,691

**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 <sup>1</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	1,691	79	24.2	23.7
	Black/African American	210	65	19.7	17.5
	American Indian/Alaska Native	4	75	24.0	13.0
	White	1,103	84	24.5	25.3
	Hispanic/Latino	90	72	22.3	20.5
	Asian	129	75	27.4	29.1
	Native Hawaiian/Other Pac. Isl.	3	33	30.0	19.0
	Two or More Races	46	76	23.2	22.3
	Prefer not/No Response	106	71	27.2	27.3
National	All Students	2,030,038	68	22.1	18.9
	Black/African American	256,756	63	17.9	16.0
	American Indian/Alaska Native	16,135	54	18.7	16.4
	White	1,062,439	72	23.4	20.2
	Hispanic/Latino	347,906	66	19.8	17.4
	Asian	96,097	78	25.0	22.5
	Native Hawaiian/Other Pac. Isl.	6,503	58	20.0	16.5
	Two or More Races	86,119	68	22.2	19.3
	Prefer not/No Response	158,083	46	22.6	18.3

<sup>1</sup>"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	1,691	100	24.1	23.4	24.8	23.6	24.1	23.8
	Black/African American	210	12	18.4	18.9	19.1	18.7	18.9	19.1
	American Indian/Alaska Native	4	0	23.0	19.3	22.5	19.8	21.3	19.8
	White	1,103	65	24.6	23.7	25.5	24.1	24.6	24.2
	Hispanic/Latino	90	5	21.3	21.0	22.8	21.4	21.8	21.4
	Asian	129	8	28.4	28.5	27.2	26.6	27.8	27.8
	Native Hawaiian/Other Pac. Isl.	3	0	20.0	24.3	22.0	24.0	22.7	24.3
	Two or More Races	46	3	22.3	22.9	23.2	22.8	23.0	23.2
	Prefer not/No Response	106	6	27.9	26.1	27.7	26.7	27.2	26.6
National	All Students	2,030,038	100	20.3	20.7	21.4	21.0	21.0	21.1
	Black/African American	256,756	13	16.0	17.1	17.4	17.4	17.1	17.5
	American Indian/Alaska Native	16,135	1	16.1	17.6	18.0	18.0	17.5	18.0
	White	1,062,439	52	22.1	21.9	23.0	22.3	22.4	22.3
	Hispanic/Latino	347,906	17	17.7	18.9	19.3	19.1	18.9	19.2
	Asian	96,097	5	23.7	25.2	23.9	24.0	24.3	24.9
	Native Hawaiian/Other Pac. Isl.	6,503	0	17.2	18.6	18.6	18.7	18.4	18.9
	Two or More Races	86,119	4	20.6	20.7	21.9	21.2	21.2	21.2
	Prefer not/No Response	158,083	8	19.5	20.1	20.8	20.3	20.3	20.5

Total Students in Report: 1,691

**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 <sup>1</sup>	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	765	82	24.7	24.4
	Females	926	77	23.8	23.2
	No Response	0	.	.	.
National	Males	939,730	66	22.3	18.7
	Females	1,047,170	71	21.9	19.3
	No Response	43,138	27	19.0	16.5

<sup>1</sup>"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	765	45	24.2	24.6	24.8	24.5	24.7	24.8
	Females	926	55	24.0	22.5	24.7	22.9	23.7	23.0
	No Response	0	0	.	.	.	.	.	.
National	Males	939,730	46	19.9	21.2	21.2	21.3	21.0	21.5
	Females	1,047,170	52	20.8	20.4	21.8	20.8	21.1	20.8
	No Response	43,138	2	16.4	17.8	17.9	18.1	17.7	18.2

**Table 2.6. ACT Score Quartile Values**

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	29	28	30	27	28
Q2 (50th Percentile)	24	24	24	23	24
Q1 (25th Percentile)	20	18	20	20	20

# Section III

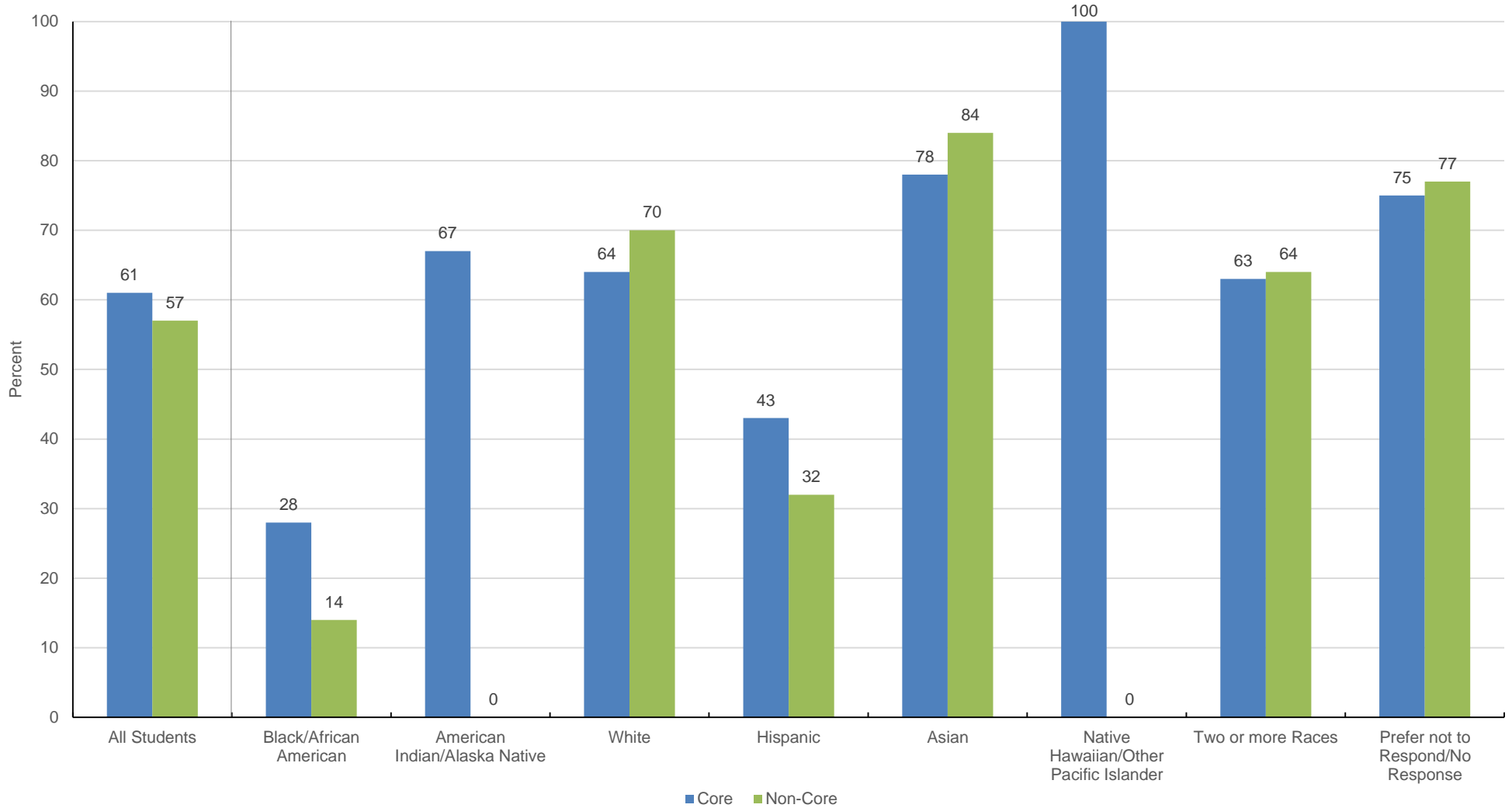
## College and Career Readiness and the Impact of Course Rigor

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: 1,691

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: 1,691

**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	249	15	118	7	250	15	152	9
	28 to 32	249	15	311	18	375	22	248	15
	24 to 27	398	24	432	26	291	17	410	24
	20 to 23	379	22	299	18	394	23	495	29
	16 to 19	222	13	426	25	242	14	281	17
	13 to 15	135	8	99	6	103	6	78	5
	01 to 12	59	3	6	0	36	2	27	2
National	33 to 36	136,676	7	61,071	3	141,382	7	79,636	4
	28 to 32	180,218	9	192,088	9	276,868	14	159,638	8
	24 to 27	304,755	15	404,500	20	287,704	14	371,660	18
	20 to 23	454,612	22	329,804	16	472,133	23	580,793	29
	16 to 19	372,731	18	686,547	34	426,969	21	513,876	25
	13 to 15	307,497	15	332,337	16	274,775	14	227,206	11
	01 to 12	273,549	13	23,691	1	150,207	7	97,229	5

**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	82	68	68	62	51
	Females	83	54	68	50	41
	No Response	.	.	.	.	.
National	Males	59	44	46	40	29
	Females	65	39	49	35	26
	No Response	37	19	24	18	10

Total Students in Report: 1,691

**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
			Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	Benchmark=26 %	
State	All Students	1,691	82	61	68	55	45	38
	Black/African American	210	52	28	33	20	14	10
	American Indian/Alaska Native	4	75	25	75	25	0	0
	White	1,103	87	64	74	59	48	39
	Hispanic/Latino	90	71	39	58	39	27	19
	Asian	129	95	88	80	77	71	67
	Native Hawaiian/Other Pac. Isl	3	67	33	67	33	33	33
	Two or More Races	46	74	65	70	57	52	39
	Prefer Not to Respond	106	91	78	78	73	66	59
National	All Students	2,030,038	61	41	47	37	27	21
	Black/African American	256,756	33	13	20	11	6	4
	American Indian/Alaska Native	16,135	34	16	25	15	8	5
	White	1,062,439	74	51	58	47	35	26
	Hispanic/Latino	347,906	46	26	33	22	14	10
	Asian	96,097	76	70	62	58	48	46
	Native Hawaiian/Other Pac. Isl	6,503	43	26	29	21	15	11
	Two or More Races	86,119	64	40	50	38	27	20
	Prefer Not to Respond	158,083	54	36	42	34	25	20

**Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score<sup>1</sup>**

Student Group	ACT NCRC Level <sup>2</sup>	N		Average
		N	%	Composite
State	Gold or Higher	780	46	29.1
	Silver	769	45	20.9
	Bronze	128	8	14.9
	Needs Improvement	14	1	11.2
National	Gold or Higher	538,392	27	28.5
	Silver	984,772	49	20.3
	Bronze	440,158	22	14.7
	Needs Improvement	66,716	3	11.5

<sup>1</sup> 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.

<sup>2</sup> Additional information on the ACT NCRC can be found at [www.act.org](http://www.act.org).

Total Students in Report: 1,691

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

Student Group	Curriculum Taken <sup>1</sup>	N	English		Mathematics		Reading		Science		Composite <sup>4</sup>		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More <sup>2</sup>	1,337	85	24.3	61	23.5	69	24.9	56	23.8	46	24.2	37	23.9
	Less than Core	342	75	23.6	57	23.3	66	24.3	50	23.0	44	23.7	39	23.4
	Missing <sup>3</sup>	12	58	20.8	58	22.3	50	23.2	50	23.3	50	22.4	50	23.1
National	Core or More	1,376,479	70	21.6	48	21.7	54	22.6	44	21.9	33	22.1	25	22.1
	Less than Core	464,989	46	17.9	26	18.8	33	19.3	24	19.1	16	18.9	11	19.2
	Missing	188,570	37	16.5	20	17.9	27	18.2	20	18.3	12	17.9	9	18.3

<sup>1</sup> "Curriculum Taken" reflects overall high school curriculum in this table.

<sup>2</sup> "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.

<sup>3</sup> Zero years or no coursework information reported in one or more content areas.

<sup>4</sup> 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 <sup>1</sup>	N	English			Mathematics			Reading			Science		
			%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	
State	Core or More <sup>2</sup>	1,665	83	24.1	1,621	62	23.6	1,428	68	24.6	1,610	57	23.9	
	Less than Core	19	63	21.7	59	24	19.3	256	73	25.6	73	14	17.8	
	Missing <sup>3</sup>	7	71	21.7	11	64	23.0	7	57	24.7	8	50	23.5	
National	Core or More	1,749,083	65	20.9	1,754,759	44	21.2	1,634,115	51	22.0	1,601,572	42	21.7	
	Less than Core	109,158	34	15.9	96,952	8	16.3	218,140	34	19.5	248,948	17	18.2	
	Missing	171,797	39	16.7	178,327	21	18.0	177,783	28	18.3	179,518	20	18.4	

<sup>1</sup> "Curriculum Taken" reflects content-specific curriculum in this table.

<sup>2</sup> "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.

<sup>3</sup> Zero years or no coursework information reported in the specified content area.

Total Students in Report: 1,691

**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
<b>ENGLISH COURSE PATTERN</b>								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	333	20	25.4	89	372,397	18	22.0	72
Eng 9, Eng 10, Eng 11, Eng 12	1,332	79	23.8	81	1,376,686	68	20.6	64
Less than 4 years of English	19	1	21.7	63	109,158	5	15.9	34
Zero years / no English courses reported	7	0	21.7	71	171,797	8	16.7	39
<b>MATHEMATICS COURSE PATTERN</b>								
Alg 1, Alg 2, Geom, Trig, & Calc	190	11	23.3	61	117,096	6	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	163	10	20.0	34	152,416	8	21.5	51
Alg 1, Alg 2, Geom, & Trig	66	4	19.4	32	113,080	6	18.9	26
Alg 1, Alg 2, Geom, & Other Adv Math	168	10	18.9	23	364,399	18	19.3	29
Other comb of 4 or more years of Math	927	55	25.7	79	684,625	34	23.8	64
Alg 1, Alg 2, & Geom	31	2	17.6	13	217,043	11	16.9	10
Other comb of 3 or 3.5 years of Math	76	4	22.3	50	106,100	5	19.6	32
Less than 3 years of Math	59	3	19.3	24	96,952	5	16.3	8
Zero years / no Math courses reported	11	1	23.0	64	178,327	9	18.0	21
<b>SOCIAL SCIENCE COURSE PATTERN</b>								
US Hist, World Hist, Am Gov, & Other Hist	71	4	24.7	70	52,959	3	22.1	51
Other comb of 4 or more years Social Science	853	50	24.6	68	934,153	46	22.6	55
US Hist, World Hist, & Am Gov	82	5	25.1	68	120,831	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	422	25	24.5	66	526,172	26	21.6	48
Less than 3 years of Social Science	256	15	25.6	73	218,140	11	19.5	34
Zero years / no Social Science courses reported	7	0	24.7	57	177,783	9	18.3	28
<b>NATURAL SCIENCE COURSE PATTERN</b>								
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	1,119	66	24.3	60	809,286	40	22.4	48
Bio, Chem, Phys	232	14	25.4	67	225,060	11	23.2	53
Gen Sci <sup>1</sup> , Bio, Chem	238	14	20.6	32	513,247	25	20.2	30
Other comb of 3 years of Natural Science	21	1	22.7	52	53,979	3	19.1	24
Less than 3 years of Natural Science	73	4	17.8	14	248,948	12	18.2	17
Zero years / no Natural Science courses reported	8	0	23.5	50	179,518	9	18.4	20

<sup>1</sup>Includes General, Physical and Earth Sciences.



Total Students in Report: 1,691

**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
<b>ENGLISH COURSE PATTERN</b>												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	333	20	25.4	89	143	19	25.2	87	190	21	25.5	90
Eng 9, Eng 10, Eng 11, Eng 12	1,332	79	23.8	81	607	79	24.0	81	725	78	23.7	81
Less than 4 years of English	19	1	21.7	63	10	1	24.7	80	9	1	18.3	44
Zero years / no English courses reported	7	0	21.7	71	5	1	21.4	60	2	0	22.5	100
<b>MATHEMATICS COURSE PATTERN</b>												
Alg 1, Alg 2, Geom, Trig, & Calc	190	11	23.3	61	87	11	24.0	66	103	11	22.6	57
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	163	10	20.0	34	46	6	20.9	46	117	13	19.6	29
Alg 1, Alg 2, Geom, & Trig	66	4	19.4	32	30	4	19.5	33	36	4	19.3	31
Alg 1, Alg 2, Geom, & Other Adv Math	168	10	18.9	23	68	9	19.0	26	100	11	18.8	21
Other comb of 4 or more years of Math	927	55	25.7	79	471	62	26.6	83	456	49	24.8	74
Alg 1, Alg 2, & Geom	31	2	17.6	13	14	2	18.2	14	17	2	17.2	12
Other comb of 3 or 3.5 years of Math	76	4	22.3	50	27	4	22.4	44	49	5	22.3	53
Less than 3 years of Math	59	3	19.3	24	16	2	21.3	44	43	5	18.5	16
Zero years / no Math courses reported	11	1	23.0	64	6	1	24.5	83	5	1	21.2	40
<b>SOCIAL SCIENCE COURSE PATTERN</b>												
US Hist, World Hist, Am Gov, & Other Hist	71	4	24.7	70	42	5	24.5	71	29	3	25.0	69
Other comb of 4 or more years Social Science	853	50	24.6	68	411	54	24.7	68	442	48	24.5	68
US Hist, World Hist, & Am Gov	82	5	25.1	68	48	6	25.7	73	34	4	24.4	62
Other comb of 3 or 3.5 years of Social Science	422	25	24.5	66	154	20	24.6	65	268	29	24.5	66
Less than 3 years of Social Science	256	15	25.6	73	105	14	25.6	72	151	16	25.6	74
Zero years / no Social Science courses reported	7	0	24.7	57	5	1	24.8	60	2	0	24.5	50
<b>NATURAL SCIENCE COURSE PATTERN</b>												
Gen Sci <sup>1</sup> , Bio, Chem, & Phys	1,119	66	24.3	60	543	71	25.0	65	576	62	23.7	56
Bio, Chem, Phys	232	14	25.4	67	101	13	27.2	80	131	14	24.0	57
Gen Sci <sup>2</sup> , Bio, Chem	238	14	20.6	32	75	10	20.3	35	163	18	20.7	30
Other comb of 3 years of Natural Science	21	1	22.7	52	11	1	22.9	45	10	1	22.4	60
Less than 3 years of Natural Science	73	4	17.8	14	30	4	17.3	17	43	5	18.1	12
Zero years / no Natural Science courses reported	8	0	23.5	50	5	1	24.8	60	3	0	21.3	33

<sup>1</sup>Includes General, Physical and Earth Sciences.

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# Section IV

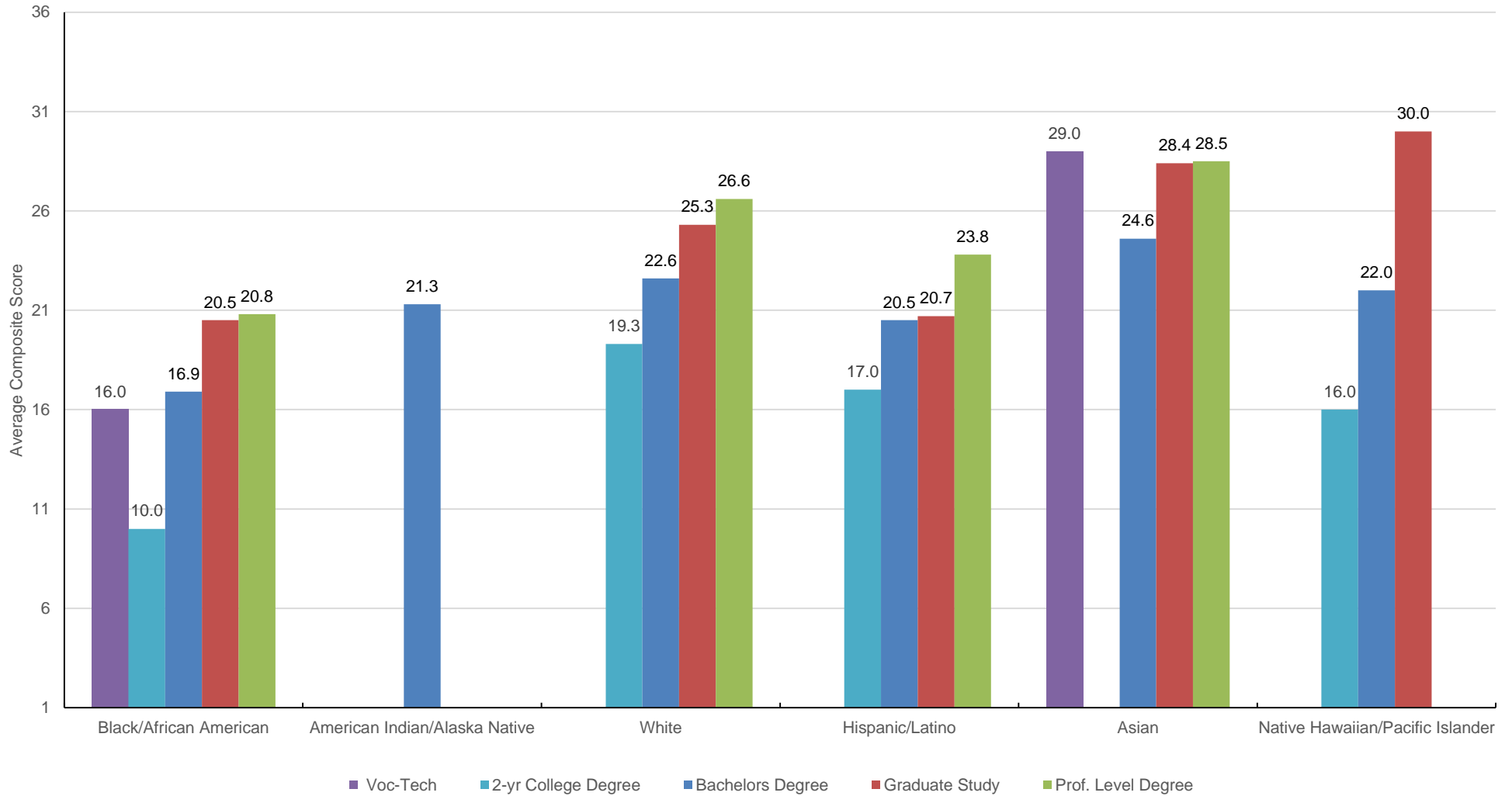
## Career and Educational Aspirations

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: 1,691

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: 1,691

**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 <sup>1</sup>	Percent <sup>2</sup>	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	21	1	22.1	1	10	11.0	18	1	22.1
Architecture	11	1	24.5	0	0	.	10	1	24.5
Area, Ethnic, & Multidisciplinary Studies	1	0	31.0	0	0	.	1	0	31.0
Arts: Visual & Performing	68	4	22.2	1	10	16.0	62	4	22.3
Business	223	13	23.2	2	20	17.5	205	13	23.2
Communications	35	2	21.2	0	0	.	32	2	21.0
Community, Family, & Personal Services	12	1	18.0	0	0	.	12	1	18.0
Computer Science & Mathematics	59	3	26.4	1	10	20.0	53	3	26.4
Education	61	4	20.5	0	0	.	59	4	20.2
Engineering	206	12	27.2	0	0	.	194	12	27.1
Engineering Technology & Drafting	15	1	23.8	0	0	.	15	1	23.8
English & Foreign Languages	27	2	27.1	0	0	.	26	2	27.0
Health Administration & Assisting	22	1	20.1	0	0	.	21	1	20.1
Health Sciences & Technologies	322	19	23.3	1	10	9.0	314	20	23.3
Philosophy, Religion, & Theology	3	0	24.0	0	0	.	3	0	24.0
Repair, Production, & Construction	2	0	20.5	1	10	17.0	1	0	24.0
Sciences: Biological & Physical	179	11	25.8	0	0	.	168	11	25.7
Social Sciences & Law	130	8	23.8	0	0	.	129	8	23.8
Undecided	279	16	24.4	3	30	20.3	233	15	24.0
No Response	15	1	19.7	0	0	.	8	1	17.8

<sup>1</sup>2-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.

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

Total Students in Report: 1,691

**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	3	19.3	1	16.0	0	.	0	.	0	.
2-yr College Degree	7	15.9	2	10.0	0	.	3	19.3	1	17.0
Bachelors Degree	608	21.8	84	16.9	4	21.3	423	22.6	32	20.5
Graduate Study	468	25.0	39	20.5	0	.	339	25.3	23	20.7
Prof. Level Degree	488	25.9	77	20.8	0	.	278	26.6	27	23.8
Other	13	22.8	2	17.5	0	.	7	22.1	0	.
No Response	104	26.4	5	15.4	0	.	53	26.9	7	24.3

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	3	19.3	1	29.0	0	.	0	.	1	13.0
2-yr College Degree	7	15.9	0	.	1	16.0	0	.	0	.
Bachelors Degree	608	21.8	21	24.6	1	22.0	17	21.1	26	24.5
Graduate Study	468	25.0	31	28.4	1	30.0	13	25.0	22	28.0
Prof. Level Degree	488	25.9	61	28.5	0	.	12	23.3	33	29.2
Other	13	22.8	1	26.0	0	.	0	.	3	26.7
No Response	104	26.4	14	28.5	0	.	4	23.3	21	27.5

Total Students in Report: 1,691

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 DELAWARE	Delaware	334	153	181	1	4	14	29	30	18	5
FIT/ACCESS TO SUCCESS PROJECT DSU	Delaware	60	53	7	8	25	35	28	2	2	0
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	59	17	42	0	7	12	29	29	19	5
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	55	12	43	0	2	13	24	38	22	2
DELAWARE STATE UNIVERSITY	Delaware	50	15	35	8	22	48	14	6	2	0
DREXEL UNIVERSITY	Pennsylvania	41	9	32	0	2	10	32	37	17	2
UNIVERSITY OF PENNSYLVANIA	Pennsylvania	39	9	30	0	0	10	15	36	21	18
VILLANOVA UNIVERSITY	Pennsylvania	39	12	27	0	0	18	33	28	18	3
WEST CHESTER UNIVERSITY OF PENNSYLVANIA	Pennsylvania	37	5	32	0	3	30	49	19	0	0
TEMPLE UNIVERSITY	Pennsylvania	32	6	26	0	6	22	44	22	6	0
UNIVERSITY OF PITTSBURGH	Pennsylvania	28	8	20	0	0	7	18	43	25	7
WEST VIRGINIA UNIVERSITY	West Virginia	26	9	17	0	8	31	35	19	8	0
JAMES MADISON UNIVERSITY	Virginia	25	8	17	0	0	16	36	36	12	0
JOHNS HOPKINS UNIVERSITY THE	Maryland	24	6	18	0	0	0	17	29	33	21
NCAA ELIGIBILITY CENTER	Indiana	22	18	4	0	23	23	27	9	9	9
TOWSON UNIVERSITY	Maryland	22	10	12	0	9	41	27	18	5	0
VIRGINIA TECH	Virginia	22	1	21	0	5	5	23	23	36	9
DELAWARE TECH & COMM COLL-STANTON/WILM	Delaware	21	2	19	5	5	48	24	10	10	0
SALISBURY UNIVERSITY	Maryland	21	7	14	0	5	48	33	14	0	0
UNIV OF NORTH CAROLINA AT CHAPEL HILL	North Carolina	21	4	17	0	0	14	24	24	29	10
UNIV OF SOUTH CAROLINA-COLUMBIA	South Carolina	21	5	16	0	0	19	33	24	24	0
WILMINGTON COLLEGE	Delaware	21	4	17	10	14	19	33	10	14	0
PRINCETON UNIVERSITY	New Jersey	19	7	12	0	0	0	16	21	32	32
WESLEY COLLEGE	Delaware	18	2	16	17	28	33	11	11	0	0
NEW YORK UNIVERSITY	New York	17	5	12	0	0	6	29	35	24	6
NORTH CAROLINA STATE UNIV AT RALEIGH	North Carolina	17	2	15	0	0	24	29	35	12	0
HOWARD UNIVERSITY	District of Columbia	16	10	6	0	19	25	38	19	0	0
UNIVERSITY OF VIRGINIA	Virginia	15	2	13	0	0	0	7	40	27	27
LIBERTY UNIVERSITY	Virginia	14	5	9	0	0	43	21	21	14	0
GEORGETOWN UNIVERSITY	District of Columbia	13	4	9	0	0	8	31	38	15	8
All Other Institutions		1,196	287	909	1	7	20	26	22	18	5
<b>Total</b>		<b>2,345</b>	<b>697</b>	<b>1,648</b>	<b>1</b>	<b>7</b>	<b>20</b>	<b>27</b>	<b>24</b>	<b>17</b>	<b>5</b>

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# Section V

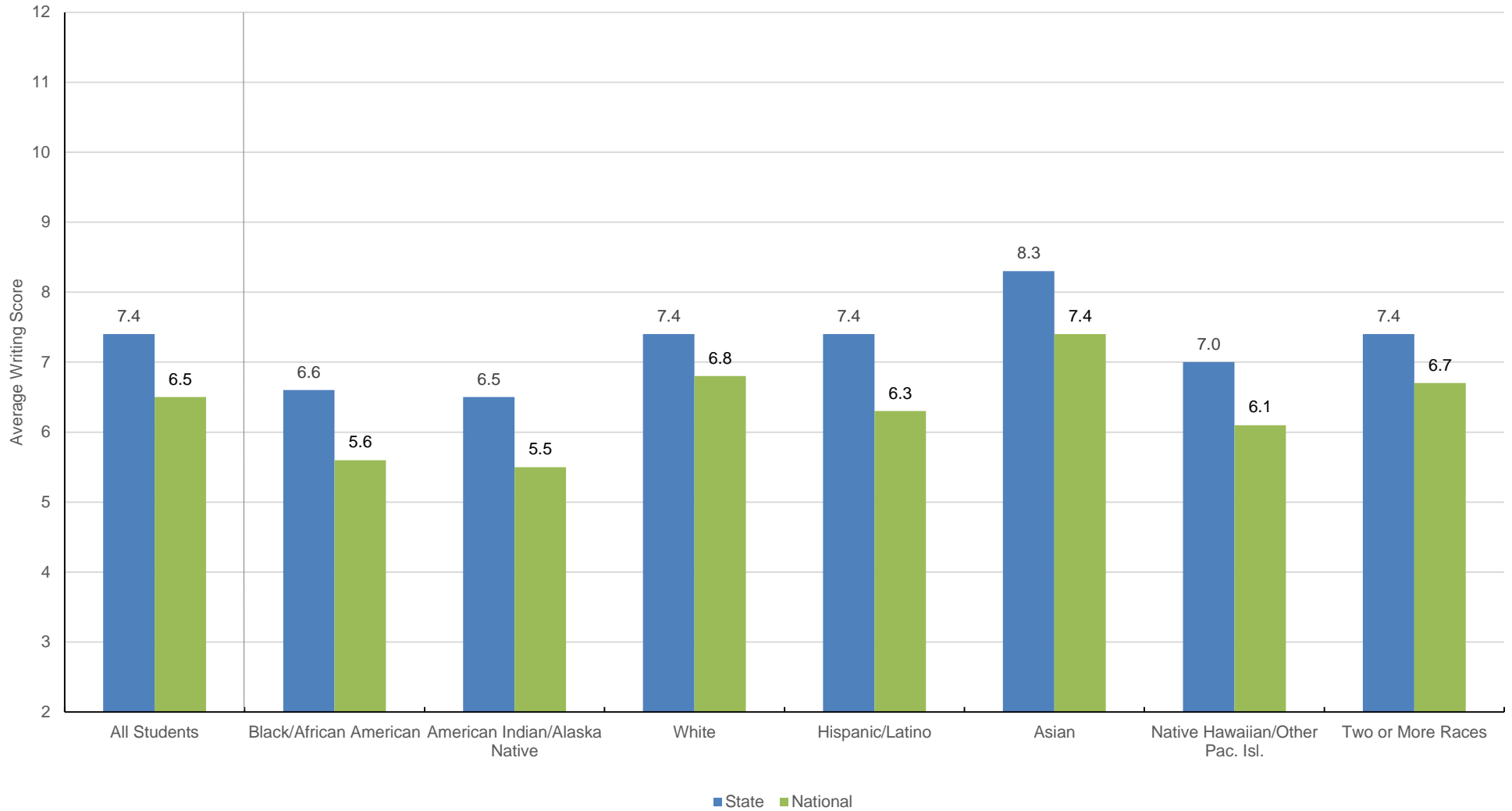
## Optional Writing Test Results

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: 1,691

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



\*Missing columns reflect race/ethnicity groupings that are missing. Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 2-12.

Total Students in Report: 1,691

**Table 5.1. Average ACT English Language Arts and Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing<sup>1</sup>**

	N		Average ACT Scores							
			Writing		English		Reading		English Language Arts	
			State	National	State	National	State	National	State	National
<b>All Students</b>	<b>1,151</b>	<b>1,090,621</b>	<b>7.4</b>	<b>6.5</b>	<b>25.5</b>	<b>20.9</b>	<b>26.0</b>	<b>22.0</b>	<b>24.0</b>	<b>20.2</b>
Black/African American	95	125,357	6.6	5.6	20.3	16.2	20.9	17.7	19.6	16.0
American Indian/Alaska Native	4	7,357	6.5	5.5	23.0	15.9	22.5	17.9	21.3	16.0
White	767	525,822	7.4	6.8	25.5	22.8	26.3	23.8	24.1	21.8
Hispanic/Latino	56	218,012	7.4	6.3	23.3	18.1	24.4	19.7	22.6	18.1
Asian	114	72,490	8.3	7.4	29.1	24.5	27.5	24.7	26.8	23.3
Native Hawaiian/Other Pac. Isl.	2	4,270	7.0	6.1	24.0	17.5	26.5	18.8	23.0	17.5
Two or More Races	29	48,148	7.4	6.7	25.0	21.2	25.3	22.5	23.6	20.6
Prefer not/No Response	84	89,165	7.6	6.4	28.4	20.6	28.2	21.7	25.8	19.8
Males	520	496,038	7.4	6.3	25.6	20.6	26.1	21.8	24.1	19.8
Females	631	568,720	7.5	6.8	25.4	21.4	25.9	22.4	24.0	20.8
No Response	0	25,863	.	5.5	.	16.4	.	18.0	.	16.3

<sup>1</sup>Results based on students with ACT writing scores with test events beginning September 2015. The writing score range is 2-12 (i.e., the rounded average of the four domain scores).

**Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing<sup>1</sup>**

	N		Average ACT Scores					
			English		Writing		English / Writing Combined	
			State	National	State	National	State	National
<b>All Students</b>	<b>8</b>	<b>3,655</b>	<b>26.8</b>	<b>23.5</b>	<b>7.9</b>	<b>6.8</b>	<b>25.4</b>	<b>22.0</b>
Black/African American	3	200	22.0	18.5	7.0	6.1	21.3	17.6
American Indian/Alaska Native	0	14	.	19.9	.	5.9	.	18.6
White	4	2,049	28.0	24.1	7.8	6.9	26.0	22.5
Hispanic/Latino	1	588	36.0	18.4	11.0	5.8	35.0	17.2
Asian	0	367	.	29.5	.	8.1	.	27.5
Native Hawaiian/Other Pac. Isl.	0	2	.	21.5	.	6.0	.	20.0
Two or More Races	0	123	.	24.6	.	6.9	.	22.8
Prefer not/No Response	0	312	.	25.5	.	6.9	.	23.5
Males	4	1,700	31.8	23.6	8.8	6.6	30.0	21.9
Females	4	1,955	21.8	23.5	7.0	6.9	20.8	22.0
No Response	0	0	.	.	.	.	.	.

<sup>1</sup>Results based on students with ACT writing scores with test events prior to September 2015. The writing score range is 2-12.

