



Profile Report - State

Graduating Class 2016

Vermont



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: 2,104 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. 64% 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, 12% were college ready. 8% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 22% 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 4% of the cohort took less than three years of natural science courses. 16% 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 Readiness Standards score ranges. For example, approximately 31% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

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

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

Section I

Executive Summary

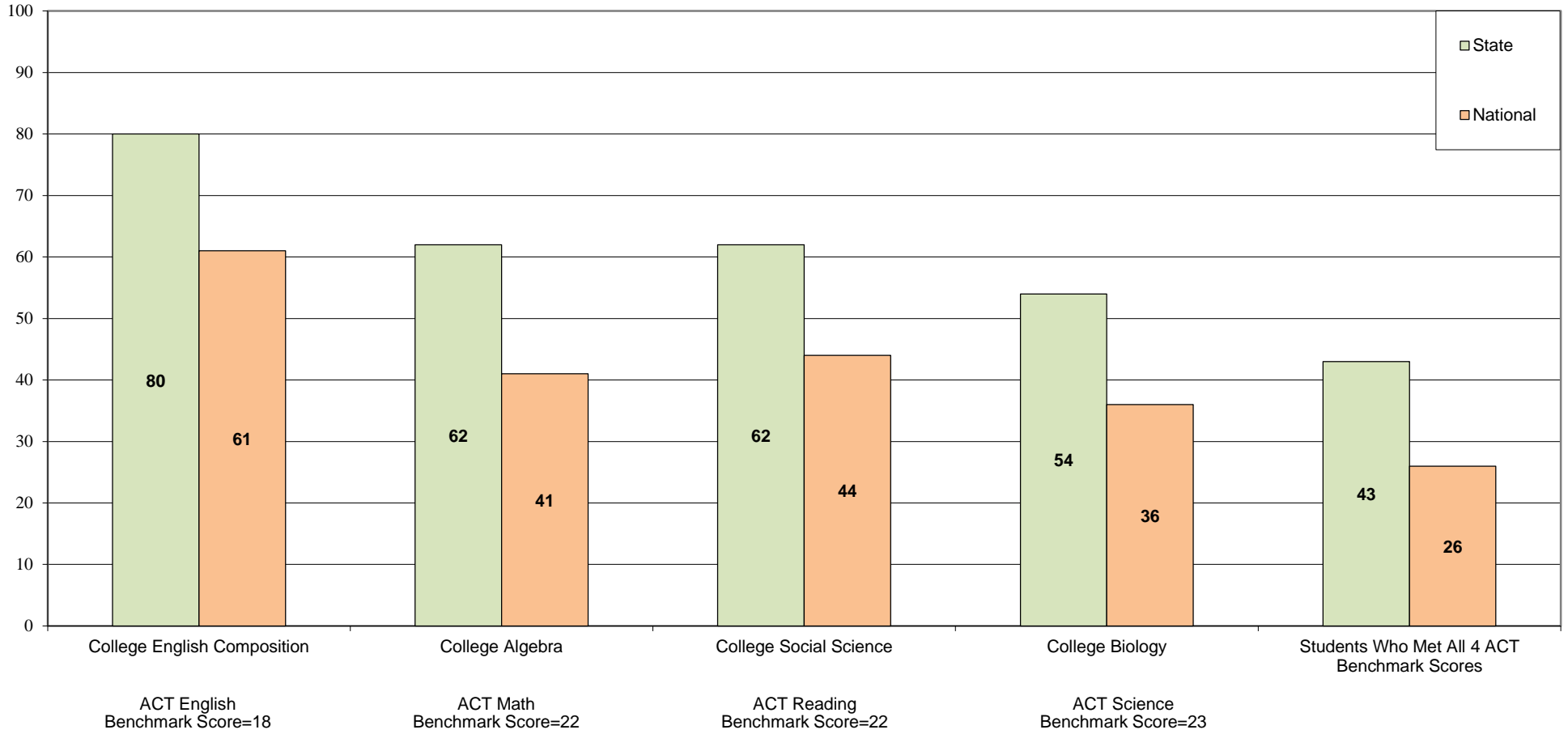
Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

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

To find the results of only standard time or extended time test takers, refer to Tables 1.7 and 1.8 on page 9.

Total Students in Report: 2,104

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: 2,104

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	2,009	1,666,017	78	67	62	46	66	52	43	31	37	25
2013	2,005	1,799,243	79	64	61	44	59	44	50	36	39	26
2014	2,105	1,845,787	78	64	60	43	58	44	52	37	40	26
2015	2,179	1,924,436	80	64	61	42	64	46	56	38	44	28
2016	2,104	2,090,342	80	61	62	41	62	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	2,009	1,666,017	22.6	20.5	22.9	21.1	23.3	21.3	22.6	20.9	23.0	21.1
2013	2,005	1,799,243	22.7	20.2	22.8	20.9	23.4	21.1	22.6	20.7	23.0	20.9
2014	2,105	1,845,787	22.8	20.3	23.0	20.9	23.7	21.3	22.8	20.8	23.2	21.0
2015	2,179	1,924,436	23.2	20.4	23.0	20.8	24.1	21.4	23.2	20.9	23.5	21.0
2016	2,104	2,090,342	22.9	20.1	22.9	20.6	24.1	21.3	23.2	20.8	23.4	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: 2,104

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	1,365	593	68	30	23.5	21.2	23.5	21.8	24.1	22.0	23.2	21.6	23.7	21.8
2013	1,318	616	66	31	23.5	21.5	23.5	21.9	24.0	22.5	23.2	21.8	23.6	22.1
2014	1,343	671	64	32	23.8	21.4	23.7	21.7	24.5	22.5	23.5	21.7	24.0	21.9
2015	1,391	715	64	33	23.9	22.1	23.6	22.0	24.6	23.2	23.7	22.2	24.1	22.5
2016	1,337	610	64	29	23.7	22.3	23.6	22.3	24.8	23.8	23.8	22.7	24.1	22.9

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	2,009	100	23.0	2,005	100	23.0	2,105	100	23.2	2,179	100	23.5	2,104	100	23.4
Black/African American	34	2	17.8	33	2	18.4	35	2	16.9	40	2	18.0	30	1	19.6
American Indian/Alaska Native	6	0	21.5	5	0	19.0	5	0	17.8	3	0	19.0	3	0	21.7
White	1,653	82	23.2	1,645	82	23.1	1,721	82	23.3	1,789	82	23.7	1,662	79	23.8
Hispanic/Latino	39	2	23.1	51	3	22.4	42	2	23.2	44	2	22.8	53	3	22.0
Asian	98	5	21.1	91	5	22.8	122	6	22.7	88	4	21.6	89	4	23.7
Native Hawaiian/Other Pacific Islander	1	0	24.0	0	0	.	0	0	.	4	0	22.3	0	0	.
Two or more races	49	2	21.7	50	2	23.3	54	3	24.5	53	2	25.1	39	2	23.1
Prefer not to respond/No response	129	6	23.5	130	6	23.5	126	6	23.5	158	7	24.0	228	11	21.4

Total Students in Report: 2,104

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	2,009	1,666,017	23.0	21.3	30	20	28.6	28.7	27.8	27.9
2013	2,005	1,799,243	23.0	21.1	31	19	28.5	28.7	28.2	28.0
2014	2,105	1,845,787	23.2	21.1	32	20	28.7	28.7	28.5	28.3
2015	2,179	1,924,436	23.4	21.1	33	20	28.4	28.7	28.5	28.4
2016	2,104	2,090,342	23.3	20.9	32	20	28.5	28.7	28.8	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	379	485,762	18	23	17.4	17.0	356	322,548	17	15	23.5	23.6	393	235,380	19	11	30.9	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: 2,104

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	1,996	95	23.0	23.0	24.2	23.3	23.5
	Extended Time	108	5	21.4	21.0	23.5	21.8	22.1
	Total	2,104	100	22.9	22.9	24.1	23.2	23.4
National	Standard Time	1,985,389	95	20.3	20.7	21.4	20.9	21.0
	Extended Time	104,953	5	16.6	18.0	18.9	18.2	18.0
	Total	2,090,342	100	20.1	20.6	21.3	20.8	20.8

Table 1.9. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Standard Time	80	63	63	54	43
	Extended Time	75	44	52	44	31
	Total	80	62	62	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: 2,104

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

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	17	100	9	100	32	100	26	100	2	100	7	100	36
35	67	99	22	99	68	98	26	99	17	99	17	99	35
34	48	96	19	99	69	95	40	98	26	99	22	99	34
33	53	94	25	98	97	92	35	96	43	98	32	98	33
32	42	91	39	96	94	87	42	94	54	96	46	96	32
31	60	89	34	95	89	83	42	92	75	93	54	94	31
30	52	86	60	93	86	79	36	90	77	90	65	92	30
29	70	84	80	90	68	75	74	88	95	86	83	88	29
28	94	81	115	86	88	71	88	85	108	82	89	85	28
27	80	76	136	81	89	67	79	81	127	76	115	80	27
26	98	72	175	74	98	63	136	77	114	70	148	75	26
25	135	68	138	66	91	58	151	70	137	65	185	68	25
24	120	61	183	60	107	54	203	63	139	58	164	59	24
23	169	56	132	51	110	49	156	54	167	52	154	51	23
22	139	47	134	45	125	44	205	46	155	44	143	44	22
21	136	41	82	38	154	38	124	36	145	37	156	37	21
20	124	34	82	34	111	30	159	30	117	30	138	30	20
19	89	29	103	30	90	25	135	23	114	24	111	23	19
18	84	24	122	25	95	21	99	16	94	19	115	18	18
17	77	20	137	20	71	16	48	12	87	14	80	12	17
16	88	17	123	13	54	13	78	10	67	10	73	9	16
15	64	12	70	7	71	10	31	6	58	7	47	5	15
14	62	9	52	4	46	7	26	4	44	4	29	3	14
13	30	6	21	2	42	5	18	3	20	2	15	1	13
12	26	5	7	1	31	3	17	2	9	1	6	1	12
11	38	4	0	1	15	1	13	1	6	1	6	1	11
10	21	2	0	1	3	1	4	1	2	1	2	1	10
9	11	1	4	1	4	1	6	1	4	1	0	1	9
8	6	1	0	1	2	1	5	1	0	1	1	1	8
7	2	1	0	1	2	1	0	1	1	1	0	1	7
6	2	1	0	1	1	1	1	1	0	1	1	1	6
5	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	1	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	1	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	22.9 (6.3)		22.9 (5.2)		24.1 (6.5)		23.2 (5.3)		23.4 (5.2)		23.3 (4.9)		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: 2,104

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	135	100	37	100	120	100	148	100	85	100	23	100	33	100	18
17	142	94	86	98	182	94	200	93	126	96	20	99	6	98	17
16	113	87	149	94	213	86	222	83	148	90	101	98	121	98	16
15	137	81	230	87	118	76	202	73	177	83	163	93	219	92	15
14	114	75	194	76	228	70	178	63	207	75	245	85	273	82	14
13	180	70	178	67	143	59	116	55	242	65	269	74	263	69	13
12	213	61	304	58	200	52	187	49	181	53	291	61	244	57	12
11	230	51	201	44	163	43	173	40	238	45	246	47	189	45	11
10	208	40	187	34	192	35	192	32	125	33	255	35	313	36	10
9	173	30	184	26	202	26	117	23	164	27	201	23	198	21	9
8	138	22	154	17	125	16	103	18	142	20	130	14	99	12	8
7	104	15	73	10	97	10	77	13	148	13	71	8	62	7	7
6	85	10	51	6	65	6	95	9	61	6	42	4	25	4	6
5	65	6	48	4	24	3	71	4	36	3	18	2	29	3	5
4	46	3	16	1	14	2	18	1	20	1	7	1	5	1	4
3	18	1	7	1	4	1	4	1	3	1	16	1	11	1	3
2	2	1	5	1	9	1	1	1	1	1	0	1	6	1	2
1	1	1	0	1	5	1	0	1	0	1	6	1	8	1	1
Avg (SD)	11.5 (3.8)		11.8 (3.2)		12.2 (3.6)		12.4 (3.8)		11.9 (3.4)		11.5 (2.8)		11.7 (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	30	26	27
Q2 (50th Percentile)	23	23	24	23	23
Q1 (25th Percentile)	19	18	19	20	20

Total Students in Report: 2,104

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	2,104	64	24.1	22.9
	Black/African American	30	67	19.7	18.0
	American Indian/Alaska Native	3	33	23.0	21.0
	White	1,662	68	24.2	23.1
	Hispanic/Latino	53	64	22.6	20.8
	Asian	89	73	24.1	22.1
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or More Races	39	59	24.2	21.6
	Prefer not/No Response	228	28	25.0	23.3
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	2,104	100	22.9	22.9	24.1	23.2	23.4	23.3
	Black/African American	30	1	19.3	18.8	20.4	19.2	19.6	19.3
	American Indian/Alaska Native	3	0	20.3	21.3	22.7	21.7	21.7	22.0
	White	1,662	79	23.4	23.2	24.6	23.6	23.8	23.6
	Hispanic/Latino	53	3	21.7	21.4	22.7	22.0	22.0	22.0
	Asian	89	4	22.6	25.0	23.2	23.5	23.7	24.5
	Native Hawaiian/Other Pac. Isl.	0	0	.	.	.	.	.	.
	Two or More Races	39	2	21.7	22.8	24.2	23.5	23.1	23.5
	Prefer not/No Response	228	11	20.5	21.4	21.6	21.3	21.4	21.6
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: 2,104

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	943	64	24.4	23.1
	Females	1,160	63	23.8	22.7
	No Response	1	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	943	45	22.6	23.7	24.0	23.7	23.6	24.0
	Females	1,160	55	23.2	22.3	24.3	22.8	23.3	22.8
	No Response	1	0	27.0	17.0	26.0	21.0	23.0	19.0
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: 2,104

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	185	9	75	4	266	13	127	6
	28 to 32	318	15	328	16	425	20	282	13
	24 to 27	433	21	632	30	385	18	569	27
	20 to 23	568	27	430	20	500	24	644	31
	16 to 19	338	16	485	23	310	15	360	17
	13 to 15	156	7	143	7	159	8	75	4
	01 to 12	106	5	11	1	59	3	47	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	79	67	61	58	45
	Females	80	58	63	51	40
	No Response	100	0	100	0	0
National	Males	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

Total Students in Report: 2,104

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	2,104	80	62	62	54	43	32
	Black/African American	30	60	27	40	30	20	20
	American Indian/Alaska Native	3	67	67	67	67	67	33
	White	1,662	83	64	66	57	45	33
	Hispanic/Latino	53	74	47	55	45	36	23
	Asian	89	76	71	53	51	38	43
	Native Hawaiian/Other Pac. Isl	0	.	.	.	.	.	.
	Two or More Races	39	64	62	59	49	46	41
	Prefer Not to Respond	228	66	50	46	42	29	23
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	1,806	86	24.8
	Silver	256	12	15.8
	Bronze	29	1	12.7
	Needs Improvement	13	1	9.9
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: 2,104

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	1,337	85	23.7	67	23.6	67	24.8	58	23.8	47	24.1	36	24.0
	Less than Core	610	75	22.3	57	22.3	59	23.8	52	22.7	40	22.9	29	22.7
	Missing ³	157	55	18.8	36	19.8	34	19.8	29	20.0	17	19.7	13	20.1
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	1,906	82	23.3	1,895	65	23.4	1,425	66	24.5	1,857	58	23.7
	Less than Core	47	68	19.7	52	12	17.0	526	61	24.3	94	16	18.4
	Missing ³	151	56	18.8	157	36	19.8	153	35	19.9	153	30	20.1
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: 2,104

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	558	27	23.7	84	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	1,348	64	23.2	81	1,436,604	69	20.4	63
Less than 4 years of English	47	2	19.7	68	121,175	6	15.8	34
Zero years / no English courses reported	151	7	18.8	56	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	227	11	25.5	85	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	204	10	22.4	65	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	105	5	20.2	42	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	260	12	21.0	48	379,347	18	19.3	30
Other comb of 4 or more years of Math	865	41	25.1	77	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	167	8	18.4	22	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	67	3	23.1	60	107,638	5	19.5	32
Less than 3 years of Math	52	2	17.0	12	101,097	5	16.1	8
Zero years / no Math courses reported	157	7	19.8	36	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	182	9	25.6	73	51,783	2	22.1	50
Other comb of 4 or more years Social Science	550	26	24.4	63	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	138	7	24.2	62	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	555	26	24.5	67	555,590	27	21.4	45
Less than 3 years of Social Science	526	25	24.3	61	229,685	11	19.2	32
Zero years / no Social Science courses reported	153	7	19.9	35	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,240	59	24.2	61	844,557	40	22.1	46
Bio, Chem, Phys	126	6	24.7	67	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	442	21	22.3	47	542,380	26	20.0	29
Other comb of 3 years of Natural Science	49	2	21.8	47	59,600	3	19.0	23
Less than 3 years of Natural Science	94	4	18.4	16	255,155	12	18.0	17
Zero years / no Natural Science courses reported	153	7	20.1	30	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 2,104

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	558	27	23.7	84	225	24	23.2	82	333	29	24.0	86
Eng 9, Eng 10, Eng 11, Eng 12	1,348	64	23.2	81	617	65	23.1	82	731	63	23.3	80
Less than 4 years of English	47	2	19.7	68	22	2	19.0	73	25	2	20.4	64
Zero years / no English courses reported	151	7	18.8	56	79	8	17.9	49	71	6	19.6	62
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	227	11	25.5	85	91	10	26.7	91	136	12	24.8	80
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	204	10	22.4	65	79	8	22.5	68	125	11	22.3	62
Alg 1, Alg 2, Geom, & Trig	105	5	20.2	42	30	3	21.5	53	75	6	19.7	37
Alg 1, Alg 2, Geom, & Other Adv Math	260	12	21.0	48	103	11	21.7	53	157	14	20.5	44
Other comb of 4 or more years of Math	865	41	25.1	77	437	46	25.8	82	428	37	24.3	73
Alg 1, Alg 2, & Geom	167	8	18.4	22	58	6	19.3	31	109	9	18.0	17
Other comb of 3 or 3.5 years of Math	67	3	23.1	60	36	4	23.1	61	31	3	23.0	58
Less than 3 years of Math	52	2	17.0	12	25	3	16.2	4	27	2	17.7	19
Zero years / no Math courses reported	157	7	19.8	36	84	9	19.5	32	72	6	20.0	40
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	182	9	25.6	73	83	9	24.6	71	99	9	26.4	75
Other comb of 4 or more years Social Science	550	26	24.4	63	252	27	24.4	63	298	26	24.4	63
US Hist, World Hist, & Am Gov	138	7	24.2	62	72	8	24.5	68	66	6	23.8	56
Other comb of 3 or 3.5 years of Social Science	555	26	24.5	67	239	25	24.6	64	316	27	24.4	69
Less than 3 years of Social Science	526	25	24.3	61	217	23	24.2	61	309	27	24.3	61
Zero years / no Social Science courses reported	153	7	19.9	35	80	8	19.3	29	72	6	20.5	40
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	1,240	59	24.2	61	616	65	24.7	66	624	54	23.7	57
Bio, Chem, Phys	126	6	24.7	67	56	6	25.3	70	70	6	24.2	64
Gen Sci ² , Bio, Chem	442	21	22.3	47	128	14	21.9	44	314	27	22.5	48
Other comb of 3 years of Natural Science	49	2	21.8	47	24	3	23.3	63	25	2	20.4	32
Less than 3 years of Natural Science	94	4	18.4	16	39	4	19.4	26	55	5	17.8	9
Zero years / no Natural Science courses reported	153	7	20.1	30	80	8	19.7	29	72	6	20.5	32

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: 2,104

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	33	2	22.1	5	13	17.4	25	2	23.0
Architecture	19	1	23.5	0	0	.	17	1	22.8
Area, Ethnic, & Multidisciplinary Studies	4	0	24.5	0	0	.	2	0	21.5
Arts: Visual & Performing	107	5	23.0	3	8	17.3	89	5	23.1
Business	173	8	22.5	1	3	18.0	158	10	22.4
Communications	29	1	22.9	0	0	.	28	2	23.1
Community, Family, & Personal Services	28	1	20.1	3	8	16.3	25	2	20.6
Computer Science & Mathematics	68	3	25.7	0	0	.	58	3	26.2
Education	83	4	21.5	2	5	23.0	74	4	21.5
Engineering	174	8	25.6	1	3	19.0	166	10	25.6
Engineering Technology & Drafting	13	1	22.8	0	0	.	12	1	23.7
English & Foreign Languages	29	1	25.8	0	0	.	26	2	26.5
Health Administration & Assisting	30	1	20.0	2	5	16.0	26	2	20.6
Health Sciences & Technologies	299	14	22.8	6	16	19.2	272	16	23.0
Philosophy, Religion, & Theology	2	0	25.5	0	0	.	2	0	25.5
Repair, Production, & Construction	5	0	18.2	3	8	16.3	1	0	20.0
Sciences: Biological & Physical	231	11	25.3	1	3	21.0	208	13	25.2
Social Sciences & Law	165	8	24.5	3	8	17.7	141	9	24.8
Undecided	455	22	24.0	8	21	16.3	325	20	24.2
No Response	157	7	19.5	0	0	.	3	0	24.0

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: 2,104

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	19.6	0	.	0	.	8	18.8	0	.
2-yr College Degree	28	17.0	1	13.0	0	.	25	17.0	1	19.0
Bachelors Degree	833	22.2	15	18.0	0	.	734	22.3	21	20.9
Graduate Study	436	25.3	2	21.5	1	23.0	385	25.4	10	27.1
Prof. Level Degree	389	26.0	6	23.2	1	28.0	319	26.3	12	21.4
Other	18	24.7	0	.	0	.	16	25.9	0	.
No Response	390	22.0	6	20.7	1	14.0	175	23.2	9	20.2

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	19.6	0	.	0	.	0	.	2	23.0
2-yr College Degree	28	17.0	0	.	0	.	1	18.0	0	.
Bachelors Degree	833	22.2	29	21.8	0	.	18	21.4	16	21.6
Graduate Study	436	25.3	21	24.6	0	.	3	21.3	14	25.6
Prof. Level Degree	389	26.0	23	24.4	0	.	8	26.8	20	26.6
Other	18	24.7	0	.	0	.	1	18.0	1	11.0
No Response	390	22.0	16	24.9	0	.	8	25.3	175	20.4

Total Students in Report: 2,104

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 VERMONT	Vermont	271	116	155	0	3	15	29	29	20	4
CASTLETON STATE COLLEGE	Vermont	93	43	50	3	13	45	29	10	0	0
VERMONT TECHNICAL COLLEGE	Vermont	47	21	26	2	17	45	26	9	2	0
CHAMPLAIN COLLEGE	Vermont	46	14	32	0	7	26	33	26	7	2
JOHNSON STATE COLLEGE	Vermont	39	7	32	3	10	46	28	10	0	3
NORTHEASTERN UNIVERSITY	Massachusetts	35	9	26	0	0	3	14	34	40	9
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	34	7	27	0	9	21	26	32	12	0
SAINT MICHAEL'S COLLEGE	Vermont	29	4	25	3	0	21	38	31	3	3
BOSTON UNIVERSITY	Massachusetts	28	8	20	0	4	7	18	32	32	7
LYNDON STATE COLLEGE	Vermont	25	7	18	4	16	40	32	4	4	0
NORWICH UNIVERSITY	Vermont	25	9	16	0	16	56	16	8	4	0
DARTMOUTH COLLEGE	New Hampshire	22	6	16	0	5	0	18	18	23	36
MIDDLEBURY COLLEGE	Vermont	21	3	18	0	0	5	24	33	19	19
CLARKSON UNIVERSITY	New York	19	7	12	0	0	21	26	32	16	5
ROCHESTER INST OF TECHNOLOGY	New York	18	3	15	0	0	11	17	28	44	0
BOSTON COLLEGE	Massachusetts	17	2	15	0	0	18	35	6	35	6
ENDICOTT COLLEGE	Massachusetts	17	4	13	0	0	18	41	35	6	0
TUFTS UNIVERSITY	Massachusetts	17	2	15	0	0	6	0	41	24	29
NCAA ELIGIBILITY CENTER	Indiana	16	12	4	0	0	25	31	38	6	0
SYRACUSE UNIVERSITY	New York	16	4	12	0	0	19	50	25	6	0
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	16	2	14	0	6	0	38	38	19	0
UNIVERSITY OF MAINE THE	Maine	16	5	11	0	6	25	44	19	6	0
UNIVERSITY OF SOUTHERN MAINE	Maine	16	6	10	6	19	25	38	6	6	0
QUINNIPIAC UNIVERSITY	Connecticut	15	4	11	0	0	7	53	20	20	0
RENSSELAER POLYTECHNIC INSTITUTE	New York	15	6	9	0	0	7	13	7	60	13
UNIV OF COLORADO-BOULDER	Colorado	15	8	7	0	0	0	7	53	33	7
ITHACA COLLEGE	New York	14	4	10	0	0	14	43	36	0	7
UNIVERSITY OF NEW ENGLAND	Maine	14	6	8	0	14	29	21	21	14	0
BROWN UNIVERSITY	Rhode Island	13	3	10	0	0	0	0	46	23	31
KEENE STATE COLLEGE	New Hampshire	12	2	10	0	8	58	8	25	0	0
All Other Institutions		1,019	275	744	1	3	18	27	26	20	5
Total		2,000	609	1,391	1	4	20	27	25	17	5

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: 2,104

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	943	519,922	21.1	19.3	23.3	21.8	24.3	22.9	22.9	21.3
Black/African American	13	67,101	18.8	16.2	18.4	17.6	19.5	19.1	18.8	17.6
American Indian/Alaska Native	2	3,056	21.0	16.1	25.5	17.6	27.0	19.3	24.5	17.7
White	777	234,063	21.5	20.4	23.4	23.9	24.5	24.7	23.1	23.0
Hispanic/Latino	26	116,135	19.7	17.8	22.7	18.8	23.3	20.3	21.9	19.0
Asian	54	44,606	20.4	21.5	23.7	24.5	24.0	24.7	22.7	23.6
Native Hawaiian/Other Pac. Isl.	0	1,742	.	19.3	.	20.6	.	21.4	.	20.4
Two or More Races	16	21,475	18.8	19.9	22.9	22.6	25.3	23.6	22.2	22.0
Prefer not/No Response	55	31,744	19.0	19.9	22.3	22.8	23.2	23.8	21.5	22.2
Males	405	220,204	20.6	18.9	23.0	21.9	23.9	22.9	22.5	21.2
Females	538	298,512	21.5	19.6	23.5	21.8	24.6	22.8	23.2	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	890	754,169	23.1	19.6	7.3	6.2	22.1	18.6
Black/African American	10	85,940	19.2	14.6	7.0	5.1	19.1	13.9
American Indian/Alaska Native	1	5,558	10.0	15.2	4.0	5.0	9.0	14.2
White	663	407,944	24.0	21.4	7.6	6.5	23.1	20.2
Hispanic/Latino	20	115,338	21.3	17.1	7.1	6.0	20.6	16.5
Asian	27	30,233	22.1	23.2	7.6	7.1	21.6	22.0
Native Hawaiian/Other Pac. Isl.	0	3,063	.	15.9	.	5.6	.	15.3
Two or More Races	14	32,453	23.4	19.6	8.1	6.2	23.3	18.5
Prefer not/No Response	155	73,640	19.8	18.8	6.2	6.0	18.7	17.7
Males	397	367,696	22.7	19.2	7.1	5.9	21.6	18.0
Females	492	356,634	23.4	20.3	7.5	6.6	22.6	19.4
No Response	1	29,839	27.0	16.7	8.0	5.5	26.0	15.8

¹Results based on students with ACT Writing scores from test events before September 2015. Score scale is 2-12.