

ACT High School Profile Report

The Graduating Class of 2008
Vermont



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This report provides information about the performance of your 2008 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2008 and tested under standard time conditions.

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 2008 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. 2,203 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. 46% 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, 27% 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, 66% 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 8% of the cohort took less than three years of natural science courses. 21% of these students were college ready. In comparison, 43% 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 34% 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.

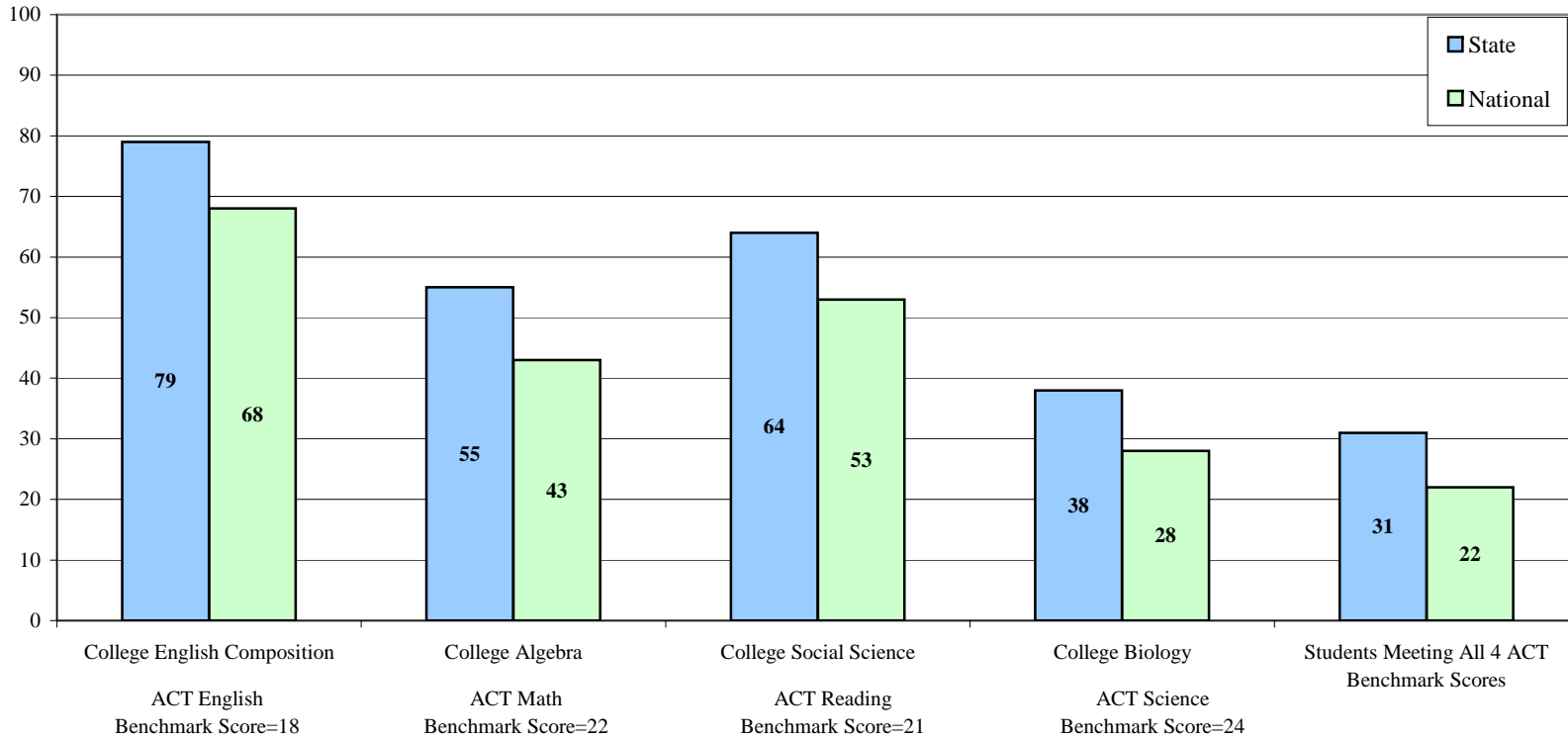
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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
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
2008	2,203	1,421,941	79	68	55	43	64	53	38	28	31	22

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
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
2008	2,203	1,421,941	22.4	20.6	22.4	21.0	23.3	21.4	22.1	20.8	22.7	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
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
2008	1,421,941	20.6	21.0	21.4	20.8	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
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
2008	1,024	724	46	33	23.6	21.8	23.4	22.1	24.4	23.0	23.1	21.9	23.8	22.3

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

	2004			2005			2006			2007			2008		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,008	100	22.7	1,318	100	22.6	1,528	100	22.5	1,855	100	22.8	2,203	100	22.7
African American/Black	9	1	16.0	11	1	19.8	16	1	18.1	12	1	17.5	18	1	19.6
American Indian/Alaska Native	6	1	20.7	7	1	19.9	4	0	23.5	7	0	20.7	6	0	21.2
Caucasian American/White	769	76	22.8	1,047	79	22.7	1,126	74	22.5	1,323	71	22.8	1,618	73	23.0
Hispanic	13	1	19.3	11	1	23.0	25	2	22.5	21	1	18.7	28	1	20.4
Asian American/Pacific Islander	18	2	23.1	34	3	21.6	34	2	21.1	32	2	22.3	40	2	22.6
Other/No Response	193	19	22.9	208	16	22.6	323	21	22.8	460	25	23.1	493	22	22.0

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	4	100	5	100	20	100	6	100	2	100	36
35	32	100	15	100	53	99	15	100	4	100	35
34	53	98	14	99	40	97	12	99	9	100	34
33	36	96	45	98	61	95	32	99	26	99	33
32	48	94	29	96	82	92	24	97	48	98	32
31	60	92	36	95	85	88	33	96	47	96	31
30	79	89	61	93	98	85	34	94	89	94	30
29	76	86	73	91	93	80	54	93	79	90	29
28	74	82	112	87	113	76	76	90	100	86	28
27	74	79	127	82	90	71	90	87	108	82	27
26	110	76	137	77	80	67	124	83	135	77	26
25	137	71	158	70	111	63	167	77	154	71	25
24	117	64	145	63	119	58	167	70	158	64	24
23	130	59	142	57	158	53	164	62	162	56	23
22	161	53	105	50	91	45	238	55	140	49	22
21	192	46	132	45	115	41	136	44	170	43	21
20	138	37	116	39	134	36	198	38	159	35	20
19	114	31	129	34	129	30	177	29	145	28	19
18	99	26	154	28	92	24	123	21	120	21	18
17	80	21	136	21	78	20	73	15	119	16	17
16	84	18	154	15	100	16	71	12	63	10	16
15	92	14	105	8	69	12	54	9	65	8	15
14	57	10	41	3	69	9	42	6	54	5	14
13	35	7	21	1	45	6	25	4	27	2	13
12	44	5	2	1	41	4	30	3	13	1	12
11	30	3	7	1	25	2	14	2	4	1	11
10	23	2	2	1	5	1	15	1	2	1	10
9	9	1	0	1	4	1	5	1	1	1	9
8	9	1	0	1	1	1	4	1	0	1	8
7	4	1	0	1	1	1	0	1	0	1	7
6	1	1	0	1	0	1	0	1	0	1	6
5	1	1	0	1	1	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
Avg (SD)	22.4 (6.0)		22.4 (5.2)		23.3 (6.3)		22.1 (4.9)		22.7 (4.9)		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	120	100	19	100	95	100	100	100	126	100	15	100	24	100	18
17	114	95	80	99	165	96	193	95	138	94	32	99	16	99	17
16	151	89	157	96	141	88	256	87	172	88	62	98	123	98	16
15	128	83	212	88	181	82	198	75	140	80	105	95	132	93	15
14	145	77	144	79	129	74	197	66	216	74	230	90	298	87	14
13	188	70	236	72	193	68	100	57	211	64	239	80	217	73	13
12	163	62	275	62	214	59	224	53	216	54	203	69	271	63	12
11	209	54	276	49	180	49	221	42	182	45	365	60	217	51	11
10	254	45	274	36	215	41	181	32	218	36	349	43	386	41	10
9	179	33	163	24	190	31	121	24	145	27	264	27	169	24	9
8	167	25	141	17	222	23	109	19	197	20	147	15	132	16	8
7	131	17	108	10	104	13	100	14	152	11	56	9	70	10	7
6	114	12	51	5	86	8	95	9	56	4	56	6	64	7	6
5	60	6	43	3	37	4	65	5	21	2	51	4	38	4	5
4	49	4	17	1	27	2	33	2	9	1	12	1	15	2	4
3	17	1	5	1	14	1	8	1	4	1	10	1	22	1	3
2	12	1	2	1	7	1	2	1	0	1	2	1	7	1	2
1	2	1	0	1	3	1	0	1	0	1	5	1	2	1	1
Avg (SD)	11.3 (3.8)		11.6 (3.1)		11.6 (3.7)		12.2 (3.7)		12.0 (3.5)		11.0 (2.8)		11.3 (3.0)		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	22	23	22	23
Q1 (25th Percentile)	18	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	2,203	46	23.8	22.3
	African Am./Black	18	44	22.8	17.2
	Am. Indian/Alaska Native	6	50	21.0	28.0
	Caucasian Am./White	1,618	54	23.7	22.3
	Hispanic	28	39	21.6	18.1
	Asian Am./Pacific Islander	40	45	22.1	23.0
	Other/No Response	493	24	24.9	23.0
National	All Students	1,421,941	61	22.0	19.5
	African Am./Black	178,417	58	17.7	16.0
	Am. Indian/Alaska Native	14,380	53	20.3	17.6
	Caucasian Am./White	895,588	64	22.9	20.4
	Hispanic	114,697	60	19.6	17.4
	Asian Am./Pacific Islander	51,368	71	23.4	21.4
	Other/No Response	167,491	52	22.5	20.1

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	22.4	22.4	23.3	22.1	22.7
	African Am./Black	19.0	19.3	20.1	19.4	19.6
	Am. Indian/Alaska Native	19.3	20.8	22.0	21.5	21.2
	Caucasian Am./White	22.7	22.6	23.7	22.5	23.0
	Hispanic	19.6	20.1	21.4	20.0	20.4
	Asian Am./Pacific Islander	21.9	24.0	21.8	22.0	22.6
	Other/No Response	21.6	22.0	22.5	21.3	22.0
National	All Students	20.6	21.0	21.4	20.8	21.1
	African Am./Black	16.1	17.0	17.0	17.2	16.9
	Am. Indian/Alaska Native	18.1	18.8	19.6	19.2	19.0
	Caucasian Am./White	21.7	21.8	22.5	21.7	22.1
	Hispanic	17.7	19.0	18.9	18.7	18.7
	Asian Am./Pacific Islander	22.1	24.1	22.4	22.3	22.9
	Other/No Response	21.2	21.7	22.1	21.2	21.7

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	125	6	79	4	174	8	65	3
	28 to 32	337	15	311	14	471	21	221	10
	24 to 27	438	20	567	26	400	18	548	25
	20 to 23	621	28	495	22	498	23	736	33
	16 to 19	377	17	573	26	399	18	444	20
	13 to 15	184	8	167	8	183	8	121	5
	01 to 12	121	5	11	0	78	4	68	3
National	33 to 36	52,735	4	40,359	3	63,798	4	26,499	2
	28 to 32	146,337	10	138,694	10	203,096	14	89,946	6
	24 to 27	237,950	17	283,854	20	231,039	16	281,932	20
	20 to 23	383,117	27	294,322	21	343,326	24	474,554	33
	16 to 19	293,110	21	466,291	33	312,300	22	359,785	25
	13 to 15	175,652	12	188,580	13	191,145	13	121,336	9
	01 to 12	133,040	9	9,841	1	77,237	5	67,889	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	918	42	21.4	23.2	23.0	22.6	22.7
	Females	1,202	55	23.0	21.7	23.5	21.7	22.6
	Missing	83	4	23.7	23.6	25.0	22.6	23.9
National	Males	625,887	44	20.1	21.6	21.2	21.3	21.2
	Females	764,282	54	21.0	20.4	21.5	20.4	21.0
	Missing	31,772	2	22.8	23.3	23.6	22.4	23.1

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	75	61	61	41	33
	Females	81	49	66	35	29
National	Males	65	47	51	32	26
	Females	70	38	53	24	19

Table 2.9. Number, College Readiness Benchmark Percent, and Average ACT Scores for ACT-Tested Graduates by Overall High School Curriculum

Student Group	Curriculum Taken ²	N	English		Mathematics		Reading		Science		Composite ¹	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg
State	Core	1,024	86	23.6	63	23.4	71	24.4	45	23.1	37	23.8
	Non-Core	724	77	21.8	51	22.1	61	23.0	37	21.9	30	22.3
	Missing	455	66	20.3	42	20.8	52	21.4	25	20.4	20	20.9
National	Core	873,743	75	21.6	50	21.9	59	22.3	33	21.6	27	22.0
	Non-Core	431,748	56	18.8	29	19.3	41	19.9	18	19.4	14	19.5
	Missing	116,450	62	19.9	42	20.8	48	20.8	27	20.3	23	20.6

¹% under Composite heading reflects the percent of students who meet all four benchmarks

²"Curriculum Taken" reflects overall high school curriculum.

For instance, "Core" results correspond to students taking four years of English AND three years each of math, social studies, and natural science.

Table 2.10. Number, College Readiness Benchmark Percent, and Average ACT Scores for ACT-Tested Graduates by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core	1,647	82	23.0	1,592	61	23.3	1,178	68	23.9	1,625	43	22.8
	Non-Core	162	78	21.7	184	27	19.4	615	64	23.4	161	20	19.8
	Missing	394	65	20.2	427	42	20.7	410	52	21.5	417	26	20.5
National	Core	1,216,115	70	20.8	1,192,135	46	21.4	1,137,832	54	21.6	1,063,049	32	21.4
	Non-Core	111,558	57	18.8	124,104	14	17.4	183,026	45	20.4	253,561	13	18.7
	Missing	94,268	64	20.2	105,702	42	20.8	101,083	50	21.1	105,331	28	20.5

¹"Curriculum Taken" reflects content-specific curriculum.

For instance, Reading "Core" results correspond to students taking three or more years each of social studies, regardless of courses taken in other content areas.

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

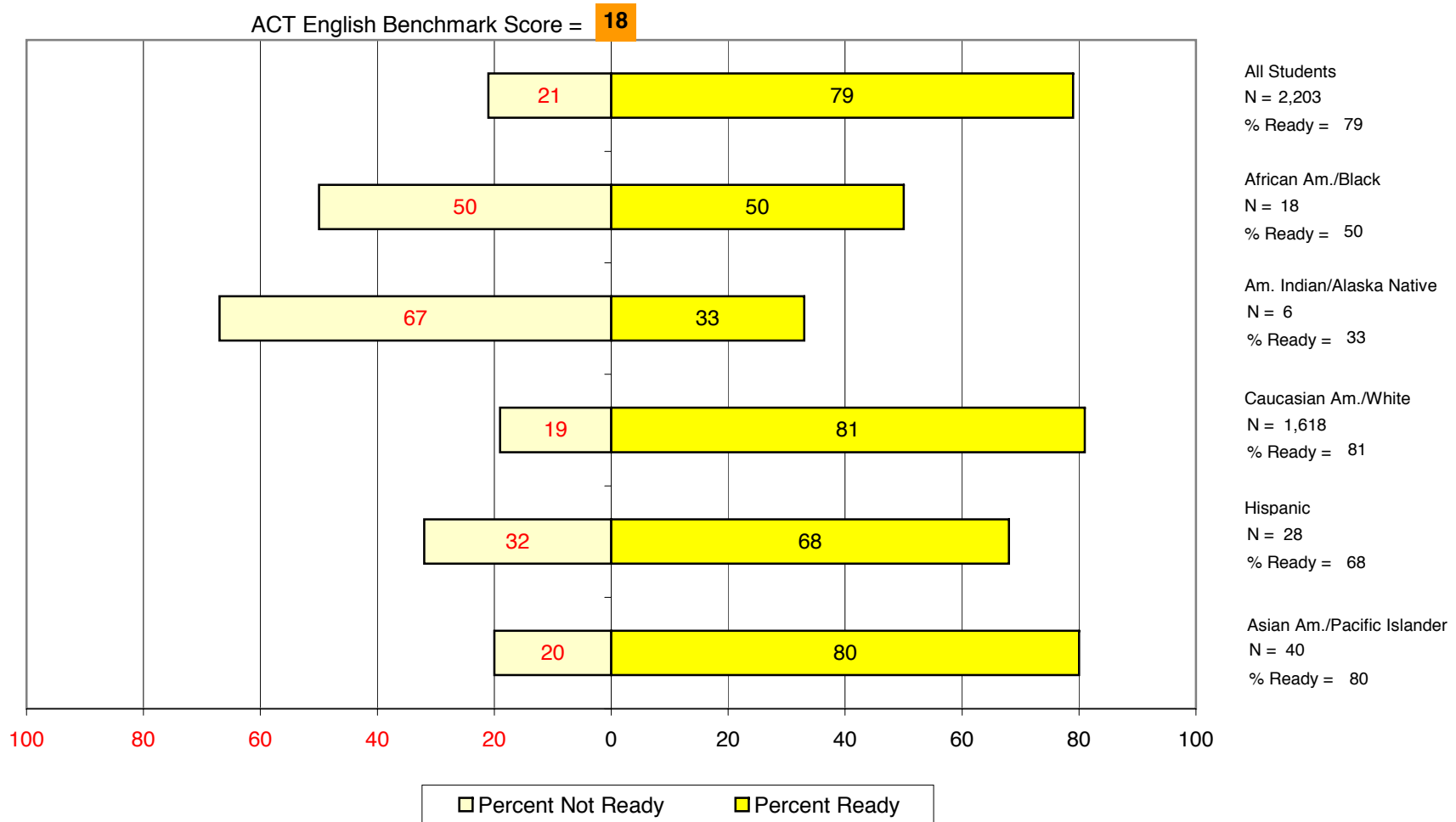


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

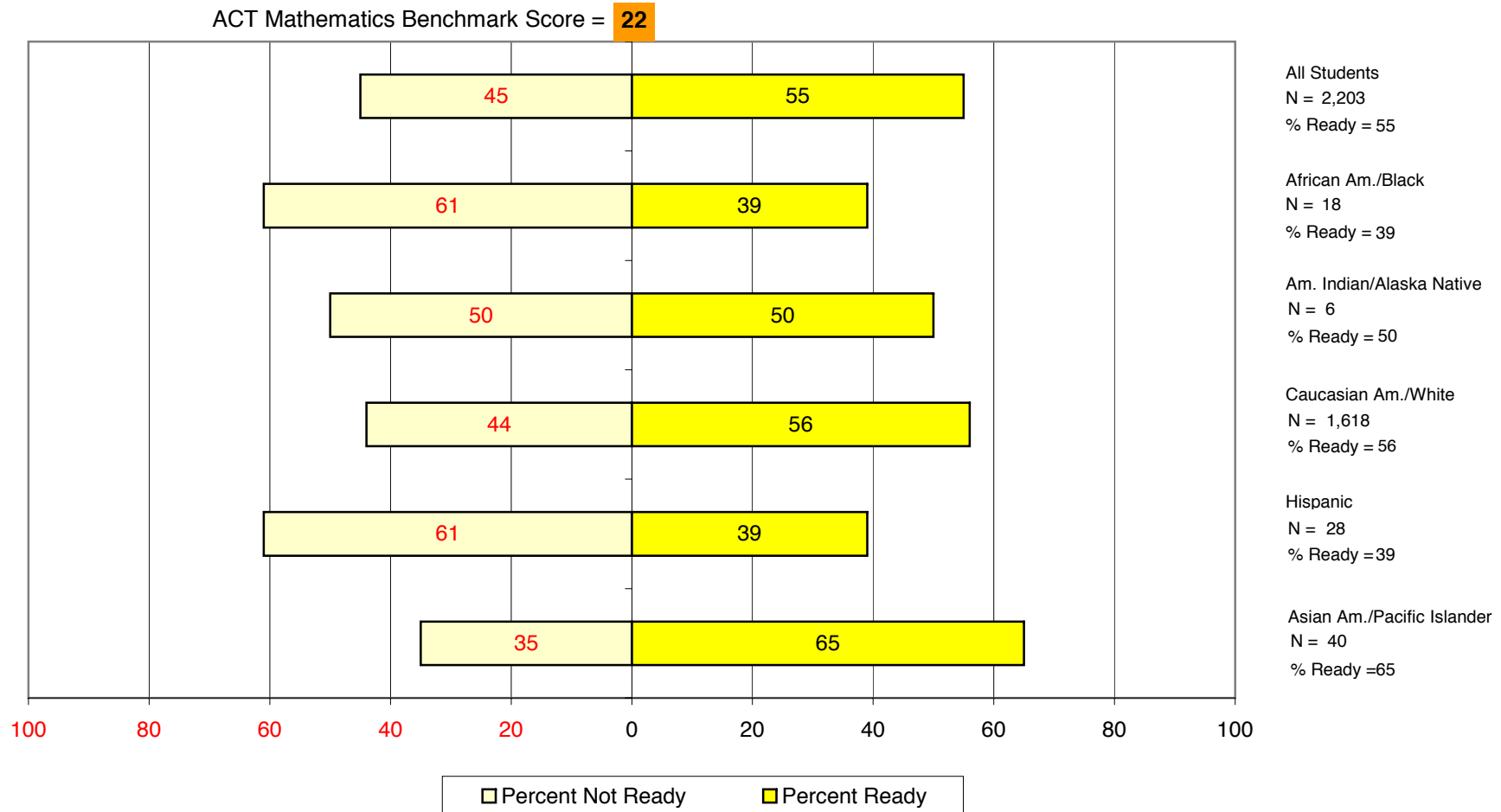


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

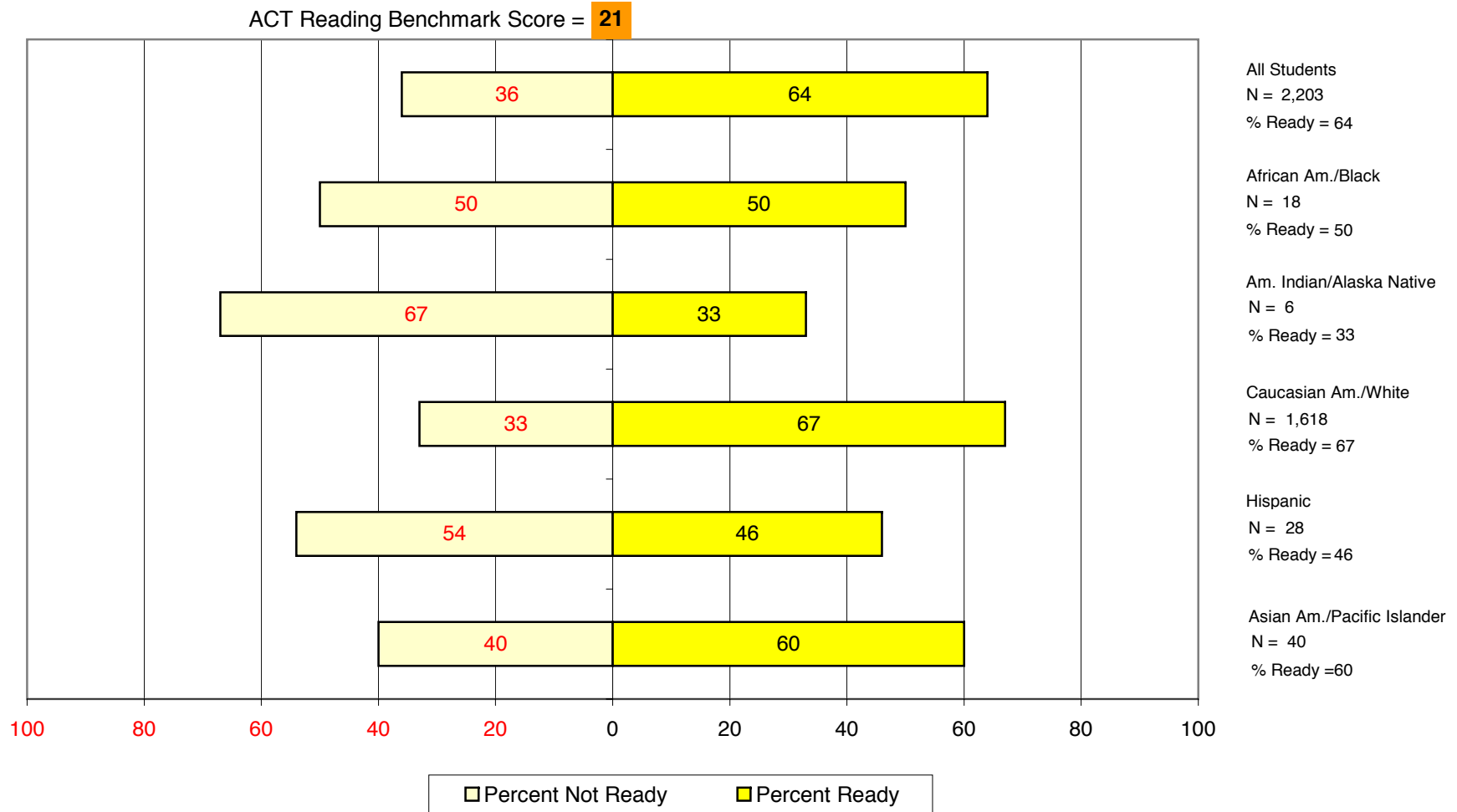


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

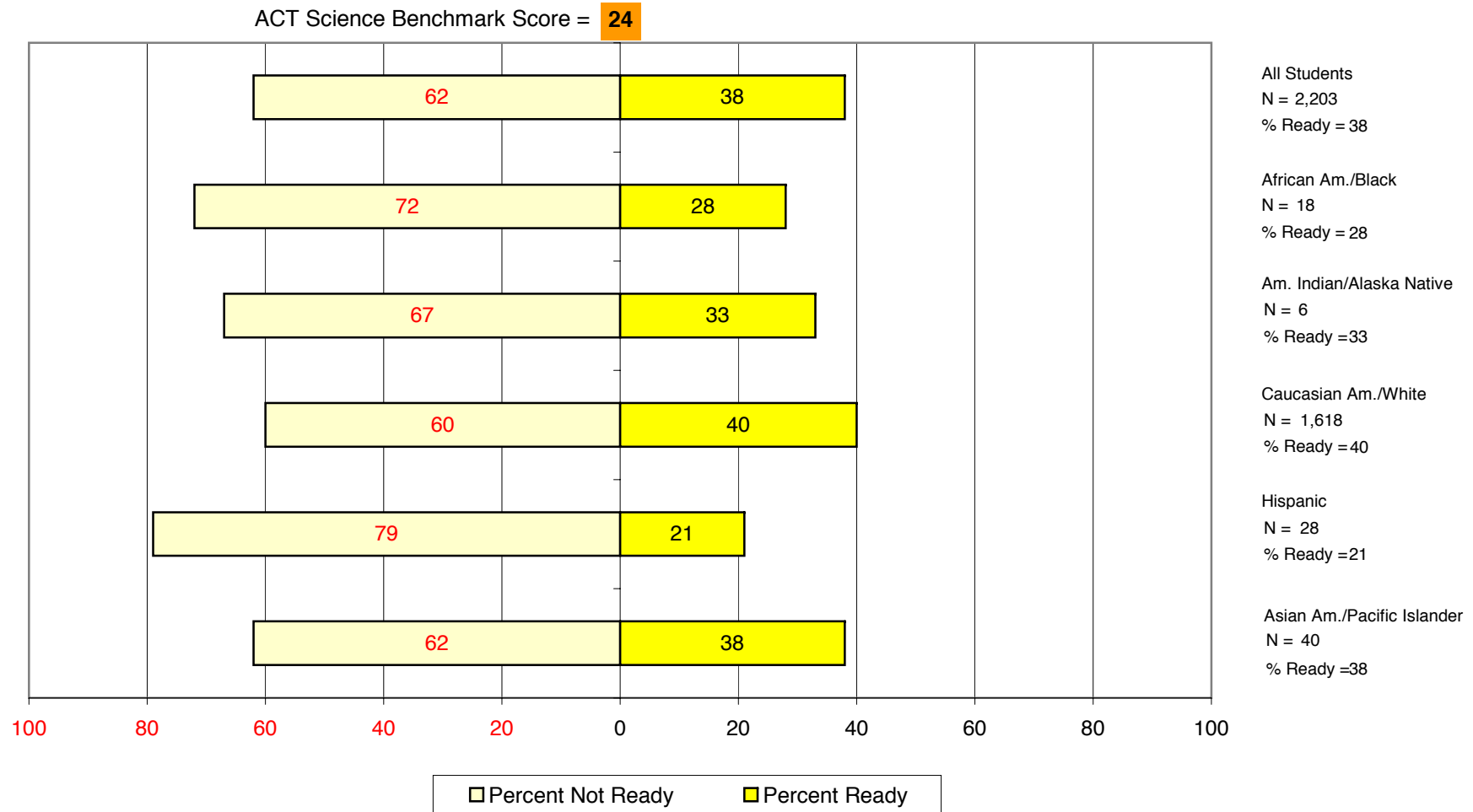


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

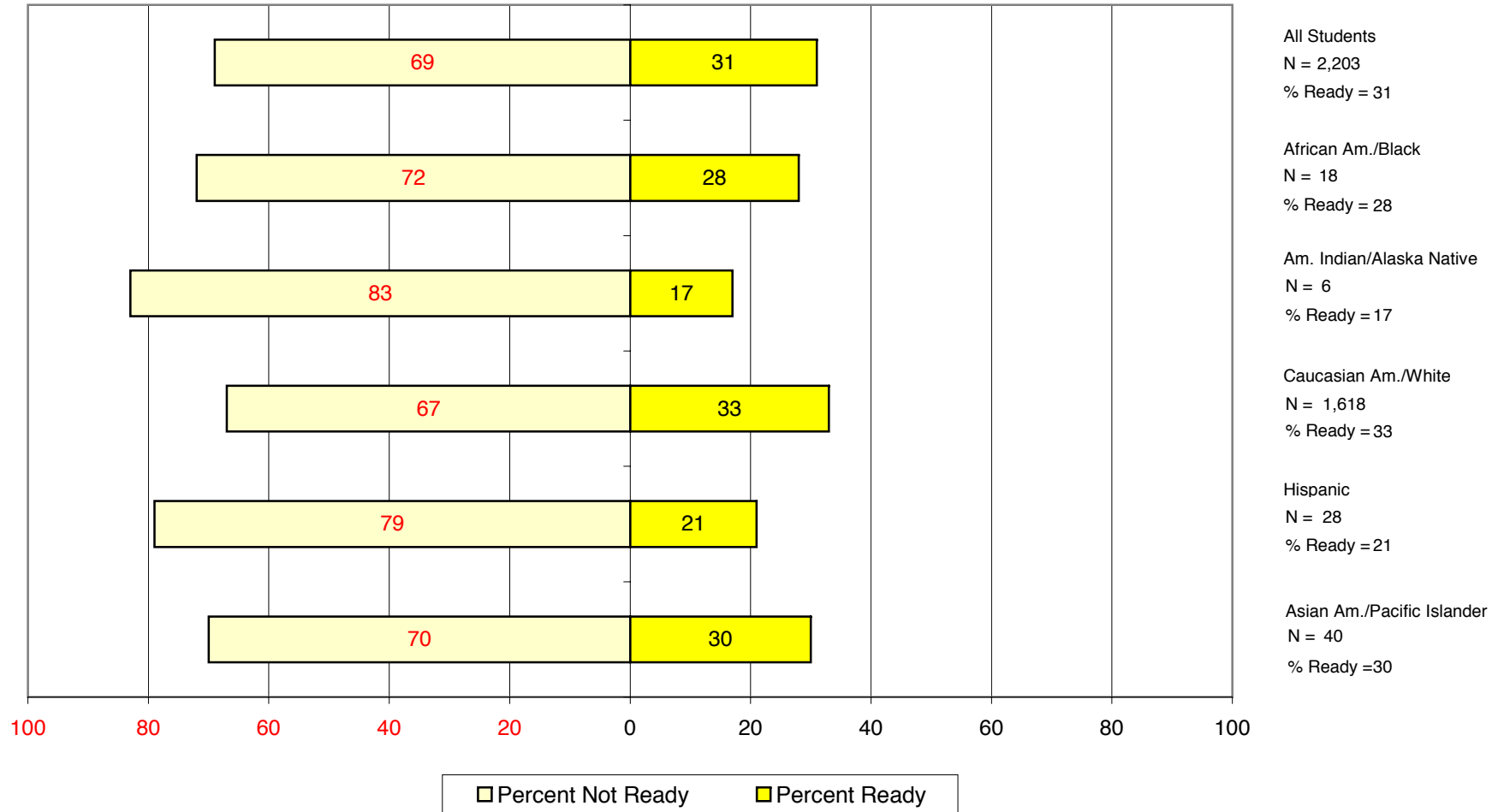


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	440	20	23.6	1.9	143	16	22.9	2.0	291	24	23.8	1.3
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	1,207	55	22.7	1.0	511	56	22.0	1.1	659	55	23.2	0.7
Less than 4 years of English	162	7	21.7	-	74	8	20.9	-	73	6	22.5	-
No English course/grade information reported	394	18	20.2	-	190	21	19.1	-	179	15	21.0	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	213	10	26.8	7.6	93	10	27.5	7.6	112	9	26.1	7.4
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	155	7	22.6	3.4	54	6	24.1	4.2	96	8	21.6	2.9
Alg 1, Alg 2, Geom, & Trig	138	6	21.1	1.9	51	6	21.5	1.6	83	7	20.9	2.2
Alg 1, Alg 2, Geom, & Other Adv Math	247	11	21.5	2.3	88	10	22.3	2.4	152	13	20.9	2.2
Other comb of 4 or more years of Math	518	24	25.0	5.8	231	25	25.7	5.8	271	23	24.4	5.7
Alg 1, Alg 2, & Geom (Min. Core)	185	8	19.3	0.1	71	8	20.3	0.4	110	9	18.6	-0.1
Other comb of 3 or 3.5 years of Math	136	6	22.5	3.3	63	7	23.0	3.1	72	6	22.0	3.3
Less than 3 years of Math	201	9	19.2	-	73	8	19.9	-	116	10	18.7	-
No Math course/grade information reported	410	19	20.8	-	194	21	21.3	-	190	16	20.0	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	152	7	24.8	1.4	65	7	23.7	0.7	84	7	25.6	2.0
Other comb of 4 or more years Social Science	410	19	23.8	0.4	184	20	24.1	1.1	216	18	23.4	-0.2
US Hist, World Hist, & Am Gov (Min. Core)	129	6	22.8	-0.6	57	6	23.1	0.1	67	6	22.4	-1.2
Other comb of 3 or 3.5 years of Social Science	487	22	24.0	0.6	184	20	24.0	1.0	293	24	23.9	0.3
Less than 3 years of Social Science	618	28	23.4	-	237	26	23.0	-	353	29	23.6	-
No Soc Sci course/grade information reported	407	18	21.5	-	191	21	20.6	-	189	16	22.0	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	977	44	23.5	3.6	432	47	24.3	4.5	519	43	22.8	2.8
Bio, Chem, Phys	131	6	23.2	3.3	44	5	24.1	4.3	83	7	22.8	2.8
Gen Sci ² , Bio, Chem (Min. Core)	458	21	21.4	1.5	144	16	21.6	1.8	300	25	21.1	1.1
Other comb of 3 years of Natural Science	59	3	21.4	1.5	35	4	22.4	2.6	21	2	20.1	0.1
Less than 3 years of Natural Science	168	8	19.9	-	69	8	19.8	-	91	8	20.0	-
No Nat Sci course/grade information reported	410	19	20.4	-	194	21	20.5	-	188	16	20.3	-

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	440	20	23.6	85	266,394	19	21.8	76
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	1,207	55	22.7	81	949,721	67	20.5	68
Less than 4 years of English	162	7	21.7	78	112,496	8	18.8	56
No English course/grade information reported	394	18	20.2	65	93,330	7	20.2	64
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	213	10	26.8	89	91,985	6	24.8	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	155	7	22.6	59	113,879	8	22.3	57
Alg 1, Alg 2, Geom, & Trig	138	6	21.1	44	116,105	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	247	11	21.5	51	204,909	14	20.4	38
Other comb of 4 or more years of Math	518	24	25.0	74	342,493	24	23.9	66
Alg 1, Alg 2, & Geom (Min. Core)	185	8	19.3	27	251,813	18	17.8	14
Other comb of 3 or 3.5 years of Math	136	6	22.5	54	70,951	5	20.8	41
Less than 3 years of Math	201	9	19.2	27	131,252	9	17.4	14
No Math course/grade information reported	410	19	20.8	42	98,554	7	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	152	7	24.8	74	42,546	3	22.7	61
Other comb of 4 or more years Social Science	410	19	23.8	68	604,055	42	21.9	56
US Hist, World Hist, & Am Gov (Min. Core)	129	6	22.8	60	86,500	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	487	22	24.0	69	404,731	28	21.3	52
Less than 3 years of Social Science	618	28	23.4	64	185,561	13	20.4	45
No Soc Sci course/grade information reported	407	18	21.5	52	98,548	7	21.1	50
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	977	44	23.5	48	453,654	32	22.2	38
Bio, Chem, Phys	131	6	23.2	47	134,033	9	23.2	47
Gen Sci ¹ , Bio, Chem (Min. Core)	458	21	21.4	30	435,183	31	20.1	20
Other comb of 3 years of Natural Science	59	3	21.4	34	40,179	3	20.1	22
Less than 3 years of Natural Science	168	8	19.9	21	259,142	18	18.7	13
No Nat Sci course/grade information reported	410	19	20.4	26	99,750	7	20.6	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	29	1	20.6	5	9	15.6	24	2	21.7
Architecture & Environmental Design	23	1	22.8	1	2	15.0	21	1	23.1
Business & Management	147	7	22.0	4	7	17.3	126	8	22.0
Business & Office	7	0	19.7	0	0	.	7	0	19.7
Marketing & Distribution	7	0	18.7	2	3	18.0	5	0	19.0
Communications & Comm. Technologies	57	3	23.0	1	2	24.0	52	3	23.0
Community & Personal Services	29	1	19.8	1	2	22.0	24	2	20.1
Computer & Information Sciences	35	2	23.5	5	9	21.4	28	2	23.9
Cross-Disciplinary Studies	9	0	23.2	0	0	.	8	1	23.9
Education	71	3	22.0	1	2	18.0	67	4	21.9
Teacher Education	31	1	19.8	1	2	16.0	28	2	19.9
Engineering	64	3	26.4	1	2	18.0	54	3	26.5
Engineering-Related Technologies	46	2	24.0	1	2	22.0	40	3	24.0
Foreign Languages	18	1	24.7	0	0	.	17	1	24.9
Health Sciences & Allied Health Fields	194	9	22.1	7	12	15.4	176	11	22.3
Human, Family & Consumer Science	15	1	19.7	5	9	18.6	10	1	20.3
Letters	24	1	25.5	1	2	14.0	20	1	26.2
Mathematics	18	1	26.4	0	0	.	16	1	25.9
Philosophy, Religion & Theology	6	0	23.0	0	0	.	6	0	23.0
Sciences (Biological & Physical)	143	6	25.1	1	2	16.0	136	9	25.2
Social Sciences	172	8	23.7	1	2	15.0	157	10	23.8
Trade & Industrial	14	1	19.4	6	10	17.0	7	0	21.1
Visual & Performing Arts	113	5	22.9	2	3	18.5	99	6	23.0
Undecided	364	17	23.2	10	17	18.5	320	20	23.3
No Response	567	26	21.7	2	3	16.0	125	8	23.6

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	5	20.0	0	.	0	.	3	22.3	0	.	0	.	2	16.5
2-yr College Degree	53	17.5	1	15.0	0	.	43	17.3	2	16.5	0	.	7	19.1
Bachelors Degree	716	21.5	3	19.3	1	20.0	616	21.5	7	17.6	11	20.0	78	22.3
Graduate Study	438	24.2	5	19.6	0	.	368	24.1	4	22.5	6	23.7	55	25.0
Prof. Level Degree	419	25.3	1	25.0	2	21.5	326	25.4	6	25.7	19	23.8	65	24.9
Other	27	20.8	0	.	0	.	22	20.5	0	.	0	.	5	22.2
No Response	545	21.7	8	19.6	3	21.3	240	23.0	9	19.0	4	22.0	281	20.7

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	335	146	189	0	3	14	31	28	22	2
CASTLETON STATE COLLEGE	Vermont	117	47	70	1	16	39	22	17	4	0
CHAMPLAIN COLLEGE	Vermont	90	35	55	2	11	33	24	23	6	0
JOHNSON STATE COLLEGE	Vermont	67	16	51	1	19	28	34	13	3	0
VERMONT TECHNICAL COLLEGE	Vermont	67	37	30	0	18	42	28	10	1	0
SAINT MICHAEL'S COLLEGE	Vermont	60	17	43	2	5	30	32	22	10	0
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	56	7	49	0	0	20	54	18	9	0
LYNDON STATE COLLEGE	Vermont	54	11	43	0	19	28	46	4	4	0
NORTHEASTERN UNIVERSITY	Massachusetts	54	15	39	0	0	11	30	35	22	2
BOSTON UNIVERSITY	Massachusetts	51	16	35	0	0	4	27	31	37	0
NORWICH UNIVERSITY	Vermont	43	16	27	2	2	30	44	16	5	0
BOSTON COLLEGE	Massachusetts	35	11	24	0	0	0	20	46	31	3
ITHACA COLLEGE	New York	31	8	23	0	0	13	39	29	16	3
KEENE STATE COLLEGE	New Hampshire	31	3	28	3	6	35	45	6	3	0
DARTMOUTH COLLEGE	New Hampshire	30	4	26	0	3	0	10	30	47	10
QUINNIPIAC UNIVERSITY	Connecticut	30	8	22	0	7	7	47	33	7	0
CLARKSON UNIVERSITY	New York	29	6	23	0	0	3	21	28	48	0
BROWN UNIVERSITY	Rhode Island	27	14	13	0	0	4	7	33	44	11
TUFTS UNIVERSITY	Massachusetts	27	10	17	0	0	0	7	22	63	7
MIDDLEBURY COLLEGE	Vermont	25	4	21	0	0	8	16	20	56	0
NEW YORK UNIVERSITY	New York	25	8	17	0	0	8	20	28	40	4
UNIVERSITY OF CONNECTICUT	Connecticut	25	5	20	0	0	8	44	28	16	4
MCGILL UNIVERSITY		23	12	11	0	0	4	13	17	65	0
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	23	10	13	0	0	30	43	9	13	4
ENDICOTT COLLEGE	Massachusetts	22	5	17	0	9	18	18	45	9	0
RENSSELAER POLYTECHNIC INSTITUTE	New York	22	4	18	0	0	5	14	14	50	18
ROCHESTER INST OF TECHNOLOGY	New York	22	7	15	0	0	5	27	18	36	14
UNIVERSITY OF RHODE ISLAND	Rhode Island	22	7	15	0	0	9	41	36	14	0
CORNELL UNIVERSITY	New York	21	3	18	0	0	5	24	24	43	5
SYRACUSE UNIVERSITY	New York	21	5	16	0	0	5	24	43	29	0
All Other Institutions		1,637	411	1,226	0	5	16	27	27	22	4
Total		3,122	908	2,214	0	5	17	28	25	21	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	1,662	770,529	23.3	21.4	8.1	7.3	23.0	20.9
African Am./Black	15	86,049	20.0	16.6	7.3	6.5	19.7	16.6
Am. Indian/Alaska Native	5	5,148	19.8	18.9	6.6	6.7	19.0	18.5
Caucasian Am./White	1,281	464,177	23.3	22.5	8.1	7.4	23.1	21.8
Hispanic	25	71,060	19.8	18.3	7.6	7.1	20.0	18.5
Asian Am./Pacific Islander	34	37,359	22.8	23.1	8.0	7.9	22.6	22.6
Other/No Response	302	106,736	23.8	22.2	8.0	7.5	23.3	21.7
Males	658	327,613	22.4	20.9	7.8	7.0	22.1	20.2
Females	933	421,968	23.9	21.7	8.3	7.6	23.6	21.3
Missing	71	20,948	23.9	23.9	7.9	7.9	23.4	23.2

