

ACT High School Profile Report

The Graduating Class of 2007
Vermont



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This report provides information about the performance of your 2007 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 - colleges 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:

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

31% of 2007 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. 1,855 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. 37% 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 13% of the cohort took less than three years of math courses. Of these students, 36% were college ready. 9% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 24% of these students were college ready. In comparison, 71% 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 12% of the cohort took less than three years of natural science courses. 22% of these students were college ready. In comparison, 41% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.6 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.

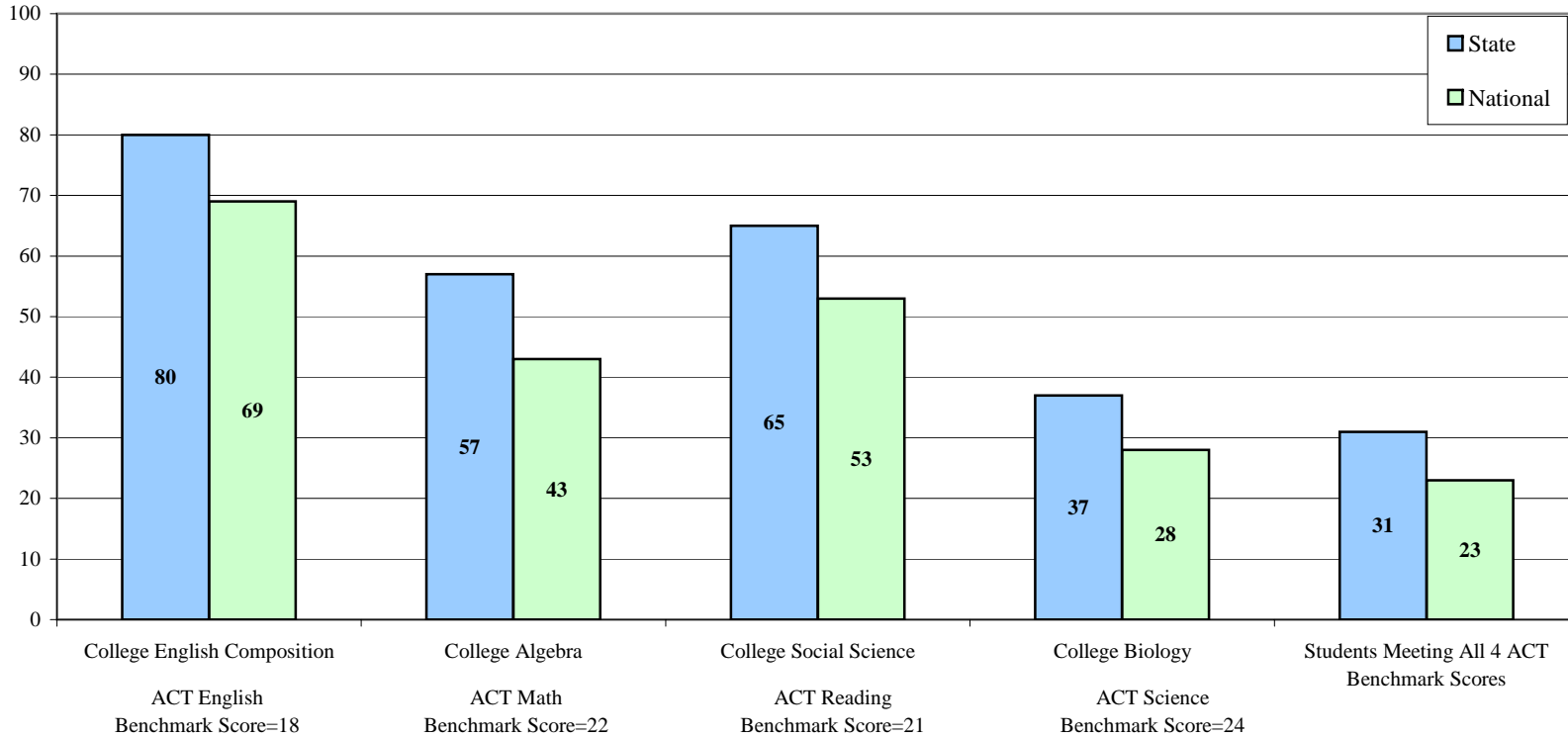
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 course.

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
2003	841	1,175,059	77	67	53	40	67	52	35	26	30	20
2004	1,008	1,171,460	79	68	54	40	68	52	39	26	33	21
2005	1,318	1,186,251	78	68	52	41	67	51	35	26	29	21
2006	1,528	1,206,455	78	69	53	42	62	53	36	27	29	21
2007	1,855	1,300,599	80	69	57	43	65	53	37	28	31	23

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
2003	841	1,175,059	22.1	20.3	21.9	20.6	23.4	21.2	22.0	20.8	22.5	20.8
2004	1,008	1,171,460	22.4	20.4	22.2	20.7	23.5	21.3	22.2	20.9	22.7	20.9
2005	1,318	1,186,251	22.3	20.4	22.1	20.7	23.5	21.3	22.1	20.9	22.6	20.9
2006	1,528	1,206,455	22.1	20.6	22.2	20.8	22.9	21.4	22.2	20.9	22.5	21.1
2007	1,855	1,300,599	22.6	20.7	22.5	21.0	23.3	21.5	22.3	21.0	22.8	21.2

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
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
2007	1,300,599	20.7	21.0	21.5	21.0	21.2

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
2003	335	314	40	37	22.9	21.0	22.6	21.2	24.2	22.4	22.7	21.4	23.2	21.6
2004	387	355	38	35	23.2	21.5	22.9	21.6	24.3	22.8	22.9	21.8	23.5	22.1
2005	489	505	37	38	23.5	21.3	23.1	21.3	24.4	22.7	23.0	21.6	23.6	21.8
2006	525	639	34	42	23.4	21.3	23.3	21.5	23.8	22.3	23.0	21.8	23.5	21.8
2007	680	732	37	39	23.8	21.8	23.7	21.9	24.6	22.5	23.5	21.6	24.0	22.1

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

	2003			2004			2005			2006			2007		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	841	100	22.5	1,008	100	22.7	1,318	100	22.6	1,528	100	22.5	1,855	100	22.8
African American/Black	5	1	23.6	9	1	16.0	11	1	19.8	16	1	18.1	12	1	17.5
American Indian/Alaska Native	4	0	19.5	6	1	20.7	7	1	19.9	4	0	23.5	7	0	20.7
Caucasian American/White	667	79	22.6	769	76	22.8	1,047	79	22.7	1,126	74	22.5	1,323	71	22.8
Hispanic	8	1	21.0	13	1	19.3	11	1	23.0	25	2	22.5	21	1	18.7
Asian American/Pacific Islander	20	2	20.8	18	2	23.1	34	3	21.6	34	2	21.1	32	2	22.3
Other/No Response	137	16	22.0	193	19	22.9	208	16	22.6	323	21	22.8	460	25	23.1

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	5	100	7	100	11	100	0	100	36
35	31	100	18	100	39	100	25	99	5	100	35
34	38	98	13	99	51	98	9	98	16	100	34
33	32	96	24	98	57	95	21	98	24	99	33
32	42	94	26	97	61	92	16	96	29	98	32
31	48	92	39	95	88	88	19	96	50	96	31
30	58	90	43	93	54	84	34	95	46	93	30
29	52	86	56	91	61	81	32	93	76	91	29
28	93	84	67	88	105	77	52	91	72	87	28
27	65	79	103	84	80	72	50	88	102	83	27
26	88	75	120	79	81	67	125	85	110	77	26
25	130	70	148	72	70	63	124	79	137	71	25
24	110	63	151	64	121	59	162	72	143	64	24
23	134	57	123	56	138	53	170	63	143	56	23
22	122	50	124	50	90	45	210	54	143	49	22
21	119	44	107	43	98	41	148	43	150	41	21
20	124	37	96	37	117	35	166	35	116	33	20
19	115	31	116	32	96	29	118	26	121	27	19
18	86	24	118	26	77	24	140	20	123	20	18
17	75	20	109	19	77	20	69	12	72	13	17
16	80	16	132	13	86	15	42	8	64	10	16
15	60	11	63	6	53	11	33	6	50	6	15
14	54	8	42	3	52	8	18	4	30	3	14
13	29	5	7	1	46	5	22	3	17	2	13
12	25	4	3	1	27	3	16	2	14	1	12
11	15	2	1	1	11	1	13	1	1	1	11
10	7	2	0	1	7	1	6	1	1	1	10
9	8	1	0	1	4	1	3	1	0	1	9
8	7	1	0	1	0	1	1	1	0	1	8
7	4	1	0	1	0	1	0	1	0	1	7
6	1	1	0	1	1	1	0	1	0	1	6
5	1	1	0	1	0	1	0	1	0	1	5
4	0	1	1	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
Avg (SD)	22.6 (5.8)		22.5 (5.0)		23.3 (6.2)		22.3 (4.7)		22.8 (4.8)		Avg (SD)

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	67	100	20	100	48	100	106	100	65	100	22	100	23	100	18
17	150	96	54	99	167	97	150	94	101	96	29	99	13	99	17
16	88	88	131	96	120	88	175	86	129	91	56	97	74	98	16
15	103	84	172	89	117	82	203	77	156	84	110	94	144	94	15
14	173	78	160	80	114	76	163	66	176	76	158	88	177	86	14
13	140	69	169	71	157	69	162	57	231	66	266	80	249	77	13
12	183	61	234	62	224	61	153	48	186	54	205	65	260	63	12
11	179	51	259	49	227	49	128	40	144	44	228	54	239	49	11
10	197	42	195	35	143	37	153	33	181	36	306	42	267	36	10
9	141	31	161	25	148	29	108	25	125	26	171	26	162	22	9
8	155	23	150	16	182	21	99	19	165	19	111	16	105	13	8
7	99	15	86	8	74	11	89	14	137	11	82	10	72	8	7
6	76	10	26	3	59	7	98	9	40	3	39	6	19	4	6
5	49	6	25	2	35	4	38	4	11	1	38	4	21	3	5
4	31	3	7	1	27	2	23	2	4	1	10	2	12	2	4
3	18	1	5	1	8	1	5	1	2	1	21	1	11	1	3
2	5	1	1	1	5	1	2	1	0	1	0	1	5	1	2
1	1	1	0	1	0	1	0	1	2	1	3	1	2	1	1
Avg (SD)	11.4 (3.7)		11.6 (3.0)		11.6 (3.5)		12.3 (3.7)		11.9 (3.3)		11.1 (2.9)		11.4 (2.8)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values for All Students

Quartile	English	Math	Reading	Science	Composite
Q3 (75th Percentile)	26	26	28	25	26
Q2 (50th Percentile)	22	23	23	22	23
Q1 (25th Percentile)	19	18	19	19	19

Table 2.4. 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	1,855	37	24.0	22.1
	African Am./Black	12	25	20.3	18.0
	Am. Indian/Alaska Native	7	0	.	19.5
	Caucasian Am./White	1,323	40	24.0	22.2
	Hispanic	21	29	20.2	17.9
	Asian Am./Pacific Islander	32	41	24.0	21.4
	Other/No Response	460	29	24.5	22.1
National	All Students	1,300,599	51	22.0	19.8
	African Am./Black	152,412	51	17.7	16.1
	Am. Indian/Alaska Native	14,044	46	20.3	17.6
	Caucasian Am./White	779,147	54	23.0	20.7
	Hispanic	93,137	50	19.5	17.7
	Asian Am./Pacific Islander	42,257	57	23.1	21.4
	Other/No Response	219,602	38	22.5	20.4

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	22.6	22.5	23.3	22.3	22.8
	African Am./Black	17.3	17.0	18.5	17.3	17.5
	Am. Indian/Alaska Native	20.9	20.3	22.0	19.1	20.7
	Caucasian Am./White	22.6	22.6	23.4	22.5	22.8
	Hispanic	17.2	18.7	19.2	18.8	18.7
	Asian Am./Pacific Islander	21.8	22.8	22.4	21.7	22.3
	Other/No Response	23.1	22.8	23.7	22.2	23.1
National	All Students	20.7	21.0	21.5	21.0	21.2
	African Am./Black	16.1	17.0	17.1	17.2	17.0
	Am. Indian/Alaska Native	17.9	18.7	19.4	19.2	18.9
	Caucasian Am./White	21.8	21.7	22.5	21.9	22.1
	Hispanic	17.6	19.0	18.8	18.8	18.7
	Asian Am./Pacific Islander	21.7	23.6	22.1	22.3	22.6
	Other/No Response	21.2	21.5	22.0	21.3	21.6

Table 2.6. 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	103	6	60	3	154	8	66	4
	28 to 32	293	16	231	12	369	20	153	8
	24 to 27	393	21	522	28	352	19	461	25
	20 to 23	499	27	450	24	443	24	694	37
	16 to 19	356	19	475	26	336	18	369	20
	13 to 15	143	8	112	6	151	8	73	4
	01 to 12	68	4	5	0	50	3	39	2
National	33 to 36	44,569	3	29,067	2	58,782	5	26,450	2
	28 to 32	133,320	10	120,951	9	183,189	14	80,170	6
	24 to 27	228,570	18	268,298	21	224,580	17	258,834	20
	20 to 23	348,772	27	284,073	22	317,869	24	458,484	35
	16 to 19	278,059	21	427,859	33	281,941	22	319,915	25
	13 to 15	154,534	12	161,072	12	159,904	12	95,630	7
	01 to 12	112,775	9	9,279	1	74,334	6	61,116	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	713	38	22.2	23.5	23.1	23.2	23.1
	Females	961	52	22.9	21.7	23.5	21.7	22.6
	Missing	181	10	22.5	23.0	23.5	22.2	22.9
National	Males	544,522	42	20.2	21.6	21.2	21.4	21.2
	Females	674,636	52	21.0	20.4	21.6	20.5	21.0
	Missing	81,441	6	21.7	21.9	22.4	21.7	22.1

Table 2.8. 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	78	64	64	43	35
	Females	82	51	65	32	28
National	Males	66	47	51	32	26
	Females	71	38	53	24	20

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

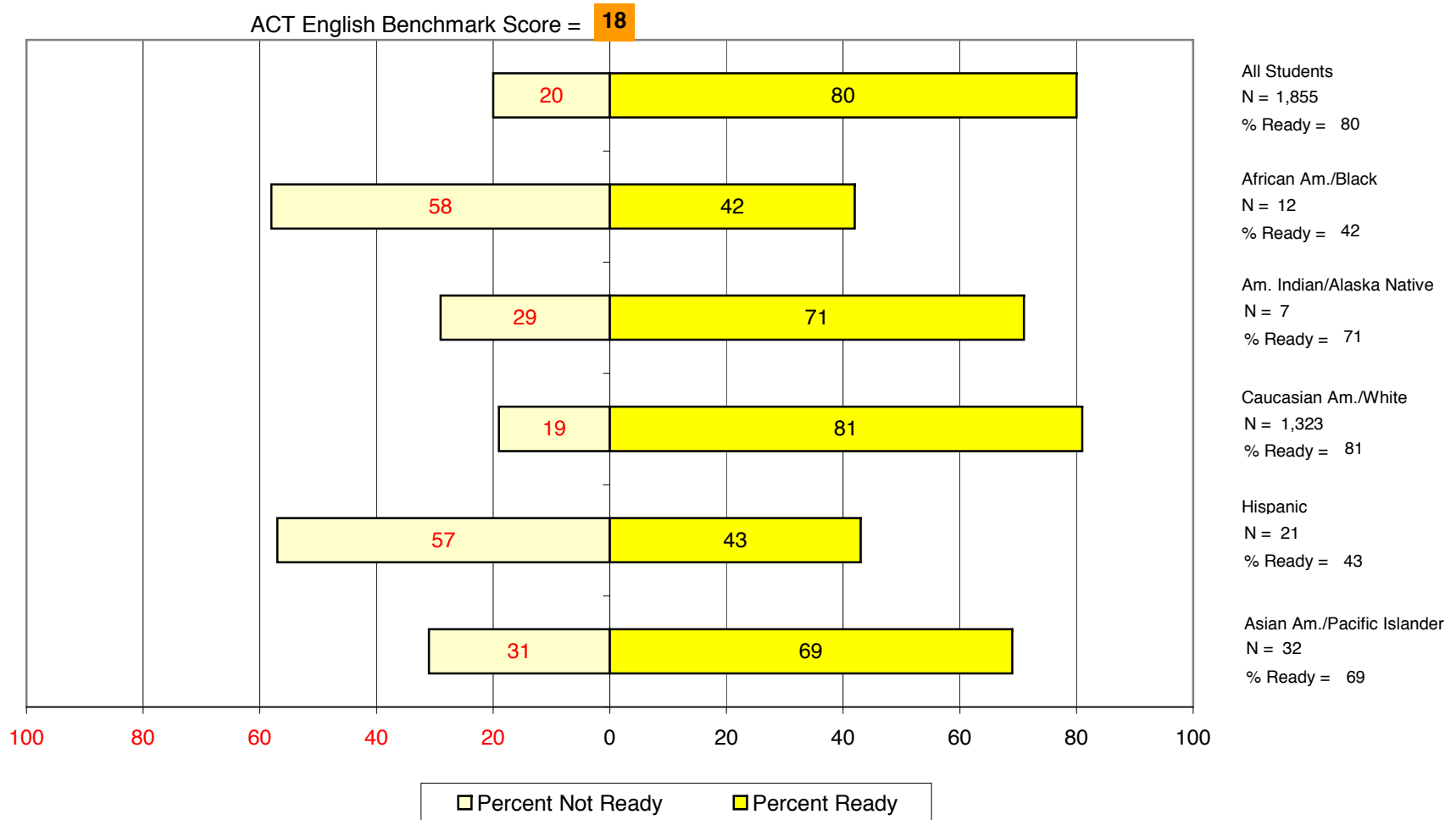


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

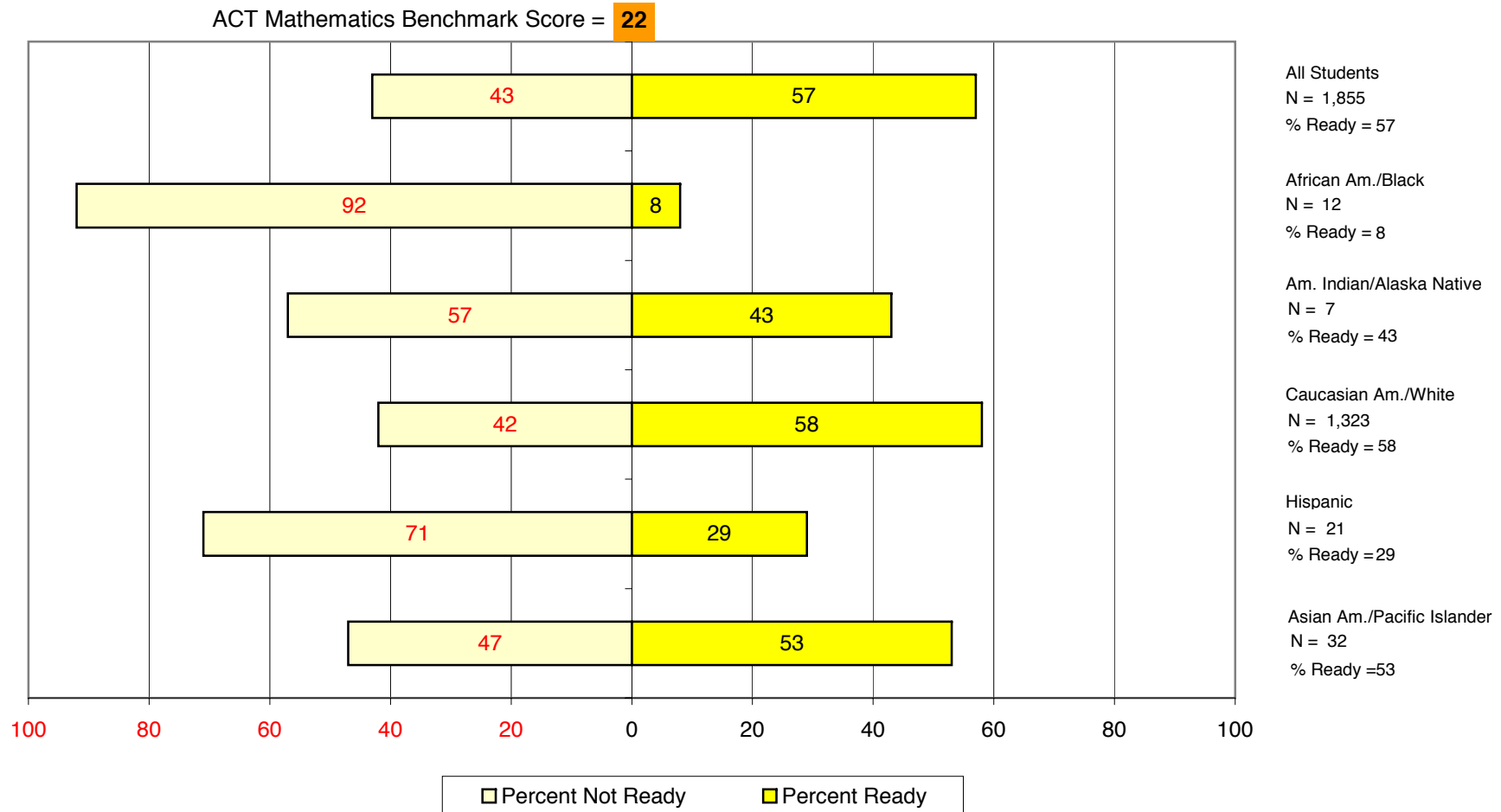


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: **READING**

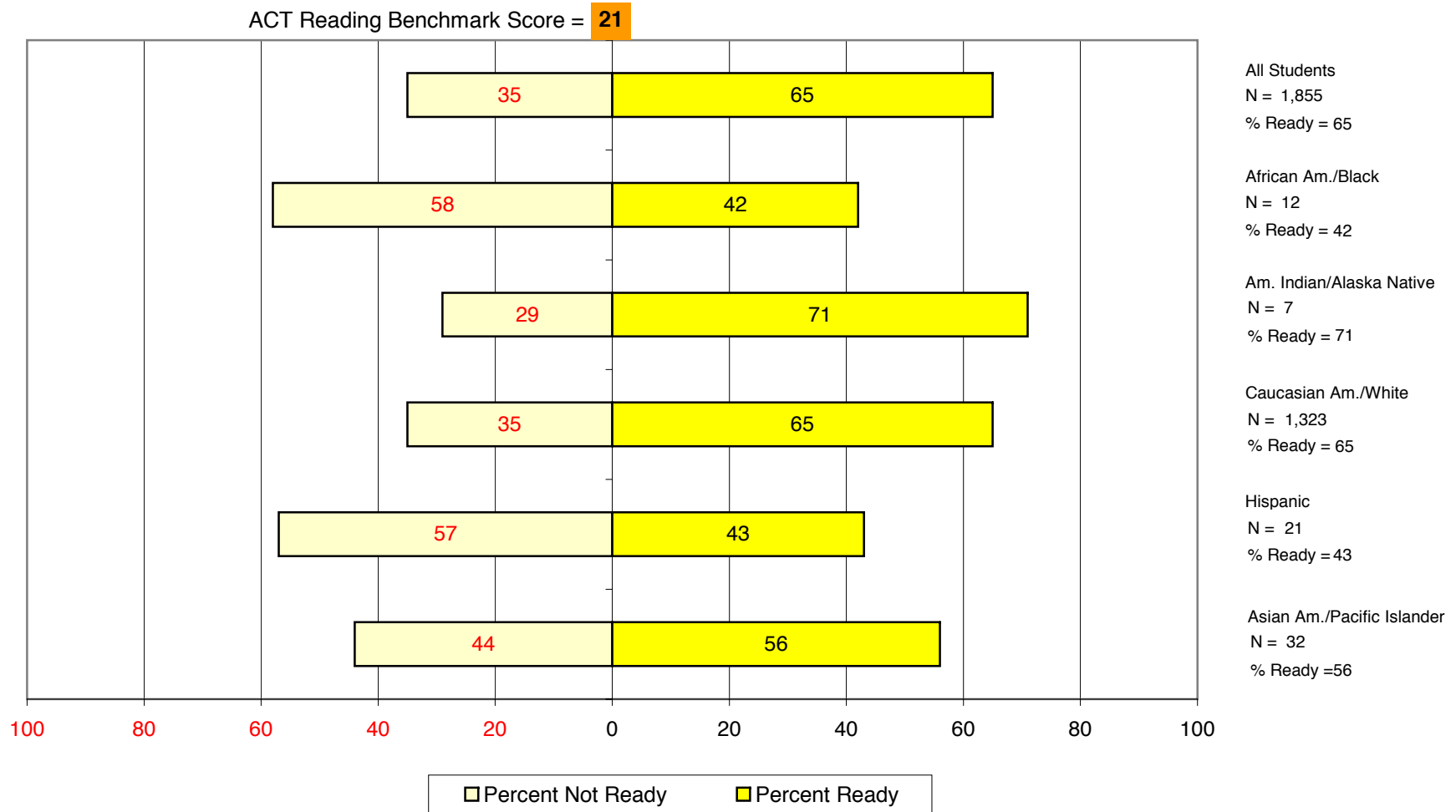


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

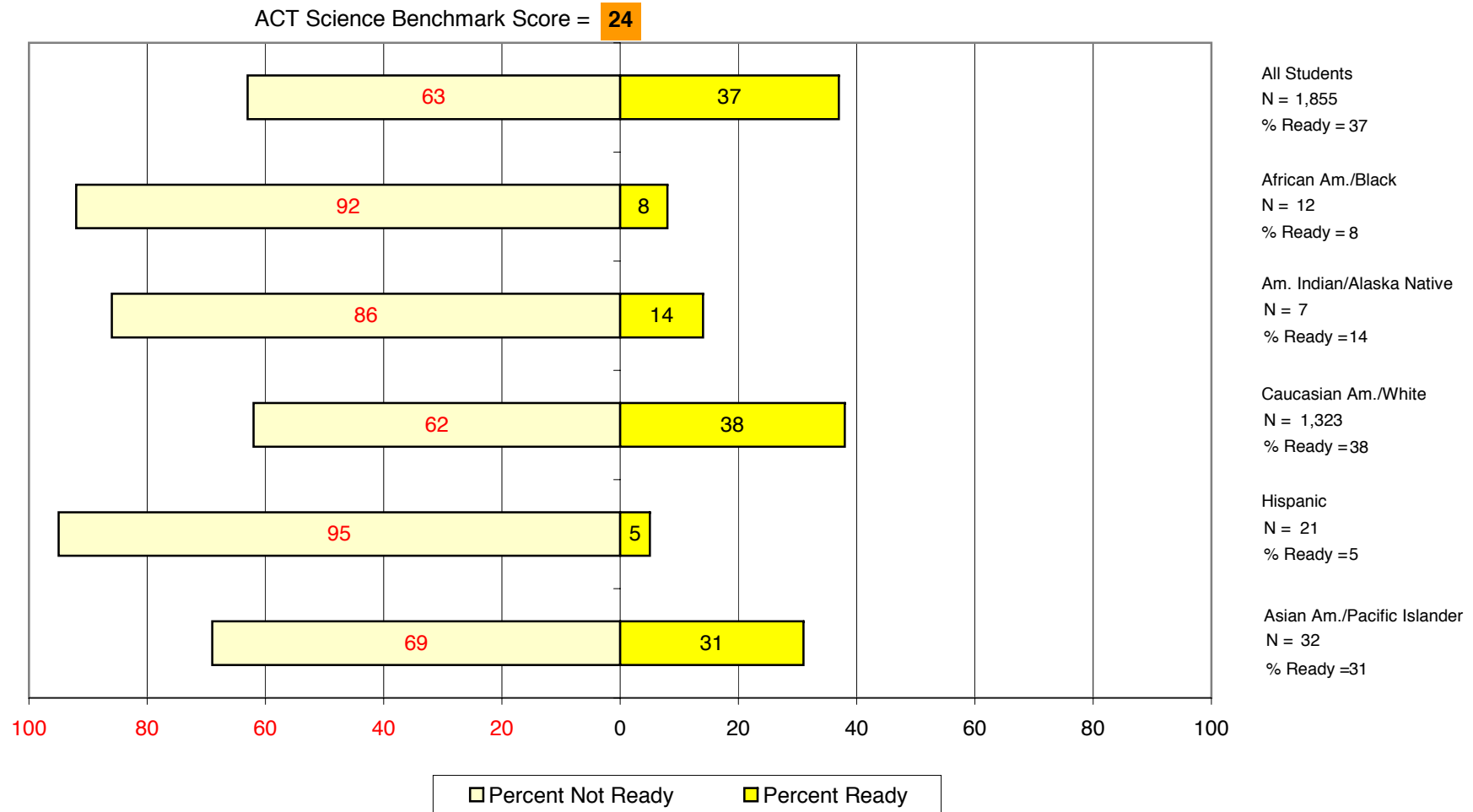


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

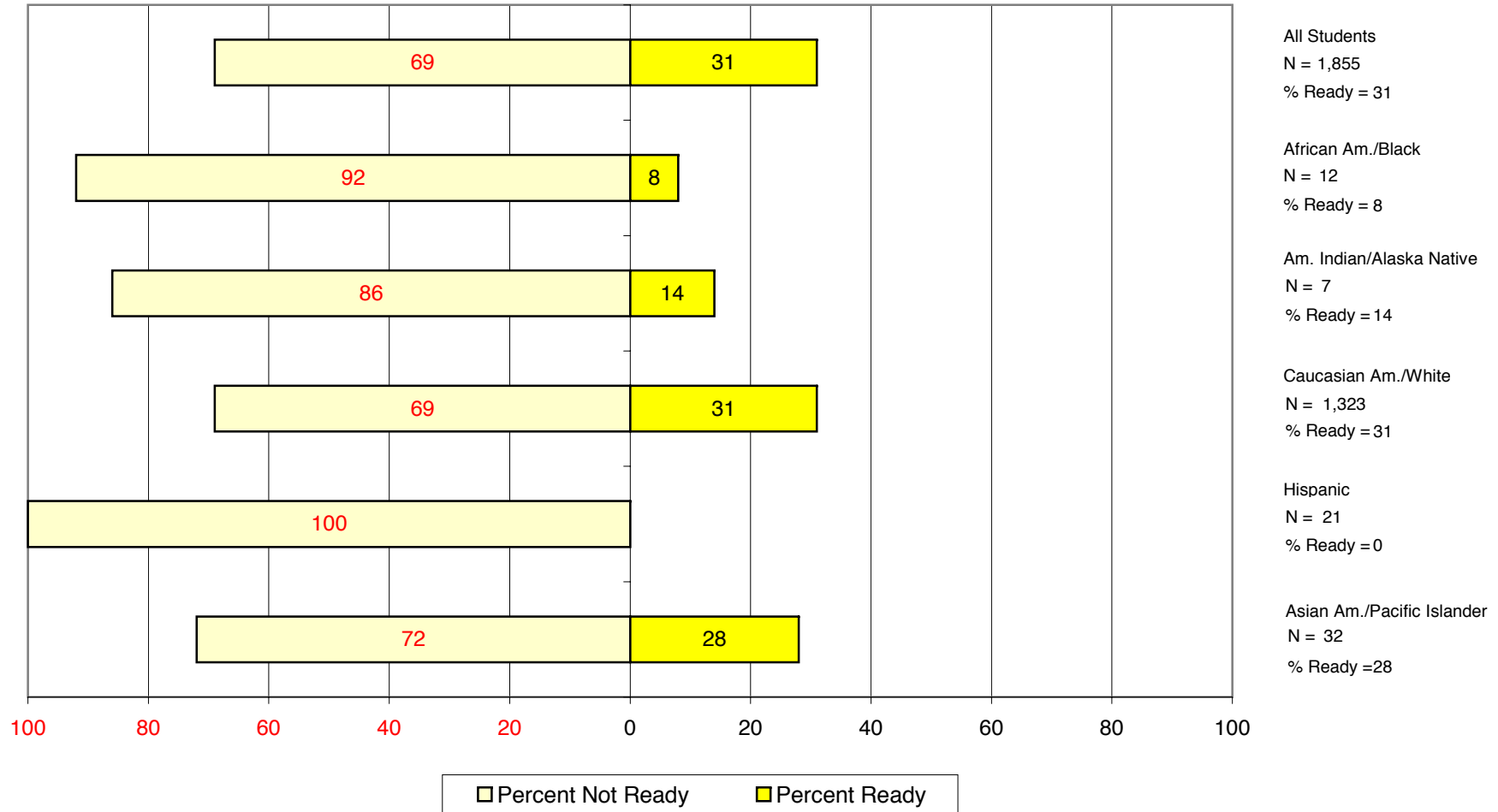


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	274	15	23.6	1.6	93	13	23.7	2.4	169	18	23.8	1.3
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	893	48	22.7	0.7	354	50	22.5	1.2	471	49	22.9	0.4
Less than 4 years of English	237	13	22.0	-	79	11	21.3	-	124	13	22.5	-
No English course/grade information reported	451	24	22.0	-	187	26	21.2	-	197	20	22.2	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	142	8	27.0	6.9	66	9	28.0	7.2	68	7	26.0	6.3
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	120	6	23.0	2.9	39	5	23.6	2.8	73	8	22.7	3.0
Alg 1, Alg 2, Geom, & Trig	118	6	21.5	1.4	44	6	22.5	1.7	66	7	21.0	1.3
Alg 1, Alg 2, Geom, & Other Adv Math	172	9	22.1	2.0	57	8	23.4	2.6	98	10	21.4	1.7
Other comb of 4 or more years of Math	339	18	25.5	5.4	147	21	26.3	5.5	171	18	24.5	4.8
Alg 1, Alg 2, & Geom (Min. Core)	168	9	19.0	-1.1	59	8	19.8	-1.0	94	10	18.2	-1.5
Other comb of 3 or 3.5 years of Math	79	4	23.0	2.9	32	4	23.3	2.5	40	4	22.3	2.6
Less than 3 years of Math	235	13	20.1	-	79	11	20.8	-	133	14	19.7	-
No Math course/grade information reported	482	26	21.8	-	190	27	22.3	-	218	23	20.9	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	111	6	25.6	2.7	51	7	24.5	1.9	54	6	26.7	3.5
Other comb of 4 or more years Social Science	253	14	24.5	1.6	101	14	24.6	2.0	139	14	24.4	1.2
US Hist, World Hist, & Am Gov (Min. Core)	98	5	23.6	0.7	40	6	24.2	1.6	52	5	23.0	-0.2
Other comb of 3 or 3.5 years of Social Science	350	19	23.2	0.3	133	19	23.3	0.7	186	19	23.3	0.1
Less than 3 years of Social Science	548	30	22.9	-	192	27	22.6	-	307	32	23.2	-
No Soc Sci course/grade information reported	495	27	22.8	-	196	27	22.1	-	223	23	22.8	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	637	34	23.9	3.5	278	39	25.1	4.5	317	33	22.9	2.6
Bio, Chem, Phys	99	5	23.3	2.9	40	6	24.2	3.6	49	5	22.6	2.3
Gen Sci ² , Bio, Chem (Min. Core)	373	20	21.3	0.9	109	15	21.6	1.0	236	25	21.1	0.8
Other comb of 3 years of Natural Science	29	2	21.2	0.8	15	2	23.0	2.4	12	1	19.4	-0.9
Less than 3 years of Natural Science	222	12	20.4	-	74	10	20.6	-	123	13	20.3	-
No Nat Sci course/grade information reported	495	27	21.7	-	197	28	22.1	-	224	23	21.2	-

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	274	15	23.6	85	191,202	15	22.2	79
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	893	48	22.7	82	766,001	59	20.5	68
Less than 4 years of English	237	13	22.0	78	141,777	11	19.7	64
No English course/grade information reported	451	24	22.0	75	201,619	16	20.7	69
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	142	8	27.0	88	75,970	6	24.8	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	120	6	23.0	67	87,647	7	22.4	58
Alg 1, Alg 2, Geom, & Trig	118	6	21.5	51	100,139	8	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	172	9	22.1	60	163,562	13	20.4	38
Other comb of 4 or more years of Math	339	18	25.5	79	239,187	18	24.3	69
Alg 1, Alg 2, & Geom (Min. Core)	168	9	19.0	24	218,745	17	17.9	15
Other comb of 3 or 3.5 years of Math	79	4	23.0	62	57,945	4	20.9	43
Less than 3 years of Math	235	13	20.1	36	145,617	11	18.3	21
No Math course/grade information reported	482	26	21.8	52	211,787	16	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	111	6	25.6	81	31,985	2	22.7	61
Other comb of 4 or more years Social Science	253	14	24.5	71	448,356	34	22.0	56
US Hist, World Hist, & Am Gov (Min. Core)	98	5	23.6	63	72,952	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	350	19	23.2	65	333,689	26	21.4	52
Less than 3 years of Social Science	548	30	22.9	62	201,605	16	20.6	47
No Soc Sci course/grade information reported	495	27	22.8	61	212,012	16	21.5	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	637	34	23.9	50	333,648	26	22.4	40
Bio, Chem, Phys	99	5	23.3	49	115,297	9	23.4	48
Gen Sci ¹ , Bio, Chem (Min. Core)	373	20	21.3	26	353,348	27	20.2	20
Other comb of 3 years of Natural Science	29	2	21.2	17	32,593	3	20.4	24
Less than 3 years of Natural Science	222	12	20.4	22	247,312	19	19.1	15
No Nat Sci course/grade information reported	495	27	21.7	32	218,401	17	20.9	29

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	18	1	21.4	3	5	15.0	14	1	22.7
Architecture & Environmental Design	22	1	22.2	2	4	17.0	20	2	22.8
Business & Management	94	5	22.1	5	9	18.8	88	7	22.3
Business & Office	4	0	18.8	0	0	.	4	0	18.8
Marketing & Distribution	5	0	21.2	1	2	15.0	4	0	22.8
Communications & Comm. Technologies	38	2	23.5	0	0	.	36	3	23.9
Community & Personal Services	18	1	18.3	1	2	13.0	17	1	18.6
Computer & Information Sciences	30	2	23.2	2	4	18.0	27	2	23.8
Cross-Disciplinary Studies	4	0	26.8	1	2	23.0	2	0	29.5
Education	41	2	19.6	1	2	14.0	40	3	19.8
Teacher Education	28	2	21.4	0	0	.	27	2	21.4
Engineering	42	2	26.7	1	2	21.0	39	3	26.6
Engineering-Related Technologies	24	1	24.6	3	5	18.7	20	2	25.3
Foreign Languages	6	0	23.5	1	2	25.0	5	0	23.2
Health Sciences & Allied Health Fields	138	7	21.9	7	13	16.9	123	10	22.3
Human, Family & Consumer Science	8	0	21.0	0	0	.	7	1	21.4
Letters	17	1	25.5	0	0	.	16	1	25.2
Mathematics	10	1	26.2	0	0	.	10	1	26.2
Philosophy, Religion & Theology	7	0	23.7	0	0	.	6	0	23.0
Sciences (Biological & Physical)	80	4	25.3	1	2	20.0	75	6	25.4
Social Sciences	89	5	23.8	0	0	.	88	7	23.8
Trade & Industrial	7	0	17.9	6	11	18.0	1	0	17.0
Visual & Performing Arts	82	4	22.5	2	4	20.5	76	6	22.8
Undecided	239	13	22.8	10	18	19.3	210	17	23.2
No Response	804	43	22.7	8	15	17.8	254	21	23.1

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/ Alaska 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	2	20.5	0	.	0	.	1	23.0	0	.	0	.	1	18.0
2-yr College Degree	53	18.1	2	13.5	1	14.0	44	18.4	0	.	0	.	6	18.0
Bachelors Degree	546	21.4	3	20.3	4	20.5	426	21.6	5	19.0	7	18.6	101	21.1
Graduate Study	349	24.2	0	.	0	.	271	24.4	2	16.5	9	22.7	67	24.0
Prof. Level Degree	314	24.9	1	27.0	1	21.0	235	25.0	3	19.3	7	27.1	67	24.5
Other	17	19.2	0	.	0	.	13	18.8	1	21.0	0	.	3	20.7
No Response	574	22.7	6	15.8	1	28.0	333	22.4	10	18.6	9	21.2	215	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 VERMONT	Vermont	353	132	221	0	2	18	33	29	17	1
CASTLETON STATE COLLEGE	Vermont	99	38	61	0	15	41	36	7	0	0
CHAMPLAIN COLLEGE	Vermont	76	28	48	3	7	36	38	17	0	0
SAINT MICHAEL'S COLLEGE	Vermont	70	10	60	1	1	26	31	27	13	0
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	65	13	52	2	5	22	37	28	8	0
VERMONT TECHNICAL COLLEGE	Vermont	60	30	30	0	10	47	28	13	2	0
JOHNSON STATE COLLEGE	Vermont	58	21	37	3	16	38	33	10	0	0
NORTHEASTERN UNIVERSITY	Massachusetts	51	8	43	2	0	8	24	47	20	0
BOSTON COLLEGE	Massachusetts	46	24	22	0	2	2	30	37	28	0
MIDDLEBURY COLLEGE	Vermont	44	12	32	0	0	11	20	18	43	7
LYNDON STATE COLLEGE	Vermont	40	7	33	0	8	50	35	8	0	0
BOSTON UNIVERSITY	Massachusetts	39	10	29	0	3	10	23	38	26	0
NORWICH UNIVERSITY	Vermont	33	13	20	0	9	39	27	21	3	0
DARTMOUTH COLLEGE	New Hampshire	29	8	21	0	0	3	14	21	52	10
TUFTS UNIVERSITY	Massachusetts	29	6	23	0	3	0	21	17	45	14
NEW YORK UNIVERSITY	New York	28	8	20	0	4	4	14	32	39	7
ENDICOTT COLLEGE	Massachusetts	27	5	22	4	7	19	48	19	4	0
ITHACA COLLEGE	New York	26	9	17	0	0	8	38	35	15	4
KEENE STATE COLLEGE	New Hampshire	26	5	21	4	12	46	31	8	0	0
ST LAWRENCE UNIVERSITY	New York	25	6	19	0	0	8	32	44	12	4
UNIVERSITY OF RHODE ISLAND	Rhode Island	24	5	19	0	0	29	42	25	4	0
SYRACUSE UNIVERSITY	New York	23	3	20	0	0	4	26	22	43	4
UNIVERSITY OF MAINE AT ORONO	Maine	23	8	15	0	4	17	43	30	4	0
CLARKSON UNIVERSITY	New York	22	6	16	0	0	5	23	36	32	5
CORNELL UNIVERSITY	New York	22	10	12	0	0	5	9	27	50	9
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	22	10	12	5	5	23	23	41	5	0
ROCHESTER INST OF TECHNOLOGY	New York	21	3	18	0	0	10	29	29	29	5
COLBY-SAWYER COLLEGE	New Hampshire	20	8	12	0	0	45	35	15	5	0
PLYMOUTH STATE UNIVERSITY	New Hampshire	20	5	15	0	0	20	50	25	5	0
QUINNIPIAC UNIVERSITY	Connecticut	20	5	15	0	5	15	40	30	5	5
All Other Institutions		1,691	423	1,268	0	4	17	31	27	17	4
Total		3,132	879	2,253	1	4	19	31	26	16	3

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	1,344	532,943	23.3	22.3	8.2	7.6	23.2	21.8
African Am./Black	8	50,340	17.5	17.2	6.6	6.7	17.5	17.3
Am. Indian/Alaska Native	4	3,462	17.0	19.8	8.8	7.0	18.8	19.4
Caucasian Am./White	958	308,578	23.3	23.4	8.2	7.6	23.1	22.6
Hispanic	13	42,588	17.8	18.8	7.3	7.3	18.2	19.0
Asian Am./Pacific Islander	24	25,616	22.3	23.2	8.3	8.0	22.6	22.8
Other/No Response	337	102,359	24.0	23.2	8.2	7.8	23.7	22.7
Males	496	204,427	23.0	22.0	8.0	7.3	22.7	21.3
Females	717	285,556	23.5	22.5	8.4	7.7	23.5	22.1
Missing	131	42,960	23.3	23.0	8.1	7.8	23.1	22.6

