

The Condition of College and Career Readiness

This report looks at the progress of the 2016 ACT®-tested graduating class relative to college and career readiness.

This year's report shows that **64%** of students in the 2016 US graduating class took the ACT test, up from 59% in 2015 and 49% in 2011. The increased number of test takers over the past several years enhances the breadth and depth of the data pool, providing a comprehensive picture of the current graduating class in the context of college readiness, as well as offering a glimpse at the emerging educational pipeline.

As a research-based nonprofit organization, ACT is committed to providing information and solutions to support the following:

- **Holistic view of readiness.** The 2014 ACT report, *Broadening the Definition of College and Career Readiness: A Holistic Approach*, shows academic readiness is only one of four critical domains in determining an individual's readiness for success in college and career. Cross-cutting capabilities, behavioral skills, and the ability to navigate future pathways are also important factors to measure and address. Together, these elements define a clear picture of student readiness for postsecondary education.
- **Providing meaningful data for better decisions.** ACT is focused on providing better data to students, parents, schools, districts, and states so that all can make more informed decisions to improve outcomes. We accomplish this goal by taking a holistic view and using consistent and reliable historical information so that individuals and institutions have a better context to make critical decisions about the journey they have undertaken.

The Condition of College & Career Readiness 2016

New York Key Findings

Performance

- A record number of students—60,628—took the ACT in New York's 2016 graduating class.
- In New York, the percent of students meeting the ACT College Readiness Benchmarks increased in two subject areas:
 - ~ A 1% increase in mathematics, from 66% to 67% (average score increased by 0.1)
 - ~ A 2% increase in reading (average score increased by 0.5)
 - ~ A 1% decrease in science, from 59% to 58% (average score increased by 0.2)
 - ~ Percent meeting the English Benchmark (79%) remained the same (score increased by 0.2)
 - ~ 47% of New York students met all four ACT College Readiness Benchmarks—up from 46% in 2015
- Relative to ACT Composite score and subject level scores, New York saw the following:
 - ~ Even as the size of the state's graduating class taking the ACT has grown, especially among African American and Hispanic students, the average Composite score has increased from 23.3 to 23.9 between 2012 and 2016.
 - ~ Since 2012, the average Composite score of African American graduates increased 0.8 point and that of Hispanic students increased 0.9 point.
 - ~ The proportion of Hispanic students in the testing pool has increased from 10% in 2012 to 12% in 2016.
 - ~ The average state Composite score, 23.9, currently exceeds the national average of 20.8.

STEM

- New York graduates who took advanced science and math courses show higher levels of achievement:
 - ~ Students who took physics earned significantly higher average science scores and were more likely to meet or surpass the ACT College Readiness Benchmark in science than those who did not.
 - ~ Students who took a fourth year of math in high school, regardless of course, significantly outperformed those students who did not, in mathematics scores and in Benchmark attainment.
- STEM Benchmark Achievement
 - ~ 39% of New York students met the ACT STEM Benchmark; this is 19% higher than the national average. The average STEM score was 3.1 points above the national average.

Career Readiness

- This year, for the first time, ACT has provided an indicator of career readiness based on ACT composite scores. Table 3.4 in the state ACT Profile Report details how ACT-tested New York graduates are progressing toward the ACT National Career Readiness Certificate™ (ACT NCRC®).
- Progress toward career readiness is based on research linking ACT Composite scores to ACT NCRC levels. The ACT Composite cut score for each ACT NCRC level corresponds to a 50% chance of obtaining that level. If a student's ACT Composite score surpassed the cut score for an ACT NCRC level, they are categorized as making progress towards the next higher ACT NCRC level. Attainment of ACT NCRC levels indicates workplace employability skills that are critical to job success.
- In New York, 87% of ACT tested graduates are considered making progress towards at least a gold ACT NCRC level. This compares to 68% nationally.

Impact

- The 0.2 increase in New York’s overall ACT Composite score translates to the following specific impacts on student success:
 - ~ 216 more students would enroll in college
 - ~ 266 more students would persist to year 2
 - ~ 170 fewer students would need remedial English
 - ~ 272 fewer students would need remedial math
 - ~ 318 more students would persist to year 4
 - ~ 364 more students would earn a postsecondary degree within 6 years

Behaviors that Impact Access and Opportunity

- Testing patterns

Of the ACT-tested 2016 graduates testing during their 10th-, 11th-, or 12th-grade years:

 - ~ 60.3% of White students, 68.8% of Hispanic students, and 72.8% of African American students tested only once.
 - ~ Students taking the ACT more than once averaged an increase in Composite score.
 - ~ Over the last five years, the number of ACT-tested Hispanic and African American graduates in New York has increased:
 - African Americans—3,716 in 2012 to 4,329 in 2016
 - Hispanics—5,454 in 2012 to 7,239 in 2016
 - ~ 92.3% of White students who first tested in their junior year and who tested at least twice increased their score by 0.9 point and scored 1.5 points higher than 11th-grade White students who tested only once.
 - ~ 88.2% of Hispanic students who first tested in their junior year and who tested at least twice increased their score by 0.6 point and scored 2.6 points higher than 11th-grade Hispanic students who tested only once.
 - ~ 81.6% of African American students who first tested in their junior year and who tested at least twice increased their score by 0.4 point and scored 2.1 points higher than 11th-grade African American students who tested only once.
- Below are the top five colleges and universities to which New York graduates sent their ACT scores:
 1. University of Buffalo/SUNY
 2. Binghamton University/SUNY
 3. Stony Brook University/SUNY
 4. University of Albany/SUNY
 5. Rochester Institute of Technology
- Boston University is the out-of-state school that receives the most scores from New York students.
- ACT Educational Opportunity Service (EOS) opt-in rates
 - ~ EOS is a free service that allows students to learn about educational, scholarship, career, and financial aid opportunities from colleges, universities, financial aid and scholarship agencies, and other organizations that offer educational programs. In the 2016 New York graduating class, 65.3% of students opted into EOS. This is below the national average of 73.1%.

- “Get Your Name in the Game” information
 - ~ The “Get Your Name in the Game” campaign provides students an opportunity to find colleges that would be a good fit and helps students who were not thinking about postsecondary education to realize that college is a possibility.
 - ~ 960,081 student names were accessed by 24 New York colleges and universities.
- Fee Waiver Usage
 - ~ In New York, there were 13,208 fee waivers issued and 9,720 of those were used. This equates to a 73.6% usage rate. The national rate was 74.5%.
 - ~ ACT provides students fee waivers to provide more access and opportunity for students. Fee waiver usage

Pipeline

- Only 4% of ACT-tested New York 2016 graduates expressed an interest in pursuing education as a major or career. Those students earned an average ACT Composite score of 22.0, lower than the state average of 23.9. In comparison, 4% expressed an interest in pursuing visual and performing arts.
- Aspirations matter. Students in New York who aspire to a higher level of postsecondary education achieve higher ACT Composite scores:
 - ~ 25% of graduates aspiring to a professional degree earn an average Composite score of 25.3.
 - ~ 24% of graduates aspiring to a graduate degree earn an average Composite score of 25.0.
 - ~ 33% of graduates aspiring to a bachelor’s degree earn an average Composite score of 22.2.
- 21% of students who took the ACT in New York listed “Undecided” as their planned educational major—higher than the national average of 13%. This is a great opportunity to expose students to the ACT Interest Inventory at an earlier age with ACT Profile and PreACT™, allowing students starting at age 13 to see the connection between their personal characteristics and potential majors/careers.
- 14% of students listed Health Science and Technology as an intended major or career. The average score for these students is 23.4, which is below the state average of 23.9. With the largest-growing jobs in the state being home health aides and personal care aides, these students will have many opportunities.

ACT Footprint

ACT Aspire® Summative	ACT Aspire® Periodic	ACT Engage®	ACT QualityCore®	PreACT™	ACT WorkKeys®
11,345	185	577	–	5,586*	6,356

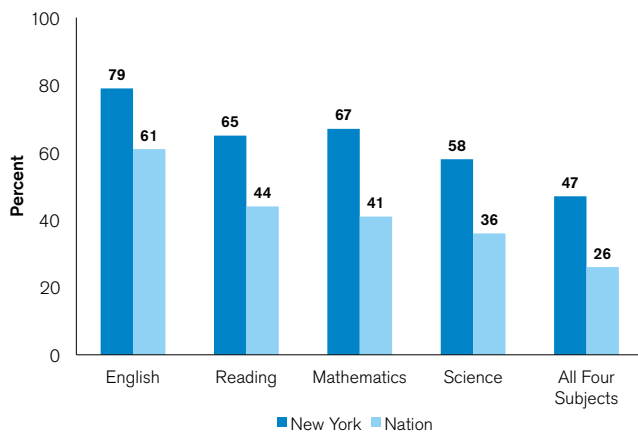
* PreACT refers to preorders for FY17.

These are the number of each of these assessments delivered in the state and not reflective of the 2016 ACT-tested graduating class.

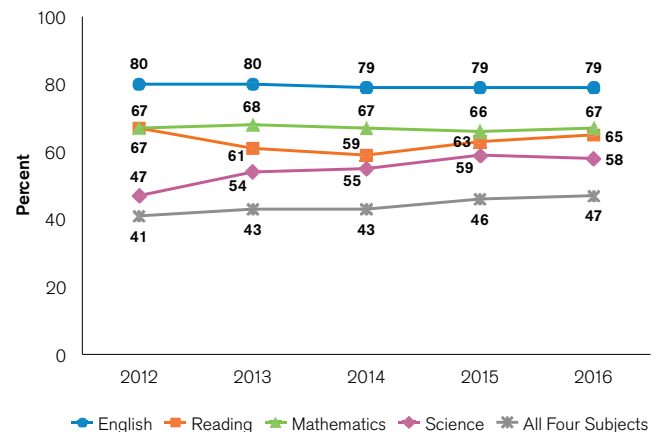
Your State College and Career Readiness Attainment, Participation, and Opportunity

New York

Percent of 2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject



Percent of 2012–2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks*



Note: Percents in this report may not sum to 100% due to rounding.

* ACT College Readiness Benchmarks in reading and science were revised in 2013.

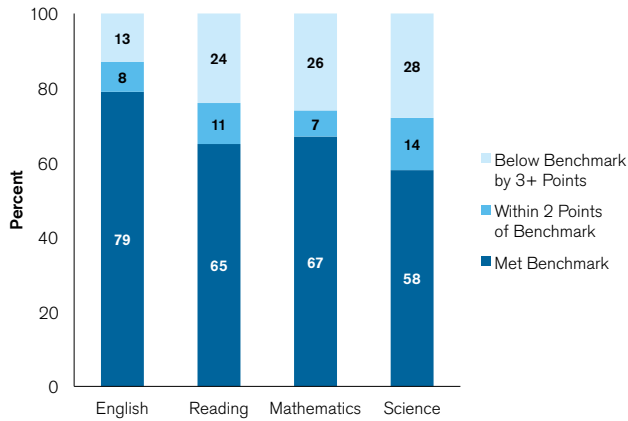
Student Data Trends

- Between 2012 and 2016, the number of students taking the ACT in New York increased by 14.9%.

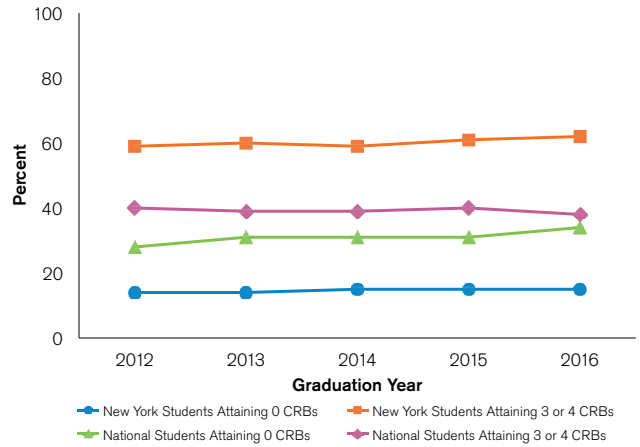
Student Condition Data Interest Trends: 2012–2016, State vs. Nation

Outcome	Cohort	2012	2013	2014	2015	2016
Percent Tested	New York	29%	26%	27%	28%	29%
	Nation	52%	54%	57%	59%	64%
N Tested	New York	52,771	53,287	54,496	58,136	60,628
	Nation	1,666,017	1,799,243	1,845,787	1,924,436	2,090,342
Average English Score	New York	22.7	22.6	22.7	23	23.2
	Nation	20.5	20.2	20.3	20.4	20.1
Average Reading Score	New York	23.4	23.7	23.6	23.9	24.4
	Nation	21.3	21.1	21.3	21.4	21.3
Average Mathematics Score	New York	23.7	23.8	23.8	23.8	23.9
	Nation	21.1	20.9	20.9	20.8	20.6
Average Science Score	New York	23.1	23.1	23.2	23.5	23.7
	Nation	20.9	20.7	20.8	20.9	20.8
Average Composite Score	New York	23.3	23.4	23.4	23.7	23.9
	Nation	21.1	20.9	21	21	20.8

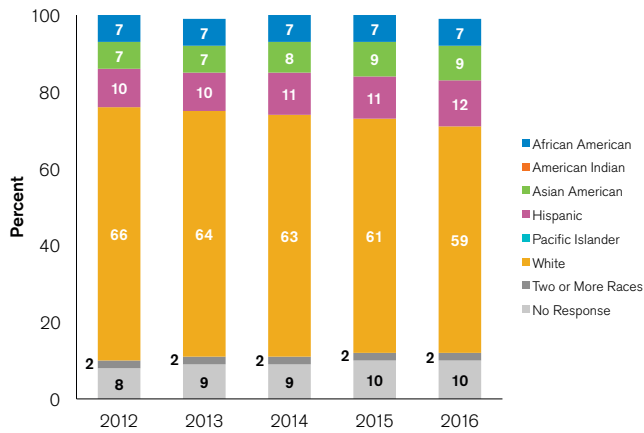
Percent of 2016 ACT-Tested High School Graduates by ACT College Readiness Benchmark Attainment and Subject



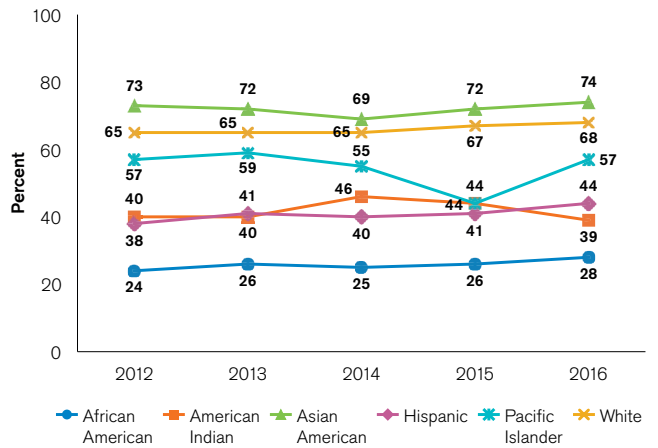
Trends in Percent of ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks (CRBs) Attained



Percent of 2012–2016 ACT-Tested High School Graduates by Race/Ethnicity

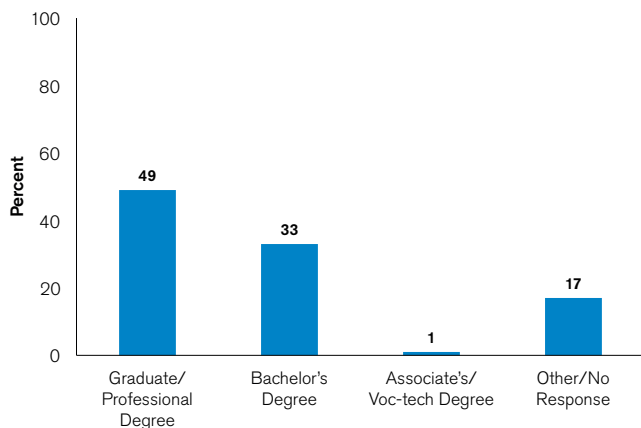


Percent of 2012–2016 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity



Note: Values less than 0.5% will not appear.

Percent of 2016 ACT-Tested High School Graduates by Educational Aspirations



There is good news in that 83% of New York's 2016 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 81% of New York's 2015 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 86% who actually did enroll. A positive note is that more 2015 New York ACT-tested graduates enrolled in postsecondary education than initially aspired to do so.

What You Need to Know

At ACT, we are inspired every day to make a positive difference. Here are a few ways we are making an impact each day in the lives of students, teachers, education, policy makers, and workforce leaders.

The ACT[®]

- Enhancements to ACT Score Reports starting in September 2016
- Introduction of ACT Kaplan Online Prep Live in September 2016
- New Score Reports

Pre ACT[™]

- Affordable cost—\$12 per student tested for schools, districts, and states
- Flexible administration—Schools, districts, and/or states may administer on any date between September 1, 2016 and June 1, 2017
- Structured test environment—Similar to what the student will experience when taking the ACT test

Online Prep Live

ACT[®] KAPLAN

- A virtual classroom experience that delivers all the benefits of ACT Online Prep, plus an interactive teaching experience
- Live learning experiences available at no cost to students who register for the ACT using a fee waiver
- Recorded sessions available on demand to provide maximum flexibility to students

ACT[®] Aspire[®]

- New Performance Level Descriptors coming in August 2016
- More than 5 million ACT Aspire online assessments administered to US students since January 2016, a major milestone for the program and up by more than 130% compared to the previous year
- New Score Reports

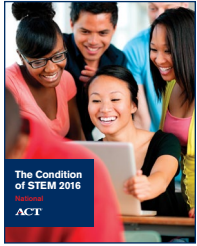
ACT[®] Engage[®]

- Helps schools face the challenge of preparing students for success after high school. Read the latest white paper, *Identifying Skills to Succeed in School, at Work, and in the "Real World."*
- New Score Reports

ACT[®] WorkKeys[®]

- Updated versions of the ACT National Career Readiness Certificate (ACT NCRC) assessments and credential coming in summer 2017
- Fully updated ACT WorkKeys curriculum and test prep available in summer 2017 to support the updated ACT NCRC assessments
- Will include a new test delivery platform that will introduce features and functionality important to ACT WorkKeys customers

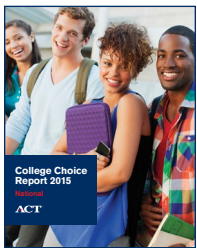
Key ACT Research



The Condition of STEM 2016— Releasing November 2016

This report provides national and state data about the 2016 graduating class in

the context of STEM-related fields (Science, Technology, Engineering, Mathematics) to determine student interest levels in specific STEM fields and, more importantly, readiness in math and science of those interested in STEM careers.



College Choice Report 2015

This report follows the ACT-tested high school graduating class of 2015, focusing on specific testing behaviors that

may expand college opportunities available to students. This is an important topic for enrollment managers and admissions officers to consider, as students' participation in these testing behaviors have implications for colleges' chances to recruit, advise, and place these prospective students.

Recommendations

1. Create an assessment model that measures a variety of skill domains and competencies required for college and career success.

Historically, college and career readiness assessments have focused only on academic skills. ACT research has clearly established areas of competency important for college and career readiness success. While our research shows that ACT solutions independently measure key components of college AND career readiness, we and others have begun to realize that no single solution can measure the full breadth of this readiness, nor should it. Simply put, the ACT alone is not enough to measure the full breadth of career readiness. A more holistic assessment model, incorporating multiple domains and specific skills associated with career clusters or occupations, will typically be most appropriate for describing and evaluating student readiness for college and career.

2. Optimize opportunities to influence awareness and engagement of underserved learners.

Initiatives designed to aid underserved learners are only as effective as they are visible. We must inform advocates and ALL underserved learners about the available and effective programs designed for this purpose. For example, in the 2015–2016 academic year, approximately 730,000 students registered to take the ACT using fee waivers valued at more than \$36 million. Yet, not all eligible students took advantage of this offer. Similarly, institutions must use data to inform intervention strategies if they are going to help underserved students be prepared for postsecondary success.

3. Take the guesswork out of STEM.

It is critically important to align STEM initiatives to capitalize on performance, measured interest, and expressed interest. Essential to this effort is expanding and nurturing interest in STEM, which will impact the emerging pipeline of STEM majors, teachers, and workers. This requires capturing a wider range of students and employing concrete measures to inform intervention and programming. To do so, states and districts must look for partnering opportunities from K–12 to postsecondary education to the workplace.

4. Focus on the implementation of fewer, higher, clearer, standards in K–12 classrooms to raise the bar for all students.

No matter the adopted standards, proper implementation must focus on the most critical component for increasing readiness—effective, high-quality teaching. This requires investment in postsecondary teaching programs, professional development, and state-level collaboration among K–12 and higher education.

5. Don't over test students.

When states, schools, and districts build an assessment strategy that recognizes the limits and promise of test scores, they will reduce the likelihood of over testing. Used ethically and appropriately, assessments can inform decisions at individual and institutional levels. Misunderstood, misused, or abused, assessments cause confusion, can be perceived as punitive, or result in ill-conceived strategies. To quote ACT founder E.F. Lindquist, "Assessment is valuable to the extent it bridges teaching and learning."