

2015 Annual Statistical Report on the *HiSET*® Exam



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About HiSET

Educational Testing Service (ETS®) and Iowa Testing Programs (ITP) co-developed the *HiSET*® Program. The HiSET is an essential part of ETS's mission *to provide innovative and meaningful measurement solutions that improve teaching and learning, expand educational opportunities, and inform educational policy*. Some individuals who seek a high school credential may lack the opportunity to experience a traditionally structured high school teaching and learning environment. The HiSET Program seeks to help these individuals identify, acquire, and demonstrate the knowledge and skills that they will need to succeed in postsecondary education and in the workplace.

About ETS

Founded as a non-profit in 1947, ETS advances quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions, and government agencies by providing customized solutions for teacher certification; English language learning; and elementary, secondary, and postsecondary education — as well as by conducting education research, analysis, and policy studies. ETS develops, administers, and scores more than 50 million tests annually — including the College Board® Advanced Placement Program® (AP®) exams, the *GRE*® General and Subject Tests, the National Assessment of Educational Progress (NAEP), and the *TOEFL*® and *TOEIC*® tests — in more than 180 countries, at over 9,000 locations worldwide.

About ITP

ITP is a non-profit research, development, and outreach unit in the College of Education at the University of Iowa. ITP's mission is to pursue:

- research that improves the practice of educational measurement
- design and development of assessments for a variety of purposes and audiences including educators; federal, state, and local governments; and academic institutions
- outreach that delivers assessment results and supports the use of assessment information by local, state, national, and international audiences

Test Content

The HiSET measures knowledge and skills in five subject areas: Language Arts — Reading, Language Arts — Writing, Mathematics, Science, and Social Studies.

Overview

The HiSET Program has been in operation since January 2014. This report provides volume and test performance information for examinees who took the HiSET between January 1, 2015, and December 31, 2015. The intent of this report is to help HiSET examinees, score users, and policy makers understand HiSET scores and to encourage appropriate score interpretation and use.

The HiSET Tests

HiSET examinees test in five content areas: Reading (Language Arts – Reading), Writing (Language Arts – Writing), Mathematics, Science, and Social Studies. [The Test at a Glance documents](#) — which are available for download on the [HiSET Web site](#) — provide descriptions of the specifications behind current HiSET forms. Each subject-area test produces a score on a 1–20 reporting scale. We used standard setting studies (Tannenbaum & Reese, 2014) to recommend the minimum test scores (i.e., cut scores) needed for examinees to be considered qualified enough to earn a high school equivalency certificate. The tests consist of multiple-choice items, except for a direct writing task associated with the Writing test. Table 1 displays the number of items and time limits associated with each test.

Content Area	Number of Items	Number of Minutes
Language Arts — Reading	40	65
Language Arts — Writing	50 + essay	120
Mathematics	50	90
Science	50	80
Social Studies	50	70

Scoring the HiSET Tests

With the exception of the Writing test, HiSET item responses receive a score of either correct or incorrect; and the sum of the correct responses becomes the raw score. There is no penalty for incorrectly guessing an answer. Raw scores on the Mathematics, Reading, Science, and Social Studies tests are converted directly to scores on the 1–20 reporting scale. In Writing, the scaled score from the multiple-choice section is combined with the scaled score on the essay to produce the 1–20 reporting scale. We based the ratings of the essay scores in the Writing test on a 6-point rating scale that ranges from “little or no skill” to “proficient skill.”

Explanation of the Scaled Scores

Each of the five tests in the HiSET battery is scored on a scale of 1–20. In order to pass, an examinee must do all three of the following

- achieve a score of at least 8* on each of the five individual tests
- score at least 2 out of 6 on the essay portion of the Writing test
- have a total combined score on all five tests of at least 45

* Minimum passing score is based on the HiSET “pass” cut score requirement. Credential issuing agencies may set their own minimum requirements. The pass rate data calculated in this report is based on the HiSET “pass” cut score requirement.

Samples Reported

The samples in this report sometimes refer to examinees who have taken individual tests; and sometimes the samples refer to examinees who have taken the full battery of tests. All samples unless otherwise noted are composed of both English and Spanish examinees. For battery tables, examinees should have taken all five tests in Spanish to be considered Spanish completers. Tables which include test-specific information are based on the sample of examinees that have attempted the specific test. These tables are broken into two types of samples: 1) a sample of examinees which details their first attempt to pass a specific test, and 2) a sample of examinees which encompasses all of their attempts to pass a specific test. The latter of the two includes multiple attempts by some examinees. Tables which include these samples are Tables 2, 3, 15, 16 and 24.

Tables which include information about the battery consist of only examinees that have completed all five individual HiSET tests — however, completers have not necessarily passed the battery or any individual test. Instead, a “completer” refers to an examinee that has completed the final test of their battery in 2015. This sample is broken into two subsamples for each individual test: 1) a subsample of first attempts, and 2) a subsample of best attempts (i.e., highest scores). Tables which include these samples are Tables 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 20, 21, 22, 23 and 24. In 2015, there were 47,775 completers. For the purposes of assigning examinees to a state, a completer is considered completed only in the state in which he or she most recently tested. Tables based on “passers” include those completers who have passed the HiSET battery on a first attempt. These samples occur in Tables 4, 18, 19, 20, 21, 22, 23 and 24.

For certain identifying questions, examinees had the option to expressly indicate that they did not wish to provide a response, or to simply refrain from responding at all. Response rates reported include those who expressly indicated that they did not wish to respond. The percentages for responses reported in the tables, including those who expressly chose not to respond, sum to 100 percent.

In addition to the data reported for 2015, trend data comparing 2014 and 2015 are also included in this report and summarized in Table 24, which includes number tested, percent completed, and percent passing for 2014 and 2015.

State testing policies can be found at the following website:
<http://hiset.ets.org/requirements>

The Standard Setting

Standard-setting studies (Tannenbaum & Reese, 2014) were conducted in 2014 to recommend minimum test scores (cut scores) needed to be considered qualified-enough to earn a high school equivalency certificate. These recommendations were shared with the HiSET Governing Board along with other data to inform decisions about where to set the operational cut scores; these other sources of data included the correspondence between HiSET scores and scores on the GED and the ACT, and previous passing rates on the HiSET test. Based on a thoughtful and inclusive review and discussion, the recommended cut scores were lowered. Adjustments to recommended cut scores often occur to better align cut scores with their intended use (Geisinger & McCormick, 2010). This practice is consistent with the understanding that the process of setting standards is similar to forming a policy, where the goal is to establish a reasonable and appropriate decision-rule (Cizek & Bunch, 2007; Kane, 2001; Kane & Tannenbaum, 2013).

Cizek, G. J., & Bunch, M.B. (2007). *Standard setting: A guide to establishing and evaluating performance standards on tests*. Thousand Oaks, CA: Sage.

Geisinger, K. F., & McCormick, C.A. (2010). Adopting cut scores: Post-standard-setting panel considerations for decision makers. *Educational Measurement: Issues and Practice*, 29, 38–44.

Kane, M. T. (2001). So much remains the same: Conception and status of validation in setting standards. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 53–88). Mahwah, NJ: Lawrence Erlbaum.

Kane, M.T., & Tannenbaum, R.J. (2013). The role of construct maps in standard setting. *Measurement: Interdisciplinary Research & Perspectives*, 11, 177–180.

Tannenbaum, R.J., & Reese, C.M. (2014). *Recommending Passing Scores for the High School Equivalency Test (HiSET®) (RM 14–06)*. Princeton, NJ: Educational Testing Service.

Table 2a. Examinees Who Took and Passed Individual Tests

State	Sample	Reading		Writing		Math		Science		Social Studies	
		Number Tested	Passing Rate	Number Tested	Passing Rate	Number Tested	Passing Rate	Number Tested	Passing Rate	Number Tested	Passing Rate
AS	First Attempt	9	55.6	9	88.9	9	66.7	9	77.8	9	55.6
AS	All Attempts	13	46.2	10	80.0	11	54.5	10	70.0	12	50.0
CA	First Attempt	10,378	83.4	9,799	91.8	9,418	61.0	9,995	88.1	10,138	80.4
CA	All Attempts	11,925	79.5	10,308	90.9	12,498	57.8	10,926	86.2	11,851	76.1
GU	First Attempt	13	84.6	12	83.3	12	58.3	12	83.3	12	91.7
GU	All Attempts	13	84.6	12	83.3	14	57.1	12	83.3	12	91.7
HI	First Attempt	168	84.5	172	89.0	169	63.9	174	88.5	175	77.1
HI	All Attempts	175	84.0	172	89.0	187	61.0	178	88.2	186	74.7
IA	First Attempt	2,332	94.8	2,313	96.6	2,117	80.4	2,135	97.6	2,220	92.7
IA	All Attempts	2,421	93.8	2,380	96.1	2,453	77.2	2,185	97.3	2,331	91.4
LA	First Attempt	6,981	85.7	6,904	92.4	6,834	65.3	6,858	89.7	6,887	79.6
LA	All Attempts	8,012	80.7	7,337	91.0	9,301	59.2	7,617	87.6	8,275	74.4
MA	First Attempt	5,670	84.1	5,413	89.8	5,325	61.7	5,427	88.4	5,485	79.7
MA	All Attempts	6,606	78.6	5,829	88.2	7,401	56.1	6,004	86.0	6,514	74.9
ME	First Attempt	1,497	93.2	1,261	94.4	1,162	74.0	1,374	95.3	1,437	88.1
ME	All Attempts	1,583	91.8	1,313	93.8	1,418	71.0	1,441	93.9	1,558	85.9
MO	First Attempt	9,413	90.9	9,229	93.7	9,251	71.4	9,298	94.7	9,303	88.2
MO	All Attempts	10,245	88.3	9,744	92.1	11,938	66.4	9,785	93.7	10,349	85.4
MP	First Attempt	36	86.1	46	93.5	34	70.6	50	96.0	48	87.5
MP	All Attempts	38	84.2	47	93.6	39	71.8	51	96.1	50	84.0
MT	First Attempt	1,804	91.3	1,662	92.8	1,602	74.7	1,734	94.2	1,730	88.2
MT	All Attempts	1,948	89.5	1,768	91.8	2,016	69.5	1,846	92.4	1,916	85.5
NC	First Attempt	664	83.3	507	91.7	474	62.7	521	85.8	565	76.8
NC	All Attempts	736	80.8	535	91.4	588	60.2	560	84.3	664	73.9
NH	First Attempt	1,017	95.8	998	96.9	979	79.3	999	97.4	1,003	92.5
NH	All Attempts	1,056	94.5	1,019	96.7	1,152	76.6	1,017	96.7	1,066	91.2
NJ	First Attempt	1,204	76.8	1,178	84.2	1,181	56.5	1,169	81.4	1,185	68.8
NJ	All Attempts	1,493	72.1	1,327	82.0	1,684	51.7	1,375	79.6	1,543	65.4
NM	First Attempt	1,041	82.0	982	86.2	963	61.5	974	89.1	998	75.4
NM	All Attempts	1,195	77.0	1,091	84.5	1,237	60.4	1,059	87.3	1,199	72.3
NV	First Attempt	2,652	86.1	2,630	89.7	2,626	65.5	2,615	89.6	2,627	82.4
NV	All Attempts	3,030	81.6	2,862	87.5	3,478	61.0	2,871	87.2	3,044	78.6
OK	First Attempt	221	90.0	219	89.5	198	59.1	196	87.8	200	82.5
OK	All Attempts	223	89.2	224	89.7	212	56.6	202	87.6	204	81.9
PW	First Attempt	34	52.9	40	75.0	24	37.5	42	73.8	48	39.6
PW	All Attempts	43	48.8	41	75.6	38	39.5	45	71.1	60	40.0
TN	First Attempt	6,172	86.0	6,120	92.4	6,102	63.1	6,168	90.6	6,160	81.3
TN	All Attempts	7,006	82.0	6,471	91.3	8,308	57.6	6,747	88.6	7,223	76.5
WY	First Attempt	1,312	92.4	1,252	94.8	1,230	75.1	1,269	95.4	1,282	88.5
WY	All Attempts	1,386	91.3	1,295	94.4	1,526	71.6	1,318	94.7	1,410	86.9
Total	First Attempt	52,618	86.9	50,746	92.1	49,710	66.3	51,019	90.9	51,512	82.8
Total	All Attempts	59,147	83.1	53,785	90.9	65,499	61.4	55,249	89.1	59,467	78.8

Table 2b. Examinees Who Took and Passed Individual Tests in Spanish

State	Sample	Reading		Writing		Math		Science		Social Studies	
		Number Tested	Passing Rate	Number Tested	Passing Rate	Number Tested	Passing Rate	Number Tested	Passing Rate	Number Tested	Passing Rate
CA	First Attempt	1,941	74.8	1,822	88.6	1,736	55.4	1,877	82.3	1,859	72.1
CA	All Attempts	2,443	70.2	1,978	87.7	2,461	53.1	2,157	79.5	2,358	68.2
IA	First Attempt	98	89.8	102	96.1	99	68.7	85	91.8	104	83.7
IA	All Attempts	109	87.2	109	94.5	117	64.1	91	91.2	113	83.2
LA	First Attempt	89	73.0	90	78.9	83	54.2	88	75.0	89	66.3
LA	All Attempts	101	71.3	101	78.2	115	53.9	105	75.2	111	64.9
MA	First Attempt	347	51.9	315	73.3	281	31.3	305	68.5	301	54.5
MA	All Attempts	554	45.7	376	72.1	521	31.9	417	64.0	436	51.6
ME	First Attempt	7	85.7	6	83.3	–	–	6	83.3	–	–
ME	All Attempts	8	75.0	7	71.4	6	50.0	7	85.7	–	–
MO	First Attempt	38	81.6	35	91.4	37	35.1	36	75.0	36	75.0
MO	All Attempts	48	75.0	40	87.5	59	33.9	44	79.5	50	64.0
MT	First Attempt	–	–	–	–	–	–	–	–	–	–
MT	All Attempts	–	–	–	–	–	–	–	–	–	–
NC	First Attempt	141	76.6	139	93.5	137	65.7	142	83.8	141	70.9
NC	All Attempts	175	73.1	145	93.8	180	64.4	159	83.0	182	69.8
NH	First Attempt	–	–	–	–	–	–	–	–	–	–
NH	All Attempts	–	–	–	–	6	66.7	–	–	–	–
NJ	First Attempt	218	62.8	225	71.1	211	39.3	205	67.3	214	53.7
NJ	All Attempts	282	59.6	270	69.6	313	39.9	261	66.3	293	54.6
NM	First Attempt	140	77.9	134	82.1	130	54.6	129	84.5	131	74.8
NM	All Attempts	162	73.5	151	79.5	168	57.1	143	83.2	153	73.2
NV	First Attempt	123	79.7	124	82.3	124	54.8	122	83.6	122	78.7
NV	All Attempts	161	71.4	149	79.9	201	48.8	150	77.3	153	74.5
TN	First Attempt	158	72.8	157	81.5	153	52.3	155	80.6	160	67.5
TN	All Attempts	232	65.1	193	77.7	243	47.7	202	77.7	233	64.4
WY	First Attempt	24	66.7	25	64.0	25	40.0	26	80.8	25	56.0
WY	All Attempts	35	57.1	30	66.7	35	34.3	30	83.3	33	60.6
Total	First Attempt	3,328	72.3	3,176	84.9	3,024	52.3	3,181	80.1	3,190	69.4
Total	All Attempts	4,316	66.7	3,551	83.4	4,427	49.7	3,771	77.2	4,124	66.0

*Samples under 5 were not reported.

**AS, GU, HI, MP, OK, and PW tested but did not have any tests administered in Spanish.

Out of the 61,600 examinees who tested, a total of 47,775 examinees had completed the full battery in 2015. The total completion rate was 77.6 percent.

Table 3a. Number of Examinees Tested and Number of Batteries Completed in 2015¹

State	Number Tested	Number Completed	Completion (%)
AS	9	9	100.0
CA	12,007	8,915	74.2
GU	13	11	84.6
HI	179	162	90.5
IA	3,084	1,890	61.3
LA	8,411	6,603	78.5
MA	7,101	5,058	71.2
ME	1,903	1,119	58.8
MO	10,443	9,095	87.1
MP	63	26	41.3
MT	2,080	1,580	76.0
NC	744	403	54.2
NH	1,136	971	85.5
NJ	1,458	1,087	74.6
NM	1,115	874	78.4
NV	3,003	2,594	86.4
OK	252	174	69.0
PW	57	16	28.1
TN	7,086	6,001	84.7
WY	1,493	1,187	79.5
Total	61,600	47,775	77.6

¹ Completers refer to as anyone who completed the battery in 2015, so if a person took 4 HiSET tests in 2014 and the last test in 2015, this person is considered a completer in 2015.

Table 3b. Number of Examinees Tested in Spanish and Number of Batteries Completed in Spanish in 2015

State	Number Tested	Number Completed	Completion (%)
CA	2,440	1,612	66.1
IA	174	67	38.5
LA	110	82	74.5
MA	585	239	40.9
ME	7	3	42.9
MO	46	33	71.7
MT	–	–	–
NC	162	129	79.6
NH	5	2	40.0
NJ	284	191	67.3
NM	154	116	75.3
NV	160	121	75.6
TN	242	140	57.9
WY	28	20	71.4
Total	4,389	2,755	62.8

*Examinees are only considered Spanish completers if all of the tests in their first battery were taken in Spanish.

**Samples under 5 were not reported.

***AS, GU, HI, MP, OK, and PW tested but did not have any tests administered in Spanish.

Table 4a. Batteries Completed and Passed in 2015

State	Sample	Number Completed	Number Passed	Passing Rate
AS	First Attempt	9	5	55.6
AS	Best Attempt	9	6	66.7
CA	First Attempt	8,915	4,459	50.0
CA	Best Attempt	8,915	6,239	70.0
GU	First Attempt	11	5	45.5
GU	Best Attempt	11	6	54.5
HI	First Attempt	162	83	51.2
HI	Best Attempt	162	93	57.4
IA	First Attempt	1,890	1,537	81.3
IA	Best Attempt	1,890	1,808	95.7
LA	First Attempt	6,603	3,621	54.8
LA	Best Attempt	6,603	4,699	71.2
MA	First Attempt	5,058	2,719	53.8
MA	Best Attempt	5,058	3,580	70.8
ME	First Attempt	1,119	770	68.8
ME	Best Attempt	1,119	956	85.4
MO	First Attempt	9,095	5,779	63.5
MO	Best Attempt	9,095	7,359	80.9
MP	First Attempt	26	16	61.5
MP	Best Attempt	26	22	84.6
MT	First Attempt	1,580	1,068	67.6
MT	Best Attempt	1,580	1,318	83.4
NC	First Attempt	403	206	51.1
NC	Best Attempt	403	297	73.7
NH	First Attempt	971	737	75.9
NH	Best Attempt	971	850	87.5
NJ	First Attempt	1,087	475	43.7
NJ	Best Attempt	1,087	654	60.2
NM	First Attempt	874	398	45.5
NM	Best Attempt	874	628	71.9
NV	First Attempt	2,594	1,420	54.7
NV	Best Attempt	2,594	1,837	70.8
OK	First Attempt	174	83	47.7
OK	Best Attempt	174	91	52.3
PW	First Attempt	16	5	31.3
PW	Best Attempt	16	10	62.5
TN	First Attempt	6,001	3,165	52.7
TN	Best Attempt	6,001	4,212	70.2
WY	First Attempt	1,187	808	68.1
WY	Best Attempt	1,187	1,019	85.8
Total	First Attempt	47,775	27,359	57.3
Total	Best Attempt	47,775	35,684	74.7

Table 4b. Batteries Completed in Spanish and Passed in Spanish in 2015

State	Sample	Number Completed	Number Passed	Passing Rate
CA	First Attempt	1,612	649	40.3
CA	Best Attempt	1,618	1,089	67.3
IA	First Attempt	67	47	70.1
IA	Best Attempt	69	62	89.9
LA	First Attempt	82	35	42.7
LA	Best Attempt	83	49	59.0
MA	First Attempt	239	48	20.1
MA	Best Attempt	237	104	43.9
ME	First Attempt	–	–	–
ME	Best Attempt	–	–	–
MO	First Attempt	33	8	24.2
MO	Best Attempt	32	17	53.1
NC	First Attempt	129	59	45.7
NC	Best Attempt	129	105	81.4
NH	First Attempt	–	–	–
NH	Best Attempt	–	–	–
NJ	First Attempt	191	44	23.0
NJ	Best Attempt	189	78	41.3
NM	First Attempt	116	51	44.0
NM	Best Attempt	116	81	69.8
NV	First Attempt	121	53	43.8
NV	Best Attempt	124	79	63.7
TN	First Attempt	140	45	32.1
TN	Best Attempt	138	77	55.8
WY	First Attempt	20	3	15.0
WY	Best Attempt	20	8	40.0
Total	First Attempt	2,755	1,042	37.8
Total	Best Attempt	2,759	1,750	63.4

*Examinees are only considered Spanish completers if all of the tests in their first or best battery were taken in Spanish.

**Samples under 5 were not reported.

***AS, GU, HI, MP, MT, OK, and PW tested but did not have any complete batteries administered in Spanish.

Examinees who reported being under age 16 were removed from the sample. The average age of the total group was 26 years. Examinees who were 16 to 18 years old accounted for 22.5 percent of all examinees; examinees who were 19 to 24 years old accounted for 35.2 percent of all examinees; examinees who were 25 to 34 years old accounted for 25.2 percent of all examinees; and examinees who were 35 years old or older accounted for 17.1 percent of the total group. For this table, actual ages are always rounded down to the nearest whole year (e.g., 24 years and 8 months is rounded down to 24 years).

Table 5. Means, Standard Deviations, and Percentage of Examinees by Age Group, by States, and Total

State	Number	Age Mean	Age SD	16 to 18 (%)	19 to 24 (%)	25 to 29 (%)	30 to 34 (%)	35 to 39 (%)	40 to 49 (%)	50 to 59 (%)	60+ (%)
AS	–	–	–	–	–	–	–	–	–	–	–
CA	8,915	27.8	10.1	13.6	36.2	16.3	11.2	8.1	10.0	4.0	0.6
GU	11	28.6	8.4	–	45.5	18.2	9.1	9.1	18.2	–	–
HI	162	29.4	10.9	12.3	28.4	20.4	10.5	9.9	11.1	6.8	0.6
IA	1,890	25.5	8.5	18.5	40.2	15.8	11.4	6.8	5.2	1.8	0.3
LA	6,603	24.7	8.8	29.2	32.9	14.2	9.8	6.4	5.4	1.9	0.2
MA	5,058	26.0	9.0	16.2	41.0	17.1	10.5	6.1	5.9	2.6	0.6
ME	1,119	25.2	9.2	17.4	47.1	13.0	8.8	4.8	5.2	2.9	0.7
MO	9,095	24.7	9.1	33.5	29.9	12.6	9.7	6.3	5.5	2.2	0.4
MP	26	23.8	6.0	19.2	46.2	15.4	15.4	–	3.8	–	–
MT	1,580	23.1	8.5	39.8	33.2	10.1	6.6	4.0	3.6	2.2	0.4
NC	403	28.8	9.8	11.2	29.3	20.1	13.6	10.9	11.4	2.2	1.2
NH	971	24.5	9.3	34.1	30.6	11.7	9.7	5.9	4.9	2.8	0.3
NJ	1,087	25.7	9.5	22.4	38.7	13.5	9.0	5.5	7.4	2.8	0.6
NM	874	26.1	10.0	25.7	31.2	15.6	10.4	4.9	7.7	4.1	0.2
NV	2,594	26.3	9.8	20.3	37.0	15.0	10.5	5.8	7.4	3.4	0.5
OK	174	27.9	10.2	15.5	34.5	15.5	11.5	8.6	9.8	3.4	1.1
PW	16	20.8	1.7	6.3	93.8	–	–	–	–	–	–
TN	6,001	28.0	10.1	13.4	34.8	15.9	12.8	9.3	9.4	3.7	0.8
WY	1,187	23.5	8.2	29.9	41.3	12.3	5.9	4.5	4.0	1.7	0.4
Total	47,775	26.0	9.5	22.5	35.2	14.8	10.4	6.8	7.0	2.8	0.5

*Samples under 10 were not reported.

Of the 47,775 examinees who reported gender (i.e., female or male), 55.7 percent reported as male, and 44.3 percent reported as female.

Table 6. Percentage of Examinees by Gender, by States, and Total

State	Number	Male (%)	Female (%)
AS	–	–	–
CA	8,915	50.9	49.1
GU	11	72.7	27.3
HI	162	61.1	38.9
IA	1,890	56.4	43.6
LA	6,603	58.3	41.7
MA	5,058	52.6	47.4
ME	1,119	57.5	42.5
MO	9,095	58.8	41.2
MP	26	30.8	69.2
MT	1,580	60.5	39.5
NC	403	40.7	59.3
NH	971	61.7	38.3
NJ	1,087	49.6	50.4
NM	874	50.9	49.1
NV	2,594	56.9	43.1
OK	174	39.7	60.3
PW	16	43.8	56.3
TN	6,001	56.4	43.6
WY	1,187	63.7	36.3
Total	47,775	55.7	44.3

*Samples under 10 were not reported.

Of the 47,270 examinees who self-reported background, 63.1 percent self-reported as non-Hispanic, 22.5 percent reported as Hispanic, and 14.4 percent indicated that they did not wish to report whether or not they were Hispanic.

Table 7. Completers with Reported Hispanic Background

State Tested	Number	Response Rate (%)	Non-Hispanic (%)	Hispanic (%)	Chose Not to Respond (%)
AS	–	–	–	–	–
CA	8,835	99.1	24.3	60.4	15.3
GU	11	100.0	90.9	0.0	9.1
HI	160	98.8	73.1	14.4	12.5
IA	1,883	99.6	79.6	14.2	6.3
LA	6,507	98.5	83.9	4.2	11.9
MA	4,849	95.9	58.2	28.4	13.4
ME	1,111	99.3	86.2	4.5	9.3
MO	9,049	99.5	71.0	4.6	24.5
MP	26	100.0	92.3	0.0	7.7
MT	1,576	99.7	78.4	5.8	15.8
NC	401	99.5	51.6	42.9	5.5
NH	968	99.7	85.3	6.3	8.4
NJ	1,085	99.8	41.5	48.7	9.9
NM	871	99.7	32.0	46.3	21.7
NV	2,570	99.1	54.3	37.1	8.6
OK	172	98.9	88.4	7.0	4.7
PW	16	100.0	56.3	6.3	37.5
TN	5,991	99.8	84.6	8.5	6.9
WY	1,180	99.4	61.4	14.1	24.6
Total	47,270	98.9	63.1	22.5	14.4

*Samples under 10 were not reported.

Of the 47,248 examinees who self-reported race, 53.4 percent reported as White, 16.3 percent reported as African American, and 14.9 percent expressly indicated that they did not wish to provide any racial classification. Examinees who indicated being Hispanic had the option of separately reporting a racial identification indicated in this table. The underlying survey question on which this table is based did not include a Hispanic category, which may have led Hispanic examinees to choose “Other” or to not respond — either by expressly indicating a desire not to choose a category or by not choosing any option whatsoever.

Table 8. Completers with Reported Race by States and Total

State	Number	Response Rate (%)	American Indian (%)	Asian (%)	African American (%)	Pacific Islander (%)	White (%)	Other (%)	Chose Not to Respond (%)
AS	–	–	–	–	–	–	–	–	–
CA	8,820	98.9	3.4	3.5	8.8	1.3	31.5	33.1	23.7
GU	11	100.0	0.0	9.1	0.0	90.9	0.0	0.0	0.0
HI	160	98.8	5.0	28.8	8.1	43.8	34.4	13.1	9.4
IA	1,880	99.5	3.1	1.3	10.6	0.3	78.1	6.3	5.6
LA	6,507	98.5	2.2	0.9	35.9	0.3	51.9	3.5	8.9
MA	4,844	95.8	2.2	3.8	15.4	0.4	49.6	21.9	13.1
ME	1,111	99.3	3.0	0.8	6.9	0.3	82.4	4.1	6.5
MO	9,045	99.5	2.4	0.9	15.8	0.4	58.1	3.6	23.3
MP	26	100.0	0.0	15.4	0.0	76.9	7.7	0.0	0.0
MT	1,577	99.8	17.9	1.3	2.8	0.4	68.2	4.3	12.3
NC	401	99.5	2.2	0.5	20.2	0.0	38.9	33.7	9.0
NH	968	99.7	3.3	1.8	3.1	0.3	87.3	4.3	5.8
NJ	1,083	99.6	2.0	1.9	21.8	0.6	35.8	29.3	12.1
NM	865	99.0	27.2	0.9	2.5	0.5	33.2	17.9	23.1
NV	2,579	99.4	5.0	3.9	15.0	1.8	48.7	24.1	9.8
OK	172	98.9	37.8	0.6	8.7	0.0	58.1	3.5	5.8
PW	16	100.0	0.0	6.3	0.0	93.8	0.0	0.0	0.0
TN	5,993	99.9	1.6	0.8	21.1	0.2	68.6	6.3	4.3
WY	1,181	99.5	6.1	0.8	2.2	0.5	63.8	6.3	24.7
Total	47,248	98.9	3.8	2.0	16.3	0.9	53.4	13.8	14.9

*Samples under 10 were not reported.

Only 66.3 percent (31,672) of all examinees reported their education level. Of the examinees reporting, the majority (91.6 percent) had some high school — that is, 9th through 12th grade — education.

Table 9. Completers with Reported Education Level by States and Total

State	Count	Response Rate	5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)
AS	–	–	–	–	–	–	–	–	–	–
CA	6,018	67.5	0.8	1.6	1.0	3.9	11.1	18.9	40.1	22.7
GU	10	90.9	10.0	0.0	0.0	0.0	10.0	10.0	60.0	10.0
HI	156	96.3	0.0	0.0	0.0	1.9	16.7	27.6	43.6	10.3
IA	1,359	71.9	0.2	0.7	0.6	4.4	13.3	28.8	44.7	7.3
LA	4,064	61.5	0.5	1.1	1.9	9.3	19.4	26.5	31.6	9.7
MA	3,578	70.7	0.3	0.4	0.6	7.1	18.2	28.5	35.0	9.9
ME	772	69.0	0.4	0.4	0.9	8.4	15.7	26.3	38.6	9.3
MO	5,623	61.8	0.3	0.3	0.7	4.4	13.5	31.2	42.1	7.5
MP	26	100.0	0.0	0.0	11.5	15.4	7.7	30.8	30.8	3.8
MT	1,190	75.3	0.8	0.5	0.7	5.4	16.2	26.9	40.9	8.7
NC	340	84.4	0.6	0.6	2.6	9.7	26.5	25.6	25.0	9.4
NH	768	79.1	0.1	0.3	0.4	6.0	16.1	29.6	39.5	8.1
NJ	847	77.9	0.9	0.9	0.7	6.1	17.6	27.5	35.7	10.5
NM	544	62.2	0.7	1.1	1.3	6.8	20.8	27.4	31.8	10.1
NV	1,769	68.2	0.3	0.9	1.6	4.4	11.4	22.8	38.8	19.8
OK	152	87.4	1.3	0.0	5.3	15.8	15.1	22.4	34.2	5.9
PW	16	100.0	0.0	0.0	6.3	6.3	6.3	25.0	50.0	6.3
TN	3,758	62.6	0.4	0.8	1.4	7.8	15.1	26.9	39.7	7.9
WY	673	56.7	0.1	0.3	0.6	5.2	16.9	30.0	39.7	7.1
Total	31,672	66.3	0.5	0.8	1.1	6.0	15.1	26.2	38.4	11.9

*Samples under 10 were not reported.

63.5 percent (30,357) of all the examinees reported their mother's education level. The mothers of approximately 14.6 percent of reporting examinees had some high school education, 29 percent had a high school education, and more than 15.5 percent had at least some college education.

Table 10. Completers with Reported Mother's Education Level by States and Total

State	Number	Response Rate (%)	Grade School or Less (%)	Some High School (%)	High School (%)	Some College (%)	Associate's Degree (%)	Bachelor's Degree (%)	Some Graduate school or Higher (%)	Do Not Know (%)
AS	–	–	–	–	–	–	–	–	–	–
CA	5,855	65.7	18.2	15.0	21.5	11.8	3.4	3.8	2.7	23.6
GU	10	90.9	0.0	40.0	30.0	10.0	0.0	0.0	0.0	20.0
HI	157	96.9	1.9	7.6	41.4	17.2	7.0	8.9	1.9	14.0
IA	1,283	67.9	6.7	12.3	28.8	19.4	7.6	6.9	3.4	14.9
LA	3,821	57.9	4.4	14.7	32.7	18.2	5.4	5.9	4.0	14.6
MA	3,440	68.0	7.1	14.8	27.3	13.7	6.5	7.4	5.9	17.3
ME	739	66.0	3.1	10.3	39.0	15.8	6.4	8.4	5.8	11.2
MO	5,447	59.9	3.2	16.1	31.2	18.1	6.4	7.5	4.5	13.0
MP	26	100.0	0.0	15.4	50.0	7.7	7.7	11.5	0.0	7.7
MT	1,140	72.2	2.5	12.3	27.1	16.2	6.2	8.2	4.7	22.7
NC	334	82.9	20.7	12.3	28.4	10.8	4.5	4.2	3.6	15.6
NH	710	73.1	2.8	14.5	27.9	16.8	7.9	8.7	5.9	15.5
NJ	834	76.7	11.8	12.9	30.0	12.2	4.3	5.0	2.9	20.9
NM	526	60.2	11.4	13.5	27.2	15.4	6.8	4.8	2.3	18.6
NV	1,682	64.8	9.2	13.5	29.9	16.4	4.6	4.8	3.7	17.8
OK	148	85.1	10.1	23.6	29.7	11.5	2.7	2.7	3.4	16.2
PW	16	100.0	0.0	0.0	31.3	12.5	18.8	6.3	0.0	31.3
TN	3,534	58.9	7.3	15.1	33.4	14.0	4.6	4.7	3.4	17.5
WY	646	54.4	2.0	14.7	30.2	21.5	5.4	7.0	4.5	14.7
Total	30,357	63.5	8.2	14.6	29.0	15.5	5.4	6.0	4.0	17.4

*Samples under 10 were not reported.

63.3 percent (30,238) of all the examinees reported their father’s education level. The fathers of approximately 12.8 percent of reporting examinees had some high school education, 29.7 percent had a high school education, and more than 10.7 percent had at least some college education.

Table 11. Completers with Reported Father’s Education Level by States and Total

State	Number	Response Rate (%)	Grade School or Less (%)	Some High School (%)	High School (%)	Some College (%)	Associate’s Degree (%)	Bachelor’s Degree (%)	Some Graduate school or Higher (%)	Do Not Know (%)
AS	–	–	–	–	–	–	–	–	–	–
CA	5,829	65.4	17.0	12.4	21.0	8.8	1.8	3.9	2.9	32.3
GU	10	90.9	0.0	30.0	40.0	0.0	0.0	0.0	0.0	30.0
HI	155	95.7	3.9	5.2	38.7	18.1	5.2	2.6	4.5	21.9
IA	1,277	67.6	7.2	10.8	29.4	13.5	3.9	5.3	3.7	26.2
LA	3,816	57.8	5.8	13.3	34.0	11.1	2.6	4.4	2.9	26.0
MA	3,428	67.8	7.6	11.8	27.9	9.1	3.3	6.0	5.2	29.1
ME	733	65.5	5.3	12.8	37.8	12.1	3.3	4.8	3.8	20.1
MO	5,440	59.8	4.0	14.1	34.2	12.0	3.3	5.5	3.7	23.2
MP	26	100.0	3.8	7.7	46.2	7.7	3.8	11.5	7.7	11.5
MT	1,131	71.6	2.4	11.6	29.5	12.8	4.2	6.5	4.1	28.9
NC	333	82.6	21.6	14.4	23.4	8.1	2.7	3.9	3.0	22.8
NH	706	72.7	3.5	12.7	30.6	10.2	4.7	7.4	4.8	26.1
NJ	834	76.7	10.2	10.0	28.3	9.1	1.7	4.2	2.8	33.8
NM	523	59.8	12.2	13.4	28.9	10.7	3.3	2.3	2.3	27.0
NV	1,670	64.4	8.5	12.0	28.7	12.2	2.3	4.6	2.7	28.9
OK	149	85.6	6.7	20.1	30.9	8.7	2.0	4.7	2.0	24.8
PW	16	100.0	0.0	6.3	37.5	18.8	6.3	6.3	0.0	25.0
TN	3,512	58.5	8.2	13.9	32.6	10.0	2.0	3.8	2.8	26.6
WY	641	54.0	3.3	12.9	33.5	14.5	2.8	6.2	3.4	23.2
Total	30,238	63.3	8.5	12.8	29.7	10.7	2.8	4.8	3.4	27.4

*Samples under 10 were not reported.

69.3 percent (33,119) of all examinees reported their employment status. Of the examinees reporting, 18.3 percent were part-time, 23.6 percent were full-time, 36.6 percent were unemployed, and 21.5 percent were not in the labor force.

Table 12. Completers with Reported Employment Status by States and Total

State	Number	Response Rate (%)	Part-Time (%)	Full-Time (%)	Unemployed (%)	Not In Labor Force (%)
AS	–	–	–	–	–	–
CA	6,379	71.6	15.9	22.3	40.8	21.0
GU	11	100.0	36.4	27.3	27.3	9.1
HI	157	96.9	17.8	21.0	29.3	31.8
IA	1,448	76.6	19.8	25.8	35.4	18.9
LA	4,216	63.8	15.0	23.7	34.7	26.5
MA	3,723	73.6	22.3	22.8	37.9	17.0
ME	818	73.1	15.4	20.0	39.9	24.7
MO	5,733	63.0	25.3	25.9	32.7	16.1
MP	26	100.0	7.7	11.5	65.4	15.4
MT	1,235	78.2	19.1	21.1	29.6	30.1
NC	350	86.8	19.4	34.0	31.7	14.9
NH	820	84.4	20.0	19.4	32.9	27.7
NJ	893	82.2	17.9	22.5	43.9	15.7
NM	572	65.4	13.8	17.1	44.2	24.8
NV	1,868	72.0	15.8	24.0	43.4	16.8
OK	158	90.8	10.1	31.6	33.5	24.7
PW	14	87.5	0.0	21.4	57.1	21.4
TN	3,986	66.4	14.1	23.9	34.1	28.0
WY	703	59.2	15.6	24.8	35.7	23.9
Total	33,119	69.3	18.3	23.6	36.6	21.5

*Samples under 10 were not reported.

Examinees were asked to choose the one best reason from a provided list for taking the test. The list in the table below contains: Technical School (TECH), Two-Year College (2-Yr College), Four-Year College (4-Yr College), Get a Job, Keep Current Job, Role Model (RM), Satisfaction (SAT), Public Assist, Military (MIL), Early Release, Court Order, and Other. 63.8 percent (30,488) of all examinees reported their reasons for taking the test. For those who provided reasons, 48.8 percent of the examinees were taking the test to further their education, whether to enter a technical program, a two-year college, or a four-year college; 15.5 percent were taking the test to get a job; and 2.2 percent were taking the test to keep their current job.

Table 13. Completers with Reported Reasons for Taking the Test by States and Total

State	Number	Response Rate (%)	TECH (%)	2-Yr College (%)	4-Yr College (%)	Get a Job (%)	Keep Current Job (%)	RM (%)	SAT (%)	Public Assist (%)	MIL (%)	Early Release (%)	Court Order (%)	Other (%)
AS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CA	5,880	66.0	14.8	20.0	16.9	16.9	2.7	3.1	14.1	0.3	2.6	0.6	0.2	7.9
GU	10	90.9	20.0	0.0	10.0	20.0	0.0	0.0	40.0	0.0	10.0	0.0	0.0	0.0
HI	158	97.5	7.6	12.0	15.8	17.1	0.0	5.1	22.8	0.6	4.4	0.6	2.5	11.4
IA	1,286	68.0	10.2	20.3	12.3	15.9	2.8	5.5	21.9	0.2	1.6	0.7	1.0	7.7
LA	3,829	58.0	19.8	16.2	16.8	13.5	1.5	4.4	16.7	0.2	3.1	1.4	1.3	5.1
MA	3,471	68.6	14.6	22.6	20.2	13.8	1.3	3.7	14.3	0.2	2.4	0.4	0.6	5.8
ME	739	66.0	9.7	14.2	17.7	20.8	1.9	4.6	18.3	0.8	3.8	0.3	0.0	7.8
MO	5,487	60.3	11.9	16.7	17.0	14.5	2.9	4.0	17.1	0.1	3.2	1.0	1.5	10.0
MP	26	100.0	0.0	23.1	34.6	7.7	3.8	3.8	15.4	0.0	7.7	0.0	0.0	3.8
MT	1,134	71.8	11.1	13.1	14.9	13.8	1.4	3.1	20.1	0.4	3.4	1.1	1.8	15.9
NC	334	82.9	15.6	23.1	13.2	15.3	3.6	5.4	16.5	0.3	1.8	0.0	0.0	5.4
NH	726	74.8	12.4	16.7	11.6	13.2	2.3	2.9	23.4	0.1	1.8	2.8	1.1	11.7
NJ	840	77.3	17.6	18.5	22.6	14.2	1.8	4.5	11.7	0.0	2.9	0.2	0.0	6.1
NM	522	59.7	11.1	15.7	20.3	18.4	2.1	5.9	17.4	0.2	2.3	0.0	0.2	6.3
NV	1,685	65.0	13.3	15.5	16.3	17.6	2.3	3.1	16.9	0.3	3.0	1.1	2.3	8.3
OK	150	86.2	17.3	10.7	9.3	19.3	4.0	8.0	17.3	0.7	3.3	0.0	3.3	6.7
PW	16	100.0	0.0	25.0	37.5	12.5	6.3	0.0	12.5	0.0	6.3	0.0	0.0	0.0
TN	3,538	59.0	16.0	15.0	15.0	17.6	2.3	5.1	20.0	0.2	1.9	0.7	0.8	5.6
WY	648	54.6	9.1	18.2	14.2	15.0	2.2	5.2	17.9	0.0	3.2	1.4	4.2	9.4
Total	30,488	63.8	14.3	17.7	16.8	15.5	2.2	4.1	16.9	0.2	2.7	0.8	1.0	7.8

*Samples under 10 were not reported.

An examinee could choose multiple responses for this question simultaneously. 62.5 percent (29,845) of all examinees reported how they prepared for the test. Of the examinees reporting, the majority attended test preparation classes and/or were tutored (61.1 percent), followed by using an online or internet resource (23.5 percent), and buying a hard copy test preparation book (22.9 percent).

Table 14. Completers with Reported Ways of Preparing for the Test by States and Total

State	Number	Response Rate (%)	Hard Copy Book (%)	eBook (%)	Computer Software (%)	Online (%)	Prep. Class (%)	Did Not Prepare (%)
AS	–	–	–	–	–	–	–	–
CA	5,750	64.5	22.1	1.8	2.2	21.2	61.6	13.6
GU	10	90.9	10.0	0.0	0.0	50.0	30.0	20.0
HI	149	92.0	22.8	1.3	2.7	18.8	43.6	29.5
IA	1,254	66.3	21.5	1.3	1.5	21.1	70.0	16.4
LA	3,737	56.6	23.8	1.9	2.0	20.6	62.2	14.4
MA	3,371	66.6	21.1	2.0	1.5	29.8	50.9	18.0
ME	726	64.9	16.7	0.3	0.8	14.9	55.2	25.9
MO	5,420	59.6	27.0	1.7	1.9	31.4	55.4	14.0
MP	26	100.0	19.2	0.0	0.0	15.4	23.1	50.0
MT	1,112	70.4	24.6	2.2	1.0	22.8	56.7	19.0
NC	333	82.6	38.4	1.5	2.4	39.9	74.5	6.3
NH	724	74.6	27.9	1.4	2.3	18.1	51.1	21.0
NJ	820	75.4	20.1	2.8	0.9	23.7	58.4	12.8
NM	513	58.7	25.3	3.7	0.6	22.0	64.7	12.5
NV	1,638	63.1	22.6	1.8	1.5	24.1	57.0	15.6
OK	148	85.1	31.1	0.7	0.0	27.0	75.0	4.1
PW	16	100.0	6.3	0.0	0.0	0.0	100.0	0.0
TN	3,459	57.6	16.0	0.9	0.9	15.2	79.8	7.1
WY	630	53.1	33.3	0.5	1.3	20.3	66.2	14.3
Total	29,845	62.5	22.9	1.7	1.6	23.5	61.1	14.4

*Samples under 10 were not reported.

Across tests, there were slightly more paper-based tests administered overall. Very few formats to provide additional accessibility were administered.

State	Number	Computer-Based	Paper-Based	Braille*	Reader Script	Large Print	Cassette or CD
AS	13	0	13	0	0	0	0
CA	11,925	2,072	9,849	0	0	3	1
GU	13	0	13	0	0	0	0
HI	175	0	175	0	0	0	0
IA	2,421	2,306	114	0	0	0	1
LA	8,012	3,236	4,757	0	7	3	9
MA	6,606	4,961	1,637	0	0	2	6
ME	1,583	68	1,514	0	0	0	1
MO	10,245	8,330	1,910	0	1	2	2
MP	38	0	38	0	0	0	0
MT	1,948	753	1,195	0	0	0	0
NC	736	156	579	0	0	1	0
NH	1,056	199	857	0	0	0	0
NJ	1,493	963	530	0	0	0	0
NM	1,195	576	619	0	0	0	0
NV	3,030	938	2,092	0	0	0	0
OK	223	32	189	0	0	1	1
PW	43	0	43	0	0	0	0
TN	7,006	2,505	4,497	0	1	1	2
WY	1,386	781	599	0	4	0	2
Total	59,147	27,876	31,220	0	13	13	25

*There were no Braille forms administered during 2015.

Table 15b. Writing Formats Administered

State	Number	Computer-Based	Paper-Based	Braille	Reader Script	Large Print	Cassette or CD
AS	10	0	10	0	0	0	0
CA	10,308	1,596	8,708	0	0	3	1
GU	12	0	12	0	0	0	0
HI	172	0	172	0	0	0	0
IA	2,380	2,291	88	0	0	1	0
LA	7,337	2,796	4,528	0	3	2	8
MA	5,829	4,266	1,557	0	2	1	3
ME	1,313	50	1,262	0	0	0	1
MO	9,744	7,918	1,822	0	0	2	2
MP	47	0	47	0	0	0	0
MT	1,768	709	1,059	0	0	0	0
NC	535	121	413	0	0	1	0
NH	1,019	181	837	0	1	0	0
NJ	1,327	847	480	0	0	0	0
NM	1,091	528	563	0	0	0	0
NV	2,862	906	1,956	0	0	0	0
OK	224	29	194	0	0	1	0
PW	41	0	41	0	0	0	0
TN	6,471	2,209	4,260	0	0	1	1
WY	1,295	761	528	0	4	0	2
Total	53,785	25,208	28,537	0	10	12	18

*There were no Braille forms administered in 2015.

Table 15c. Math Formats Administered

State	Number	Computer-Based	Paper-Based	Braille	Reader Script	Large Print	Cassette or CD
AS	11	0	11	0	0	0	0
CA	12,498	2,196	10,297	0	0	5	0
GU	14	0	14	0	0	0	0
HI	187	0	187	0	0	0	0
IA	2,453	2,353	97	0	2	0	1
LA	9,301	3,878	5,406	0	5	3	9
MA	7,401	5,547	1,846	0	1	3	4
ME	1,418	60	1,358	0	0	0	0
MO	11,938	9,787	2,145	0	1	3	2
MP	39	0	39	0	0	0	0
MT	2,016	818	1,198	0	0	0	0
NC	588	135	451	0	0	2	0
NH	1,152	215	936	0	1	0	0
NJ	1,684	1,070	614	0	0	0	0
NM	1,237	632	605	0	0	0	0
NV	3,478	1,136	2,342	0	0	0	0
OK	212	15	196	0	0	1	0
PW	38	0	38	0	0	0	0
TN	8,308	3,008	5,300	0	0	0	0
WY	1,526	888	627	0	9	0	2
Total	65,499	31,738	33,707	0	19	17	18

*There were no Braille forms administered in 2015.

Table 15d. Science Formats Administered

State	Number	Computer-Based	Paper-Based	Braille	Reader Script	Large Print	Cassette or CD
AS	10	0	10	0	0	0	0
CA	10,926	1,858	9,064	0	0	3	1
GU	12	0	12	0	0	0	0
HI	178	0	178	0	0	0	0
IA	2,185	2,109	76	0	0	0	0
LA	7,617	3,078	4,525	0	4	3	7
MA	6,004	4,527	1,471	0	1	1	4
ME	1,441	62	1,378	0	0	0	1
MO	9,785	7,919	1,862	0	0	2	2
MP	51	0	51	0	0	0	0
MT	1,846	711	1,135	0	0	0	0
NC	560	131	427	0	0	2	0
NH	1,017	201	816	0	0	0	0
NJ	1,375	876	499	0	0	0	0
NM	1,059	518	541	0	0	0	0
NV	2,871	910	1,961	0	0	0	0
OK	202	14	187	0	0	1	0
PW	45	0	45	0	0	0	0
TN	6,747	2,427	4,319	0	0	1	0
WY	1,318	771	540	0	5	0	2
Total	55,249	26,112	29,097	0	10	13	17

*There were no Braille forms administered in 2015.

Table 15e. Social Studies Formats Administered

State	Number	Computer-Based	Paper-Based	Braille	Reader Script	Large Print	Cassette or CD
AS	12	0	12	0	0	0	0
CA	11,851	2,018	9,828	0	0	5	0
GU	12	0	12	0	0	0	0
HI	186	0	186	0	0	0	0
IA	2,331	2,226	102	0	1	0	2
LA	8,275	3,387	4,871	0	7	3	7
MA	6,514	4,906	1,602	0	1	2	3
ME	1,558	64	1,493	0	0	0	1
MO	10,349	8,427	1,919	0	0	1	2
MP	50	0	50	0	0	0	0
MT	1,916	730	1,186	0	0	0	0
NC	664	161	501	0	0	2	0
NH	1,066	210	856	0	0	0	0
NJ	1,543	1,000	543	0	0	0	0
NM	1,199	606	593	0	0	0	0
NV	3,044	972	2,072	0	0	0	0
OK	204	16	187	0	0	1	0
PW	60	0	60	0	0	0	0
TN	7,223	2,590	4,633	0	0	0	0
WY	1,410	808	595	0	4	0	3
Total	59,467	28,121	31,301	0	13	14	18

*There were no Braille forms administered in 2015.

Table 16. Summary Statistics for Individual Tests

State	Sample	Reading			Writing			Math			Science			Social Studies		
		Number	Mean	SD	Number	Mean	SD	Number	Mean	SD	Number	Mean	SD	Number	Mean	SD
AS	First Attempt	9	8.9	2.4	9	10.9	2.5	9	9.7	4.3	9	10.1	2.5	9	8.1	4.3
AS	All Attempts	13	7.9	2.6	10	10.5	2.6	11	8.9	4.2	10	9.7	2.7	12	7.7	3.9
CA	First Attempt	10,378	11.3	3.8	9,799	11.8	2.9	9,418	8.9	3.8	9,995	11.8	3.7	10,138	11.2	4.0
CA	All Attempts	11,925	10.9	3.9	10,308	11.7	2.9	12,498	8.6	3.6	10,926	11.6	3.7	11,851	10.7	4.0
GU	First Attempt	13	12.8	5.2	12	12.2	4.3	12	8.8	4.3	12	12.4	4.2	12	12.1	4.0
GU	All Attempts	13	12.8	5.2	12	12.2	4.3	14	8.6	4.0	12	12.4	4.2	12	12.1	4.0
HI	First Attempt	168	11.6	3.8	172	11.5	2.9	169	8.7	3.5	174	12.4	3.9	175	11.1	4.1
HI	All Attempts	175	11.4	3.8	172	11.5	2.9	187	8.5	3.5	178	12.3	3.9	186	10.8	4.1
IA	First Attempt	2,332	13.5	3.4	2,313	13.0	2.7	2,117	10.8	3.7	2,135	14.4	3.3	2,220	13.2	3.8
IA	All Attempts	2,421	13.3	3.5	2,380	12.9	2.8	2,453	10.5	3.7	2,185	14.3	3.3	2,331	13.0	3.9
LA	First Attempt	6,981	11.8	3.8	6,904	12.0	2.9	6,834	9.2	3.7	6,858	12.5	3.8	6,887	11.2	4.1
LA	All Attempts	8,012	11.2	4.0	7,337	11.9	3.0	9,301	8.6	3.6	7,617	12.1	3.9	8,275	10.6	4.1
MA	First Attempt	5,670	11.9	4.1	5,413	11.9	3.2	5,325	9.2	4.2	5,427	12.4	4.0	5,485	11.5	4.4
MA	All Attempts	6,606	11.2	4.3	5,829	11.7	3.3	7,401	8.6	4.0	6,004	12.0	4.1	6,514	10.9	4.4
ME	First Attempt	1,497	13.3	3.7	1,261	12.6	3.0	1,162	10.1	3.9	1,374	14.0	3.6	1,437	12.7	4.2
ME	All Attempts	1,583	13.1	3.8	1,313	12.5	3.0	1,418	9.7	3.9	1,441	13.7	3.8	1,558	12.4	4.3
MO	First Attempt	9,413	12.7	3.6	9,229	12.5	2.9	9,251	9.9	3.8	9,298	13.6	3.6	9,303	12.5	4.0
MO	All Attempts	10,245	12.4	3.8	9,744	12.3	3.0	11,938	9.4	3.8	9,785	13.3	3.7	10,349	12.1	4.1
MP	First Attempt	36	10.9	3.1	46	12.3	2.3	34	9.4	3.2	50	11.4	2.9	48	10.5	3.1
MP	All Attempts	38	10.7	3.1	47	12.3	2.2	39	9.3	3.1	51	11.4	2.9	50	10.3	3.1
MT	First Attempt	1,804	13.0	3.7	1,662	12.5	3.0	1,602	10.5	4.1	1,734	13.9	3.7	1,730	12.9	4.1
MT	All Attempts	1,948	12.7	3.8	1,768	12.4	3.1	2,016	9.9	4.0	1,846	13.6	3.9	1,916	12.4	4.2
NC	First Attempt	664	11.3	3.9	507	11.7	2.8	474	9.1	3.9	521	11.9	3.9	565	11.0	4.1
NC	All Attempts	736	10.9	4.0	535	11.6	2.8	588	8.8	3.7	560	11.7	3.9	664	10.6	4.1
NH	First Attempt	1,017	13.9	3.4	998	13.3	2.9	979	11.1	4.1	999	14.8	3.5	1,003	14.0	4.0
NH	All Attempts	1,056	13.7	3.6	1,019	13.2	2.9	1,152	10.7	4.0	1,017	14.7	3.6	1,066	13.7	4.1
NJ	First Attempt	1,204	10.8	4.2	1,178	11.2	3.3	1,181	8.6	4.1	1,169	11.2	4.0	1,185	10.3	4.3
NJ	All Attempts	1,493	10.2	4.2	1,327	10.9	3.3	1,684	8.1	3.8	1,375	10.8	3.9	1,543	9.7	4.1
NM	First Attempt	1,041	11.0	3.7	982	11.2	2.9	963	8.9	3.8	974	11.8	3.6	998	10.6	4.0
NM	All Attempts	1,195	10.6	3.8	1,091	11.0	2.9	1,237	8.8	3.8	1,059	11.6	3.7	1,199	10.3	4.0
NV	First Attempt	2,652	12.0	3.9	2,630	11.8	3.0	2,626	9.3	3.8	2,615	12.6	3.9	2,627	11.8	4.2
NV	All Attempts	3,030	11.4	4.1	2,862	11.5	3.1	3,478	8.9	3.7	2,871	12.2	4.0	3,044	11.3	4.3
OK	First Attempt	221	12.0	3.8	219	11.6	2.8	198	8.6	3.1	196	12.2	3.6	200	11.3	4.0
OK	All Attempts	223	11.9	3.8	224	11.6	2.8	212	8.5	3.1	202	12.2	3.6	204	11.3	4.0
PW	First Attempt	34	8.0	4.0	40	9.6	2.9	24	6.8	3.5	42	9.8	3.3	48	7.2	3.2
PW	All Attempts	43	7.6	3.9	41	9.6	2.9	38	6.9	3.1	45	9.6	3.3	60	7.3	3.0
TN	First Attempt	6,172	12.0	3.9	6,120	12.0	3.0	6,102	9.1	3.7	6,168	12.6	3.8	6,160	11.5	4.2
TN	All Attempts	7,006	11.5	4.0	6,471	11.9	3.0	8,308	8.5	3.6	6,747	12.2	3.9	7,223	11.0	4.2
WY	First Attempt	1,312	13.0	3.5	1,252	12.7	2.9	1,230	10.3	3.7	1,269	13.8	3.5	1,282	12.7	4.0
WY	All Attempts	1,386	12.8	3.6	1,295	12.6	2.9	1,526	9.8	3.7	1,318	13.6	3.6	1,410	12.4	4.0
Total	First Attempt	52,618	12.1	3.9	50,746	12.1	3.0	49,710	9.4	3.9	51,019	12.8	3.8	51,512	11.8	4.2
Total	All Attempts	59,147	11.6	4.0	53,785	12.0	3.1	65,499	8.9	3.8	55,249	12.4	3.9	59,467	11.3	4.2

The average battery scores across all states ranged from 48 to 66 for first attempts and from 49 to 66 for best attempts. The average score for the entire population was around 58 for first attempts and 59 for best attempts.

Table 17. Summary Statistics for Examinees Completing all Five Tests (The Full Battery)

State	Sample	Number	Scaled Score Mean	Scaled Score SD
AS	First Attempt	9	47.7	14.4
AS	Best Attempt	9	48.8	13.6
CA	First Attempt	8,915	54.7	15.7
CA	Best Attempt	8,915	56.4	14.8
GU	First Attempt	11	57.7	19.5
GU	Best Attempt	11	58.0	19.4
HI	First Attempt	162	55.7	14.8
HI	Best Attempt	162	56.1	14.6
IA	First Attempt	1,890	62.3	18.7
IA	Best Attempt	1,890	63.1	18.3
LA	First Attempt	6,603	56.2	16.4
LA	Best Attempt	6,603	57.5	15.6
MA	First Attempt	5,058	55.9	18.8
MA	Best Attempt	5,058	57.2	18.0
ME	First Attempt	1,119	59.1	20.4
ME	Best Attempt	1,119	60.1	20.0
MO	First Attempt	9,095	60.4	16.0
MO	Best Attempt	9,095	61.6	15.1
MP	First Attempt	26	56.8	10.7
MP	Best Attempt	26	57.7	10.2
MT	First Attempt	1,580	60.6	18.4
MT	Best Attempt	1,580	61.8	17.7
NC	First Attempt	403	56.9	15.0
NC	Best Attempt	403	58.6	13.9
NH	First Attempt	971	65.5	17.6
NH	Best Attempt	971	66.3	17.0
NJ	First Attempt	1,087	52.4	17.1
NJ	Best Attempt	1,087	54.4	16.3
NM	First Attempt	874	54.0	14.6
NM	Best Attempt	874	56.7	13.3
NV	First Attempt	2,594	57.2	16.2
NV	Best Attempt	2,594	58.5	15.4
OK	First Attempt	174	56.1	14.4
OK	Best Attempt	174	56.5	14.3
PW	First Attempt	16	48.0	14.0
PW	Best Attempt	16	52.1	11.6
TN	First Attempt	6,001	57.1	15.9
TN	Best Attempt	6,001	58.4	15.1
WY	First Attempt	1,187	61.3	17.0
WY	Best Attempt	1,187	62.4	16.2
Total	First Attempt	47,775	57.5	16.9
Total	Best Attempt	47,775	58.8	16.1

The fields in the following two tables contain: Technical School (TECH), Two-Year College (2-Yr College), Four-Year College (4-Yr College), Get a Job, Keep Current Job, Role Model, Satisfaction (SAT), Public Assist, Military (MIL), Early Release, Court Order, and Other.

Table 18. Passers with Reported Reason for Testing

State	Number	Response Rate (%)	TECH (%)	2-Yr College (%)	4-Yr College (%)	Get a Job (%)	Keep Current Job (%)	RM (%)	SAT (%)	Public Assist (%)	MIL (%)	Early Release (%)	Court Order (%)	Other (%)
AS	5	100.0	0.0	60.0	20.0	0.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0
CA	2,990	67.1	15.0	20.3	18.6	16.0	2.1	2.7	13.6	0.2	3.1	0.6	0.1	7.6
GU	-	-	-	-	-	-	-	-	-	-	-	-	-	-
HI	82	98.8	9.8	12.2	20.7	18.3	0.0	3.7	22.0	0.0	1.2	1.2	1.2	9.8
IA	1,052	68.4	10.1	21.2	13.3	15.3	2.7	4.9	21.3	0.1	1.8	0.9	0.9	7.6
LA	2,061	56.9	18.9	15.5	20.0	13.5	1.4	3.2	16.3	0.1	3.2	1.6	1.3	5.1
MA	2,000	73.6	14.8	21.6	21.8	13.6	1.1	2.9	14.1	0.3	2.9	0.8	0.6	5.9
ME	527	68.4	10.1	15.0	20.3	19.9	1.1	4.2	16.7	0.2	3.6	0.0	0.0	8.9
MO	3,506	60.7	11.5	17.9	17.9	13.9	2.5	3.9	16.1	0.1	3.2	1.1	1.1	10.7
MP	16	100.0	0.0	18.8	37.5	12.5	6.3	0.0	18.8	0.0	6.3	0.0	0.0	0.0
MT	767	71.8	12.3	13.3	16.6	12.8	1.3	2.7	19.7	0.1	3.9	1.6	1.3	14.5
NC	176	85.4	18.2	21.0	17.0	14.8	2.8	5.7	14.2	0.6	1.7	0.0	0.0	4.0
NH	552	74.9	11.8	17.0	13.2	12.5	2.4	2.2	23.4	0.2	1.8	3.1	0.9	11.6
NJ	364	76.6	18.1	20.9	23.9	9.9	0.8	4.4	12.1	0.0	3.8	0.5	0.0	5.5
NM	223	56.0	10.3	19.3	22.9	12.1	3.1	4.5	17.5	0.4	3.6	0.0	0.0	6.3
NV	951	67.0	15.4	16.0	16.8	16.7	2.0	2.9	16.1	0.3	2.6	1.6	1.6	8.0
OK	72	86.7	20.8	13.9	6.9	22.2	1.4	5.6	15.3	1.4	2.8	0.0	1.4	8.3
PW	5	100.0	0.0	40.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TN	1,924	60.8	16.3	15.9	17.7	16.5	2.2	3.8	18.3	0.2	2.5	0.6	0.6	5.5
WY	458	56.7	8.5	18.3	15.7	14.2	1.5	4.1	18.8	0.0	3.7	0.9	3.9	10.3
Total	17,735	64.8	14.1	18.1	18.3	14.7	1.9	3.4	16.4	0.2	3.0	1.0	0.9	8.0

*Samples under 5 were not reported.

Table 19. Summary Statistics for Passers

State	Number	Reading		Writing		Math		Science		Social Studies		Battery	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
AS	5	10.6	1.8	12.8	0.8	12.4	2.3	11.6	1.5	11.6	1.1	59.0	4.2
CA	4,459	13.4	2.8	13.4	2.4	11.6	2.8	14.1	2.9	13.6	3.1	66.1	10.7
GU	5	15.6	3.6	14.0	3.4	12.6	2.6	15.4	3.2	15.2	2.8	72.8	13.0
HI	83	13.2	2.7	12.9	2.4	11.0	2.5	14.6	3.1	13.2	3.2	65.0	10.1
IA	1,537	14.6	2.8	13.8	2.4	12.4	2.8	15.5	2.7	14.5	3.2	70.6	10.9
LA	3,621	13.8	2.8	13.4	2.4	11.6	2.7	14.6	2.8	13.6	3.2	67.0	10.8
MA	2,719	14.3	3.0	13.7	2.7	12.2	3.2	14.9	3.1	14.2	3.5	69.3	12.5
ME	770	14.8	2.9	13.7	2.6	12.0	3.0	15.5	2.9	14.7	3.3	70.6	11.8
MO	5,779	14.1	2.8	13.6	2.5	11.9	2.9	15.1	2.8	14.2	3.2	69.0	11.1
MP	16	12.4	2.7	13.3	1.7	10.8	3.3	12.8	3.4	11.7	2.2	60.9	10.7
MT	1,068	14.5	2.7	13.6	2.5	12.5	3.1	15.6	2.7	14.7	3.2	70.9	11.1
NC	206	13.6	3.1	13.1	2.6	11.9	2.9	14.6	3.0	13.5	3.3	66.7	12.1
NH	737	14.9	2.8	14.1	2.5	12.7	3.2	16.0	2.7	15.2	3.2	72.9	11.3
NJ	475	13.7	3.0	13.5	2.6	12.0	3.1	14.1	3.1	13.6	3.3	66.9	12.5
NM	398	13.3	2.7	12.9	2.3	11.7	3.0	14.1	2.8	13.3	3.3	65.3	10.7
NV	1,420	13.9	2.8	13.2	2.4	11.8	2.8	14.7	2.9	14.1	3.2	67.7	11.0
OK	83	14.4	2.6	13.0	2.3	11.0	2.0	14.5	2.5	13.7	3.5	66.6	9.8
PW	5	13.4	1.7	13.4	0.9	11.4	3.4	14.4	1.5	9.8	2.0	62.4	5.7
TN	3,165	14.1	2.8	13.5	2.4	11.6	2.7	14.8	2.8	13.9	3.2	67.9	10.9
WY	808	14.5	2.6	13.8	2.4	12.1	2.7	15.3	2.7	14.4	3.2	70.0	10.4
Total	27,359	14.0	2.8	13.5	2.5	11.9	2.9	14.8	2.9	14.0	3.3	68.3	11.3

In the following table, actual ages are always rounded down to the nearest whole year (e.g., 24 years and 8 months is rounded down to 24 years).

Table 20. Passing Rates by Age

State	Passing Rate (%)	16 to 18 (%)	19 to 24 (%)	25 to 29 (%)	30 to 34 (%)	35 to 39 (%)	40 to 49 (%)	50 to 59 (%)	60+ (%)
AS	55.6	–	80.0	0.0	100.0	–	–	–	–
CA	50.0	62.4	52.0	50.9	44.8	46.7	39.3	35.2	42.6
GU	45.5	–	20.0	50.0	100.0	0.0	100.0	–	–
HI	51.2	55.0	60.9	51.5	58.8	25.0	44.4	45.5	0.0
IA	81.3	86.3	86.2	78.3	73.0	76.0	67.7	64.7	60.0
LA	54.8	65.6	54.3	51.5	47.7	43.1	43.8	33.9	33.3
MA	53.8	74.8	57.8	45.4	43.0	40.1	37.5	29.5	35.7
ME	68.8	77.9	72.5	69.9	57.1	44.4	50.0	63.6	50.0
MO	63.5	70.5	63.7	60.7	60.5	57.4	50.1	41.8	25.0
MP	61.5	80.0	66.7	25.0	50.0	–	100.0	–	–
MT	67.6	74.4	65.7	64.4	63.8	63.5	56.1	29.4	42.9
NC	51.1	73.3	57.6	45.7	52.7	45.5	37.0	11.1	20.0
NH	75.9	81.9	79.1	63.2	68.1	77.2	72.9	55.6	33.3
NJ	43.7	59.8	45.8	27.9	32.7	31.7	41.3	33.3	14.3
NM	45.5	56.9	45.8	41.2	42.9	39.5	34.3	25.0	50.0
NV	54.7	70.7	51.0	54.8	46.9	46.4	47.9	52.9	61.5
OK	47.7	63.0	56.7	44.4	35.0	46.7	17.6	50.0	0.0
PW	31.3	100.0	26.7	–	–	–	–	–	–
TN	52.7	68.9	60.2	46.6	47.3	41.7	38.8	37.6	28.3
WY	68.1	77.2	68.6	61.0	61.4	58.5	57.4	35.0	20.0
Total	57.3	69.8	59.3	53.0	50.7	48.3	43.6	38.4	35.2

– denotes no examinees in the category.

Male examinees tended to have slightly higher passing rates than female examinees.

State	Passing Rate (%)	Male (%)	Female (%)
AS	55.6	50.0	66.7
CA	50.0	56.1	43.7
GU	45.5	50.0	33.3
HI	51.2	54.5	46.0
IA	81.3	84.1	77.7
LA	54.8	59.4	48.4
MA	53.8	58.9	48.1
ME	68.8	69.4	68.1
MO	63.5	66.0	60.0
MP	61.5	62.5	61.1
MT	67.6	69.7	64.4
NC	51.1	59.1	45.6
NH	75.9	77.3	73.7
NJ	43.7	47.3	40.1
NM	45.5	51.0	39.9
NV	54.7	59.3	48.7
OK	47.7	46.4	48.6
PW	31.3	0.0	55.6
TN	52.7	56.0	48.5
WY	68.1	70.1	64.5
Total	57.3	61.5	51.9

Non-Hispanic examinees tended to have slightly higher passing rates than Hispanic examinees. Exclusions to this are HI, LA, NM, PW.

Table 22. Passing Rates by Reported Hispanic Background

State	Passing Rate (%)	Non-Hispanic (%)	Hispanic (%)	Chose Not to Respond (%)
AS	55.6	25.0	–	80.0
CA	50.0	57.3	47.9	46.7
GU	45.5	50.0	–	0.0
HI	51.2	48.7	73.9	45.0
IA	81.3	83.3	73.8	73.7
LA	54.8	55.6	56.2	48.6
MA	53.8	61.6	38.9	53.8
ME	68.8	71.1	54.0	55.3
MO	63.5	62.9	59.6	66.1
MP	61.5	62.5	–	50.0
MT	67.6	69.4	52.7	64.3
NC	51.1	52.2	47.7	68.2
NH	75.9	76.9	60.7	76.5
NJ	43.7	52.2	35.0	51.4
NM	45.5	39.8	48.9	47.1
NV	54.7	60.2	47.5	52.5
OK	47.7	49.3	33.3	50.0
PW	31.3	33.3	100.0	16.7
TN	52.7	54.7	43.3	40.7
WY	68.1	73.6	50.0	64.5
Total	57.3	61.1	47.4	56.2

– denotes no examinees in the category.

Table 23. Passing Rates by Reported Race

State	Passing Rate (%)	American Indian (%)	Asian (%)	African American (%)	Pacific Islander (%)	White (%)	Other (%)	Chose Not to Respond (%)
AS	55.6	–	–	–	55.6	100.0	100.0	–
CA	50.0	54.5	59.2	42.0	53.0	56.0	49.3	46.4
GU	45.5	–	0.0	–	50.0	–	–	–
HI	51.2	62.5	58.7	53.8	52.9	65.5	61.9	40.0
IA	81.3	86.2	76.0	69.5	50.0	84.4	72.9	77.1
LA	54.8	64.5	53.4	39.5	70.6	66.2	50.2	52.5
MA	53.8	57.0	53.5	39.3	45.0	66.7	41.2	50.9
ME	68.8	63.6	55.6	48.1	33.3	72.7	58.7	55.6
MO	63.5	73.5	69.1	42.2	64.9	68.7	61.7	66.5
MP	61.5	–	75.0	–	55.0	100.0	–	–
MT	67.6	55.3	66.7	52.3	85.7	73.4	58.8	63.4
NC	51.1	33.3	100.0	29.6	–	67.9	43.7	58.3
NH	75.9	84.4	52.9	66.7	66.7	77.3	64.3	71.4
NJ	43.7	54.5	38.1	31.4	83.3	56.7	32.2	54.2
NM	45.5	32.3	50.0	63.6	100.0	56.4	45.2	47.5
NV	54.7	55.5	65.0	42.0	60.9	65.6	45.1	49.8
OK	47.7	44.6	0.0	20.0	–	59.0	50.0	40.0
PW	31.3	–	100.0	–	26.7	–	–	–
TN	52.7	65.3	54.0	32.3	64.3	60.4	45.4	50.0
WY	68.1	69.4	70.0	53.8	66.7	73.7	45.9	61.3
Total	57.3	57.5	59.0	40.0	56.3	66.6	47.7	55.6

– denotes no examinees in the category.

Compared to 2014, Number tested increased across the board in 2015 (with a few exceptions) but the percent completed and percent passing decreased in 2015.

Table 24. Year-to-Year Comparison of Examinees

State	Number Tested		Percent Completed		Percent Passing	
	2014	2015	2014	2015	2014	2015
AS	–	9	–	100.0	–	55.6
CA	2,456	12,007	73.4	74.2	54.5	50.0
GU	–	13	–	84.6	–	45.5
HI	–	179	–	90.5	–	51.2
IA	2,544	3,084	65.8	61.3	92.8	81.3
LA	7,755	8,411	91.8	78.5	69.6	54.8
MA	5,378	7,101	81.2	71.2	67.3	53.8
ME	2,256	1,903	45.5	58.8	86.9	68.8
MO	10,048	10,443	93.4	87.1	80.7	63.5
MP	–	63	–	41.3	–	61.5
MT	2,234	2,080	66.3	76.0	82.4	67.6
NC	–	744	–	54.2	–	51.1
NH	1,043	1,136	87.7	85.5	83.6	75.9
NJ	905	1,458	88.8	74.6	57.3	43.7
NM	–	1,115	–	78.4	–	45.5
NV	2,544	3,003	97.3	86.4	66.3	54.7
OK	–	252	–	69.0	–	47.7
PW	–	57	–	28.1	–	31.3
TN	6,332	7,086	94.9	84.7	68.1	52.7
WY	1,135	1,493	71.2	79.5	85.9	68.1
Total	44,623	61,600	84.9	77.6	73.3	57.3

– Denotes no testing during 2014

Definitions of Key Terms

Alternate Formats — Various formats of the HiSET are available in addition to the standard print editions for examinees with physical, learning, or psychological disabilities. These formats include large print, audio cassette, and Braille editions. Although the audio cassette and Braille editions may be used by examinees with documented disabilities who were approved for test accommodations, the large print edition does not require additional documentation for use.

HiSET Completers — Examinees who have tested in all five content areas of the HiSET and completed the final test in their battery in 2015 regardless of whether they met the HiSET passing standard. The number of completers serves as the denominator for calculating the pass rate. An examinee must be a 2015 completer and must have met the minimum passing standard in order to be considered a HiSET passer (see definition).

HiSET Passers — Completers who have met the minimum passing standard for the HiSET. The number of examinees who met the passing standard serves as the numerator for calculating the pass rate. Some jurisdictions require examinees to fulfill additional requirements beyond passing the HiSET in order to receive a passing high-school completion test credential.

HiSET — A high school equivalency assessment consisting of five content areas. ETS and ITP designed and produced the HiSET according to psychometric standards and properties in order to provide an opportunity for adults who did not complete a formal high school program to certify their attainment of academic knowledge and skills and to earn their jurisdiction's high school-level equivalency credential, diploma, or certificate.

HiSET Examinees — Examinees who have tested in at least one of the five content areas of the HiSET, regardless of whether they completed or met the HiSET passing standard.

Jurisdiction — Entity such as a U.S. state, U.S. Territory, or regional contractor that administers the HiSET.

Language Version — In addition to English, the HiSET is offered in Spanish to provide an opportunity for adults with Spanish as their primary language to certify their attainment of high school-level academic knowledge and skills.

Minimum Passing Standard — Each of the five tests in the HiSET battery is scored on a scale of 1–20. In order to pass, an examinee must do all three of the following:

- achieve a score of at least 8 on each of the five individual tests
- score at least 2 out of 6 on the essay portion of the writing test
- have a total combined score on all five tests of at least 45

Subject Area — The HiSET includes five content areas that assess skills and knowledge in the following high school academic subjects: Language Arts — Reading, Language Arts — Writing, Mathematics, Science, and Social Studies.

For more information,
Visit: **hiset.ets.org**
Email: **hiset@ets.org**
Phone Toll-Free: **1-855-MyHiSET**
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