

ACT Profile Report - State

Graduating Class 2012
New Hampshire



ACT, INC. -- CONFIDENTIAL



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Table of Contents

<p>Section I: Executive Summary</p> <ul style="list-style-type: none"> 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 	<p>Page 5</p>
<p>Section II: Academic Achievement</p> <ul style="list-style-type: none"> 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 	<p>Page 11</p>
<p>Section III: College Readiness & Impact of Course Rigor</p> <ul style="list-style-type: none"> 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 	<p>Page 17</p>
<p>Section IV: Career and Educational Aspirations</p> <ul style="list-style-type: none"> 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 	<p>Page 25</p>
<p>Section V: Optional Writing Test Results</p> <ul style="list-style-type: none"> Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing 	<p>Page 29</p>

This report provides information about the performance of your 2012 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 2012 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

42% 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: 2,979 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. 80% 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 1% of the cohort took less than three years of math courses. Of these students, 18% were college ready. 6% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 18% of these students were college ready. In comparison, 73% 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. 18% of these students were college ready. In comparison, 51% 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 24% 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.

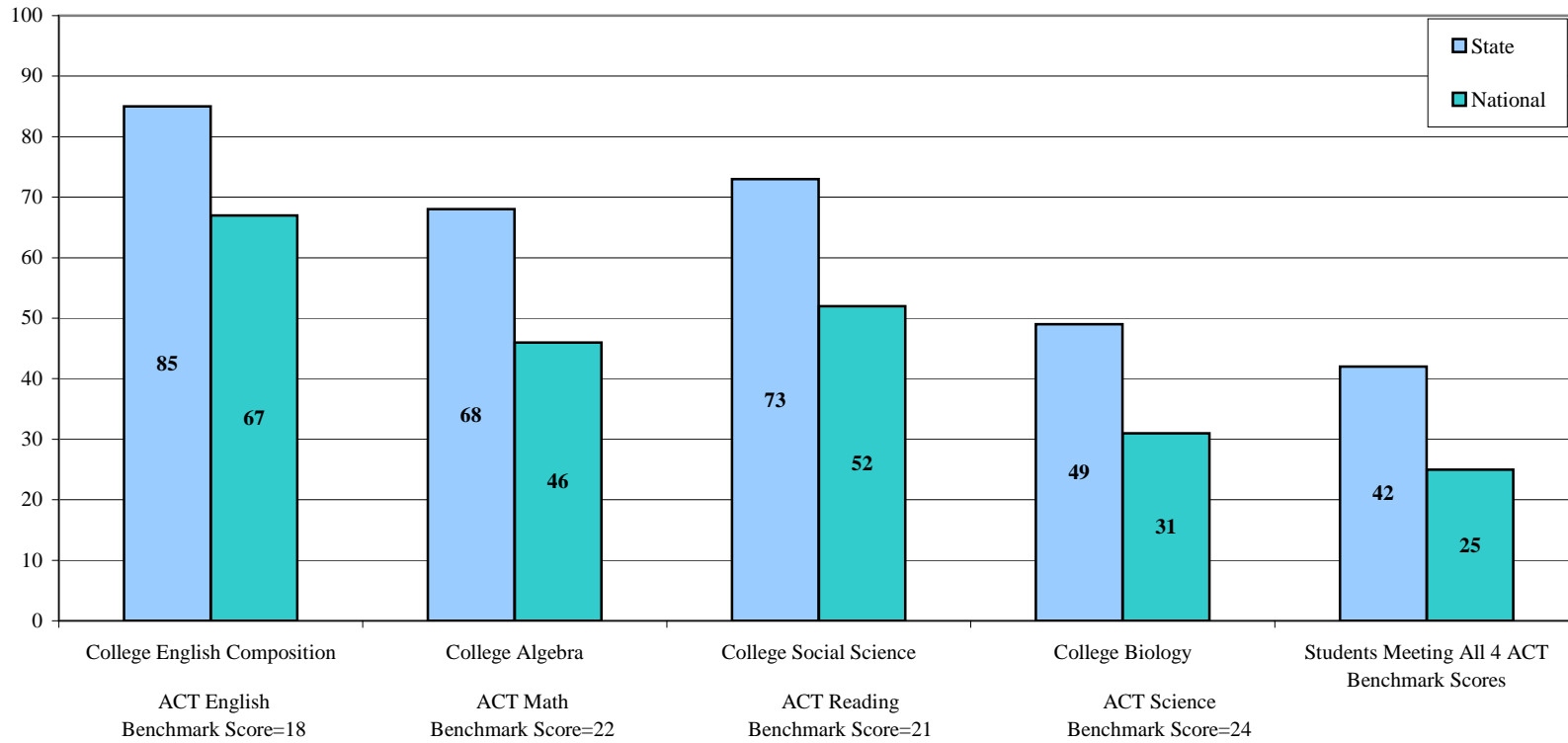
Section I

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: 2,979

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: 2,979

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
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
2012	2,979	1,666,017	85	67	68	46	73	52	49	31	42	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
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
2012	2,979	1,666,017	23.6	20.5	23.7	21.1	24.2	21.3	23.3	20.9	23.8	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
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
2012	1,666,017	20.5	21.1	21.3	20.9	21.1

Total Students in Report: 2,979

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
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
2012	2,378	466	80	16	23.9	22.7	23.9	23.2	24.6	23.2	23.5	22.6	24.1	23.0

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.

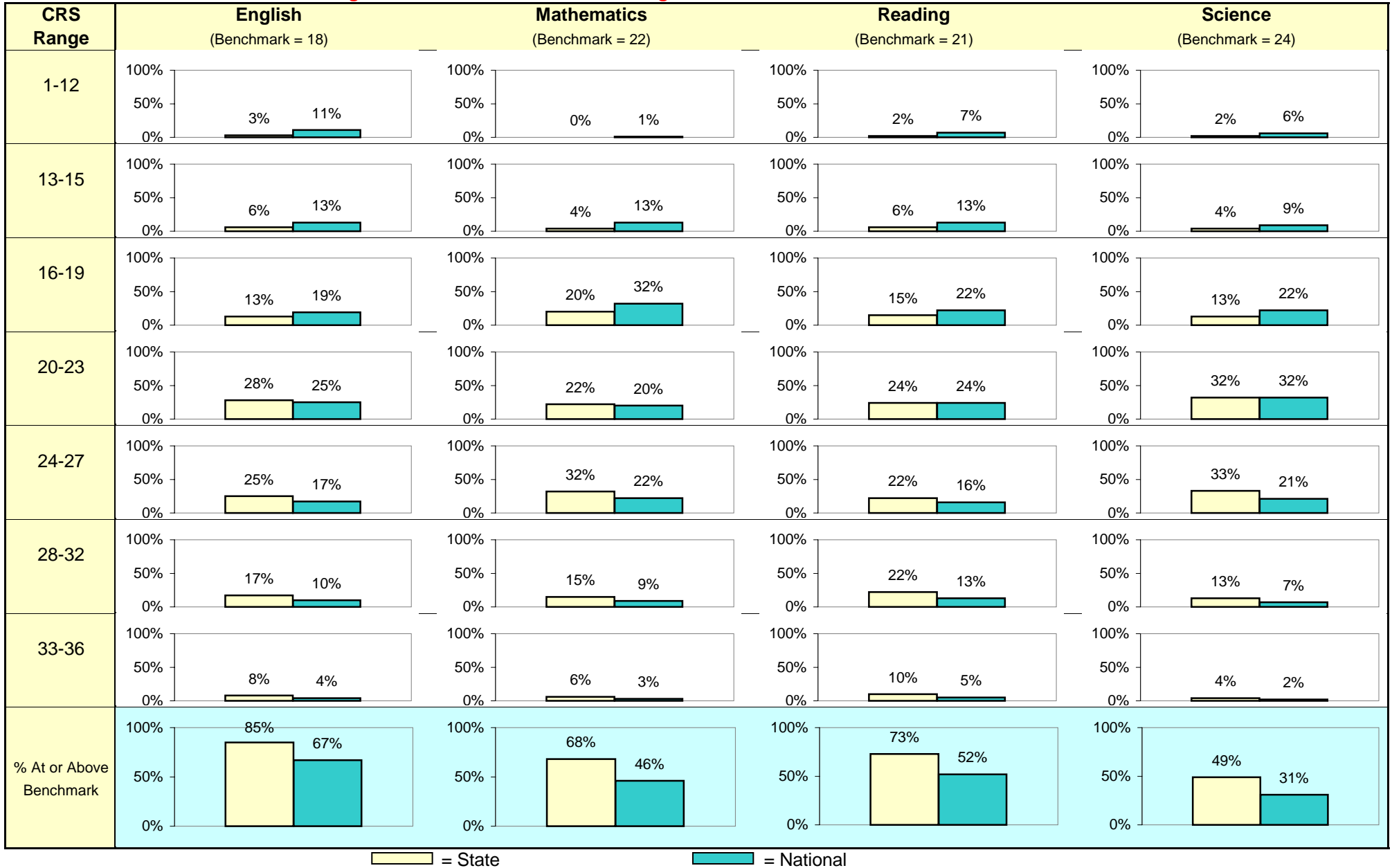
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2008			2009			2010			2011			2012		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	2,548	100	23.1	2,469	100	23.5	2,685	100	23.7	2,884	100	23.7	2,979	100	23.8
Black/African American	45	2	21.5	51	2	20.2	42	2	20.2	43	1	20.8	45	2	20.8
American Indian/Alaska Native	6	0	20.8	7	0	23.7	7	0	26.1	12	0	21.1	6	0	23.5
White	1,966	77	23.0	2,021	82	23.4	2,244	84	23.6	2,357	82	23.8	2,422	81	23.8
Hispanic/Latino	43	2	21.7	41	2	22.5	65	2	22.5	89	3	23.2	101	3	23.6
Asian	61	2	24.5	61	2	25.7	84	3	25.8	101	4	24.6	135	5	24.8
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	2	0	21.0
Two or more races	32	1	22.9	47	2	24.2	45	2	24.6	60	2	23.6	45	2	24.4
Prefer not to respond/No response	395	16	23.8	241	10	24.4	198	7	24.1	222	8	23.9	223	7	24.7

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

Total Students in Report: 2,979

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



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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: 2,979

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

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	19	100	29	100	28	100	22	100	2	100	36
35	64	99	42	99	78	99	20	99	7	100	35
34	75	97	46	98	64	96	33	99	43	100	34
33	95	95	68	96	129	94	30	97	50	98	33
32	80	92	53	94	110	90	54	96	77	97	32
31	82	89	60	92	155	86	61	95	100	94	31
30	132	86	72	90	125	81	79	93	126	91	30
29	101	82	110	88	120	77	72	90	117	86	29
28	100	78	166	84	140	73	115	88	169	82	28
27	171	75	218	78	130	68	206	84	209	77	27
26	151	69	241	71	145	64	137	77	187	70	26
25	168	64	232	63	140	59	238	72	237	64	25
24	246	58	263	55	232	54	388	64	232	56	24
23	206	50	231	46	186	46	250	51	261	48	23
22	209	43	181	39	157	40	261	43	214	39	22
21	240	36	90	32	237	35	233	34	197	32	21
20	175	28	164	29	129	27	223	26	152	25	20
19	130	22	134	24	115	23	126	19	172	20	19
18	88	18	151	19	151	19	129	14	135	14	18
17	83	15	156	14	95	14	79	10	108	10	17
16	100	12	152	9	79	11	62	7	64	6	16
15	86	9	82	4	89	8	40	5	48	4	15
14	56	6	23	1	49	5	35	4	33	2	14
13	32	4	9	1	42	3	34	3	27	1	13
12	16	3	5	1	24	2	16	2	6	1	12
11	31	2	0	1	22	1	16	1	5	1	11
10	23	1	0	1	5	1	16	1	1	1	10
9	8	1	0	1	2	1	3	1	0	1	9
8	8	1	0	1	0	1	1	1	0	1	8
7	0	1	0	1	0	1	0	1	0	1	7
6	4	1	0	1	1	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	1	1	0	1	0	1	0	1	1
Avg (SD)	23.6 (5.9)		23.7 (5.1)		24.2 (6.0)		23.3 (4.8)		23.8 (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: 2,979

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	208	100	63	100	126	100	174	100	240	100	63	100	90	100	18
17	228	93	92	98	280	96	271	94	276	92	46	98	16	97	17
16	280	85	270	95	271	86	317	85	123	83	156	96	173	96	16
15	164	76	258	86	196	77	264	74	277	79	167	91	290	91	15
14	265	70	337	77	257	71	321	66	305	69	414	85	355	81	14
13	165	62	357	66	325	62	269	55	386	59	485	72	372	69	13
12	299	56	386	54	313	51	257	46	325	46	325	55	438	56	12
11	330	46	380	41	229	41	231	37	286	35	382	44	353	42	11
10	311	35	244	28	236	33	232	29	240	26	372	32	317	30	10
9	238	24	258	20	264	25	189	22	149	17	239	19	219	19	9
8	162	16	120	11	192	16	191	15	185	12	168	11	173	12	8
7	136	11	89	7	169	10	100	9	119	6	77	5	95	6	7
6	77	6	53	4	56	4	76	5	44	2	39	3	45	3	6
5	52	4	36	2	39	2	61	3	11	1	27	2	11	1	5
4	36	2	25	1	14	1	12	1	9	1	2	1	21	1	4
3	15	1	10	1	6	1	11	1	3	1	10	1	0	1	3
2	10	1	1	1	4	1	3	1	0	1	1	1	8	1	2
1	3	1	0	1	2	1	0	1	1	1	6	1	3	1	1
Avg (SD)	12.1 (3.7)		12.1 (3.0)		12.2 (3.5)		12.6 (3.5)		12.7 (3.3)		11.8 (2.8)		11.9 (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)	23	24	24	23	24
Q1 (25th Percentile)	20	20	20	20	20

Total Students in Report: 2,979

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	2,979	80	24.1	23.0
	Black/African American	45	73	21.3	19.6
	American Indian/Alaska Native	6	50	25.7	21.3
	White	2,422	82	24.0	22.8
	Hispanic/Latino	101	80	24.0	22.1
	Asian	135	67	24.9	25.4
	Native Hawaiian/Other Pac. Isl.	2	50	25.0	.
	Two or more races	45	69	24.4	25.3
	Prefer not/No Response	223	73	25.1	23.6
National	All Students	1,666,017	76	21.8	19.1
	Black/African American	222,237	72	17.5	15.9
	American Indian/Alaska Native	13,523	66	19.3	16.9
	White	983,148	77	23.0	20.3
	Hispanic/Latino	234,456	73	19.5	17.4
	Asian	68,080	81	24.1	21.8
	Native Hawaiian/Other Pac. Isl.	4,545	74	20.4	18.3
	Two or more races	55,500	76	22.0	19.6
	Prefer not/No Response	84,528	68	22.5	19.2

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	23.6	23.7	24.2	23.3	23.8
	Black/African American	20.9	20.8	21.1	19.5	20.8
	American Indian/Alaska Native	21.7	24.8	22.0	25.2	23.5
	White	23.6	23.5	24.3	23.2	23.8
	Hispanic/Latino	23.5	23.2	24.3	23.0	23.6
	Asian	23.0	27.6	23.4	24.4	24.8
	Native Hawaiian/Other Pac. Isl.	22.0	21.0	23.5	16.0	21.0
	Two or more races	24.2	23.9	25.0	24.1	24.4
	Prefer not/No Response	24.7	24.8	25.0	23.6	24.7
National	All Students	20.5	21.1	21.3	20.9	21.1
	Black/African American	16.0	17.3	17.2	17.2	17.0
	American Indian/Alaska Native	17.1	18.5	18.7	18.7	18.4
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.7	19.4	19.0	18.9	18.9
	Asian	22.7	25.2	22.9	23.2	23.6
	Native Hawaiian/Other Pac. Isl.	18.9	20.4	19.8	19.7	19.8
	Two or more races	21.0	21.1	21.8	21.2	21.4
	Prefer not/No Response	20.7	21.3	21.5	20.9	21.3

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

Total Students in Report: 2,979

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	253	8	185	6	299	10	105	4
	28 to 32	495	17	461	15	650	22	381	13
	24 to 27	736	25	954	32	647	22	969	33
	20 to 23	830	28	666	22	709	24	967	32
	16 to 19	401	13	593	20	440	15	396	13
	13 to 15	174	6	114	4	180	6	109	4
	01 to 12	90	3	6	0	54	2	52	2
National	33 to 36	74,039	4	50,719	3	81,737	5	30,082	2
	28 to 32	167,405	10	149,540	9	223,134	13	123,485	7
	24 to 27	291,143	17	369,818	22	262,453	16	355,144	21
	20 to 23	414,094	25	332,787	20	399,794	24	532,341	32
	16 to 19	318,585	19	538,042	32	366,975	22	373,233	22
	13 to 15	210,405	13	216,778	13	220,083	13	158,083	9
	01 to 12	190,346	11	8,333	1	111,841	7	93,649	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	1,318	44	23.0	24.6	23.9	23.8	23.9
	Females	1,660	56	24.2	23.0	24.5	22.8	23.8
	Missing	1	0	26.0	17.0	25.0	18.0	22.0
National	Males	761,554	46	20.2	21.7	21.2	21.4	21.2
	Females	900,625	54	20.9	20.6	21.4	20.5	21.0
	Missing	3,838	0	16.1	17.8	17.6	17.8	17.5

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	82	72	71	54	47
	Females	87	64	74	45	39
National	Males	64	50	51	35	29
	Females	69	42	53	27	22

Total Students in Report: 2,979

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	2,378	87	23.9	69	23.9	76	24.6	51	23.5	45	24.1
	Less than Core	466	77	22.7	61	23.2	64	23.2	43	22.6	37	23.0
	Missing ³	135	81	21.8	56	22.6	59	22.4	37	21.9	27	22.3
National	Core or More	1,259,744	72	21.3	51	21.8	57	22.0	35	21.6	29	21.8
	Less than Core	355,849	51	18.3	29	19.1	38	19.4	19	19.1	14	19.1
	Missing	50,424	38	16.2	22	18.1	27	17.6	14	17.8	10	17.6

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	2,794	86	23.8	2,804	69	23.9	2,549	74	24.3	2,729	51	23.5
	Less than Core	57	65	21.0	44	18	17.6	299	72	24.6	122	18	20.0
	Missing ³	128	80	21.8	131	56	22.6	131	61	22.5	128	37	22.0
National	Core or More	1,558,562	68	20.8	1,550,768	48	21.4	1,471,658	54	21.6	1,425,217	33	21.4
	Less than Core	64,748	41	16.5	69,741	8	16.6	149,266	40	19.7	194,661	13	18.4
	Missing	42,707	40	16.5	45,508	22	18.2	45,093	29	17.8	46,139	14	17.9

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.

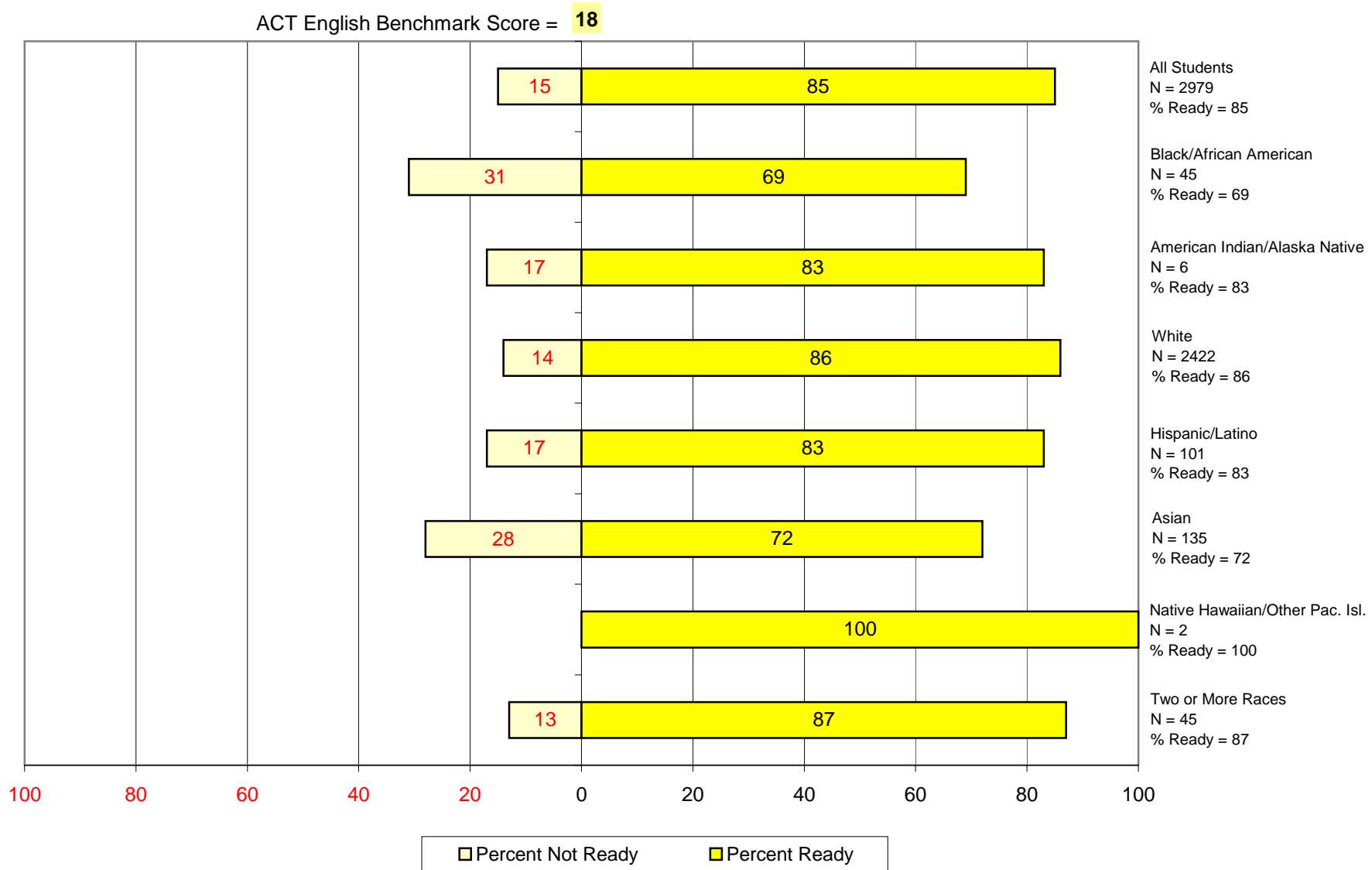
³ Zero years or no coursework information reported in the specified content area.

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.

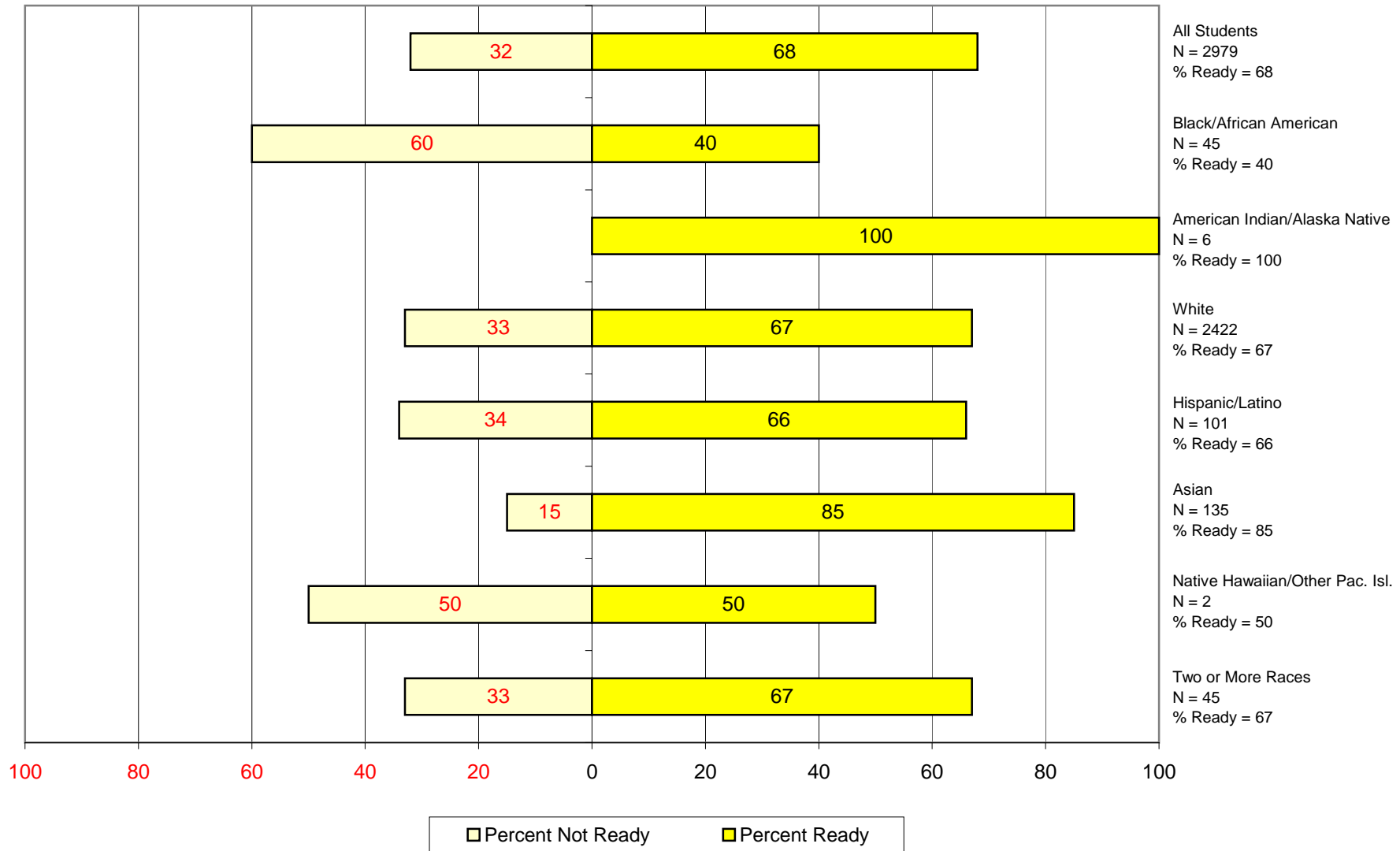
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



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

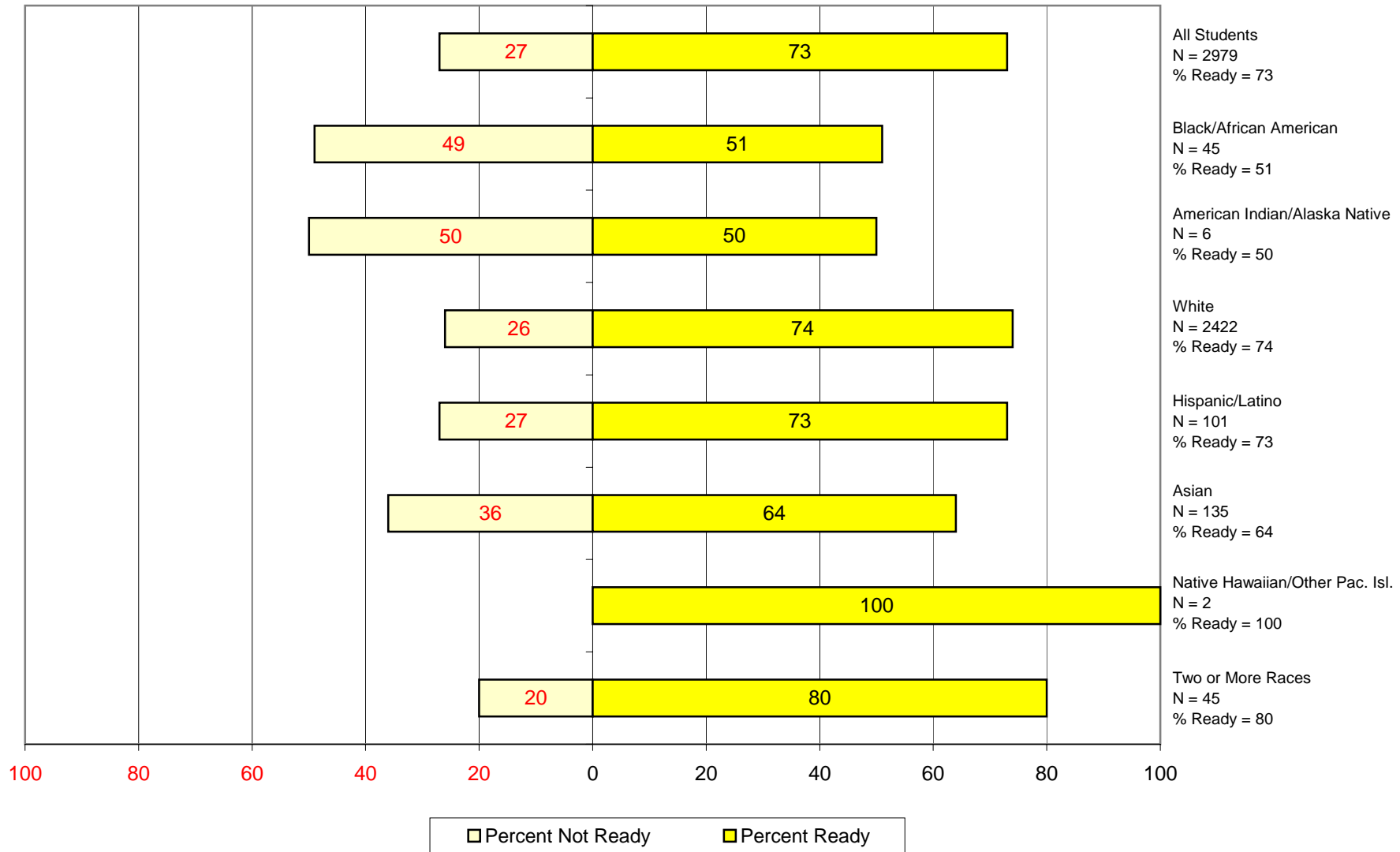
ACT Mathematics Benchmark Score = **22**



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

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

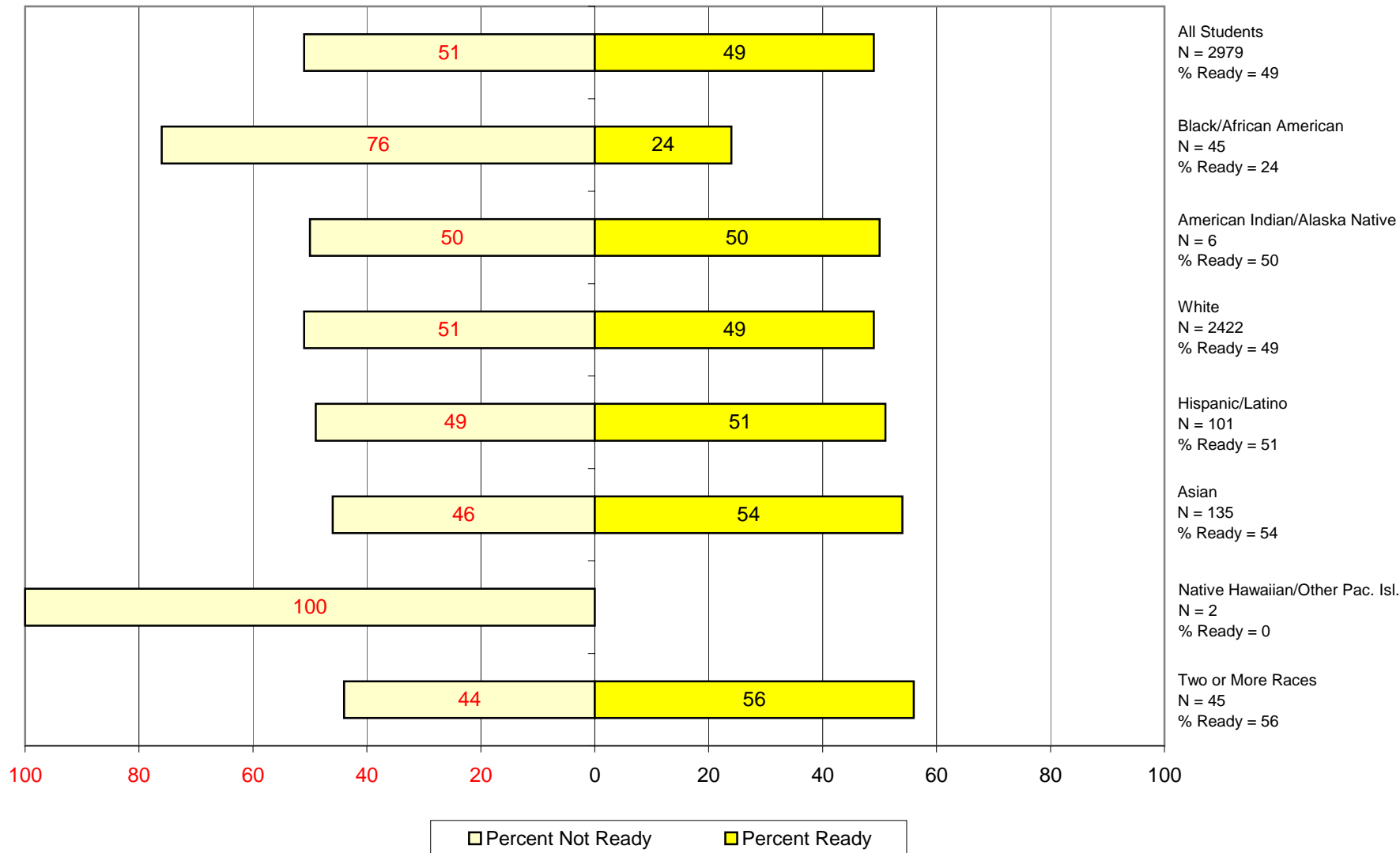
ACT Reading Benchmark Score = 21



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

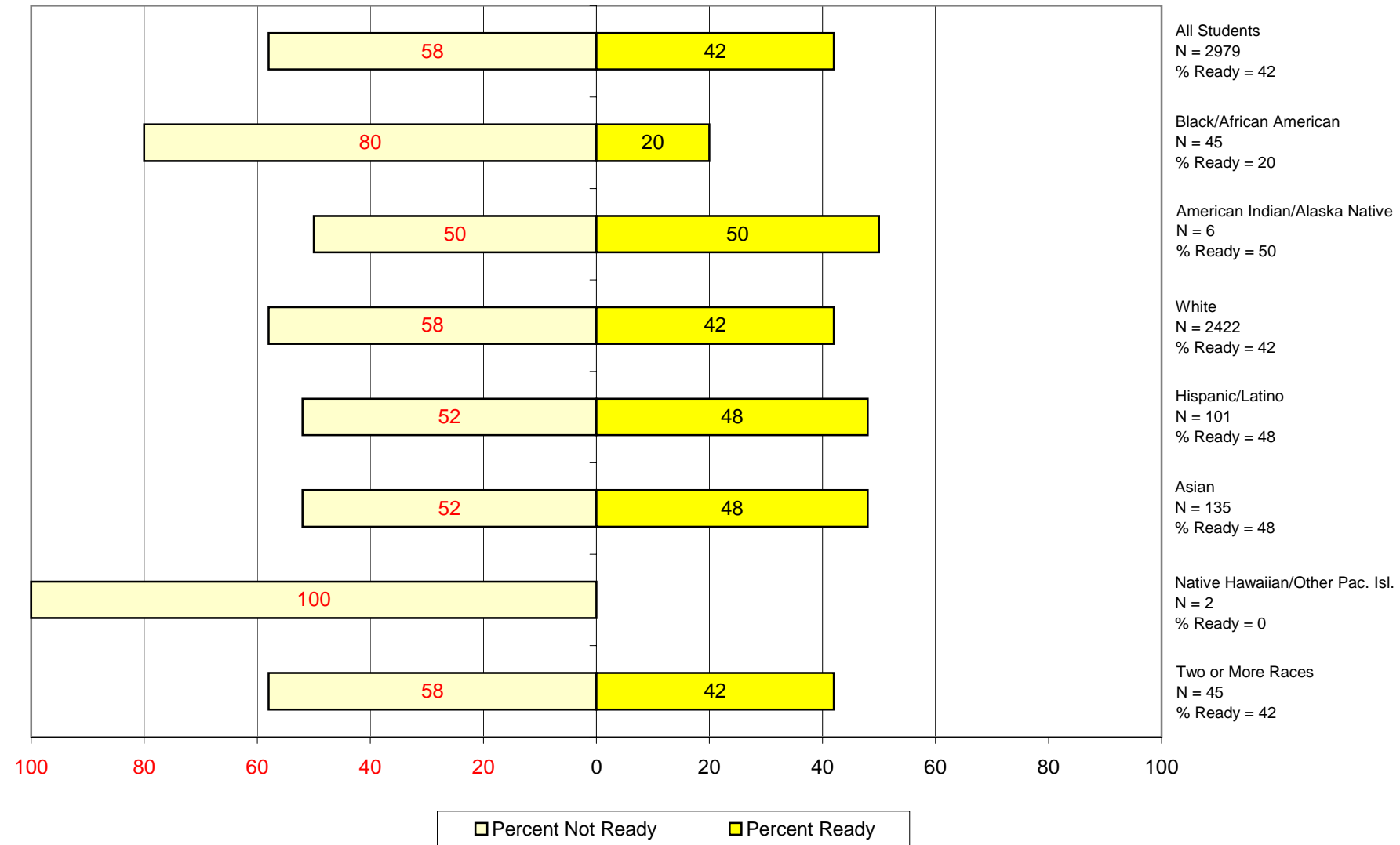
ACT Science Benchmark Score = **24**



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

Total Students in Report: 2,979

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: 2,979

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	963	32	24.2	3.2	395	30	23.2	3.6	568	34	24.9	2.6
Eng 9, Eng 10, Eng 11, Eng 12	1,831	61	23.5	2.5	822	62	23.1	3.5	1,009	61	23.9	1.6
Less than 4 years of English	57	2	21.0	-	28	2	19.6	-	29	2	22.3	-
Zero years / no English courses reported	128	4	21.8	-	73	6	21.7	-	54	3	21.9	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	226	8	26.2	8.6	98	7	26.6	8.7	128	8	25.9	8.6
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	292	10	22.6	5.0	110	8	22.8	4.9	182	11	22.4	5.1
Alg 1, Alg 2, Geom, & Trig	128	4	20.6	3.0	39	3	21.1	3.2	89	5	20.4	3.1
Alg 1, Alg 2, Geom, & Other Adv Math	419	14	21.3	3.7	136	10	21.9	4.0	283	17	20.9	3.6
Other comb of 4 or more years of Math	1,403	47	25.8	8.2	707	54	26.4	8.5	696	42	25.2	7.9
Alg 1, Alg 2, & Geom	188	6	18.2	0.6	72	5	18.6	0.7	116	7	17.9	0.6
Other comb of 3 or 3.5 years of Math	148	5	22.0	4.4	65	5	21.7	3.8	83	5	22.2	4.9
Less than 3 years of Math	44	1	17.6	-	17	1	17.9	-	27	2	17.3	-
Zero years / no Math courses reported	131	4	22.6	-	74	6	23.8	-	56	3	21.1	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	85	3	24.9	0.3	35	3	23.3	-1.1	50	3	26.1	1.4
Other comb of 4 or more years Social Science	1,596	54	24.3	-0.3	684	52	24.2	-0.2	912	55	24.4	-0.3
US Hist, World Hist, & Am Gov	39	1	24.6	0.0	24	2	24.4	0.0	15	1	24.9	0.2
Other comb of 3 or 3.5 years of Social Science	829	28	24.1	-0.5	367	28	23.4	-1.0	462	28	24.7	0.0
Less than 3 years of Social Science	299	10	24.6	-	132	10	24.4	-	167	10	24.7	-
Zero years / no Social Science courses reported	131	4	22.5	-	76	6	23.1	-	54	3	21.8	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	1,868	63	23.8	3.8	888	67	24.4	3.6	980	59	23.3	4.0
Bio, Chem, Phys	231	8	25.0	5.0	110	8	25.3	4.5	121	7	24.7	5.4
Gen Sci ² , Bio, Chem	566	19	21.7	1.7	151	11	21.3	0.5	415	25	21.9	2.6
Other comb of 3 years of Natural Science	64	2	22.7	2.7	38	3	23.1	2.3	26	2	22.2	2.9
Less than 3 years of Natural Science	122	4	20.0	-	57	4	20.8	-	65	4	19.3	-
Zero years / no Natural Science courses reported	128	4	22.0	-	74	6	22.6	-	53	3	21.3	-

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: 2,979

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	963	32	24.2	86	380,162	23	21.7	73
Eng 9, Eng 10, Eng 11, Eng 12	1,831	61	23.5	85	1,178,400	71	20.5	67
Less than 4 years of English	57	2	21.0	65	64,748	4	16.5	41
Zero years / no English courses reported	128	4	21.8	80	42,707	3	16.5	40
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	226	8	26.2	90	108,668	7	24.0	69
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	292	10	22.6	66	151,050	9	22.0	58
Alg 1, Alg 2, Geom, & Trig	128	4	20.6	48	115,739	7	19.6	34
Alg 1, Alg 2, Geom, & Other Adv Math	419	14	21.3	51	279,658	17	19.9	36
Other comb of 4 or more years of Math	1,403	47	25.8	82	585,086	35	23.6	66
Alg 1, Alg 2, & Geom	188	6	18.2	18	228,058	14	17.3	12
Other comb of 3 or 3.5 years of Math	148	5	22.0	53	82,509	5	19.9	35
Less than 3 years of Math	44	1	17.6	18	69,741	4	16.6	8
Zero years / no Math courses reported	131	4	22.6	56	45,508	3	18.2	22
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	85	3	24.9	74	47,179	3	22.3	59
Other comb of 4 or more years Social Science	1,596	54	24.3	74	887,744	53	21.9	56
US Hist, World Hist, & Am Gov	39	1	24.6	74	84,563	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	829	28	24.1	73	452,172	27	21.2	51
Less than 3 years of Social Science	299	10	24.6	72	149,266	9	19.7	40
Zero years / no Social Science courses reported	131	4	22.5	61	45,093	3	17.8	29
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	1,868	63	23.8	53	740,499	44	21.9	39
Bio, Chem, Phys	231	8	25.0	68	171,734	10	23.0	47
Gen Sci ¹ , Bio, Chem	566	19	21.7	36	466,992	28	20.0	22
Other comb of 3 years of Natural Science	64	2	22.7	48	45,992	3	19.5	20
Less than 3 years of Natural Science	122	4	20.0	18	194,661	12	18.4	13
Zero years / no Natural Science courses reported	128	4	22.0	37	46,139	3	17.9	14

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: 2,979

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	38	1	22.4	2	8	15.0	33	1	23.0
Architecture	24	1	23.7	0	0	.	18	1	24.3
Area, Ethnic, & Multidisciplinary Studies	15	1	24.0	0	0	.	14	1	24.4
Arts: Visual & Performing	117	4	22.3	3	13	16.3	102	4	22.6
Business	328	11	22.6	5	21	18.4	280	12	22.6
Communications	76	3	22.7	0	0	.	67	3	22.9
Community, Family, & Personal Services	23	1	20.3	2	8	21.5	20	1	20.4
Computer Science & Mathematics	59	2	26.6	0	0	.	54	2	27.0
Education	116	4	22.2	0	0	.	96	4	22.3
Engineering	280	9	25.6	0	0	.	251	10	25.5
Engineering Technology & Drafting	8	0	24.0	0	0	.	7	0	24.4
English & Foreign Languages	76	3	26.6	0	0	.	55	2	26.9
Health Administration & Assisting	22	1	20.8	0	0	.	19	1	21.1
Health Sciences & Technologies	469	16	23.0	3	13	15.7	425	18	23.0
Philosophy, Religion, & Theology	15	1	26.5	0	0	.	13	1	27.2
Repair, Production, & Construction	9	0	19.7	2	8	18.0	6	0	19.2
Sciences: Biological & Physical	343	12	25.2	1	4	17.0	301	12	25.0
Social Sciences & Law	258	9	23.9	2	8	15.0	220	9	23.8
Undecided	569	19	24.3	3	13	22.7	410	17	24.1
No Response	134	4	22.5	1	4	14.0	26	1	24.0

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: 2,979

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	9	20.0	0	.	0	.	6	19.5	0	.
2-yr College Degree	15	16.4	0	.	0	.	11	16.3	0	.
Bachelors Degree	1,026	22.1	11	19.7	1	19.0	900	22.2	33	22.2
Graduate Study	744	24.6	10	23.3	1	22.0	622	24.6	26	23.8
Prof. Level Degree	647	25.7	10	20.0	2	27.0	503	25.7	31	25.2
Other	20	21.5	0	.	0	.	17	20.8	0	.
No Response	518	24.1	14	20.4	2	23.0	363	23.8	11	23.4

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	9	20.0	1	19.0	0	.	1	22.0	1	22.0
2-yr College Degree	15	16.4	0	.	0	.	0	.	4	16.8
Bachelors Degree	1,026	22.1	18	19.9	0	.	16	21.8	47	21.7
Graduate Study	744	24.6	30	25.9	0	.	8	27.0	47	24.4
Prof. Level Degree	647	25.7	35	25.7	0	.	13	26.0	53	27.2
Other	20	21.5	2	27.0	0	.	1	22.0	0	.
No Response	518	24.1	49	25.2	2	21.0	6	25.3	71	25.4

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

Total Students in Report: 2,979

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	355	116	239	1	3	16	33	33	14	1
NORTHEASTERN UNIVERSITY	Massachusetts	114	33	81	0	1	3	18	45	32	3
KEENE STATE COLLEGE	New Hampshire	98	28	70	0	11	31	36	19	3	0
BOSTON UNIVERSITY	Massachusetts	89	31	58	0	0	4	26	43	24	3
PLYMOUTH STATE UNIVERSITY	New Hampshire	88	14	74	2	13	26	41	16	2	0
NCAA ELIGIBILITY CENTER	Indiana	69	45	24	0	7	20	32	22	19	0
UNIVERSITY OF VERMONT	Vermont	68	18	50	0	4	10	35	34	16	0
BOSTON COLLEGE	Massachusetts	63	29	34	0	0	8	16	35	32	10
UNIVERSITY OF CONNECTICUT	Connecticut	63	12	51	0	2	5	29	43	19	3
UNIVERSITY OF RHODE ISLAND	Rhode Island	48	8	40	0	8	17	35	29	10	0
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	47	9	38	0	2	13	26	40	19	0
QUINNIPIAC UNIVERSITY	Connecticut	46	12	34	0	0	9	33	43	13	2
SAINT ANSELM COLLEGE	New Hampshire	45	5	40	0	0	22	27	36	16	0
UNIVERSITY OF NEW ENGLAND	Maine	44	12	32	2	9	16	39	27	7	0
WORCESTER POLYTECHNIC INST	Massachusetts	43	6	37	0	0	2	14	42	30	12
TUFTS UNIVERSITY	Massachusetts	40	14	26	0	0	8	13	35	40	5
DARTMOUTH COLLEGE	New Hampshire	39	14	25	0	0	3	23	18	46	10
ENDICOTT COLLEGE	Massachusetts	39	12	27	0	0	23	38	26	13	0
ROGER WILLIAMS UNIVERSITY	Rhode Island	38	7	31	0	0	8	47	32	13	0
UNIVERSITY OF MAINE THE	Maine	35	8	27	3	3	6	43	37	9	0
ITHACA COLLEGE	New York	32	7	25	0	0	3	28	44	22	3
RENSSELAER POLYTECHNIC INSTITUTE	New York	31	6	25	0	0	3	13	29	42	13
UNIV OF MASSACHUSETTS LOWELL	Massachusetts	31	5	26	0	0	23	26	32	16	3
COLBY-SAWYER COLLEGE	New Hampshire	28	7	21	0	7	29	32	21	11	0
SOUTHERN NEW HAMPSHIRE UNIVERSITY	New Hampshire	28	8	20	7	4	29	29	32	0	0
CORNELL UNIVERSITY	New York	26	7	19	0	0	8	15	12	58	8
NHTI-CONCORD'S COMMUNITY COLLEGE	New Hampshire	25	4	21	8	12	28	32	20	0	0
BROWN UNIVERSITY	Rhode Island	24	9	15	0	0	4	4	25	42	25
STONEHILL COLLEGE	Massachusetts	24	7	17	0	4	8	38	46	4	0
BENTLEY UNIVERSITY	Massachusetts	23	8	15	0	0	4	26	39	26	4
All Other Institutions		2,134	610	1,524	1	3	14	29	30	21	3
Total		3,877	1,111	2,766	1	3	14	29	31	19	3

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: 2,979

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	2,574	931,148	24.0	21.5	7.8	7.1	23.2	20.7
Black/African American	40	113,247	21.2	16.6	7.2	6.2	20.7	16.4
American Indian/Alaska Native	6	5,233	21.7	17.8	8.0	6.5	22.0	17.5
White	2,067	518,974	24.0	23.2	7.8	7.2	23.3	22.1
Hispanic/Latino	93	150,249	23.8	18.5	7.6	6.8	22.9	18.3
Asian	125	53,381	23.2	23.7	7.8	7.6	22.6	22.8
Native Hawaiian/Other Pac. Isl.	2	2,851	22.0	19.9	6.0	7.1	20.0	19.6
Two or more races	44	32,346	24.2	21.9	7.6	7.1	23.3	21.1
Prefer not/No Response	197	54,867	25.2	21.8	7.9	7.1	24.2	21.0
Males	1,119	413,617	23.4	21.2	7.5	6.8	22.6	20.3
Females	1,454	515,745	24.5	21.7	8.0	7.2	23.8	21.1
Missing	1	1,786	26.0	16.8	8.0	6.3	25.0	16.6

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

