

ACT Profile Report - State

Graduating Class 2013
Rhode Island



ACT, INC. -- CONFIDENTIAL



Table of Contents

Section I: Executive Summary	Page 5
Percent of Your Students Ready for College-Level Coursework	
Five Year Trends—Percent of Students Who Met College Readiness Benchmarks	
Five Year Trends—Average ACT Scores	
Five Year Trends—Average ACT Scores by Level of Preparation	
Five Year Trends—Percent and Average Composite Score by Race/Ethnicity	
Percent of Students in College Readiness Standards Score Ranges	
Average ACT College Reportable Scores by Test Session Duration	
Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration	
 Section II: Academic Achievement	 Page 11
ACT Score Distributions, Cumulative Percentages, Averages, and Quartile Values	
Average ACT Composite Scores for Race/Ethnicity by Level of Preparation	
Average ACT Scores by Race/Ethnicity	
Percent of Students in College Readiness Standards Score Ranges	
Average ACT Scores by Gender	
Percent of Students Who Met College Readiness Benchmark Scores by Gender	
College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum	
 Section III: College Readiness & Impact of Course Rigor	 Page 17
Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity	
Average ACT Scores and Average ACT Score Changes by Common Course Patterns	
College Readiness Percents by Common Course Patterns	
 Section IV: Career and Educational Aspirations	 Page 25
Distribution of Planned Educational Majors for All Students by College Plans	
Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations	
Students' Score Report Preferences at Time of Testing	
 Section V: Optional Writing Test Results	 Page 29
Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing	

This report provides information about the performance of your 2013 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 2013. 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/standard/infoserv.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 and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores, updated for 2013, are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

39% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 1,612 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 65% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.2 reports 1% of the cohort took less than three years of math courses. Of these students, 0% were college ready. 6% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 11% of these students were college ready. In comparison, 62% 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 3.2 reports 7% of the cohort took less than three years of natural science courses. 11% of these students were college ready. In comparison, 51% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 35% 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 319-337-1309 or customerservices@act.org.

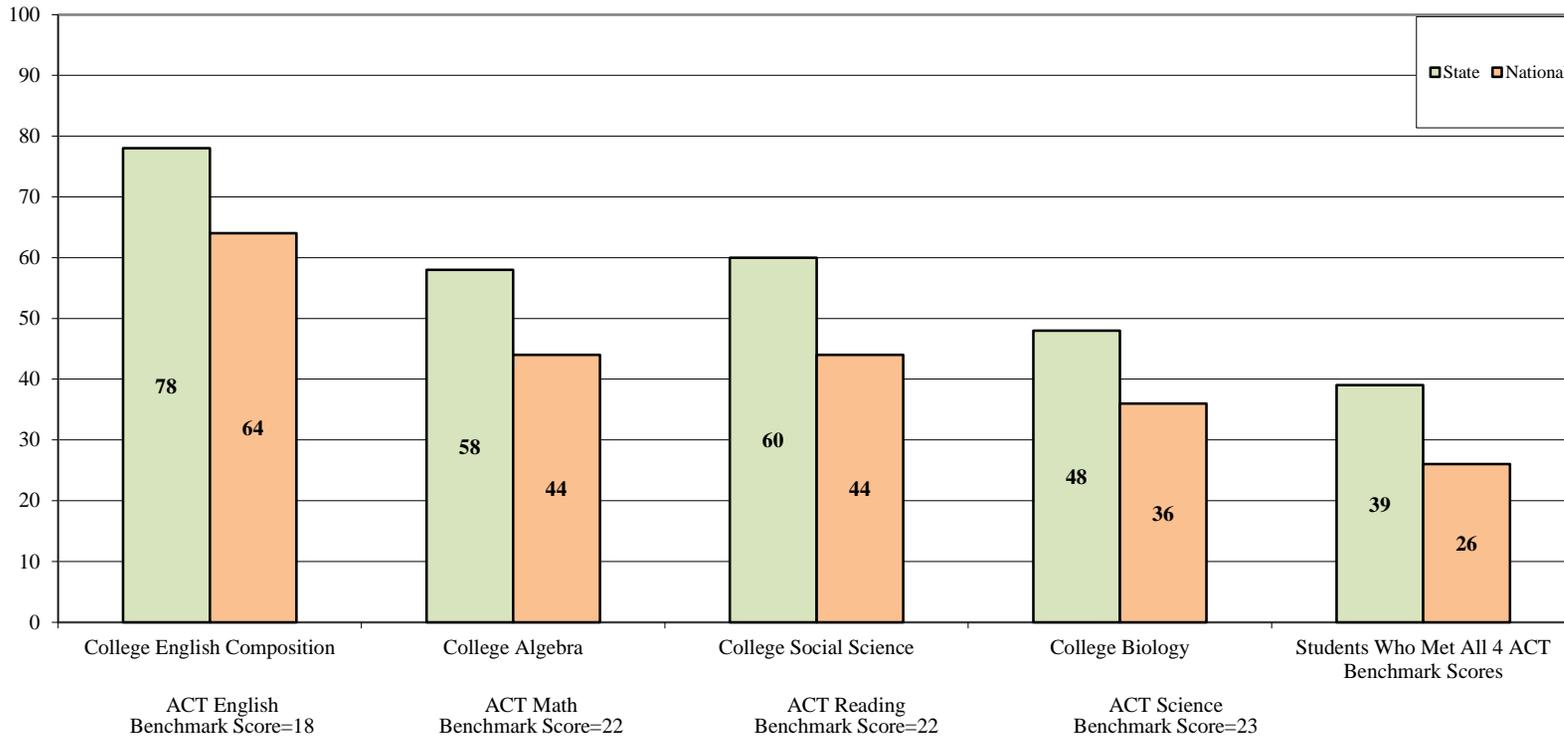
Section I

Executive Summary

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.

To find the results of only standard time or extended time test takers, refer to Tables 1.7 and 1.8 on page 10.

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Total Students in Report: 1,612

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
2009	1,309	1,480,469	81	67	57	42	68	53	35	28	30	23
2010	1,405	1,568,835	80	66	56	43	65	52	38	29	33	24
2011	1,487	1,623,112	81	66	59	45	68	52	38	30	34	25
2012	1,505	1,666,017	81	67	61	46	68	52	42	31	36	25
2013	1,612	1,799,243	78	64	58	44	60	44	48	36	39	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
2009	1,309	1,480,469	23.0	20.6	22.5	21.0	23.4	21.4	21.8	20.9	22.8	21.1
2010	1,405	1,568,835	22.8	20.5	22.4	21.0	23.3	21.3	22.0	20.9	22.8	21.0
2011	1,487	1,623,112	23.1	20.6	22.8	21.1	23.5	21.3	22.1	20.9	23.0	21.1
2012	1,505	1,666,017	22.9	20.5	22.7	21.1	23.5	21.3	22.3	20.9	22.9	21.1
2013	1,612	1,799,243	22.4	20.2	22.4	20.9	23.3	21.1	22.0	20.7	22.7	20.9

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1
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

Total Students in Report: 1,612

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
2009	772	491	59	38	23.1	23.5	22.6	23.0	23.7	23.8	22.0	22.0	23.0	23.2
2010	868	516	62	37	22.8	23.0	22.7	22.3	23.5	23.2	22.1	22.0	22.9	22.8
2011	936	527	63	35	23.2	23.1	22.8	22.9	23.6	23.5	22.1	22.2	23.0	23.0
2012	920	561	61	37	23.0	22.8	22.7	22.6	23.4	23.6	22.3	22.3	23.0	22.9
2013	1,044	537	65	33	22.8	21.8	22.9	21.7	23.7	22.8	22.3	21.3	23.1	22.0

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

	2009			2010			2011			2012			2013		
	N	%	Avg												
All Students	1,309	100	22.8	1,405	100	22.8	1,487	100	23.0	1,505	100	22.9	1,612	100	22.7
Black/African American	52	4	18.5	69	5	17.9	66	4	17.3	80	5	17.7	77	5	17.4
American Indian/Alaska Native	4	0	18.3	5	0	18.2	8	1	18.8	3	0	14.0	8	0	17.3
White	975	74	23.5	1,031	73	23.7	1,088	73	23.8	1,101	73	23.5	1,099	68	23.6
Hispanic/Latino	90	7	16.8	111	8	17.0	136	9	18.7	130	9	19.5	170	11	17.7
Asian	40	3	22.6	55	4	23.9	47	3	24.4	55	4	24.9	69	4	24.2
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	1	0	18.0
Two or more races	26	2	20.6	37	3	21.6	33	2	21.8	41	3	23.4	50	3	22.3
Prefer not to respond/No response	122	9	23.8	97	7	23.1	109	7	23.9	95	6	24.4	138	9	24.1

Total Students in Report: 1,612

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



Total Students in Report: 1,612

Table 1.7. 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	1,520	94	22.5	22.5	23.3	22.0	22.7
	Extended Time	92	6	21.6	21.2	23.8	21.9	22.2
	Total	1,612	100	22.4	22.4	23.3	22.0	22.7
National	Standard Time	1,727,041	96	20.4	21.0	21.3	20.9	21.0
	Extended Time	72,202	4	15.9	17.7	18.1	17.9	17.5
	Total	1,799,243	100	20.2	20.9	21.1	20.7	20.9

Table 1.8. 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	78	59	60	48	39
	Extended Time	66	43	60	48	39
	Total	78	58	60	48	39
National	Standard Time	65	45	45	37	27
	Extended Time	35	20	28	20	13
	Total	64	44	44	36	26

Section II

Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

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

Total Students in Report: 1,612

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

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	5	100	7	100	20	100	10	100	2	100	36
35	28	100	11	100	11	99	20	99	7	100	35
34	41	98	22	99	49	98	10	98	16	99	34
33	45	95	18	98	51	95	8	98	15	98	33
32	31	93	27	96	57	92	20	97	33	98	32
31	40	91	31	95	84	88	18	96	32	95	31
30	46	88	39	93	49	83	31	95	58	93	30
29	44	85	55	90	73	80	35	93	79	90	29
28	71	83	79	87	77	76	52	91	65	85	28
27	49	78	94	82	63	71	60	87	93	81	27
26	88	75	127	76	69	67	79	84	104	75	26
25	103	70	112	68	58	63	142	79	130	69	25
24	127	63	105	61	120	59	156	70	111	61	24
23	116	55	120	55	78	52	126	60	114	54	23
22	92	48	87	47	104	47	121	52	95	47	22
21	106	43	63	42	121	40	148	45	110	41	21
20	103	36	47	38	70	33	99	36	84	34	20
19	67	30	77	35	64	28	93	30	86	29	19
18	49	25	77	30	74	24	83	24	65	23	18
17	50	22	99	26	49	20	59	19	71	19	17
16	55	19	137	20	48	17	61	15	58	15	16
15	44	16	97	11	69	14	37	11	56	11	15
14	61	13	46	5	42	10	33	9	55	8	14
13	23	9	21	2	54	7	31	7	34	5	13
12	36	8	4	1	33	4	33	5	31	2	12
11	33	6	6	1	14	2	28	3	5	1	11
10	25	4	2	1	6	1	11	1	1	1	10
9	14	2	2	1	3	1	4	1	2	1	9
8	9	1	0	1	1	1	4	1	0	1	8
7	8	1	0	1	0	1	0	1	0	1	7
6	1	1	0	1	0	1	0	1	0	1	6
5	2	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	1	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	22.4 (6.4)		22.4 (5.5)		23.3 (6.3)		22.0 (5.2)		22.7 (5.3)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Total Students in Report: 1,612

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	84	100	41	100	57	100	93	100	79	100	20	100	24	100	18
17	108	95	23	97	127	96	130	94	90	95	29	99	4	99	17
16	111	88	120	96	119	89	146	86	109	90	49	97	91	98	16
15	92	81	137	89	106	81	151	77	161	83	134	94	136	93	15
14	116	75	150	80	116	75	155	68	146	73	175	86	170	84	14
13	113	68	180	71	152	67	144	58	173	64	198	75	145	74	13
12	161	61	219	60	182	58	133	49	145	53	164	62	265	65	12
11	180	51	155	46	164	47	153	41	147	44	174	52	126	48	11
10	142	40	139	36	134	37	114	31	122	35	212	42	142	40	10
9	145	31	139	28	88	28	62	24	78	27	137	28	198	32	9
8	87	22	91	19	121	23	107	21	123	22	135	20	129	19	8
7	76	17	48	14	121	15	86	14	107	15	67	11	76	11	7
6	58	12	64	11	69	8	47	9	73	8	55	7	43	7	6
5	70	9	61	7	35	3	70	6	32	4	29	4	12	4	5
4	39	4	30	3	12	1	9	1	16	2	11	2	33	3	4
3	19	2	12	1	5	1	9	1	8	1	14	1	4	1	3
2	10	1	3	1	3	1	3	1	3	1	1	1	10	1	2
1	1	1	0	1	1	1	0	1	0	1	8	1	4	1	1
Avg (SD)	11.4 (3.9)		11.4 (3.4)		11.7 (3.6)		12.2 (3.8)		11.9 (3.6)		11.2 (3.1)		11.2 (3.1)		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)	26	26	28	25	26
Q2 (50th Percentile)	23	23	23	22	23
Q1 (25th Percentile)	18	17	19	19	19

Total Students in Report: 1,612

Table 2.4. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	1,612	65	23.1	22.0
	Black/African American	77	48	17.4	17.5
	American Indian/Alaska Native	8	50	21.8	12.8
	White	1,099	70	23.6	23.6
	Hispanic/Latino	170	48	18.9	16.7
	Asian	69	61	24.5	24.1
	Native Hawaiian/Other Pac. Isl.	1	100	18.0	.
	Two or more races	50	62	22.5	22.0
	Prefer not/No Response	138	58	24.4	24.3
National	All Students	1,799,243	74	21.7	18.7
	Black/African American	239,598	69	17.5	15.6
	American Indian/Alaska Native	14,217	62	19.1	16.5
	White	1,034,712	76	22.9	20.0
	Hispanic/Latino	259,741	72	19.5	17.2
	Asian	71,677	81	24.1	21.5
	Native Hawaiian/Other Pac. Isl.	4,772	71	20.5	17.5
	Two or more races	64,221	74	21.9	19.2
	Prefer not/No Response	110,305	58	22.4	18.4

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	English	Mathematics	Reading	Science	Composite
State	All Students	22.4	22.4	23.3	22.0	22.7
	Black/African American	16.3	17.6	17.9	17.0	17.4
	American Indian/Alaska Native	16.6	16.5	18.1	17.5	17.3
	White	23.5	23.2	24.3	22.8	23.6
	Hispanic/Latino	16.4	17.9	18.3	17.7	17.7
	Asian	23.9	25.6	23.4	23.3	24.2
	Native Hawaiian/Other Pac. Isl.	22.0	15.0	15.0	18.0	18.0
	Two or more races	21.9	21.9	22.8	21.9	22.3
	Prefer not/No Response	24.2	23.7	24.9	22.8	24.1
National	All Students	20.2	20.9	21.1	20.7	20.9
	Black/African American	15.7	17.2	17.0	16.9	16.9
	American Indian/Alaska Native	16.6	18.2	18.3	18.3	18.0
	White	21.8	21.9	22.6	22.0	22.2
	Hispanic/Latino	17.7	19.3	18.9	18.8	18.8
	Asian	22.5	25.0	22.9	23.1	23.5
	Native Hawaiian/Other Pac. Isl.	18.6	20.1	19.5	19.5	19.5
	Two or more races	20.6	20.9	21.6	20.9	21.1
	Prefer not/No Response	20.0	20.8	21.0	20.5	20.7

Total Students in Report: 1,612

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	119	7	58	4	131	8	48	3
	28 to 32	232	14	231	14	340	21	156	10
	24 to 27	367	23	438	27	310	19	437	27
	20 to 23	417	26	317	20	373	23	494	31
	16 to 19	221	14	390	24	235	15	296	18
	13 to 15	128	8	164	10	165	10	101	6
	01 to 12	128	8	14	1	58	4	80	5
National	33 to 36	81,846	5	51,648	3	89,731	5	36,033	2
	28 to 32	175,672	10	156,561	9	239,643	13	138,865	8
	24 to 27	291,095	16	385,102	21	277,723	15	364,600	20
	20 to 23	447,398	25	343,822	19	424,936	24	542,531	30
	16 to 19	327,718	18	590,816	33	384,706	21	413,107	23
	13 to 15	242,064	13	258,384	14	240,069	13	183,840	10
	01 to 12	233,450	13	12,910	1	142,435	8	120,267	7

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	661	41	21.9	22.9	23.1	22.6	22.7
	Females	951	59	22.8	22.1	23.5	21.5	22.6
	Missing	0	0
National	Males	835,431	46	19.8	21.4	20.9	21.2	20.9
	Females	954,919	53	20.6	20.5	21.4	20.4	20.9
	Missing	8,893	0	16.1	18.2	17.6	17.7	17.5

Table 2.8. 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	76	61	58	51	41
	Females	79	56	61	45	37
National	Males	62	47	43	40	29
	Females	67	41	45	33	24

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
State	Core or More ²	1,044	81	22.8	61	22.9	61	23.7	50	22.3	40	23.1
	Less than Core	537	72	21.8	52	21.7	59	22.8	44	21.3	37	22.0
	Missing ³	31	58	19.5	35	19.5	42	21.1	32	21.1	26	20.4
National	Core or More	1,322,739	71	21.2	50	21.7	50	22.0	42	21.5	31	21.7
	Less than Core	396,592	48	17.8	27	18.9	30	19.0	22	18.8	14	18.7
	Missing	79,912	36	16.0	19	17.8	24	17.5	17	17.7	10	17.4

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite CRB% results reflect students who met all four subject-area benchmarks.

Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More ²	1,555	78	22.5	1,568	59	22.5	1,127	58	23.3	1,472	51	22.4
	Less than Core	30	70	20.6	18	0	14.3	455	64	23.5	113	11	16.3
	Missing ³	27	63	20.1	26	42	20.0	30	43	21.1	27	37	21.6
National	Core or More	1,646,286	67	20.6	1,648,697	46	21.3	1,554,990	46	21.5	1,506,965	40	21.3
	Less than Core	84,048	36	15.9	77,906	7	16.3	171,617	32	19.1	218,267	17	18.0
	Missing	68,909	38	16.4	72,640	20	17.9	72,636	25	17.7	74,011	18	17.8

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.

Section III

College 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.

Figure 3.1. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH

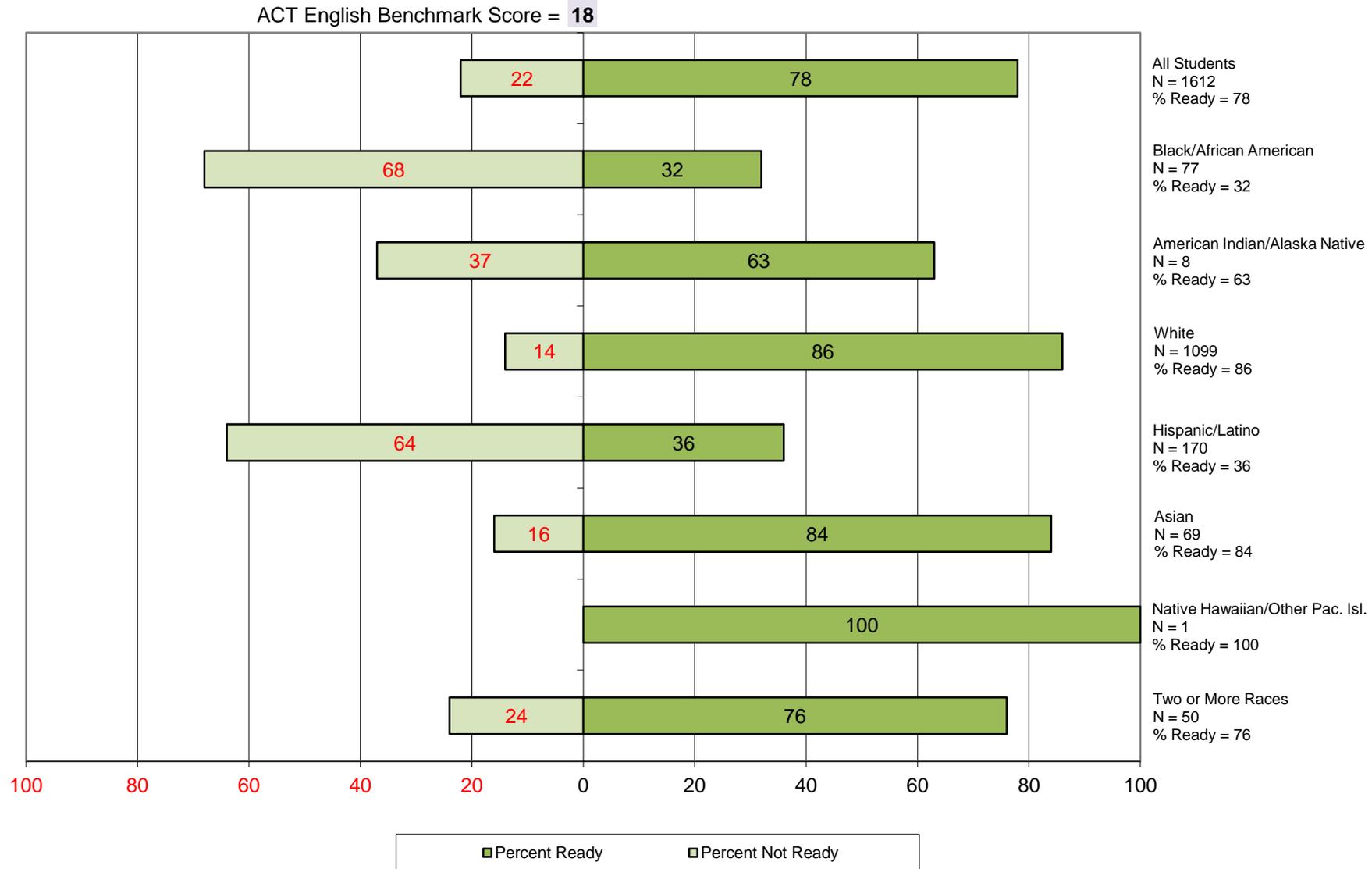


Figure 3.2. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

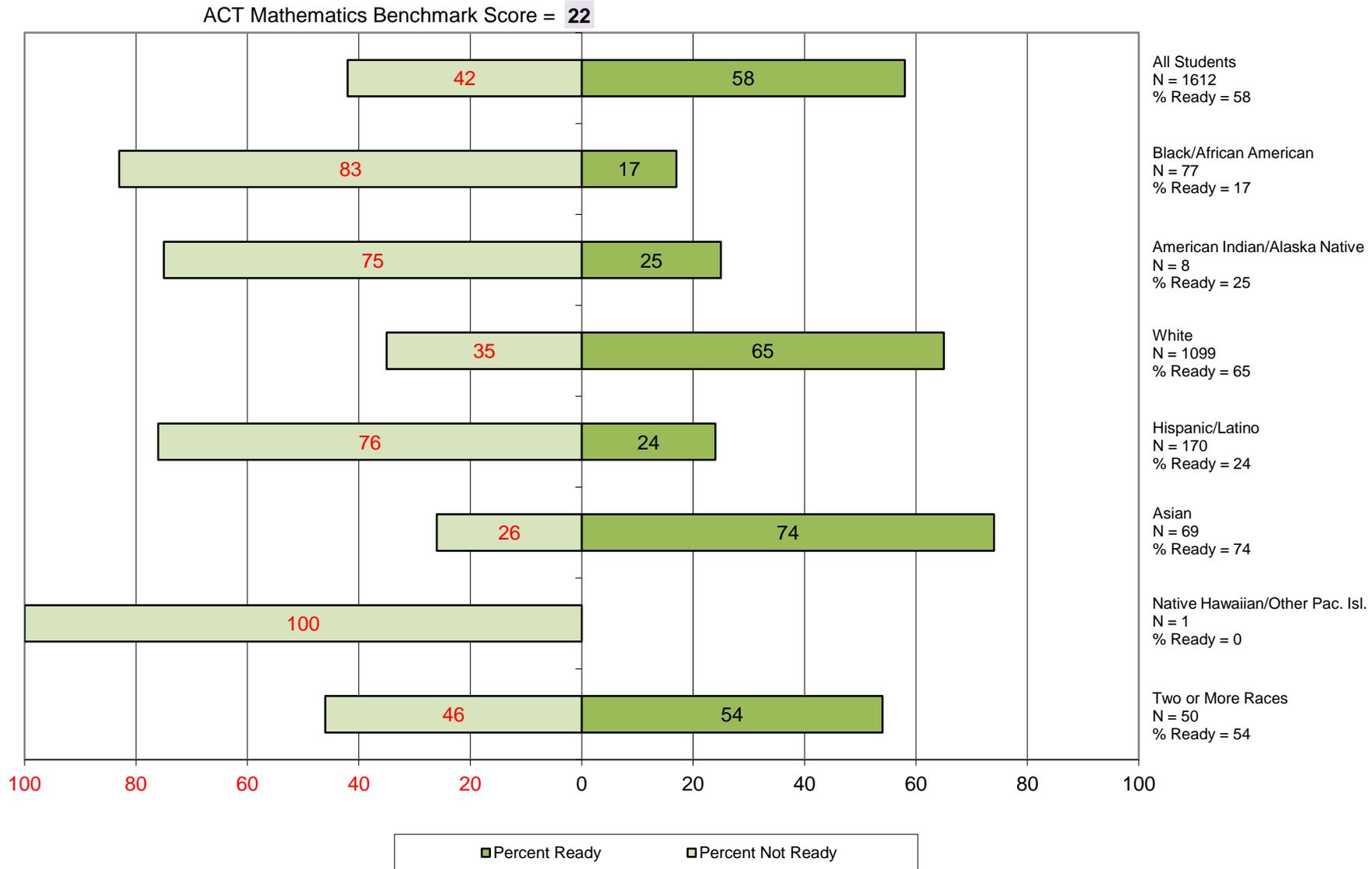


Figure 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

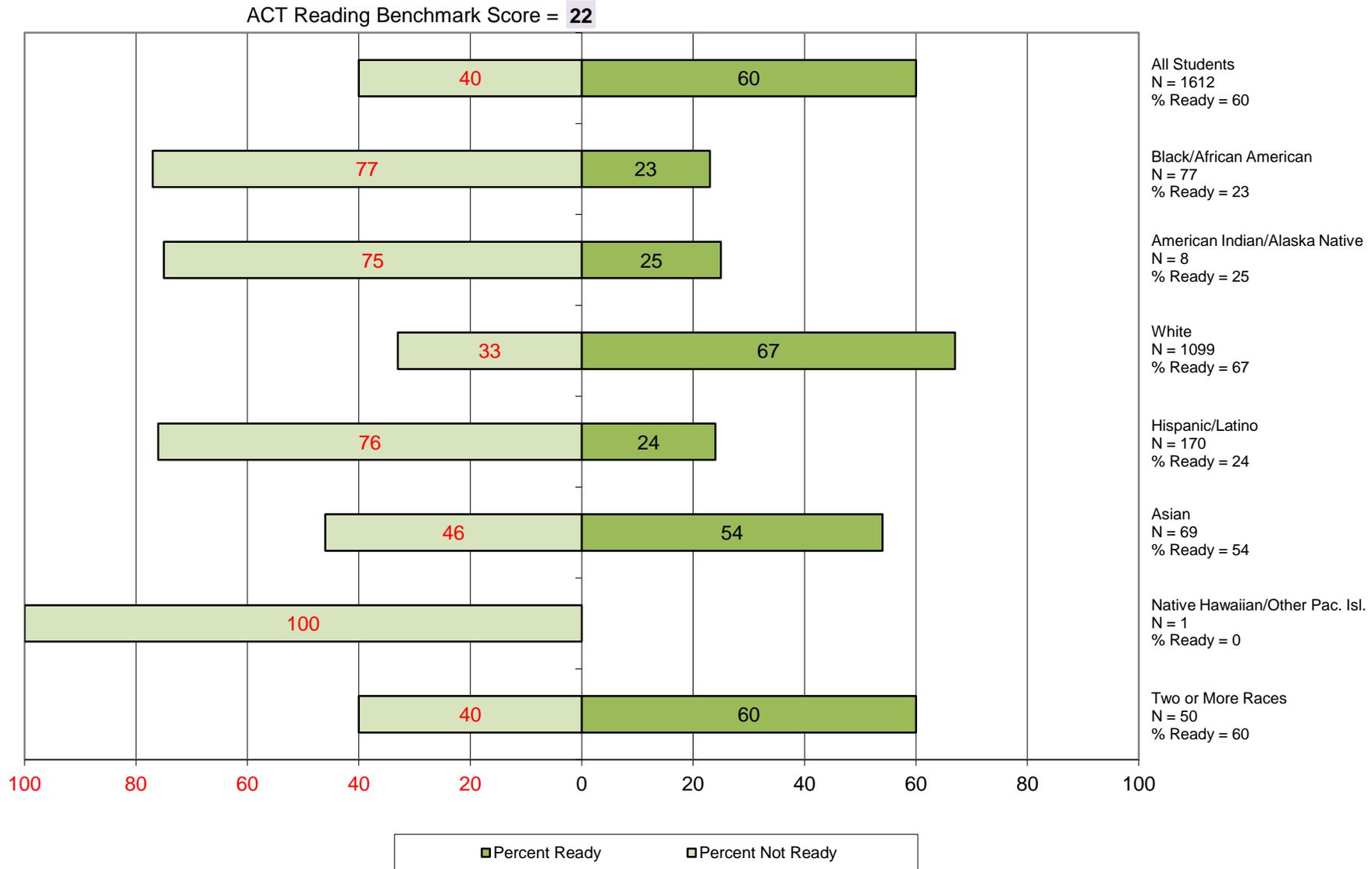


Figure 3.4. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

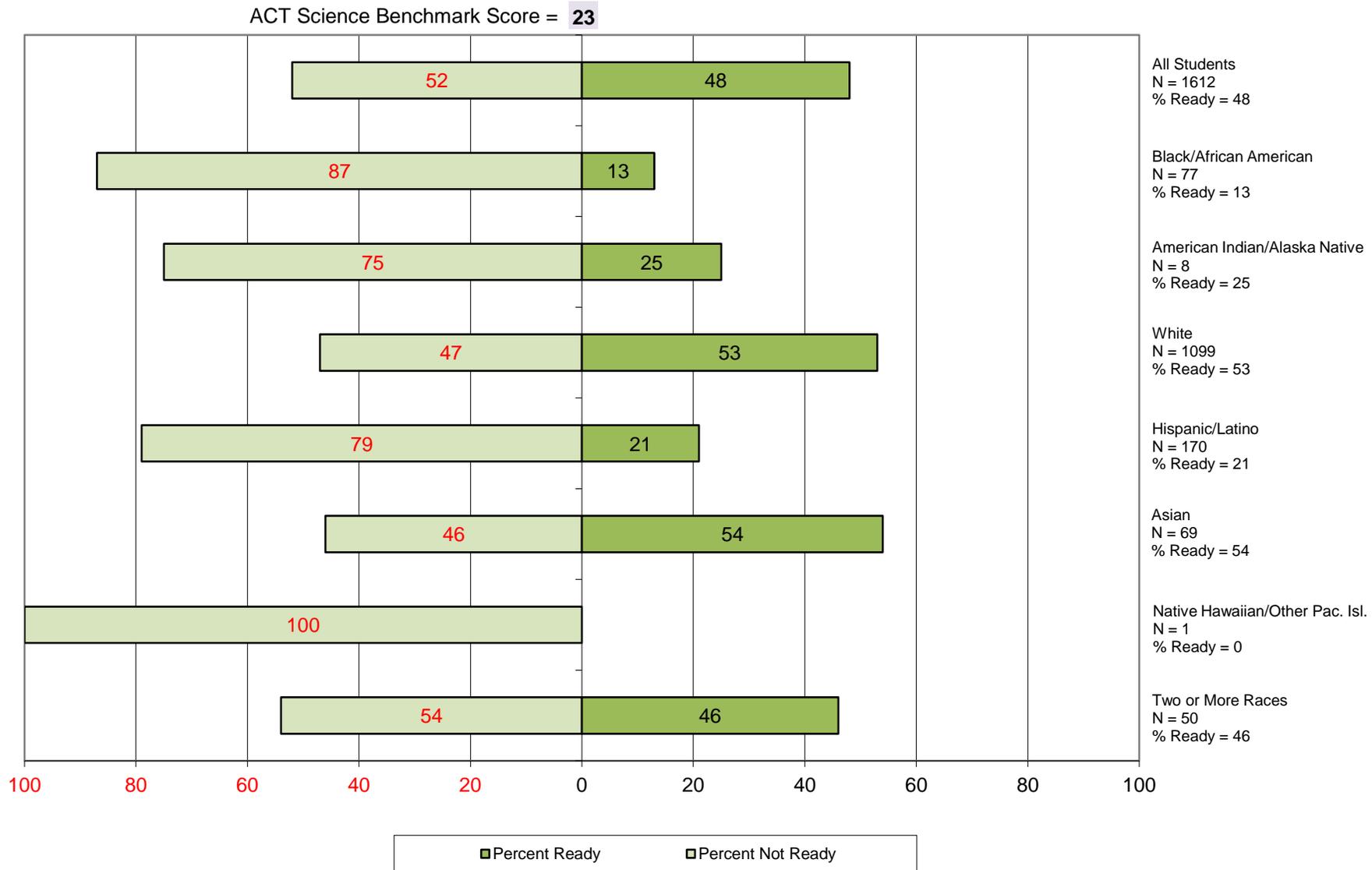
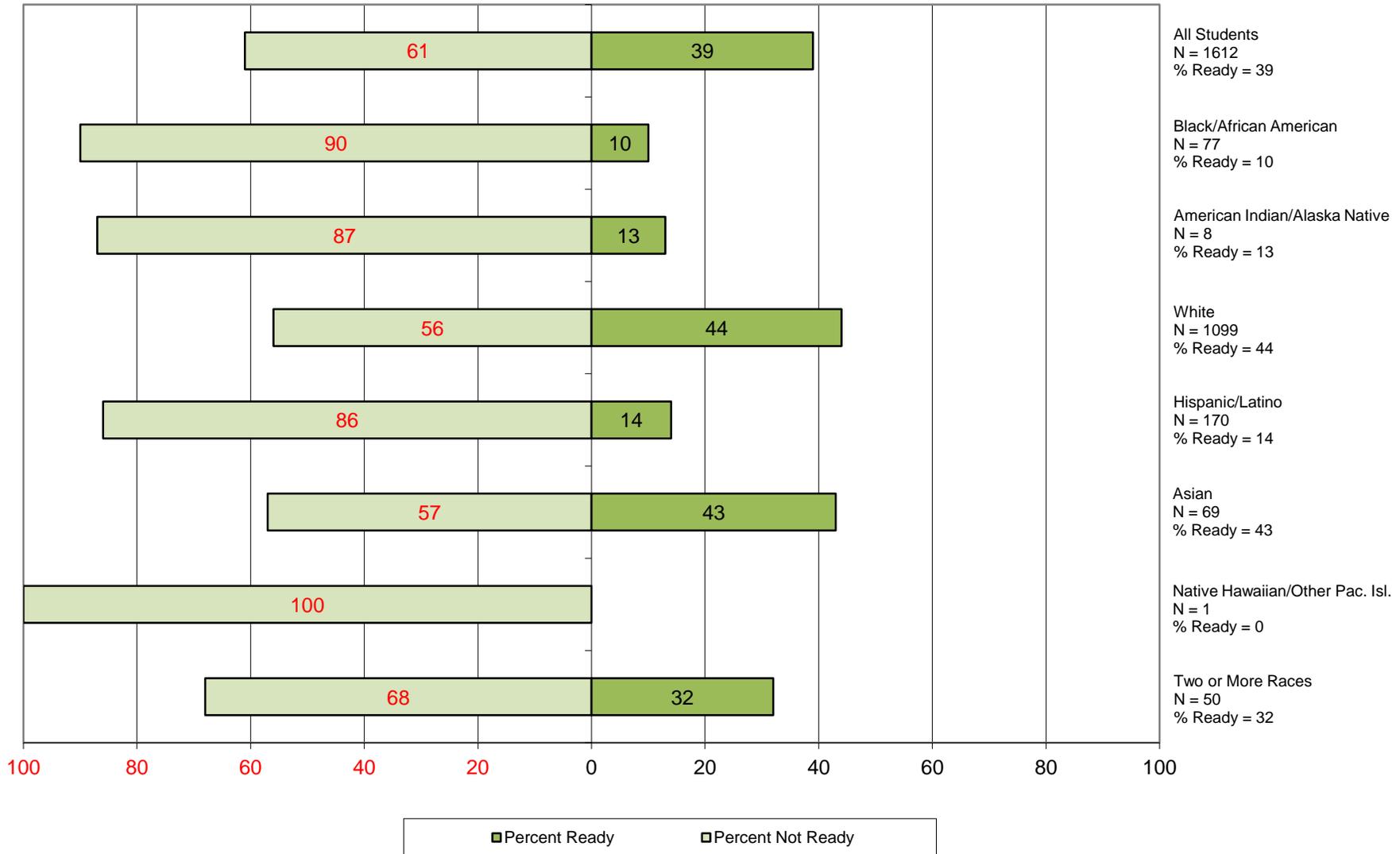


Figure 3.5. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR



Total Students in Report: 1,612

Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	410	25	23.3	2.7	152	23	22.6	4.1	258	27	23.8	0.3
Eng 9, Eng 10, Eng 11, Eng 12	1,145	71	22.2	1.6	475	72	21.9	3.4	670	70	22.4	-1.1
Less than 4 years of English	30	2	20.6	-	17	3	18.5	-	13	1	23.5	-
Zero years / no English courses reported	27	2	20.1	-	17	3	19.4	-	10	1	21.3	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	171	11	25.6	11.3	51	8	25.6	11.0	120	13	25.6	12.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	100	6	22.3	8.0	42	6	23.7	9.1	58	6	21.3	7.7
Alg 1, Alg 2, Geom, & Trig	62	4	19.9	5.6	24	4	20.5	5.9	38	4	19.5	5.9
Alg 1, Alg 2, Geom, & Other Adv Math	233	14	19.4	5.1	64	10	19.8	5.2	169	18	19.2	5.6
Other comb of 4 or more years of Math	810	50	24.0	9.7	363	55	24.6	10.0	447	47	23.4	9.8
Alg 1, Alg 2, & Geom	96	6	16.6	2.3	41	6	17.0	2.4	55	6	16.3	2.7
Other comb of 3 or 3.5 years of Math	96	6	20.7	6.4	47	7	20.1	5.5	49	5	21.2	7.6
Less than 3 years of Math	18	1	14.3	-	13	2	14.6	-	5	1	13.6	-
Zero years / no Math courses reported	26	2	20.0	-	16	2	19.6	-	10	1	20.7	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	98	6	24.4	0.9	43	7	25.2	2.2	55	6	23.8	0.0
Other comb of 4 or more years Social Science	513	32	22.7	-0.8	212	32	22.2	-0.8	301	32	23.0	-0.8
US Hist, World Hist, & Am Gov	110	7	24.2	0.7	55	8	25.3	2.3	55	6	23.1	-0.7
Other comb of 3 or 3.5 years of Social Science	406	25	23.7	0.2	154	23	23.1	0.1	252	26	24.0	0.2
Less than 3 years of Social Science	455	28	23.5	-	180	27	23.0	-	275	29	23.8	-
Zero years / no Social Science courses reported	30	2	21.1	-	17	3	21.1	-	13	1	21.2	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	940	58	22.8	6.5	400	61	23.6	7.7	540	57	22.1	5.5
Bio, Chem, Phys	222	14	23.4	7.1	88	13	24.3	8.4	134	14	22.8	6.2
Gen Sci ² , Bio, Chem	289	18	20.7	4.4	94	14	20.4	4.5	195	21	20.9	4.3
Other comb of 3 years of Natural Science	21	1	20.1	3.8	15	2	20.3	4.4	6	1	19.5	2.9
Less than 3 years of Natural Science	113	7	16.3	-	48	7	15.9	-	65	7	16.6	-
Zero years / no Natural Science courses reported	27	2	21.6	-	16	2	22.4	-	11	1	20.5	-

¹Course value added is defined as the average ACT score change compared to course sequences in which students took

less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Total Students in Report: 1,612

Table 3.2. College Readiness Percents 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	410	25	23.3	81	380,375	21	21.6	73
Eng 9, Eng 10, Eng 11, Eng 12	1,145	71	22.2	77	1,265,911	70	20.3	65
Less than 4 years of English	30	2	20.6	70	84,048	5	15.9	36
Zero years / no English courses reported	27	2	20.1	63	68,909	4	16.4	38
MATHEMATICS COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	171	11	25.6	88	113,999	6	23.8	68
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	100	6	22.3	60	155,095	9	21.9	56
Alg 1, Alg 2, Geom, & Trig	62	4	19.9	35	119,993	7	19.4	32
Alg 1, Alg 2, Geom, & Other Adv Math	233	14	19.4	31	336,291	19	19.6	32
Other comb of 4 or more years of Math	810	50	24.0	70	610,720	34	23.6	65
Alg 1, Alg 2, & Geom	96	6	16.6	11	223,733	12	17.2	11
Other comb of 3 or 3.5 years of Math	96	6	20.7	46	88,866	5	19.7	34
Less than 3 years of Math	18	1	14.3	0	77,906	4	16.3	7
Zero years / no Math courses reported	26	2	20.0	42	72,640	4	17.9	20
SOCIAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	98	6	24.4	66	50,989	3	22.2	51
Other comb of 4 or more years Social Science	513	32	22.7	55	908,394	50	22.0	50
US Hist, World Hist, & Am Gov	110	7	24.2	64	106,021	6	19.5	34
Other comb of 3 or 3.5 years of Social Science	406	25	23.7	60	489,586	27	21.0	43
Less than 3 years of Social Science	455	28	23.5	64	171,617	10	19.1	32
Zero years / no Social Science courses reported	30	2	21.1	43	72,636	4	17.7	25
NATURAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	940	58	22.8	54	767,293	43	21.9	46
Bio, Chem, Phys	222	14	23.4	59	183,685	10	23.0	54
Gen Sci ¹ , Bio, Chem	289	18	20.7	34	504,165	28	19.9	28
Other comb of 3 years of Natural Science	21	1	20.1	38	51,822	3	19.1	25
Less than 3 years of Natural Science	113	7	16.3	11	218,267	12	18.0	17
Zero years / no Natural Science courses reported	27	2	21.6	37	74,011	4	17.8	18

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

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

Total Students in Report: 1,612

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 ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture & Natural Resources Conservation	17	1	21.6	1	4	15.0	15	1	21.7
Architecture	16	1	20.4	0	0	.	14	1	20.1
Area, Ethnic, & Multidisciplinary Studies	3	0	23.7	0	0	.	2	0	25.5
Arts: Visual & Performing	103	6	20.9	3	11	15.7	90	7	21.3
Business	190	12	21.4	4	14	13.8	164	12	21.4
Communications	41	3	22.1	0	0	.	36	3	22.1
Community, Family, & Personal Services	14	1	19.7	1	4	16.0	13	1	20.0
Computer Science & Mathematics	34	2	24.8	1	4	21.0	28	2	24.8
Education	69	4	20.3	2	7	20.0	60	5	20.5
Engineering	136	8	25.6	2	7	12.0	123	9	25.7
Engineering Technology & Drafting	14	1	20.3	1	4	17.0	9	1	22.1
English & Foreign Languages	29	2	26.1	0	0	.	23	2	25.8
Health Administration & Assisting	18	1	17.6	1	4	12.0	17	1	17.9
Health Sciences & Technologies	255	16	22.6	3	11	13.3	220	17	22.5
Philosophy, Religion, & Theology	4	0	22.8	0	0	.	4	0	22.8
Repair, Production, & Construction	5	0	16.2	0	0	.	5	0	16.2
Sciences: Biological & Physical	170	11	24.6	0	0	.	152	12	24.3
Social Sciences & Law	139	9	22.7	1	4	25.0	111	8	22.7
Undecided	331	21	22.6	8	29	17.6	232	18	22.5
No Response	24	1	21.8	0	0	.	1	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: 1,612

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	17.1	2	15.5	1	11.0	6	19.0	1	15.0
2-yr College Degree	18	15.7	3	15.0	0	.	6	15.3	5	13.8
Bachelors Degree	559	20.4	27	15.4	4	18.3	387	21.8	80	15.8
Graduate Study	418	24.0	12	18.7	2	21.0	335	24.4	22	20.0
Prof. Level Degree	342	24.8	19	18.3	1	12.0	209	25.6	37	20.8
Other	16	21.4	0	.	0	.	12	23.6	4	14.8
No Response	249	23.4	14	19.4	0	.	144	24.1	21	18.7

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	10	17.1	0	.	0	.	0	.	0	.
2-yr College Degree	18	15.7	0	.	0	.	3	18.7	1	20.0
Bachelors Degree	559	20.4	19	20.0	0	.	15	19.5	27	19.1
Graduate Study	418	24.0	13	25.3	0	.	10	24.2	24	24.2
Prof. Level Degree	342	24.8	24	26.5	0	.	14	25.0	38	27.2
Other	16	21.4	0	.	0	.	0	.	0	.
No Response	249	23.4	13	24.9	1	18.0	8	21.6	48	24.4

Total Students in Report: 1,612

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 RHODE ISLAND	Rhode Island	234	93	141	3	6	24	27	29	9	1
RHODE ISLAND COLLEGE	Rhode Island	82	31	51	5	15	44	22	11	4	0
NORTHEASTERN UNIVERSITY	Massachusetts	63	15	48	2	0	3	16	46	30	3
BOSTON UNIVERSITY	Massachusetts	49	11	38	2	2	12	14	41	24	4
BROWN UNIVERSITY	Rhode Island	43	20	23	0	2	21	7	30	37	2
QUINNIPIAC UNIVERSITY	Connecticut	35	14	21	3	6	6	43	31	11	0
ROGER WILLIAMS UNIVERSITY	Rhode Island	35	7	28	3	17	31	11	29	9	0
UNIVERSITY OF CONNECTICUT	Connecticut	34	7	27	0	3	21	32	35	6	3
BOSTON COLLEGE	Massachusetts	31	14	17	0	3	13	19	35	26	3
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	30	4	26	0	3	20	33	33	10	0
UNIVERSITY OF VERMONT	Vermont	25	4	21	0	0	8	28	56	8	0
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	23	1	22	0	4	13	39	30	13	0
SALVE REGINA UNIVERSITY	Rhode Island	22	4	18	0	18	41	23	18	0	0
BRYANT UNIVERSITY	Rhode Island	21	7	14	5	0	19	52	14	10	0
NCAA ELIGIBILITY CENTER	Indiana	19	11	8	0	0	21	21	37	21	0
TUFTS UNIVERSITY	Massachusetts	19	7	12	0	11	0	16	42	32	0
COMMUNITY COLLEGE OF RHODE ISLAND	Rhode Island	17	4	13	6	29	53	6	0	6	0
NEW YORK UNIVERSITY	New York	16	4	12	0	13	13	25	25	25	0
WORCESTER POLYTECHNIC INST	Massachusetts	16	7	9	0	0	6	0	63	25	6
RHODE ISLAND SCHOOL OF DESIGN	Rhode Island	15	7	8	0	27	13	33	20	7	0
GEORGE WASHINGTON UNIVERSITY THE	District of Columbia	13	5	8	0	0	0	15	38	38	8
PROVIDENCE COLLEGE	Rhode Island	13	3	10	8	0	31	8	38	15	0
SUFFOLK UNIVERSITY	Massachusetts	13	0	13	0	8	23	31	23	15	0
UNIVERSITY OF MIAMI	Florida	13	3	10	0	15	0	23	38	23	0
STONEHILL COLLEGE	Massachusetts	12	2	10	0	0	17	33	42	8	0
UNIVERSITY OF MAINE THE	Maine	12	4	8	0	0	17	33	17	33	0
UNIVERSITY OF NEW ENGLAND	Maine	12	0	12	0	8	25	33	25	8	0
AMERICAN UNIVERSITY	District of Columbia	11	1	10	0	0	0	18	55	9	18
MASSACHUSETTS COLL PHARM/HLTH SCIENCES	Massachusetts	11	2	9	0	9	9	27	45	9	0
UNIV OF MASSACHUSETTS-DARTMOUTH	Massachusetts	11	5	6	0	9	18	45	27	0	0
All Other Institutions		813	209	604	1	7	17	28	30	15	3
Total		1,763	506	1,257	2	7	19	26	30	15	2

Section V

Optional Writing Test Results

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

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

Total Students in Report: 1,612

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

	N		Average ACT Scores					
	State	National	English		Essay		English/Writing Combined	
			State	National	State	National	State	National
All Students	1,419	942,769	22.8	21.3	7.5	7.0	22.1	20.5
Black/African American	66	114,751	16.6	16.3	6.5	6.1	16.6	16.0
American Indian/Alaska Native	8	6,031	16.6	16.8	6.1	6.1	16.4	16.4
White	959	518,407	23.9	22.9	7.8	7.2	23.2	21.9
Hispanic/Latino	152	151,504	16.5	18.6	6.2	6.8	16.3	18.3
Asian	64	54,580	24.1	23.5	7.6	7.6	23.2	22.7
Native Hawaiian/Other Pac. Isl.	1	2,812	22.0	19.5	8.0	6.9	22.0	19.2
Two or more races	44	35,355	22.0	21.5	7.4	7.0	21.5	20.6
Prefer not/No Response	125	59,329	24.7	21.8	7.6	7.1	23.6	20.9
Males	572	423,104	22.3	21.0	7.3	6.7	21.6	20.1
Females	847	513,945	23.1	21.6	7.7	7.2	22.5	20.9
Missing	0	5,720	.	16.6	.	6.3	.	16.5

