



Profile Report - State

Graduating Class 2018

Delaware



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.

Total Students in Report: 1,654

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

Total Students in Report: 1,654

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: 1,654 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, 32% were college ready. 3% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 4% 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. 8% of these students were college ready. In comparison, 58% 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 32% 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

Total Students in Report: 1,654

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

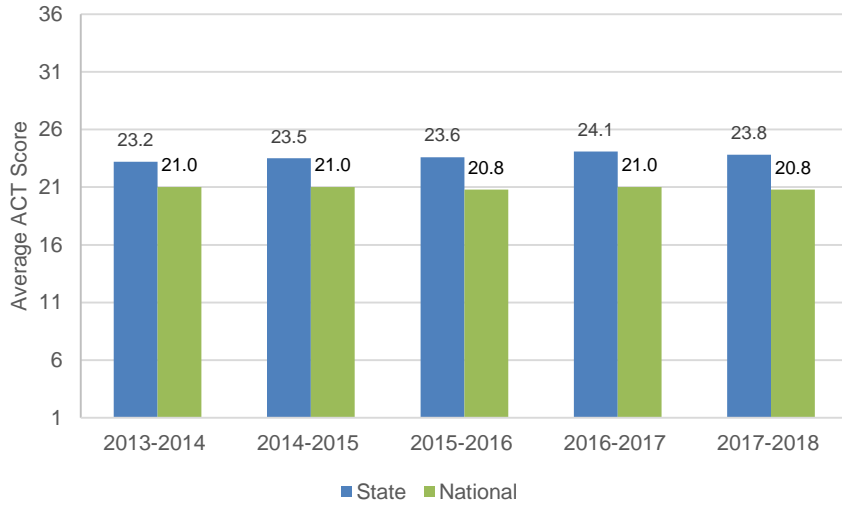


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

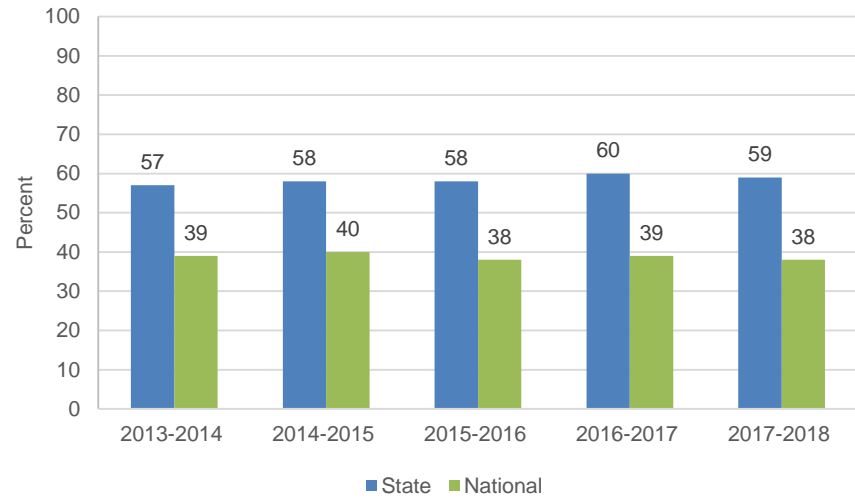


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

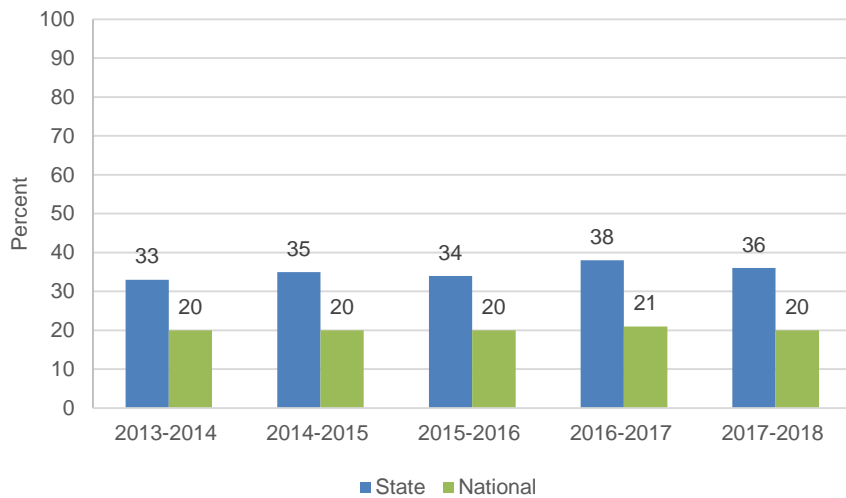
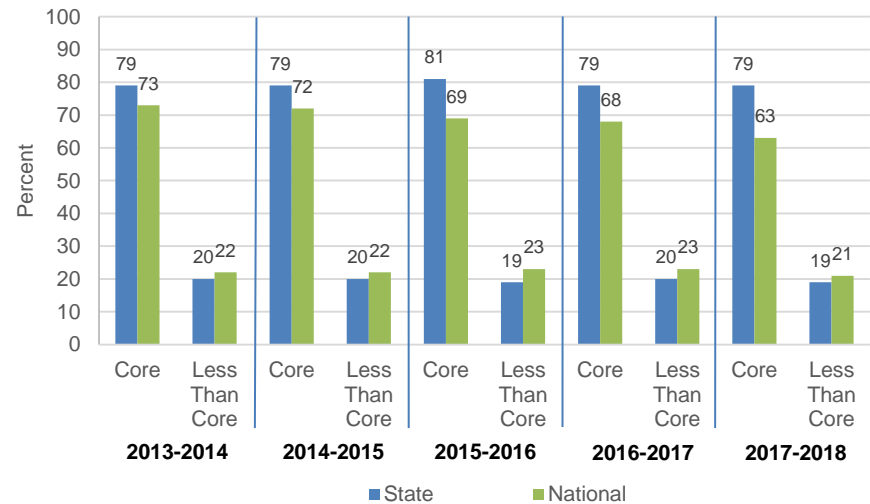


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



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

Total Students in Report: 1,654

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
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
2017	1,691	2,030,038	82	61	61	41	68	47	55	37	45	27
2018	1,654	1,914,817	79	60	59	40	64	46	56	36	44	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
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
2017	1,691	2,030,038	24.1	20.3	23.4	20.7	24.8	21.4	23.6	21.0	24.1	21.0
2018	1,654	1,914,817	23.7	20.2	23.1	20.5	24.5	21.3	23.4	20.7	23.8	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
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
2017	2,030,038	20.3	20.7	21.4	21.0	21.0
2018	1,914,817	20.2	20.5	21.3	20.7	20.8

Total Students in Report: 1,654

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	1,303	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
2017	1,337	342	79	20	24.3	23.6	23.5	23.3	24.9	24.3	23.8	23.0	24.2	23.7
2018	1,299	306	79	19	24.2	22.2	23.4	22.6	25.0	23.0	23.7	22.5	24.2	22.7

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	1,647	100	23.2	1,869	100	23.5	1,910	100	23.6	1,691	100	24.1	1,654	100	23.8
Black/African American	248	15	17.8	287	15	18.7	270	14	19.5	210	12	18.9	207	13	18.8
American Indian/Alaska Native	4	0	20.3	5	0	17.4	5	0	20.6	4	0	21.3	5	0	17.4
White	1,041	63	24.3	1,228	66	24.3	1,229	64	24.3	1,103	65	24.6	1,021	62	24.8
Hispanic/Latino	101	6	22.0	85	5	22.4	105	5	22.0	90	5	21.8	104	6	20.6
Asian	119	7	25.9	122	7	26.0	129	7	26.7	129	8	27.8	125	8	27.1
Native Hawaiian/Other Pacific Islander	0	0	.	5	0	20.6	4	0	23.0	3	0	22.7	1	0	19.0
Two or more races	58	4	22.9	48	3	23.2	80	4	23.2	46	3	23.0	80	5	23.0
Prefer not to respond/No response	76	5	24.3	89	5	25.3	88	5	25.3	106	6	27.2	111	7	24.0

Total Students in Report: 1,654

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	1,647	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
2017	1,691	2,030,038	23.8	21.1	38	21	29.2	28.7	29.2	28.7
2018	1,654	1,914,817	23.5	20.9	36	20	29.1	28.8	29.1	28.8

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	
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
2017	479	999,708	28	49	17.4	16.2	570	596,096	34	29	23.9	23.4	632	427,075	37	21	31.1	30.8
2018	568	1,010,339	34	53	17.3	16.3	488	492,937	30	26	24.1	23.6	598	411,541	36	21	31.7	31.0

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

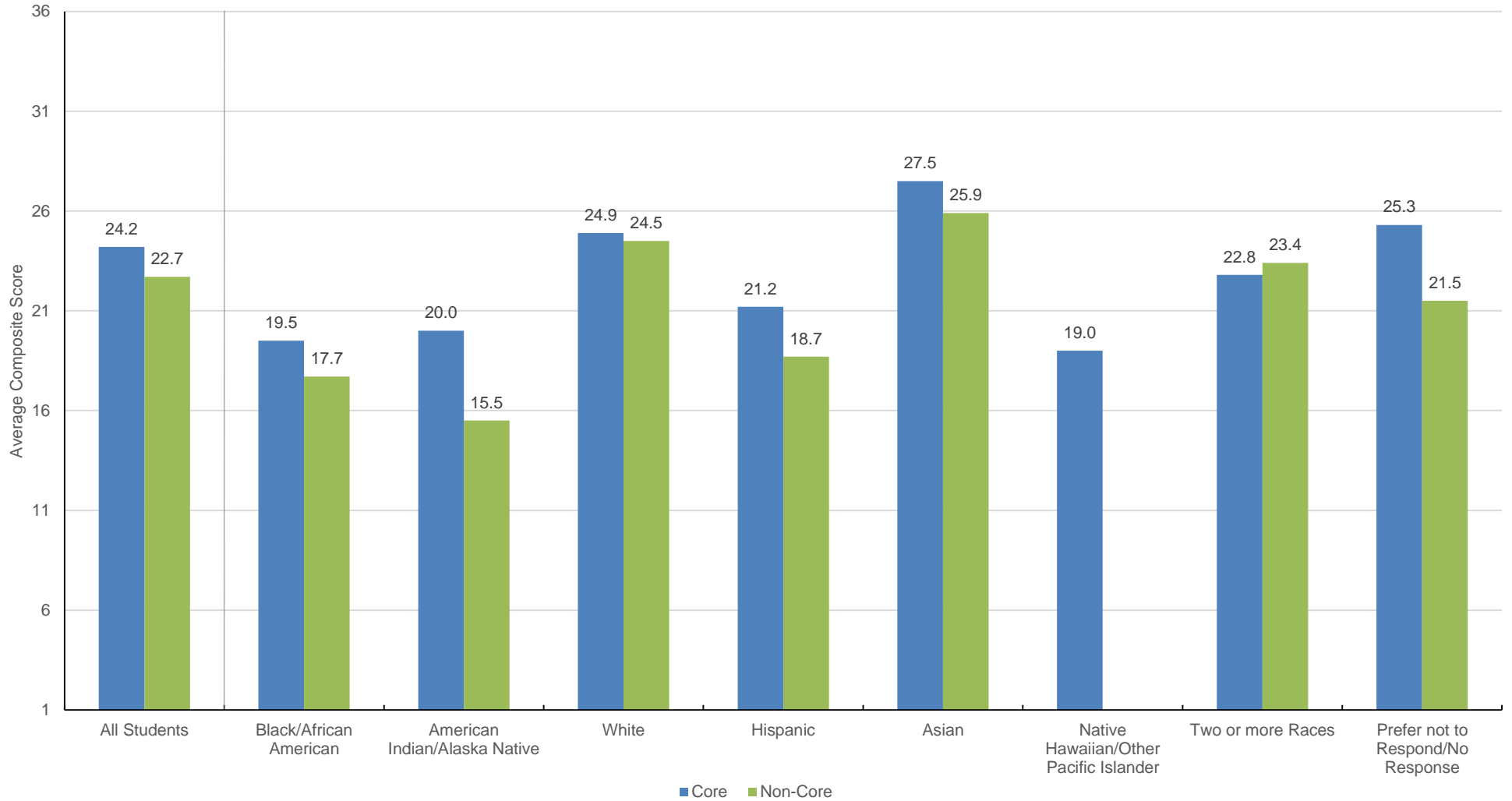
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Section II

Academic Achievement

Total Students in Report: 1,654

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: 1,654

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

ACT Scale Score	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	
36	47	100	6	100	51	100	26	100	7	100	14	100	1	100	36
35	105	97	39	99	70	97	34	98	31	99	24	99	2	99	35
34	59	91	22	97	84	93	38	96	47	98	24	98	11	99	34
33	48	87	31	96	62	88	38	94	41	95	39	96	14	98	33
32	44	84	36	94	85	84	19	92	53	92	40	94	32	97	32
31	41	82	53	92	74	79	51	91	64	89	44	91	36	93	31
30	40	79	40	89	57	74	57	88	68	85	67	89	60	89	30
29	43	77	76	86	46	71	54	84	84	81	82	85	52	82	29
28	41	74	98	82	71	68	50	81	82	76	71	80	55	76	28
27	75	72	102	76	64	64	66	78	86	71	95	76	38	70	27
26	77	67	124	70	61	60	82	74	89	66	94	70	63	66	26
25	89	63	105	62	66	56	140	69	105	61	112	64	52	58	25
24	127	57	101	56	87	52	125	60	92	54	120	57	48	52	24
23	103	49	79	50	91	47	146	53	111	49	112	50	66	47	23
22	97	43	71	45	95	41	119	44	98	42	87	43	51	39	22
21	91	37	61	41	76	36	99	37	80	36	91	38	61	34	21
20	92	32	79	37	78	31	89	31	94	31	94	33	53	27	20
19	39	26	63	32	80	26	94	25	80	26	94	27	41	20	19
18	42	24	97	28	73	22	72	20	78	21	98	21	33	16	18
17	42	21	97	22	64	17	63	15	64	16	71	15	18	12	17
16	64	19	117	17	52	13	62	12	64	12	73	11	31	10	16
15	72	15	83	9	42	10	49	8	49	8	57	7	19	6	15
14	48	11	55	4	41	8	28	5	35	5	23	3	15	4	14
13	30	8	11	1	19	5	17	3	27	3	16	2	8	3	13
12	26	6	4	1	32	4	12	2	14	2	6	1	11	2	12
11	29	4	3	1	16	2	12	1	6	1	4	1	2	1	11
10	23	3	0	1	11	1	5	1	4	1	1	1	0	1	10
9	11	1	0	1	3	1	3	1	1	1	1	1	1	1	9
8	4	1	0	1	1	1	1	1	0	1	0	1	0	1	8
7	2	1	0	1	1	1	2	1	0	1	0	1	0	1	7
6	1	1	1	1	1	1	1	1	0	1	0	1	0	1	6
5	2	1	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	0	1	4
3	0	1	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	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	23.7 (7.0)		23.1 (5.8)		24.5 (6.8)		23.4 (5.7)		23.8 (5.8)		23.5 (5.5)		24.0 (5.3)		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

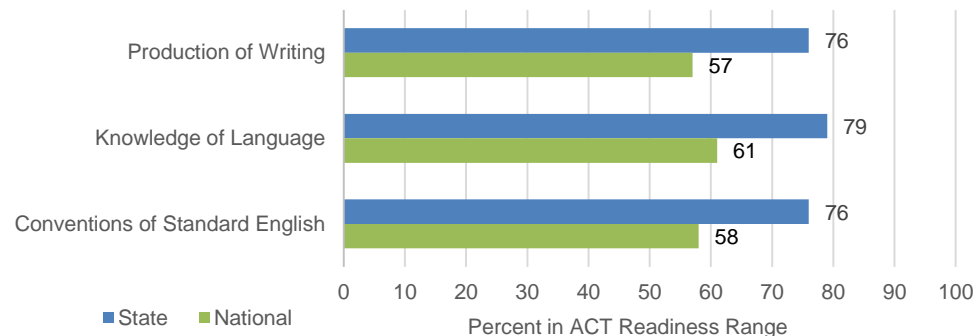


Figure 2.3. Math Reporting Categories¹

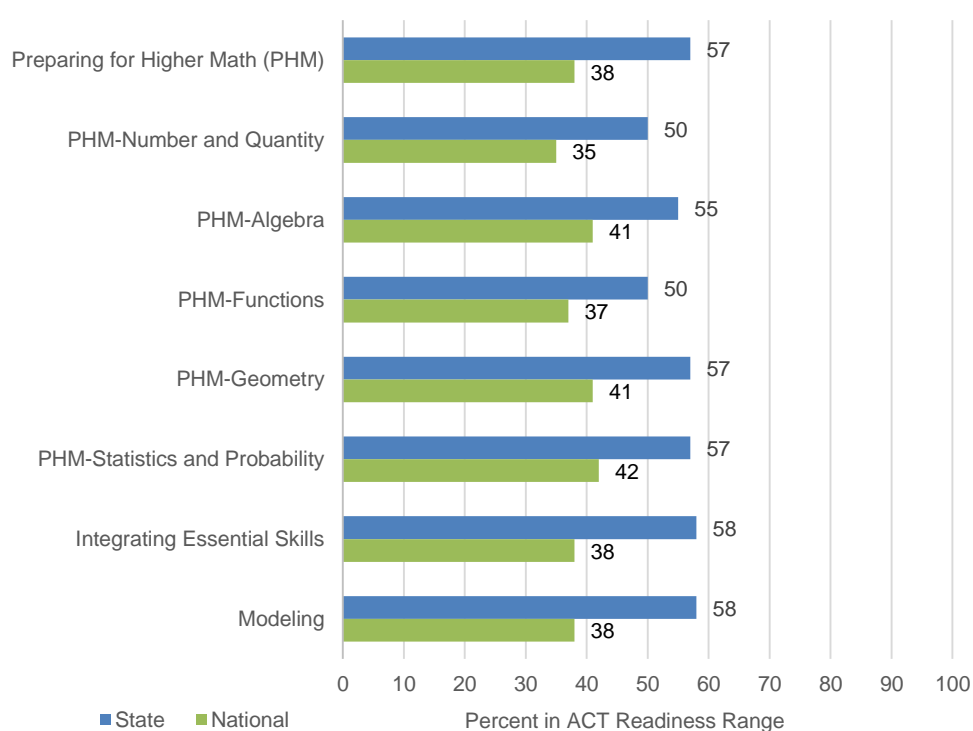


Figure 2.4. Reading Reporting Categories¹

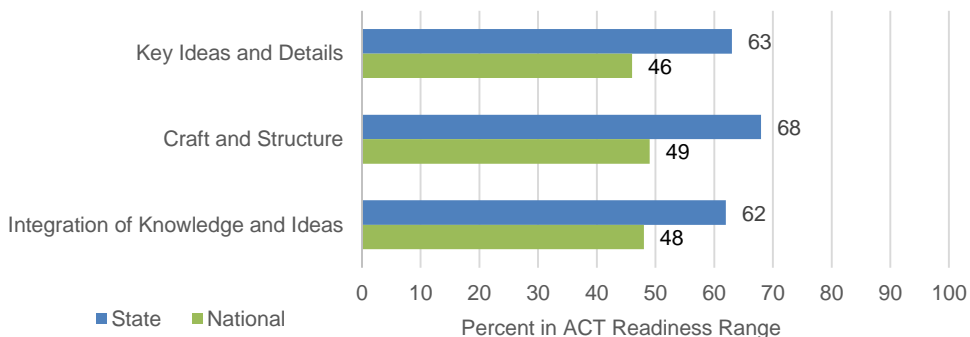
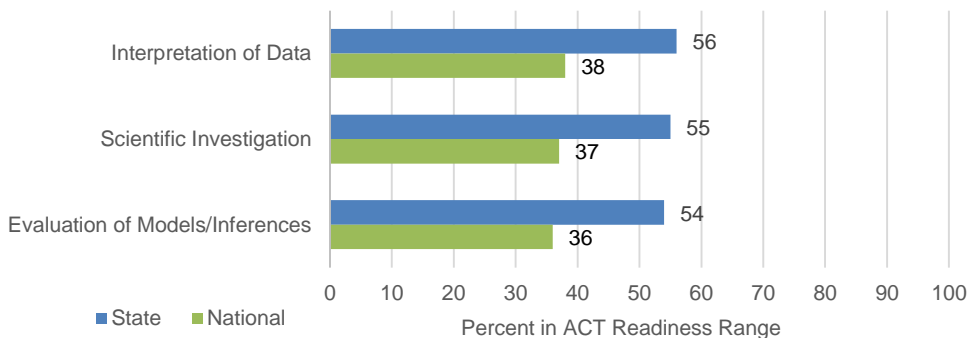


Figure 2.5. Science Reporting Categories¹



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: 1,654

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	1,654	79	24.2	22.7
	Black/African American	207	69	19.5	17.7
	American Indian/Alaska Native	5	40	20.0	15.5
	White	1,021	84	24.9	24.5
	Hispanic/Latino	104	76	21.2	18.7
	Asian	125	78	27.5	25.9
	Native Hawaiian/Other Pacific Islander	1	100	19.0	.
	Two or More Races	80	71	22.8	23.4
	Prefer not/No Response	111	60	25.3	21.5
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	1,654	100	23.7	23.1	24.5	23.4	23.8	23.5
	Black/African American	207	13	17.6	18.8	19.4	18.9	18.8	19.1
	American Indian/Alaska Native	5	0	15.4	18.4	18.2	17.8	17.4	18.2
	White	1,021	62	24.8	23.8	25.7	24.3	24.8	24.3
	Hispanic/Latino	104	6	19.8	19.9	22.0	20.5	20.6	20.4
	Asian	125	8	27.7	27.8	26.1	26.4	27.1	27.3
	Native Hawaiian/Other Pacific Islander	1	0	15.0	17.0	21.0	22.0	19.0	20.0
	Two or More Races	80	5	23.3	22.0	23.7	22.5	23.0	22.5
	Prefer not/No Response	111	7	24.3	23.7	24.6	23.0	24.0	23.6
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: 1,654

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	756	79	24.4	22.8
	Females	893	78	24.0	22.7
	No Response	5	20	14.0	15.8
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	756	46	23.5	24.0	24.2	23.9	24.0	24.2
	Females	893	54	23.9	22.4	24.9	23.0	23.7	22.9
	No Response	5	0	11.4	17.8	18.2	13.8	15.4	16.2
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

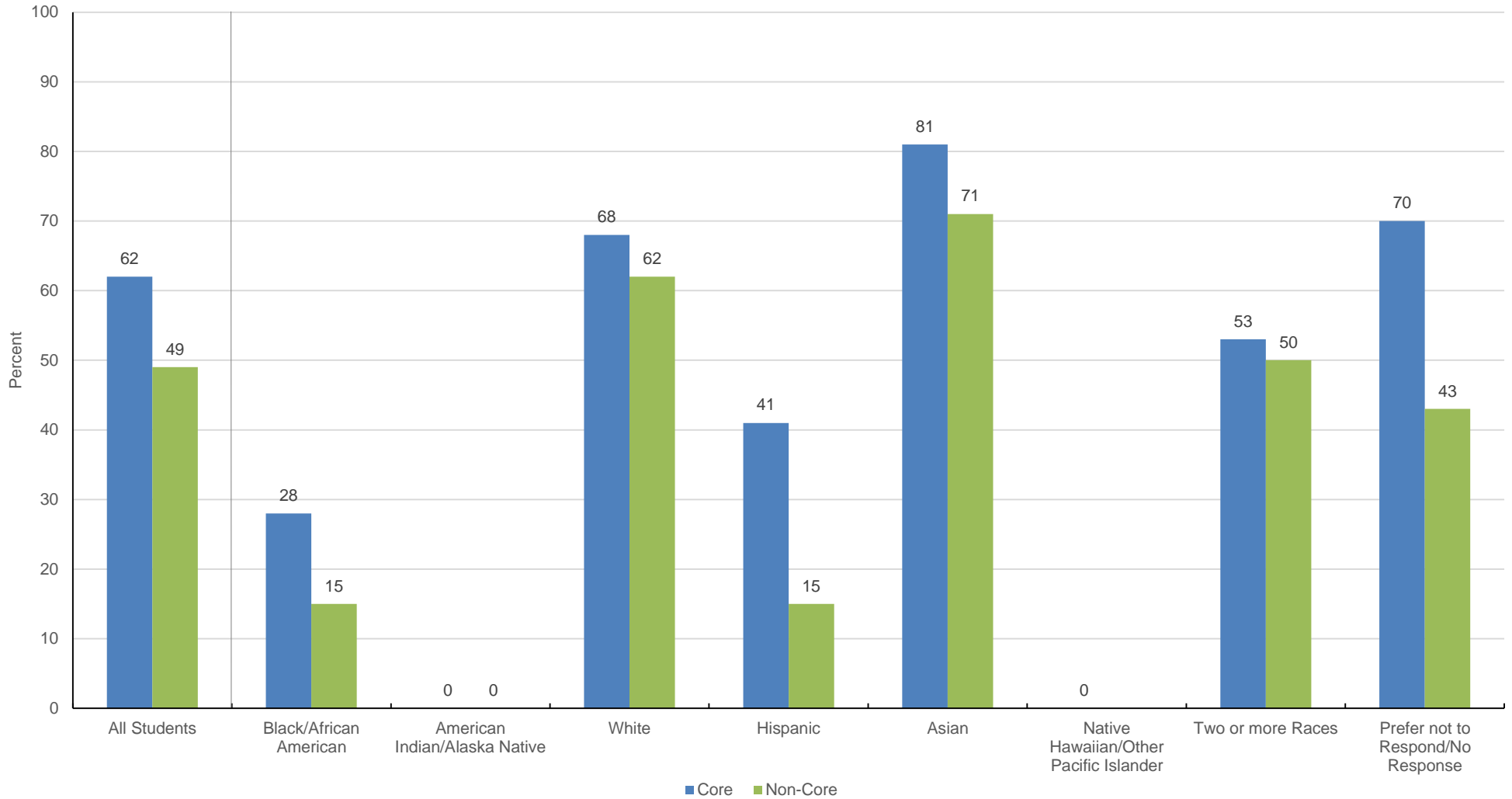
Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	29	27	31	27	28
Q2 (50th Percentile)	24	24	24	23	24
Q1 (25th Percentile)	19	18	19	19	19

Section III

College and Career Readiness and the Impact of Course Rigor

Total Students in Report: 1,654

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: 1,654

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	259	16	98	6	267	16	136	8
	28 to 32	209	13	303	18	333	20	231	14
	24 to 27	368	22	432	26	278	17	413	25
	20 to 23	383	23	290	18	340	21	453	27
	16 to 19	187	11	374	23	269	16	291	18
	13 to 15	150	9	149	9	102	6	94	6
	01 to 12	98	6	8	0	65	4	36	2
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	79	66	62	60	47
	Females	78	54	66	53	42
	No Response	0	20	40	0	0
National	Males	57	43	44	38	28
	Females	64	37	48	35	26
	No Response	38	18	25	17	10

Total Students in Report: 1,654

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	1,654	79	59	64	56	44	36
	Black/African American	207	44	27	31	23	15	9
	American Indian/Alaska Native	5	20	20	20	0	0	0
	White	1,021	88	66	72	64	51	40
	Hispanic/Latino	104	60	33	46	33	22	16
	Asian	125	86	85	74	78	66	69
	Native Hawaiian/Other Pacific Islander	1	0	0	0	0	0	0
	Two or More Races	80	76	51	61	43	34	28
	Prefer Not to Respond	111	72	62	62	56	49	42
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	757	46	29.1
	Silver	697	42	20.8
	Bronze	175	11	14.9
	Needs Improvement	25	2	11.3
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: 1,654

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	1,299	83	24.2	63	23.4	68	25.0	59	23.7	46	24.2	37	23.8
	Less than Core	306	65	22.2	51	22.6	55	23.0	50	22.5	39	22.7	35	22.7
	Missing ³	49	43	18.9	29	19.3	41	21.1	29	20.6	24	20.1	24	20.2
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	1,573	81	23.9	1,549	61	23.4	1,367	66	24.8	1,568	58	23.6
	Less than Core	32	38	18.5	57	32	19.6	239	57	23.8	38	8	17.5
	Missing ³	49	43	18.9	48	29	19.4	48	42	21.3	48	29	20.8
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.

Total Students in Report: 1,654

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	323	20	25.3	87	323,956	17	22.1	72
Eng 9, Eng 10, Eng 11, Eng 12	1,250	76	23.6	79	1,203,175	63	20.8	64
Less than 4 years of English	32	2	18.5	38	91,187	5	16.1	34
Zero years / no English courses reported	49	3	18.9	43	296,499	15	16.9	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	164	10	24.1	72	99,215	5	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	128	8	20.4	42	125,955	7	21.5	51
Alg 1, Alg 2, Geom, & Trig	76	5	18.7	25	89,147	5	19.0	27
Alg 1, Alg 2, Geom, & Other Adv Math	176	11	19.4	33	321,541	17	19.2	29
Other comb of 4 or more years of Math	864	52	25.5	76	609,514	32	23.8	65
Alg 1, Alg 2, & Geom	51	3	16.4	4	187,368	10	16.9	10
Other comb of 3 or 3.5 years of Math	90	5	21.3	44	95,397	5	19.6	33
Less than 3 years of Math	57	3	19.6	32	83,960	4	16.2	8
Zero years / no Math courses reported	48	3	19.4	29	302,720	16	18.1	22
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	80	5	27.1	75	46,135	2	22.2	50
Other comb of 4 or more years Social Science	753	46	24.9	67	813,270	42	22.7	54
US Hist, World Hist, & Am Gov	59	4	24.1	63	111,031	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	475	29	24.1	64	460,337	24	21.7	48
Less than 3 years of Social Science	239	14	23.8	57	181,701	9	19.7	35
Zero years / no Social Science courses reported	48	3	21.3	42	302,343	16	18.4	28
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,078	65	24.2	63	705,397	37	22.4	48
Bio, Chem, Phys	203	12	25.9	75	193,793	10	23.3	54
Gen Sci ¹ , Bio, Chem	270	16	20.0	30	444,093	23	20.1	30
Other comb of 3 years of Natural Science	17	1	18.3	12	46,706	2	18.9	23
Less than 3 years of Natural Science	38	2	17.5	8	220,831	12	18.1	18
Zero years / no Natural Science courses reported	48	3	20.8	29	303,997	16	18.2	20

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 1,654

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	323	20	25.3	87	128	17	25.8	90	195	22	25.0	85
Eng 9, Eng 10, Eng 11, Eng 12	1,250	76	23.6	79	588	78	23.2	79	660	74	24.0	79
Less than 4 years of English	32	2	18.5	38	14	2	20.2	43	15	2	18.3	40
Zero years / no English courses reported	49	3	18.9	43	26	3	19.6	46	23	3	18.1	39
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	164	10	24.1	72	67	9	24.4	75	97	11	23.8	70
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	128	8	20.4	42	51	7	20.7	43	76	9	20.3	42
Alg 1, Alg 2, Geom, & Trig	76	5	18.7	25	36	5	19.0	28	40	4	18.5	23
Alg 1, Alg 2, Geom, & Other Adv Math	176	11	19.4	33	70	9	20.3	41	105	12	18.8	27
Other comb of 4 or more years of Math	864	52	25.5	76	425	56	26.5	84	438	49	24.6	69
Alg 1, Alg 2, & Geom	51	3	16.4	4	19	3	16.0	5	31	3	16.5	3
Other comb of 3 or 3.5 years of Math	90	5	21.3	44	36	5	20.2	28	54	6	22.0	56
Less than 3 years of Math	57	3	19.6	32	27	4	21.8	48	29	3	17.8	17
Zero years / no Math courses reported	48	3	19.4	29	25	3	20.1	36	23	3	18.7	22
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	80	5	27.1	75	40	5	27.1	78	40	4	27.1	73
Other comb of 4 or more years Social Science	753	46	24.9	67	350	46	24.3	66	403	45	25.5	68
US Hist, World Hist, & Am Gov	59	4	24.1	63	38	5	24.8	63	20	2	22.8	60
Other comb of 3 or 3.5 years of Social Science	475	29	24.1	64	202	27	24.0	61	271	30	24.3	67
Less than 3 years of Social Science	239	14	23.8	57	101	13	23.0	53	136	15	24.5	61
Zero years / no Social Science courses reported	48	3	21.3	42	25	3	21.5	40	23	3	21.2	43
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	1,078	65	24.2	63	534	71	24.6	65	543	61	23.8	61
Bio, Chem, Phys	203	12	25.9	75	99	13	26.3	75	104	12	25.5	75
Gen Sci ² , Bio, Chem	270	16	20.0	30	72	10	19.1	28	195	22	20.3	31
Other comb of 3 years of Natural Science	17	1	18.3	12	10	1	17.7	10	7	1	19.1	14
Less than 3 years of Natural Science	38	2	17.5	8	16	2	17.2	6	21	2	18.1	10
Zero years / no Natural Science courses reported	48	3	20.8	29	25	3	21.8	36	23	3	19.7	22

¹Includes General, Physical and Earth Sciences.

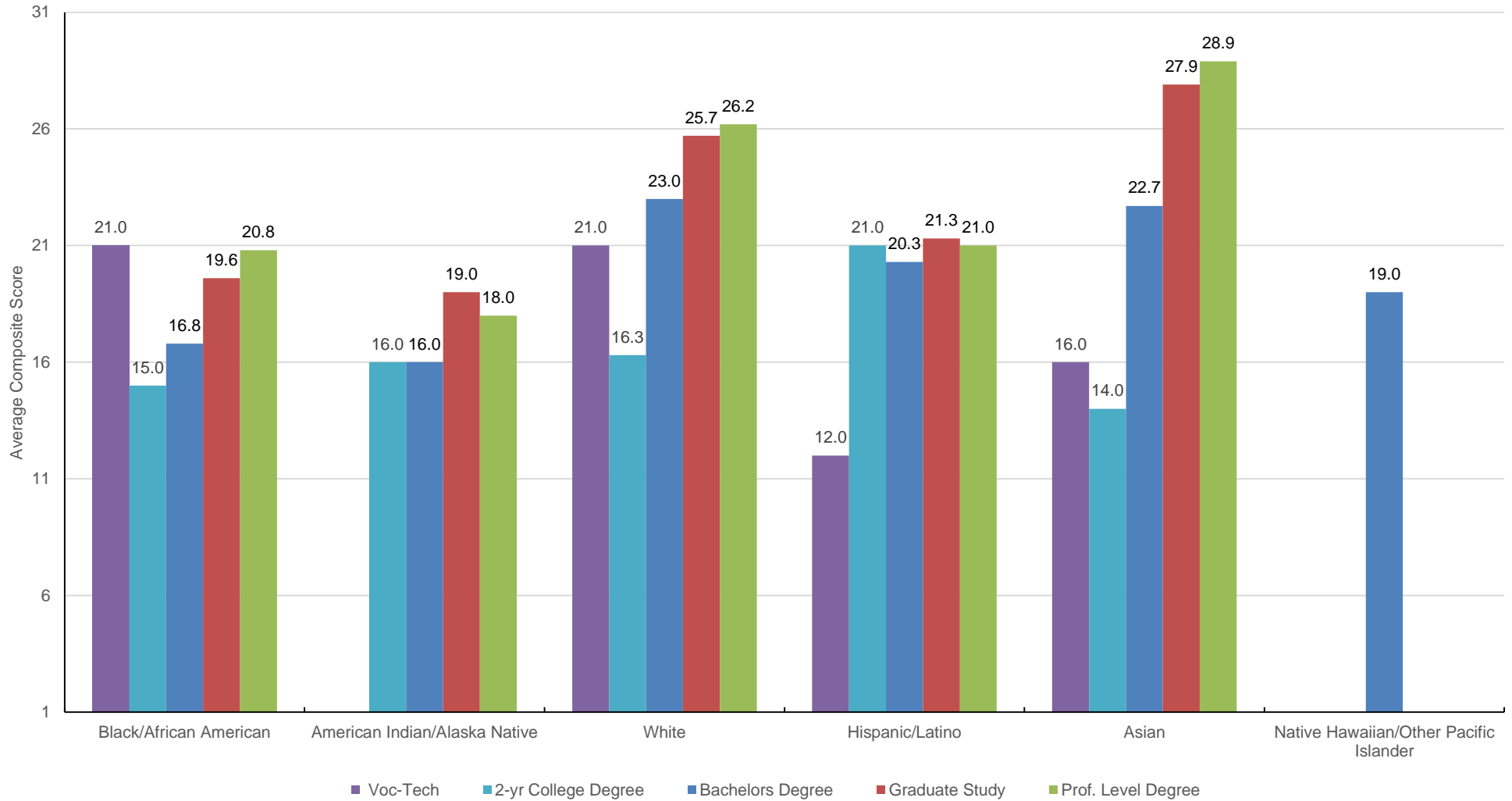
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Section IV

Career and Educational Aspirations

Total Students in Report: 1,654

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: 1,654

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	28	2	23.7	0	0	.	25	2	23.3
Architecture	8	0	24.1	0	0	.	8	1	24.1
Area, Ethnic, & Multidisciplinary Studies	3	0	19.3	0	0	.	3	0	19.3
Arts: Visual & Performing	52	3	21.9	3	13	16.7	47	3	22.3
Business	215	13	23.3	1	4	21.0	201	13	23.3
Communications	34	2	22.1	1	4	27.0	31	2	21.5
Community, Family, & Personal Services	14	1	16.9	1	4	12.0	13	1	17.3
Computer Science & Mathematics	64	4	25.8	0	0	.	60	4	26.0
Education	46	3	21.0	1	4	19.0	44	3	21.0
Engineering	187	11	26.6	2	8	14.0	179	12	26.6
Engineering Technology & Drafting	13	1	24.1	1	4	15.0	12	1	24.8
English & Foreign Languages	17	1	29.0	0	0	.	13	1	28.4
Health Administration & Assisting	27	2	19.3	0	0	.	26	2	19.3
Health Sciences & Technologies	323	20	22.4	6	25	15.3	305	20	22.5
Philosophy, Religion, & Theology	4	0	24.0	0	0	.	4	0	24.0
Repair, Production, & Construction	1	0	13.0	0	0	.	0	0	.
Sciences: Biological & Physical	190	11	25.5	0	0	.	183	12	25.4
Social Sciences & Law	139	8	23.7	2	8	19.0	132	9	23.6
Undecided	244	15	24.8	2	8	17.5	218	14	24.7
No Response	44	3	19.8	3	13	14.7	4	0	17.0

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: 1,654

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	6	17.2	1	21.0	0	.	2	21.0	1	12.0
2-yr College Degree	18	16.1	3	15.0	1	16.0	7	16.3	2	21.0
Bachelors Degree	569	21.7	76	16.8	1	16.0	370	23.0	47	20.3
Graduate Study	429	25.0	39	19.6	1	19.0	305	25.7	15	21.3
Prof. Level Degree	510	25.4	73	20.8	2	18.0	280	26.2	33	21.0
Other	12	23.0	3	13.7	0	.	6	25.2	0	.
No Response	110	24.3	12	18.6	0	.	51	25.7	6	21.3

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	6	17.2	1	16.0	0	.	0	.	1	12.0
2-yr College Degree	18	16.1	1	14.0	0	.	3	16.3	1	10.0
Bachelors Degree	569	21.7	21	22.7	1	19.0	26	18.9	27	21.7
Graduate Study	429	25.0	27	27.9	0	.	20	24.4	22	25.4
Prof. Level Degree	510	25.4	66	28.9	0	.	28	26.0	28	25.4
Other	12	23.0	1	25.0	0	.	0	.	2	29.5
No Response	110	24.3	8	25.4	0	.	3	28.0	30	24.3

Total Students in Report: 1,654

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	327	146	181	1	6	19	25	26	19	4
FIT/ACCESS TO SUCCESS PROJECT DSU	Delaware	148	139	9	10	26	32	20	7	4	1
DELAWARE STATE UNIVERSITY	Delaware	60	13	47	7	35	30	22	3	3	0
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	49	11	38	2	4	16	20	29	24	4
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	43	11	32	0	0	5	21	47	21	7
VILLANOVA UNIVERSITY	Pennsylvania	39	8	31	0	3	10	15	28	38	5
UNIVERSITY OF PITTSBURGH	Pennsylvania	34	11	23	0	3	3	29	32	26	6
WESLEY COLLEGE	Delaware	34	4	30	12	21	41	26	0	0	0
DREXEL UNIVERSITY	Pennsylvania	33	8	25	0	6	21	12	33	21	6
WILMINGTON COLLEGE	Delaware	32	3	29	9	25	41	19	0	6	0
SALISBURY UNIVERSITY	Maryland	31	5	26	0	26	23	26	13	13	0
UNIV OF SOUTH CAROLINA-COLUMBIA	South Carolina	30	11	19	0	3	10	33	33	17	3
DELAWARE TECH & COMM COLL-TERRY CAMPUS	Delaware	29	2	27	17	21	34	21	7	0	0
VIRGINIA TECH	Virginia	28	3	25	0	0	4	25	14	43	14
TEMPLE UNIVERSITY	Pennsylvania	27	5	22	4	7	44	11	22	11	0
WEST CHESTER UNIVERSITY OF PENNSYLVANIA	Pennsylvania	27	5	22	4	4	41	26	22	4	0
HOWARD UNIVERSITY	District of Columbia	26	5	21	4	23	46	19	8	0	0
JOHNS HOPKINS UNIVERSITY THE	Maryland	26	4	22	0	8	8	8	15	35	27
UNIVERSITY OF PENNSYLVANIA	Pennsylvania	25	5	20	0	8	8	4	36	32	12
UNITED STATES NAVAL ACADEMY	Maryland	21	10	11	0	0	10	38	48	5	0
TOWSON UNIVERSITY	Maryland	19	2	17	11	11	21	26	32	0	0
UNIVERSITY OF VIRGINIA	Virginia	19	4	15	0	0	0	11	47	32	11
CLEMSON UNIVERSITY	South Carolina	18	5	13	0	0	17	28	39	6	11
UNIV OF NORTH CAROLINA AT CHAPEL HILL	North Carolina	17	6	11	0	6	12	12	24	35	12
WEST VIRGINIA UNIVERSITY	West Virginia	17	3	14	0	6	24	35	29	6	0
DELAWARE TECH & COMM COLL-STANTON/WILM	Delaware	15	2	13	7	13	13	27	20	20	0
LIBERTY UNIVERSITY	Virginia	15	5	10	0	0	20	27	40	13	0
DUKE UNIVERSITY	North Carolina	14	6	8	0	0	0	21	21	36	21
JAMES MADISON UNIVERSITY	Virginia	14	2	12	0	0	0	36	43	21	0
NEUMANN UNIVERSITY	Pennsylvania	14	2	12	7	14	21	36	7	14	0
All Other Institutions		1,199	268	931	2	9	19	22	24	19	6
Total		2,430	714	1,716	3	10	20	22	23	18	5

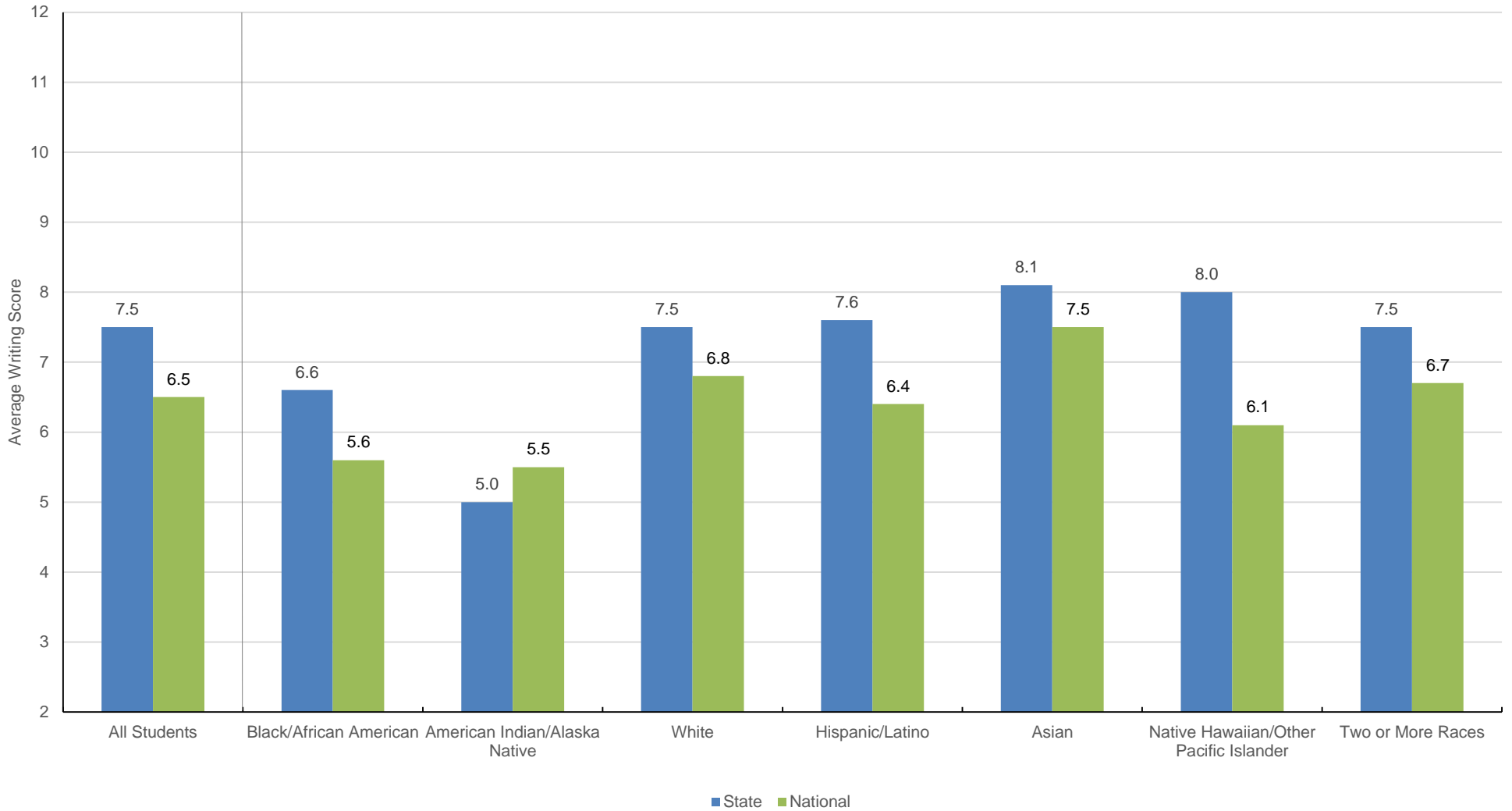
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Section V

Optional Writing Test Results

Total Students in Report: 1,654

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



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

Total Students in Report: 1,654

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
All Students	874	903,603	25.5	20.7	25.9	21.8	7.5	6.5
Black/African American	89	103,370	19.2	15.9	20.8	17.3	6.6	5.6
American Indian/Alaska Native	2	6,413	14.0	15.6	21.0	17.5	5.0	5.5
White	552	426,803	26.0	22.5	26.5	23.4	7.5	6.8
Hispanic/Latino	47	177,117	21.5	18.2	24.2	19.6	7.6	6.4
Asian	82	63,636	29.9	25.2	27.7	25.1	8.1	7.5
Native Hawaiian/Other Pacific Islander	1	3,602	15.0	17.3	21.0	18.2	8.0	6.1
Two or More Races	42	43,115	25.7	21.2	25.6	22.3	7.5	6.7
Prefer not/No Response	59	79,547	27.2	19.9	27.2	21.1	7.7	6.3
Males	380	421,102	25.2	20.3	25.4	21.5	7.2	6.3
Females	494	472,773	25.7	21.2	26.3	22.1	7.6	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
All Students	874	903,603	24.0	19.9	80	50
Black/African American	89	103,370	19.1	15.6	45	21
American Indian/Alaska Native	2	6,413	15.5	15.5	0	20
White	552	426,803	24.4	21.3	84	61
Hispanic/Latino	47	177,117	22.1	18.0	74	37
Asian	82	63,636	26.8	23.6	91	73
Native Hawaiian/Other Pacific Islander	1	3,602	20.0	17.0	100	31
Two or More Races	42	43,115	24.0	20.3	76	53
Prefer not/No Response	59	79,547	25.3	19.1	83	45
Males	380	421,102	23.4	19.3	77	47
Females	494	472,773	24.4	20.5	82	54
No Response	0	9,728	.	15.2	.	21

