ACT® STEM Score by Gender

Subject and Gender-based Achievement Gaps

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Group</th>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<td>28.3</td>
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<tr>
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<td>Male</td>
<td>29.0</td>
<td>28.9</td>
<td>29.0</td>
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</tr>
<tr>
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<td>All students</td>
<td>28.7</td>
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<tr>
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<tr>
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<tr>
<td></td>
<td>All students</td>
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</table>

Students’ ACT science scores appear to be consistently improving, while their math scores have remained flat - a similar trend is present for both male and female students meeting the ACT STEM benchmark.

The findings suggest a possible emphasis on the science side of high school curricula and less emphasis on the mathematics score.

In addition, male students meeting the ACT STEM benchmark have earned steadily higher mathematics and science scores compared to female students.

Efforts to facilitate growth in STEM readiness, especially science, need to continue for all students, with particular attention given to improving STEM readiness levels among females to eliminate the small but persistent gender-based achievement gaps in mathematics and science.

Research findings taken from Data Byte 2016-18, "ACT STEM Score by Gender, 2012-2016"