

The Condition of College & Career Readiness 2019

Connecticut Key Findings

Performance of 2019 Graduates

- In the 2019 Connecticut graduating class, 8,931 graduates (an estimated 22 percent) took the ACT test with a Composite score average of 25.5. This compares to 13,175 (an estimated 32 percent) with an average of 24.4 in 2015. Nationally, an estimated 52 percent of 2019 graduates took the ACT with an average Composite score of 20.7.
 - There were 349 African American graduates from Connecticut who took the ACT (4 percent) with an average Composite score of 20.3. This compares to 458 (4 percent) with an average of 20.6, and 694 (5 percent) with an average of 19.2, for the 2018 and 2015 graduating classes, respectively.
 - There were 5,881 White graduates from Connecticut who took the ACT (66 percent) with an average Composite score of 25.8. This compares to 7,061 (67 percent) with an average of 25.9, and 9,245 (70 percent) with an average of 24.8, for the 2018 and 2015 graduating classes, respectively.
 - There were 752 Hispanic graduates from Connecticut who took the ACT (8 percent) with an average Composite score of 23.8. This compares to 856 (8 percent) with an average of 23.0, and 1,020 (8 percent) with an average of 22.2, for the 2018 and 2015 graduating classes, respectively.
 - There were 656 Asian graduates from Connecticut who took the ACT (7 percent) with an average Composite score of 27.5. This compares to 758 (7 percent) with an average of 27.8, and 792 (6 percent) with an average of 25.8, for the 2018 and 2015 graduating classes, respectively.
- In 2019, 55 percent of Connecticut graduates met all four ACT College Readiness Benchmarks. This compares to 56 and 50 percent of 2018 and 2015 graduates, respectively.
 - In 2019, 8 percent of Connecticut graduates met zero ACT College Readiness Benchmarks. This compares to 8 and 11 percent of 2018 and 2015 graduates, respectively.
 - In 2019, 89 percent of Connecticut graduates met the ACT English College Readiness Benchmark. This compares to 90 and 86 percent of 2018 and 2015 graduates, respectively.
 - In 2019, 70 percent of Connecticut graduates met the ACT Math College Readiness Benchmark. This compares to 71 and 68 percent of 2018 and 2015 graduates, respectively.
 - In 2019, 75 percent of Connecticut graduates met the ACT Reading College Readiness Benchmark. This compares to 75 and 68 percent of 2018 and 2015 graduates, respectively.
 - In 2019, 66 percent of Connecticut graduates met the ACT Science College Readiness Benchmark. This compares to 67 and 61 percent of 2018 and 2015 graduates, respectively.
 - In 2019, 6,270 (70 percent) of Connecticut graduates met three or four ACT College Readiness Benchmarks. This compares to 7,471 and 8,649 (71 and 66 percent) out of 2018 and 2015 graduates, respectively. For reference, the national percentage of 2019 graduates meeting three or four benchmarks was 37 percent.
- In 2019, 11 percent of Connecticut graduates took the ACT with extended time. This compares to 9 and 5 percent of 2018 and 2015 graduates, respectively.

STEM

- In 2019, 4,217 Connecticut graduates (47 percent) indicated having an interest in STEM majors and/or careers.
- Compared to a 2019 Connecticut graduating class average ACT STEM score of 25.0, graduates in 2018 and 2015 had STEM averages of 25.1 and 24.2, respectively.
- In 2019, 6,830 Connecticut graduates (76 percent) indicated taking physics. This compares to 77 and 75 percent for the 2018 and 2015 graduating classes, respectively.
 - 2019 graduates taking physics had an average science score of 25.5, compared to 22.3 for students not taking physics.
 - 71 percent of 2019 Connecticut graduates taking physics met the ACT Science College Readiness Benchmark, compared to 48 for students not taking physics.

Career Readiness Indicator

- In 2019, 6,665 Connecticut graduates (75 percent) were likely to attain the Gold ACT WorkKeys National Career Readiness Certificate or higher based upon ACT Composite score, compared to 726,923 (41 percent) nationally.
 - The ACT Composite scores associated with a 50% chance of earning each ACT WorkKeys NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as “Needs Improvement,” 13 to 16 as “Bronze,” 17 to 21 as “Silver,” and 22 or above as “Gold or Higher.”

Impact

- Based on the actual test volume and ACT score distributions of 2019 ACT-tested Connecticut high school graduates, ACT research estimates that an increase of 0.1 in state average ACT Composite score for the 2019 graduating class would result in:
 - 17 more students enrolling in college.
 - 20 more students persisting to year two.
 - 10 fewer students needing remedial English.
 - 19 fewer students needing remedial math.
 - 24 more students persisting to year four.
 - 26 more students earning a postsecondary degree within six years.

Behaviors that Impact Access and Opportunity

- In Connecticut, 3,584 of the 2019 graduates (40.1 percent) taking the ACT two or more times had an average Composite score of 27.5, compared to an average of 24.2 for 5,347 of the 2019 graduates (59.9 percent) who took the ACT only once.
 - Nationwide, 765,568 of the 2019 graduates (42.9 percent) taking the ACT two or more times had an average Composite score of 22.7, compared to an average of 19.2 for 1,017,252 of the 2019 graduates (57.1 percent) who took the ACT only once.
- 6,362 score reports were sent to colleges by 2019 Connecticut ACT-tested graduates.
 - 1,193 score reports were sent to in-state public colleges by 2019 Connecticut ACT-tested graduates.
 - For Connecticut’s 2019 ACT-tested graduates, the top five schools to which scores were sent were the University of Connecticut, Central Connecticut State University, Quinnipiac University, Southern Connecticut State University, and Northeastern University.
 - For Connecticut’s 2019 ACT-tested graduates, the top three out-of-state schools to which scores were sent were Northeastern University, Boston University, and the University of Rhode Island.

- Compared to 66 percent of 2019 graduates nationally, 52 percent of Connecticut graduates opted into the ACT Educational Opportunity Service (EOS). EOS is a free service that allows students to gain exposure to recruitment, scholarship agencies, colleges, and universities that students may not have accessed on their own. The ACT Get Your Name in the Game initiative encourages colleges and universities to recruit underserved EOS participants to increase access and opportunity for all.
- In the 2018-2019 academic year, ACT issued 820 ACT fee waivers to qualified Connecticut students across all grades. However, 209 students (25.5 percent) did not take advantage of this opportunity to test for free. This compares to 487,749 waivers issued nationally, of which 135,569 (27.8 percent) students did not take advantage. This represents a great opportunity for high schools within the state to increase the socioeconomic diversity of its students tested.

Postsecondary Aspirations

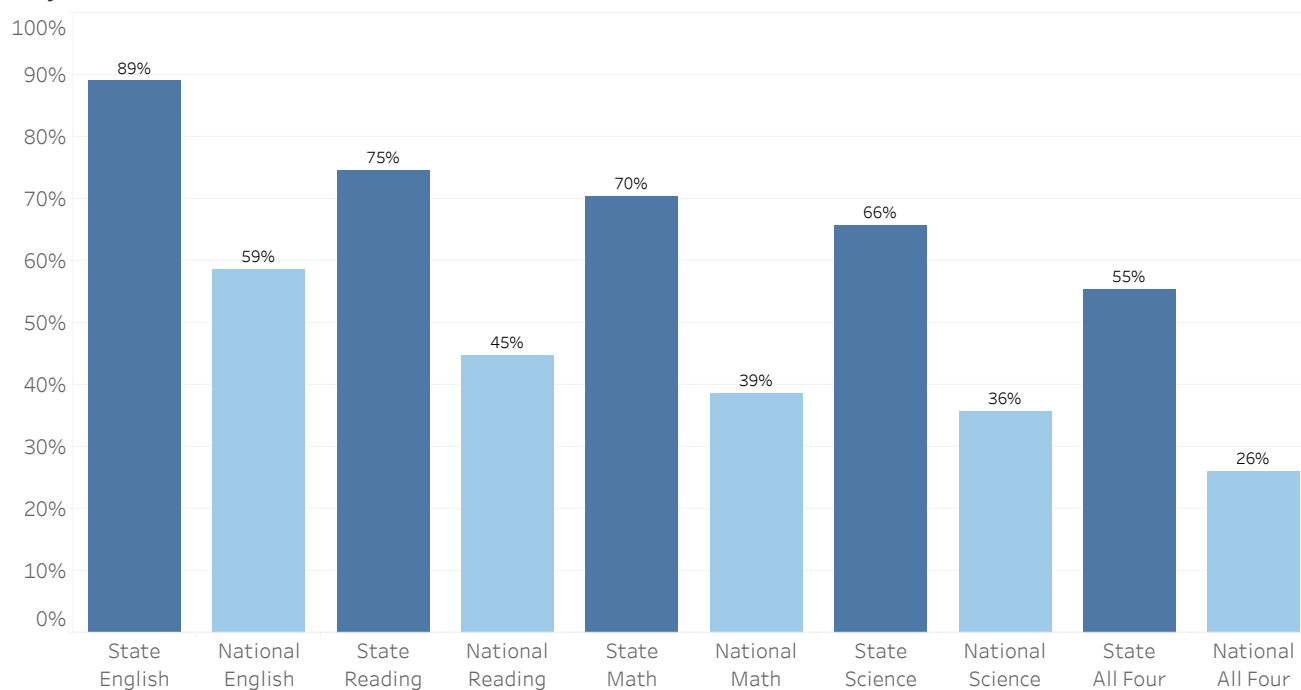
- Aspirations matter. Students who aspire to a higher level of postsecondary education typically achieve higher ACT Composite scores.
 - 4,753 students (53 percent) aspired to attain a graduate or professional degree. They had an average Composite score of 26.5.
 - 2,758 students (31 percent) aspired to attain a bachelor's degree. They had an average Composite score of 23.8.
 - 44 students (0 percent) aspired to attain a vocational/technical or associate's degree. They had an average Composite score of 20.8.
- In the Connecticut graduating class of 2019, 368 students (4 percent) had parents who did not attend college.
- In order of prevalence, the five most commonly indicated college majors of interest for 2019 Connecticut graduates were: Undecided; Medicine (Pre-Medicine); Business Administration and Management, General; Biology, General; and Nursing, Registered (BS/RN).
 - In the Connecticut graduating class of 2019, 2,102 students (24 percent) indicated being undecided about their college major. They had an average Composite score of 26.4. Decision making regarding college major can be facilitated through activities included in ACT Aspire and PreACT testing experiences. In addition, the Student Score Report is a valuable tool for conversations using the College and Career Planning and Interest-Major Fit sections.
 - In the Connecticut graduating class of 2019, 236 (3 percent) indicated planning on majoring in education. They had an average Composite score of 22.4.

Additional Points

- The Connecticut ACT State Organization continues to grow in membership and in diversity. The membership includes educators from state agencies, K-12, access, and postsecondary institutions, as well as members involved in workforce development. The council's goals align with ACT's mission of helping all people achieve education and workplace success.
- In 2019, ACT State Organizations honored individuals making positive contributions to their communities as College and Career Readiness Champions. The Connecticut honorees were:
 - Hae Young Li, high school senior, Avon High School; Kelly O'Leary, principal, St. Martin de Porres Academy; Steven Paternoster, assistant director of admissions, Three Rivers Community College; and Walter and Valita Lockett, founders, the Walter E. Lockett Jr. Foundation.
- According to the US Department of Labor's Bureau of Labor Statistics, the fastest-growing careers in Connecticut requiring education beyond high school are: statisticians, machine tool programmers, operations research analysts, mechanical drafters, and nurse practitioners.

CONNECTICUT College and Career Readiness Attainment, Participation, and Opportunity

Percent of 2019 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks* by Subject



Data From Graph Above

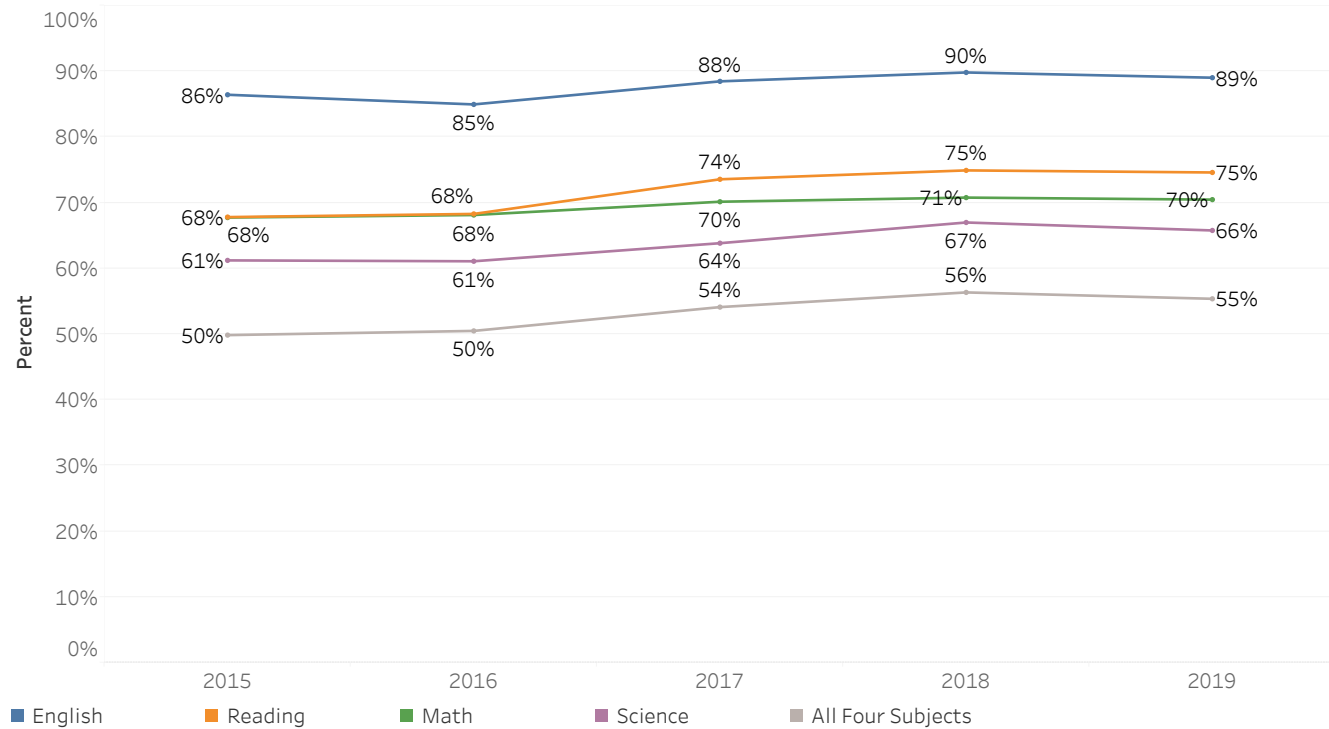
State English	National English	State Reading	National Reading	State Math	National Math	State Science	National Science	State All Four	National All Four
89%	59%	75%	45%	70%	39%	66%	36%	55%	26%

* The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Throughout this report, benchmark attainment corresponds with students meeting or exceeding 18 in English, 22 in Reading, 22 in Math and 23 in Science.

Note, missing data points in tables and graphs reflect insufficient data for reporting.

CONNECTICUT College and Career Readiness Attainment, Participation, and Opportunity

Percent of 2015–2019 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks*



Data From Graph Above

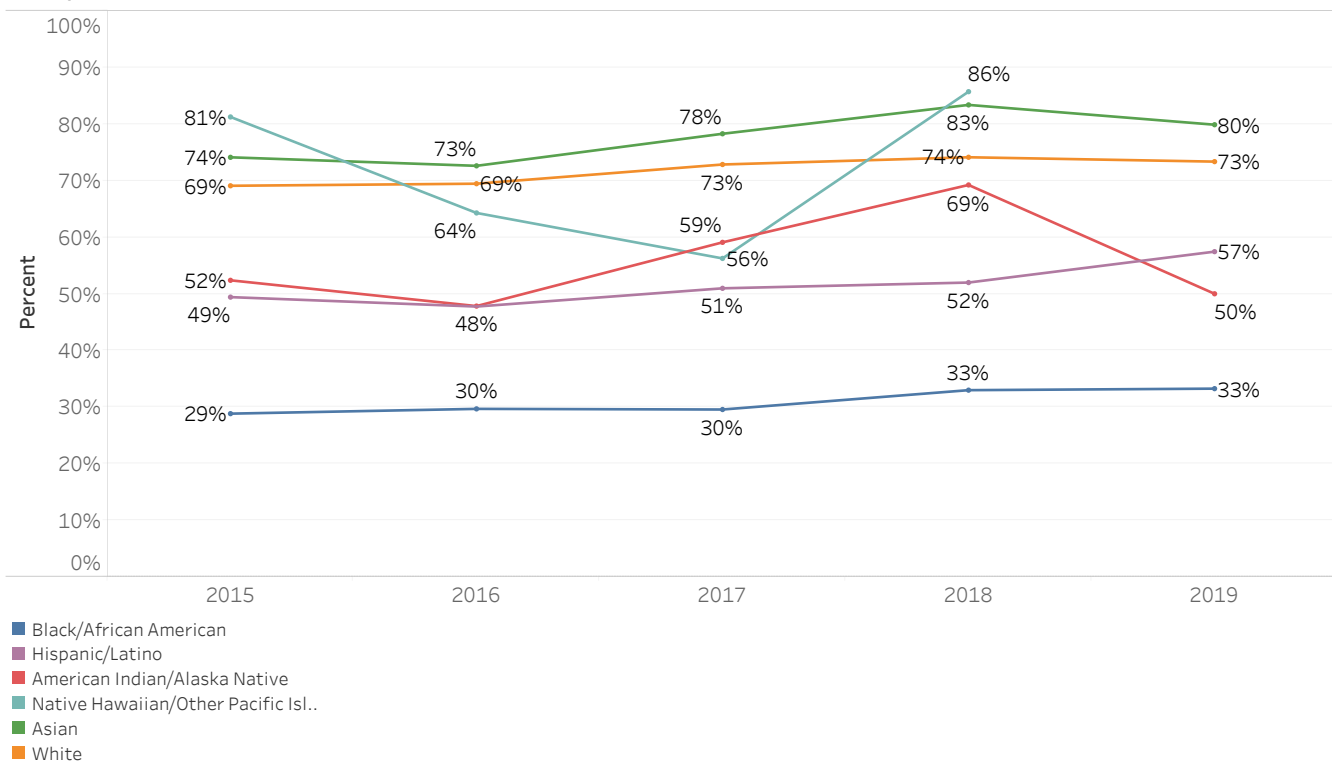
	English	Reading	Math	Science	All Four Subjects
2015	86%	68%	68%	61%	50%
2016	85%	68%	68%	61%	50%
2017	88%	74%	70%	64%	54%
2018	90%	75%	71%	67%	56%
2019	89%	75%	70%	66%	55%

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CONNECTICUT College and Career Readiness Attainment, Participation, and Opportunity

Percent of 2015-2019 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity



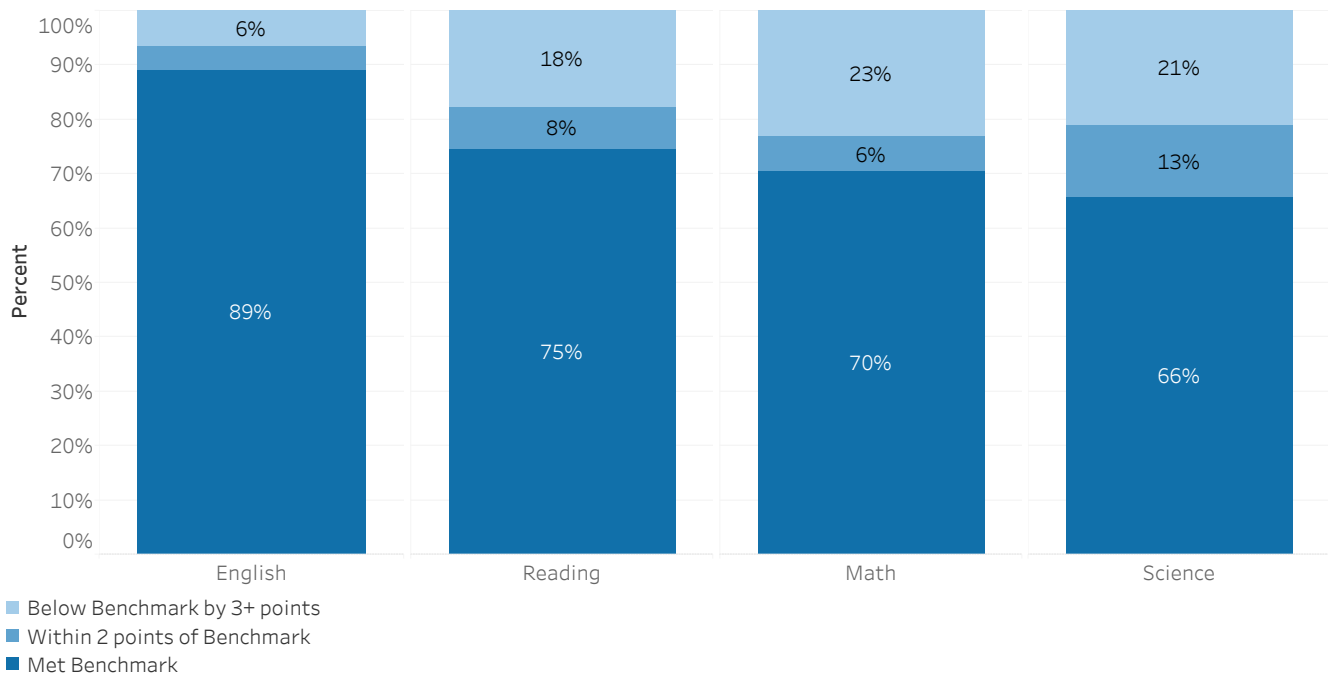
Data From Graph Above

	Black/African American	Hispanic/Latino	American Indian/Alaska Native	Native Hawaiian/Other Pacific Islander	Asian	White
2015	29%	49%	52%	81%	74%	69%
2016	30%	48%	48%	64%	73%	69%
2017	30%	51%	59%	56%	78%	73%
2018	33%	52%	69%	86%	83%	74%
2019	33%	57%	50%		80%	73%

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CONNECTICUT College and Career Readiness Attainment, Participation, and Opportunity

Percent of 2019 ACT-Tested High School Graduates by ACT College Readiness Benchmark Attainment and Subject



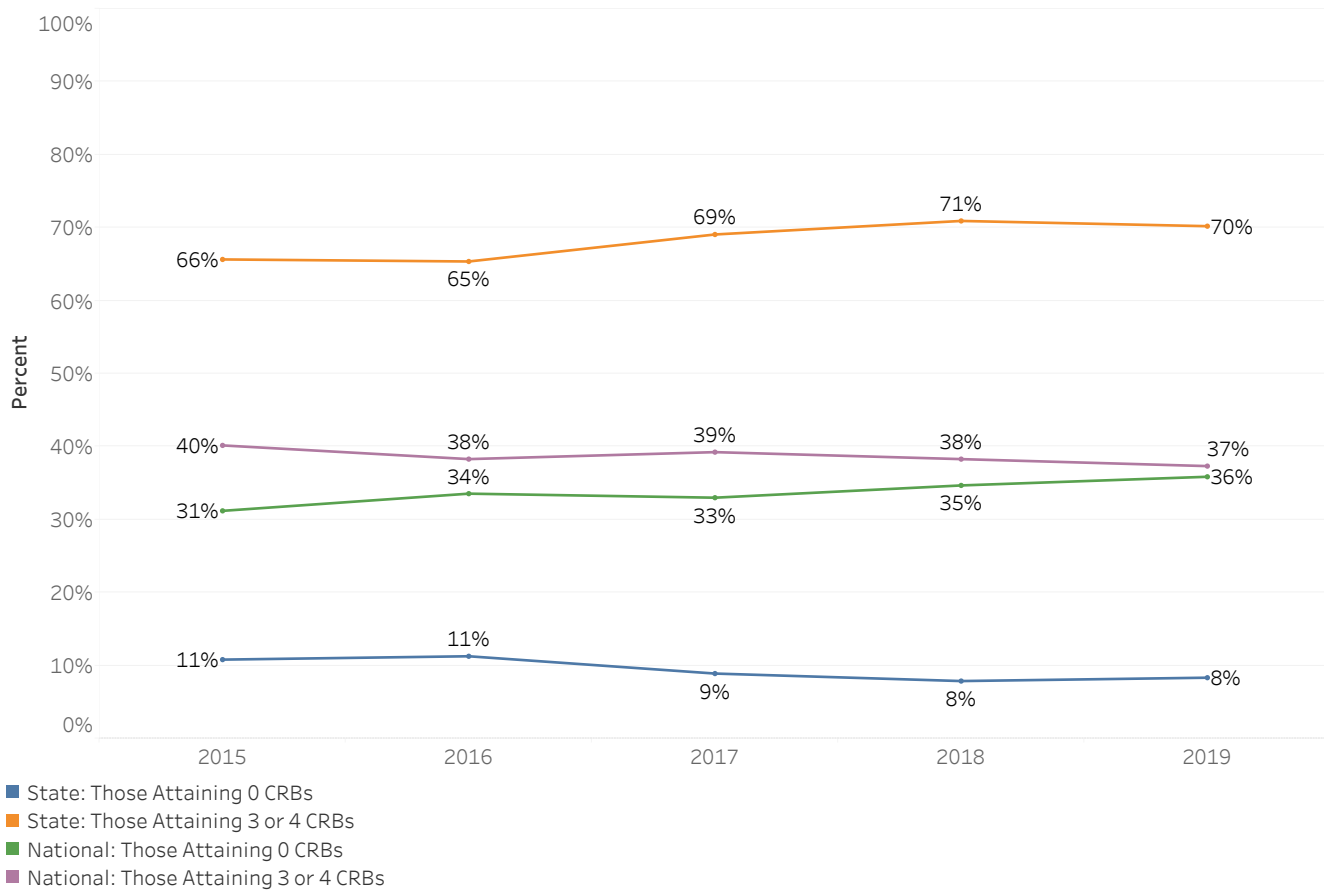
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	Below Benchmark by 3+ points	Within 2 points of Benchmark	Met Benchmark
English	6%	5%	89%
Math	23%	6%	70%
Reading	18%	8%	75%
Science	21%	13%	66%

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CONNECTICUT College and Career Readiness Attainment, Participation, and Opportunity

Percent of 2015–2019 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks*



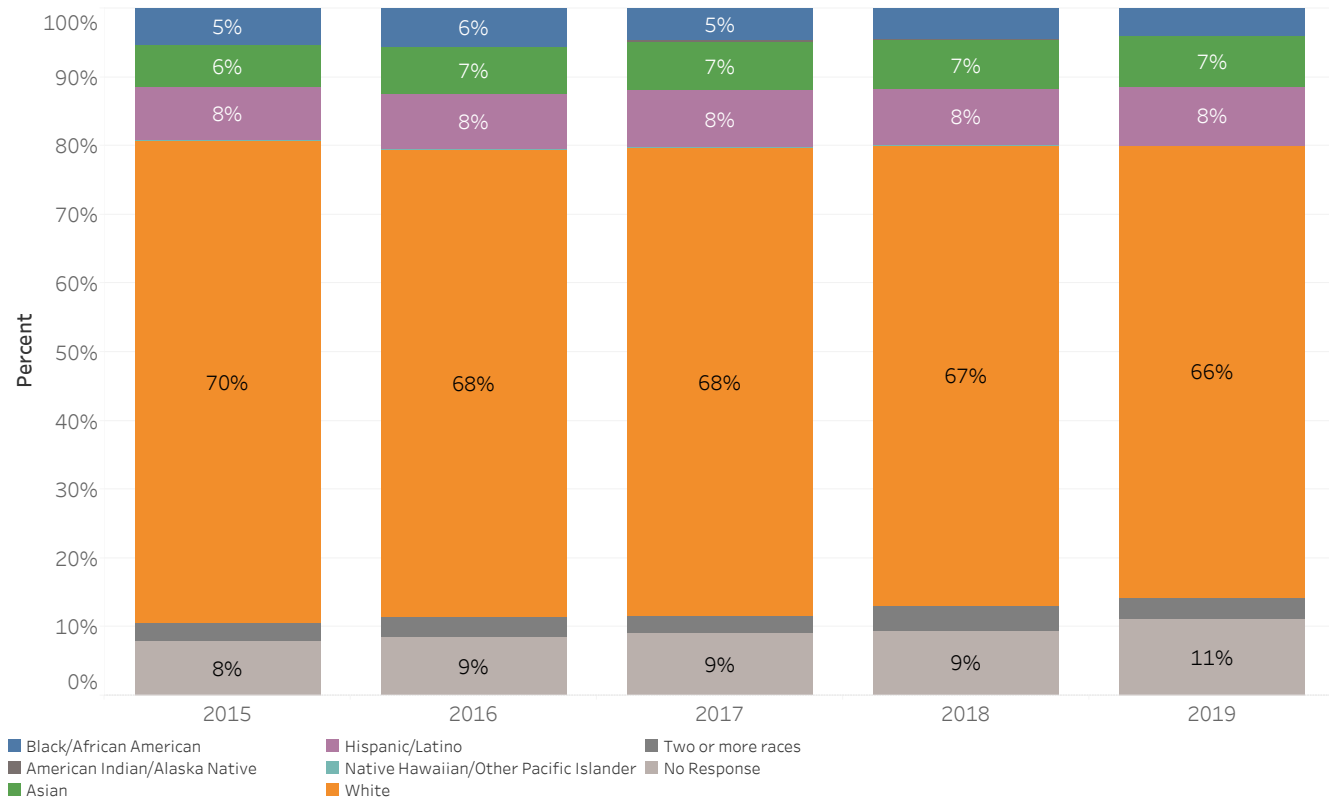
Data from Graph Above

	State: Those Attaining 0 CRBs	State: Those Attaining 3 or 4 CRBs	National: Those Attaining 0 CRBs	National: Those Attaining 3 or 4 CRBs
2015	11%	66%	31%	40%
2016	11%	65%	34%	38%
2017	9%	69%	33%	39%
2018	8%	71%	35%	38%
2019	8%	70%	36%	37%

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CONNECTICUT College and Career Readiness Attainment, Participation, and Opportunity

Percent of 2015-2019 ACT-Tested High School Graduates by Race/Ethnicity



Data From Graph Above

	Black/African American	American Indian/Alaska Native	Asian	Hispanic/Latino	Native Hawaiian/Other Pacific Islander	White	Two or more races	No Response
2015	5%	0%	6%	8%	0%	70%	3%	8%
2016	6%	0%	7%	8%	0%	68%	3%	9%
2017	5%	0%	7%	8%	0%	68%	3%	9%
2018	4%	0%	7%	8%	0%	67%	4%	9%
2019	4%	0%	7%	8%	0%	66%	3%	11%

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CONNECTICUT College and Career Readiness Attainment, Participation, and Opportunity

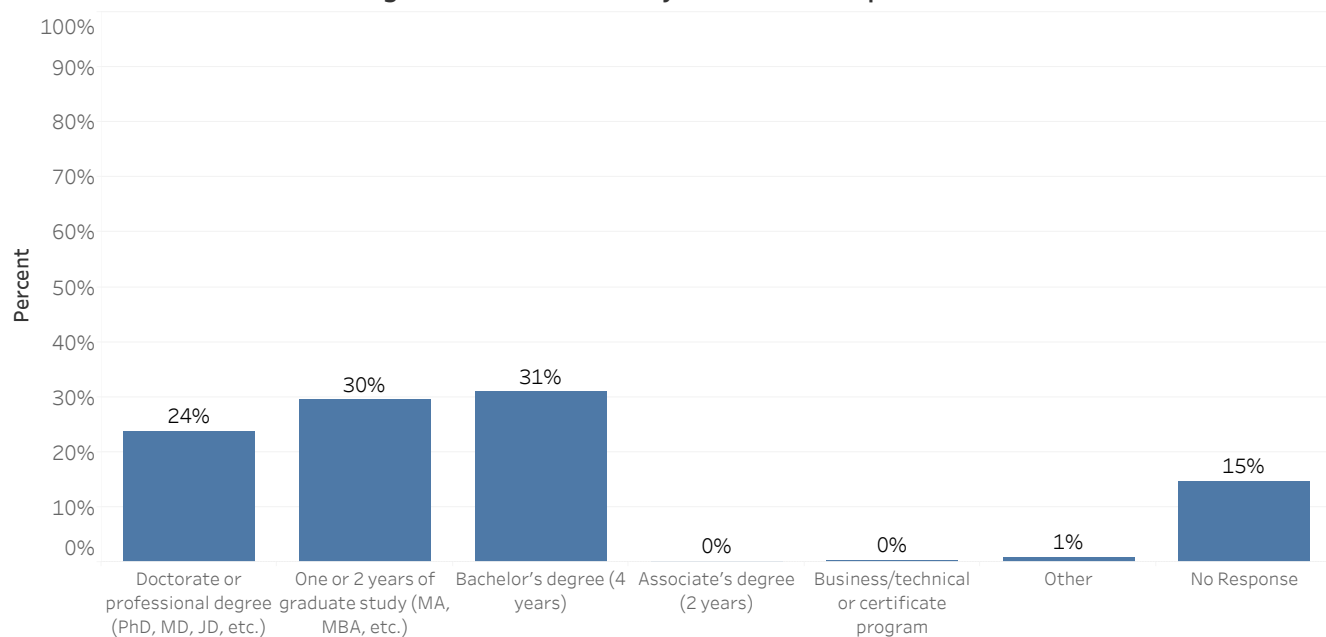
Student Data Trends: 2015-2019, State vs. Nation

	2015	2016	2017	2018	2019
State N-count	13,175	13,880	12,834	10,534	8,931
National N-count	1,924,436	2,090,342	2,030,038	1,914,817	1,782,820
Average ACT English Score - State	24.5	24.4	25.5	26.0	25.9
Average ACT English Score - National	20.4	20.1	20.3	20.2	20.1
Average ACT Reading Score - State	24.7	25.0	25.6	26.1	26.1
Average ACT Reading Score - National	21.4	21.3	21.4	21.3	21.2
Average ACT Math Score - State	24.1	24.1	24.6	24.8	24.7
Average ACT Math Score - National	20.8	20.6	20.7	20.5	20.4
Average ACT Science Score - State	23.8	24.1	24.6	24.9	24.8
Average ACT Science Score - National	20.9	20.8	21.0	20.7	20.6
Average ACT Composite Score - State	24.4	24.5	25.2	25.6	25.5
Average ACT Composite Score - National	21.0	20.8	21.0	20.8	20.7

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CONNECTICUT College and Career Readiness Attainment, Participation, and Opportunity

Percent of 2019 ACT-Tested High School Graduates by Educational Aspirations



Data From Graph Above

	% of Graduates
Doctorate or professional degree (PhD, MD, JD, etc.)	24%
One or 2 years of graduate study (MA, MBA, etc.)	30%
Bachelor's degree (4 years)	31%
Associate's degree (2 years)	0%
Business/technical or certificate program	0%
Other	1%
No Response	15%

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