

ACT High School Profile Report

The Graduating Class of 2006
New Hampshire



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New Hampshire

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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

29% 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. 1,779 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 8% of the cohort took less than three years of math courses. Of these students, 39% were college ready. 8% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 27% of these students were college ready. In comparison, 70% 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. 23% of these students were college ready. In comparison, 40% 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 32% 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.

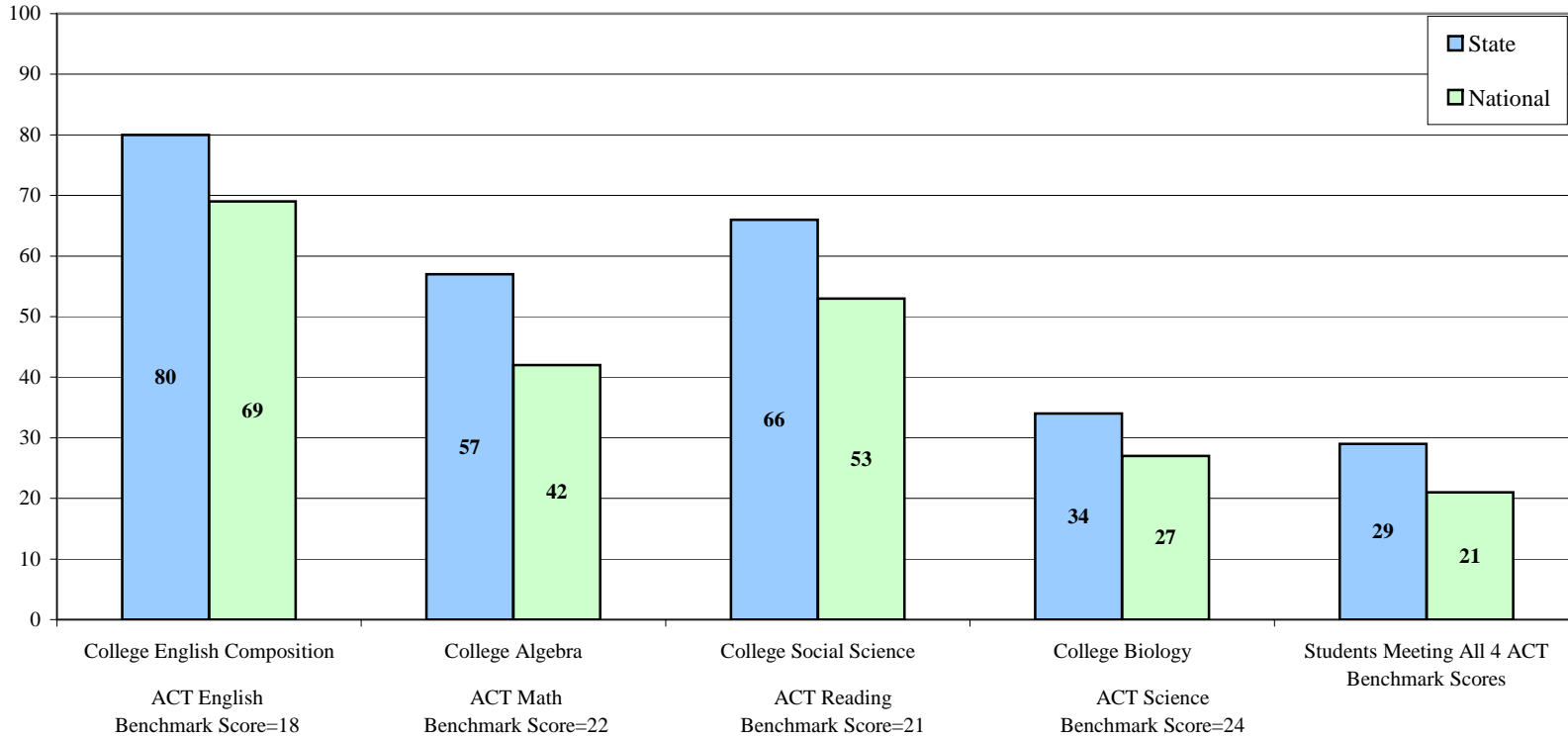
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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	993	1,116,082	78	67	50	39	63	53	30	26	24	20
2003	1,210	1,175,059	78	67	53	40	65	52	31	26	27	20
2004	1,340	1,171,460	79	68	51	40	67	52	34	26	28	21
2005	1,578	1,186,251	77	68	53	41	63	51	34	26	28	21
2006	1,779	1,206,455	80	69	57	42	66	53	34	27	29	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	993	1,116,082	21.6	20.2	21.9	20.6	22.6	21.1	21.6	20.8	22.0	20.8
2003	1,210	1,175,059	21.7	20.3	21.9	20.6	22.9	21.2	21.7	20.8	22.2	20.8
2004	1,340	1,171,460	22.1	20.4	22.1	20.7	23.3	21.3	21.9	20.9	22.5	20.9
2005	1,578	1,186,251	21.9	20.4	22.1	20.7	23.0	21.3	21.8	20.9	22.3	20.9
2006	1,779	1,206,455	22.4	20.6	22.5	20.8	23.2	21.4	21.8	20.9	22.6	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	488	337	49	34	22.2	20.6	22.2	21.3	23.0	21.9	22.1	20.9	22.5	21.3
2003	569	393	47	32	22.1	20.8	22.6	20.9	23.5	21.6	22.2	20.9	22.7	21.2
2004	641	422	48	31	23.0	21.2	22.9	21.4	24.3	22.4	22.7	21.3	23.3	21.7
2005	718	470	46	30	22.5	21.1	22.7	21.4	23.6	22.3	22.3	21.2	22.9	21.7
2006	683	547	38	31	23.7	22.1	23.3	22.4	24.6	22.8	22.7	21.7	23.7	22.4

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	993	100	22.0	1,210	100	22.2	1,340	100	22.5	1,578	100	22.3	1,779	100	22.6
African American/Black	16	2	20.4	15	1	20.5	22	2	19.9	16	1	21.7	28	2	19.8
American Indian/Alaskan Native	4	0	24.0	2	0	15.0	5	0	19.8	3	0	23.3	6	0	20.3
Caucasian American/White	810	82	22.0	955	79	22.3	1,049	78	22.5	1,218	77	22.3	1,249	70	22.5
Hispanic	13	1	21.9	16	1	19.9	16	1	18.7	20	1	18.6	29	2	21.6
Asian American/Pacific Islander	26	3	22.3	27	2	20.6	34	3	21.7	24	2	22.0	52	3	24.1
Other/No Response	124	12	22.2	195	16	22.1	214	16	22.9	297	19	22.8	415	23	22.8

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	3	100	14	100	1	100	0	100	36
35	14	100	14	100	30	99	7	100	4	100	35
34	39	99	25	99	30	98	10	100	5	100	34
33	27	97	15	98	50	96	9	99	13	99	33
32	27	95	20	97	52	93	26	98	20	99	32
31	31	94	30	96	53	90	17	97	31	98	31
30	58	92	45	94	72	87	11	96	44	96	30
29	82	89	57	91	65	83	30	95	74	93	29
28	73	84	76	88	75	79	36	94	90	89	28
27	80	80	108	84	98	75	55	92	121	84	27
26	95	76	132	78	107	70	131	89	109	77	26
25	116	70	140	70	104	64	94	81	133	71	25
24	114	64	132	63	95	58	181	76	123	64	24
23	78	57	124	55	137	53	177	66	122	57	23
22	131	53	90	48	111	45	166	56	139	50	22
21	139	46	105	43	84	39	168	47	147	42	21
20	133	38	84	37	89	34	167	37	135	34	20
19	116	30	98	33	99	29	136	28	107	26	19
18	68	24	91	27	66	23	93	20	100	20	18
17	73	20	147	22	84	20	80	15	69	15	17
16	70	16	115	14	47	15	60	10	67	11	16
15	62	12	65	7	41	12	41	7	65	7	15
14	42	9	39	4	68	10	29	5	23	3	14
13	30	6	18	1	42	6	14	3	16	2	13
12	22	4	3	1	33	4	14	2	15	1	12
11	22	3	1	1	20	2	16	1	4	1	11
10	14	2	2	1	6	1	3	1	2	1	10
9	8	1	0	1	5	1	4	1	1	1	9
8	5	1	0	1	2	1	1	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	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	2	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	22.4		22.5		23.2		21.8		22.6		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	83	100	12	100	42	100	83	100	85	100	15	100	14	100	18
17	105	95	43	99	134	98	117	95	91	95	40	99	37	99	17
16	96	89	99	97	117	90	170	89	147	90	43	97	62	97	16
15	122	84	174	91	113	84	170	79	144	82	80	94	121	94	15
14	164	77	172	82	139	77	152	70	156	74	222	90	207	87	14
13	117	68	175	72	178	69	176	61	231	65	127	78	256	75	13
12	151	61	196	62	199	59	198	51	191	52	307	70	210	61	12
11	184	53	269	51	164	48	116	40	122	41	189	53	169	49	11
10	217	43	179	36	155	39	138	34	162	34	276	42	262	40	10
9	145	30	179	26	198	30	111	26	112	25	216	27	139	25	9
8	127	22	107	16	145	19	91	20	167	19	92	15	118	17	8
7	108	15	70	10	61	11	97	14	108	10	44	10	80	10	7
6	61	9	55	6	64	8	79	9	43	4	57	7	52	6	6
5	45	6	28	3	27	4	44	5	13	1	37	4	16	3	5
4	35	3	13	1	24	2	24	2	5	1	12	2	21	2	4
3	13	1	5	1	8	1	9	1	2	1	15	1	6	1	3
2	6	1	3	1	6	1	4	1	0	1	1	1	6	1	2
1	0	1	0	1	5	1	0	1	0	1	6	1	3	1	1
Average	11.4		11.5		11.6		12.0		12.1		11.1		11.3		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	1,779	38	23.7	22.4
	African Am./Black	28	11	21.0	23.4
	Am. Indian/Alaskan Native	6	17	24.0	.
	Caucasian Am./White	1,249	42	23.7	22.2
	Hispanic	29	41	22.8	20.0
	Asian Am./Pacific Islander	52	25	25.2	24.1
	Other/No Response	415	32	23.8	22.7
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	81	5	57	3	124	7	27	2
	28 to 32	271	15	228	13	317	18	120	7
	24 to 27	405	23	512	29	404	23	461	26
	20 to 23	481	27	403	23	421	24	678	38
	16 to 19	327	18	451	25	296	17	369	21
	13 to 15	134	8	122	7	151	8	84	5
	01 to 12	80	4	6	0	66	4	40	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	741	42	21.6	23.1	22.3	22.2	22.4
	Females	924	52	23.0	22.0	23.9	21.6	22.7
	Missing	114	6	22.1	22.3	23.1	21.8	22.5
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	75	61	61	39	33
	Females	84	53	71	31	27
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

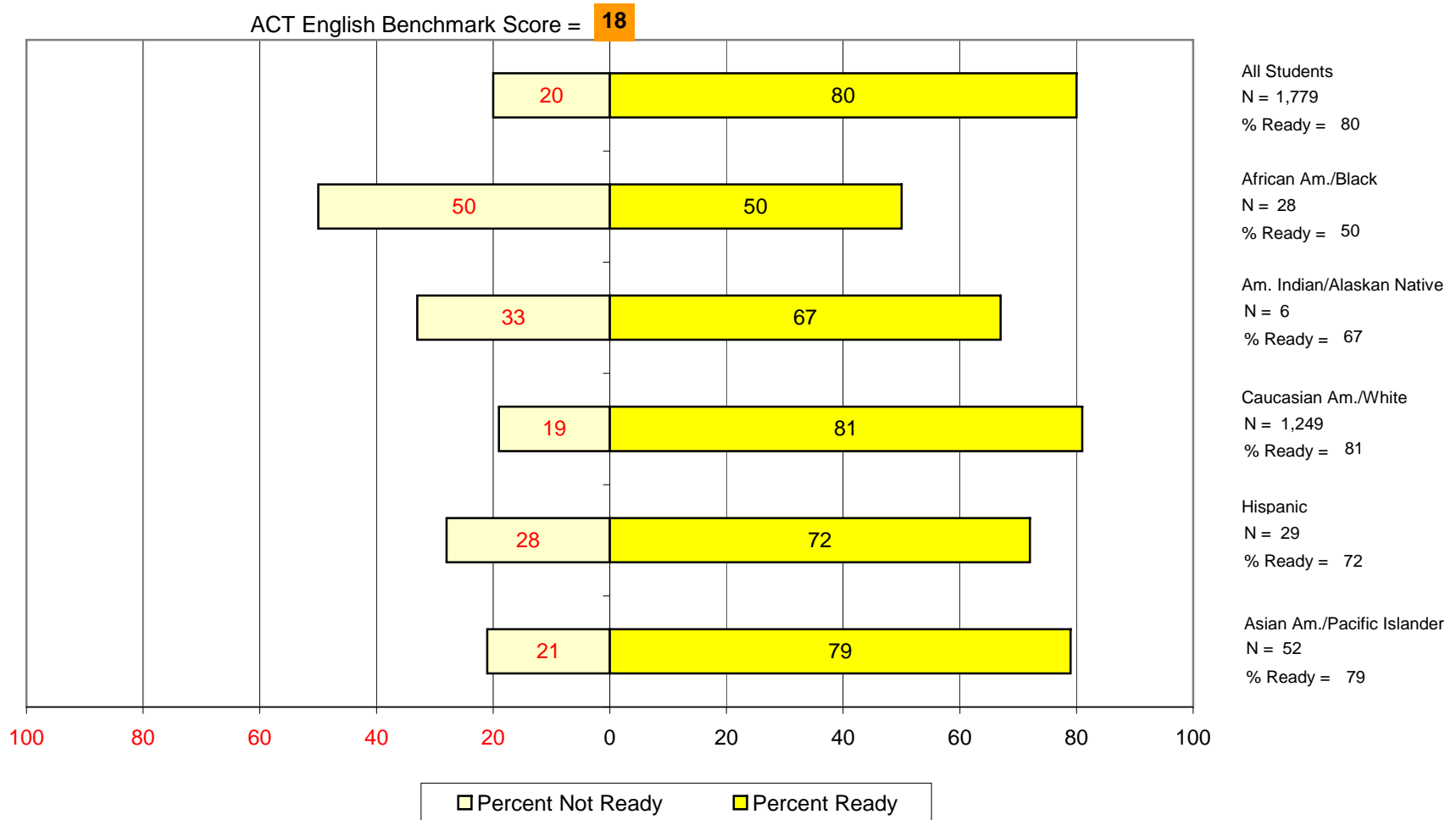


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

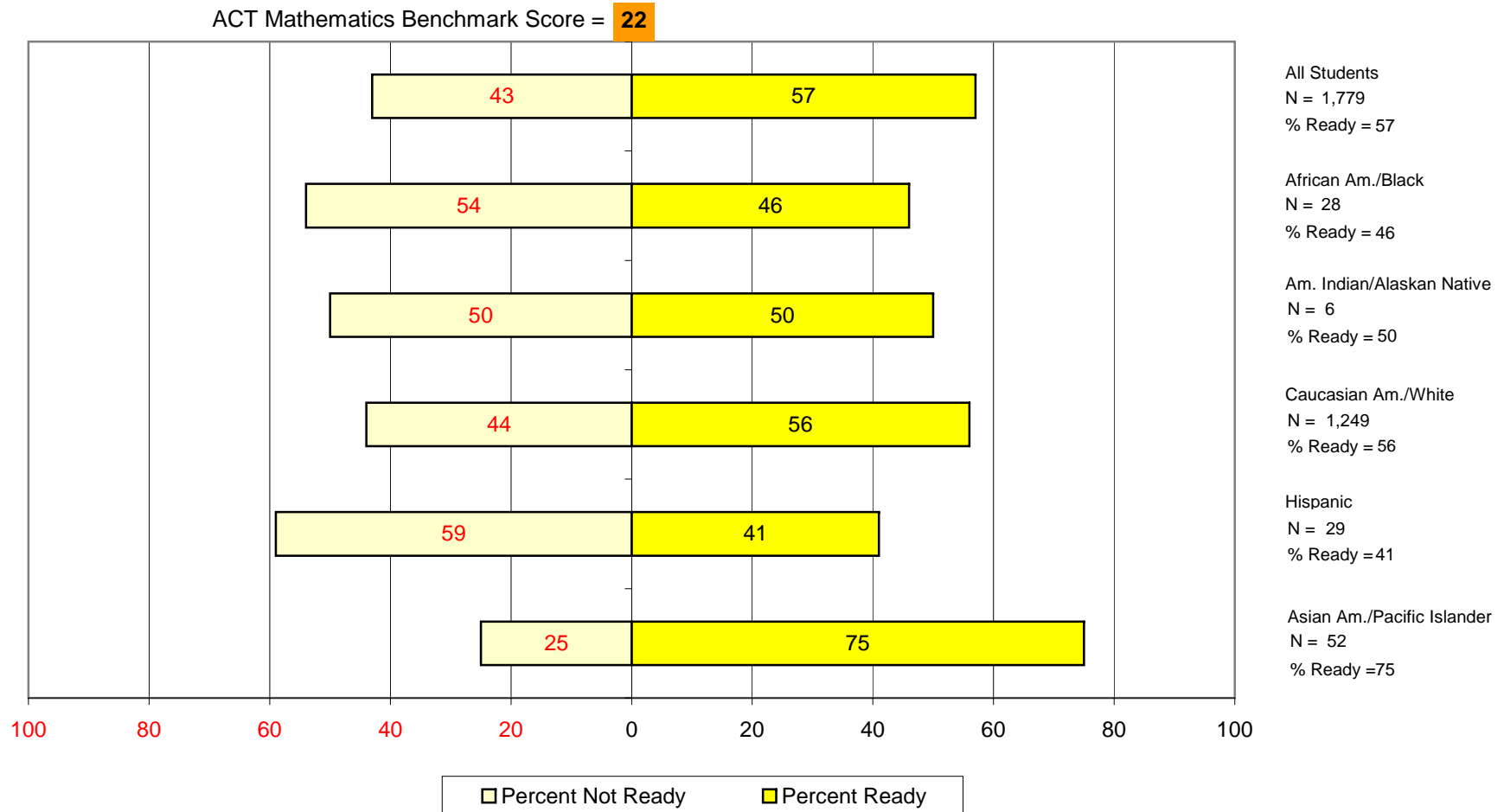


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

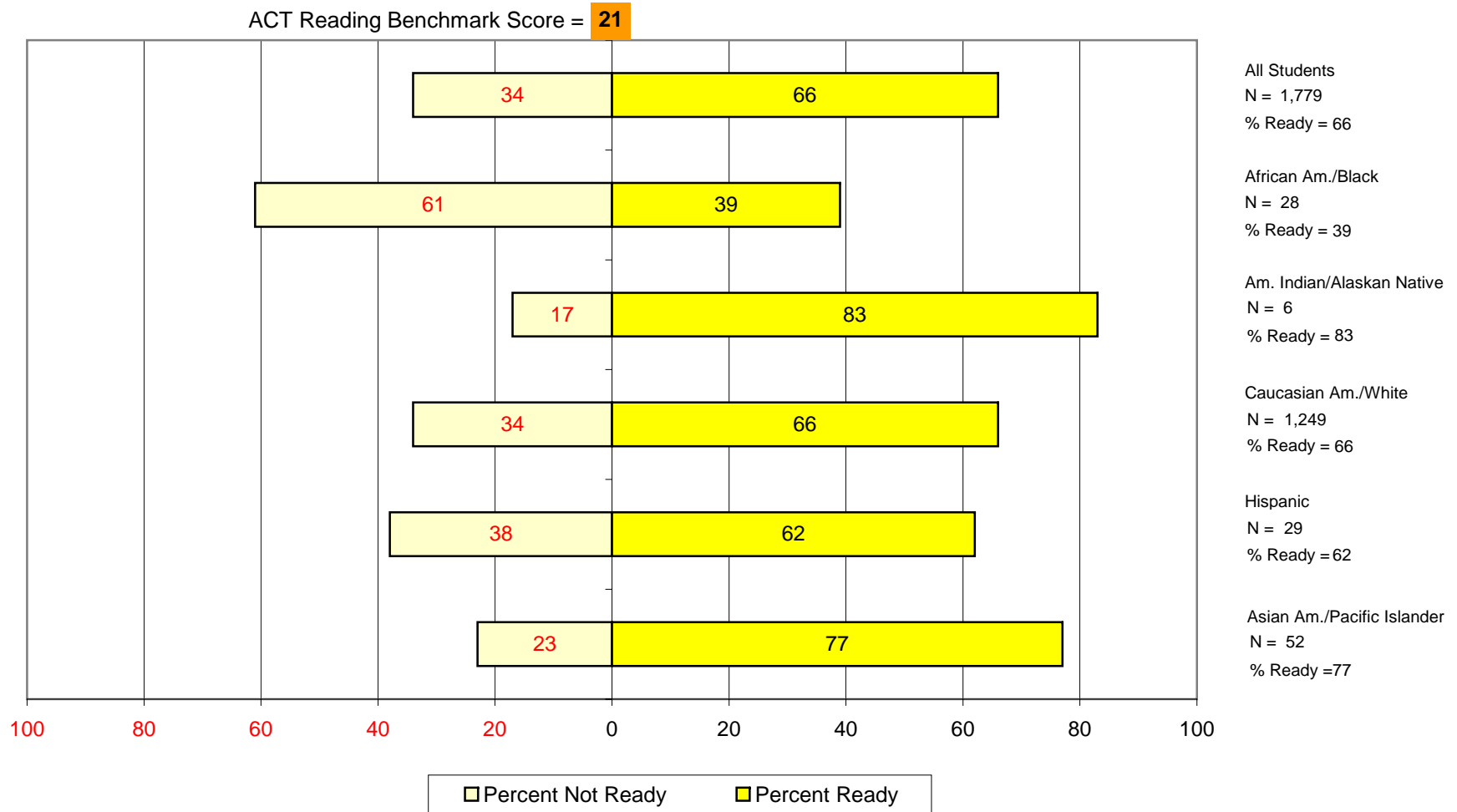


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

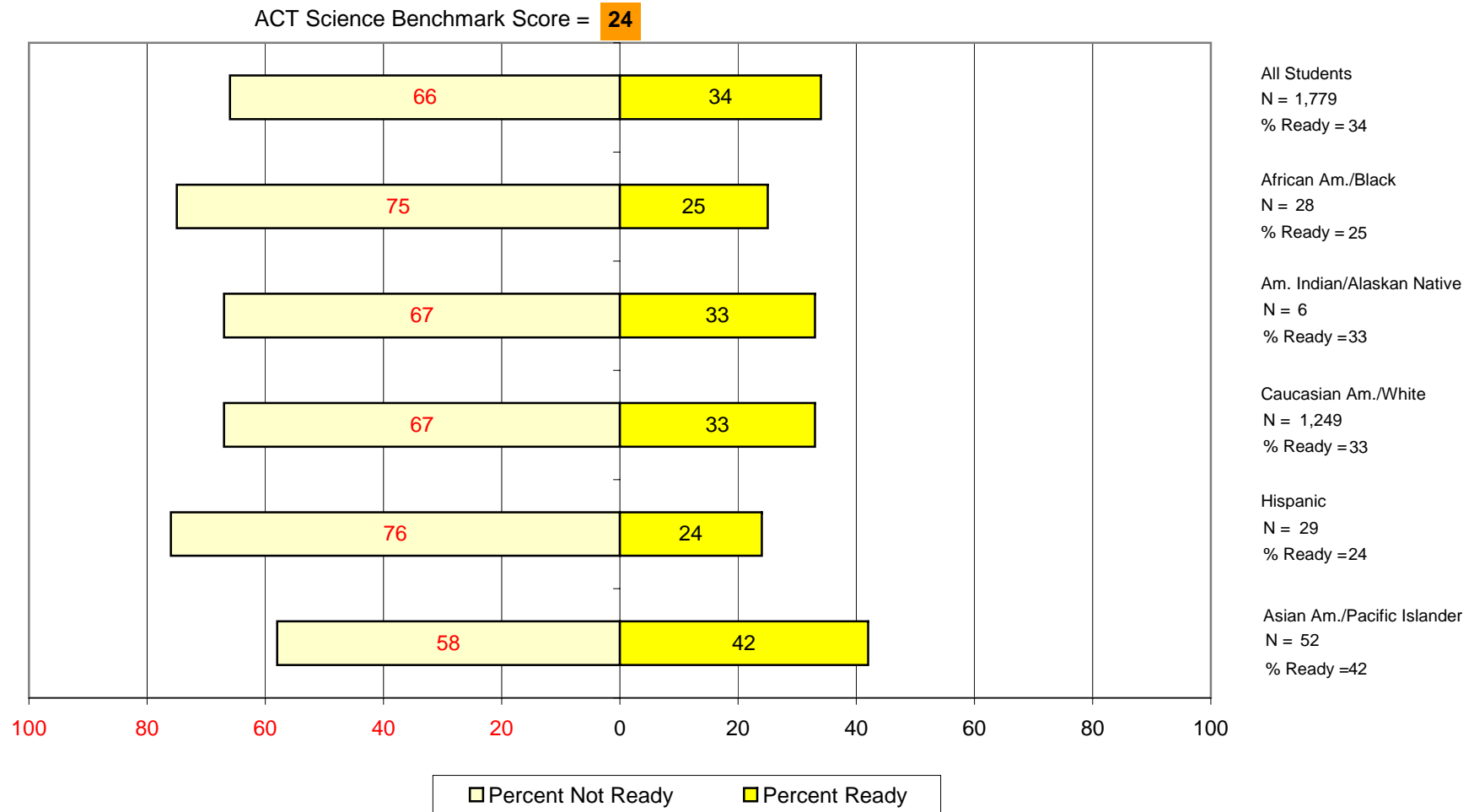


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

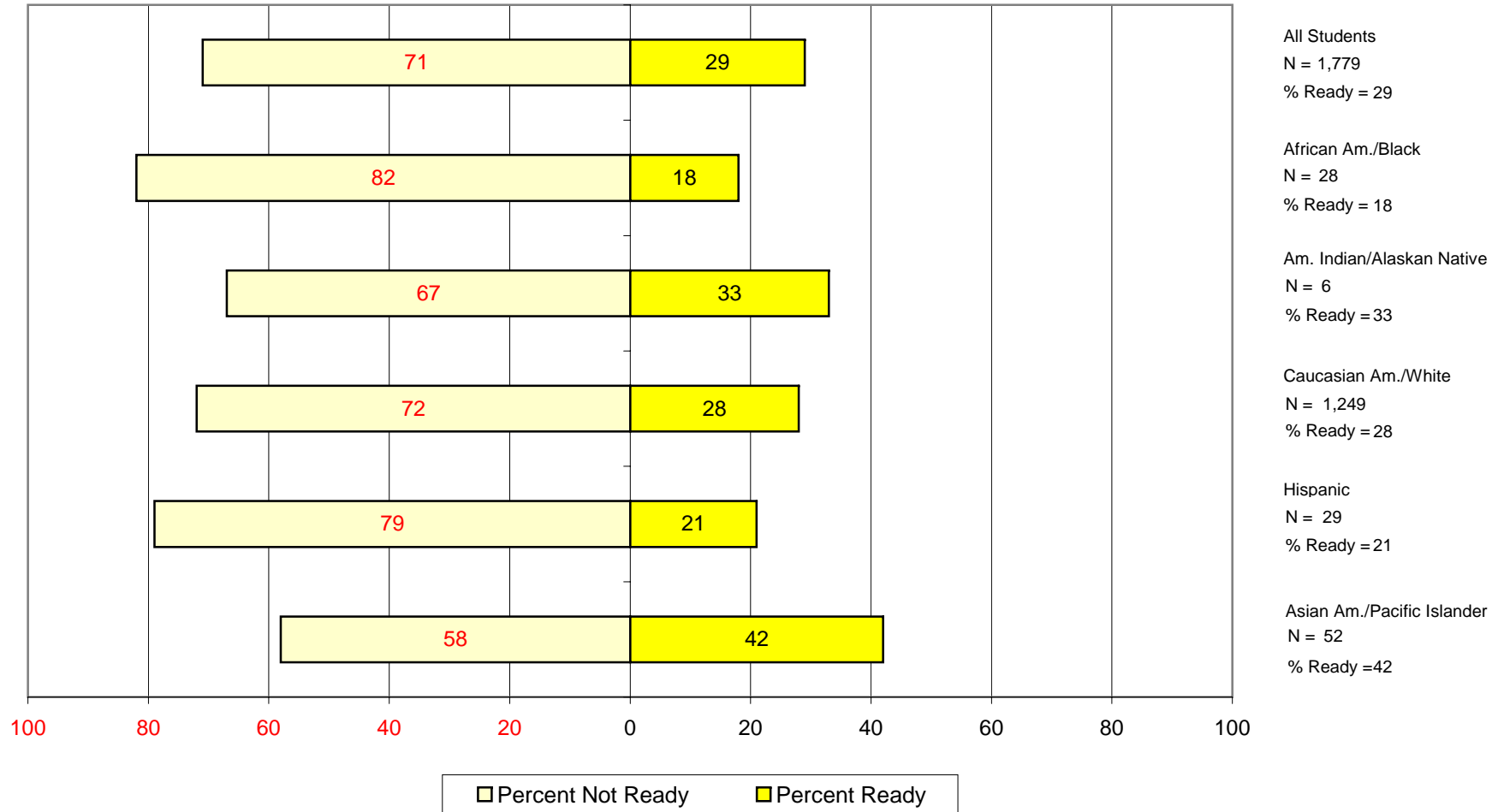


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	241	14	23.4	1.2	82	11	23.1	2.2	142	15	23.7	0.6
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	816	46	23.0	0.8	312	42	22.8	1.9	459	50	23.3	0.2
Less than 4 years of English	160	9	22.2	-	71	10	20.9	-	83	9	23.1	-
No English course/grade information reported	562	32	21.0	-	276	37	20.0	-	240	26	22.0	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	94	5	26.6	6.0	34	5	27.5	6.3	53	6	26.2	5.9
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	99	6	22.9	2.3	38	5	23.8	2.6	57	6	22.4	2.1
Alg 1, Alg 2, Geom, & Trig	76	4	22.3	1.7	27	4	24.1	2.9	39	4	21.4	1.1
Alg 1, Alg 2, Geom, & Other Adv Math	212	12	21.5	0.9	63	9	22.1	0.9	136	15	21.0	0.7
Other comb of 4 or more years of Math	361	20	25.6	5.0	162	22	26.6	5.4	184	20	24.9	4.6
Alg 1, Alg 2, & Geom (Min. Core)	140	8	19.0	-1.6	53	7	19.7	-1.5	78	8	18.5	-1.8
Other comb of 3 or 3.5 years of Math	79	4	22.8	2.2	25	3	24.2	3.0	51	6	22.1	1.8
Less than 3 years of Math	143	8	20.6	-	55	7	21.2	-	82	9	20.3	-
No Math course/grade information reported	575	32	21.5	-	284	38	21.7	-	244	26	21.2	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	34	2	24.3	1.1	13	2	21.8	-0.4	18	2	25.2	1.0
Other comb of 4 or more years Social Science	366	21	24.5	1.3	123	17	24.3	2.1	225	24	24.6	0.4
US Hist, World Hist, & Am Gov (Min. Core)	21	1	24.6	1.4	6	1	22.0	-0.2	14	2	26.3	2.1
Other comb of 3 or 3.5 years of Social Science	377	21	23.8	0.6	134	18	24.1	1.9	216	23	23.7	-0.5
Less than 3 years of Social Science	371	21	23.2	-	162	22	22.2	-	191	21	24.2	-
No Soc Sci course/grade information reported	610	34	21.8	-	303	41	20.8	-	260	28	22.9	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	541	30	23.1	2.7	233	31	23.3	2.7	280	30	22.9	2.6
Bio, Chem, Phys	161	9	24.1	3.7	69	9	24.9	4.3	85	9	23.5	3.2
Gen Sci ² , Bio, Chem (Min. Core)	268	15	21.0	0.6	68	9	21.7	1.1	181	20	20.8	0.5
Other comb of 3 years of Natural Science	25	1	20.5	0.1	12	2	21.3	0.7	11	1	19.6	-0.7
Less than 3 years of Natural Science	189	11	20.4	-	61	8	20.6	-	118	13	20.3	-
No Nat Sci course/grade information reported	595	33	21.0	-	298	40	21.1	-	249	27	20.8	-

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	241	14	23.4	85	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	816	46	23.0	85	668,226	55	20.4	67
Less than 4 years of English	160	9	22.2	80	115,551	10	19.4	62
No English course/grade information reported	562	32	21.0	71	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	94	5	26.6	88	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	99	6	22.9	67	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	76	4	22.3	58	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	212	12	21.5	50	153,394	13	20.3	37
Other comb of 4 or more years of Math	361	20	25.6	81	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	140	8	19.0	27	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	79	4	22.8	67	54,965	5	20.6	40
Less than 3 years of Math	143	8	20.6	39	131,567	11	17.9	18
No Math course/grade information reported	575	32	21.5	47	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	34	2	24.3	71	31,335	3	22.7	60
Other comb of 4 or more years Social Science	366	21	24.5	73	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	21	1	24.6	76	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	377	21	23.8	69	325,879	27	21.3	52
Less than 3 years of Social Science	371	21	23.2	70	179,270	15	20.5	46
No Soc Sci course/grade information reported	610	34	21.8	58	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	541	30	23.1	44	320,821	27	22.3	38
Bio, Chem, Phys	161	9	24.1	56	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	268	15	21.0	25	339,689	28	20.2	19
Other comb of 3 years of Natural Science	25	1	20.5	24	32,330	3	20.5	24
Less than 3 years of Natural Science	189	11	20.4	23	234,307	19	19.1	14
No Nat Sci course/grade information reported	595	33	21.0	27	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	20.2	1	3	13.0	9	1	20.8
Architecture & Environmental Design	19	1	22.0	0	0	.	19	2	22.0
Business & Management	121	7	21.8	4	11	16.0	113	9	21.8
Business & Office	5	0	19.6	2	6	21.5	3	0	18.3
Marketing & Distribution	7	0	20.4	0	0	.	7	1	20.4
Communications & Comm. Technologies	49	3	21.9	0	0	.	48	4	21.9
Community & Personal Services	12	1	19.9	1	3	13.0	11	1	20.5
Computer & Information Sciences	15	1	23.3	0	0	.	13	1	23.5
Cross-Disciplinary Studies	4	0	21.8	0	0	.	4	0	21.8
Education	35	2	22.3	1	3	16.0	34	3	22.4
Teacher Education	25	1	21.1	0	0	.	23	2	21.1
Engineering	60	3	23.9	1	3	16.0	58	5	24.0
Engineering-Related Technologies	29	2	25.3	0	0	.	29	2	25.3
Foreign Languages	10	1	27.0	0	0	.	10	1	27.0
Health Sciences & Allied Health Fields	123	7	21.7	7	20	17.3	112	9	22.1
Human, Family & Consumer Science	4	0	19.0	1	3	12.0	3	0	21.3
Letters	10	1	25.5	0	0	.	10	1	25.5
Mathematics	6	0	25.2	0	0	.	5	0	25.4
Philosophy, Religion & Theology	9	1	24.2	0	0	.	9	1	24.2
Sciences (Biological & Physical)	84	5	24.7	0	0	.	83	7	24.7
Social Sciences	113	6	23.5	0	0	.	108	9	23.6
Trade & Industrial	8	0	17.6	5	14	15.8	2	0	23.5
Visual & Performing Arts	76	4	20.6	2	6	13.5	66	5	21.0
Undecided	140	8	22.3	4	11	14.3	128	11	22.7
No Response	804	45	22.7	6	17	15.7	309	25	22.9

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	12	15.3	1	13.0	0	.	6	17.0	0	.	0	.	5	13.6
2-yr College Degree	23	16.2	1	11.0	0	.	16	17.0	1	13.0	1	17.0	4	14.8
Bachelors Degree	462	20.9	4	19.3	3	20.0	372	21.1	8	18.5	4	17.3	71	20.4
Graduate Study	403	23.5	1	27.0	0	.	309	23.5	7	24.0	14	22.3	72	23.7
Prof. Level Degree	351	24.6	7	23.6	3	20.7	240	24.6	4	20.3	23	26.5	74	24.3
Other	26	19.6	0	.	0	.	20	19.9	0	.	0	.	6	18.7
No Response	502	22.7	14	18.6	0	.	286	22.2	9	24.1	10	24.8	183	23.4

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 NEW HAMPSHIRE	New Hampshire	265	89	176	1	6	24	32	27	10	1
PLYMOUTH STATE UNIVERSITY	New Hampshire	83	22	61	1	14	36	34	14	0	0
NORTHEASTERN UNIVERSITY	Massachusetts	76	17	59	0	1	12	33	41	13	0
KEENE STATE COLLEGE	New Hampshire	75	25	50	0	8	37	37	13	4	0
BOSTON COLLEGE	Massachusetts	64	22	42	0	2	6	22	33	36	2
BOSTON UNIVERSITY	Massachusetts	64	23	41	0	5	9	14	42	30	0
UNIVERSITY OF VERMONT	Vermont	47	8	39	0	4	13	26	43	15	0
SOUTHERN NEW HAMPSHIRE UNIVERSITY	New Hampshire	34	7	27	3	9	32	41	12	3	0
UNIVERSITY OF CONNECTICUT	Connecticut	34	11	23	0	0	9	53	26	12	0
DARTMOUTH COLLEGE	New Hampshire	30	10	20	0	7	7	23	27	27	10
RIVIER COLLEGE	New Hampshire	30	8	22	3	10	37	23	20	7	0
SAINT ANSELM COLLEGE	New Hampshire	29	9	20	0	3	24	45	10	17	0
TUFTS UNIVERSITY	Massachusetts	29	11	18	0	0	10	10	45	31	3
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	29	1	28	0	14	28	17	41	0	0
WORCESTER POLYTECHNIC INST	Massachusetts	29	5	24	0	0	10	14	55	17	3
QUINNIPIAC UNIVERSITY	Connecticut	28	6	22	4	0	11	54	21	7	4
NEW HAMPSHIRE TECHNICAL INSTITUTE	New Hampshire	27	10	17	11	22	41	19	7	0	0
COLBY-SAWYER COLLEGE	New Hampshire	26	6	20	0	0	46	38	12	4	0
BOB JONES UNIVERSITY	South Carolina	24	20	4	0	0	4	46	38	13	0
BRIGHAM YOUNG UNIVERSITY	Utah	24	19	5	0	0	0	42	25	25	8
EMERSON COLLEGE	Massachusetts	24	5	19	0	0	25	21	42	13	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	24	13	11	0	8	21	25	21	25	0
ROGER WILLIAMS UNIVERSITY	Rhode Island	24	2	22	0	0	29	50	13	8	0
STONEHILL COLLEGE	Massachusetts	24	5	19	0	0	4	38	38	21	0
ENDICOTT COLLEGE	Massachusetts	23	7	16	0	4	35	48	13	0	0
BROWN UNIVERSITY	Rhode Island	22	8	14	0	0	0	9	23	59	9
SUFFOLK UNIVERSITY	Massachusetts	20	3	17	0	10	25	45	20	0	0
SYRACUSE UNIVERSITY	New York	20	2	18	5	10	0	10	55	20	0
MIDDLEBURY COLLEGE	Vermont	19	9	10	0	0	5	11	37	42	5
UNIVERSITY OF NEW ENGLAND	Maine	19	4	15	5	11	11	42	21	11	0
All Other Institutions		1,757	456	1,301	1	5	18	29	29	17	1
Total		3,023	843	2,180	1	5	19	30	29	16	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	1,132	430,404	23.2	22.4	8.1	7.7	23.0	22.0
African Am./Black	17	38,583	19.2	17.5	7.5	6.8	19.4	17.6
Am. Indian/Alaskan Native	1	2,803	25.0	19.8	9.0	7.1	25.0	19.6
Caucasian Am./White	778	269,428	23.2	23.4	8.1	7.8	23.0	22.8
Hispanic	20	33,207	22.2	18.9	7.8	7.4	22.0	19.1
Asian Am./Pacific Islander	43	21,275	24.4	23.0	8.5	8.0	24.2	22.8
Other/No Response	273	65,108	23.4	22.8	8.2	7.9	23.2	22.5
Males	443	170,904	22.6	22.1	7.8	7.4	22.3	21.5
Females	617	240,056	23.7	22.6	8.3	7.9	23.5	22.3
Missing	72	19,444	23.2	22.1	8.3	7.8	23.1	21.9

