

ACT Profile Report - State

Graduating Class 2011
New Hampshire



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.

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

38% 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: 2,884 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. 78% 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, 27% were college ready. 6% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 17% of these students were college ready. In comparison, 72% 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 4% of the cohort took less than three years of natural science courses. 16% of these students were college ready. In comparison, 46% 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 25% 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.

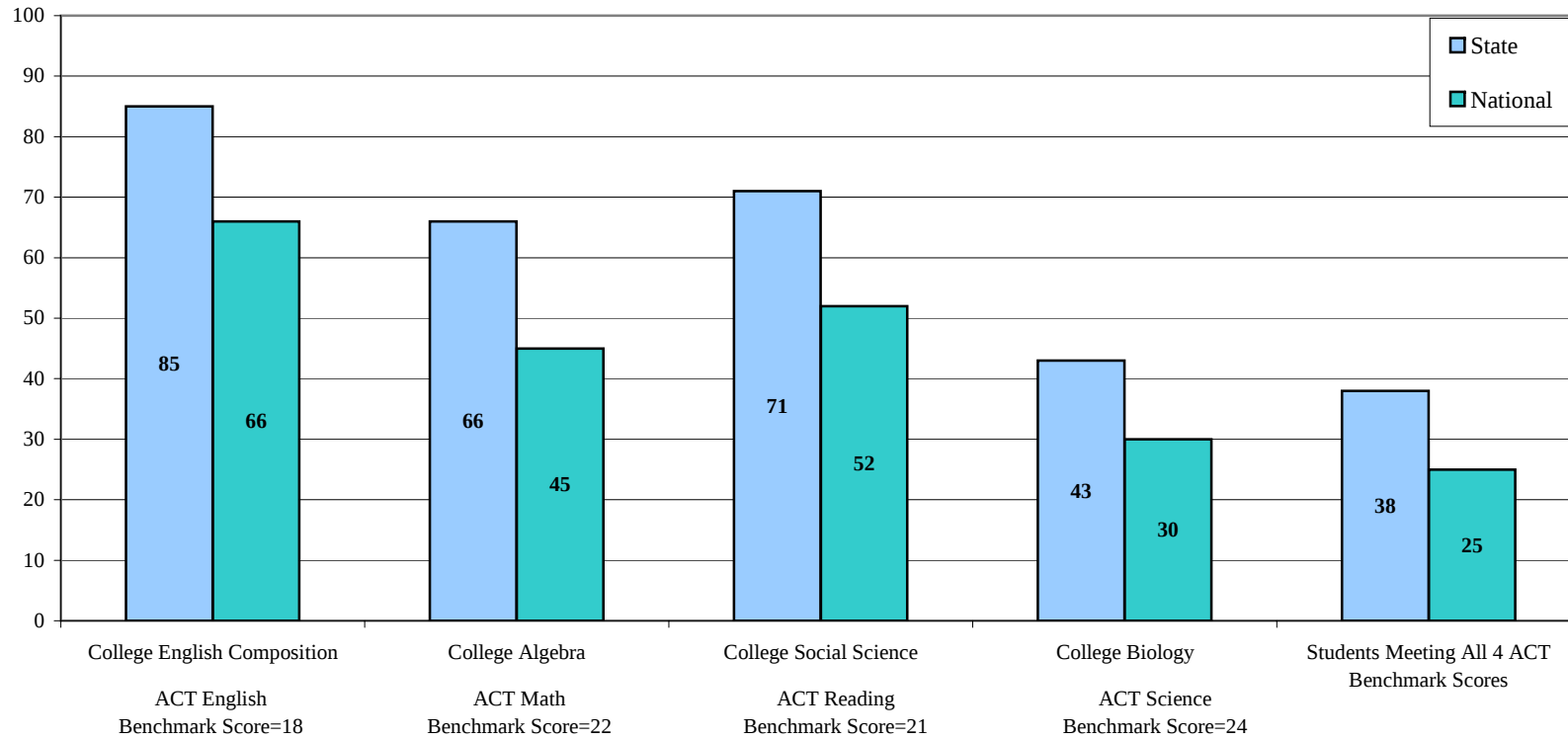
For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 508-229-0111.

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.

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: 2,884

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	2,269	1,300,599	83	69	57	43	65	53	38	28	32	23
2008	2,548	1,421,941	82	68	59	43	68	53	39	28	33	22
2009	2,469	1,480,469	84	67	63	42	72	53	40	28	36	23
2010	2,685	1,568,835	85	66	65	43	70	52	45	29	40	24
2011	2,884	1,623,112	85	66	66	45	71	52	43	30	38	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	2,269	1,300,599	22.7	20.7	22.7	21.0	23.3	21.5	22.2	21.0	22.9	21.2
2008	2,548	1,421,941	23.0	20.6	23.0	21.0	23.7	21.4	22.2	20.8	23.1	21.1
2009	2,469	1,480,469	23.3	20.6	23.4	21.0	24.1	21.4	22.6	20.9	23.5	21.1
2010	2,685	1,568,835	23.6	20.5	23.5	21.0	24.1	21.3	22.9	20.9	23.7	21.0
2011	2,884	1,623,112	23.7	20.6	23.7	21.1	24.1	21.3	23.0	20.9	23.7	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: 2,884

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	Less than Core	English		Mathematics		Reading		Science		Composite	
	Core or More ¹	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	Core or More	Less than Core
2007	939	714	41	31	23.7	22.2	23.5	21.9	24.4	22.9	23.1	21.7	23.8	22.3
2008	1,545	678	61	27	23.6	22.6	23.5	22.6	24.3	23.3	22.6	21.8	23.6	22.7
2009	1,899	457	77	19	23.6	22.8	23.7	22.9	24.4	23.7	22.9	22.0	23.8	23.0
2010	2,148	433	80	16	23.9	23.1	23.8	22.6	24.3	23.6	23.2	22.2	23.9	23.0
2011	2,245	503	78	17	24.1	22.9	24.0	22.8	24.5	23.4	23.3	22.1	24.1	22.9

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.

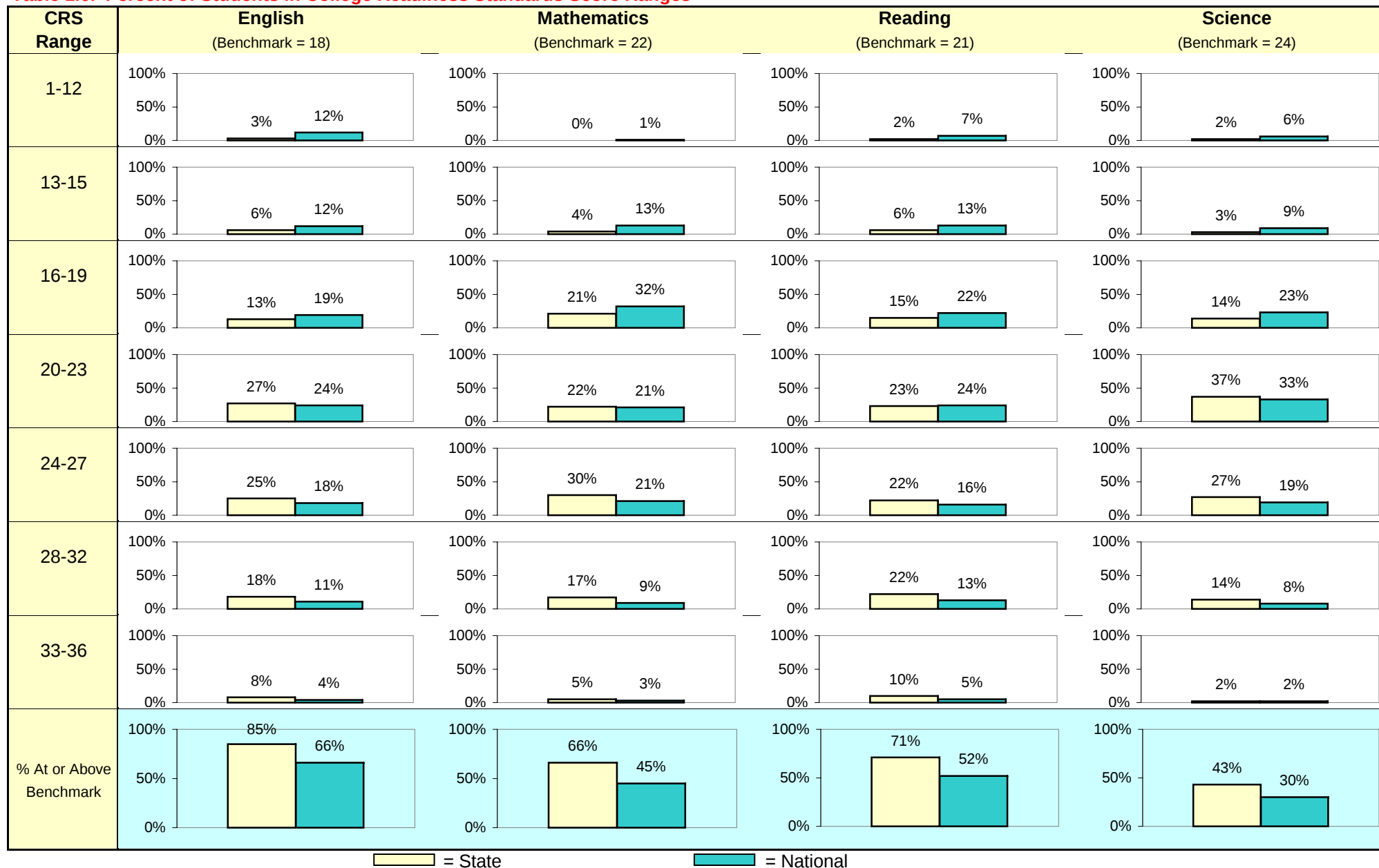
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	2,269	100	22.9	2,548	100	23.1	2,469	100	23.5	2,685	100	23.7	2,884	100	23.7
Black/African American	35	2	20.4	45	2	21.5	51	2	20.2	42	2	20.2	43	1	20.8
American Indian/Alaska Native	6	0	23.2	6	0	20.8	7	0	23.7	7	0	26.1	12	0	21.1
White	1,509	67	22.8	1,966	77	23.0	2,021	82	23.4	2,244	84	23.6	2,357	82	23.8
Hispanic/Latino	44	2	21.5	43	2	21.7	41	2	22.5	65	2	22.5	89	3	23.2
Asian	43	2	24.0	61	2	24.5	61	2	25.7	84	3	25.8	101	4	24.6
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	29	1	22.6	32	1	22.9	47	2	24.2	45	2	24.6	60	2	23.6
Prefer not to respond/No response	603	27	23.2	395	16	23.8	241	10	24.4	198	7	24.1	222	8	23.9

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

Total Students in Report: 2,884

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: 2,884

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	20	100	18	100	39	100	9	100	2	100	36
35	58	99	34	99	53	99	18	100	6	100	35
34	77	97	52	98	92	97	11	99	28	100	34
33	76	95	54	96	101	94	28	99	42	99	33
32	86	92	79	95	97	90	40	98	74	97	32
31	105	89	59	92	127	87	36	96	87	95	31
30	93	85	90	90	135	82	83	95	121	92	30
29	103	82	122	87	119	78	84	92	143	88	29
28	135	79	152	82	146	74	164	89	176	83	28
27	142	74	189	77	129	68	130	84	170	76	27
26	129	69	229	71	128	64	187	79	171	71	26
25	199	64	203	63	140	60	183	73	219	65	25
24	250	58	240	56	233	55	278	66	233	57	24
23	162	49	241	47	136	47	336	57	250	49	23
22	233	43	154	39	196	42	222	45	226	40	22
21	228	35	120	34	176	35	286	37	197	32	21
20	153	27	122	29	159	29	223	27	184	26	20
19	124	22	142	25	144	24	147	20	163	19	19
18	88	18	143	20	111	19	132	15	116	14	18
17	83	15	156	15	102	15	78	10	77	10	17
16	77	12	160	10	87	11	59	7	71	7	16
15	85	9	85	4	66	8	42	5	51	4	15
14	50	6	23	1	76	6	32	4	38	3	14
13	35	4	15	1	25	3	26	3	20	1	13
12	20	3	2	1	33	2	11	2	10	1	12
11	30	3	0	1	20	1	15	1	6	1	11
10	15	1	0	1	9	1	9	1	3	1	10
9	16	1	0	1	2	1	9	1	0	1	9
8	8	1	0	1	2	1	5	1	0	1	8
7	3	1	0	1	0	1	0	1	0	1	7
6	1	1	0	1	1	1	1	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	23.7 (5.9)		23.7 (5.2)		24.1 (6.0)		23.0 (4.6)		23.7 (4.7)		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: 2,884

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	195	100	75	100	152	100	123	100	221	100	65	100	104	100	18
17	263	93	2	97	182	95	342	96	191	92	48	98	2	96	17
16	183	84	322	97	308	88	304	84	186	86	137	96	160	96	16
15	252	78	354	86	221	78	287	73	276	79	156	91	360	91	15
14	189	69	246	74	200	70	199	63	331	70	382	86	374	78	14
13	243	62	309	65	226	63	296	56	359	58	467	73	291	65	13
12	243	54	389	55	409	55	247	46	231	46	296	56	379	55	12
11	320	46	369	41	278	41	270	38	351	38	470	46	344	42	11
10	356	35	238	28	241	31	159	28	183	26	296	30	323	30	10
9	181	22	254	20	228	23	175	23	130	19	270	20	248	19	9
8	140	16	136	11	164	15	156	17	215	15	161	10	130	10	8
7	106	11	79	7	139	10	114	11	130	7	61	5	80	6	7
6	100	7	42	4	68	5	125	7	55	3	20	3	38	3	6
5	48	4	30	2	38	2	54	3	17	1	34	2	14	2	5
4	35	2	25	1	19	1	28	1	6	1	4	1	25	1	4
3	22	1	11	1	6	1	3	1	2	1	12	1	5	1	3
2	8	1	3	1	4	1	2	1	0	1	1	1	6	1	2
1	0	1	0	1	1	1	0	1	0	1	4	1	1	1	1
Avg (SD)	12.2 (3.7)		12.1 (3.0)		12.2 (3.4)		12.5 (3.6)		12.6 (3.3)		11.8 (2.7)		12.0 (2.9)		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	29	26	27
Q2 (50th Percentile)	24	24	24	23	24
Q1 (25th Percentile)	20	19	20	20	20

Total Students in Report: 2,884

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	2,884	78	24.1	22.9
	Black/African American	43	63	21.6	19.7
	American Indian/Alaska Native	12	67	21.8	17.0
	White	2,357	80	24.1	22.8
	Hispanic/Latino	89	78	23.8	21.7
	Asian	101	63	24.9	24.7
	Native Hawaiian/Other Pac. Isl.	0	.	.	.
	Two or more races	60	72	23.7	23.6
	Prefer not/No Response	222	70	24.5	23.8
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	23.7	23.7	24.1	23.0	23.7
	Black/African American	20.3	21.6	20.7	20.1	20.8
	American Indian/Alaska Native	21.1	21.0	20.3	21.6	21.1
	White	23.7	23.5	24.3	23.0	23.8
	Hispanic/Latino	23.3	22.9	23.9	22.1	23.2
	Asian	23.5	26.9	23.7	23.8	24.6
	Native Hawaiian/Other Pac. Isl.	.	.	.	.	.
	Two or more races	23.9	23.3	23.8	22.9	23.6
	Prefer not/No Response	23.9	24.8	23.5	23.1	23.9
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: 2,884

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	231	8	158	5	285	10	66	2
	28 to 32	522	18	502	17	624	22	407	14
	24 to 27	720	25	861	30	630	22	778	27
	20 to 23	776	27	637	22	667	23	1,067	37
	16 to 19	372	13	601	21	444	15	416	14
	13 to 15	170	6	123	4	167	6	100	3
	01 to 12	93	3	2	0	67	2	50	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	1,312	45	23.0	24.4	23.5	23.5	23.7
	Females	1,571	54	24.2	23.1	24.6	22.5	23.7
	Missing	1	0	16.0	15.0	15.0	11.0	14.0
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	83	71	68	48	40
	Females	87	63	74	40	35
National	Males	64	49	51	34	28
	Females	69	41	53	26	22

Total Students in Report: 2,884

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	2,245	88	24.1	70	24.0	74	24.5	47	23.3	41	24.1
	Less than Core	503	79	22.9	56	22.8	64	23.4	34	22.1	30	22.9
	Missing ³	136	66	19.9	51	22.0	50	20.7	24	21.0	18	21.0
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	2,696	87	23.9	2,701	68	23.9	2,414	72	24.2	2,622	46	23.2
	Less than Core	58	64	20.3	49	27	18.6	338	70	24.6	128	16	19.6
	Missing ³	130	68	20.2	134	51	22.0	132	51	20.9	134	24	21.1
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.

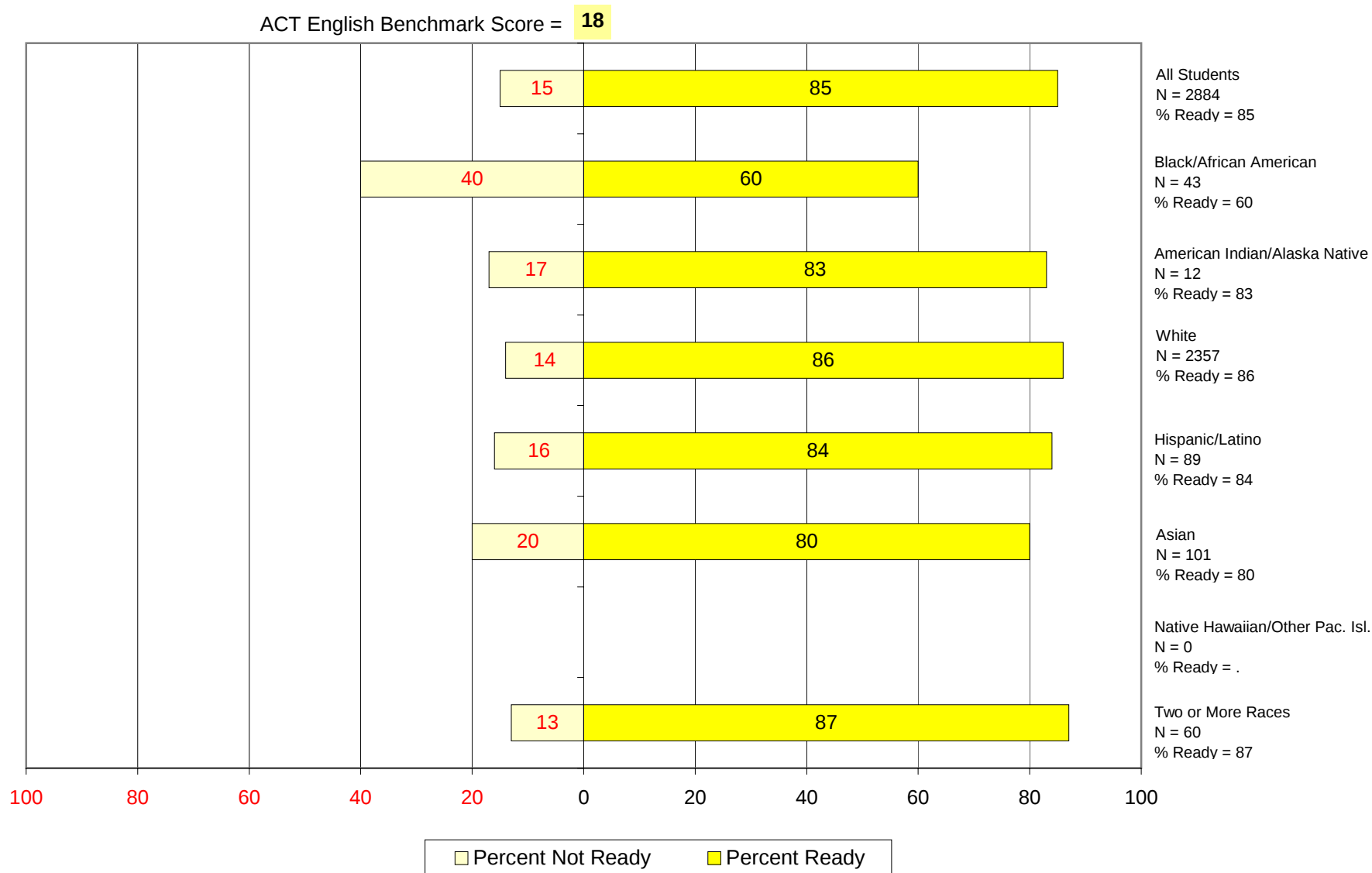
Section III

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.

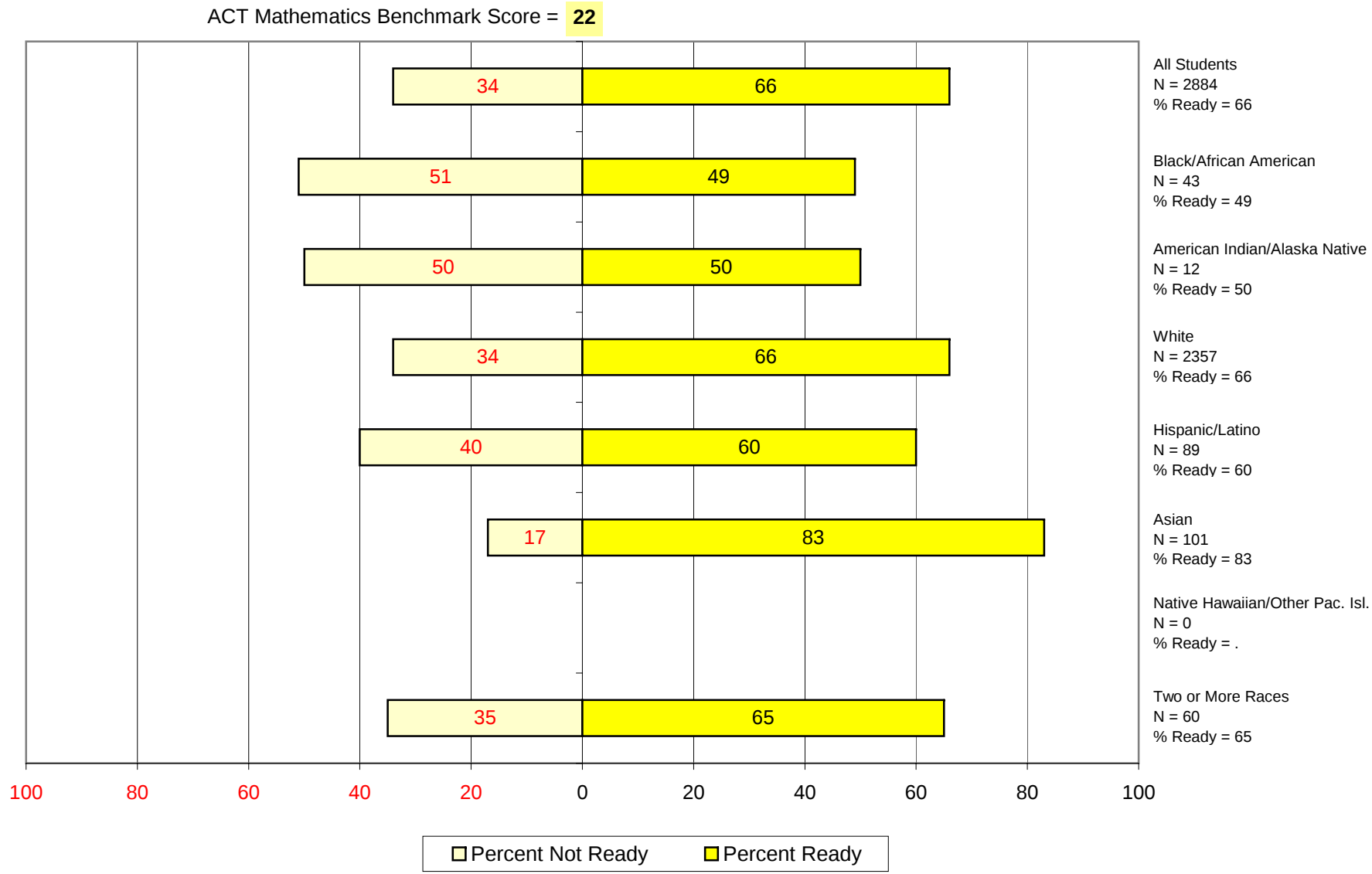
Total Students in Report: 2,884

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.

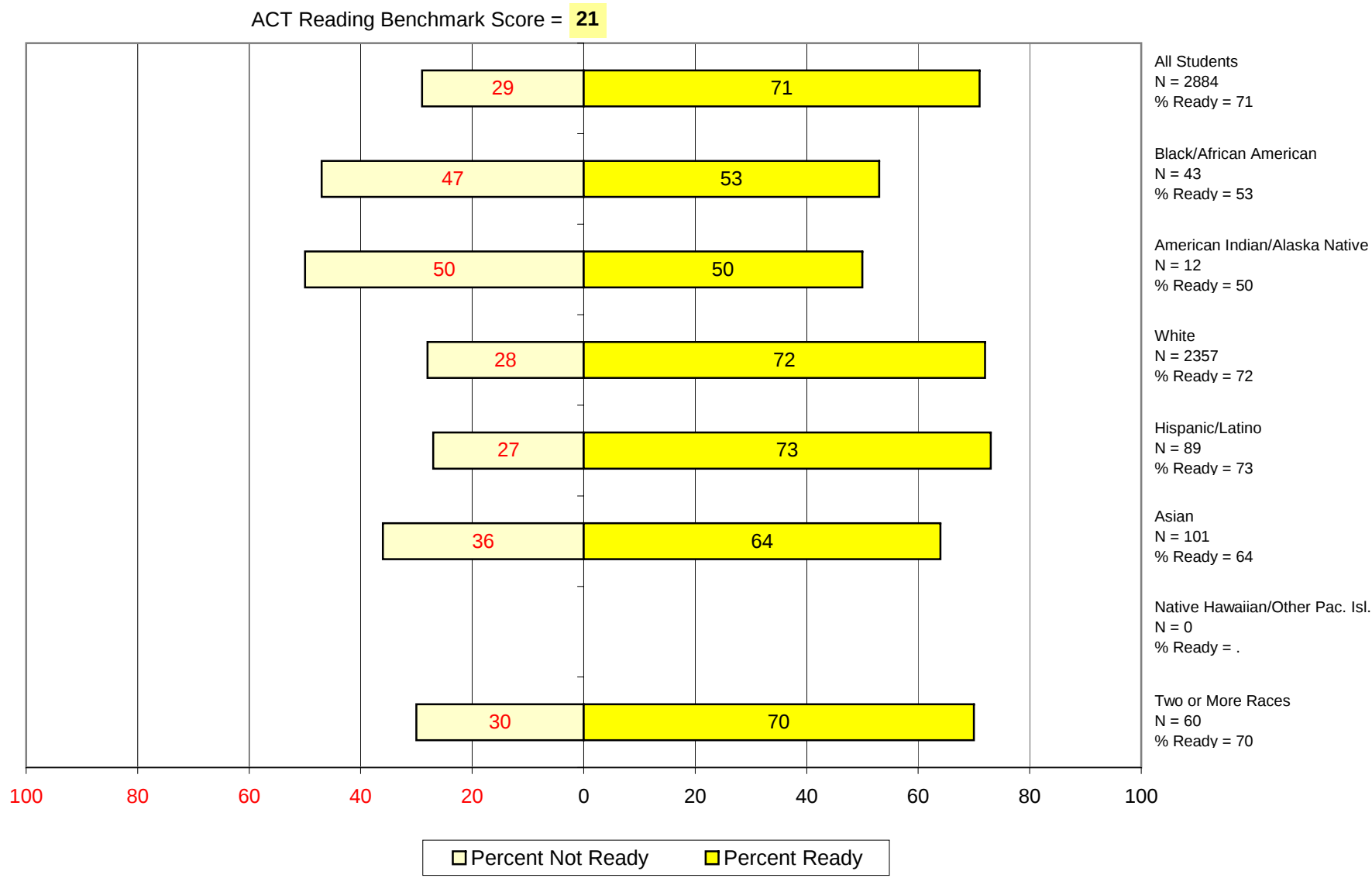
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS



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

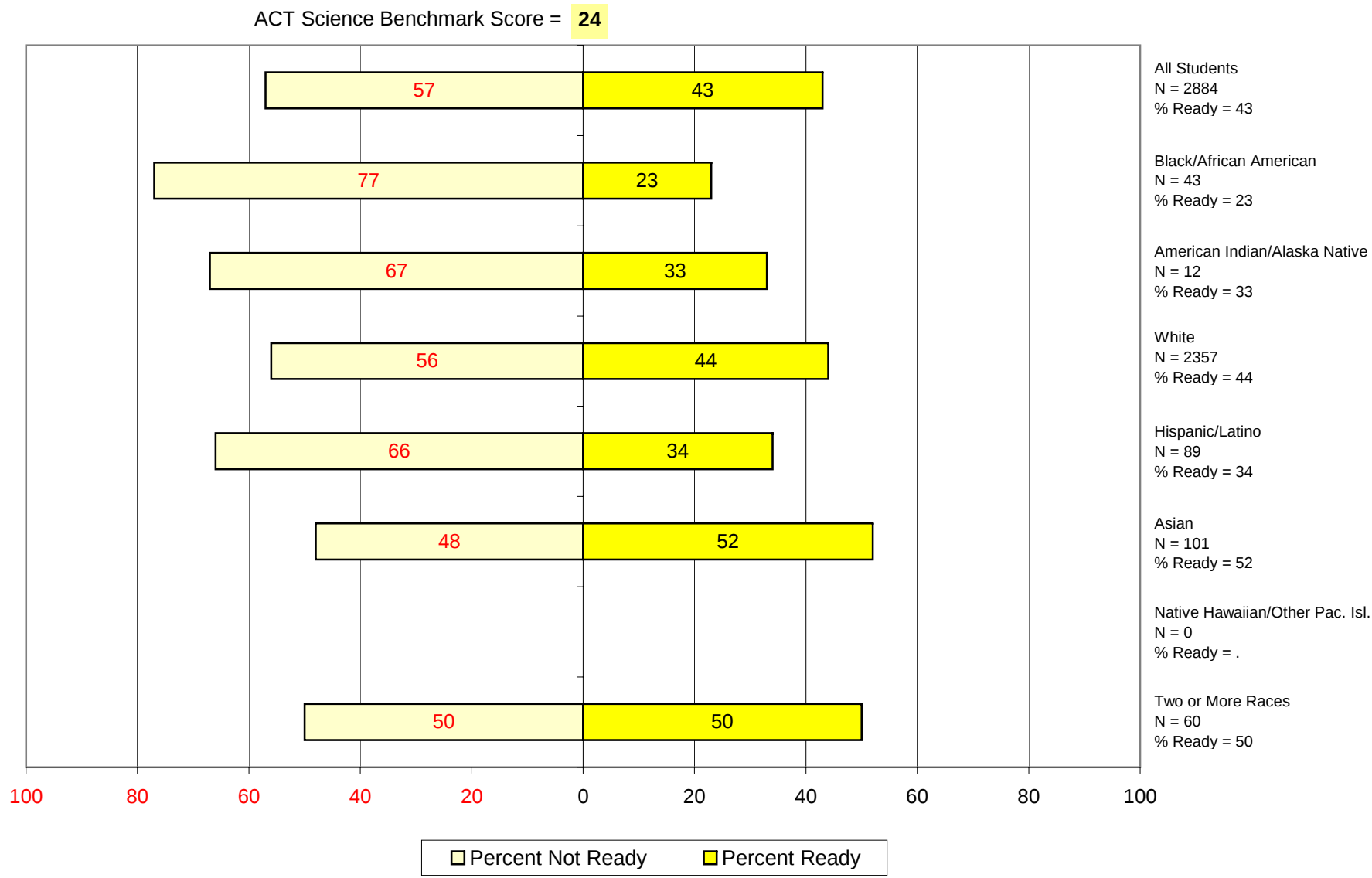
Total Students in Report: 2,884

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.

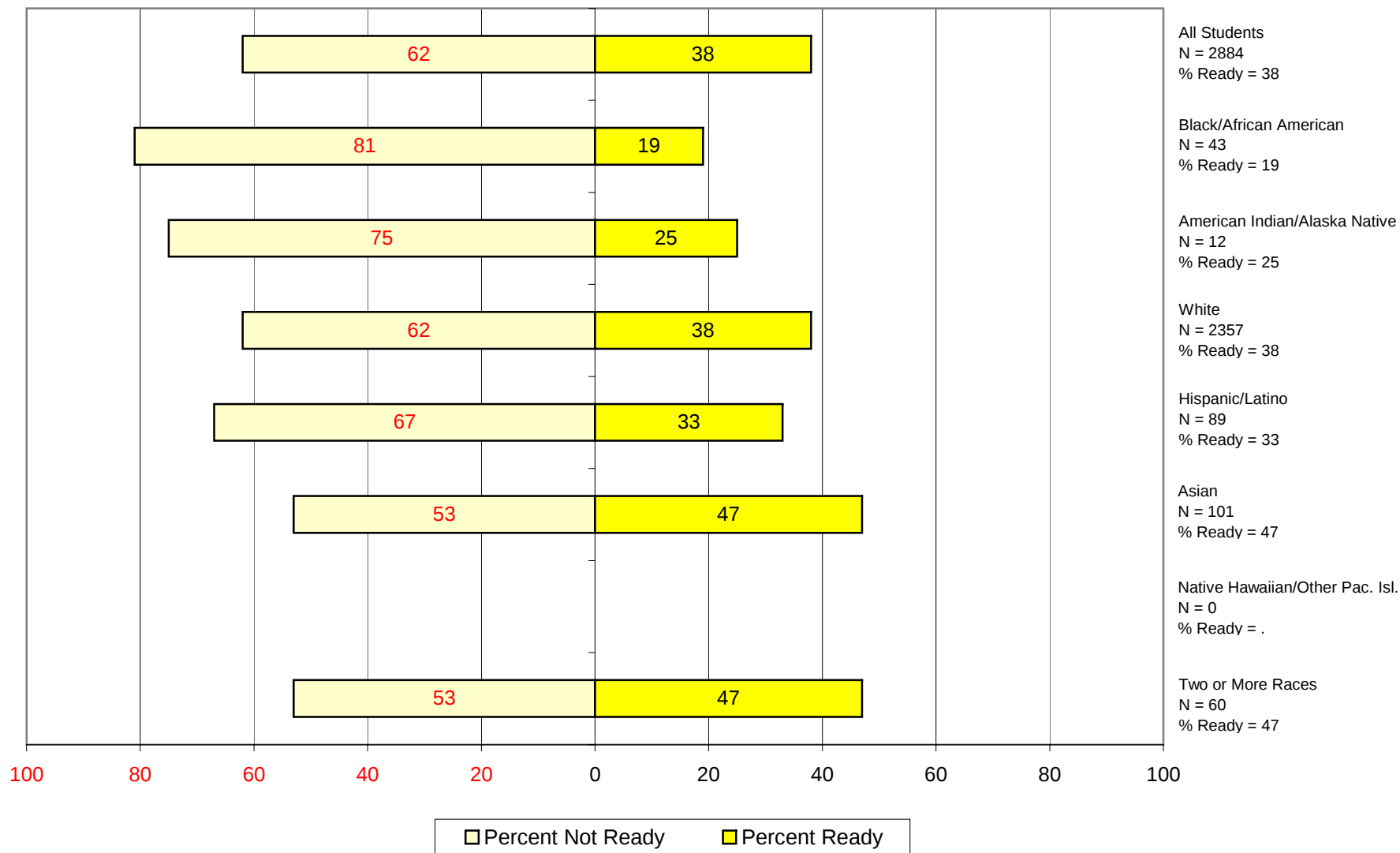
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE



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

Total Students in Report: 2,884

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: 2,884

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	887	31	24.5	4.2	360	27	23.8	4.3	527	34	24.9	3.6
Eng 9, Eng 10, Eng 11, Eng 12	1,809	63	23.6	3.3	842	64	23.1	3.6	967	62	24.1	2.8
Less than 4 years of English	58	2	20.3	-	28	2	19.5	-	29	2	21.3	-
Zero years / no English courses reported	130	5	20.2	-	82	6	19.6	-	48	3	21.3	-
MATHEMATICS COURSE PATTERN												
	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹
Alg 1, Alg 2, Geom, Trig, & Calc	228	8	26.7	8.1	112	9	27.3	8.2	116	7	26.2	7.9
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	297	10	23.1	4.5	110	8	23.5	4.4	187	12	23.0	4.7
Alg 1, Alg 2, Geom, & Trig	128	4	20.4	1.8	50	4	20.8	1.7	78	5	20.1	1.8
Alg 1, Alg 2, Geom, & Other Adv Math	386	13	21.0	2.4	131	10	21.6	2.5	255	16	20.7	2.4
Other comb of 4 or more years of Math	1,371	48	25.5	6.9	677	52	26.1	7.0	694	44	25.0	6.7
Alg 1, Alg 2, & Geom	181	6	18.0	-0.6	78	6	18.3	-0.8	103	7	17.7	-0.6
Other comb of 3 or 3.5 years of Math	110	4	22.8	4.2	49	4	22.7	3.6	61	4	23.0	4.7
Less than 3 years of Math	49	2	18.6	-	21	2	19.1	-	28	2	18.3	-
Zero years / no Math courses reported	134	5	22.0	-	84	6	22.5	-	49	3	21.3	-
SOCIAL SCIENCE COURSE PATTERN												
	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹
US Hist, World Hist, Am Gov, & Other Hist	103	4	25.5	0.9	52	4	24.2	0.8	51	3	26.9	1.5
Other comb of 4 or more years Social Science	1,508	52	24.2	-0.4	677	52	23.7	0.3	831	53	24.6	-0.8
US Hist, World Hist, & Am Gov	44	2	24.5	-0.1	19	1	25.1	1.7	25	2	24.1	-1.3
Other comb of 3 or 3.5 years of Social Science	759	26	24.1	-0.5	346	26	23.9	0.5	413	26	24.3	-1.1
Less than 3 years of Social Science	338	12	24.6	-	136	10	23.4	-	202	13	25.4	-
Zero years / no Social Science courses reported	132	5	20.9	-	82	6	20.5	-	49	3	21.6	-
NATURAL SCIENCE COURSE PATTERN												
	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹
Gen Sci ² , Bio, Chem, & Phys	1,747	61	23.7	4.1	844	64	24.2	5.0	903	57	23.3	3.5
Bio, Chem, Phys	212	7	24.8	5.2	84	6	26.0	6.8	128	8	24.0	4.2
Gen Sci ² , Bio, Chem	595	21	21.3	1.7	204	16	21.7	2.5	391	25	21.1	1.3
Other comb of 3 years of Natural Science	68	2	22.5	2.9	35	3	21.6	2.4	33	2	23.5	3.7
Less than 3 years of Natural Science	128	4	19.6	-	62	5	19.2	-	66	4	19.8	-
Zero years / no Natural Science courses reported	134	5	21.1	-	83	6	21.8	-	50	3	20.0	-

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: 2,884

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	887	31	24.5	89	366,770	23	21.8	74
Eng 9, Eng 10, Eng 11, Eng 12	1,809	63	23.6	85	1,143,409	70	20.6	66
Less than 4 years of English	58	2	20.3	64	66,225	4	16.6	40
Zero years / no English courses reported	130	5	20.2	68	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	228	8	26.7	89	102,806	6	24.2	71
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	297	10	23.1	69	147,655	9	22.1	58
Alg 1, Alg 2, Geom, & Trig	128	4	20.4	40	115,939	7	19.7	34
Alg 1, Alg 2, Geom, & Other Adv Math	386	13	21.0	48	271,304	17	19.9	36
Other comb of 4 or more years of Math	1,371	48	25.5	80	539,241	33	23.8	66
Alg 1, Alg 2, & Geom	181	6	18.0	17	238,527	15	17.3	12
Other comb of 3 or 3.5 years of Math	110	4	22.8	60	78,953	5	19.9	35
Less than 3 years of Math	49	2	18.6	27	79,145	5	16.4	8
Zero years / no Math courses reported	134	5	22.0	51	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	103	4	25.5	78	47,284	3	22.5	59
Other comb of 4 or more years Social Science	1,508	52	24.2	73	845,170	52	21.9	56
US Hist, World Hist, & Am Gov	44	2	24.5	68	86,167	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	759	26	24.1	70	445,631	27	21.1	51
Less than 3 years of Social Science	338	12	24.6	70	149,746	9	19.7	40
Zero years / no Social Science courses reported	132	5	20.9	51	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	1,747	61	23.7	50	686,167	42	22.1	39
Bio, Chem, Phys	212	7	24.8	60	160,020	10	23.1	46
Gen Sci ¹ , Bio, Chem	595	21	21.3	28	476,294	29	20.1	21
Other comb of 3 years of Natural Science	68	2	22.5	40	45,296	3	19.6	20
Less than 3 years of Natural Science	128	4	19.6	16	205,148	13	18.3	12
Zero years / no Natural Science courses reported	134	5	21.1	24	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: 2,884

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	25	1	22.0	3	21	17.3	21	1	22.8
Architecture	22	1	22.4	0	0	.	18	1	23.2
Area, Ethnic, & Multidisciplinary Studies	10	0	24.9	0	0	.	10	0	24.9
Arts: Visual & Performing	148	5	22.6	0	0	.	130	5	22.6
Business	292	10	22.4	0	0	.	249	10	22.3
Communications	85	3	23.0	0	0	.	81	3	22.9
Community, Family, & Personal Services	35	1	19.8	1	7	17.0	33	1	20.0
Computer Science & Mathematics	52	2	24.8	1	7	16.0	48	2	25.1
Education	141	5	21.4	0	0	.	131	6	21.3
Engineering	218	8	25.6	0	0	.	192	8	25.4
Engineering Technology & Drafting	73	3	24.2	0	0	.	70	3	24.4
English & Foreign Languages	59	2	25.3	0	0	.	43	2	26.0
Health Administration & Assisting	10	0	20.0	0	0	.	9	0	19.0
Health Sciences & Technologies	416	14	23.0	3	21	19.0	387	16	23.0
Philosophy, Religion, & Theology	19	1	23.3	0	0	.	16	1	23.1
Repair, Production, & Construction	8	0	19.4	1	7	13.0	7	0	20.3
Sciences: Biological & Physical	336	12	25.6	1	7	14.0	302	13	25.6
Social Sciences & Law	241	8	24.9	0	0	.	215	9	24.9
Undecided	550	19	24.4	4	29	21.5	398	17	24.2
No Response	144	5	21.3	0	0	.	20	1	22.5

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: 2,884

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	4	19.5	0	.	0	.	3	18.0	0	.
2-yr College Degree	10	17.7	0	.	0	.	10	17.7	0	.
Bachelors Degree	984	21.8	12	15.3	5	19.2	861	21.9	20	20.0
Graduate Study	714	24.7	5	18.8	1	22.0	613	24.6	21	25.1
Prof. Level Degree	682	25.8	12	25.8	3	24.3	527	25.9	31	24.4
Other	37	22.5	2	17.5	0	.	29	23.9	3	16.0
No Response	453	23.7	12	22.8	3	20.7	314	23.7	14	24.1

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	4	19.5	1	24.0	0	.	0	.	0	.
2-yr College Degree	10	17.7	0	.	0	.	0	.	0	.
Bachelors Degree	984	21.8	22	22.0	0	.	18	21.7	46	21.6
Graduate Study	714	24.7	21	27.1	0	.	11	24.7	42	24.3
Prof. Level Degree	682	25.8	35	25.9	0	.	18	24.7	56	25.9
Other	37	22.5	1	14.0	0	.	1	18.0	1	23.0
No Response	453	23.7	21	23.3	0	.	12	24.1	77	23.6

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

Total Students in Report: 2,884

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	396	124	272	0	4	18	30	29	18	1
KEENE STATE COLLEGE	New Hampshire	122	37	85	1	11	36	28	19	5	0
NORTHEASTERN UNIVERSITY	Massachusetts	113	28	85	0	2	7	31	29	30	1
BOSTON UNIVERSITY	Massachusetts	102	36	66	0	2	2	38	29	26	2
PLYMOUTH STATE UNIVERSITY	New Hampshire	95	28	67	0	14	39	33	14	1	0
UNIVERSITY OF VERMONT	Vermont	81	18	63	0	1	6	35	32	23	2
BOSTON COLLEGE	Massachusetts	70	29	41	0	0	3	14	26	51	6
NCAA ELIGIBILITY CENTER	Indiana	68	55	13	6	7	19	28	29	10	0
UNIVERSITY OF CONNECTICUT	Connecticut	61	16	45	0	0	5	23	41	31	0
UNIVERSITY OF RHODE ISLAND	Rhode Island	53	5	48	0	4	21	30	25	19	2
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	52	4	48	0	0	19	35	27	17	2
UNIVERSITY OF NEW ENGLAND	Maine	42	11	31	0	10	17	29	36	10	0
DARTMOUTH COLLEGE	New Hampshire	40	20	20	0	0	3	15	23	53	8
RENSSELAER POLYTECHNIC INSTITUTE	New York	40	9	31	0	0	5	8	35	45	8
ROGER WILLIAMS UNIVERSITY	Rhode Island	38	7	31	0	3	24	45	18	11	0
QUINNIPIAC UNIVERSITY	Connecticut	35	7	28	0	3	20	34	29	14	0
TUFTS UNIVERSITY	Massachusetts	34	9	25	0	0	0	3	32	59	6
UNIV OF MASSACHUSETTS LOWELL	Massachusetts	34	4	30	0	3	21	44	21	9	3
WORCESTER POLYTECHNIC INST	Massachusetts	34	9	25	0	0	9	24	44	21	3
SAINT ANSELM COLLEGE	New Hampshire	33	8	25	0	3	12	48	24	12	0
ENDICOTT COLLEGE	Massachusetts	31	10	21	0	6	23	45	16	10	0
SOUTHERN NEW HAMPSHIRE UNIVERSITY	New Hampshire	31	5	26	0	6	48	32	13	0	0
NHTI-CONCORD'S COMMUNITY COLLEGE	New Hampshire	29	8	21	3	24	45	10	14	3	0
SYRACUSE UNIVERSITY	New York	26	4	22	0	8	8	35	35	15	0
BENTLEY UNIVERSITY	Massachusetts	25	7	18	0	0	4	36	28	32	0
HARVARD COLLEGE	Massachusetts	23	5	18	0	0	0	13	17	61	9
BROWN UNIVERSITY	Rhode Island	22	7	15	0	0	0	14	36	36	14
ROCHESTER INST OF TECHNOLOGY	New York	22	7	15	0	5	5	18	36	32	5
SUFFOLK UNIVERSITY	Massachusetts	22	7	15	0	5	27	41	18	9	0
UNIVERSITY OF MAINE THE	Maine	22	3	19	0	14	18	41	18	9	0
All Other Institutions		2,154	607	1,547	0	3	16	27	26	24	3
Total		3,950	1,134	2,816	0	4	16	28	27	22	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: 2,884

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	2,473	905,035	24.1	21.5	7.7	7.1	23.2	20.8
Black/African American	41	112,251	20.6	16.7	7.2	6.3	20.2	16.5
American Indian/Alaska Native	9	5,519	21.0	18.4	7.1	6.5	20.4	18.0
White	1,998	522,234	24.2	23.2	7.7	7.3	23.3	22.2
Hispanic/Latino	79	128,599	23.4	18.4	7.7	6.8	22.8	18.2
Asian	92	51,829	24.0	23.8	7.8	7.6	23.2	22.9
Native Hawaiian/Other Pac. Isl.	0	1,332	.	19.7	.	7.2	.	19.5
Two or more races	53	27,722	23.9	21.6	8.0	7.0	23.4	20.8
Prefer not/No Response	201	55,549	24.2	21.3	7.5	7.0	23.1	20.5
Males	1,110	399,206	23.4	21.3	7.5	6.8	22.5	20.3
Females	1,363	503,699	24.6	21.8	7.9	7.3	23.8	21.1
Missing	0	2,130	.	17.6	.	6.2	.	17.1

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

