



Profile Report - State

Graduating Class 2016

Maine



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

43% 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: 1,397 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. 66% 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, 33% were college ready. 6% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 16% of these students were college ready. In comparison, 70% 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 3% of the cohort took less than three years of natural science courses. 39% of these students were college ready. In comparison, 55% 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 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 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

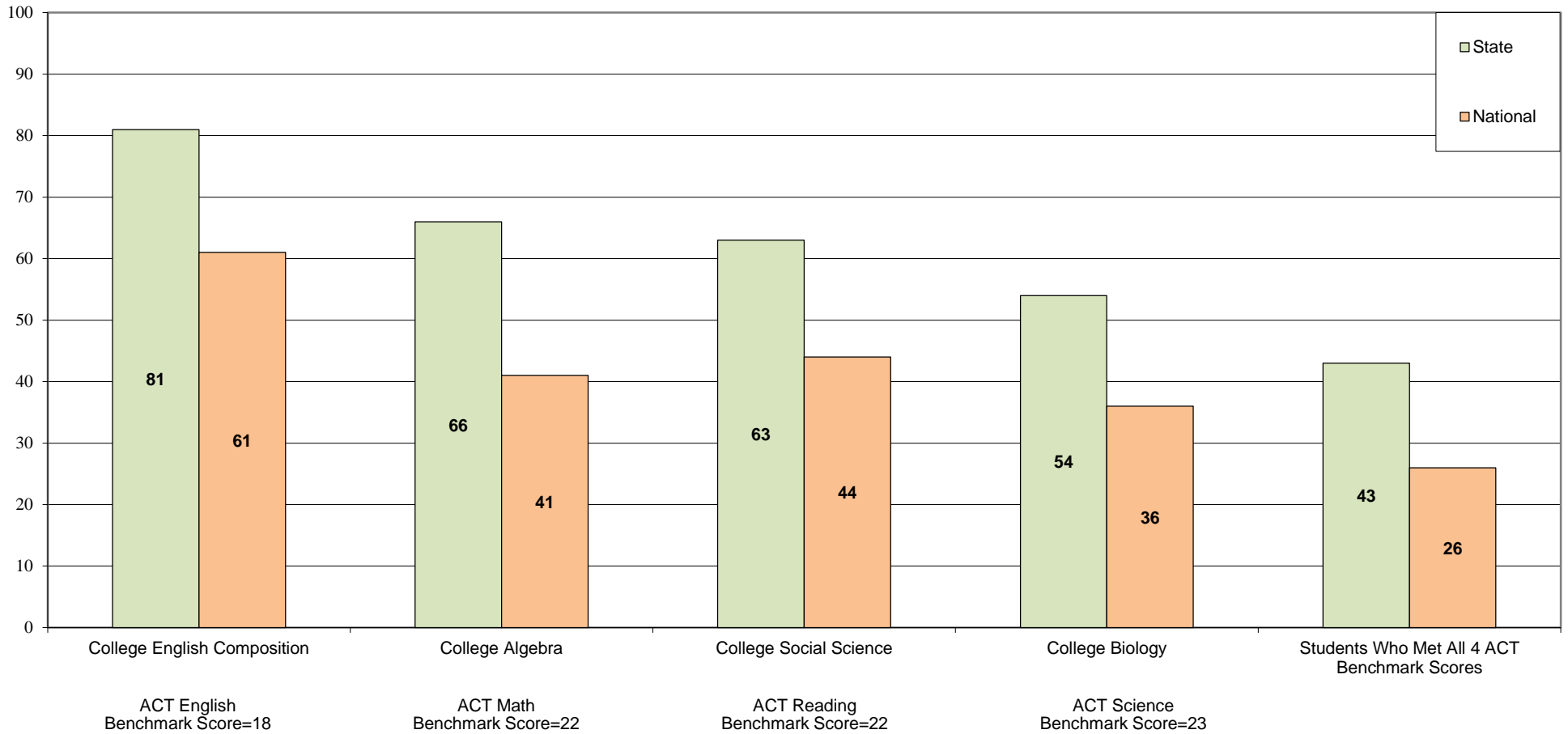
Executive Summary

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.

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: 1,397

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	1,470	1,666,017	84	67	65	46	70	52	43	31	39	25
2013	1,283	1,799,243	83	64	64	44	62	44	53	36	41	26
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

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	1,470	1,666,017	23.5	20.5	23.3	21.1	23.7	21.3	22.7	20.9	23.4	21.1
2013	1,283	1,799,243	23.4	20.2	23.3	20.9	23.8	21.1	22.9	20.7	23.5	20.9
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

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: 1,397

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	1,000	425	68	29	23.5	23.5	23.2	23.7	23.8	23.7	22.6	23.0	23.4	23.6
2013	873	389	68	30	23.6	23.2	23.3	23.6	24.0	23.6	22.9	23.0	23.6	23.5
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

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	1,470	100	23.4	1,283	100	23.5	1,276	100	23.6	1,434	100	24.2	1,397	100	23.6
Black/African American	22	1	17.8	22	2	20.6	29	2	18.7	31	2	20.4	28	2	19.1
American Indian/Alaska Native	3	0	16.3	3	0	24.3	4	0	19.3	4	0	22.8	1	0	24.0
White	1,224	83	23.6	1,052	82	23.6	1,013	79	23.7	1,162	81	24.3	1,090	78	23.7
Hispanic/Latino	31	2	22.6	30	2	21.0	32	3	23.4	29	2	21.4	27	2	23.0
Asian	56	4	23.1	63	5	23.0	79	6	23.2	83	6	24.4	110	8	23.3
Native Hawaiian/Other Pacific Islander	1	0	24.0	1	0	23.0	1	0	23.0	0	0	.	0	0	.
Two or more races	33	2	22.5	20	2	23.1	30	2	23.5	36	3	23.3	21	2	24.6
Prefer not to respond/No response	100	7	23.3	92	7	24.0	88	7	24.3	89	6	24.8	120	9	23.9

Total Students in Report: 1,397

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	1,470	1,666,017	23.2	21.3	30	20	28.6	28.7	27.4	27.9
2013	1,283	1,799,243	23.4	21.1	33	19	28.6	28.7	27.8	28.0
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

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	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

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: 1,397

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	1,349	97	23.4	23.8	23.9	23.1	23.7
	Extended Time	48	3	21.1	21.5	24.2	22.3	22.4
	Total	1,397	100	23.3	23.8	23.9	23.1	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	82	67	63	55	43
	Extended Time	71	48	69	42	40
	Total	81	66	63	54	43
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: 1,397

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	3	100	10	100	9	100	9	100	0	100	9	100	36
35	42	99	25	99	36	99	14	99	11	100	11	99	35
34	32	97	21	97	36	97	18	98	12	99	9	99	34
33	32	94	10	96	49	94	20	97	26	98	23	98	33
32	33	92	27	95	47	91	29	96	30	96	26	96	32
31	49	90	43	93	51	87	32	94	39	94	36	94	31
30	44	86	51	90	61	84	14	91	59	92	44	92	30
29	39	83	69	87	56	79	54	90	65	87	57	89	29
28	59	80	81	82	61	75	49	86	61	83	94	85	28
27	59	76	111	76	67	71	61	83	109	78	89	78	27
26	71	72	112	68	71	66	94	79	97	71	117	72	26
25	95	67	88	60	49	61	127	72	95	64	94	63	25
24	98	60	121	54	88	58	133	63	92	57	113	56	24
23	115	53	92	45	119	51	107	53	101	50	104	48	23
22	91	45	63	38	77	43	128	46	106	43	97	41	22
21	102	38	52	34	119	37	86	36	111	35	90	34	21
20	80	31	58	30	58	29	114	30	87	27	84	27	20
19	42	25	63	26	81	25	67	22	81	21	77	21	19
18	49	22	82	21	58	19	74	17	64	15	87	16	18
17	58	19	93	16	48	15	38	12	49	11	53	10	17
16	62	15	64	9	44	11	54	9	42	7	34	6	16
15	58	10	30	4	45	8	27	5	30	4	28	4	15
14	41	6	21	2	22	5	17	3	18	2	9	2	14
13	16	3	7	1	7	3	9	2	5	1	3	1	13
12	12	2	3	1	21	3	9	2	5	1	5	1	12
11	10	1	0	1	8	1	2	1	1	1	3	1	11
10	2	1	0	1	4	1	4	1	1	1	1	1	10
9	3	1	0	1	1	1	4	1	0	1	0	1	9
8	0	1	0	1	1	1	2	1	0	1	0	1	8
7	0	1	0	1	1	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	2	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	1	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	0	1	0	1	0	1	1
Avg (SD)	23.3 (5.8)		23.8 (5.2)		23.9 (5.9)		23.1 (5.0)		23.6 (4.8)		23.7 (4.8)		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: 1,397

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	86	100	21	100	60	100	82	100	77	100	28	100	40	100	18
17	114	94	42	98	86	96	113	94	110	94	21	98	15	97	17
16	81	86	99	95	123	90	163	86	123	87	68	96	91	96	16
15	95	80	148	88	88	81	128	74	146	78	129	92	151	90	15
14	75	73	144	78	190	74	107	65	142	67	196	82	176	79	14
13	151	68	127	68	107	61	92	58	172	57	188	68	165	66	13
12	143	57	205	58	146	53	128	51	95	45	191	55	145	54	12
11	165	47	125	44	110	43	136	42	141	38	169	41	141	44	11
10	134	35	144	35	128	35	114	32	96	28	131	29	208	34	10
9	98	25	137	24	161	26	83	24	113	21	120	20	130	19	9
8	98	18	99	15	91	14	93	18	83	13	88	11	69	10	8
7	51	11	55	8	49	8	50	11	55	7	33	5	24	5	7
6	50	8	26	4	30	4	53	8	21	3	10	3	10	3	6
5	41	4	18	2	13	2	34	4	18	2	10	2	22	2	5
4	15	1	6	1	7	1	15	2	2	1	6	1	3	1	4
3	0	1	1	1	3	1	4	1	2	1	8	1	0	1	3
2	0	1	0	1	2	1	2	1	1	1	0	1	0	1	2
1	0	1	0	1	3	1	0	1	0	1	1	1	7	1	1
Avg (SD)	11.9 (3.6)		11.8 (3.0)		12.1 (3.3)		12.3 (3.7)		12.6 (3.3)		12.0 (2.8)		12.0 (2.9)		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)	27	27	28	26	27
Q2 (50th Percentile)	23	24	23	23	23
Q1 (25th Percentile)	19	19	20	20	20

Total Students in Report: 1,397

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	1,397	66	23.6	23.7
	Black/African American	28	46	17.7	20.6
	American Indian/Alaska Native	1	100	24.0	.
	White	1,090	66	23.7	23.9
	Hispanic/Latino	27	63	22.9	23.1
	Asian	110	54	23.6	23.0
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or More Races	21	71	24.3	25.3
	Prefer not/No Response	120	73	23.8	24.1
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	1,397	100	23.3	23.8	23.9	23.1	23.6	23.7
	Black/African American	28	2	19.1	19.4	18.5	19.3	19.1	19.6
	American Indian/Alaska Native	1	0	25.0	18.0	31.0	23.0	24.0	21.0
	White	1,090	78	23.5	23.6	24.2	23.2	23.7	23.6
	Hispanic/Latino	27	2	20.9	24.6	22.2	23.5	23.0	24.3
	Asian	110	8	22.4	26.4	21.3	23.0	23.3	24.9
	Native Hawaiian/Other Pac. Isl.	0	0	.	.	.	.	.	.
	Two or More Races	21	2	24.9	24.0	25.0	24.0	24.6	24.2
	Prefer not/No Response	120	9	23.4	23.8	24.5	23.5	23.9	23.9
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: 1,397

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	596	67	23.9	23.8
	Females	801	64	23.3	23.6
	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	596	43	23.0	24.8	23.6	23.6	23.9	24.4
	Females	801	57	23.5	23.0	24.1	22.7	23.4	23.1
	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: 1,397

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	109	8	66	5	130	9	61	4
	28 to 32	224	16	271	19	276	20	178	13
	24 to 27	323	23	432	31	275	20	415	30
	20 to 23	388	28	265	19	373	27	435	31
	16 to 19	211	15	302	22	231	17	233	17
	13 to 15	115	8	58	4	74	5	53	4
	01 to 12	27	2	3	0	38	3	22	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	80	72	61	58	46
	Females	82	62	64	52	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: 1,397

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	1,397	81	66	63	54	43	37
	Black/African American	28	54	29	21	21	14	11
	American Indian/Alaska Native	1	100	0	100	100	0	0
	White	1,090	84	66	66	56	45	36
	Hispanic/Latino	27	63	67	56	52	30	41
	Asian	110	70	80	44	50	34	45
	Native Hawaiian/Other Pac. Isl	0	.	.	.	.	.	.
	Two or More Races	21	86	67	67	57	52	38
	Prefer Not to Respond	120	79	63	65	56	45	39
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	1,246	89	24.6
	Silver	139	10	15.9
	Bronze	10	1	12.5
	Needs Improvement	2	0	10.5
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: 1,397

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	916	82	23.4	66	23.6	64	23.9	53	23.0	43	23.6	35	23.6
	Less than Core	462	79	23.3	67	24.1	60	23.8	57	23.2	44	23.7	41	23.9
	Missing ³	19	74	21.2	53	23.6	58	23.1	47	23.1	47	22.8	42	23.6
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	1,345	82	23.4	1,342	67	23.8	966	63	23.7	1,333	55	23.1
	Less than Core	34	62	21.4	36	33	20.6	413	63	24.2	46	39	21.8
	Missing ³	18	78	21.7	19	53	23.6	18	61	23.6	18	50	23.8
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: 1,397

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	325	23	23.5	83	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	1,020	73	23.4	81	1,436,604	69	20.4	63
Less than 4 years of English	34	2	21.4	62	121,175	6	15.8	34
Zero years / no English courses reported	18	1	21.7	78	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	115	8	25.8	83	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	125	9	22.1	58	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	51	4	19.7	37	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	231	17	20.8	43	379,347	18	19.3	30
Other comb of 4 or more years of Math	689	49	25.7	82	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	77	6	18.0	16	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	54	4	24.8	74	107,638	5	19.5	32
Less than 3 years of Math	36	3	20.6	33	101,097	5	16.1	8
Zero years / no Math courses reported	19	1	23.6	53	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	71	5	24.0	63	51,783	2	22.1	50
Other comb of 4 or more years Social Science	449	32	23.2	62	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	70	5	24.9	73	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	376	27	24.1	62	555,590	27	21.4	45
Less than 3 years of Social Science	413	30	24.2	63	229,685	11	19.2	32
Zero years / no Social Science courses reported	18	1	23.6	61	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	900	64	23.6	58	844,557	40	22.1	46
Bio, Chem, Phys	163	12	23.7	63	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	250	18	21.3	38	542,380	26	20.0	29
Other comb of 3 years of Natural Science	20	1	23.3	55	59,600	3	19.0	23
Less than 3 years of Natural Science	46	3	21.8	39	255,155	12	18.0	17
Zero years / no Natural Science courses reported	18	1	23.8	50	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 1,397

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	325	23	23.5	83	127	21	22.5	80	198	25	24.1	85
Eng 9, Eng 10, Eng 11, Eng 12	1,020	73	23.4	81	436	73	23.3	81	584	73	23.4	81
Less than 4 years of English	34	2	21.4	62	19	3	20.7	53	15	2	22.2	73
Zero years / no English courses reported	18	1	21.7	78	14	2	21.4	79	4	0	22.8	75
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	115	8	25.8	83	56	9	26.0	80	59	7	25.6	86
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	125	9	22.1	58	43	7	22.4	58	82	10	22.0	57
Alg 1, Alg 2, Geom, & Trig	51	4	19.7	37	20	3	19.7	40	31	4	19.6	35
Alg 1, Alg 2, Geom, & Other Adv Math	231	17	20.8	43	69	12	21.8	54	162	20	20.4	38
Other comb of 4 or more years of Math	689	49	25.7	82	327	55	26.3	84	362	45	25.2	80
Alg 1, Alg 2, & Geom	77	6	18.0	16	25	4	19.5	24	52	6	17.3	12
Other comb of 3 or 3.5 years of Math	54	4	24.8	74	26	4	25.9	85	28	3	23.7	64
Less than 3 years of Math	36	3	20.6	33	15	3	22.1	47	21	3	19.6	24
Zero years / no Math courses reported	19	1	23.6	53	15	3	22.8	47	4	0	26.5	75
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	71	5	24.0	63	35	6	24.1	71	36	4	23.9	56
Other comb of 4 or more years Social Science	449	32	23.2	62	197	33	22.7	58	252	31	23.7	65
US Hist, World Hist, & Am Gov	70	5	24.9	73	32	5	25.6	78	38	5	24.3	68
Other comb of 3 or 3.5 years of Social Science	376	27	24.1	62	159	27	24.5	62	217	27	23.8	62
Less than 3 years of Social Science	413	30	24.2	63	159	27	23.4	58	254	32	24.6	66
Zero years / no Social Science courses reported	18	1	23.6	61	14	2	23.7	57	4	0	23.3	75
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	900	64	23.6	58	416	70	24.1	62	484	60	23.1	55
Bio, Chem, Phys	163	12	23.7	63	76	13	24.1	68	87	11	23.3	59
Gen Sci ² , Bio, Chem	250	18	21.3	38	67	11	20.8	31	183	23	21.5	40
Other comb of 3 years of Natural Science	20	1	23.3	55	9	2	23.2	67	11	1	23.3	45
Less than 3 years of Natural Science	46	3	21.8	39	14	2	20.0	21	32	4	22.7	47
Zero years / no Natural Science courses reported	18	1	23.8	50	14	2	23.9	43	4	0	23.3	75

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: 1,397

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	20	1	22.7	1	5	20.0	14	1	23.6
Architecture	14	1	22.7	0	0	.	9	1	22.2
Area, Ethnic, & Multidisciplinary Studies	4	0	25.0	0	0	.	4	0	25.0
Arts: Visual & Performing	48	3	23.1	0	0	.	36	3	23.7
Business	178	13	21.6	6	30	21.0	154	14	21.7
Communications	15	1	23.9	0	0	.	15	1	23.9
Community, Family, & Personal Services	13	1	20.9	0	0	.	10	1	20.3
Computer Science & Mathematics	38	3	25.4	1	5	20.0	31	3	25.4
Education	33	2	21.2	0	0	.	29	3	21.1
Engineering	174	12	26.0	1	5	21.0	151	13	26.2
Engineering Technology & Drafting	14	1	23.0	0	0	.	11	1	23.2
English & Foreign Languages	20	1	25.1	0	0	.	16	1	25.3
Health Administration & Assisting	14	1	22.6	2	10	21.5	9	1	22.4
Health Sciences & Technologies	212	15	22.5	5	25	19.4	190	17	22.6
Philosophy, Religion, & Theology	6	0	26.7	0	0	.	5	0	25.0
Repair, Production, & Construction	2	0	21.0	0	0	.	1	0	17.0
Sciences: Biological & Physical	165	12	25.1	0	0	.	139	12	25.0
Social Sciences & Law	111	8	23.5	0	0	.	101	9	23.6
Undecided	301	22	23.7	4	20	23.8	199	18	23.9
No Response	15	1	23.7	0	0	.	4	0	22.0

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: 1,397

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	10	20.6	0	.	0	.	7	20.3	0	.
2-yr College Degree	10	21.6	0	.	0	.	10	21.6	0	.
Bachelors Degree	473	21.8	13	18.2	1	24.0	397	21.8	7	19.3
Graduate Study	321	24.6	6	17.0	0	.	266	25.1	8	23.8
Prof. Level Degree	334	25.6	6	21.7	0	.	264	25.5	9	26.0
Other	14	22.8	0	.	0	.	9	24.3	0	.
No Response	235	23.5	3	22.0	0	.	137	23.7	3	20.3

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	10	20.6	2	20.5	0	.	0	.	1	23.0
2-yr College Degree	10	21.6	0	.	0	.	0	.	0	.
Bachelors Degree	473	21.8	26	22.0	0	.	7	21.4	22	23.8
Graduate Study	321	24.6	21	22.3	0	.	5	27.4	15	23.3
Prof. Level Degree	334	25.6	25	26.3	0	.	7	26.4	23	26.2
Other	14	22.8	2	21.0	0	.	0	.	3	19.3
No Response	235	23.5	34	23.1	0	.	2	22.0	56	23.4

Total Students in Report: 1,397

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	121	41	80	1	7	23	36	25	7	1
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	42	12	30	0	12	26	48	12	2	0
HUSSON UNIVERSITY	Maine	39	20	19	0	8	51	31	8	3	0
UNIVERSITY OF SOUTHERN MAINE	Maine	35	8	27	3	6	37	37	17	0	0
NORTHEASTERN UNIVERSITY	Massachusetts	31	6	25	0	0	6	19	45	23	6
BOSTON UNIVERSITY	Massachusetts	28	6	22	0	0	18	14	57	7	4
UNIVERSITY OF NEW ENGLAND	Maine	24	8	16	0	4	25	38	33	0	0
BOSTON COLLEGE	Massachusetts	20	7	13	0	0	20	15	40	10	15
MAINE MARITIME ACADEMY	Maine	20	12	8	0	20	20	45	15	0	0
NCAA ELIGIBILITY CENTER	Indiana	20	11	9	0	5	25	40	20	10	0
COLBY COLLEGE	Maine	19	8	11	0	0	11	21	21	37	11
DARTMOUTH COLLEGE	New Hampshire	18	3	15	0	0	6	17	22	50	6
TUFTS UNIVERSITY	Massachusetts	17	6	11	0	0	6	12	29	47	6
UNIVERSITY OF VERMONT	Vermont	17	3	14	0	6	12	35	24	24	0
WORCESTER POLYTECHNIC INST	Massachusetts	17	5	12	0	6	6	41	6	35	6
SAINT JOSEPH'S COLLEGE	Maine	15	4	11	0	7	40	33	20	0	0
UNIVERSITY OF MAINE AT FARMINGTON	Maine	14	5	9	7	0	36	36	14	7	0
BROWN UNIVERSITY	Rhode Island	13	7	6	0	0	8	8	31	38	15
UNIVERSITY OF CONNECTICUT	Connecticut	13	5	8	0	0	23	23	31	23	0
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Massachusetts	12	6	6	0	0	0	0	17	50	33
QUINNIPIAC UNIVERSITY	Connecticut	12	2	10	0	0	8	42	42	8	0
BATES COLLEGE	Maine	11	3	8	0	0	9	9	73	9	0
UNITED STATES MILITARY ACADEMY	New York	11	5	6	0	0	9	36	45	9	0
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	11	1	10	0	0	18	36	36	9	0
UNIVERSITY OF MAINE AT FORT KENT	Maine	11	7	4	9	9	45	27	9	0	0
UNIVERSITY OF MAINE AT PRESQUE ISLE	Maine	11	2	9	9	9	64	18	0	0	0
BENTLEY UNIVERSITY	Massachusetts	10	3	7	0	0	10	30	40	20	0
BOWDOIN COLLEGE	Maine	10	3	7	0	10	10	20	40	10	10
CORNELL UNIVERSITY	New York	10	1	9	0	0	0	0	40	50	10
DUKE UNIVERSITY	North Carolina	10	2	8	0	0	0	0	60	30	10
All Other Institutions		836	247	589	1	4	14	31	28	18	4
Total		1,478	459	1,019	1	4	18	30	27	16	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: 1,397

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	764	519,922	21.3	19.3	23.9	21.8	24.4	22.9	23.2	21.3
Black/African American	17	67,101	20.2	16.2	20.2	17.6	18.1	19.1	19.5	17.6
American Indian/Alaska Native	1	3,056	9.0	16.1	25.0	17.6	31.0	19.3	22.0	17.7
White	572	234,063	21.8	20.4	24.3	23.9	25.0	24.7	23.7	23.0
Hispanic/Latino	15	116,135	18.7	17.8	21.3	18.8	23.3	20.3	21.1	19.0
Asian	82	44,606	18.7	21.5	22.3	24.5	21.0	24.7	20.7	23.6
Native Hawaiian/Other Pac. Isl.	0	1,742	.	19.3	.	20.6	.	21.4	.	20.4
Two or More Races	8	21,475	23.3	19.9	28.3	22.6	27.6	23.6	26.4	22.0
Prefer not/No Response	69	31,744	21.6	19.9	23.4	22.8	24.3	23.8	23.1	22.2
Males	310	220,204	20.9	18.9	23.9	21.9	24.4	22.9	23.1	21.2
Females	454	298,512	21.6	19.6	23.9	21.8	24.3	22.8	23.3	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	353	754,169	23.7	19.6	7.5	6.2	22.7	18.6
Black/African American	7	85,940	19.1	14.6	7.0	5.1	18.7	13.9
American Indian/Alaska Native	0	5,558	.	15.2	.	5.0	.	14.2
White	276	407,944	23.8	21.4	7.5	6.5	22.9	20.2
Hispanic/Latino	5	115,338	23.8	17.1	7.8	6.0	22.8	16.5
Asian	19	30,233	23.6	23.2	7.4	7.1	22.5	22.0
Native Hawaiian/Other Pac. Isl.	0	3,063	.	15.9	.	5.6	.	15.3
Two or More Races	11	32,453	23.9	19.6	6.8	6.2	22.3	18.5
Prefer not/No Response	35	73,640	23.6	18.8	7.5	6.0	22.7	17.7
Males	154	367,696	23.0	19.2	7.1	5.9	21.9	18.0
Females	199	356,634	24.2	20.3	7.8	6.6	23.4	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.