



Profile Report - State

Graduating Class 2018

District of Columbia



New to your 2018 Profile Report

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

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

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

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We are pleased to provide this 2018 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2018 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeded ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

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

Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
 High school grade and course information
 Student Profile Section
 Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

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: 1,748 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. 75% 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, 11% were college ready. 2% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 3% of these students were college ready. In comparison, 57% 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 2% of the cohort took less than three years of natural science courses. 51% of these students were college ready. In comparison, 52% 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 41% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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

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

Section I

Executive Summary

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

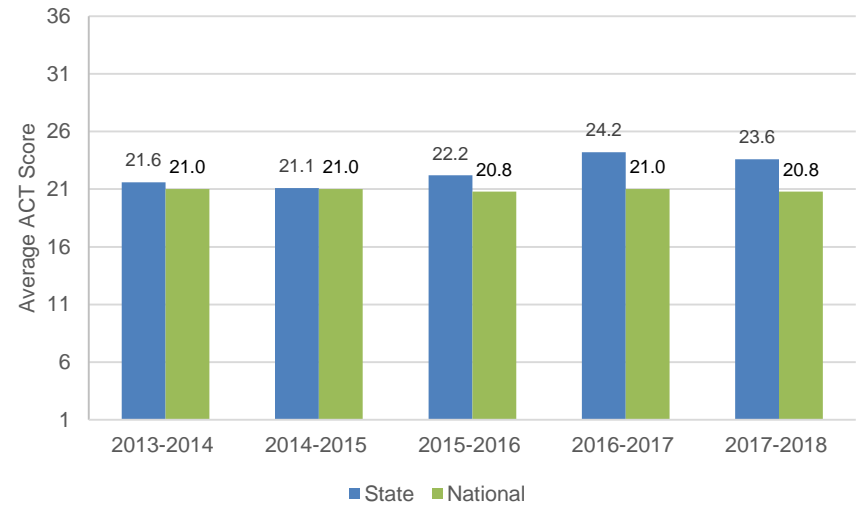


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

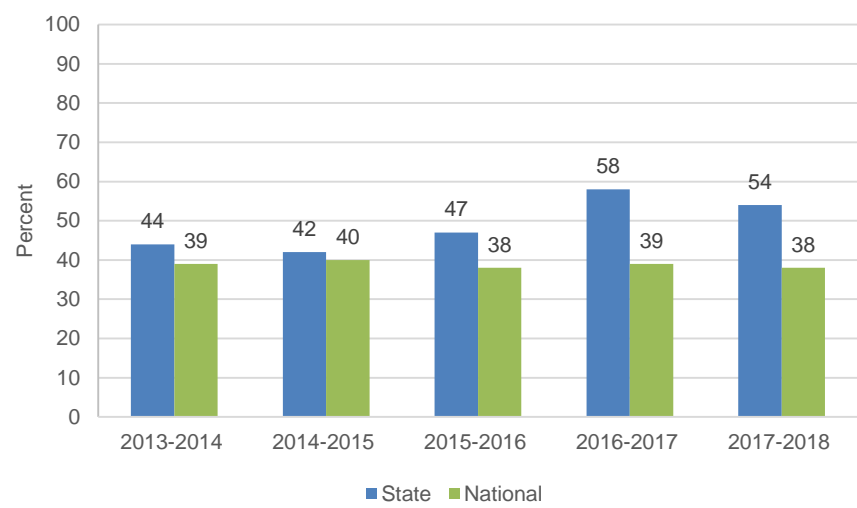


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

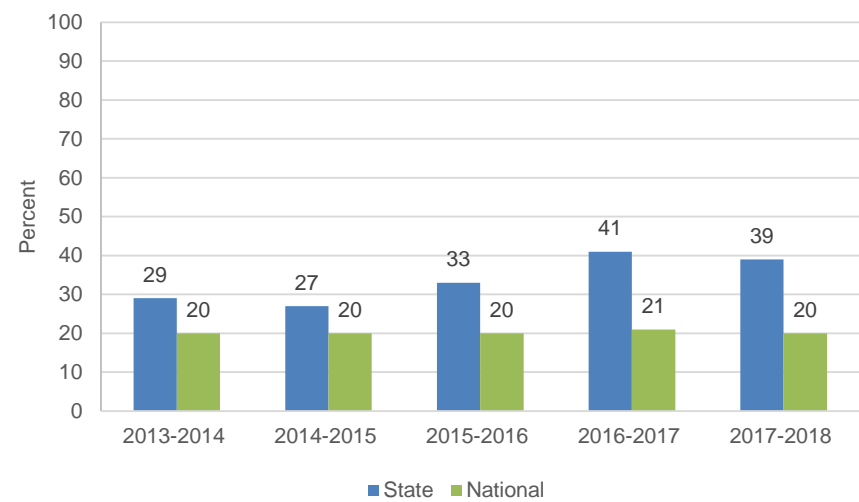
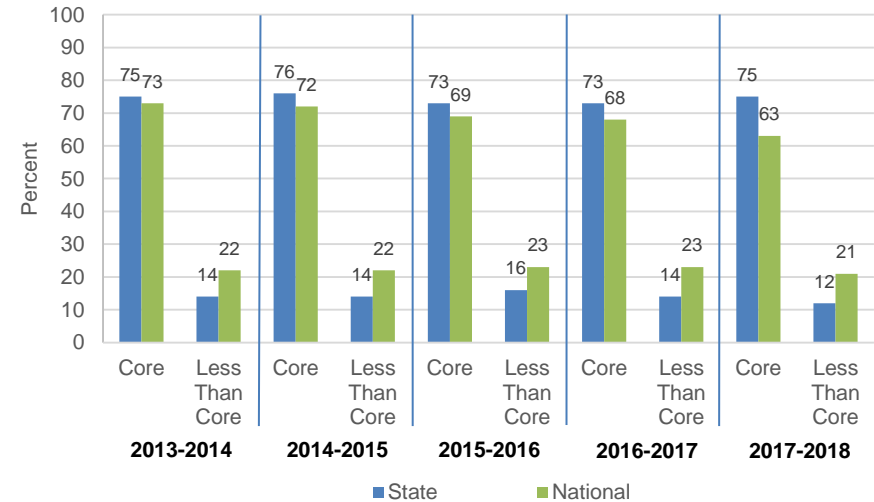


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



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

Total Students in Report: 1,748

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	State	National
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
2017	1,723	2,030,038	73	61	59	41	64	47	54	37	48	27
2018	1,748	1,914,817	70	60	54	40	60	46	51	36	45	27

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
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
2017	1,723	2,030,038	24.4	20.3	23.5	20.7	24.9	21.4	23.5	21.0	24.2	21.0
2018	1,748	1,914,817	23.7	20.2	22.7	20.5	24.4	21.3	23.0	20.7	23.6	20.8

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores				
	State	National	English	Mathematics	Reading	Science	Composite
2014	1,492	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,602	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	1,692	2,090,342	20.1	20.6	21.3	20.8	20.8
2017	1,723	2,030,038	20.3	20.7	21.4	21.0	21.0
2018	1,748	1,914,817	20.2	20.5	21.3	20.7	20.8

Total Students in Report: 1,748

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2014	1,123	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
2017	1,266	246	73	14	24.4	26.2	23.6	24.7	24.8	26.2	23.4	24.5	24.2	25.5
2018	1,306	208	75	12	23.6	25.6	22.7	24.4	24.2	26.4	22.8	24.8	23.4	25.4

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

Race/Ethnicity	2014			2015			2016			2017			2018		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,492	100	21.6	1,602	100	21.1	1,692	100	22.2	1,723	100	24.2	1,748	100	23.6
Black/African American	645	43	16.9	733	46	16.7	698	41	17.3	554	32	18.4	553	32	18.3
American Indian/Alaska Native	6	0	21.0	6	0	16.7	7	0	16.4	2	0	17.5	1	0	14.0
White	386	26	27.6	405	25	27.9	463	27	28.8	550	32	29.1	541	31	29.2
Hispanic/Latino	128	9	22.7	154	10	21.5	138	8	21.8	173	10	23.6	154	9	22.9
Asian	34	2	23.1	39	2	25.3	45	3	26.0	44	3	27.6	40	2	27.1
Native Hawaiian/Other Pacific Islander	4	0	27.8	2	0	15.0	0	0	.	1	0	24.0	1	0	18.0
Two or more races	72	5	22.7	63	4	22.1	70	4	22.5	73	4	26.2	85	5	26.6
Prefer not to respond/No response	217	15	23.3	200	12	22.1	271	16	23.0	326	19	25.2	373	21	22.5

Total Students in Report: 1,748

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students							Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark			Avg. Mathematics Score		Avg. Science Score	
	State	National	State	National	State	National		State	National	State	National
2014	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
2017	1,723	2,030,038	23.7	21.1	41	21		30.1	28.7	30.2	28.7
2018	1,748	1,914,817	23.1	20.9	39	20		29.6	28.8	30.2	28.8

¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Below Proficient						Text Complexity Proficiency Level Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National
2014	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2015	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2016	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
2017	582	999,708	34	49	16.0	16.2	391	596,096	23	29	24.0	23.4	746	427,075	43	21	32.3	30.8
2018	673	1,010,339	39	53	15.7	16.3	333	492,937	19	26	23.8	23.6	742	411,541	42	21	32.7	31.0

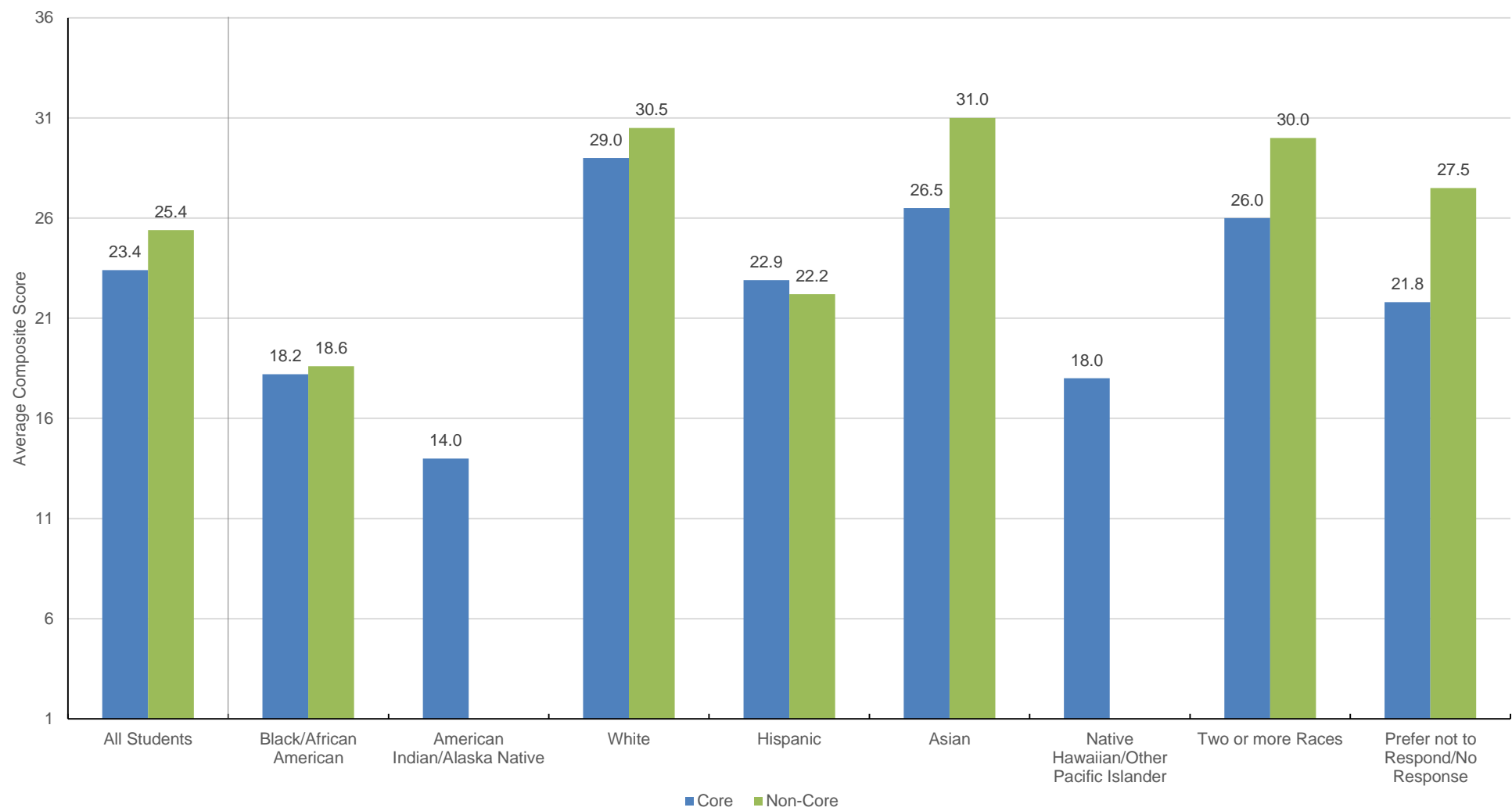
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II

Academic Achievement

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: 1,748

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

ACT Scale	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale
Score	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	Score
36	103	100	11	100	109	100	43	100	8	100	13	100	1	100	36
35	183	94	45	99	145	94	45	98	73	99	47	99	9	99	35
34	102	84	52	97	115	85	65	95	83	95	56	97	39	99	34
33	56	78	48	94	85	79	73	91	99	91	48	93	63	96	33
32	45	75	42	91	81	74	33	87	81	85	74	91	76	91	32
31	52	72	63	89	51	69	66	85	85	80	77	86	100	84	31
30	39	69	62	85	70	66	69	81	73	75	70	82	72	76	30
29	37	67	75	82	25	62	50	77	61	71	63	78	64	70	29
28	30	65	80	77	42	61	59	75	55	68	52	74	64	64	28
27	59	63	105	73	37	59	57	71	72	65	80	71	59	59	27
26	53	60	101	67	51	57	60	68	60	61	100	67	45	54	26
25	55	57	79	61	34	54	92	65	59	57	85	61	46	50	25
24	71	53	64	56	59	52	95	59	66	54	63	56	55	46	24
23	59	49	60	53	73	48	89	54	65	50	63	53	42	41	23
22	72	46	55	49	68	44	71	49	61	46	64	49	37	38	22
21	54	42	46	46	56	40	74	45	58	43	69	45	39	35	21
20	70	39	48	43	57	37	70	40	67	39	73	41	29	32	20
19	46	35	52	41	59	34	96	36	71	36	74	37	38	29	19
18	38	32	94	38	53	30	75	31	68	32	104	33	35	26	18
17	47	30	102	32	79	27	93	27	72	28	100	27	37	23	17
16	49	27	151	27	69	23	91	21	84	24	112	21	41	20	16
15	54	24	153	18	60	19	76	16	82	19	123	15	36	16	15
14	74	21	113	9	80	15	63	12	101	14	75	8	30	13	14
13	58	17	31	3	54	11	53	8	91	8	42	4	35	11	13
12	63	14	12	1	71	8	35	5	33	3	13	1	34	8	12
11	78	10	1	1	35	4	27	3	15	1	3	1	22	5	11
10	56	6	1	1	17	2	17	2	2	1	2	1	12	3	10
9	24	3	0	1	7	1	3	1	2	1	2	1	13	2	9
8	11	1	1	1	3	1	3	1	1	1	1	1	7	1	8
7	7	1	0	1	0	1	1	1	0	1	0	1	4	1	7
6	2	1	1	1	1	1	2	1	0	1	0	1	0	1	6
5	1	1	0	1	2	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	2	1	0	1	0	1	0	1	3
2	0	1	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	0	1	1
Avg (SD)	23.7 (8.7)		22.7 (6.6)		24.4 (8.3)		23.0 (7.0)		23.6 (7.3)		23.1 (6.6)		24.1 (7.2)		Avg (SD)

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

² ELA scores are derived only for students with a valid writing score.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Figure 2.2. English Reporting Categories¹

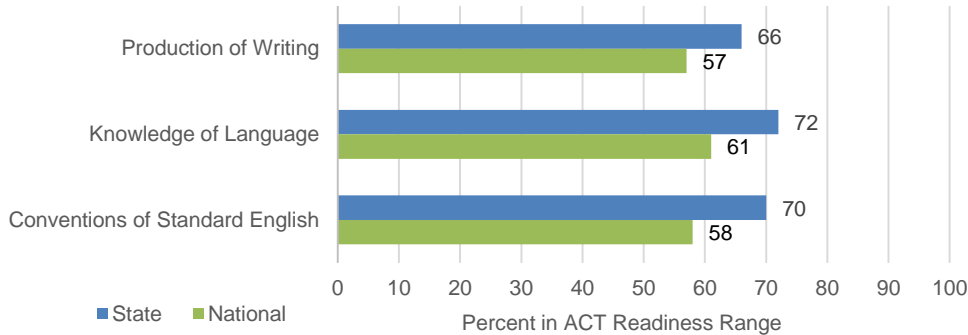


Figure 2.4. Reading Reporting Categories¹

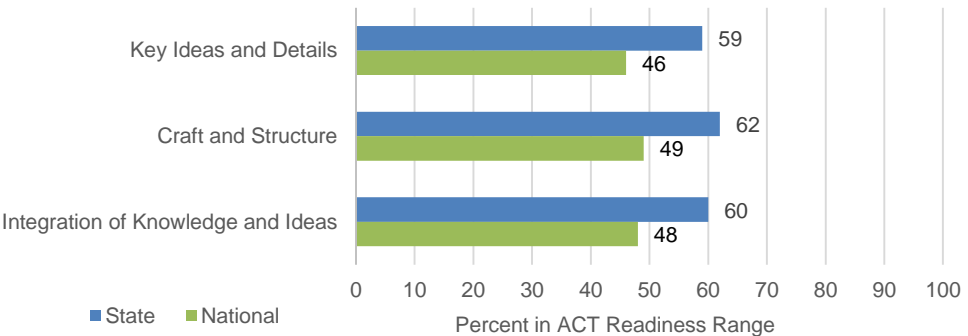


Figure 2.5. Science Reporting Categories¹

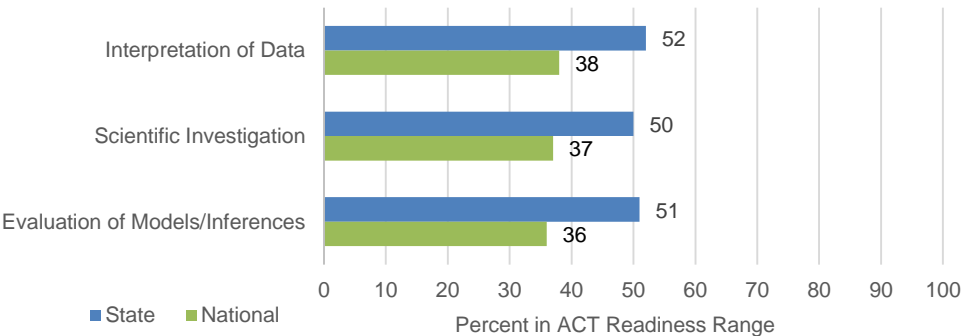
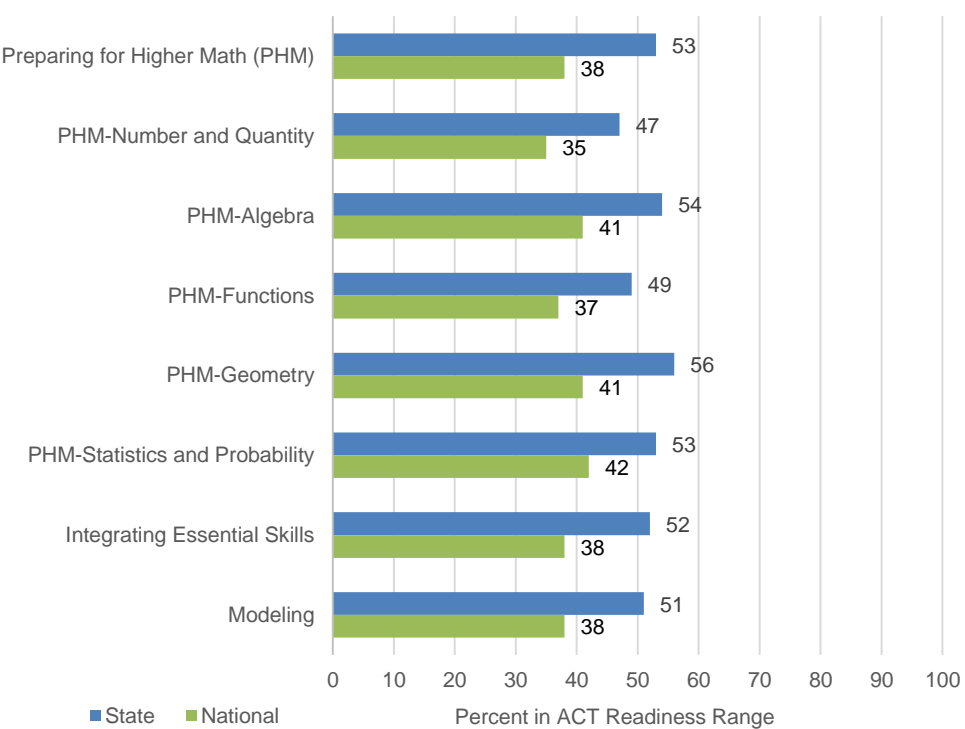


Figure 2.3. Math Reporting Categories¹



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

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

Total Students in Report: 1,748

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	1,748	75	23.4	25.4
	Black/African American	553	85	18.2	18.6
	American Indian/Alaska Native	1	100	14.0	.
	White	541	83	29.0	30.5
	Hispanic/Latino	154	90	22.9	22.2
	Asian	40	88	26.5	31.0
	Native Hawaiian/Other Pacific Islander	1	100	18.0	.
	Two or More Races	85	85	26.0	30.0
	Prefer not/No Response	373	38	21.8	27.5
National	All Students	1,914,817	63	22.2	19.0
	Black/African American	243,080	58	17.9	15.9
	American Indian/Alaska Native	15,449	51	18.5	16.4
	White	996,712	67	23.4	20.2
	Hispanic/Latino	307,358	63	19.9	17.5
	Asian	91,899	75	25.4	22.8
	Native Hawaiian/Other Pacific Islander	5,753	53	20.0	16.6
	Two or More Races	85,316	64	22.3	19.4
	Prefer not/No Response	169,250	36	22.6	18.1

¹ "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	1,748	100	23.7	22.7	24.4	23.0	23.6	23.1
	Black/African American	553	32	17.5	18.2	18.6	18.2	18.3	18.5
	American Indian/Alaska Native	1	0	14.0	20.0	12.0	10.0	14.0	15.0
	White	541	31	30.4	27.6	30.2	27.9	29.2	28.0
	Hispanic/Latino	154	9	22.6	22.1	23.8	22.6	22.9	22.6
	Asian	40	2	27.8	26.6	27.5	26.1	27.1	26.6
	Native Hawaiian/Other Pacific Islander	1	0	14.0	16.0	17.0	25.0	18.0	21.0
	Two or More Races	85	5	27.6	24.8	28.6	25.2	26.6	25.3
	Prefer not/No Response	373	21	22.2	21.7	23.7	22.1	22.5	22.2
National	All Students	1,914,817	100	20.2	20.5	21.3	20.7	20.8	20.9
	Black/African American	243,080	13	15.8	16.9	17.3	17.1	16.9	17.3
	American Indian/Alaska Native	15,449	1	15.9	17.4	17.7	17.7	17.3	17.8
	White	996,712	52	21.9	21.7	22.8	22.0	22.2	22.1
	Hispanic/Latino	307,358	16	17.8	18.8	19.3	18.9	18.8	19.1
	Asian	91,899	5	24.1	25.1	24.2	24.1	24.5	24.9
	Native Hawaiian/Other Pacific Islander	5,753	0	17.2	18.4	18.3	18.3	18.2	18.6
	Two or More Races	85,316	4	20.6	20.6	21.8	20.9	21.1	21.0
	Prefer not/No Response	169,250	9	19.0	19.6	20.3	19.8	19.8	19.9

Total Students in Report: 1,748

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	880	74	24.8	26.2
	Females	868	76	22.1	24.8
	No Response	0	.	.	.
National	Males	893,610	61	22.4	18.6
	Females	991,975	66	22.0	19.3
	No Response	29,232	13	18.6	16.6

¹ "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	880	50	24.8	24.1	25.3	24.2	24.7	24.4
	Females	868	50	22.5	21.3	23.6	21.7	22.4	21.7
	No Response	0	0	.	.	.	.	.	.
National	Males	893,610	47	19.7	20.9	21.0	20.9	20.8	21.2
	Females	991,975	52	20.7	20.2	21.7	20.6	20.9	20.7
	No Response	29,232	2	16.6	17.6	17.9	17.8	17.6	18.0

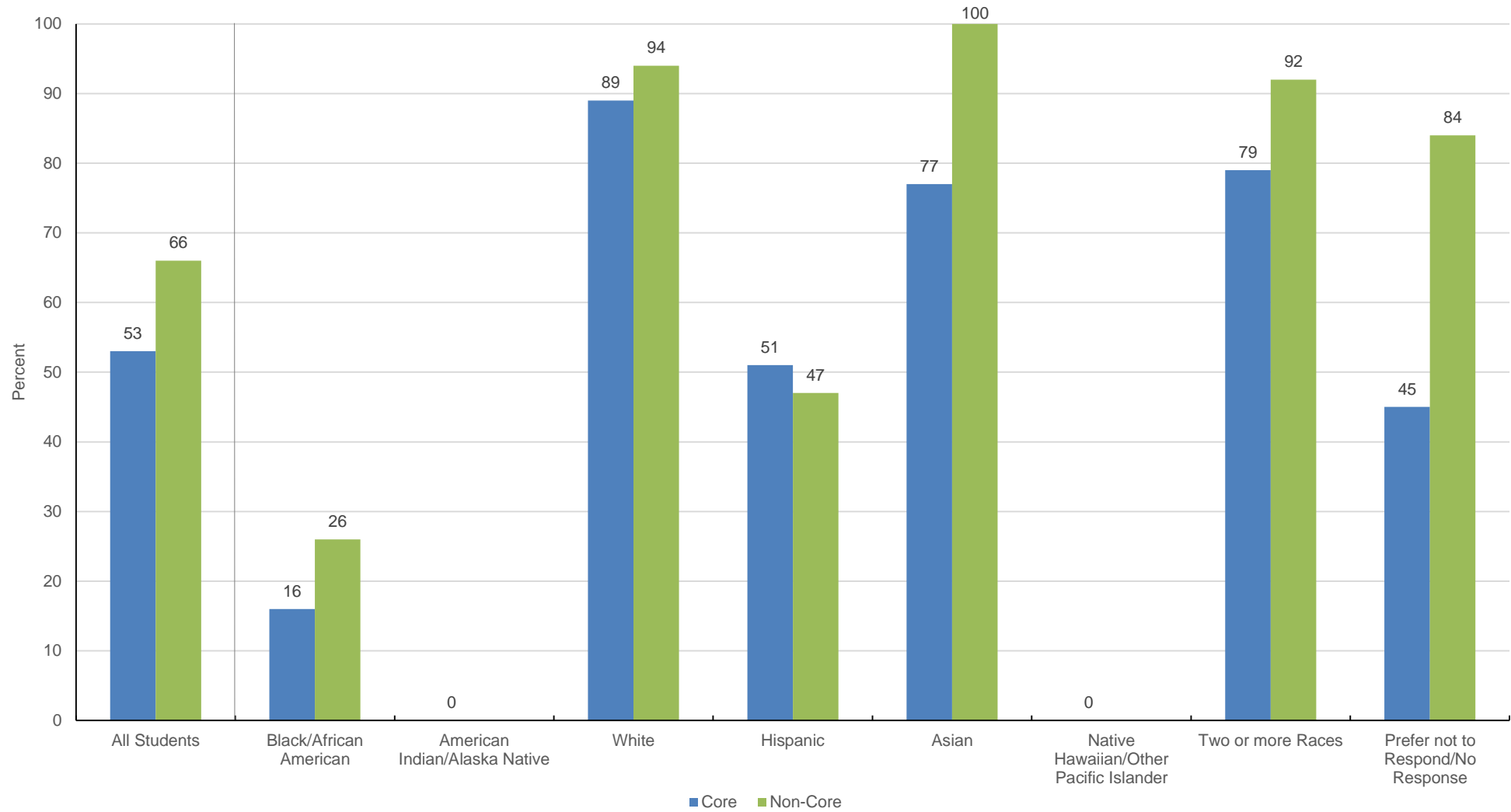
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	33	28	33	29	30
Q2 (50th Percentile)	24	23	24	23	24
Q1 (25th Percentile)	16	16	17	17	17

Section III

College and Career Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Total Students in Report: 1,748

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	444	25	156	9	454	26	226	13
	28 to 32	203	12	322	18	269	15	277	16
	24 to 27	238	14	349	20	181	10	304	17
	20 to 23	255	15	209	12	254	15	304	17
	16 to 19	180	10	399	23	260	15	355	20
	13 to 15	186	11	297	17	194	11	192	11
	01 to 12	242	14	16	1	136	8	90	5
National	33 to 36	143,563	7	58,709	3	156,351	8	75,063	4
	28 to 32	154,254	8	177,068	9	232,703	12	154,978	8
	24 to 27	282,672	15	353,837	18	260,556	14	331,549	17
	20 to 23	411,089	21	324,319	17	433,162	23	513,463	27
	16 to 19	344,616	18	621,963	32	405,666	21	489,899	26
	13 to 15	304,484	16	357,972	19	257,877	13	232,220	12
	01 to 12	274,139	14	20,949	1	168,502	9	117,645	6

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	76	64	65	59	53
	Females	64	44	54	44	36
	No Response	.	.	.	.	.
National	Males	57	43	44	38	28
	Females	64	37	48	35	26
	No Response	38	18	25	17	10

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

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
State	All Students	1,748	70	54	60	51	45	39
	Black/African American	553	45	21	28	16	10	8
	American Indian/Alaska Native	1	0	0	0	0	0	0
	White	541	98	88	91	86	80	72
	Hispanic/Latino	154	66	54	55	49	43	36
	Asian	40	88	83	80	78	75	68
	Native Hawaiian/Other Pacific Islander	1	0	0	0	100	0	0
	Two or More Races	85	92	75	85	73	66	49
	Prefer Not to Respond	373	61	45	56	46	39	34
National	All Students	1,914,817	60	40	46	36	27	20
	Black/African American	243,080	32	13	20	11	6	3
	American Indian/Alaska Native	15,449	32	15	23	15	8	5
	White	996,712	72	49	56	46	34	26
	Hispanic/Latino	307,358	46	26	33	22	15	10
	Asian	91,899	77	69	62	59	49	46
	Native Hawaiian/Other Pacific Islander	5,753	41	24	27	21	14	10
	Two or More Races	85,316	63	39	48	37	27	20
	Prefer Not to Respond	169,250	50	32	39	31	23	18

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

Student Group	ACT NCRC Level ²	N	%	Average Composite
State	Gold or Higher	809	46	30.5
	Silver	528	30	20.4
	Bronze	358	20	14.4
	Needs Improvement	53	3	11.5
National	Gold or Higher	499,653	26	28.6
	Silver	893,864	47	20.3
	Bronze	444,856	23	14.6
	Needs Improvement	76,444	4	11.5

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

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

Total Students in Report: 1,748

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	1,306	70	23.6	54	22.7	59	24.2	50	22.8	45	23.4	38	23.0
	Less than Core	208	76	25.6	64	24.4	69	26.4	63	24.8	56	25.4	52	24.8
	Missing ³	234	65	22.1	43	21.4	58	24.0	47	22.4	37	22.6	34	22.2
National	Core or More	1,200,072	70	21.8	49	21.7	54	22.7	45	21.9	34	22.2	26	22.1
	Less than Core	402,680	46	18.1	26	18.8	34	19.4	24	19.0	16	19.0	12	19.2
	Missing	312,065	38	16.7	22	18.1	28	18.3	20	18.2	13	18.0	9	18.4

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More ²	1,497	71	23.9	1,505	56	22.9	1,355	58	24.1	1,471	52	23.1
	Less than Core	17	82	24.4	9	11	17.2	159	76	27.6	43	51	22.0
	Missing ³	234	65	22.1	234	43	21.4	234	58	24.0	234	47	22.4
National	Core or More	1,527,131	66	21.1	1,528,137	45	21.2	1,430,773	51	22.1	1,389,989	43	21.7
	Less than Core	91,187	34	16.1	83,960	8	16.2	181,701	35	19.7	220,831	18	18.1
	Missing	296,499	39	16.9	302,720	22	18.1	302,343	28	18.4	303,997	20	18.2

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

³ Zero years or no coursework information reported in the specified content area.

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	425	24	24.1	72	323,956	17	22.1	72
Eng 9, Eng 10, Eng 11, Eng 12	1,072	61	23.8	70	1,203,175	63	20.8	64
Less than 4 years of English	17	1	24.4	82	91,187	5	16.1	34
Zero years / no English courses reported	234	13	22.1	65	296,499	15	16.9	39
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	163	9	23.7	61	99,215	5	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	155	9	22.0	57	125,955	7	21.5	51
Alg 1, Alg 2, Geom, & Trig	62	4	18.2	19	89,147	5	19.0	27
Alg 1, Alg 2, Geom, & Other Adv Math	182	10	17.1	16	321,541	17	19.2	29
Other comb of 4 or more years of Math	857	49	24.8	68	609,514	32	23.8	65
Alg 1, Alg 2, & Geom	29	2	15.8	3	187,368	10	16.9	10
Other comb of 3 or 3.5 years of Math	57	3	22.6	53	95,397	5	19.6	33
Less than 3 years of Math	9	1	17.2	11	83,960	4	16.2	8
Zero years / no Math courses reported	234	13	21.4	43	302,720	16	18.1	22
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	171	10	25.8	71	46,135	2	22.2	50
Other comb of 4 or more years Social Science	647	37	24.3	59	813,270	42	22.7	54
US Hist, World Hist, & Am Gov	127	7	20.2	37	111,031	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	410	23	24.4	58	460,337	24	21.7	48
Less than 3 years of Social Science	159	9	27.6	76	181,701	9	19.7	35
Zero years / no Social Science courses reported	234	13	24.0	58	302,343	16	18.4	28
NATURAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	1,049	60	22.8	48	705,397	37	22.4	48
Bio, Chem, Phys	280	16	25.4	68	193,793	10	23.3	54
Gen Sci ¹ , Bio, Chem	126	7	21.2	48	444,093	23	20.1	30
Other comb of 3 years of Natural Science	16	1	19.0	25	46,706	2	18.9	23
Less than 3 years of Natural Science	43	2	22.0	51	220,831	12	18.1	18
Zero years / no Natural Science courses reported	234	13	22.4	47	303,997	16	18.2	20

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 1,748

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	425	24	24.1	72	212	24	25.7	78	213	25	22.5	67	
Eng 9, Eng 10, Eng 11, Eng 12	1,072	61	23.8	70	519	59	24.8	76	553	64	22.9	64	
Less than 4 years of English	17	1	24.4	82	8	1	27.3	100	9	1	21.8	67	
Zero years / no English courses reported	234	13	22.1	65	141	16	23.2	72	93	11	20.5	55	
MATHEMATICS COURSE PATTERN													
	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark	
Alg 1, Alg 2, Geom, Trig, & Calc	163	9	23.7	61	73	8	24.4	68	90	10	23.1	56	
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	155	9	22.0	57	72	8	23.2	67	83	10	21.0	48	
Alg 1, Alg 2, Geom, & Trig	62	4	18.2	19	28	3	18.5	18	34	4	17.9	21	
Alg 1, Alg 2, Geom, & Other Adv Math	182	10	17.1	16	63	7	18.3	25	119	14	16.4	11	
Other comb of 4 or more years of Math	857	49	24.8	68	462	53	25.9	76	395	46	23.5	59	
Alg 1, Alg 2, & Geom	29	2	15.8	3	8	1	15.9	0	21	2	15.8	5	
Other comb of 3 or 3.5 years of Math	57	3	22.6	53	30	3	24.6	67	27	3	20.3	37	
Less than 3 years of Math	9	1	17.2	11	3	0	16.3	0	6	1	17.7	17	
Zero years / no Math courses reported	234	13	21.4	43	141	16	22.6	52	93	11	19.5	29	
SOCIAL SCIENCE COURSE PATTERN													
	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark	
US Hist, World Hist, Am Gov, & Other Hist	171	10	25.8	71	82	9	25.9	73	89	10	25.7	70	
Other comb of 4 or more years Social Science	647	37	24.3	59	353	40	25.2	65	294	34	23.3	52	
US Hist, World Hist, & Am Gov	127	7	20.2	37	52	6	20.9	42	75	9	19.7	33	
Other comb of 3 or 3.5 years of Social Science	410	23	24.4	58	183	21	25.8	66	227	26	23.3	51	
Less than 3 years of Social Science	159	9	27.6	76	69	8	28.1	80	90	10	27.2	73	
Zero years / no Social Science courses reported	234	13	24.0	58	141	16	24.8	62	93	11	22.8	52	
NATURAL SCIENCE COURSE PATTERN													
	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark	
Gen Sci ¹ , Bio, Chem, & Phys	1,049	60	22.8	48	500	57	24.3	58	549	63	21.3	40	
Bio, Chem, Phys	280	16	25.4	68	159	18	26.0	72	121	14	24.5	63	
Gen Sci ² , Bio, Chem	126	7	21.2	48	57	6	22.2	54	69	8	20.4	42	
Other comb of 3 years of Natural Science	16	1	19.0	25	9	1	20.4	33	7	1	17.1	14	
Less than 3 years of Natural Science	43	2	22.0	51	14	2	20.3	43	29	3	22.9	55	
Zero years / no Natural Science courses reported	234	13	22.4	47	141	16	23.4	53	93	11	21.0	39	

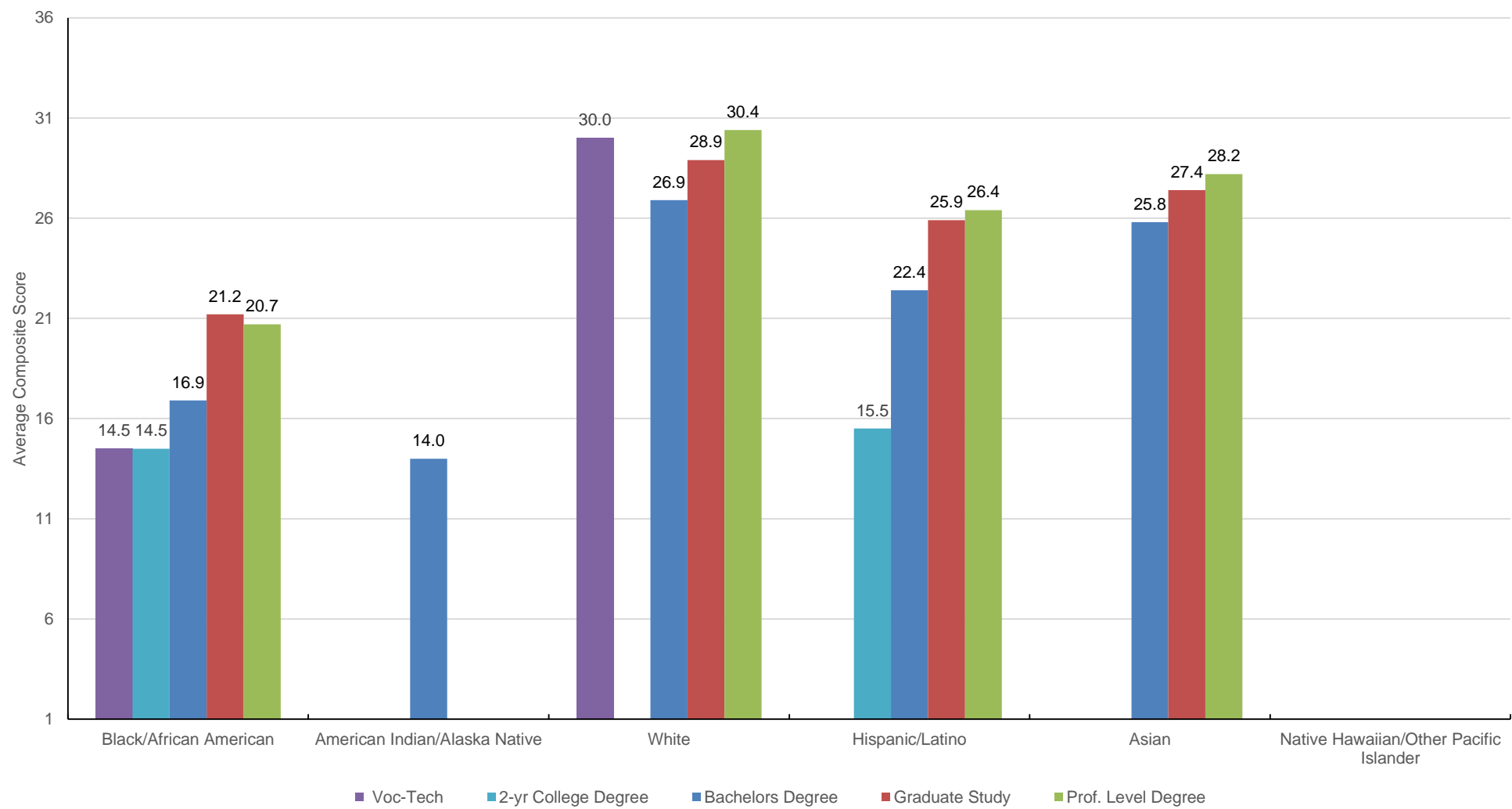
¹Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Total Students in Report: 1,748

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	13	1	24.7	0	0	.	12	1	23.8
Architecture	15	1	21.1	0	0	.	11	1	22.6
Area, Ethnic, & Multidisciplinary Studies	3	0	23.0	0	0	.	2	0	25.0
Arts: Visual & Performing	62	4	23.1	0	0	.	56	5	22.8
Business	175	10	23.0	4	36	18.0	149	14	23.1
Communications	43	2	21.9	0	0	.	35	3	21.6
Community, Family, & Personal Services	8	0	18.0	0	0	.	6	1	18.7
Computer Science & Mathematics	49	3	24.2	0	0	.	45	4	23.6
Education	15	1	20.1	1	9	12.0	14	1	20.6
Engineering	113	6	25.8	0	0	.	101	9	25.6
Engineering Technology & Drafting	11	1	22.1	0	0	.	9	1	24.6
English & Foreign Languages	22	1	26.9	0	0	.	19	2	26.9
Health Administration & Assisting	17	1	19.6	0	0	.	16	1	18.9
Health Sciences & Technologies	83	5	21.3	1	9	18.0	73	7	21.7
Philosophy, Religion, & Theology	3	0	26.7	0	0	.	2	0	30.5
Repair, Production, & Construction	1	0	12.0	0	0	.	1	0	12.0
Sciences: Biological & Physical	141	8	25.7	1	9	13.0	120	11	25.7
Social Sciences & Law	140	8	25.4	0	0	.	128	12	25.2
Undecided	619	35	23.4	3	27	21.0	293	27	27.4
No Response	215	12	22.7	1	9	11.0	5	0	26.0

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: 1,748

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	5	20.0	2	14.5	0	.	2	30.0	0	.
2-yr College Degree	6	14.8	4	14.5	0	.	0	.	2	15.5
Bachelors Degree	370	21.1	180	16.9	1	14.0	113	26.9	32	22.4
Graduate Study	368	26.7	79	21.2	0	.	191	28.9	28	25.9
Prof. Level Degree	359	26.8	104	20.7	0	.	152	30.4	37	26.4
Other	14	21.9	5	17.4	0	.	5	27.8	2	18.5
No Response	626	21.4	179	17.0	0	.	78	30.8	53	19.6

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	5	20.0	0	.	0	.	0	.	1	11.0
2-yr College Degree	6	14.8	0	.	0	.	0	.	0	.
Bachelors Degree	370	21.1	9	25.8	0	.	21	22.5	14	20.9
Graduate Study	368	26.7	12	27.4	0	.	25	27.0	33	27.8
Prof. Level Degree	359	26.8	10	28.2	0	.	24	29.1	32	27.7
Other	14	21.9	1	24.0	0	.	0	.	1	19.0
No Response	626	21.4	8	27.1	1	18.0	15	27.7	292	21.5

Total Students in Report: 1,748

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

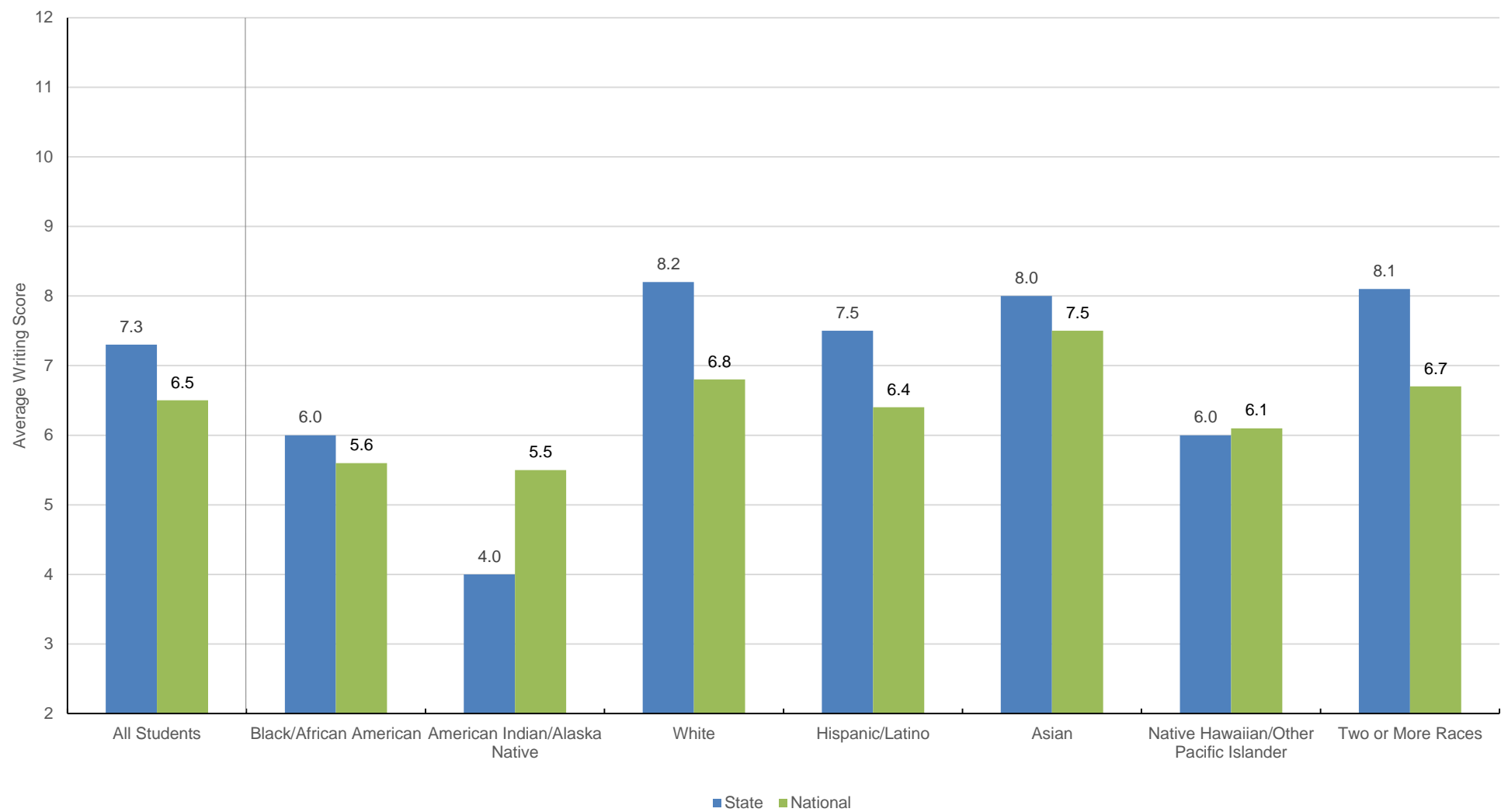
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	45	15	30	7	9	13	20	33	18	0
NORTH CAROLINA AGRIC & TECH STATE UNIV	North Carolina	38	15	23	5	24	47	18	5	0	0
GALLAUDET UNIVERSITY	District of Columbia	36	32	4	8	53	25	8	6	0	0
FLORIDA A&M UNIVERSITY	Florida	23	8	15	13	13	48	26	0	0	0
UNIVERSITY OF VIRGINIA	Virginia	22	8	14	0	0	0	5	23	45	27
NATIONAL TECHNICAL INST FOR THE DEAF	New York	21	4	17	10	38	38	10	5	0	0
ROCHESTER INST OF TECHNOLOGY	New York	21	2	19	0	43	38	10	5	5	0
NORFOLK STATE UNIVERSITY	Virginia	20	3	17	5	60	25	5	5	0	0
NORTH CAROLINA CENTRAL UNIVERSITY	North Carolina	20	5	15	0	40	40	20	0	0	0
TEMPLE UNIVERSITY	Pennsylvania	20	3	17	15	20	20	35	10	0	0
DELAWARE STATE UNIVERSITY	Delaware	19	2	17	5	58	26	11	0	0	0
HAMPTON UNIVERSITY	Virginia	19	3	16	5	5	32	42	16	0	0
MORGAN STATE UNIVERSITY	Maryland	19	3	16	21	37	37	5	0	0	0
BOWIE STATE UNIVERSITY	Maryland	17	5	12	6	53	18	24	0	0	0
HOWARD UNIVERSITY	District of Columbia	17	6	11	6	47	24	18	0	6	0
GEORGETOWN UNIVERSITY	District of Columbia	16	6	10	0	19	0	19	13	25	25
OLD DOMINION UNIVERSITY	Virginia	16	7	9	13	25	25	38	0	0	0
VIRGINIA TECH	Virginia	16	1	15	6	6	13	19	44	13	0
CLARK ATLANTA UNIVERSITY	Georgia	15	7	8	7	27	40	27	0	0	0
TOWSON UNIVERSITY	Maryland	15	6	9	0	13	53	33	0	0	0
COLLEGE OF WILLIAM AND MARY	Virginia	14	5	9	0	0	0	0	21	57	21
GEORGE MASON UNIVERSITY	Virginia	14	6	8	14	21	21	29	14	0	0
VIRGINIA COMMONWEALTH UNIVERSITY	Virginia	13	2	11	15	31	8	23	23	0	0
NCAA ELIGIBILITY CENTER	Indiana	12	9	3	0	42	25	17	8	8	0
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	12	4	8	0	8	33	17	25	17	0
CALIFORNIA STATE UNIV-NORTHRIDGE	California	10	0	10	20	40	30	0	10	0	0
FORDHAM UNIVERSITY	New York	10	2	8	0	10	0	30	30	30	0
MONTGOMERY COLLEGE	Maryland	10	7	3	50	30	10	0	10	0	0
PRINCETON UNIVERSITY	New Jersey	10	7	3	0	0	0	20	10	30	40
SPELMAN COLLEGE	Georgia	10	5	5	0	0	40	50	10	0	0
All Other Institutions		745	192	553	5	13	17	21	18	17	9
Total		1,295	380	915	6	19	20	20	15	13	6

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Section V

Optional Writing Test Results

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



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

Total Students in Report: 1,748

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

	N		Average ACT Scores					
			English		Reading		Writing	
	State	National	State	National	State	National	State	National
All Students	1,184	903,603	25.8	20.7	26.2	21.8	7.3	6.5
Black/African American	314	103,370	18.7	15.9	19.3	17.3	6.0	5.6
American Indian/Alaska Native	1	6,413	14.0	15.6	12.0	17.5	4.0	5.5
White	408	426,803	31.4	22.5	30.9	23.4	8.2	6.8
Hispanic/Latino	120	177,117	23.2	18.2	24.3	19.6	7.5	6.4
Asian	32	63,636	29.3	25.2	28.6	25.1	8.0	7.5
Native Hawaiian/Other Pacific Islander	1	3,602	14.0	17.3	17.0	18.2	6.0	6.1
Two or More Races	67	43,115	28.7	21.2	29.4	22.3	8.1	6.7
Prefer not/No Response	241	79,547	25.6	19.9	26.9	21.1	7.3	6.3
Males	608	421,102	26.7	20.3	26.9	21.5	7.4	6.3
Females	576	472,773	24.7	21.2	25.4	22.1	7.3	6.8
No Response	0	9,728	.	15.8	.	17.5	.	5.3

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

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
	State	National	State	National	State	National
All Students	1,184	903,603	24.1	19.9	71	50
Black/African American	314	103,370	17.7	15.6	31	21
American Indian/Alaska Native	1	6,413	12.0	15.5	0	20
White	408	426,803	28.6	21.3	97	61
Hispanic/Latino	120	177,117	22.8	18.0	64	37
Asian	32	63,636	26.8	23.6	91	73
Native Hawaiian/Other Pacific Islander	1	3,602	15.0	17.0	0	31
Two or More Races	67	43,115	27.1	20.3	94	53
Prefer not/No Response	241	79,547	24.3	19.1	74	45
Males	608	421,102	24.8	19.3	77	47
Females	576	472,773	23.4	20.5	65	54
No Response	0	9,728	.	15.2	.	21

