

ACT High School Profile Report

The Graduating Class of 2006
Rhode Island



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This report provides information about the performance of your 2006 graduating seniors who took the ACT as sophomores, juniors, or seniors.

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 - college and universities to which your students send test results

Each year, the graduating class data for a school, district, state, and the nation 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, state, or the nation.

Further, 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 meeting or exceeding 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: A Test Like No Other

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.

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 are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

23% of 2006 graduates 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. 920 ACT-tested graduates 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. 31% 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 8% of the cohort took less than three years of math courses. Of these students, 38% were college ready. 6% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 14% of these students were college ready. In comparison, 59% of the students who advanced beyond minimum core 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 8% of the cohort took less than three years of natural science courses. 23% of these students were college ready. In comparison, 34% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.4 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 43% 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.

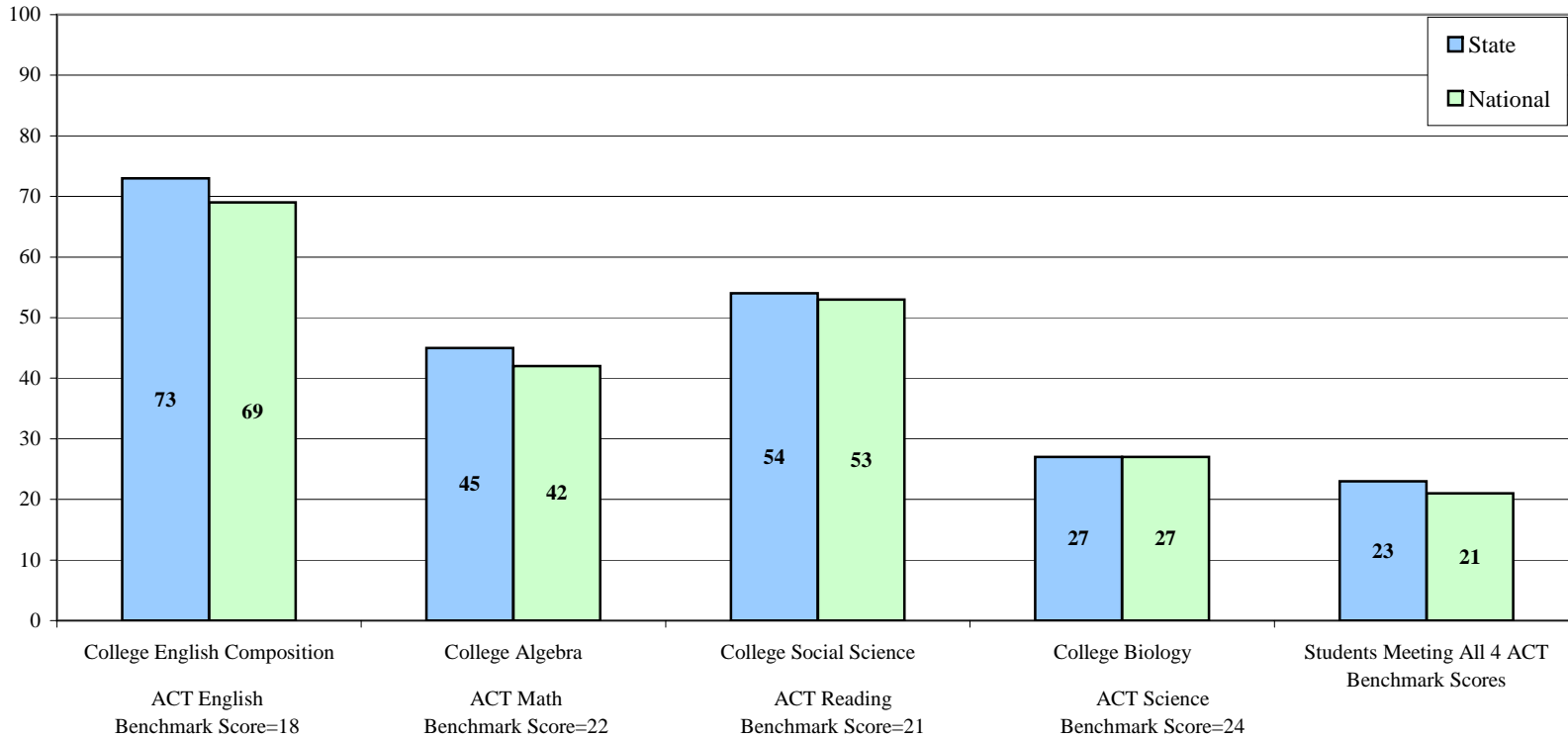
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 your regional office at 518-869-7378.

Section I

Executive Summary

Figure 1.1. Percent of ACT-Tested 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 courses.

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

Grad Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2002	592	1,116,082	74	67	51	39	64	53	32	26	27	20
2003	586	1,175,059	76	67	49	40	62	52	28	26	23	20
2004	712	1,171,460	74	68	47	40	60	52	32	26	27	21
2005	909	1,186,251	74	68	50	41	61	51	31	26	26	21
2006	920	1,206,455	73	69	45	42	54	53	27	27	23	21

Table 1.2. Five Year Trends—Average ACT Scores

Grad 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
2002	592	1,116,082	21.4	20.2	21.7	20.6	22.6	21.1	21.2	20.8	21.9	20.8
2003	586	1,175,059	21.4	20.3	21.4	20.6	22.6	21.2	21.1	20.8	21.7	20.8
2004	712	1,171,460	21.7	20.4	21.6	20.7	22.6	21.3	21.4	20.9	21.9	20.9
2005	909	1,186,251	21.4	20.4	21.7	20.7	22.6	21.3	21.3	20.9	21.9	20.9
2006	920	1,206,455	20.9	20.6	21.1	20.8	21.8	21.4	20.7	20.9	21.2	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
	Core or More	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
2002	218	262	37	44	22.3	21.6	22.4	21.8	23.8	22.4	22.1	21.3	22.8	21.9
2003	205	255	35	44	22.3	21.8	21.9	22.0	23.7	22.7	22.2	21.2	22.7	22.0
2004	263	295	37	41	22.4	21.9	22.0	22.0	23.3	22.9	21.9	21.8	22.5	22.3
2005	323	398	36	44	22.1	21.3	22.1	21.8	23.3	22.5	21.9	21.4	22.5	21.8
2006	287	357	31	39	22.2	22.0	22.3	22.2	23.1	22.8	21.9	21.7	22.5	22.3

¹Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	592	100	21.9	586	100	21.7	712	100	21.9	909	100	21.9	920	100	21.2
African American/Black	25	4	19.0	22	4	18.2	20	3	16.8	54	6	16.0	55	6	15.9
American Indian/Alaskan Native	2	0	15.5	4	1	23.3	3	0	17.0	2	0	14.5	4	0	18.5
Caucasian American/White	419	71	22.2	424	72	22.4	506	71	22.3	627	69	22.6	539	59	22.3
Hispanic	27	5	17.1	19	3	14.1	26	4	15.4	48	5	16.8	85	9	15.9
Asian American/Pacific Islander	17	3	22.1	14	2	20.6	14	2	22.1	22	2	21.5	10	1	22.6
Other/No Response	102	17	22.5	103	18	21.4	143	20	22.5	156	17	22.6	227	25	22.0

Section II

Academic Achievement

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
36	1	100	2	100	7	100	0	100	0	100	36
35	7	100	2	100	5	99	1	100	0	100	35
34	3	99	12	100	16	99	4	100	3	100	34
33	10	99	9	98	15	97	3	99	4	100	33
32	7	98	9	97	18	95	6	99	6	99	32
31	12	97	12	96	32	93	11	98	12	99	31
30	29	96	9	95	29	90	3	97	20	97	30
29	31	93	27	94	37	87	16	97	26	95	29
28	21	89	21	91	34	83	27	95	34	92	28
27	31	87	51	89	36	79	20	92	51	89	27
26	53	83	67	83	43	75	48	90	45	83	26
25	69	78	55	76	46	70	43	85	62	78	25
24	43	70	52	70	42	65	69	80	46	71	24
23	48	66	40	64	50	61	66	73	66	66	23
22	55	60	45	60	55	55	80	66	55	59	22
21	67	54	59	55	36	49	67	57	76	53	21
20	82	47	47	49	55	46	91	50	72	45	20
19	50	38	41	44	64	40	91	40	65	37	19
18	49	33	59	39	34	33	61	30	53	30	18
17	35	27	73	33	58	29	54	23	41	24	17
16	38	24	79	25	34	23	45	17	41	20	16
15	33	19	70	16	41	19	28	12	43	15	15
14	35	16	40	9	39	14	29	9	43	11	14
13	22	12	22	4	40	10	16	6	26	6	13
12	22	10	11	2	27	6	14	4	18	3	12
11	14	7	6	1	19	3	12	3	11	1	11
10	19	6	0	1	6	1	9	2	1	1	10
9	14	4	0	1	0	1	1	1	0	1	9
8	15	2	0	1	1	1	2	1	0	1	8
7	3	1	0	1	1	1	1	1	0	1	7
6	2	1	0	1	0	1	2	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	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
Average	20.9		21.1		21.8		20.7		21.2		Average

¹Note: CP is the cumulative percent of students at or below a score point. Also, shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages for All Students

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
18	19	100	6	100	15	100	30	100	32	100	8	100	7	100	18
17	39	98	14	99	56	98	49	97	27	97	15	99	17	99	17
16	37	94	36	98	49	92	68	91	72	94	18	98	20	97	16
15	49	90	62	94	60	87	87	84	62	86	32	96	49	95	15
14	85	84	81	87	48	80	70	75	54	79	89	92	76	90	14
13	61	75	92	78	72	75	82	67	93	73	60	82	102	82	13
12	90	68	78	68	86	67	72	58	108	63	122	76	105	71	12
11	85	59	126	60	75	58	81	50	63	51	84	63	79	59	11
10	99	49	105	46	76	50	76	41	79	44	135	53	157	51	10
9	97	39	105	35	116	42	84	33	55	36	152	39	83	33	9
8	54	28	69	23	90	29	39	24	94	30	80	22	79	24	8
7	56	22	43	16	52	19	63	20	93	20	17	14	53	16	7
6	46	16	37	11	71	14	45	13	40	10	39	12	45	10	6
5	44	11	35	7	36	6	47	8	31	5	44	8	5	5	5
4	31	6	18	3	3	2	21	3	10	2	8	3	22	5	4
3	22	3	10	1	11	2	6	1	4	1	14	2	11	2	3
2	6	1	3	1	4	1	0	1	2	1	0	1	7	1	2
1	0	1	0	1	0	1	0	1	1	1	3	1	3	1	1
Average	10.6		10.7		10.8		11.4		11.1		10.4		10.6		Average

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

Table 2.3. Average ACT Composite Scores by Level of Preparation by Race/Ethnicity

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	920	31	22.5	22.3
	African Am./Black	55	7	21.5	17.0
	Am. Indian/Alaskan Native	4	50	22.5	.
	Caucasian Am./White	539	37	22.6	22.3
	Hispanic	85	8	20.6	19.8
	Asian Am./Pacific Islander	10	60	22.2	25.3
	Other/No Response	227	29	22.7	22.9
National	All Students	1,206,455	54	22.0	19.7
	African Am./Black	139,118	53	17.8	16.2
	Am. Indian/Alaskan Native	13,635	48	20.2	17.5
	Caucasian Am./White	760,084	56	22.9	20.6
	Hispanic	85,796	52	19.5	17.6
	Asian Am./Pacific Islander	39,867	60	22.9	21.1
	Other/No Response	167,955	41	22.2	19.8

Table 2.4. 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	21	2	25	3	43	5	8	1
	28 to 32	100	11	78	8	150	16	63	7
	24 to 27	196	21	225	24	167	18	180	20
	20 to 23	252	27	191	21	196	21	304	33
	16 to 19	172	19	252	27	190	21	251	27
	13 to 15	90	10	132	14	120	13	73	8
	01 to 12	89	10	17	2	54	6	41	4
National	33 to 36	35,933	3	24,395	2	56,816	5	18,798	2
	28 to 32	126,394	10	103,455	9	150,082	12	67,815	6
	24 to 27	205,310	17	250,510	21	224,470	19	238,007	20
	20 to 23	321,306	27	264,179	22	280,741	23	419,135	35
	16 to 19	267,738	22	399,519	33	269,040	22	326,445	27
	13 to 15	149,825	12	154,528	13	156,903	13	90,944	8
	01 to 12	99,949	8	9,869	1	68,403	6	45,311	4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	362	39	20.0	21.7	21.1	20.9	21.0
	Females	491	53	21.4	20.7	22.2	20.6	21.3
	Missing	67	7	22.0	21.1	22.3	20.5	21.7
National	Males	517,563	43	20.1	21.5	21.1	21.4	21.2
	Females	646,688	54	21.0	20.3	21.6	20.5	21.0
	Missing	42,204	3	20.6	21.1	21.6	20.8	21.1

Table 2.6. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Math	Reading	Science	
State	Males	68	49	49	30	25
	Females	75	41	58	25	21
National	Males	66	47	51	32	25
	Females	71	37	55	23	18

Section III

College Readiness and the Impact of Course Rigor

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

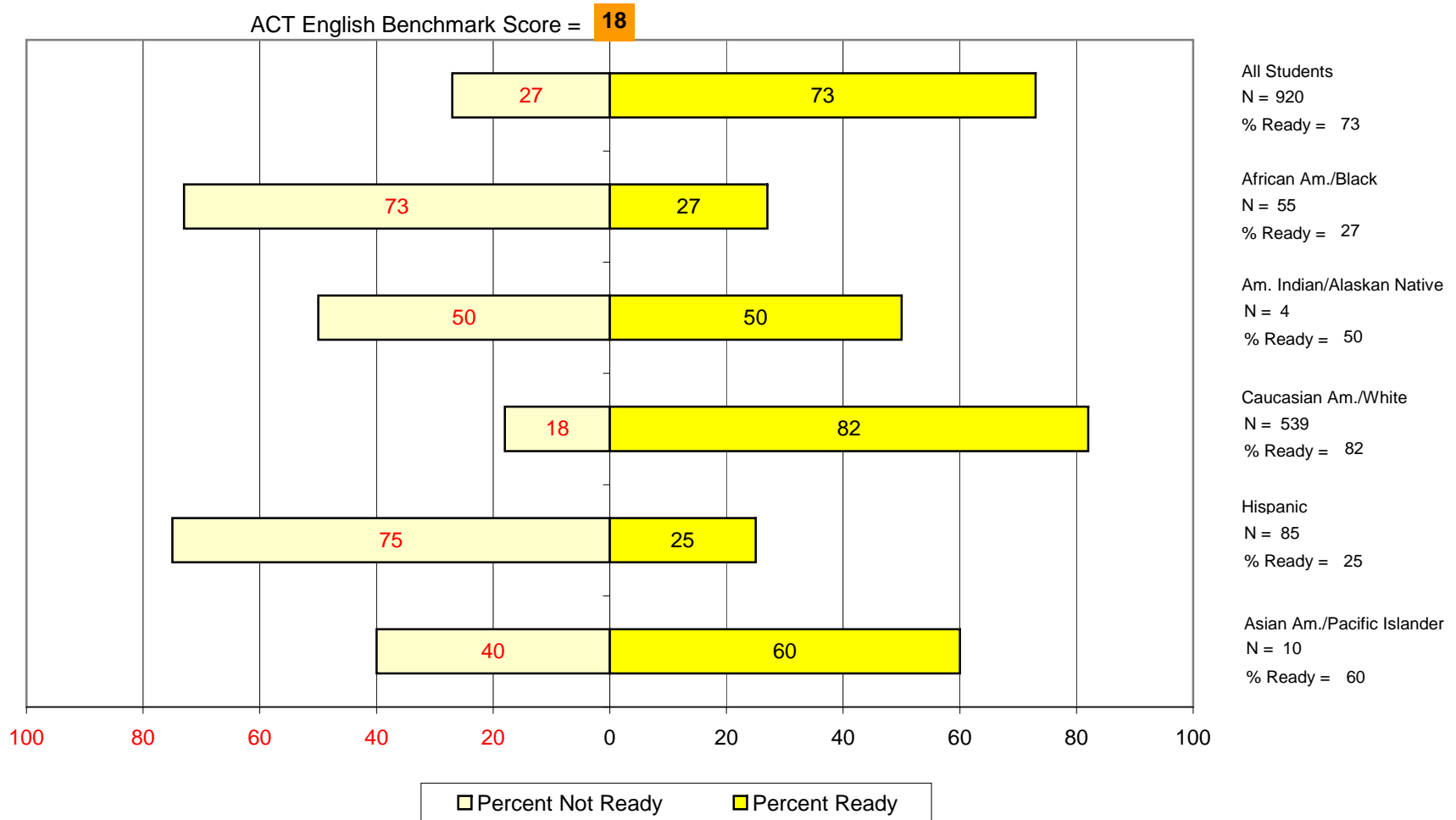


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

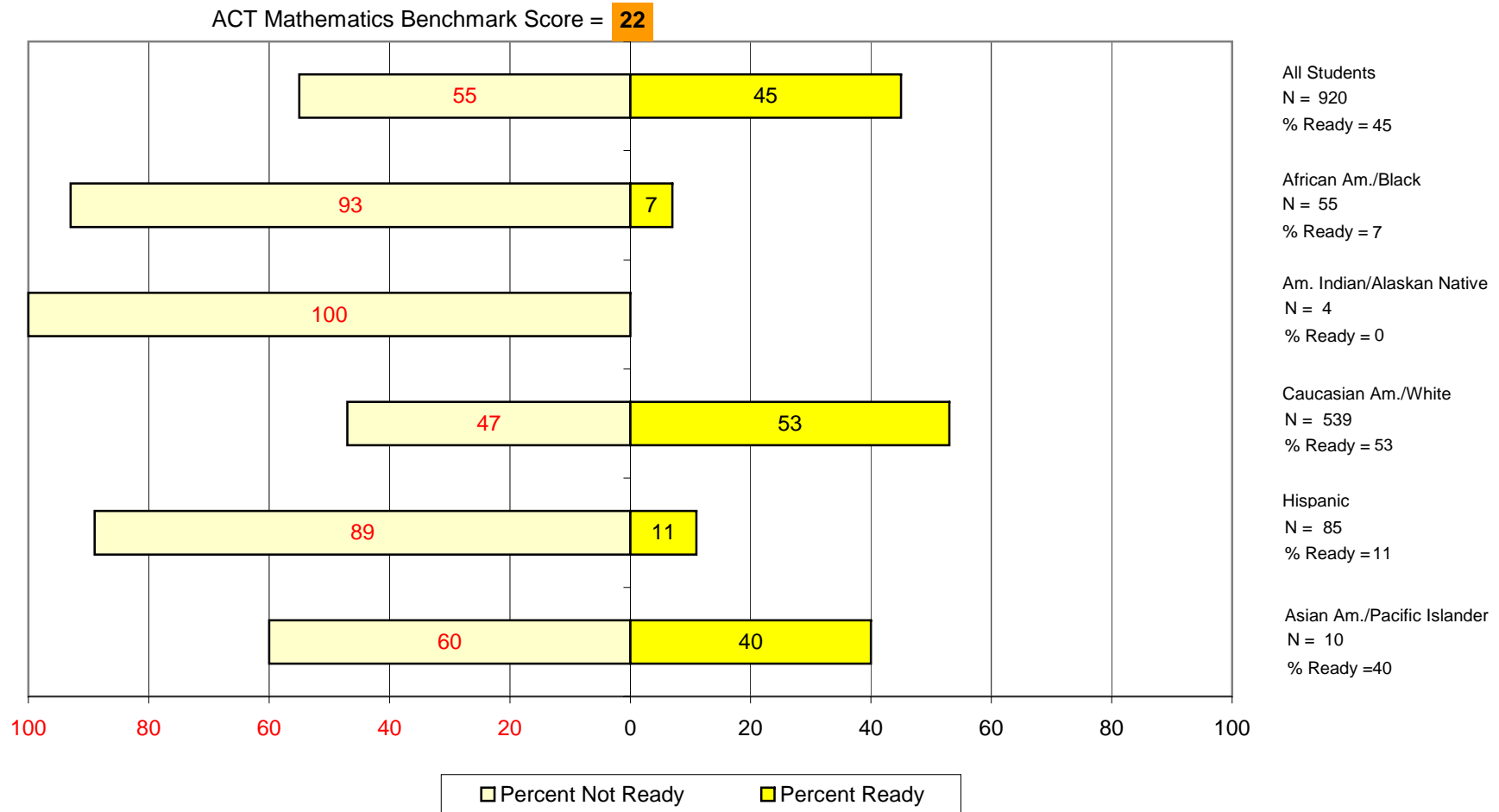


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

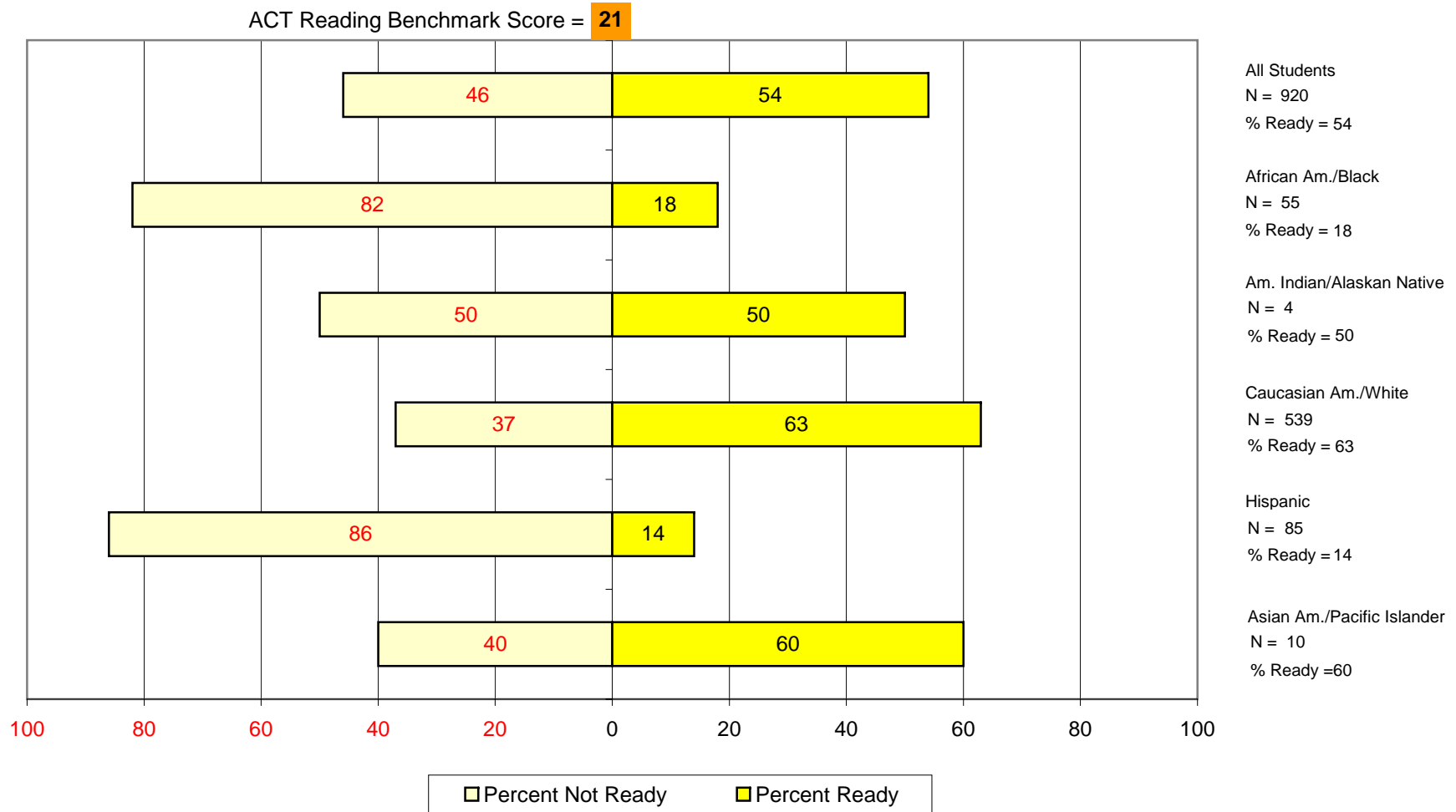


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

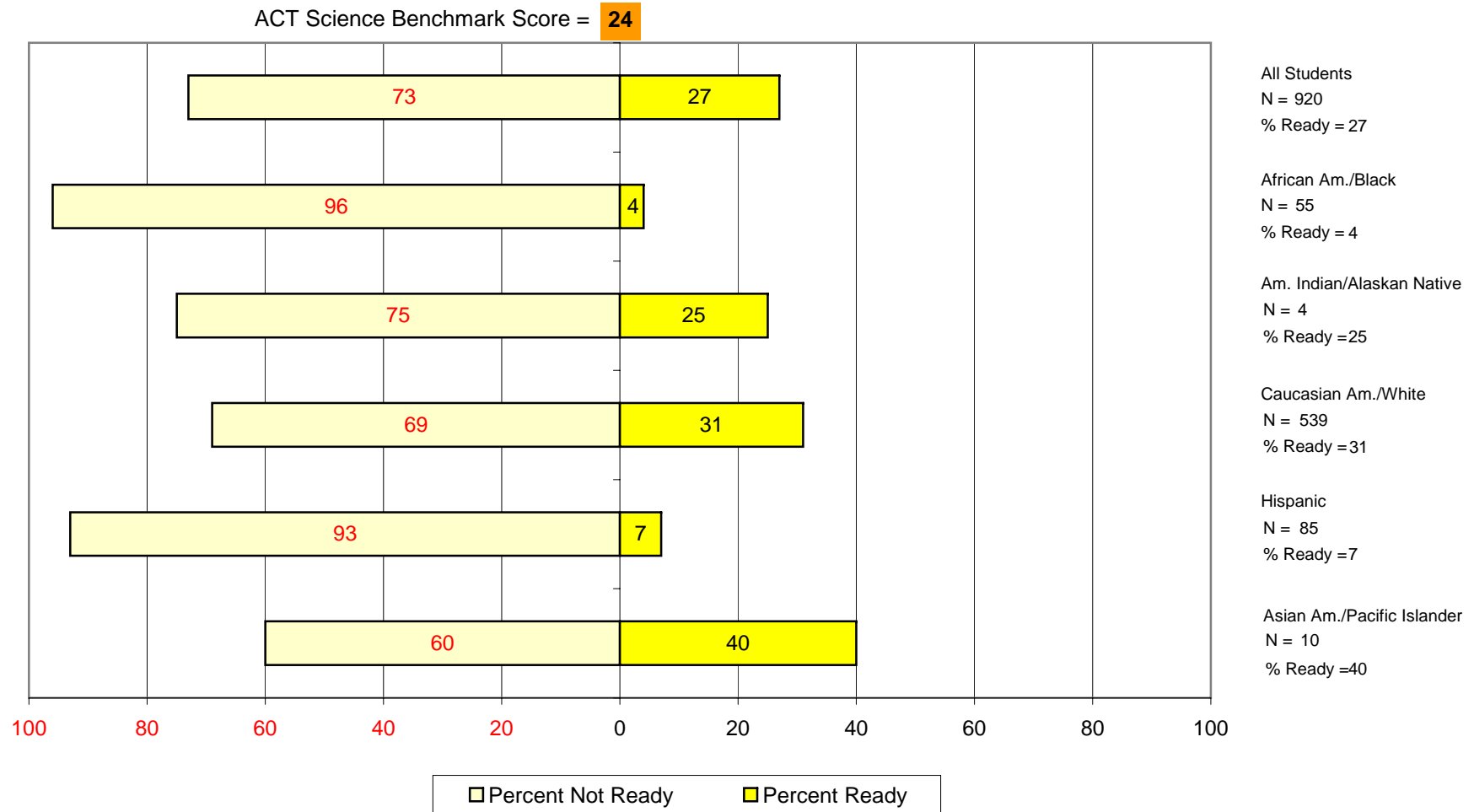


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

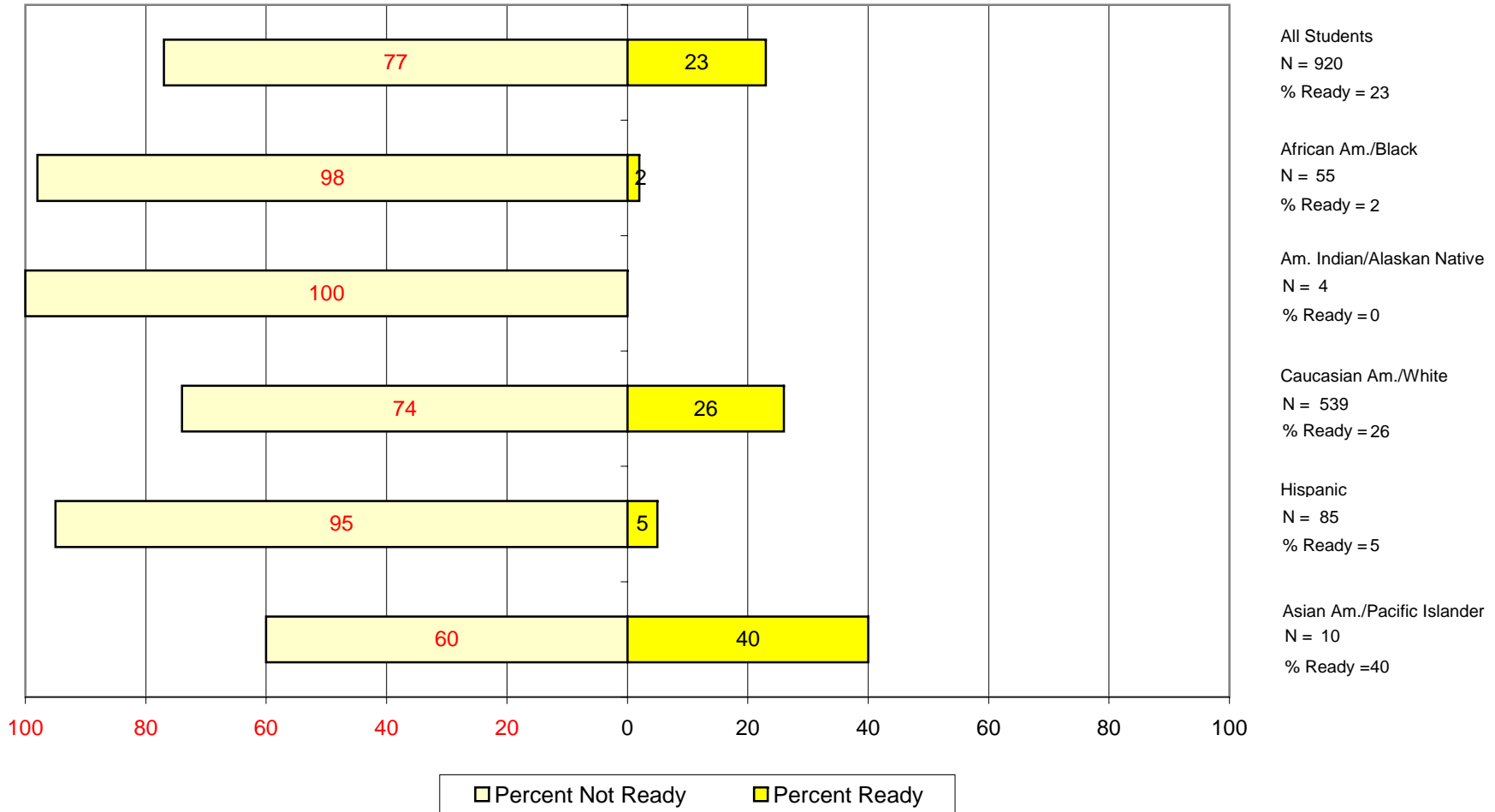


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	75	8	23.2	1.9	18	5	22.9	3.2	51	10	23.3	1.2
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	455	49	22.2	0.9	176	49	21.5	1.8	251	51	22.7	0.6
Less than 4 years of English	108	12	21.3	-	43	12	19.7	-	54	11	22.1	-
No English course/grade information reported	282	31	18.0	-	125	35	17.6	-	135	27	17.8	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	65	7	25.5	4.6	24	7	27.0	5.7	37	8	24.6	4.1
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	69	8	22.2	1.3	20	6	23.8	2.5	44	9	21.4	0.9
Alg 1, Alg 2, Geom, & Trig	52	6	21.3	0.4	20	6	22.8	1.5	27	5	20.6	0.1
Alg 1, Alg 2, Geom, & Other Adv Math	93	10	19.5	-1.4	38	10	19.8	-1.5	49	10	19.7	-0.8
Other comb of 4 or more years of Math	187	20	24.5	3.6	71	20	25.3	4.0	107	22	23.9	3.4
Alg 1, Alg 2, & Geom (Min. Core)	51	6	17.8	-3.1	16	4	18.6	-2.7	32	7	17.5	-3.0
Other comb of 3 or 3.5 years of Math	32	3	23.7	2.8	12	3	23.9	2.6	17	3	23.4	2.9
Less than 3 years of Math	73	8	20.9	-	29	8	21.3	-	35	7	20.5	-
No Math course/grade information reported	298	32	18.6	-	132	36	19.2	-	143	29	17.8	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	31	3	23.5	0.5	15	4	23.0	0.7	15	3	23.6	-0.2
Other comb of 4 or more years Social Science	92	10	23.7	0.7	39	11	23.5	1.2	49	10	24.1	0.3
US Hist, World Hist, & Am Gov (Min. Core)	30	3	22.5	-0.5	16	4	21.0	-1.3	12	2	24.3	0.5
Other comb of 3 or 3.5 years of Social Science	167	18	22.5	-0.5	51	14	22.5	0.2	105	21	22.5	-1.3
Less than 3 years of Social Science	299	33	23.0	-	109	30	22.3	-	165	34	23.8	-
No Soc Sci course/grade information reported	301	33	19.3	-	132	36	18.7	-	145	30	19.3	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	275	30	22.6	1.9	103	28	23.3	2.9	157	32	22.2	1.3
Bio, Chem, Phys	106	12	22.6	1.9	36	10	24.3	3.9	63	13	21.9	1.0
Gen Sci ² , Bio, Chem (Min. Core)	150	16	20.5	-0.2	52	14	20.2	-0.2	86	18	20.8	-0.1
Other comb of 3 years of Natural Science	9	1	22.4	1.7	4	1	21.3	0.9	4	1	22.3	1.4
Less than 3 years of Natural Science	77	8	20.7	-	36	10	20.4	-	34	7	20.9	-
No Nat Sci course/grade information reported	303	33	18.4	-	131	36	18.4	-	147	30	18.2	-

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	75	8	23.2	89	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	455	49	22.2	82	668,226	55	20.4	67
Less than 4 years of English	108	12	21.3	81	115,551	10	19.4	62
No English course/grade information reported	282	31	18.0	49	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	65	7	25.5	85	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	69	8	22.2	55	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	52	6	21.3	40	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	93	10	19.5	31	153,394	13	20.3	37
Other comb of 4 or more years of Math	187	20	24.5	70	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	51	6	17.8	14	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	32	3	23.7	69	54,965	5	20.6	40
Less than 3 years of Math	73	8	20.9	38	131,567	11	17.9	18
No Math course/grade information reported	298	32	18.6	28	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	31	3	23.5	71	31,335	3	22.7	60
Other comb of 4 or more years Social Science	92	10	23.7	72	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	30	3	22.5	57	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	167	18	22.5	63	325,879	27	21.3	52
Less than 3 years of Social Science	299	33	23.0	61	179,270	15	20.5	46
No Soc Sci course/grade information reported	301	33	19.3	36	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	275	30	22.6	39	320,821	27	22.3	38
Bio, Chem, Phys	106	12	22.6	39	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	150	16	20.5	23	339,689	28	20.2	19
Other comb of 3 years of Natural Science	9	1	22.4	33	32,330	3	20.5	24
Less than 3 years of Natural Science	77	8	20.7	23	234,307	19	19.1	14
No Nat Sci course/grade information reported	303	33	18.4	16	163,789	14	20.7	26

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Table 4.1. Distribution of Planned Educational Majors for All Students and 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 Sciences & Technologies	1	0	27.0	0	0	.	1	0	27.0
Architecture & Environmental Design	16	2	22.1	0	0	.	13	2	22.8
Business & Management	54	6	22.6	0	0	.	53	9	22.5
Business & Office	2	0	20.0	0	0	.	1	0	20.0
Marketing & Distribution	4	0	22.8	0	0	.	3	1	20.0
Communications & Comm. Technologies	19	2	22.3	0	0	.	17	3	22.9
Community & Personal Services	3	0	16.0	0	0	.	3	1	16.0
Computer & Information Sciences	9	1	22.4	1	17	20.0	8	1	22.8
Cross-Disciplinary Studies	3	0	24.7	0	0	.	3	1	24.7
Education	24	3	20.9	0	0	.	24	4	20.9
Teacher Education	19	2	18.7	0	0	.	19	3	18.7
Engineering	22	2	25.4	0	0	.	20	3	25.9
Engineering-Related Technologies	17	2	23.7	0	0	.	16	3	24.3
Foreign Languages	5	1	24.2	0	0	.	5	1	24.2
Health Sciences & Allied Health Fields	61	7	21.8	0	0	.	58	10	21.9
Human, Family & Consumer Science	2	0	22.5	0	0	.	2	0	22.5
Letters	2	0	19.5	0	0	.	2	0	19.5
Mathematics	3	0	30.7	0	0	.	3	1	30.7
Philosophy, Religion & Theology	4	0	24.5	0	0	.	3	1	24.3
Sciences (Biological & Physical)	39	4	23.7	0	0	.	36	6	24.0
Social Sciences	43	5	23.6	0	0	.	39	7	23.9
Trade & Industrial	1	0	17.0	0	0	.	1	0	17.0
Visual & Performing Arts	22	2	22.0	1	17	21.0	21	4	22.0
Undecided	53	6	22.2	1	17	14.0	50	8	22.4
No Response	492	53	20.1	3	50	15.0	194	33	22.3

¹2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

²Percent of students tested.

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African-Am./ Black		Am. Indian/ Alaskan Native		Caucasian-Am./ White		Hispanic		Asian-Am./ Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	1	11.0	0	.	0	.	0	.	0	.	0	.	1	11.0
2-yr College Degree	5	17.8	0	.	0	.	5	17.8	0	.	0	.	0	.
Bachelors Degree	193	20.8	1	14.0	1	20.0	133	20.7	4	21.0	1	30.0	53	20.9
Graduate Study	209	22.7	1	25.0	1	25.0	161	22.6	7	19.3	0	.	39	23.6
Prof. Level Degree	193	24.1	6	21.7	0	.	121	24.2	5	24.6	8	22.4	53	24.2
Other	13	17.5	2	14.0	0	.	8	19.1	1	15.0	0	.	2	15.5
No Response	306	19.0	45	15.0	2	14.5	111	22.1	68	14.7	1	17.0	79	20.7

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	198	84	114	1	7	28	38	21	5	0
RHODE ISLAND COLLEGE	Rhode Island	77	20	57	1	12	45	29	9	4	0
NORTHEASTERN UNIVERSITY	Massachusetts	54	16	38	0	0	9	52	30	9	0
PROVIDENCE COLLEGE	Rhode Island	46	11	35	0	7	20	43	15	13	2
BOSTON UNIVERSITY	Massachusetts	38	10	28	0	0	0	45	34	16	5
COMMUNITY COLLEGE OF RHODE ISLAND	Rhode Island	34	11	23	3	21	38	29	9	0	0
UNIVERSITY OF CONNECTICUT	Connecticut	34	7	27	0	3	18	44	35	0	0
ROGER WILLIAMS UNIVERSITY	Rhode Island	32	2	30	0	13	22	44	19	3	0
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	32	5	27	0	6	25	53	13	3	0
QUINNIPIAC UNIVERSITY	Connecticut	31	7	24	0	0	16	61	19	3	0
BOSTON COLLEGE	Massachusetts	29	6	23	0	0	3	24	48	21	3
BRYANT UNIVERSITY	Rhode Island	27	5	22	0	15	22	44	15	4	0
SALVE REGINA UNIVERSITY	Rhode Island	27	7	20	4	4	48	33	7	4	0
JOHNSON AND WALES UNIVERSITY-PROVIDENCE	Rhode Island	25	5	20	4	16	16	56	8	0	0
BROWN UNIVERSITY	Rhode Island	18	6	12	0	0	6	17	50	28	0
COLLEGE VISIONS AT AS220	Rhode Island	18	18	0	0	39	50	11	0	0	0
SPRINGFIELD COLLEGE	Massachusetts	16	5	11	0	0	38	44	19	0	0
UNIVERSITY OF VERMONT	Vermont	16	2	14	0	0	25	38	31	6	0
SUFFOLK UNIVERSITY	Massachusetts	13	4	9	0	0	23	54	15	8	0
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	13	5	8	0	0	38	46	15	0	0
STONEHILL COLLEGE	Massachusetts	12	3	9	0	0	8	58	33	0	0
TUFTS UNIVERSITY	Massachusetts	12	4	8	0	0	0	33	25	42	0
GEORGETOWN UNIVERSITY	District of Columbia	11	5	6	0	9	0	27	36	18	9
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	11	6	5	0	18	18	18	45	0	0
WORCESTER POLYTECHNIC INST	Massachusetts	11	6	5	0	9	9	18	18	36	9
ASSUMPTION COLLEGE	Massachusetts	9	2	7	0	11	22	56	11	0	0
EMERSON COLLEGE	Massachusetts	9	2	7	0	0	11	56	33	0	0
RENSSELAER POLYTECHNIC INSTITUTE	New York	9	2	7	0	0	0	33	22	33	11
SYRACUSE UNIVERSITY	New York	9	0	9	0	11	0	44	33	11	0
UNIV OF MASSACHUSETTS-DARTMOUTH	Massachusetts	9	2	7	0	0	44	22	11	22	0
All Other Institutions		798	207	591	2	5	19	30	31	13	1
Total		1,678	475	1,203	1	6	21	35	26	10	1

Section V

Optional Writing Test Results

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

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	646	430,404	21.2	22.4	7.9	7.7	21.3	22.0
African Am./Black	47	38,583	14.7	17.5	6.6	6.8	15.4	17.6
Am. Indian/Alaskan Native	1	2,803	14.0	19.8	4.0	7.1	12.0	19.6
Caucasian Am./White	362	269,428	22.8	23.4	8.4	7.8	23.0	22.8
Hispanic	78	33,207	14.7	18.9	6.1	7.4	14.9	19.1
Asian Am./Pacific Islander	8	21,275	21.1	23.0	8.1	8.0	21.4	22.8
Other/No Response	150	65,108	22.5	22.8	8.2	7.9	22.6	22.5
Males	249	170,904	20.4	22.1	7.5	7.4	20.4	21.5
Females	356	240,056	21.4	22.6	8.1	7.9	21.7	22.3
Missing	41	19,444	23.3	22.1	8.2	7.8	23.1	21.9

