



Profile Report - State

Graduating Class 2016

Delaware



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

44% 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: 1,910 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. 81% 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 2% 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. 12% 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 2% of the cohort took less than three years of natural science courses. 13% of these students were college ready. In comparison, 53% 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 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 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

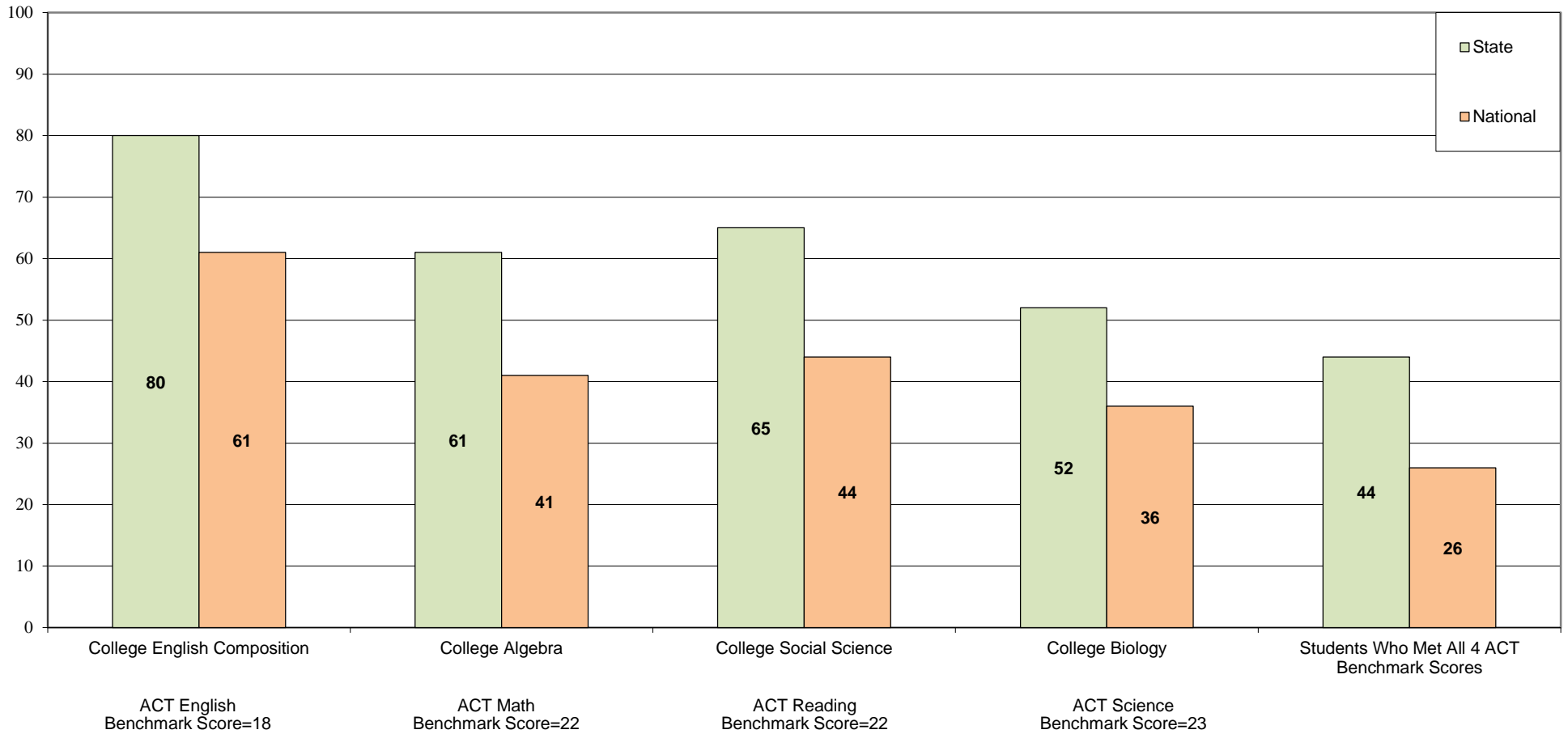
Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

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.

Total Students in Report: 1,910

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Total Students in Report: 1,910

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	1,328	1,666,017	76	67	57	46	63	52	39	31	34	25
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

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	1,328	1,666,017	22.3	20.5	22.4	21.1	23.0	21.3	22.1	20.9	22.6	21.1
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

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8

Total Students in Report: 1,910

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2012	1,030	272	78	20	22.4	22.2	22.5	22.3	23.1	22.8	22.3	21.7	22.7	22.4
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

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	1,328	100	22.6	1,423	100	22.9	1,647	100	23.2	1,869	100	23.5	1,910	100	23.6
Black/African American	227	17	17.7	244	17	17.5	248	15	17.8	287	15	18.7	270	14	19.5
American Indian/Alaska Native	5	0	22.4	2	0	24.0	4	0	20.3	5	0	17.4	5	0	20.6
White	876	66	23.6	914	64	24.0	1,041	63	24.3	1,228	66	24.3	1,229	64	24.3
Hispanic/Latino	46	3	21.1	55	4	21.4	101	6	22.0	85	5	22.4	105	5	22.0
Asian	65	5	25.9	86	6	26.4	119	7	25.9	122	7	26.0	129	7	26.7
Native Hawaiian/Other Pacific Islander	1	0	26.0	3	0	18.3	0	0	.	5	0	20.6	4	0	23.0
Two or more races	43	3	21.7	47	3	22.1	58	4	22.9	48	3	23.2	80	4	23.2
Prefer not to respond/No response	65	5	23.2	72	5	24.1	76	5	24.3	89	5	25.3	88	5	25.3

Total Students in Report: 1,910

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	1,328	1,666,017	22.5	21.3	27	20	28.9	28.7	28.2	27.9
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

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	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

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

Total Students in Report: 1,910

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	1,824	95	23.3	23.1	24.3	23.1	23.6
	Extended Time	86	5	23.8	23.8	25.8	23.9	24.4
	Total	1,910	100	23.3	23.2	24.3	23.2	23.6
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	65	52	44
	Extended Time	77	57	73	51	48
	Total	80	61	65	52	44
National	Standard Time	63	42	45	37	27
	Extended Time	39	22	31	23	16
	Total	61	41	44	36	26

Section II

Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 1,910

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	17	100	17	100	35	100	26	100	4	100	11	100	36
35	85	99	22	99	62	98	29	99	22	99	29	99	35
34	44	95	30	98	79	95	45	97	43	99	34	98	34
33	51	92	41	96	72	91	42	95	45	96	38	96	33
32	48	90	30	94	84	87	42	93	63	94	40	94	32
31	63	87	40	93	71	83	32	90	54	91	47	92	31
30	67	84	51	91	96	79	39	89	68	88	52	90	30
29	57	80	82	88	65	74	62	87	79	84	81	87	29
28	79	77	102	84	79	70	70	83	117	80	68	83	28
27	81	73	130	78	78	66	59	80	94	74	105	79	27
26	103	69	153	71	100	62	90	77	118	69	152	74	26
25	106	64	111	63	70	57	174	72	116	63	139	66	25
24	124	58	159	58	117	53	156	63	129	57	146	58	24
23	114	52	111	49	148	47	135	55	141	50	128	51	23
22	128	46	91	44	92	39	184	48	126	43	108	44	22
21	119	39	64	39	101	35	116	38	118	36	128	38	21
20	114	33	75	35	88	29	148	32	108	30	123	32	20
19	61	27	100	31	86	25	99	24	108	24	118	25	19
18	64	24	114	26	84	20	90	19	75	19	97	19	18
17	57	20	112	20	58	16	57	14	80	15	86	14	17
16	69	17	145	14	58	13	85	11	62	11	72	9	16
15	74	14	72	7	53	10	48	7	48	7	58	6	15
14	61	10	32	3	49	7	27	4	51	5	24	3	14
13	34	6	18	1	26	4	17	3	26	2	16	1	13
12	26	5	6	1	32	3	18	2	10	1	5	1	12
11	34	3	1	1	13	1	7	1	4	1	3	1	11
10	15	2	1	1	7	1	4	1	0	1	1	1	10
9	7	1	0	1	5	1	5	1	0	1	0	1	9
8	6	1	0	1	1	1	1	1	0	1	0	1	8
7	2	1	0	1	1	1	0	1	1	1	0	1	7
6	0	1	0	1	0	1	2	1	0	1	1	1	6
5	0	1	0	1	0	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	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	1	1	0	1	0	1	1
Avg (SD)	23.3 (6.5)		23.2 (5.5)		24.3 (6.4)		23.2 (5.5)		23.6 (5.4)		23.4 (5.2)		Avg (SD)

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

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

Total Students in Report: 1,910

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	150	100	43	100	123	100	157	100	117	100	41	100	37	100	18
17	175	92	64	98	164	94	177	92	147	94	29	98	10	98	17
16	107	83	174	94	193	85	196	83	139	86	82	96	132	98	16
15	141	77	188	85	103	75	183	72	183	79	172	92	172	91	15
14	118	70	184	75	239	69	136	63	165	69	235	83	212	82	14
13	158	64	179	66	136	57	124	56	207	61	250	71	202	71	13
12	154	56	272	56	189	50	175	49	177	50	243	58	177	60	12
11	183	47	141	42	117	40	173	40	176	41	204	45	185	51	11
10	212	38	173	35	169	34	163	31	112	31	207	34	301	41	10
9	125	27	155	26	153	25	104	22	155	25	176	23	184	25	9
8	103	20	141	18	133	17	96	17	129	17	112	14	137	16	8
7	88	15	80	10	74	10	65	12	105	11	84	8	65	8	7
6	75	10	46	6	62	6	85	8	59	5	36	4	16	5	6
5	72	6	42	4	25	3	50	4	29	2	22	2	46	4	5
4	39	3	20	1	16	2	19	1	6	1	4	1	4	2	4
3	10	1	8	1	5	1	6	1	3	1	8	1	21	2	3
2	0	1	0	1	6	1	1	1	1	1	1	1	1	1	2
1	0	1	0	1	3	1	0	1	0	1	4	1	8	1	1
Avg (SD)	11.9 (3.9)		11.8 (3.3)		12.3 (3.6)		12.5 (3.8)		12.3 (3.5)		11.7 (2.9)		11.5 (3.1)		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	20	20	20

Total Students in Report: 1,910

Table 2.4. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	1,910	81	23.6	23.8
	Black/African American	270	75	19.6	19.7
	American Indian/Alaska Native	5	80	18.3	30.0
	White	1,229	83	24.1	25.2
	Hispanic/Latino	105	79	22.5	20.0
	Asian	129	78	27.0	25.3
	Native Hawaiian/Other Pac. Isl.	4	50	23.0	23.0
	Two or More Races	80	81	23.6	21.2
	Prefer not/No Response	88	75	25.0	26.4
National	All Students	2,090,342	69	21.9	18.7
	Black/African American	272,363	64	17.8	15.7
	American Indian/Alaska Native	16,183	57	18.9	16.3
	White	1,119,398	73	23.2	20.0
	Hispanic/Latino	337,280	69	19.5	17.3
	Asian	93,493	78	24.7	22.1
	Native Hawaiian/Other Pac. Isl.	6,797	61	20.1	16.6
	Two or More Races	85,494	70	21.9	19.0
	Prefer not/No Response	159,334	48	22.3	18.2

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

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	1,910	100	23.3	23.2	24.3	23.2	23.6	23.4
	Black/African American	270	14	18.6	19.3	20.5	19.4	19.5	19.6
	American Indian/Alaska Native	5	0	19.2	19.4	21.4	21.2	20.6	20.6
	White	1,229	64	24.1	23.6	25.1	23.7	24.3	23.9
	Hispanic/Latino	105	5	21.6	21.5	22.7	21.5	22.0	21.8
	Asian	129	7	26.4	27.8	26.0	26.1	26.7	27.2
	Native Hawaiian/Other Pac. Isl.	4	0	23.3	23.3	24.0	22.5	23.0	23.0
	Two or More Races	80	4	22.9	22.4	24.0	22.9	23.2	22.9
	Prefer not/No Response	88	5	25.1	25.2	25.4	24.9	25.3	25.3
National	All Students	2,090,342	100	20.1	20.6	21.3	20.8	20.8	20.9
	Black/African American	272,363	13	15.8	17.0	17.4	17.2	17.0	17.3
	American Indian/Alaska Native	16,183	1	16.3	17.7	18.2	18.1	17.7	18.2
	White	1,119,398	54	21.9	21.7	22.8	22.1	22.2	22.1
	Hispanic/Latino	337,280	16	17.6	18.8	19.2	18.9	18.7	19.1
	Asian	93,493	4	23.3	25.0	23.7	23.6	24.0	24.6
	Native Hawaiian/Other Pac. Isl.	6,797	0	17.4	18.9	18.9	18.6	18.6	19.0
	Two or More Races	85,494	4	20.4	20.5	21.6	20.9	21.0	21.0
	Prefer not/No Response	159,334	8	19.3	20.0	20.6	20.0	20.1	20.3

Total Students in Report: 1,910

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	866	81	24.0	24.7
	Females	1,044	81	23.2	23.1
	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	866	45	23.6	24.1	24.6	23.8	24.1	24.2
	Females	1,044	55	23.1	22.4	24.1	22.6	23.2	22.8
	No Response	0	0	.	.	.	.	.	.
National	Males	971,383	46	19.8	21.0	21.0	21.1	20.9	21.3
	Females	1,074,049	51	20.6	20.3	21.6	20.6	20.9	20.7
	No Response	44,910	2	16.5	17.9	18.0	17.9	17.7	18.2

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Section III

College and Career Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 1,910

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	197	10	110	6	248	13	142	7
	28 to 32	314	16	305	16	395	21	245	13
	24 to 27	414	22	553	29	365	19	479	25
	20 to 23	475	25	341	18	429	22	583	31
	16 to 19	251	13	471	25	286	15	331	17
	13 to 15	169	9	122	6	128	7	92	5
	01 to 12	90	5	8	0	59	3	38	2
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	82	67	66	56	48
	Females	78	57	65	49	41
	No Response	.	.	.	.	.
National	Males	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

Total Students in Report: 1,910

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	1,910	80	61	65	52	44	34
	Black/African American	270	52	35	40	23	18	12
	American Indian/Alaska Native	5	40	0	40	40	0	0
	White	1,229	86	65	71	57	48	37
	Hispanic/Latino	105	72	50	56	40	33	24
	Asian	129	90	84	74	74	64	64
	Native Hawaiian/Other Pac. Isl	4	100	75	75	50	50	25
	Two or More Races	80	73	56	59	50	41	29
	Prefer Not to Respond	88	88	72	72	61	51	49
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	1,628	85	25.1
	Silver	241	13	15.7
	Bronze	36	2	12.7
	Needs Improvement	5	0	10.2
National	Gold	1,418,678	68	23.7
	Silver	496,817	24	15.6
	Bronze	142,375	7	12.6
	Needs Improvement	32,472	2	10.4

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

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

Total Students in Report: 1,910

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	1,546	81	23.3	61	23.1	65	24.3	52	23.2	43	23.6	34	23.4
	Less than Core	354	76	23.5	62	23.4	67	24.6	55	23.3	47	23.8	38	23.6
	Missing ³	10	50	20.2	40	21.5	50	22.5	30	21.5	30	21.4	40	21.7
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	1,871	80	23.4	1,857	62	23.3	1,620	64	24.1	1,863	53	23.3
	Less than Core	32	69	22.0	45	24	18.4	282	74	25.7	39	13	18.5
	Missing ³	7	43	17.9	8	25	19.4	8	50	21.8	8	25	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: 1,910

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	366	19	23.9	82	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	1,505	79	23.3	80	1,436,604	69	20.4	63
Less than 4 years of English	32	2	22.0	69	121,175	6	15.8	34
Zero years / no English courses reported	7	0	17.9	43	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	203	11	23.7	68	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	202	11	20.7	44	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	114	6	18.6	25	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	210	11	19.6	35	379,347	18	19.3	30
Other comb of 4 or more years of Math	995	52	25.4	78	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	41	2	17.9	12	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	92	5	21.8	52	107,638	5	19.5	32
Less than 3 years of Math	45	2	18.4	24	101,097	5	16.1	8
Zero years / no Math courses reported	8	0	19.4	25	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	82	4	25.7	76	51,783	2	22.1	50
Other comb of 4 or more years Social Science	910	48	24.0	63	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	84	4	25.7	70	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	544	28	23.8	63	555,590	27	21.4	45
Less than 3 years of Social Science	282	15	25.7	74	229,685	11	19.2	32
Zero years / no Social Science courses reported	8	0	21.8	50	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,265	66	23.8	58	844,557	40	22.1	46
Bio, Chem, Phys	263	14	24.5	64	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	308	16	20.3	30	542,380	26	20.0	29
Other comb of 3 years of Natural Science	27	1	20.3	19	59,600	3	19.0	23
Less than 3 years of Natural Science	39	2	18.5	13	255,155	12	18.0	17
Zero years / no Natural Science courses reported	8	0	20.3	25	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 1,910

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	366	19	23.9	82	167	19	23.9	83	199	19	23.9	80
Eng 9, Eng 10, Eng 11, Eng 12	1,505	79	23.3	80	679	78	23.6	83	826	79	23.0	77
Less than 4 years of English	32	2	22.0	69	15	2	23.0	67	17	2	21.2	71
Zero years / no English courses reported	7	0	17.9	43	5	1	17.0	40	2	0	20.0	50
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	203	11	23.7	68	100	12	24.5	73	103	10	23.0	64
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	202	11	20.7	44	66	8	21.3	47	136	13	20.5	42
Alg 1, Alg 2, Geom, & Trig	114	6	18.6	25	45	5	19.4	27	69	7	18.1	25
Alg 1, Alg 2, Geom, & Other Adv Math	210	11	19.6	35	80	9	20.7	46	130	12	19.0	28
Other comb of 4 or more years of Math	995	52	25.4	78	489	56	26.0	81	506	48	24.7	75
Alg 1, Alg 2, & Geom	41	2	17.9	12	19	2	17.5	5	22	2	18.2	18
Other comb of 3 or 3.5 years of Math	92	5	21.8	52	41	5	22.4	51	51	5	21.4	53
Less than 3 years of Math	45	2	18.4	24	21	2	19.4	43	24	2	17.6	8
Zero years / no Math courses reported	8	0	19.4	25	5	1	18.8	20	3	0	20.3	33
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	82	4	25.7	76	49	6	25.2	71	33	3	26.3	82
Other comb of 4 or more years Social Science	910	48	24.0	63	404	47	24.0	62	506	48	24.0	63
US Hist, World Hist, & Am Gov	84	4	25.7	70	49	6	25.9	69	35	3	25.3	71
Other comb of 3 or 3.5 years of Social Science	544	28	23.8	63	237	27	24.0	62	307	29	23.7	63
Less than 3 years of Social Science	282	15	25.7	74	122	14	26.7	80	160	15	24.9	69
Zero years / no Social Science courses reported	8	0	21.8	50	5	1	20.4	40	3	0	24.0	67
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	1,265	66	23.8	58	620	72	24.3	60	645	62	23.4	55
Bio, Chem, Phys	263	14	24.5	64	113	13	25.7	73	150	14	23.6	58
Gen Sci ² , Bio, Chem	308	16	20.3	30	98	11	20.1	28	210	20	20.4	30
Other comb of 3 years of Natural Science	27	1	20.3	19	11	1	21.8	36	16	2	19.3	6
Less than 3 years of Natural Science	39	2	18.5	13	18	2	18.3	11	21	2	18.6	14
Zero years / no Natural Science courses reported	8	0	20.3	25	6	1	21.3	33	2	0	17.0	0

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 1,910

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	31	2	20.9	1	10	13.0	29	2	21.3
Architecture	18	1	24.7	0	0	.	17	1	24.5
Area, Ethnic, & Multidisciplinary Studies	4	0	25.3	0	0	.	3	0	26.0
Arts: Visual & Performing	78	4	22.3	0	0	.	73	4	22.4
Business	225	12	22.6	2	20	22.5	204	12	22.7
Communications	51	3	22.5	1	10	22.0	47	3	22.3
Community, Family, & Personal Services	9	0	20.7	0	0	.	9	1	20.7
Computer Science & Mathematics	77	4	25.5	1	10	17.0	67	4	25.3
Education	68	4	20.5	0	0	.	62	4	20.6
Engineering	240	13	26.2	0	0	.	217	13	26.1
Engineering Technology & Drafting	12	1	23.7	0	0	.	12	1	23.7
English & Foreign Languages	22	1	28.6	0	0	.	19	1	28.3
Health Administration & Assisting	32	2	18.9	1	10	11.0	30	2	19.3
Health Sciences & Technologies	362	19	22.8	0	0	.	344	20	22.8
Philosophy, Religion, & Theology	10	1	22.7	0	0	.	9	1	22.0
Repair, Production, & Construction	4	0	20.3	1	10	19.0	2	0	20.0
Sciences: Biological & Physical	206	11	24.7	1	10	28.0	199	12	24.6
Social Sciences & Law	151	8	22.6	0	0	.	136	8	22.5
Undecided	306	16	24.2	2	20	26.5	248	14	23.8
No Response	4	0	21.5	0	0	.	0	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: 1,910

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	4	24.3	0	.	0	.	3	23.0	0	.
2-yr College Degree	6	18.5	2	14.0	0	.	4	20.8	0	.
Bachelors Degree	628	21.8	91	18.0	1	30.0	422	22.6	35	19.5
Graduate Study	540	24.2	57	19.4	1	20.0	388	24.7	18	22.2
Prof. Level Degree	559	24.8	107	21.1	3	17.7	298	25.7	43	23.4
Other	12	22.3	2	17.0	0	.	9	22.8	1	28.0
No Response	161	25.1	11	19.5	0	.	105	25.3	8	23.5

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	4	24.3	1	28.0	0	.	0	.	0	.
2-yr College Degree	6	18.5	0	.	0	.	0	.	0	.
Bachelors Degree	628	21.8	28	24.2	2	21.0	29	20.7	20	23.0
Graduate Study	540	24.2	35	26.5	0	.	14	24.6	27	24.4
Prof. Level Degree	559	24.8	48	28.1	1	24.0	32	24.8	27	26.6
Other	12	22.3	0	.	0	.	0	.	0	.
No Response	161	25.1	17	27.2	1	26.0	5	23.2	14	27.4

Total Students in Report: 1,910

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	433	229	204	0	6	18	30	25	19	3
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	57	9	48	0	0	12	30	32	21	5
TEMPLE UNIVERSITY	Pennsylvania	57	14	43	2	5	21	44	18	11	0
DREXEL UNIVERSITY	Pennsylvania	53	11	42	0	0	15	34	34	17	0
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	51	10	41	0	0	6	24	37	33	0
WEST CHESTER UNIVERSITY OF PENNSYLVANIA	Pennsylvania	51	7	44	0	8	41	25	22	4	0
DELAWARE STATE UNIVERSITY	Delaware	44	13	31	9	32	32	16	11	0	0
WEST VIRGINIA UNIVERSITY	West Virginia	38	8	30	0	5	32	37	26	0	0
NCAA ELIGIBILITY CENTER	Indiana	35	23	12	0	20	17	26	31	6	0
VIRGINIA TECH	Virginia	34	7	27	0	0	9	21	21	41	9
TOWSON UNIVERSITY	Maryland	28	7	21	4	7	11	39	29	11	0
SALISBURY UNIVERSITY	Maryland	27	7	20	0	11	33	30	19	4	4
UNIVERSITY OF PENNSYLVANIA	Pennsylvania	27	9	18	0	0	7	15	19	41	19
WESLEY COLLEGE	Delaware	27	7	20	4	33	52	7	0	0	4
JAMES MADISON UNIVERSITY	Virginia	25	6	19	0	8	16	40	28	8	0
UNIV OF SOUTH CAROLINA-COLUMBIA	South Carolina	25	11	14	0	0	16	20	28	36	0
VILLANOVA UNIVERSITY	Pennsylvania	24	5	19	0	0	17	13	42	21	8
UNIVERSITY OF PITTSBURGH	Pennsylvania	22	4	18	0	0	9	27	36	23	5
CORNELL UNIVERSITY	New York	21	1	20	0	0	5	14	14	62	5
DELAWARE TECH & COMM COLL-STANTON/WILM	Delaware	21	3	18	0	24	38	33	5	0	0
HOWARD UNIVERSITY	District of Columbia	20	8	12	10	15	30	30	0	15	0
MILLERSVILLE UNIVERSITY OF PENNSYLVANIA	Pennsylvania	19	5	14	0	21	32	21	21	5	0
CLEMSON UNIVERSITY	South Carolina	18	4	14	0	0	28	28	22	22	0
COASTAL CAROLINA UNIVERSITY	South Carolina	18	4	14	0	11	22	33	33	0	0
WILMINGTON COLLEGE	Delaware	17	4	13	0	29	29	29	6	0	6
DUKE UNIVERSITY	North Carolina	16	3	13	0	0	0	31	25	25	19
JOHNS HOPKINS UNIVERSITY THE	Maryland	16	5	11	0	0	13	25	13	31	19
NEW YORK UNIVERSITY	New York	16	7	9	0	0	13	25	44	13	6
RUTGERS THE ST UNIV OF NEW JERSEY	New Jersey	16	4	12	0	6	25	38	25	6	0
UNIV OF NORTH CAROLINA AT CHAPEL HILL	North Carolina	16	8	8	0	0	13	13	44	25	6
All Other Institutions		1,416	369	1,047	2	7	17	26	25	19	5
Total		2,688	812	1,876	1	7	18	27	24	18	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.

Total Students in Report: 1,910

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	1,007	519,922	20.8	19.3	23.5	21.8	24.4	22.9	22.9	21.3
Black/African American	154	67,101	18.6	16.2	18.8	17.6	20.8	19.1	19.4	17.6
American Indian/Alaska Native	2	3,056	23.0	16.1	25.5	17.6	26.5	19.3	25.0	17.7
White	609	234,063	21.2	20.4	24.2	23.9	25.0	24.7	23.5	23.0
Hispanic/Latino	60	116,135	19.6	17.8	22.4	18.8	23.2	20.3	21.8	19.0
Asian	90	44,606	22.6	21.5	25.9	24.5	25.8	24.7	24.8	23.6
Native Hawaiian/Other Pac. Isl.	3	1,742	27.0	19.3	24.0	20.6	26.0	21.4	25.7	20.4
Two or More Races	43	21,475	21.2	19.9	23.7	22.6	24.2	23.6	23.0	22.0
Prefer not/No Response	46	31,744	21.4	19.9	26.0	22.8	26.5	23.8	24.6	22.2
Males	425	220,204	20.7	18.9	23.7	21.9	24.6	22.9	23.0	21.2
Females	582	298,512	21.0	19.6	23.3	21.8	24.3	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	494	754,169	25.9	19.6	7.6	6.2	24.4	18.6
Black/African American	39	85,940	23.0	14.6	7.4	5.1	22.2	13.9
American Indian/Alaska Native	0	5,558	.	15.2	.	5.0	.	14.2
White	363	407,944	26.0	21.4	7.6	6.5	24.5	20.2
Hispanic/Latino	19	115,338	25.1	17.1	6.8	6.0	23.2	16.5
Asian	29	30,233	30.3	23.2	8.0	7.1	28.0	22.0
Native Hawaiian/Other Pac. Isl.	1	3,063	21.0	15.9	7.0	5.6	20.0	15.3
Two or More Races	15	32,453	25.7	19.6	7.3	6.2	24.1	18.5
Prefer not/No Response	28	73,640	26.0	18.8	7.6	6.0	24.5	17.7
Males	244	367,696	26.2	19.2	7.5	5.9	24.6	18.0
Females	250	356,634	25.7	20.3	7.6	6.6	24.3	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.