



Profile Report - State

Graduating Class 2018

Maine



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: 1,043

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

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: 1,043 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. 65% 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, 32% were college ready. 6% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 10% of these students were college ready. In comparison, 68% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.8 reports 4% of the cohort took less than three years of natural science courses. 25% of these students were college ready. In comparison, 57% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 26% 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 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: 1,043

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

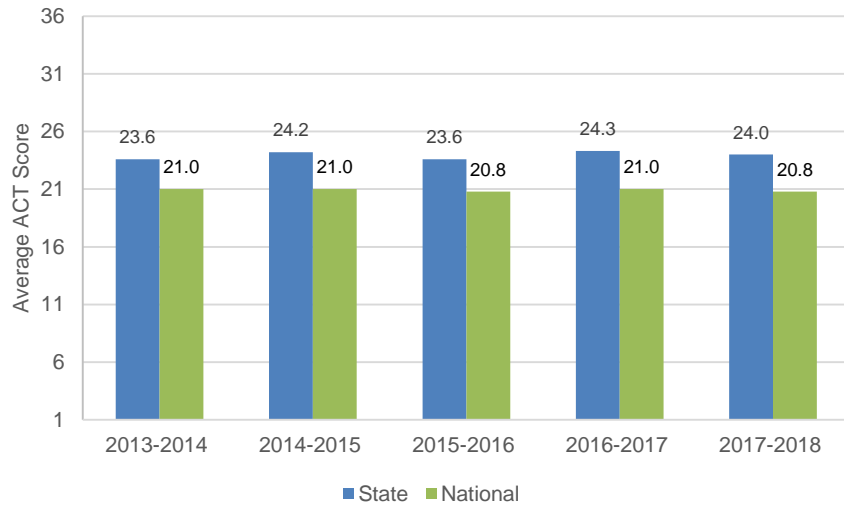


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

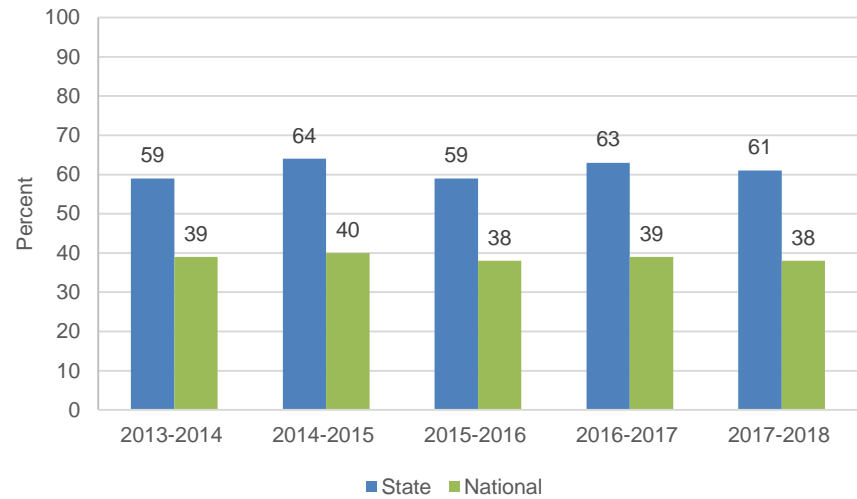


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

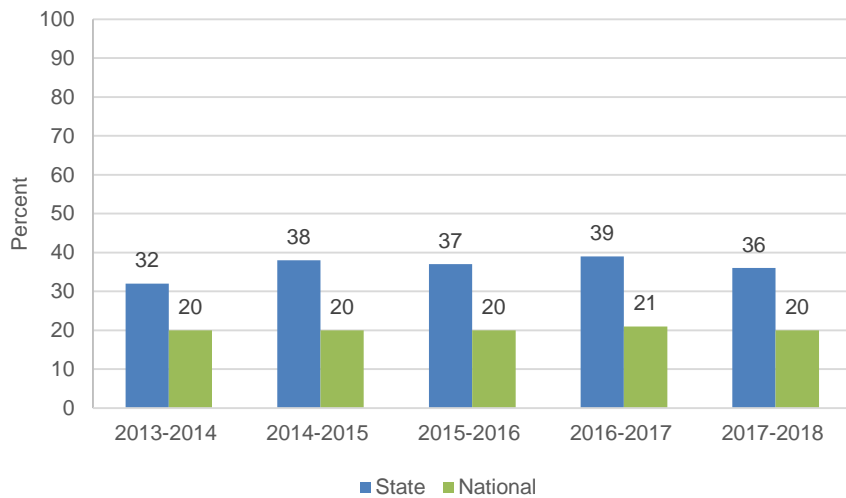
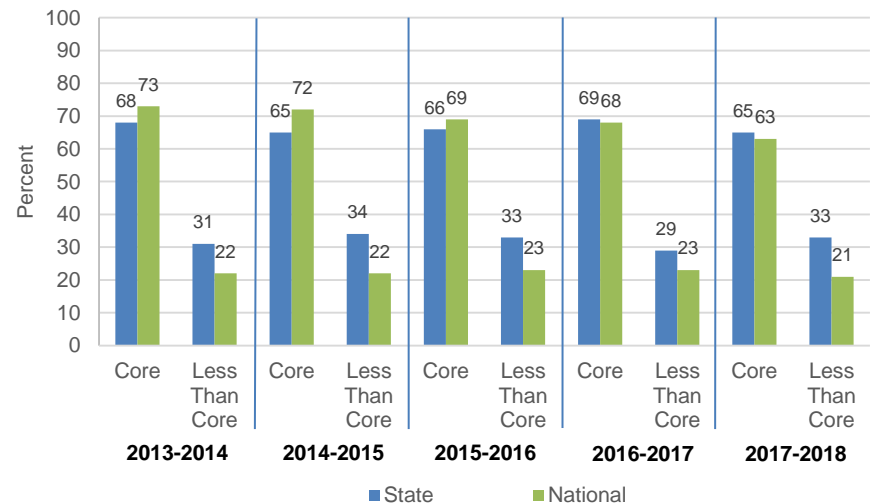


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



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

Total Students in Report: 1,043

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	1,276	1,845,787	84	64	65	43	61	44	53	37	40	26
2015	1,434	1,924,436	85	64	66	42	68	46	59	38	47	28
2016	1,397	2,090,342	81	61	66	41	63	44	54	36	43	26
2017	1,204	2,030,038	84	61	67	41	68	47	57	37	46	27
2018	1,043	1,914,817	84	60	64	40	69	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	1,276	1,845,787	23.3	20.3	23.6	20.9	24.1	21.3	22.8	20.8	23.6	21.0
2015	1,434	1,924,436	24.2	20.4	23.9	20.8	24.6	21.4	23.6	20.9	24.2	21.0
2016	1,397	2,090,342	23.3	20.1	23.8	20.6	23.9	21.3	23.1	20.8	23.6	20.8
2017	1,204	2,030,038	24.2	20.3	24.0	20.7	24.8	21.4	23.7	21.0	24.3	21.0
2018	1,043	1,914,817	23.8	20.2	23.6	20.5	24.7	21.3	23.4	20.7	24.0	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: 1,043

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	866	391	68	31	23.4	23.0	23.5	23.7	24.2	23.7	22.9	22.6	23.7	23.4
2015	927	485	65	34	24.5	23.5	24.0	23.6	24.9	24.1	23.7	23.3	24.4	23.8
2016	916	462	66	33	23.4	23.3	23.6	24.1	23.9	23.8	23.0	23.2	23.6	23.7
2017	833	350	69	29	24.4	23.9	24.0	24.0	25.0	24.4	23.9	23.4	24.5	24.1
2018	679	344	65	33	23.7	24.1	23.4	24.2	24.6	24.8	23.3	23.5	23.9	24.3

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	1,276	100	23.6	1,434	100	24.2	1,397	100	23.6	1,204	100	24.3	1,043	100	24.0
Black/African American	29	2	18.7	31	2	20.4	28	2	19.1	29	2	18.8	21	2	18.1
American Indian/Alaska Native	4	0	19.3	4	0	22.8	1	0	24.0	1	0	28.0	2	0	26.5
White	1,013	79	23.7	1,162	81	24.3	1,090	78	23.7	912	76	24.6	824	79	24.0
Hispanic/Latino	32	3	23.4	29	2	21.4	27	2	23.0	34	3	21.9	23	2	25.3
Asian	79	6	23.2	83	6	24.4	110	8	23.3	97	8	24.2	72	7	24.0
Native Hawaiian/Other Pacific Islander	1	0	23.0	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	30	2	23.5	36	3	23.3	21	2	24.6	29	2	24.6	37	4	25.1
Prefer not to respond/No response	88	7	24.3	89	6	24.8	120	9	23.9	102	8	23.9	64	6	24.5

Total Students in Report: 1,043

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	1,276	1,845,787	23.4	21.1	32	20	29.1	28.7	27.8	28.3
2015	1,434	1,924,436	24.0	21.1	38	20	28.8	28.7	28.4	28.4
2016	1,397	2,090,342	23.7	20.9	37	20	29.0	28.7	27.9	28.6
2017	1,204	2,030,038	24.1	21.1	39	21	29.0	28.7	28.5	28.7
2018	1,043	1,914,817	23.8	20.9	36	20	29.1	28.8	28.5	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	338	485,762	24	23	17.7	17.0	333	322,548	24	15	23.7	23.6	303	235,380	22	11	30.3	30.3
2017	368	999,708	31	49	18.0	16.2	397	596,096	33	29	24.1	23.4	433	427,075	36	21	31.2	30.8
2018	320	1,010,339	31	53	18.0	16.3	366	492,937	35	26	24.1	23.6	357	411,541	34	21	31.2	31.0

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

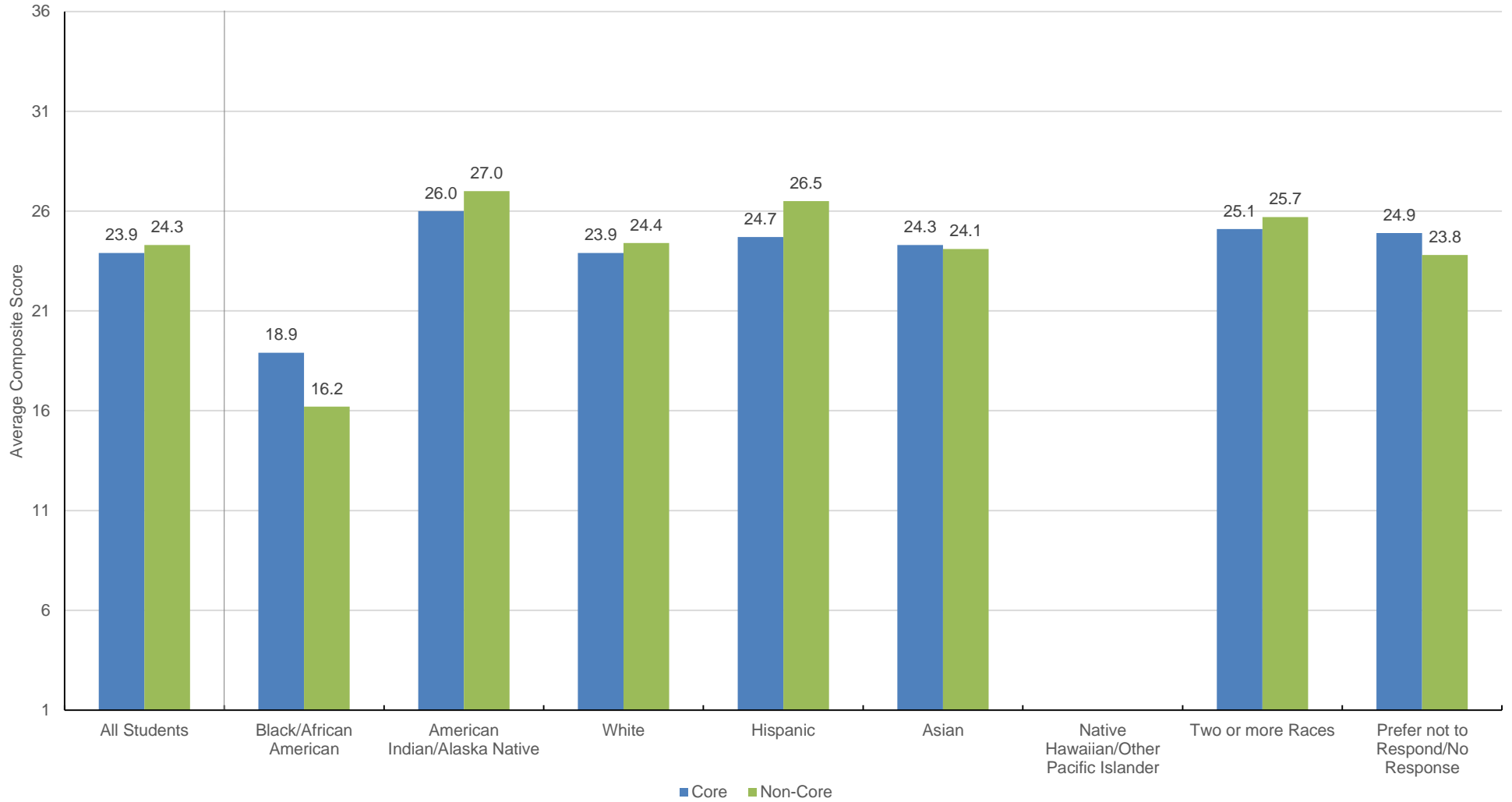
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Section II

Academic Achievement

Total Students in Report: 1,043

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: 1,043

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	19	100	8	100	23	100	10	100	3	100	4	100	0	100	36
35	45	98	25	99	34	98	17	99	15	99	16	99	1	100	35
34	41	94	12	97	42	95	18	97	14	98	15	98	2	99	34
33	27	90	20	96	47	91	19	96	27	97	19	97	5	99	33
32	21	87	22	94	49	86	12	94	29	94	27	95	15	99	32
31	22	85	31	92	37	81	26	93	40	92	22	92	27	97	31
30	27	83	27	89	43	78	40	90	40	88	43	90	29	93	30
29	25	81	40	86	30	74	29	86	54	84	42	86	38	88	29
28	23	78	61	82	44	71	31	84	46	79	45	82	37	83	28
27	55	76	88	76	46	67	51	81	50	74	59	78	38	77	27
26	63	71	86	68	62	62	56	76	76	70	83	72	36	72	26
25	72	65	78	60	33	56	85	70	73	62	83	64	50	66	25
24	89	58	53	52	76	53	97	62	78	55	79	56	43	59	24
23	76	49	60	47	74	46	91	53	74	48	68	49	63	53	23
22	64	42	53	41	77	39	83	44	83	41	68	42	60	43	22
21	61	36	34	36	53	31	82	36	74	33	80	35	44	35	21
20	69	30	66	33	44	26	55	28	57	26	67	28	42	28	20
19	42	23	37	27	42	22	72	23	55	20	63	21	36	22	19
18	39	19	58	23	47	18	58	16	49	15	55	15	35	17	18
17	37	16	70	18	43	13	26	11	37	10	37	10	17	11	17
16	35	12	66	11	23	9	32	8	26	7	29	7	22	9	16
15	31	9	19	5	21	7	16	5	21	4	21	4	16	6	15
14	22	6	25	3	22	5	13	4	10	2	11	2	5	3	14
13	8	4	2	1	8	3	12	2	9	1	6	1	8	3	13
12	9	3	2	1	12	2	7	1	3	1	1	1	4	1	12
11	13	2	0	1	6	1	1	1	0	1	0	1	2	1	11
10	6	1	0	1	4	1	3	1	0	1	0	1	3	1	10
9	2	1	0	1	0	1	1	1	0	1	0	1	0	1	9
8	0	1	0	1	1	1	0	1	0	1	0	1	0	1	8
7	0	1	0	1	0	1	0	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	0	1	0	1	0	1	0	1	6
5	0	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)	23.8 (6.1)		23.6 (5.4)		24.7 (6.2)		23.4 (5.1)		24.0 (5.1)		23.8 (5.0)		23.4 (4.8)		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.

Total Students in Report: 1,043

Figure 2.2. English Reporting Categories¹

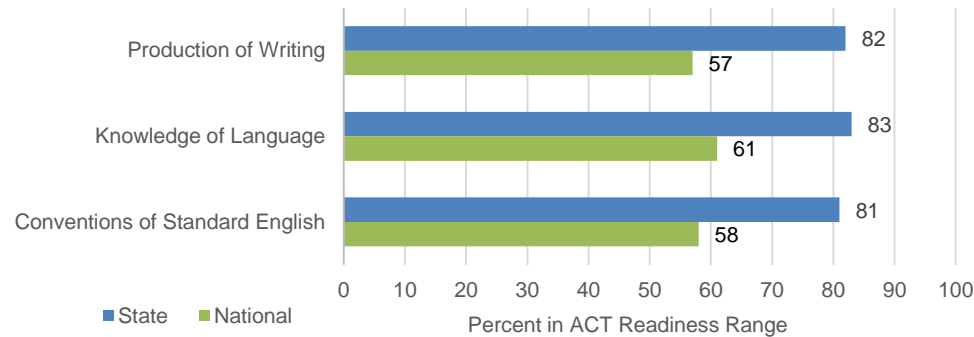


Figure 2.3. Math Reporting Categories¹

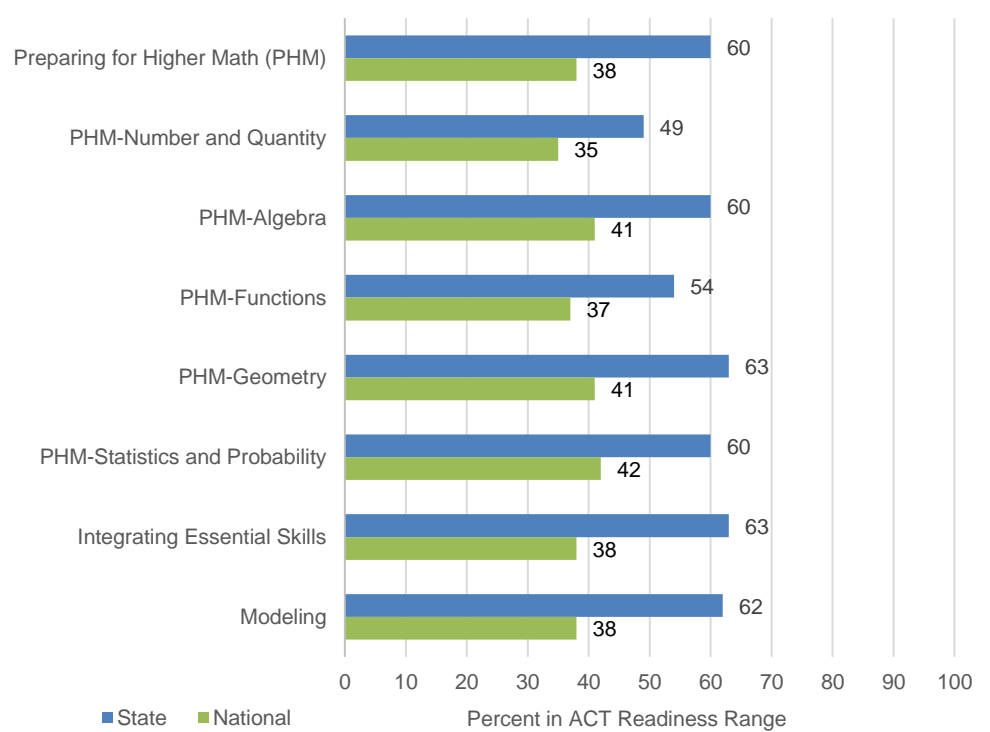


Figure 2.4. Reading Reporting Categories¹

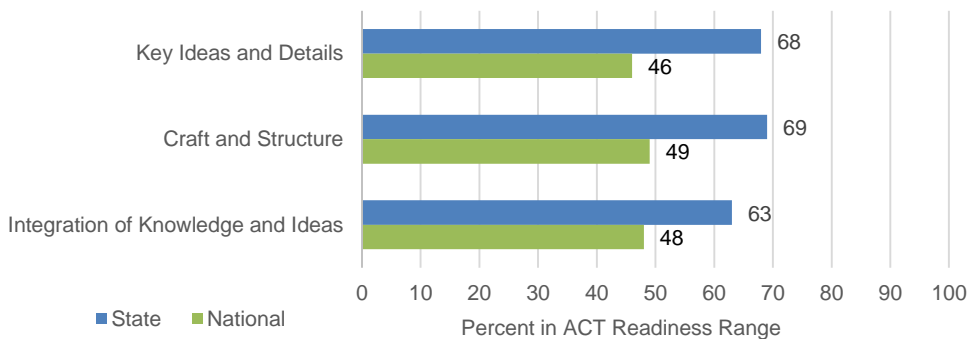
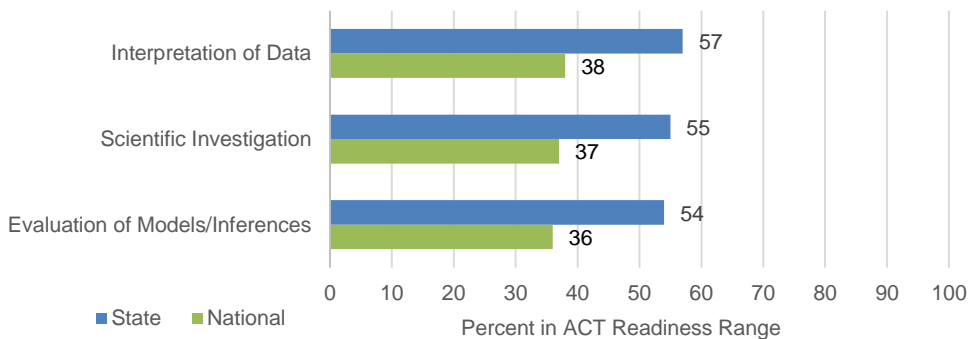


Figure 2.5. Science Reporting Categories¹



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: 1,043

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	1,043	65	23.9	24.3
	Black/African American	21	71	18.9	16.2
	American Indian/Alaska Native	2	50	26.0	27.0
	White	824	67	23.9	24.4
	Hispanic/Latino	23	65	24.7	26.5
	Asian	72	57	24.3	24.1
	Native Hawaiian/Other Pacific Islander	0	.	.	.
	Two or More Races	37	62	25.1	25.7
	Prefer not/No Response	64	55	24.9	23.8
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
Black/African American	21	2	17.3	18.0	18.4	18.5	18.1	18.5	
American Indian/Alaska Native	2	0	27.0	26.0	28.0	24.0	26.5	25.5	
White	824	79	23.9	23.5	24.8	23.4	24.0	23.7	
Hispanic/Latino	23	2	24.6	24.5	26.6	25.7	25.3	25.3	
Asian	72	7	23.0	26.5	22.2	23.6	24.0	25.3	
Native Hawaiian/Other Pacific Islander	0	0	.	.	.	.	.	.
Two or More Races	37	4	24.8	24.2	26.8	24.4	25.1	24.5	
Prefer not/No Response	64	6	24.7	23.7	25.6	23.5	24.5	23.9	
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: 1,043

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	430	65	24.4	24.7
	Females	613	65	23.6	24.0
	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	430	41	23.8	24.9	24.4	24.0	24.4	24.7
	Females	613	59	23.9	22.8	24.8	23.0	23.7	23.1
	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

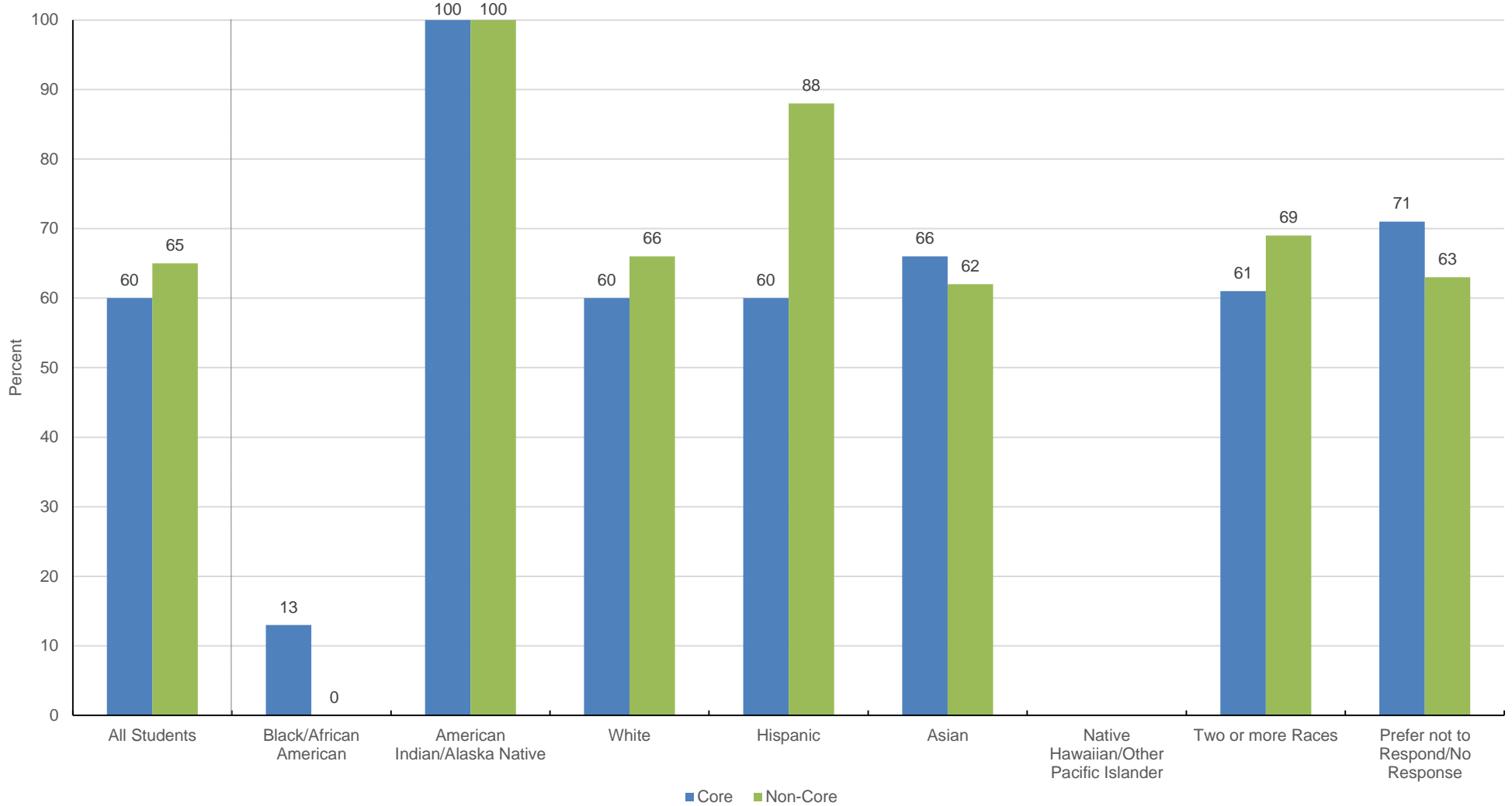
Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	27	27	30	26	28
Q2 (50th Percentile)	24	24	24	23	24
Q1 (25th Percentile)	20	19	20	20	20

Section III

College and Career Readiness and the Impact of Course Rigor

Total Students in Report: 1,043

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: 1,043

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	132	13	65	6	146	14	64	6
	28 to 32	118	11	181	17	203	19	138	13
	24 to 27	279	27	305	29	217	21	289	28
	20 to 23	270	26	213	20	248	24	311	30
	16 to 19	153	15	231	22	155	15	188	18
	13 to 15	61	6	46	4	51	5	41	4
	01 to 12	30	3	2	0	23	2	12	1
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	84	72	68	61	49
	Females	85	58	69	52	41
	No Response	.	.	.	.	.
National	Males	57	43	44	38	28
	Females	64	37	48	35	26
	No Response	38	18	25	17	10

Total Students in Report: 1,043

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	1,043	84	64	69	56	44	36
	Black/African American	21	48	14	24	10	5	0
	American Indian/Alaska Native	2	100	100	100	100	100	50
	White	824	85	63	70	56	45	36
	Hispanic/Latino	23	91	78	78	61	52	39
	Asian	72	81	78	53	61	40	47
	Native Hawaiian/Other Pacific Islander	0	.	.	.	.	.	.
	Two or More Races	37	86	70	73	57	49	38
	Prefer Not to Respond	64	86	64	78	56	47	36
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	467	45	28.6
	Silver	507	49	21.0
	Bronze	66	6	15.0
	Needs Improvement	3	0	12.0
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: 1,043

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	679	85	23.7	61	23.4	69	24.6	55	23.3	43	23.9	33	23.6
	Less than Core	344	85	24.1	69	24.2	69	24.8	58	23.5	47	24.3	41	24.1
	Missing ³	20	70	21.5	50	22.0	65	24.2	45	23.0	35	22.8	40	22.8
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	N	English			Mathematics			Reading			Science		
			%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	
State	Core or More ²	1,000	85	23.8	1,005	65	23.7	719	68	24.4	984	57	23.6	
	Less than Core	25	80	24.5	19	32	21.2	305	71	25.2	40	25	19.2	
	Missing ³	18	72	22.1	19	47	22.0	19	68	24.7	19	47	23.4	
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.

Total Students in Report: 1,043

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	260	25	23.5	84	323,956	17	22.1	72
Eng 9, Eng 10, Eng 11, Eng 12	740	71	24.0	85	1,203,175	63	20.8	64
Less than 4 years of English	25	2	24.5	80	91,187	5	16.1	34
Zero years / no English courses reported	18	2	22.1	72	296,499	15	16.9	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	74	7	26.3	85	99,215	5	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	89	9	21.7	47	125,955	7	21.5	51
Alg 1, Alg 2, Geom, & Trig	35	3	19.9	37	89,147	5	19.0	27
Alg 1, Alg 2, Geom, & Other Adv Math	171	16	20.5	38	321,541	17	19.2	29
Other comb of 4 or more years of Math	525	50	25.7	80	609,514	32	23.8	65
Alg 1, Alg 2, & Geom	58	6	17.6	10	187,368	10	16.9	10
Other comb of 3 or 3.5 years of Math	53	5	23.9	75	95,397	5	19.6	33
Less than 3 years of Math	19	2	21.2	32	83,960	4	16.2	8
Zero years / no Math courses reported	19	2	22.0	47	302,720	16	18.1	22
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	45	4	26.3	80	46,135	2	22.2	50
Other comb of 4 or more years Social Science	327	31	24.0	66	813,270	42	22.7	54
US Hist, World Hist, & Am Gov	66	6	25.5	71	111,031	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	281	27	24.4	67	460,337	24	21.7	48
Less than 3 years of Social Science	305	29	25.2	71	181,701	9	19.7	35
Zero years / no Social Science courses reported	19	2	24.7	68	302,343	16	18.4	28
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	694	67	23.7	59	705,397	37	22.4	48
Bio, Chem, Phys	83	8	27.1	80	193,793	10	23.3	54
Gen Sci ¹ , Bio, Chem	188	18	21.5	43	444,093	23	20.1	30
Other comb of 3 years of Natural Science	19	2	22.6	47	46,706	2	18.9	23
Less than 3 years of Natural Science	40	4	19.2	25	220,831	12	18.1	18
Zero years / no Natural Science courses reported	19	2	23.4	47	303,997	16	18.2	20

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 1,043

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	260	25	23.5	84	102	24	23.3	84	158	26	23.6	84
Eng 9, Eng 10, Eng 11, Eng 12	740	71	24.0	85	301	70	24.0	85	439	72	23.9	85
Less than 4 years of English	25	2	24.5	80	15	3	24.1	80	10	2	25.1	80
Zero years / no English courses reported	18	2	22.1	72	12	3	20.8	67	6	1	24.7	83
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	74	7	26.3	85	26	6	27.3	96	48	8	25.7	79
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	89	9	21.7	47	22	5	21.7	45	67	11	21.6	48
Alg 1, Alg 2, Geom, & Trig	35	3	19.9	37	17	4	20.3	41	18	3	19.6	33
Alg 1, Alg 2, Geom, & Other Adv Math	171	16	20.5	38	50	12	21.2	46	121	20	20.2	35
Other comb of 4 or more years of Math	525	50	25.7	80	245	57	26.8	84	280	46	24.7	76
Alg 1, Alg 2, & Geom	58	6	17.6	10	19	4	18.9	32	39	6	16.9	0
Other comb of 3 or 3.5 years of Math	53	5	23.9	75	28	7	24.0	75	25	4	23.7	76
Less than 3 years of Math	19	2	21.2	32	11	3	23.7	45	8	1	17.6	13
Zero years / no Math courses reported	19	2	22.0	47	12	3	22.3	42	7	1	21.4	57
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	45	4	26.3	80	25	6	24.8	72	20	3	28.2	90
Other comb of 4 or more years Social Science	327	31	24.0	66	149	35	23.6	65	178	29	24.3	67
US Hist, World Hist, & Am Gov	66	6	25.5	71	27	6	24.4	59	39	6	26.4	79
Other comb of 3 or 3.5 years of Social Science	281	27	24.4	67	99	23	24.7	71	182	30	24.2	64
Less than 3 years of Social Science	305	29	25.2	71	117	27	25.3	73	188	31	25.1	71
Zero years / no Social Science courses reported	19	2	24.7	68	13	3	23.2	62	6	1	27.8	83
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	694	67	23.7	59	309	72	24.3	64	385	63	23.3	55
Bio, Chem, Phys	83	8	27.1	80	32	7	27.8	81	51	8	26.7	78
Gen Sci ² , Bio, Chem	188	18	21.5	43	46	11	22.2	48	142	23	21.3	42
Other comb of 3 years of Natural Science	19	2	22.6	47	9	2	22.7	44	10	2	22.5	50
Less than 3 years of Natural Science	40	4	19.2	25	21	5	19.6	29	19	3	18.8	21
Zero years / no Natural Science courses reported	19	2	23.4	47	13	3	23.3	46	6	1	23.5	50

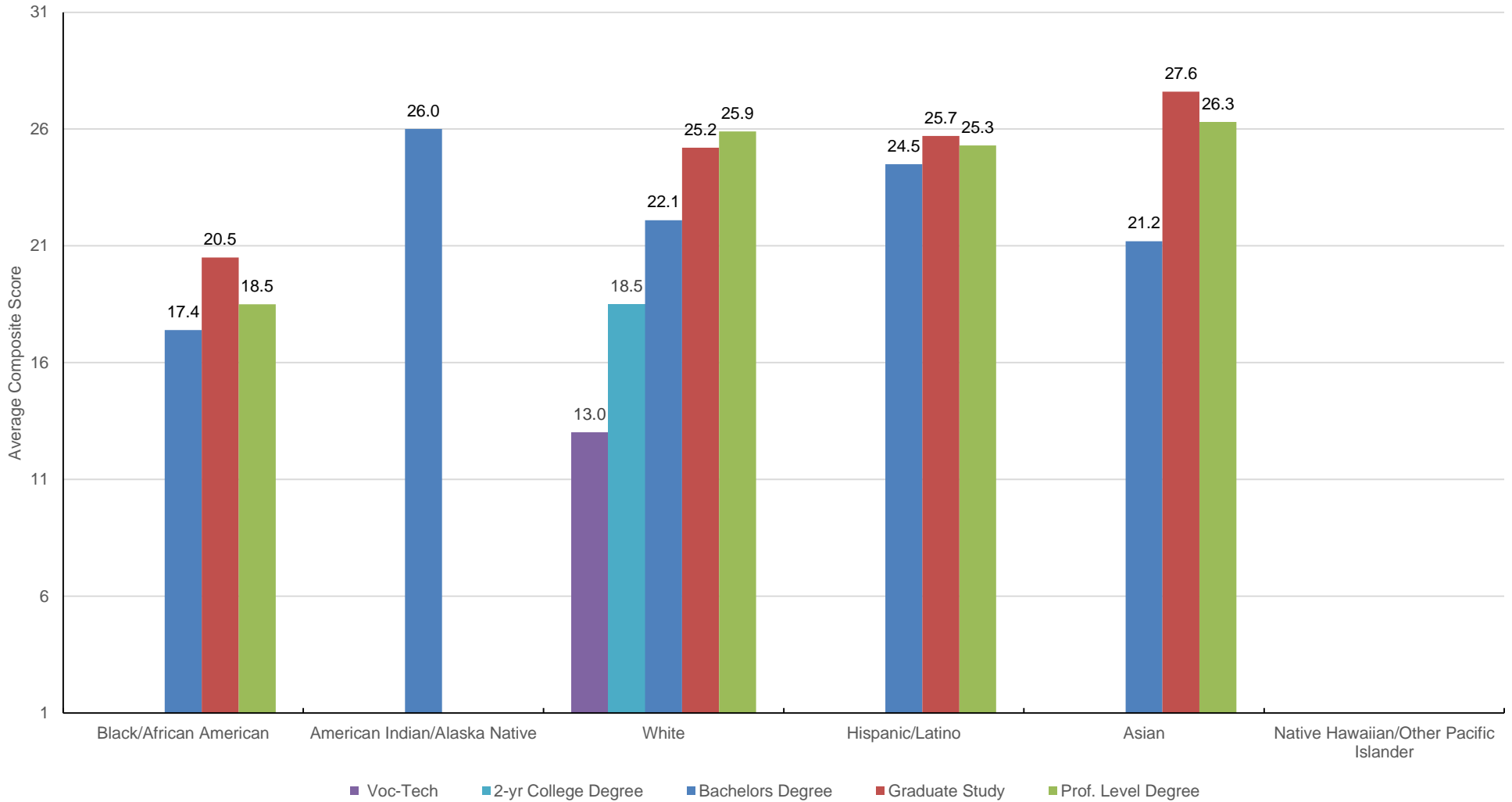
¹Includes General, Physical and Earth Sciences.

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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: 1,043

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	22.0	0	0	.	12	1	21.7
Architecture	12	1	24.8	0	0	.	11	1	24.8
Area, Ethnic, & Multidisciplinary Studies	1	0	21.0	0	0	.	1	0	21.0
Arts: Visual & Performing	40	4	24.2	0	0	.	36	4	24.1
Business	95	9	22.7	2	33	14.5	82	9	23.0
Communications	14	1	21.8	0	0	.	12	1	21.3
Community, Family, & Personal Services	8	1	20.3	1	17	15.0	5	1	20.6
Computer Science & Mathematics	29	3	25.0	0	0	.	26	3	25.3
Education	28	3	22.0	0	0	.	27	3	22.0
Engineering	116	11	26.0	0	0	.	102	11	26.0
Engineering Technology & Drafting	8	1	24.1	0	0	.	7	1	24.3
English & Foreign Languages	15	1	25.5	0	0	.	14	2	25.7
Health Administration & Assisting	10	1	21.3	1	17	24.0	8	1	21.3
Health Sciences & Technologies	165	16	22.6	2	33	17.5	156	17	22.6
Philosophy, Religion, & Theology	3	0	23.0	0	0	.	3	0	23.0
Repair, Production, & Construction	1	0	24.0	0	0	.	1	0	24.0
Sciences: Biological & Physical	142	14	26.2	0	0	.	133	15	26.3
Social Sciences & Law	95	9	23.9	0	0	.	90	10	23.9
Undecided	231	22	23.7	0	0	.	168	19	23.6
No Response	17	2	23.8	0	0	.	3	0	19.7

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: 1,043

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	2	14.5	0	.	0	.	1	13.0	0	.
2-yr College Degree	4	18.5	0	.	0	.	4	18.5	0	.
Bachelors Degree	400	22.0	11	17.4	1	26.0	327	22.1	4	24.5
Graduate Study	243	25.4	2	20.5	0	.	204	25.2	3	25.7
Prof. Level Degree	254	25.9	2	18.5	0	.	204	25.9	12	25.3
Other	10	23.0	0	.	0	.	8	22.4	0	.
No Response	130	24.2	6	18.5	1	27.0	76	24.8	4	26.3

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	2	14.5	0	.	0	.	0	.	1	16.0
2-yr College Degree	4	18.5	0	.	0	.	0	.	0	.
Bachelors Degree	400	22.0	21	21.2	0	.	13	22.8	23	23.2
Graduate Study	243	25.4	14	27.6	0	.	10	26.3	10	25.8
Prof. Level Degree	254	25.9	13	26.3	0	.	13	26.4	10	26.8
Other	10	23.0	1	26.0	0	.	0	.	1	25.0
No Response	130	24.2	23	23.0	0	.	1	26.0	19	24.6

Total Students in Report: 1,043

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 MAINE THE	Maine	89	30	59	0	4	25	34	26	10	1
HUSSON UNIVERSITY	Maine	35	19	16	0	11	34	31	14	6	3
UNIVERSITY OF SOUTHERN MAINE	Maine	33	9	24	0	6	45	42	6	0	0
UNIVERSITY OF NEW ENGLAND	Maine	28	8	20	0	0	25	50	14	11	0
UNIVERSITY OF VERMONT	Vermont	20	2	18	0	0	20	30	30	15	5
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	18	5	13	0	0	22	44	22	11	0
BOSTON UNIVERSITY	Massachusetts	17	3	14	0	0	18	29	29	18	6
TUFTS UNIVERSITY	Massachusetts	17	12	5	0	0	0	24	18	59	0
SAINT JOSEPH'S COLLEGE	Maine	14	1	13	0	7	36	57	0	0	0
MAINE MARITIME ACADEMY	Maine	13	4	9	0	0	31	31	38	0	0
NORTHEASTERN UNIVERSITY	Massachusetts	13	8	5	0	0	0	0	69	31	0
BOWDOIN COLLEGE	Maine	12	2	10	0	0	0	25	33	33	8
COLBY COLLEGE	Maine	12	3	9	0	0	8	33	25	25	8
UNIVERSITY OF CONNECTICUT	Connecticut	11	4	7	0	0	18	9	45	27	0
UNIVERSITY OF MAINE AT FARMINGTON	Maine	11	5	6	0	0	36	36	18	9	0
DARTMOUTH COLLEGE	New Hampshire	10	4	6	0	0	0	10	10	70	10
ENDICOTT COLLEGE	Massachusetts	9	2	7	0	0	11	33	44	11	0
LIBERTY UNIVERSITY	Virginia	9	5	4	0	0	44	44	11	0	0
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Massachusetts	9	6	3	0	0	0	0	0	56	44
UNIVERSITY OF MAINE AT FORT KENT	Maine	9	3	6	0	11	33	33	11	11	0
WORCESTER POLYTECHNIC INST	Massachusetts	9	3	6	0	0	11	33	11	44	0
BATES COLLEGE	Maine	8	4	4	0	0	13	13	50	25	0
THOMAS COLLEGE	Maine	8	1	7	0	0	50	13	25	13	0
UNIVERSITY OF RHODE ISLAND	Rhode Island	8	1	7	0	13	13	50	25	0	0
YALE UNIVERSITY	Connecticut	8	0	8	0	0	0	13	38	13	38
FORDHAM UNIVERSITY	New York	7	0	7	0	0	0	0	57	43	0
GEORGETOWN UNIVERSITY	District of Columbia	7	2	5	0	0	0	0	14	71	14
GORDON COLLEGE-MA	Massachusetts	7	1	6	0	0	14	57	29	0	0
MCGILL UNIVERSITY		7	4	3	0	0	29	43	0	14	14
NCAA ELIGIBILITY CENTER	Indiana	7	4	3	0	0	14	29	43	0	14
All Other Institutions		567	160	407	0	3	19	27	28	17	5
Total		1,032	315	717	0	3	20	29	26	17	5

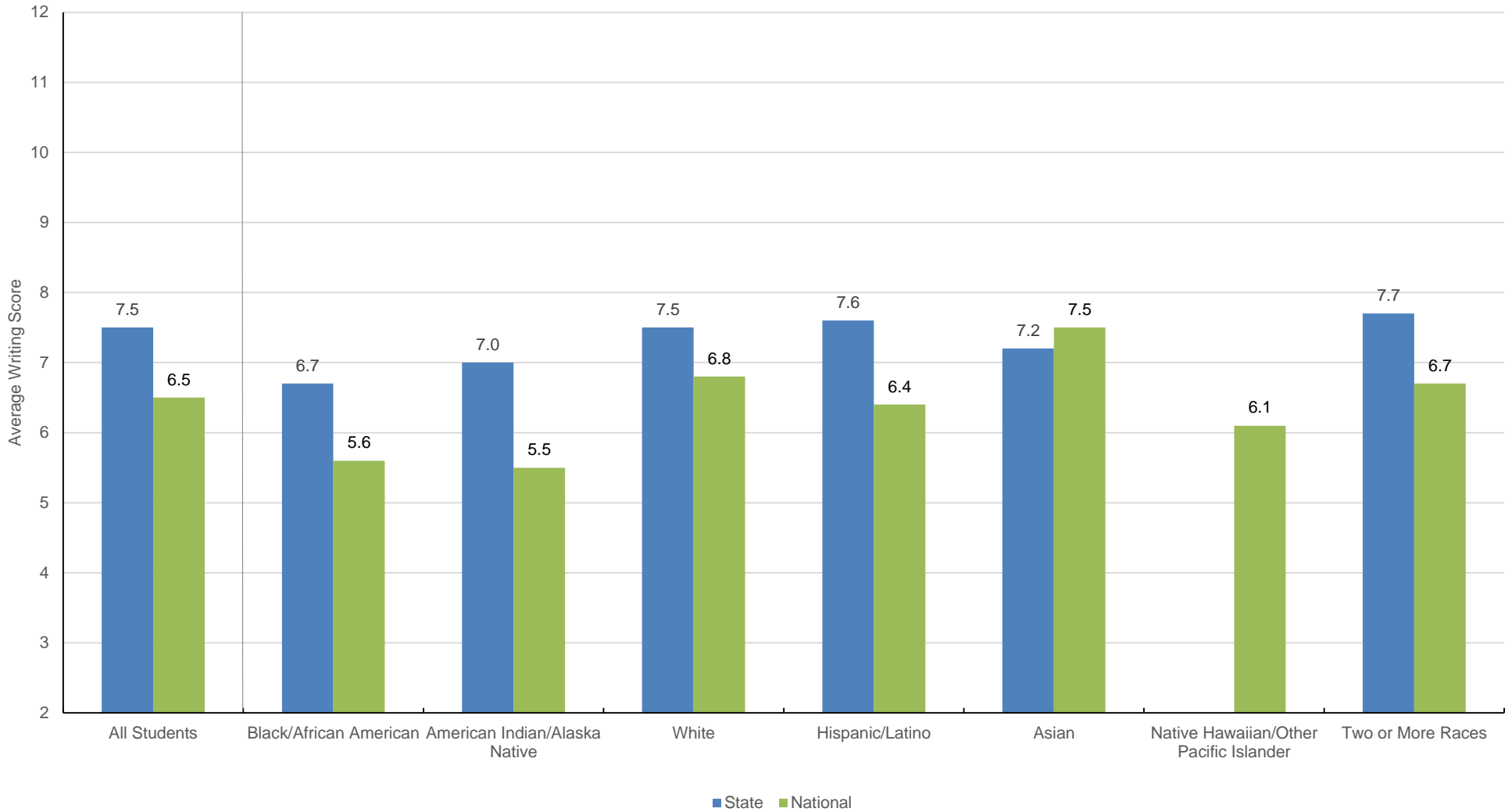
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Section V

Optional Writing Test Results

Total Students in Report: 1,043

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



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

Total Students in Report: 1,043

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	678	903,603	24.4	20.7	25.1	21.8	7.5	6.5
Black/African American	14	103,370	17.8	15.9	18.4	17.3	6.7	5.6
American Indian/Alaska Native	2	6,413	27.0	15.6	28.0	17.5	7.0	5.5
White	511	426,803	24.6	22.5	25.4	23.4	7.5	6.8
Hispanic/Latino	17	177,117	25.0	18.2	26.6	19.6	7.6	6.4
Asian	55	63,636	23.6	25.2	22.3	25.1	7.2	7.5
Native Hawaiian/Other Pacific Islander	0	3,602	.	17.3	.	18.2	.	6.1
Two or More Races	27	43,115	24.6	21.2	27.0	22.3	7.7	6.7
Prefer not/No Response	52	79,547	24.9	19.9	25.6	21.1	7.4	6.3
Males	268	421,102	24.3	20.3	24.8	21.5	7.3	6.3
Females	410	472,773	24.5	21.2	25.3	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	678	903,603	23.4	19.9	78	50
Black/African American	14	103,370	17.9	15.6	36	21
American Indian/Alaska Native	2	6,413	25.0	15.5	100	20
White	511	426,803	23.6	21.3	80	61
Hispanic/Latino	17	177,117	24.2	18.0	76	37
Asian	55	63,636	21.8	23.6	69	73
Native Hawaiian/Other Pacific Islander	0	3,602	.	17.0	.	31
Two or More Races	27	43,115	24.2	20.3	81	53
Prefer not/No Response	52	79,547	23.6	19.1	79	45
Males	268	421,102	23.0	19.3	74	47
Females	410	472,773	23.6	20.5	81	54
No Response	0	9,728	.	15.2	.	21

