

ACT High School Profile Report

The Graduating Class of 2006
Maine



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Maine

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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

28% 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. 1,536 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. 38% 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 9% of the cohort took less than three years of math courses. Of these students, 30% were college ready. 12% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 17% of these students were college ready. In comparison, 64% 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 11% of the cohort took less than three years of natural science courses. 24% of these students were college ready. In comparison, 36% 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 38% 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.

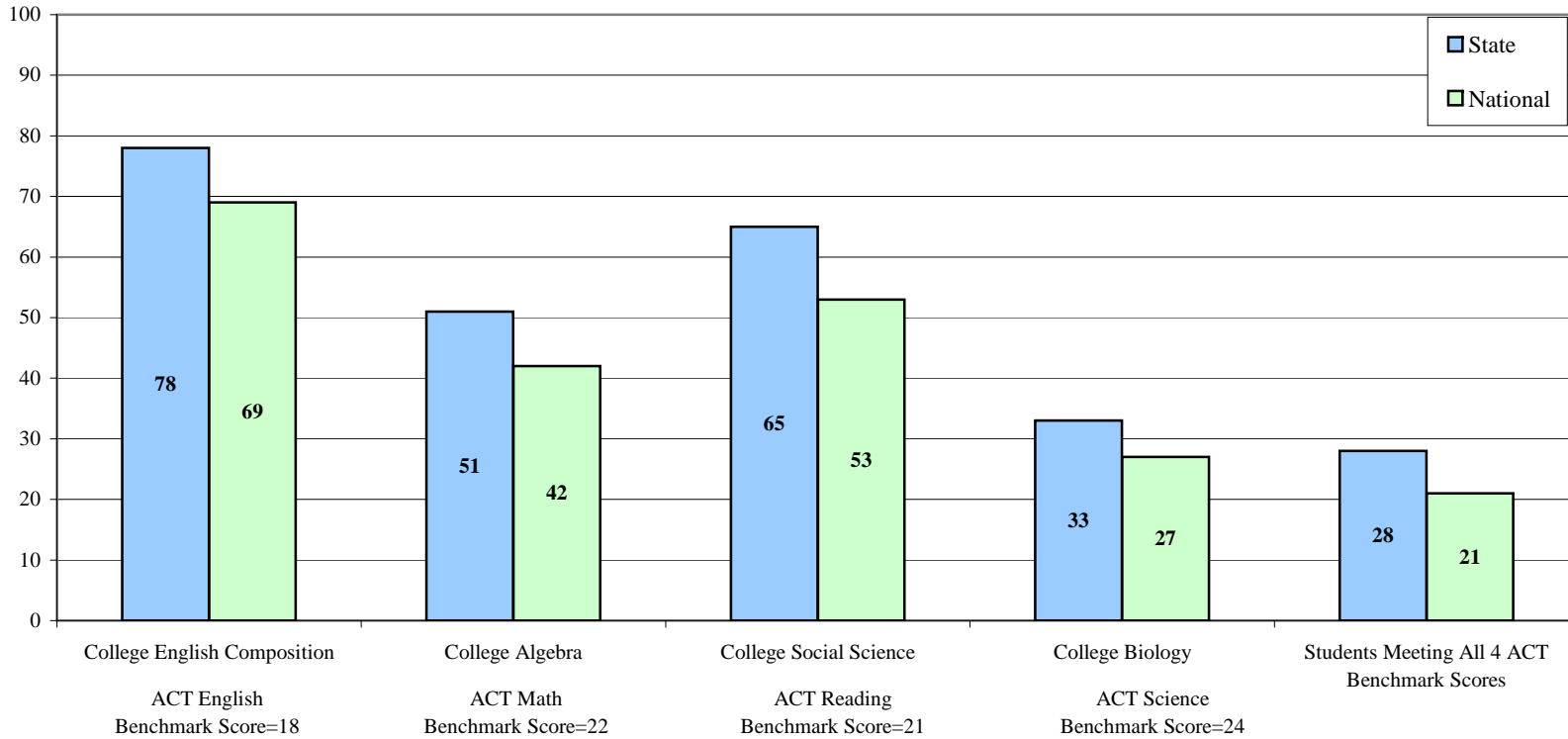
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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	902	1,116,082	77	67	53	39	67	53	35	26	29	20
2003	1,172	1,175,059	79	67	52	40	67	52	33	26	28	20
2004	1,311	1,171,460	79	68	51	40	67	52	37	26	31	21
2005	1,476	1,186,251	78	68	50	41	62	51	35	26	28	21
2006	1,536	1,206,455	78	69	51	42	65	53	33	27	28	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	902	1,116,082	22.0	20.2	22.1	20.6	23.3	21.1	21.9	20.8	22.5	20.8
2003	1,172	1,175,059	22.2	20.3	22.0	20.6	23.4	21.2	21.8	20.8	22.5	20.8
2004	1,311	1,171,460	22.3	20.4	22.1	20.7	23.4	21.3	22.0	20.9	22.6	20.9
2005	1,476	1,186,251	22.1	20.4	22.0	20.7	23.1	21.3	21.9	20.9	22.4	20.9
2006	1,536	1,206,455	22.0	20.6	21.9	20.8	23.1	21.4	21.6	20.9	22.3	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	383	399	42	44	22.8	21.5	22.4	21.8	23.9	23.1	22.4	21.6	23.0	22.1
2003	501	468	43	40	23.0	21.9	22.5	21.8	24.4	23.0	22.5	21.4	23.2	22.1
2004	550	512	42	39	22.8	22.0	22.5	21.7	24.0	23.1	22.5	21.7	23.1	22.3
2005	587	610	40	41	22.5	22.0	22.3	21.9	23.6	23.1	22.4	21.9	22.8	22.4
2006	591	584	38	38	22.6	21.7	22.4	21.5	23.9	22.8	22.2	21.4	22.9	22.0

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	902	100	22.5	1,172	100	22.5	1,311	100	22.6	1,476	100	22.4	1,536	100	22.3
African American/Black	13	1	16.5	12	1	17.3	17	1	20.6	18	1	15.3	34	2	16.9
American Indian/Alaskan Native	3	0	20.3	4	0	23.0	4	0	20.8	6	0	21.2	10	1	19.4
Caucasian American/White	761	84	22.7	950	81	22.7	1,046	80	22.6	1,195	81	22.5	1,134	74	22.6
Hispanic	10	1	21.6	16	1	20.9	12	1	21.3	16	1	19.1	18	1	19.6
Asian American/Pacific Islander	12	1	21.5	21	2	22.9	21	2	22.1	31	2	22.7	25	2	20.0
Other/No Response	103	11	22.2	169	14	21.8	211	16	22.8	210	14	22.8	315	21	22.4

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	2	100	2	100	10	100	2	100	0	100	36
35	13	100	11	100	16	99	7	100	2	100	35
34	26	99	14	99	33	98	7	99	4	100	34
33	23	97	8	98	49	96	4	99	5	100	33
32	17	96	11	98	57	93	20	99	20	99	32
31	39	95	21	97	46	89	18	97	21	98	31
30	42	92	42	96	51	86	2	96	48	97	30
29	54	89	55	93	67	83	27	96	65	93	29
28	78	86	44	89	48	79	47	94	67	89	28
27	56	81	97	86	98	75	44	91	89	85	27
26	67	77	102	80	103	69	112	88	106	79	26
25	116	73	115	74	82	62	77	81	99	72	25
24	88	65	104	66	74	57	135	76	96	66	24
23	86	60	76	59	110	52	126	67	120	60	23
22	95	54	83	54	90	45	143	59	106	52	22
21	114	48	80	49	72	39	126	50	107	45	21
20	114	40	92	44	66	35	158	42	138	38	20
19	98	33	78	38	80	30	130	31	91	29	19
18	73	27	96	33	72	25	100	23	94	23	18
17	68	22	141	26	66	20	91	16	76	17	17
16	56	17	121	17	46	16	55	10	64	12	16
15	73	14	73	9	43	13	26	7	43	8	15
14	46	9	41	5	57	10	31	5	32	5	14
13	20	6	20	2	42	7	11	3	16	3	13
12	15	5	6	1	32	4	16	2	18	2	12
11	12	4	2	1	13	2	10	1	8	1	11
10	15	3	0	1	6	1	6	1	1	1	10
9	11	2	1	1	6	1	4	1	0	1	9
8	8	1	0	1	0	1	0	1	0	1	8
7	8	1	0	1	1	1	0	1	0	1	7
6	3	1	0	1	0	1	1	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	22.0		21.9		23.1		21.6		22.3		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	57	100	17	100	34	100	66	100	64	100	14	100	14	100	18
17	94	96	33	99	127	98	108	96	60	96	24	99	14	99	17
16	72	90	85	97	109	90	174	89	137	92	38	98	40	98	16
15	104	85	118	91	104	82	136	77	103	83	55	95	101	96	15
14	135	79	174	84	99	76	131	68	125	76	165	91	177	89	14
13	94	70	159	72	148	69	140	60	160	68	116	81	197	77	13
12	150	64	147	62	165	60	151	51	165	58	227	73	158	65	12
11	152	54	199	52	142	49	117	41	112	47	151	58	156	54	11
10	165	44	168	39	124	40	106	33	143	40	256	49	280	44	10
9	140	33	179	28	143	32	96	26	106	30	219	32	109	26	9
8	104	24	104	17	130	22	81	20	157	24	106	18	100	19	8
7	104	18	63	10	90	14	74	15	123	13	33	11	93	12	7
6	72	11	41	6	59	8	87	10	60	5	66	9	48	6	6
5	40	6	25	3	29	4	42	4	10	1	36	4	5	3	5
4	32	3	15	2	20	2	21	2	9	1	14	2	29	3	4
3	14	1	8	1	10	1	4	1	1	1	9	1	1	1	3
2	7	1	1	1	1	1	2	1	1	1	2	1	11	1	2
1	0	1	0	1	2	1	0	1	0	1	5	1	3	1	1
Average	11.2		11.4		11.5		12.1		11.7		10.8		11.1		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	1,536	38	22.9	22.0
	African Am./Black	34	24	18.4	17.8
	Am. Indian/Alaskan Native	10	40	23.0	16.5
	Caucasian Am./White	1,134	43	23.0	22.1
	Hispanic	18	28	20.4	20.6
	Asian Am./Pacific Islander	25	36	20.7	20.2
	Other/No Response	315	24	23.5	22.6
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	64	4	35	2	108	7	20	1
	28 to 32	230	15	173	11	269	18	114	7
	24 to 27	327	21	418	27	357	23	368	24
	20 to 23	409	27	331	22	338	22	553	36
	16 to 19	295	19	436	28	264	17	376	24
	13 to 15	139	9	134	9	142	9	68	4
	01 to 12	72	5	9	1	58	4	37	2
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	602	39	21.2	22.8	22.2	21.9	22.2
	Females	847	55	22.7	21.2	23.8	21.4	22.4
	Missing	87	6	22.0	22.1	23.0	21.6	22.3
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	72	58	59	36	31
	Females	82	46	70	30	26
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

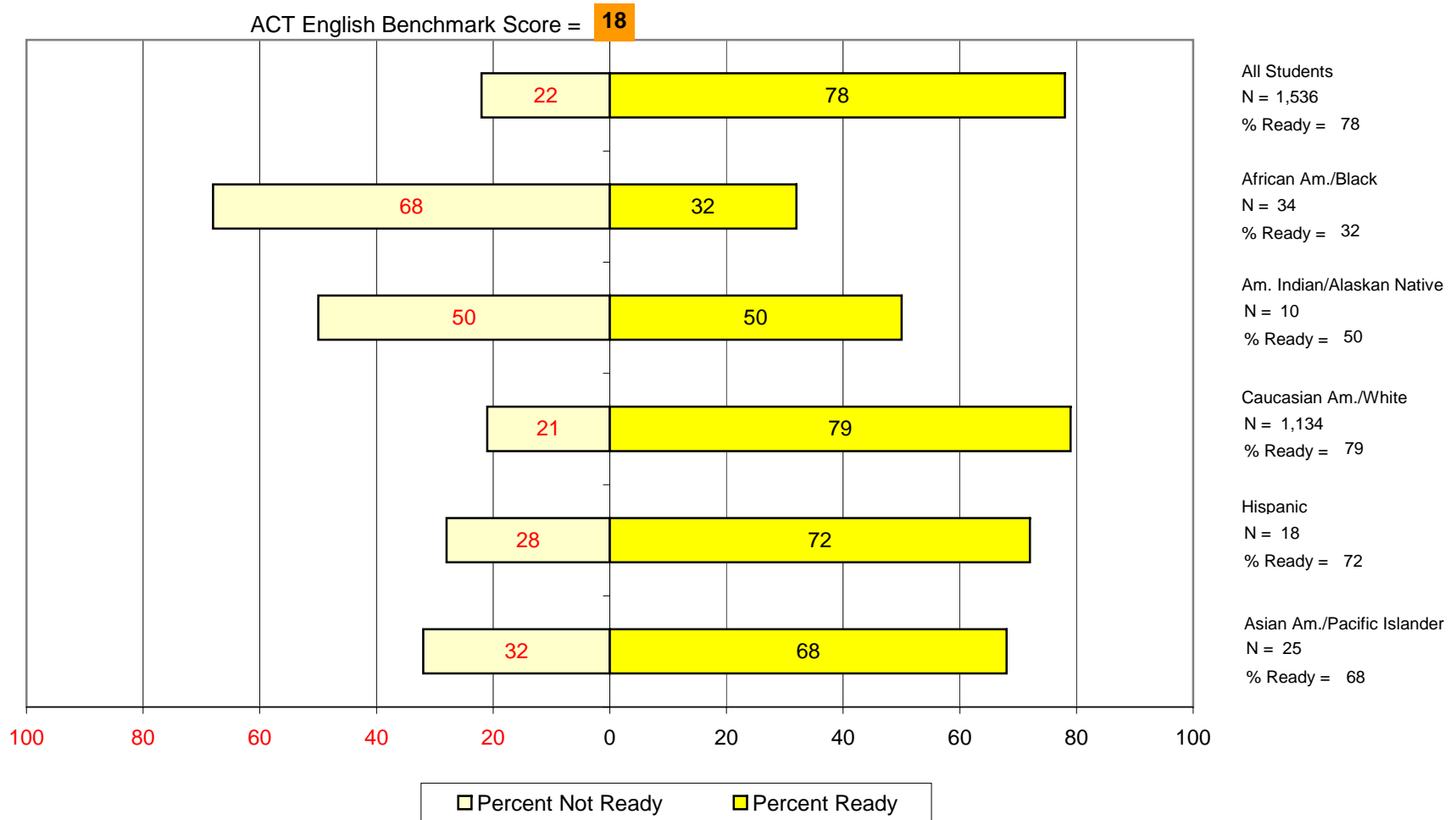


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

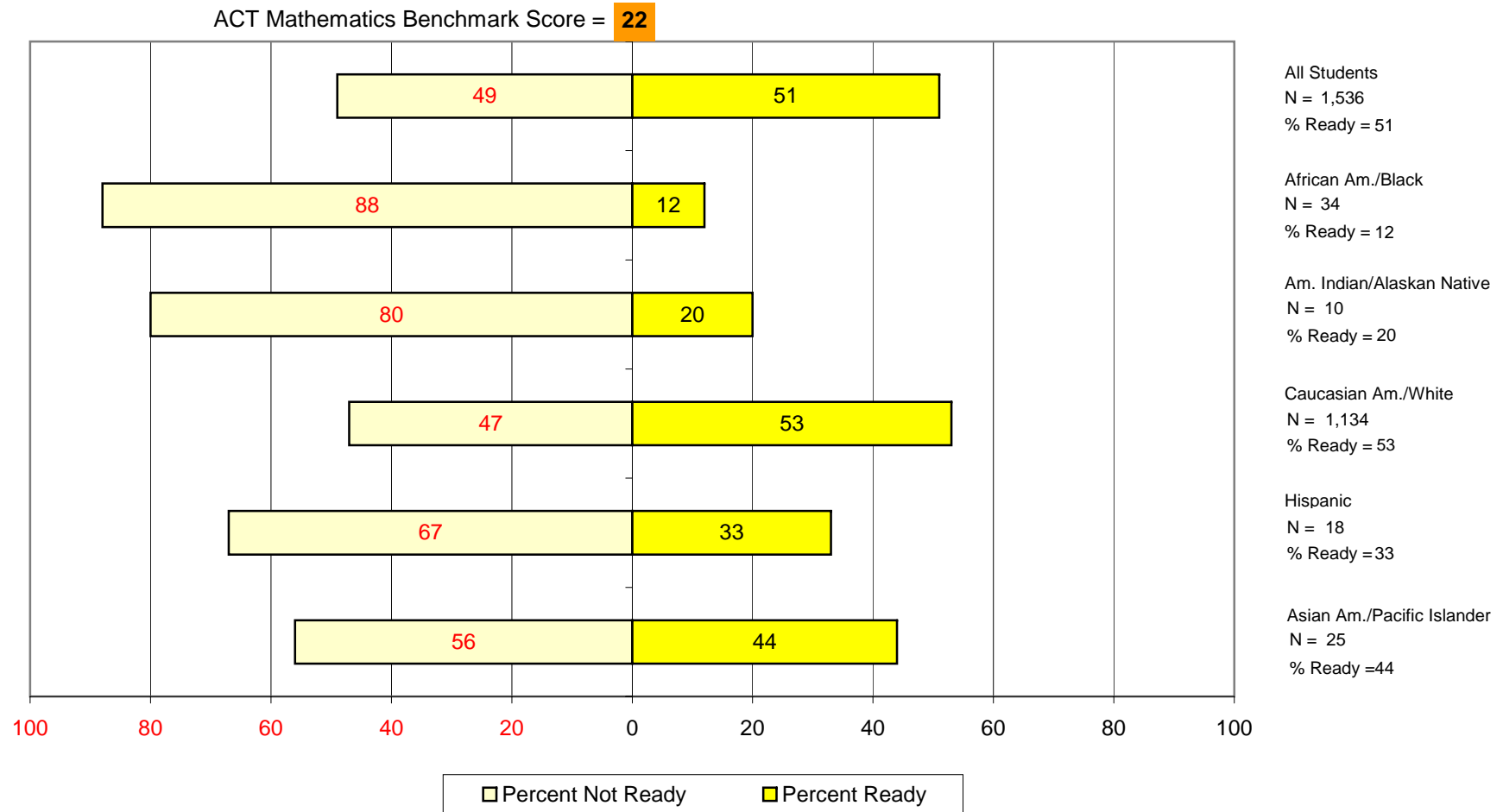


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

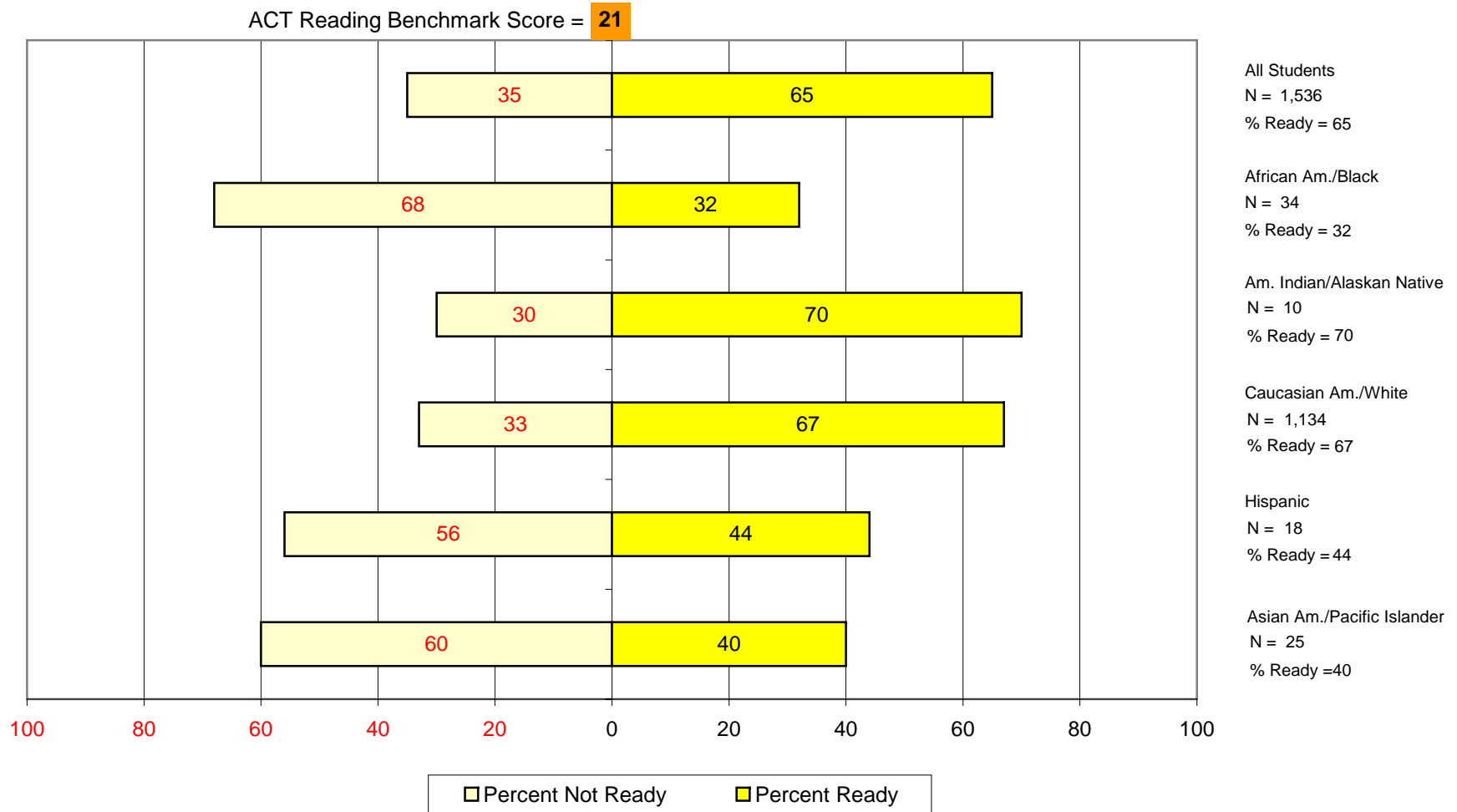


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

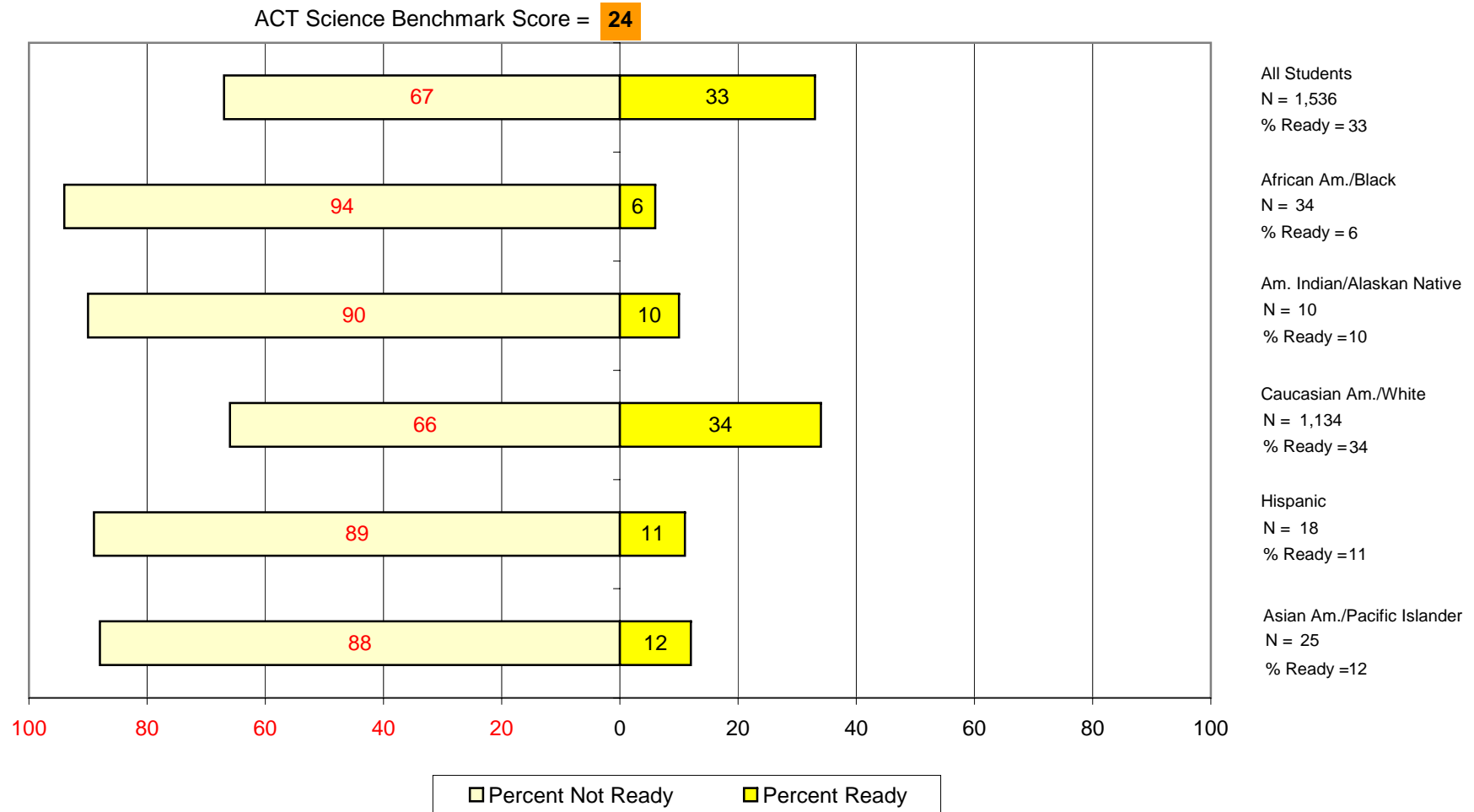


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

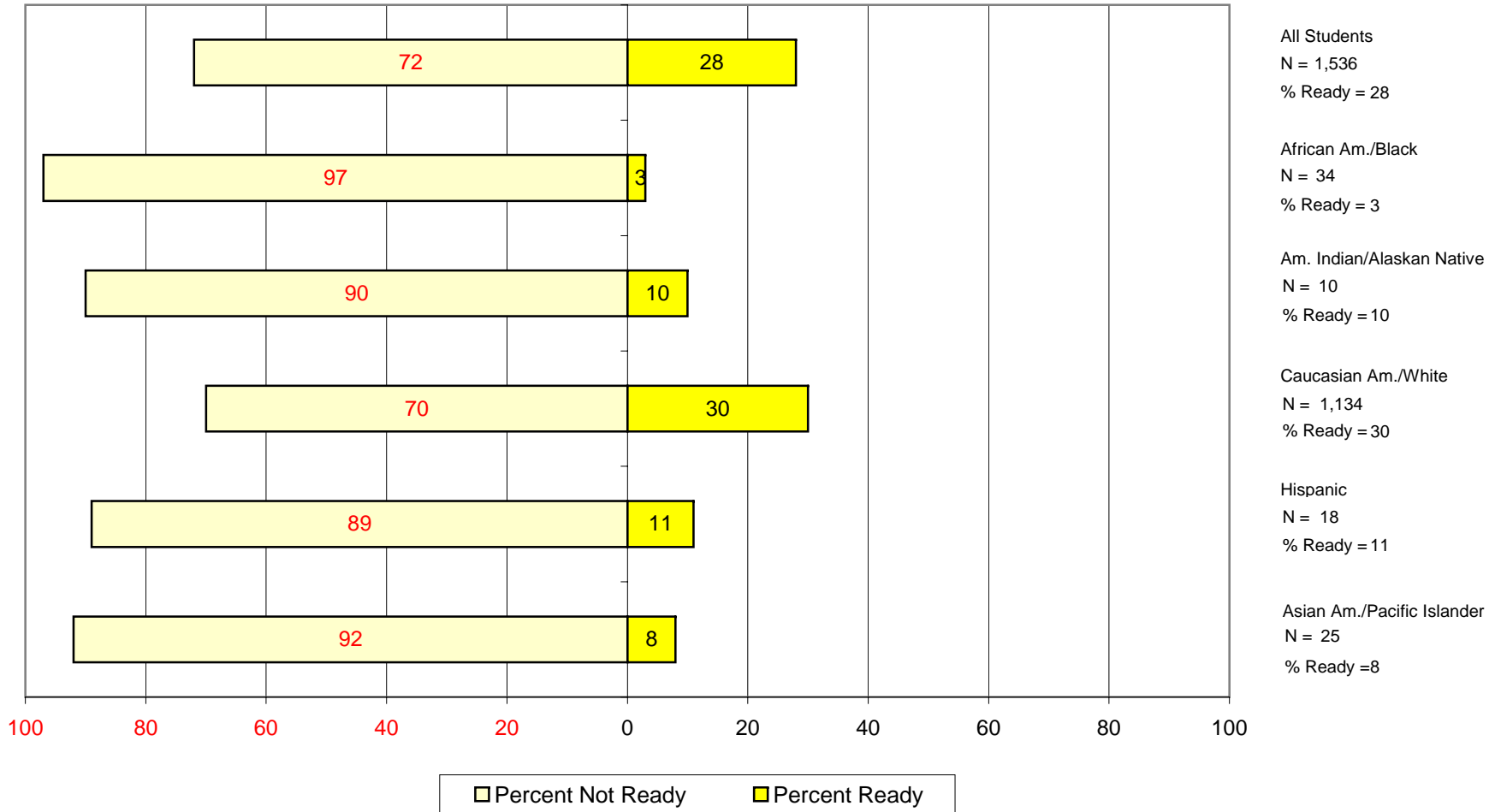


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	175	11	22.4	0.0	66	11	21.1	-0.5	102	12	23.1	0.1
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	862	56	22.1	-0.3	319	53	21.5	-0.1	508	60	22.6	-0.4
Less than 4 years of English	128	8	22.4	-	45	7	21.6	-	71	8	23.0	-
No English course/grade information reported	371	24	21.6	-	172	29	20.6	-	166	20	22.5	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	85	6	25.9	6.8	36	6	26.4	6.9	46	5	25.6	7.2
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	82	5	23.0	3.9	31	5	23.0	3.5	48	6	23.0	4.6
Alg 1, Alg 2, Geom, & Trig	88	6	20.7	1.6	33	5	20.6	1.1	52	6	20.7	2.3
Alg 1, Alg 2, Geom, & Other Adv Math	216	14	21.1	2.0	71	12	22.4	2.9	137	16	20.3	1.9
Other comb of 4 or more years of Math	285	19	25.1	6.0	119	20	26.4	6.9	153	18	24.3	5.9
Alg 1, Alg 2, & Geom (Min. Core)	187	12	18.1	-1.0	67	11	18.2	-1.3	111	13	18.1	-0.3
Other comb of 3 or 3.5 years of Math	71	5	23.4	4.3	21	3	26.7	7.2	47	6	21.6	3.2
Less than 3 years of Math	137	9	19.1	-	46	8	19.5	-	80	9	18.4	-
No Math course/grade information reported	385	25	21.6	-	178	30	22.2	-	173	20	21.0	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	45	3	25.1	2.0	13	2	23.1	0.7	29	3	25.9	2.3
Other comb of 4 or more years Social Science	216	14	23.8	0.7	82	14	22.8	0.4	127	15	24.4	0.8
US Hist, World Hist, & Am Gov (Min. Core)	103	7	23.1	0.0	46	8	22.6	0.2	50	6	23.6	0.0
Other comb of 3 or 3.5 years of Social Science	342	22	23.2	0.1	124	21	22.3	-0.1	210	25	23.7	0.1
Less than 3 years of Social Science	443	29	23.1	-	159	26	22.4	-	255	30	23.6	-
No Soc Sci course/grade information reported	387	25	22.5	-	178	30	21.6	-	176	21	23.4	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	538	35	22.8	3.2	220	37	23.2	4.0	294	35	22.5	2.8
Bio, Chem, Phys	118	8	23.3	3.7	41	7	24.3	5.1	74	9	22.7	3.0
Gen Sci ² , Bio, Chem (Min. Core)	295	19	20.7	1.1	84	14	20.9	1.7	197	23	20.6	0.9
Other comb of 3 years of Natural Science	34	2	21.5	1.9	15	2	20.5	1.3	17	2	22.3	2.6
Less than 3 years of Natural Science	163	11	19.6	-	64	11	19.2	-	90	11	19.7	-
No Nat Sci course/grade information reported	388	25	21.1	-	178	30	21.4	-	175	21	20.9	-

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	175	11	22.4	82	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	862	56	22.1	78	668,226	55	20.4	67
Less than 4 years of English	128	8	22.4	78	115,551	10	19.4	62
No English course/grade information reported	371	24	21.6	76	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	85	6	25.9	82	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	82	5	23.0	60	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	88	6	20.7	44	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	216	14	21.1	47	153,394	13	20.3	37
Other comb of 4 or more years of Math	285	19	25.1	79	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	187	12	18.1	17	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	71	5	23.4	62	54,965	5	20.6	40
Less than 3 years of Math	137	9	19.1	30	131,567	11	17.9	18
No Math course/grade information reported	385	25	21.6	48	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	45	3	25.1	76	31,335	3	22.7	60
Other comb of 4 or more years Social Science	216	14	23.8	70	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	103	7	23.1	72	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	342	22	23.2	66	325,879	27	21.3	52
Less than 3 years of Social Science	443	29	23.1	65	179,270	15	20.5	46
No Soc Sci course/grade information reported	387	25	22.5	60	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	538	35	22.8	42	320,821	27	22.3	38
Bio, Chem, Phys	118	8	23.3	51	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	295	19	20.7	21	339,689	28	20.2	19
Other comb of 3 years of Natural Science	34	2	21.5	24	32,330	3	20.5	24
Less than 3 years of Natural Science	163	11	19.6	24	234,307	19	19.1	14
No Nat Sci course/grade information reported	388	25	21.1	28	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	11	1	18.1	2	6	14.5	8	1	19.0
Architecture & Environmental Design	17	1	20.9	0	0	.	17	2	20.9
Business & Management	85	6	21.2	4	13	15.8	80	7	21.5
Business & Office	3	0	19.3	0	0	.	3	0	19.3
Marketing & Distribution	7	0	18.6	0	0	.	7	1	18.6
Communications & Comm. Technologies	33	2	22.7	0	0	.	31	3	22.7
Community & Personal Services	18	1	19.7	2	6	18.0	15	1	20.3
Computer & Information Sciences	8	1	23.5	0	0	.	7	1	23.1
Cross-Disciplinary Studies	2	0	24.5	0	0	.	2	0	24.5
Education	35	2	20.2	1	3	12.0	31	3	20.2
Teacher Education	14	1	18.9	2	6	20.0	12	1	18.7
Engineering	33	2	25.0	1	3	27.0	32	3	25.0
Engineering-Related Technologies	21	1	22.7	1	3	21.0	20	2	22.8
Foreign Languages	16	1	24.6	0	0	.	13	1	24.8
Health Sciences & Allied Health Fields	162	11	21.6	7	23	19.1	150	14	21.9
Human, Family & Consumer Science	5	0	20.6	0	0	.	5	0	20.6
Letters	6	0	23.7	0	0	.	6	1	23.7
Mathematics	4	0	22.8	0	0	.	4	0	22.8
Philosophy, Religion & Theology	10	1	19.0	1	3	11.0	6	1	19.3
Sciences (Biological & Physical)	79	5	24.7	0	0	.	72	7	24.8
Social Sciences	85	6	22.7	1	3	18.0	79	7	22.9
Trade & Industrial	11	1	18.7	5	16	17.4	6	1	19.8
Visual & Performing Arts	71	5	21.9	1	3	16.0	70	6	21.9
Undecided	129	8	22.1	1	3	20.0	115	11	22.2
No Response	671	44	22.6	2	6	17.0	287	27	23.3

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	7	16.6	0	.	1	19.0	5	16.6	0	.	0	.	1	14.0
2-yr College Degree	24	18.0	2	17.0	0	.	21	18.0	0	.	0	.	1	20.0
Bachelors Degree	450	20.5	8	17.6	2	14.5	363	20.7	2	21.5	7	20.7	68	20.1
Graduate Study	296	23.6	2	23.5	0	.	245	23.6	3	17.7	6	21.7	40	24.2
Prof. Level Degree	332	24.2	8	18.1	4	23.8	253	24.4	5	22.0	4	19.0	58	24.9
Other	24	20.2	1	13.0	1	15.0	17	20.6	0	.	0	.	5	21.4
No Response	403	22.2	13	15.0	2	18.0	230	22.9	8	18.4	8	18.8	142	22.1

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 MAINE AT ORONO	Maine	206	76	130	0	7	29	33	21	10	0
UNIVERSITY OF SOUTHERN MAINE	Maine	110	32	78	3	6	42	31	14	5	0
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	52	6	46	2	8	15	42	23	10	0
BOSTON UNIVERSITY	Massachusetts	46	21	25	0	2	9	28	46	15	0
NORTHEASTERN UNIVERSITY	Massachusetts	43	9	34	0	0	9	33	44	14	0
UNIVERSITY OF NEW ENGLAND	Maine	40	11	29	0	0	25	45	13	18	0
BOSTON COLLEGE	Massachusetts	36	20	16	0	0	11	36	36	17	0
UNIVERSITY OF MAINE AT FARMINGTON	Maine	36	11	25	0	17	39	36	3	6	0
HUSSON COLLEGE	Maine	31	11	20	3	13	39	32	10	3	0
COLBY COLLEGE	Maine	30	7	23	0	0	3	20	37	40	0
TUFTS UNIVERSITY	Massachusetts	30	9	21	0	0	10	13	20	50	7
SAINT JOSEPH'S COLLEGE	Maine	26	6	20	4	15	27	42	8	4	0
UNIVERSITY OF VERMONT	Vermont	24	5	19	4	4	8	38	29	17	0
BOWDOIN COLLEGE	Maine	23	4	19	0	0	9	22	26	43	0
BROWN UNIVERSITY	Rhode Island	22	6	16	0	0	5	14	32	50	0
UNIVERSITY OF MAINE AT AUGUSTA	Maine	22	6	16	0	9	50	32	9	0	0
BATES COLLEGE	Maine	21	5	16	5	0	24	24	19	29	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	20	12	8	5	5	25	45	15	5	0
UNIVERSITY OF MAINE AT PRESQUE ISLE	Maine	20	13	7	5	15	50	15	5	10	0
UNIVERSITY OF CONNECTICUT	Connecticut	19	5	14	0	0	5	53	26	16	0
ROCHESTER INST OF TECHNOLOGY	New York	18	7	11	6	0	11	28	44	6	6
STONEHILL COLLEGE	Massachusetts	17	5	12	6	6	18	24	29	18	0
MIDDLEBURY COLLEGE	Vermont	16	6	10	0	0	6	13	31	50	0
UNIVERSITY OF RHODE ISLAND	Rhode Island	16	5	11	0	19	25	38	13	6	0
CORNELL UNIVERSITY	New York	15	2	13	0	0	0	13	33	53	0
GORDON COLLEGE-MA	Massachusetts	15	7	8	0	7	0	27	20	47	0
MAINE MARITIME ACADEMY	Maine	15	8	7	0	13	13	40	27	7	0
NEW YORK UNIVERSITY	New York	15	5	10	0	0	27	20	40	13	0
QUINNIPIAC UNIVERSITY	Connecticut	15	6	9	0	0	20	47	13	20	0
SYRACUSE UNIVERSITY	New York	15	3	12	0	0	7	13	60	20	0
All Other Institutions		1,501	410	1,091	2	6	17	30	28	15	1
Total		2,515	739	1,776	2	6	20	30	26	15	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
All Students	925	430,404	23.3	22.4	8.3	7.7	23.2	22.0
African Am./Black	21	38,583	17.3	17.5	7.1	6.8	17.7	17.6
Am. Indian/Alaskan Native	7	2,803	19.3	19.8	7.3	7.1	19.3	19.6
Caucasian Am./White	671	269,428	23.7	23.4	8.3	7.8	23.5	22.8
Hispanic	13	33,207	21.1	18.9	8.7	7.4	22.0	19.1
Asian Am./Pacific Islander	17	21,275	20.2	23.0	7.6	8.0	20.2	22.8
Other/No Response	196	65,108	23.3	22.8	8.3	7.9	23.2	22.5
Males	332	170,904	22.4	22.1	8.0	7.4	22.2	21.5
Females	539	240,056	23.9	22.6	8.4	7.9	23.8	22.3
Missing	54	19,444	23.3	22.1	8.4	7.8	23.3	21.9

