

ACT Profile Report - State

Graduating Class 2011
Maine



Table of Contents

Section I: Executive Summary	Page 5
Percent of Your Students Ready for College-Level Coursework	
Five Year Trends—Percent of Students Meeting College Readiness Benchmarks	
Five Year Trends—Average ACT Scores	
Five Year Trends—Average ACT Scores by Level of Preparation	
Five Year Trends—Percent and Average Composite Score by Race/Ethnicity	
Percent of Students in College Readiness Standards Score Ranges	
Section II: Academic Achievement	Page 11
ACT Score Distributions, Cumulative Percentages, Averages, and Quartile Values	
Average ACT Composite Scores for Race/Ethnicity by Level of Preparation	
Average ACT Scores by Race/Ethnicity	
Percent of Students in College Readiness Standards Score Ranges	
Average ACT Scores by Gender	
Percent of Students Meeting College Readiness Benchmark Scores by Gender	
College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum	
Section III: College Readiness & Impact of Course Rigor	Page 17
Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity	
Average ACT Scores and Average ACT Score Changes by Common Course Patterns	
College Readiness Percents by Common Course Patterns	
Section IV: Career and Educational Aspirations	Page 25
Distribution of Planned Educational Majors for All Students by College Plans	
Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations	
Students' Score Report Preferences at Time of Testing	
Section V: Optional Writing Test Results	Page 29
Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing	

This report provides information about the performance of your 2011 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 2011 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, test data for a school, district, and the state 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, or the state.

Furthermore, 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.

Total Students in Report: 1,476

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. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

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

35% of your students 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: 1,476 of your students 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. 68% 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 2% of the cohort took less than three years of math courses. Of these students, 44% were college ready. 7% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 21% of these students were college ready. In comparison, 67% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry 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 2% of the cohort took less than three years of natural science courses. 11% 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 28% 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 508-229-0111.

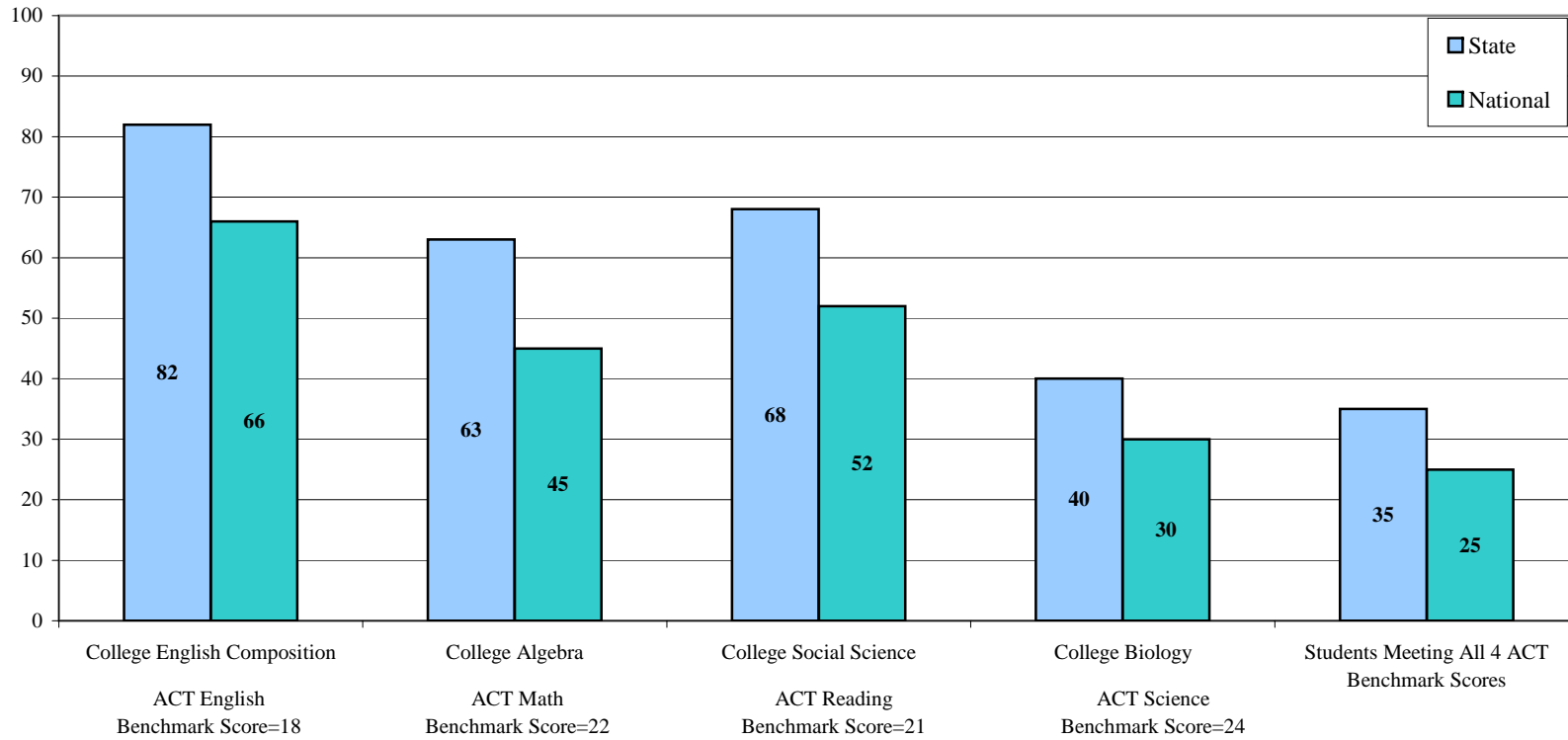
Section I

Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 1,476

Figure 1.1. Percent of Your 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.

Total Students in Report: 1,476

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

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
2007	1,600	1,300,599	80	69	53	43	63	53	33	28	28	23
2008	1,527	1,421,941	81	68	56	43	65	53	37	28	30	22
2009	1,438	1,480,469	82	67	60	42	69	53	39	28	34	23
2010	1,611	1,568,835	82	66	62	43	67	52	41	29	36	24
2011	1,476	1,623,112	82	66	63	45	68	52	40	30	35	25

Table 1.2. Five Year Trends—Average ACT Scores

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
2007	1,600	1,300,599	22.4	20.7	22.2	21.0	22.9	21.5	21.8	21.0	22.5	21.2
2008	1,527	1,421,941	22.7	20.6	22.5	21.0	23.2	21.4	22.0	20.8	22.7	21.1
2009	1,438	1,480,469	23.0	20.6	23.0	21.0	23.6	21.4	22.3	20.9	23.1	21.1
2010	1,611	1,568,835	23.2	20.5	23.0	21.0	23.6	21.3	22.5	20.9	23.2	21.0
2011	1,476	1,623,112	23.3	20.6	23.2	21.1	23.8	21.3	22.5	20.9	23.3	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
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
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1

Total Students in Report: 1,476

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	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
2007	600	585	38	37	22.8	22.5	22.4	22.3	23.2	23.0	22.0	21.9	22.7	22.6
2008	818	489	54	32	22.9	22.9	22.5	23.0	23.5	23.4	22.3	22.1	22.9	23.0
2009	945	412	66	29	23.2	23.4	23.1	23.4	23.9	23.7	22.4	22.6	23.3	23.4
2010	1,033	505	64	31	23.5	23.0	23.2	22.9	24.0	23.2	22.7	22.4	23.5	23.0
2011	998	438	68	30	23.2	23.8	23.0	23.8	23.7	24.2	22.4	23.0	23.2	23.8

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

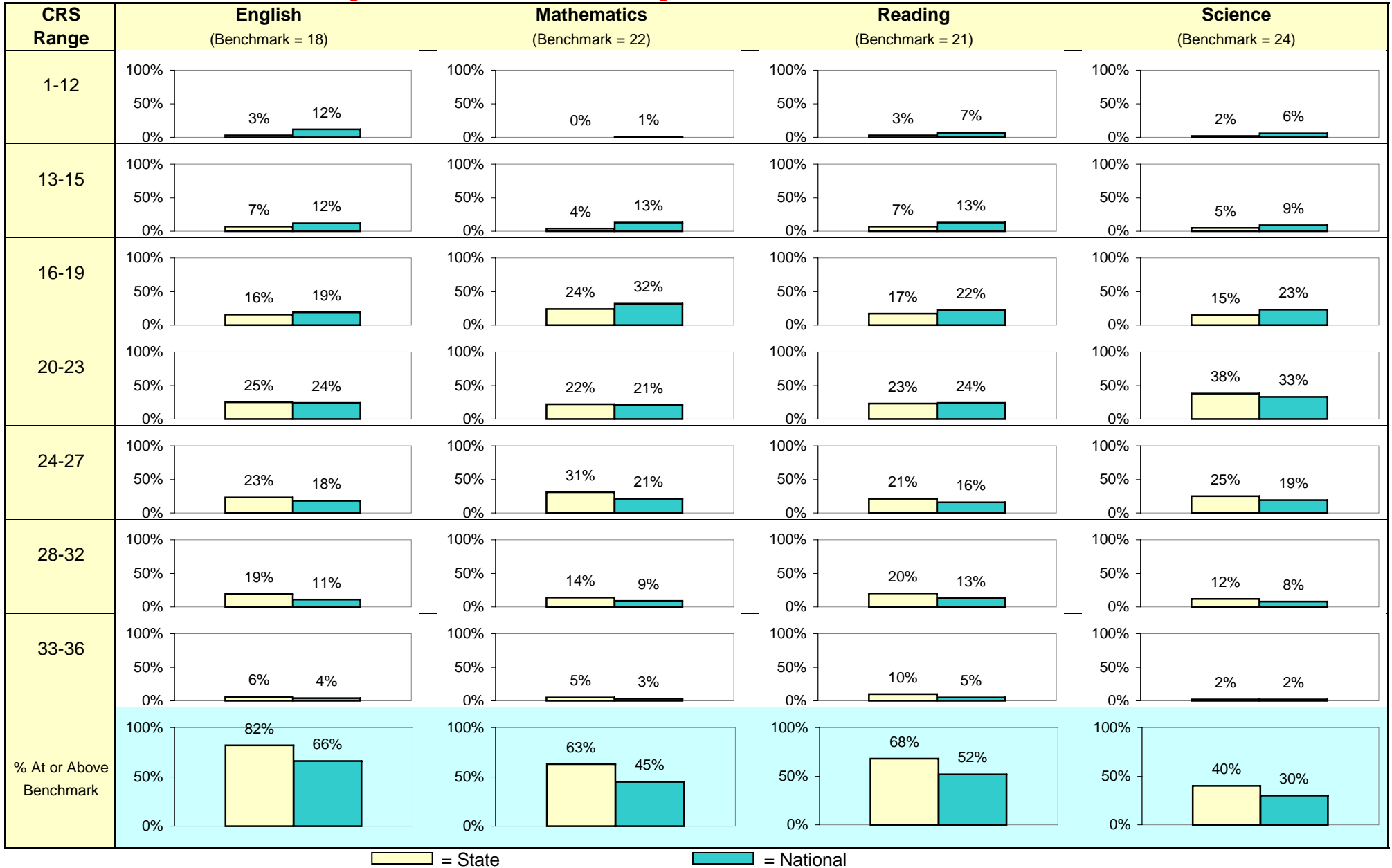
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,600	100	22.5	1,527	100	22.7	1,438	100	23.1	1,611	100	23.2	1,476	100	23.3
Black/African American	32	2	17.2	29	2	18.6	24	2	18.4	35	2	18.2	38	3	17.0
American Indian/Alaska Native	7	0	20.7	8	1	19.3	7	0	21.1	8	0	20.4	4	0	18.3
White	1,131	71	22.6	1,173	77	22.8	1,208	84	23.4	1,340	83	23.5	1,224	83	23.5
Hispanic/Latino	33	2	22.3	23	2	19.5	23	2	20.3	23	1	21.2	29	2	23.5
Asian	28	2	21.8	26	2	22.7	30	2	23.6	49	3	23.5	49	3	22.8
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	13	1	20.3	22	1	20.5	22	2	21.7	10	1	22.6	24	2	22.6
Prefer not to respond/No response	356	22	22.6	246	16	23.3	124	9	22.8	146	9	22.3	108	7	23.6

¹Refer to the section header on page 5 for a description of race/ethnicity changes.

Total Students in Report: 1,476

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



Section II

Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 1,476

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	9	100	9	100	20	100	3	100	1	100	36
35	27	99	7	99	24	99	7	100	5	100	35
34	29	98	29	99	52	97	5	99	10	100	34
33	28	96	23	97	55	93	14	99	14	99	33
32	51	94	38	95	50	90	16	98	30	98	32
31	55	90	24	93	51	86	16	97	43	96	31
30	39	87	31	91	70	83	39	96	48	93	30
29	65	84	56	89	45	78	38	93	66	90	29
28	70	79	57	85	74	75	70	91	84	85	28
27	73	75	105	81	56	70	47	86	107	80	27
26	73	70	110	74	59	66	95	83	105	72	26
25	84	65	120	67	79	62	95	76	89	65	25
24	115	59	119	59	109	57	139	70	104	59	24
23	81	51	129	51	74	50	159	60	111	52	23
22	100	46	74	42	97	45	119	50	111	45	22
21	108	39	52	37	92	38	146	42	106	37	21
20	83	32	69	33	82	32	135	32	107	30	20
19	70	26	69	29	83	26	83	23	82	23	19
18	56	21	89	24	67	21	84	17	76	17	18
17	55	18	86	18	58	16	30	11	66	12	17
16	56	14	116	12	41	12	31	9	38	8	16
15	43	10	46	4	32	9	39	7	31	5	15
14	38	7	12	1	45	7	18	4	20	3	14
13	17	5	4	1	24	4	20	3	13	1	13
12	12	3	2	1	13	3	7	2	5	1	12
11	16	3	0	1	14	2	14	1	4	1	11
10	12	2	0	1	4	1	5	1	0	1	10
9	5	1	0	1	3	1	2	1	0	1	9
8	4	1	0	1	2	1	0	1	0	1	8
7	2	1	0	1	0	1	0	1	0	1	7
6	0	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	1	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)	23.3 (5.9)		23.2 (5.1)		23.8 (6.2)		22.5 (4.6)		23.3 (4.8)		Avg (SD)

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

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Total Students in Report: 1,476

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	78	100	40	100	58	100	80	100	86	100	23	100	42	100	18
17	123	95	1	97	87	96	163	95	108	94	25	98	1	97	17
16	91	86	149	97	164	90	152	84	98	87	57	97	60	97	16
15	141	80	176	87	85	79	155	73	118	80	68	93	140	93	15
14	101	71	124	75	95	73	77	63	172	72	196	88	194	84	14
13	125	64	146	67	134	67	130	58	189	61	232	75	172	70	13
12	119	55	191	57	186	58	146	49	104	48	152	59	174	59	12
11	135	47	177	44	146	45	143	39	159	41	216	49	181	47	11
10	170	38	140	32	137	35	90	29	106	30	174	34	190	35	10
9	114	27	136	22	127	26	99	23	90	23	168	23	148	22	9
8	106	19	68	13	97	17	59	16	119	17	76	11	75	12	8
7	60	12	51	9	72	11	62	12	92	9	39	6	49	7	7
6	61	8	38	5	36	6	64	8	24	2	12	3	27	3	6
5	24	4	21	3	32	4	31	4	5	1	24	3	7	2	5
4	16	2	12	1	16	1	12	2	3	1	3	1	8	1	4
3	7	1	6	1	2	1	12	1	2	1	9	1	2	1	3
2	3	1	0	1	2	1	1	1	1	1	2	1	6	1	2
1	2	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	11.9 (3.7)		11.9 (3.1)		11.9 (3.5)		12.5 (3.7)		12.4 (3.3)		11.6 (2.7)		11.7 (2.8)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	28	27	28	25	27
Q2 (50th Percentile)	23	23	24	23	23
Q1 (25th Percentile)	19	19	19	20	20

Total Students in Report: 1,476

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	1,476	68	23.2	23.8
	Black/African American	38	58	17.9	17.3
	American Indian/Alaska Native	4	75	20.0	.
	White	1,224	68	23.3	24.0
	Hispanic/Latino	29	62	24.1	22.1
	Asian	49	57	23.3	22.4
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or more races	24	67	21.5	24.8
	Prefer not/No Response	108	71	23.6	24.9
National	All Students	1,623,112	74	21.9	19.0
	Black/African American	223,383	69	17.5	15.9
	American Indian/Alaska Native	14,970	63	19.7	17.1
	White	981,585	76	23.1	20.3
	Hispanic/Latino	200,661	72	19.4	17.2
	Asian	66,650	81	24.1	21.9
	Native Hawaiian/Other Pac. Isl.	2,244	78	20.0	17.8
	Two or more races	46,378	72	21.8	19.3
	Prefer not/No Response	87,241	65	22.1	18.7

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Race/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	23.3	23.2	23.8	22.5	23.3
	Black/African American	15.6	17.3	17.8	16.9	17.0
	American Indian/Alaska Native	16.5	17.8	21.8	17.0	18.3
	White	23.6	23.2	24.1	22.7	23.5
	Hispanic/Latino	23.9	22.3	24.6	22.6	23.5
	Asian	21.5	25.8	20.6	22.6	22.8
	Native Hawaiian/Other Pac. Isl.
	Two or more races	23.0	22.6	22.2	22.0	22.6
	Prefer not/No Response	23.2	24.3	23.8	22.8	23.6
National	All Students	20.6	21.1	21.3	20.9	21.1
	Black/African American	15.9	17.2	17.0	17.1	17.0
	American Indian/Alaska Native	17.5	18.6	19.1	18.9	18.6
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.6	19.2	18.9	18.8	18.7
	Asian	22.8	25.1	22.9	23.1	23.6
	Native Hawaiian/Other Pac. Isl.	18.6	19.9	19.4	19.5	19.5
	Two or more races	20.7	20.7	21.6	20.9	21.1
	Prefer not/No Response	20.2	20.9	21.0	20.4	20.7

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

Total Students in Report: 1,476

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	93	6	68	5	151	10	29	2
	28 to 32	280	19	206	14	290	20	179	12
	24 to 27	345	23	454	31	303	21	376	25
	20 to 23	372	25	324	22	345	23	559	38
	16 to 19	237	16	360	24	249	17	228	15
	13 to 15	98	7	62	4	101	7	77	5
	01 to 12	51	3	2	0	37	3	28	2
National	33 to 36	68,159	4	49,703	3	81,236	5	32,031	2
	28 to 32	174,801	11	144,331	9	211,084	13	130,969	8
	24 to 27	286,161	18	344,894	21	265,974	16	316,182	19
	20 to 23	394,076	24	332,913	21	382,505	24	530,056	33
	16 to 19	309,855	19	525,628	32	360,259	22	366,855	23
	13 to 15	201,235	12	217,338	13	214,265	13	153,754	9
	01 to 12	188,825	12	8,305	1	107,789	7	93,265	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	602	41	22.5	23.9	23.1	22.6	23.1
	Females	873	59	23.8	22.7	24.3	22.4	23.4
	Missing	1	0	30.0	36.0	28.0	33.0	32.0
National	Males	739,070	46	20.2	21.6	21.1	21.4	21.2
	Females	879,957	54	20.9	20.6	21.4	20.5	21.0
	Missing	4,085	0	16.4	17.8	17.7	17.8	17.6

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
State	Males	79	69	63	42	37
	Females	84	59	72	38	34
National	Males	64	49	51	34	28
	Females	69	41	53	26	22

Total Students in Report: 1,476

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
State	Core or More ²	998	84	23.2	62	23.0	69	23.7	38	22.4	33	23.2
	Less than Core	438	82	23.8	68	23.8	70	24.2	45	23.0	42	23.8
	Missing ³	40	58	19.1	45	21.3	33	19.9	28	20.2	15	20.3
National	Core or More	1,202,164	72	21.5	51	21.8	57	22.0	34	21.6	29	21.9
	Less than Core	366,518	51	18.3	27	19.0	38	19.3	17	19.0	13	19.0
	Missing	54,430	38	16.3	21	18.0	27	17.7	12	17.7	9	17.5

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite CRB% results reflect students who meet all four subject-area benchmarks.

Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores 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 or More ²	1,405	83	23.4	1,405	64	23.3	1,047	68	23.6	1,402	41	22.7
	Less than Core	33	79	23.0	32	44	20.0	390	72	24.5	36	11	18.1
	Missing ³	38	58	19.3	39	46	21.4	39	33	20.1	38	29	20.4
National	Core or More	1,510,179	68	20.9	1,494,425	47	21.4	1,424,252	54	21.6	1,367,777	33	21.4
	Less than Core	66,225	40	16.6	79,145	8	16.4	149,746	40	19.7	205,148	12	18.3
	Missing	46,708	39	16.5	49,542	21	18.1	49,114	28	17.9	50,187	13	17.8

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

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

³ Zero years or no coursework information reported in the specified content area.

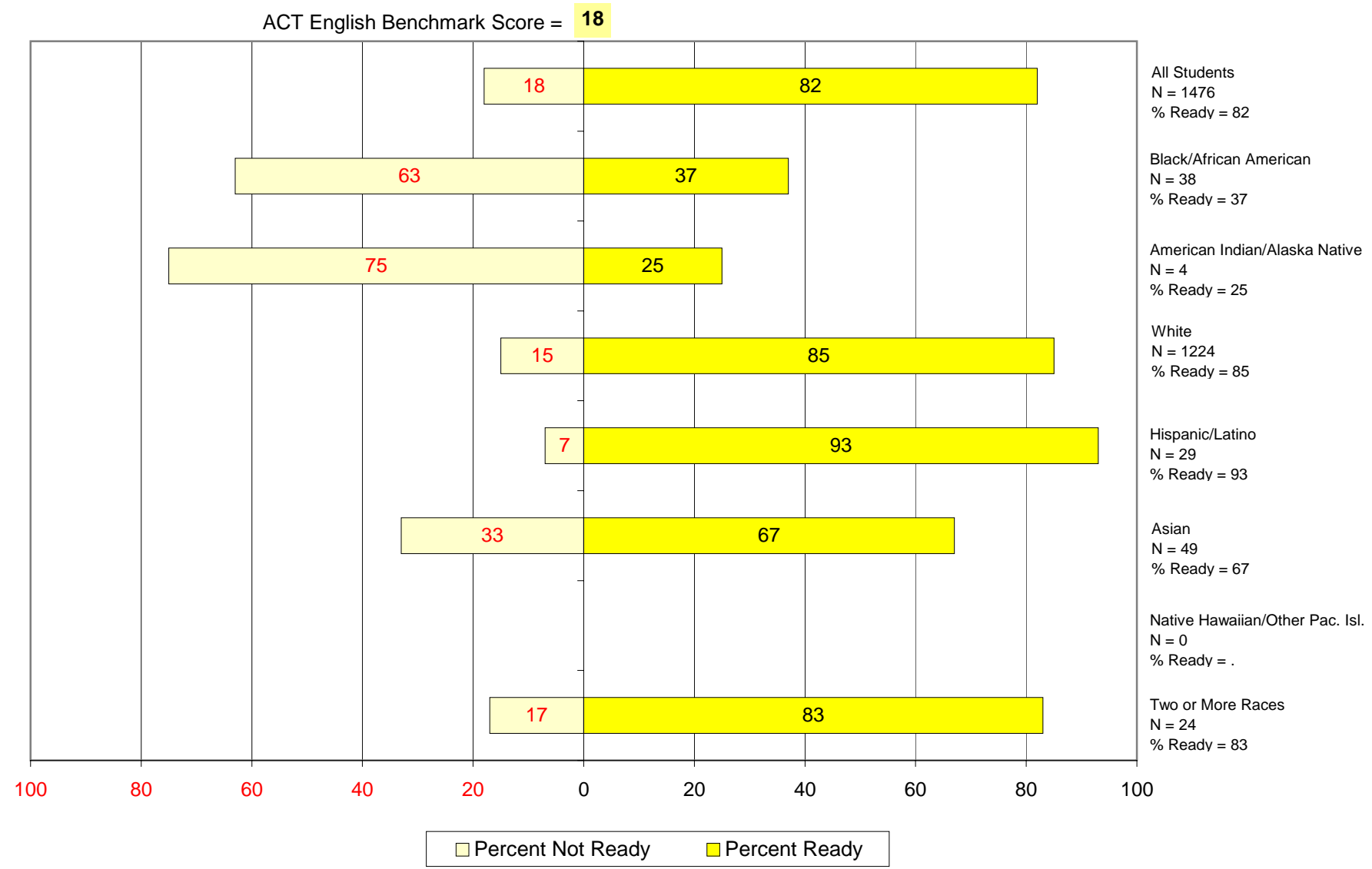
Section III

College Readiness and the Impact of Course Rigor

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 1,476

Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH

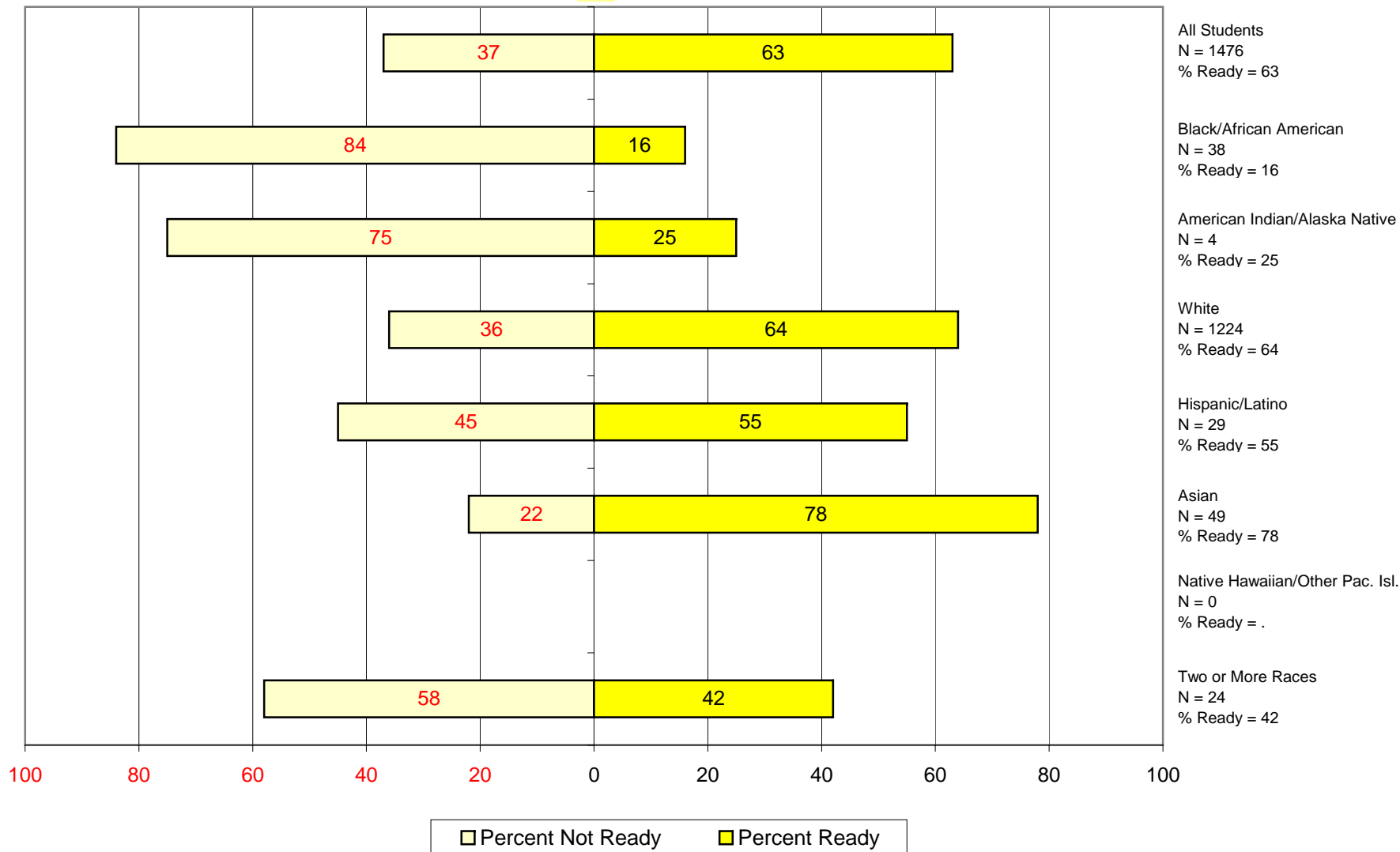


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,476

Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS

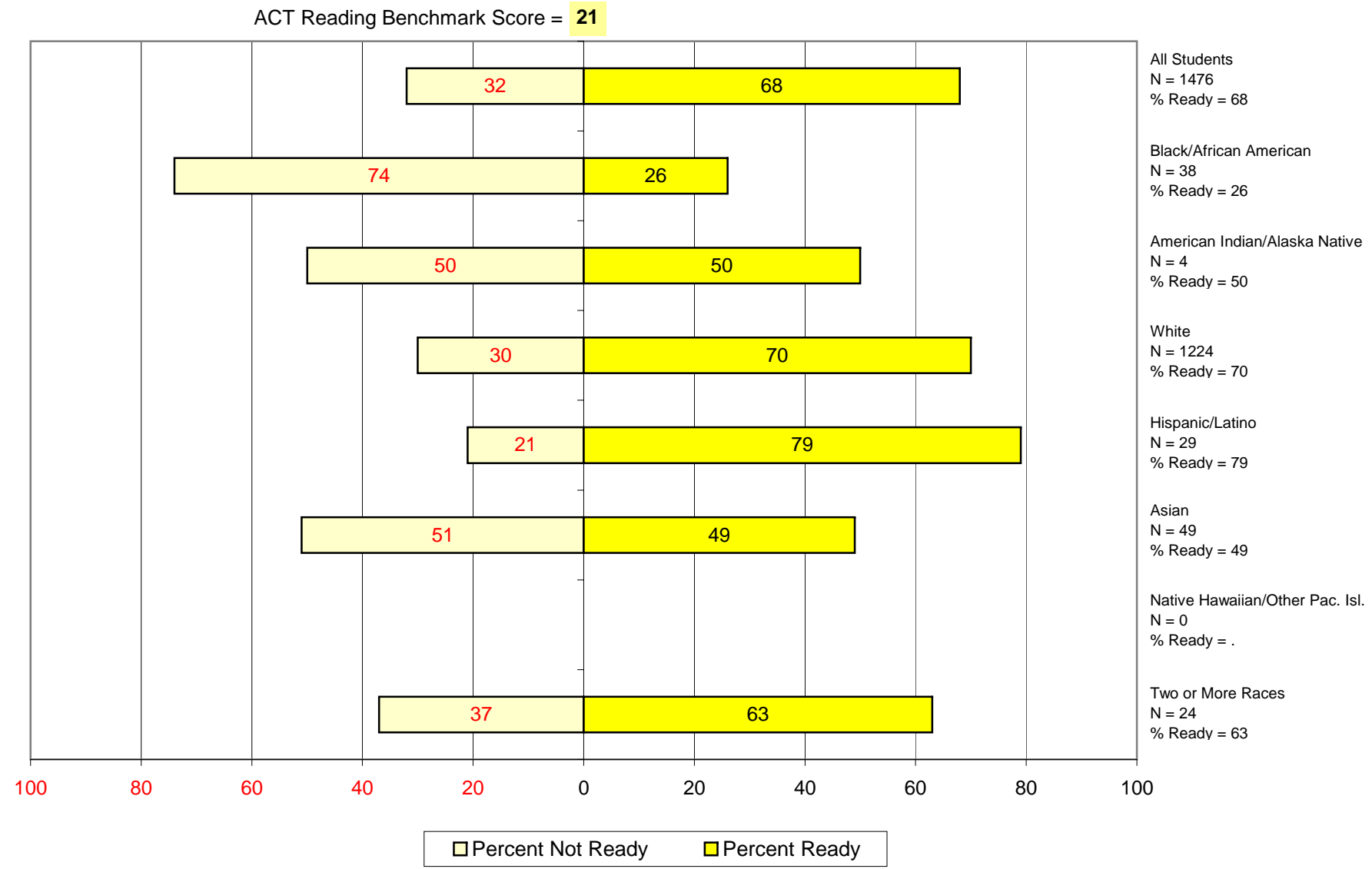
ACT Mathematics Benchmark Score = **22**



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,476

Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING

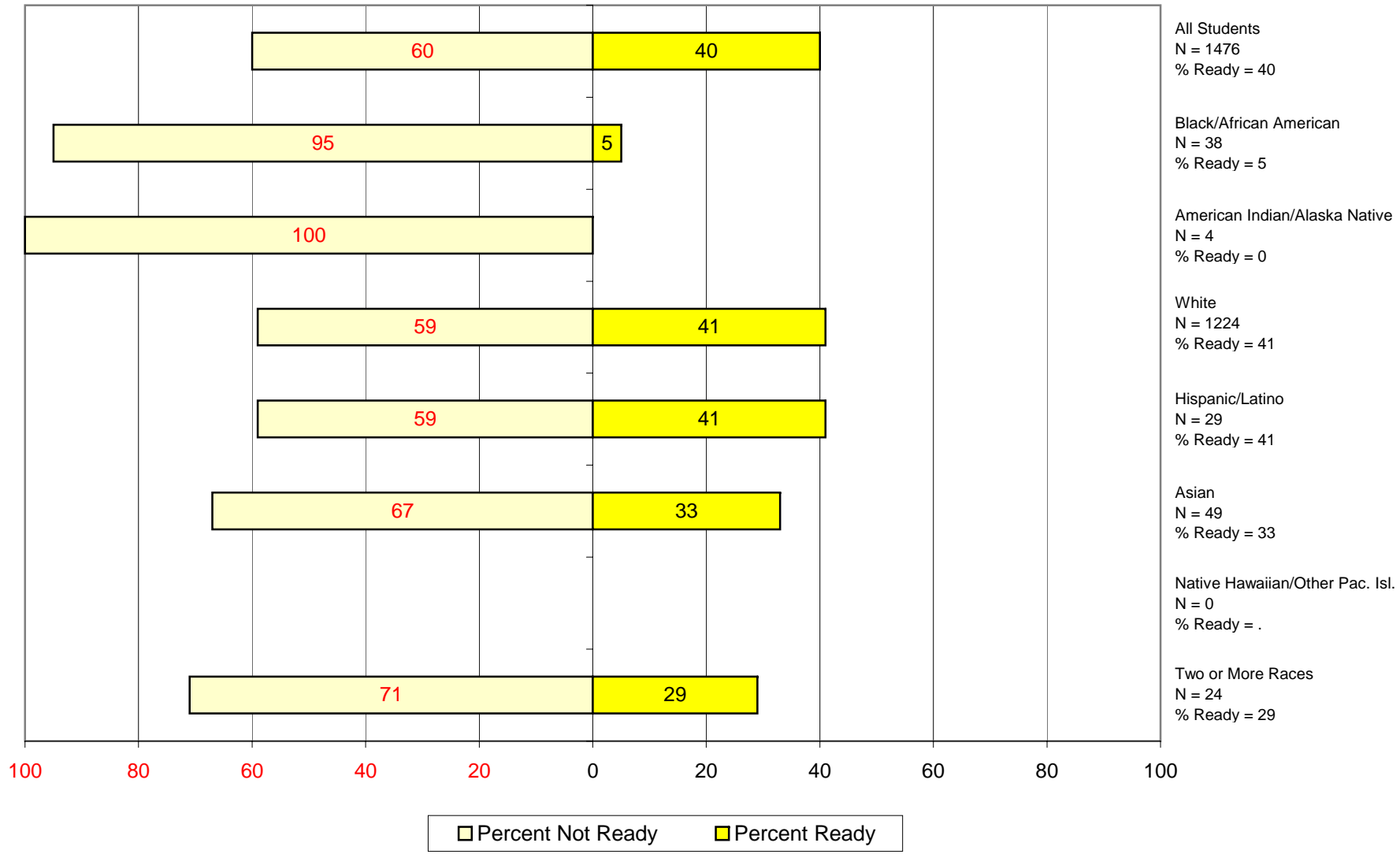


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,476

Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE

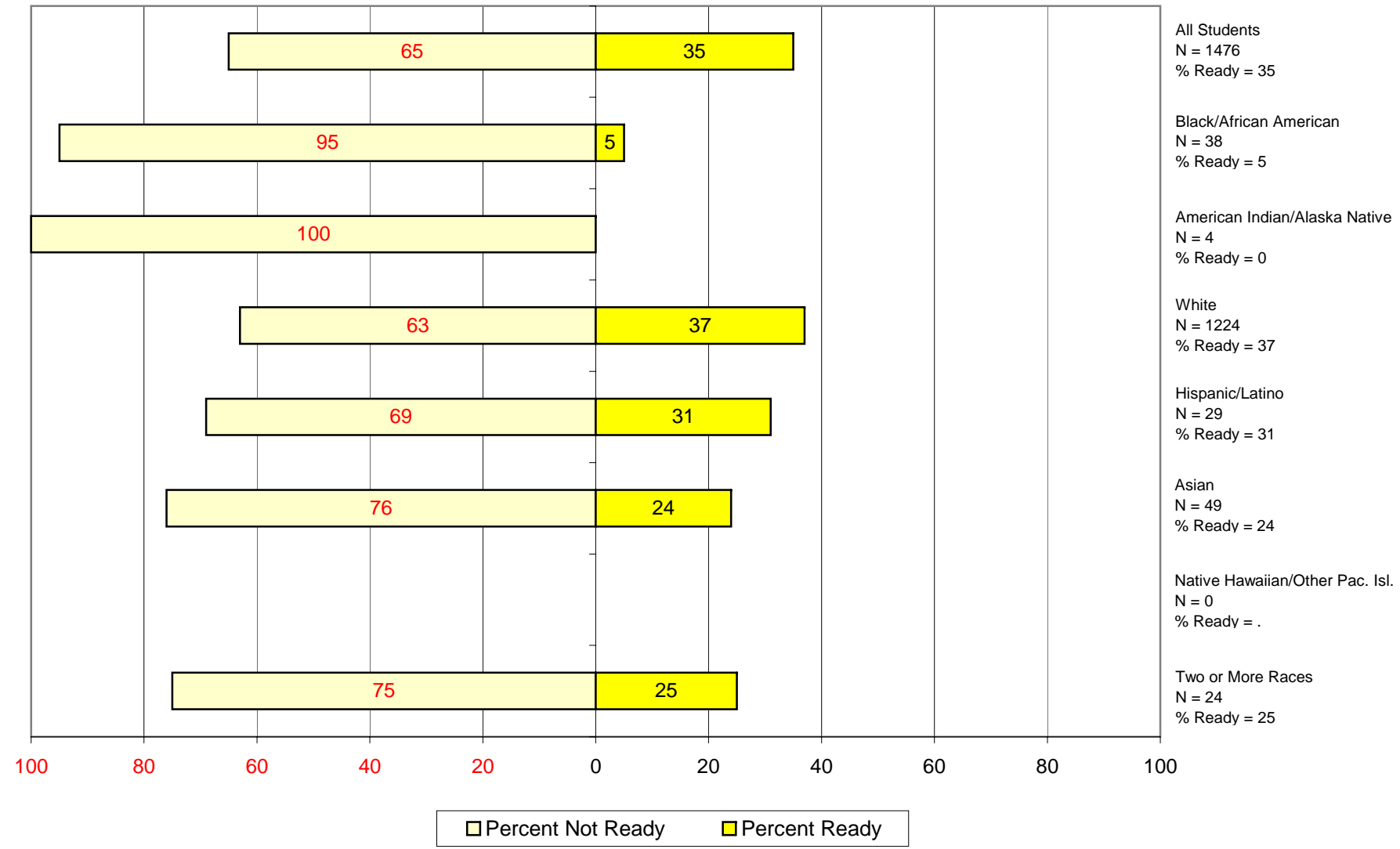
ACT Science Benchmark Score = **24**



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,476

Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ALL FOUR



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,476

Table 3.1. Average ACT Scores and Average ACT 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	364	25	23.6	0.6	132	22	22.5	1.3	231	26	24.3	0.1
Eng 9, Eng 10, Eng 11, Eng 12	1,041	71	23.3	0.3	437	73	22.7	1.5	604	69	23.7	-0.5
Less than 4 years of English	33	2	23.0	-	13	2	21.2	-	20	2	24.2	-
Zero years / no English courses reported	38	3	19.3	-	20	3	17.0	-	18	2	21.9	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	124	8	25.8	5.8	53	9	25.1	6.0	71	8	26.2	4.8
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	160	11	21.7	1.7	60	10	22.4	3.3	100	11	21.3	-0.1
Alg 1, Alg 2, Geom, & Trig	80	5	20.4	0.4	35	6	21.7	2.6	45	5	19.4	-2.0
Alg 1, Alg 2, Geom, & Other Adv Math	251	17	20.4	0.4	66	11	20.7	1.6	185	21	20.2	-1.2
Other comb of 4 or more years of Math	623	42	25.6	5.6	296	49	25.9	6.8	326	37	25.2	3.8
Alg 1, Alg 2, & Geom	103	7	18.5	-1.5	27	4	18.4	-0.7	76	9	18.5	-2.9
Other comb of 3 or 3.5 years of Math	64	4	23.3	3.3	26	4	24.4	5.3	38	4	22.5	1.1
Less than 3 years of Math	32	2	20.0	-	19	3	19.1	-	13	1	21.4	-
Zero years / no Math courses reported	39	3	21.4	-	20	3	20.4	-	19	2	22.5	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	92	6	25.0	0.5	45	7	24.4	1.5	47	5	25.6	0.2
Other comb of 4 or more years Social Science	507	34	23.2	-1.3	210	35	23.2	0.3	297	34	23.2	-2.2
US Hist, World Hist, & Am Gov	62	4	23.8	-0.7	30	5	23.1	0.2	32	4	24.5	-0.9
Other comb of 3 or 3.5 years of Social Science	386	26	23.8	-0.7	153	25	23.2	0.3	232	27	24.2	-1.2
Less than 3 years of Social Science	390	26	24.5	-	143	24	22.9	-	247	28	25.4	-
Zero years / no Social Science courses reported	39	3	20.1	-	21	3	18.3	-	18	2	22.1	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	975	66	23.0	4.9	433	72	23.0	5.8	541	62	23.0	4.1
Bio, Chem, Phys	115	8	22.6	4.5	40	7	22.4	5.2	75	9	22.8	3.9
Gen Sci ² , Bio, Chem	299	20	21.6	3.5	89	15	21.9	4.7	210	24	21.5	2.6
Other comb of 3 years of Natural Science	13	1	23.7	5.6	4	1	27.3	10.1	9	1	22.1	3.2
Less than 3 years of Natural Science	36	2	18.1	-	16	3	17.2	-	20	2	18.9	-
Zero years / no Natural Science courses reported	38	3	20.4	-	20	3	19.5	-	18	2	21.4	-

¹Course value added is defined as the average ACT score change compared to course sequences in which students took less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Total Students in Report: 1,476

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	364	25	23.6	83	366,770	23	21.8	74
Eng 9, Eng 10, Eng 11, Eng 12	1,041	71	23.3	83	1,143,409	70	20.6	66
Less than 4 years of English	33	2	23.0	79	66,225	4	16.6	40
Zero years / no English courses reported	38	3	19.3	58	46,708	3	16.5	39
MATHEMATICS COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	124	8	25.8	86	102,806	6	24.2	71
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	160	11	21.7	58	147,655	9	22.1	58
Alg 1, Alg 2, Geom, & Trig	80	5	20.4	38	115,939	7	19.7	34
Alg 1, Alg 2, Geom, & Other Adv Math	251	17	20.4	40	271,304	17	19.9	36
Other comb of 4 or more years of Math	623	42	25.6	81	539,241	33	23.8	66
Alg 1, Alg 2, & Geom	103	7	18.5	21	238,527	15	17.3	12
Other comb of 3 or 3.5 years of Math	64	4	23.3	64	78,953	5	19.9	35
Less than 3 years of Math	32	2	20.0	44	79,145	5	16.4	8
Zero years / no Math courses reported	39	3	21.4	46	49,542	3	18.1	21
SOCIAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark
US Hist, World Hist, Am Gov, & Other Hist	92	6	25.0	76	47,284	3	22.5	59
Other comb of 4 or more years Social Science	507	34	23.2	67	845,170	52	21.9	56
US Hist, World Hist, & Am Gov	62	4	23.8	69	86,167	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	386	26	23.8	68	445,631	27	21.1	51
Less than 3 years of Social Science	390	26	24.5	72	149,746	9	19.7	40
Zero years / no Social Science courses reported	39	3	20.1	33	49,114	3	17.9	28
NATURAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	975	66	23.0	44	686,167	42	22.1	39
Bio, Chem, Phys	115	8	22.6	41	160,020	10	23.1	46
Gen Sci ¹ , Bio, Chem	299	20	21.6	30	476,294	29	20.1	21
Other comb of 3 years of Natural Science	13	1	23.7	46	45,296	3	19.6	20
Less than 3 years of Natural Science	36	2	18.1	11	205,148	13	18.3	12
Zero years / no Natural Science courses reported	38	3	20.4	29	50,187	3	17.8	13

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

Total Students in Report: 1,476

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	17	1	23.1	0	0	.	15	1	22.7
Architecture	15	1	24.2	0	0	.	12	1	24.0
Area, Ethnic, & Multidisciplinary Studies	8	1	25.6	0	0	.	4	0	26.3
Arts: Visual & Performing	58	4	22.9	0	0	.	51	4	23.2
Business	131	9	21.6	2	11	17.5	110	9	21.8
Communications	34	2	22.5	0	0	.	33	3	22.4
Community, Family, & Personal Services	14	1	18.8	0	0	.	12	1	18.9
Computer Science & Mathematics	23	2	26.5	1	5	28.0	16	1	27.4
Education	54	4	21.4	1	5	18.0	51	4	21.5
Engineering	110	7	25.0	0	0	.	98	8	25.1
Engineering Technology & Drafting	35	2	24.1	1	5	20.0	31	3	24.0
English & Foreign Languages	31	2	25.0	0	0	.	29	2	24.7
Health Administration & Assisting	10	1	18.9	1	5	21.0	9	1	18.7
Health Sciences & Technologies	234	16	22.3	2	11	16.0	215	18	22.2
Philosophy, Religion, & Theology	12	1	22.6	2	11	14.0	9	1	24.6
Repair, Production, & Construction	5	0	19.4	2	11	18.5	1	0	20.0
Sciences: Biological & Physical	148	10	25.3	0	0	.	136	11	25.4
Social Sciences & Law	135	9	24.3	1	5	16.0	121	10	24.2
Undecided	357	24	23.5	5	26	17.0	260	21	23.7
No Response	45	3	20.8	1	5	19.0	14	1	23.7

¹Refer to the section header on page 25 for a description of educational major changes.

²2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

³Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Total Students in Report: 1,476

Table 4.2. Average ACT Composite Scores for Racial/Ethnic¹ Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	7	20.1	0	.	0	.	4	20.3	1	21.0
2-yr College Degree	12	16.5	1	11.0	1	18.0	10	16.9	0	.
Bachelors Degree	503	21.7	9	16.9	1	21.0	445	21.9	7	19.7
Graduate Study	350	24.2	2	15.5	1	21.0	303	24.2	7	24.6
Prof. Level Degree	374	25.2	15	19.3	0	.	306	25.4	8	26.5
Other	18	21.2	1	12.0	0	.	13	20.3	1	26.0
No Response	212	23.0	10	15.0	1	13.0	143	24.0	5	22.4

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	7	20.1	1	19.0	0	.	0	.	1	20.0
2-yr College Degree	12	16.5	0	.	0	.	0	.	0	.
Bachelors Degree	503	21.7	12	19.9	0	.	9	18.7	20	22.0
Graduate Study	350	24.2	7	22.4	0	.	3	22.3	27	25.4
Prof. Level Degree	374	25.2	21	24.5	0	.	7	24.9	17	27.2
Other	18	21.2	1	25.0	0	.	1	22.0	1	32.0
No Response	212	23.0	7	22.9	0	.	4	27.8	42	21.7

¹Refer to the section header on page 25 for a description of race/ethnicity changes.

Total Students in Report: 1,476

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 THE	Maine	149	48	101	1	7	21	34	22	13	2
UNIVERSITY OF SOUTHERN MAINE	Maine	64	15	49	0	11	36	34	14	5	0
UNIVERSITY OF NEW ENGLAND	Maine	54	14	40	0	7	20	41	26	6	0
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	51	13	38	0	0	24	39	25	12	0
BOSTON UNIVERSITY	Massachusetts	46	19	27	0	4	11	28	30	26	0
NORTHEASTERN UNIVERSITY	Massachusetts	41	8	33	0	0	7	22	32	37	2
COLBY COLLEGE	Maine	39	9	30	0	3	8	13	44	31	3
BOSTON COLLEGE	Massachusetts	34	10	24	0	0	9	15	56	21	0
UNIVERSITY OF VERMONT	Vermont	31	6	25	0	0	16	32	39	13	0
BOWDOIN COLLEGE	Maine	29	12	17	0	0	3	17	38	31	10
HUSSON UNIVERSITY	Maine	24	9	15	4	17	33	21	21	4	0
TUFTS UNIVERSITY	Massachusetts	23	6	17	0	0	4	13	39	39	4
MAINE MARITIME ACADEMY	Maine	22	10	12	0	9	36	32	14	9	0
UNIVERSITY OF CONNECTICUT	Connecticut	22	5	17	0	9	9	32	23	27	0
UNIVERSITY OF MAINE AT FARMINGTON	Maine	21	6	15	0	10	24	43	19	5	0
SAINT JOSEPH'S COLLEGE	Maine	19	4	15	0	16	32	42	11	0	0
UNITED STATES NAVAL ACADEMY	Maryland	19	11	8	0	0	21	21	42	16	0
DARTMOUTH COLLEGE	New Hampshire	18	5	13	0	6	0	6	44	44	0
QUINNIPIAC UNIVERSITY	Connecticut	17	6	11	0	0	6	71	24	0	0
BATES COLLEGE	Maine	16	1	15	0	0	13	31	25	31	0
NCAA ELIGIBILITY CENTER	Indiana	16	11	5	13	19	13	31	13	13	0
MIDDLEBURY COLLEGE	Vermont	15	6	9	0	0	7	13	40	40	0
SYRACUSE UNIVERSITY	New York	15	3	12	7	0	13	33	27	13	7
CORNELL UNIVERSITY	New York	14	4	10	7	0	7	0	43	43	0
UNIVERSITY OF RHODE ISLAND	Rhode Island	14	3	11	0	7	29	14	43	0	7
AMHERST COLLEGE	Massachusetts	13	6	7	0	0	8	8	31	46	8
COLLEGE OF THE HOLY CROSS	Massachusetts	13	3	10	0	0	15	0	46	38	0
ENDICOTT COLLEGE	Massachusetts	13	6	7	0	8	31	31	31	0	0
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	13	2	11	0	8	0	54	15	15	8
BROWN UNIVERSITY	Rhode Island	12	6	6	0	0	8	8	33	33	17
All Other Institutions		1,023	288	735	1	3	17	27	30	20	3
Total		1,900	555	1,345	1	4	17	28	29	19	2

Section V

Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 1,476

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity¹ and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	1,258	905,035	23.7	21.5	7.7	7.1	22.9	20.8
Black/African American	30	112,251	15.3	16.7	6.9	6.3	16.1	16.5
American Indian/Alaska Native	2	5,519	19.5	18.4	7.5	6.5	20.0	18.0
White	1,040	522,234	24.0	23.2	7.7	7.3	23.2	22.2
Hispanic/Latino	26	128,599	23.9	18.4	7.9	6.8	23.3	18.2
Asian	47	51,829	21.7	23.8	7.6	7.6	21.2	22.9
Native Hawaiian/Other Pac. Isl.	0	1,332	.	19.7	.	7.2	.	19.5
Two or more races	20	27,722	24.1	21.6	7.8	7.0	23.4	20.8
Prefer not/No Response	93	55,549	23.5	21.3	7.5	7.0	22.6	20.5
Males	479	399,206	23.0	21.3	7.4	6.8	22.2	20.3
Females	778	503,699	24.1	21.8	7.8	7.3	23.3	21.1
Missing	1	2,130	30.0	17.6	8.0	6.2	28.0	17.1

¹Refer to the section header on page 29 for a description of race/ethnicity changes.

