

ACT Profile Report - State

Graduating Class 2012
Maine



ACT, INC. -- CONFIDENTIAL



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 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.

Total Students in Report: 1,470

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

39% 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: 1,470 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 1% of the cohort took less than three years of math courses. Of these students, 35% were college ready. 7% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 11% of these students were college ready. In comparison, 71% 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 3% of the cohort took less than three years of natural science courses. 24% of these students were college ready. In comparison, 44% 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 27% 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.

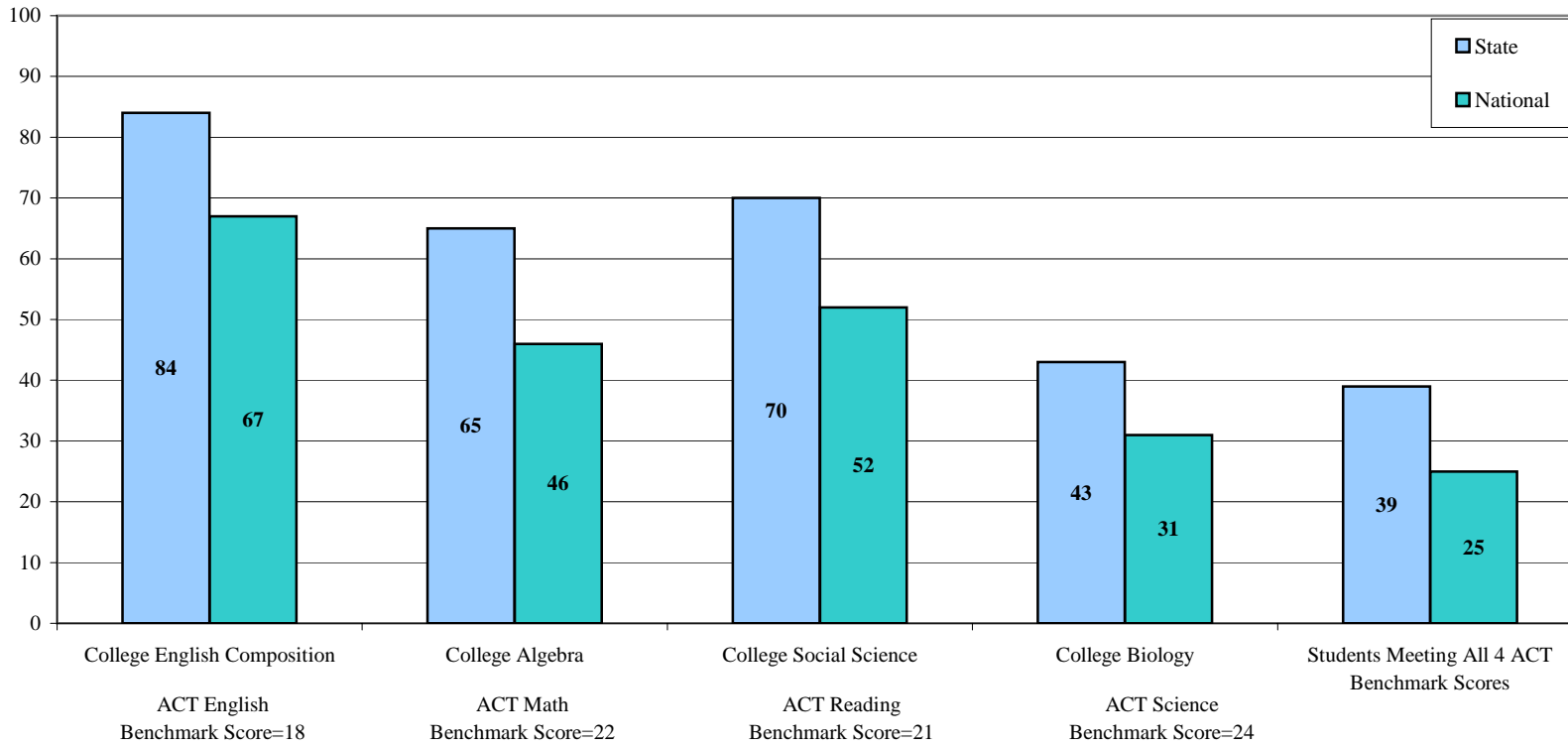
Section I

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: 1,470

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: 1,470

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	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
2012	1,470	1,666,017	84	67	65	46	70	52	43	31	39	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	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
2012	1,470	1,666,017	23.5	20.5	23.3	21.1	23.7	21.3	22.7	20.9	23.4	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: 1,470

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	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
2012	1,000	425	68	29	23.5	23.5	23.2	23.7	23.8	23.7	22.6	23.0	23.4	23.6

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.

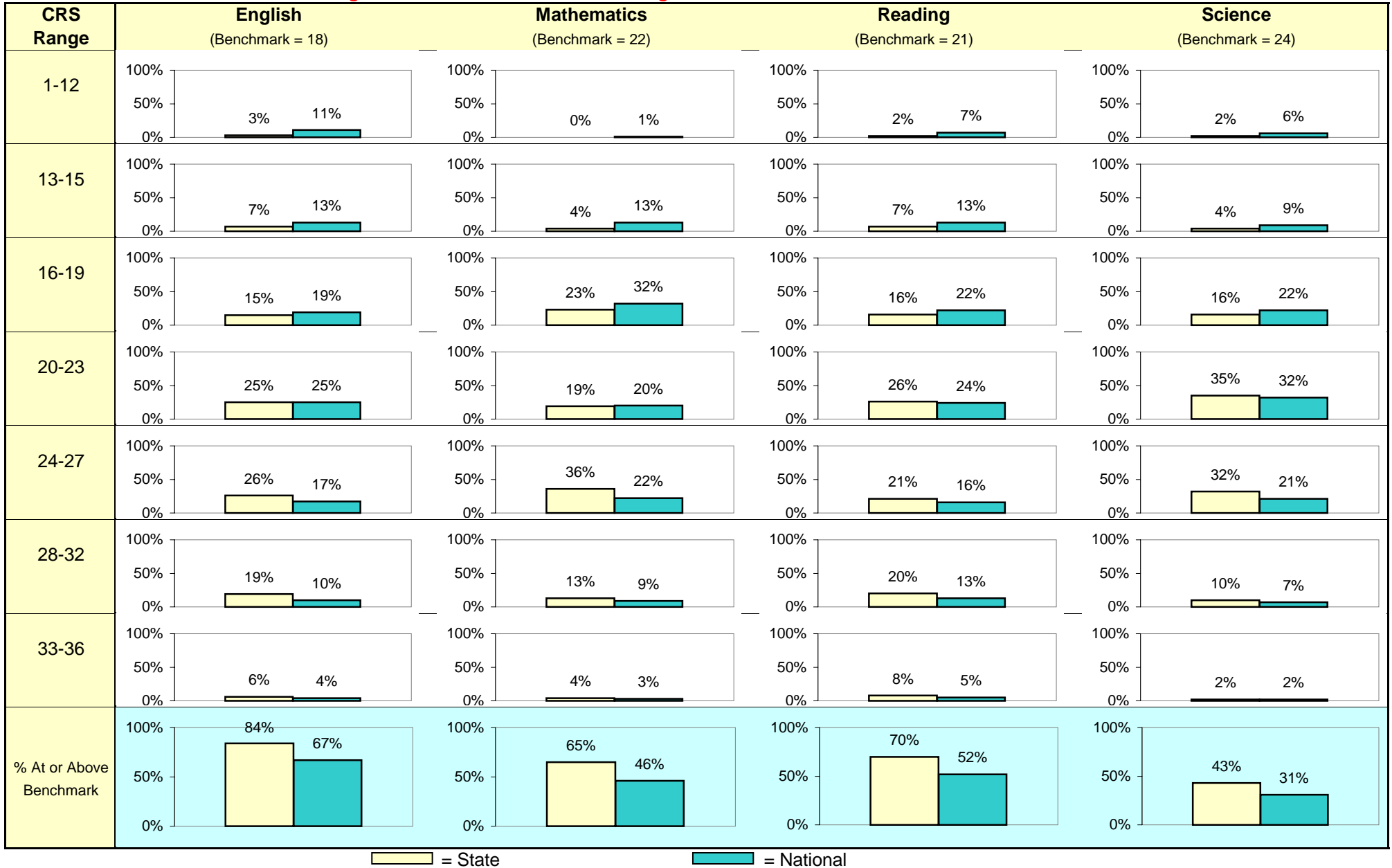
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2008			2009			2010			2011			2012		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,527	100	22.7	1,438	100	23.1	1,611	100	23.2	1,476	100	23.3	1,470	100	23.4
Black/African American	29	2	18.6	24	2	18.4	35	2	18.2	38	3	17.0	22	1	17.8
American Indian/Alaska Native	8	1	19.3	7	0	21.1	8	0	20.4	4	0	18.3	3	0	16.3
White	1,173	77	22.8	1,208	84	23.4	1,340	83	23.5	1,224	83	23.5	1,224	83	23.6
Hispanic/Latino	23	2	19.5	23	2	20.3	23	1	21.2	29	2	23.5	31	2	22.6
Asian	26	2	22.7	30	2	23.6	49	3	23.5	49	3	22.8	56	4	23.1
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	1	0	24.0
Two or more races	22	1	20.5	22	2	21.7	10	1	22.6	24	2	22.6	33	2	22.5
Prefer not to respond/No response	246	16	23.3	124	9	22.8	146	9	22.3	108	7	23.6	100	7	23.3

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

Total Students in Report: 1,470

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



This page intentionally left blank.

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: 1,470

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	2	100	9	100	17	100	7	100	0	100	36
35	28	100	16	99	28	99	4	100	2	100	35
34	29	98	19	98	28	97	11	99	12	100	34
33	32	96	22	97	46	95	7	99	13	99	33
32	43	94	22	96	58	92	23	98	26	98	32
31	40	91	19	94	60	88	22	96	38	96	31
30	64	88	28	93	51	84	35	95	53	94	30
29	57	84	53	91	62	80	24	93	72	90	29
28	69	80	73	87	67	76	37	91	72	85	28
27	88	75	106	82	58	72	105	88	101	80	27
26	95	69	129	75	60	68	75	81	113	74	26
25	87	63	136	66	73	64	138	76	126	66	25
24	112	57	152	57	114	59	151	67	118	57	24
23	90	49	99	47	103	51	123	57	102	49	23
22	94	43	77	40	98	44	148	48	125	42	22
21	102	37	40	35	103	37	120	38	93	34	21
20	84	30	65	32	75	30	117	30	76	27	20
19	71	24	72	28	71	25	75	22	84	22	19
18	51	19	85	23	72	20	85	17	79	17	18
17	50	16	78	17	60	15	53	11	56	11	17
16	42	12	103	12	32	11	29	7	37	7	16
15	51	10	48	5	49	9	21	6	34	5	15
14	23	6	11	1	34	6	17	4	23	3	14
13	23	4	6	1	22	3	15	3	9	1	13
12	14	3	2	1	13	2	9	2	6	1	12
11	10	2	0	1	9	1	6	1	0	1	11
10	9	1	0	1	3	1	8	1	0	1	10
9	6	1	0	1	3	1	3	1	0	1	9
8	2	1	0	1	0	1	1	1	0	1	8
7	2	1	0	1	1	1	1	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	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)	23.5 (5.7)		23.3 (5.0)		23.7 (5.9)		22.7 (4.6)		23.4 (4.6)		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: 1,470

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	91	100	20	100	60	100	89	100	102	100	18	100	31	100	18
17	104	94	33	99	116	96	118	94	97	93	14	99	4	98	17
16	131	87	138	96	103	88	128	86	63	86	64	98	74	98	16
15	82	78	152	87	82	81	131	77	136	82	79	93	145	93	15
14	152	72	171	77	128	75	143	68	165	73	183	88	167	83	14
13	92	62	168	65	168	67	138	59	187	62	257	76	184	71	13
12	157	56	187	54	182	55	116	49	150	49	178	58	222	59	12
11	142	45	180	41	120	43	134	41	141	39	178	46	173	44	11
10	140	35	119	29	133	35	112	32	121	29	197	34	166	32	10
9	110	26	136	21	119	26	118	25	81	21	123	21	114	21	9
8	96	18	65	11	97	18	87	17	106	15	86	12	74	13	8
7	68	12	39	7	96	11	63	11	82	8	43	6	61	8	7
6	47	7	28	4	25	4	53	6	26	3	19	3	28	4	6
5	28	4	21	2	16	3	25	3	7	1	17	2	8	2	5
4	16	2	10	1	17	2	9	1	4	1	5	1	13	1	4
3	11	1	3	1	4	1	6	1	2	1	5	1	0	1	3
2	2	1	0	1	3	1	0	1	0	1	1	1	6	1	2
1	1	1	0	1	1	1	0	1	0	1	3	1	0	1	1
Avg (SD)	12.0 (3.7)		12.1 (2.9)		12.0 (3.4)		12.3 (3.6)		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)	27	26	28	25	27
Q2 (50th Percentile)	24	24	23	23	24
Q1 (25th Percentile)	20	19	19	20	20

Total Students in Report: 1,470

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	1,470	68	23.4	23.6
	Black/African American	22	59	18.5	16.9
	American Indian/Alaska Native	3	67	17.0	15.0
	White	1,224	69	23.6	23.7
	Hispanic/Latino	31	58	22.5	23.6
	Asian	56	61	23.2	23.0
	Native Hawaiian/Other Pac. Isl.	1	100	24.0	.
	Two or more races	33	55	22.6	22.4
	Prefer not/No Response	100	70	23.1	25.5
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	23.5	23.3	23.7	22.7	23.4
	Black/African American	16.0	19.1	18.2	18.0	17.8
	American Indian/Alaska Native	16.7	15.3	17.3	16.0	16.3
	White	23.8	23.2	24.0	22.9	23.6
	Hispanic/Latino	22.2	22.6	23.5	21.5	22.6
	Asian	21.6	26.9	20.5	22.9	23.1
	Native Hawaiian/Other Pac. Isl.	23.0	25.0	23.0	23.0	24.0
	Two or more races	22.2	22.8	23.0	21.4	22.5
	Prefer not/No Response	23.3	23.1	23.5	22.6	23.3
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: 1,470

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	91	6	66	4	119	8	29	2
	28 to 32	273	19	195	13	298	20	141	10
	24 to 27	382	26	523	36	305	21	469	32
	20 to 23	370	25	281	19	379	26	508	35
	16 to 19	214	15	338	23	235	16	242	16
	13 to 15	97	7	65	4	105	7	53	4
	01 to 12	43	3	2	0	29	2	28	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	623	42	22.7	23.8	23.3	23.1	23.3
	Females	847	58	24.0	22.9	24.0	22.4	23.5
	Missing	0	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	81	70	68	47	42
	Females	86	62	71	41	36
National	Males	64	50	51	35	29
	Females	69	42	53	27	22

Total Students in Report: 1,470

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	1,000	85	23.5	65	23.2	71	23.8	42	22.6	38	23.4
	Less than Core	425	83	23.5	69	23.7	70	23.7	48	23.0	41	23.6
	Missing ³	45	71	22.1	44	21.7	56	22.6	31	21.5	20	22.1
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	1,401	85	23.6	1,408	66	23.3	1,039	69	23.6	1,385	44	22.8
	Less than Core	26	62	20.6	17	35	19.9	387	72	24.0	41	24	19.9
	Missing ³	43	72	22.3	45	44	21.7	44	57	22.8	44	32	21.6
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.

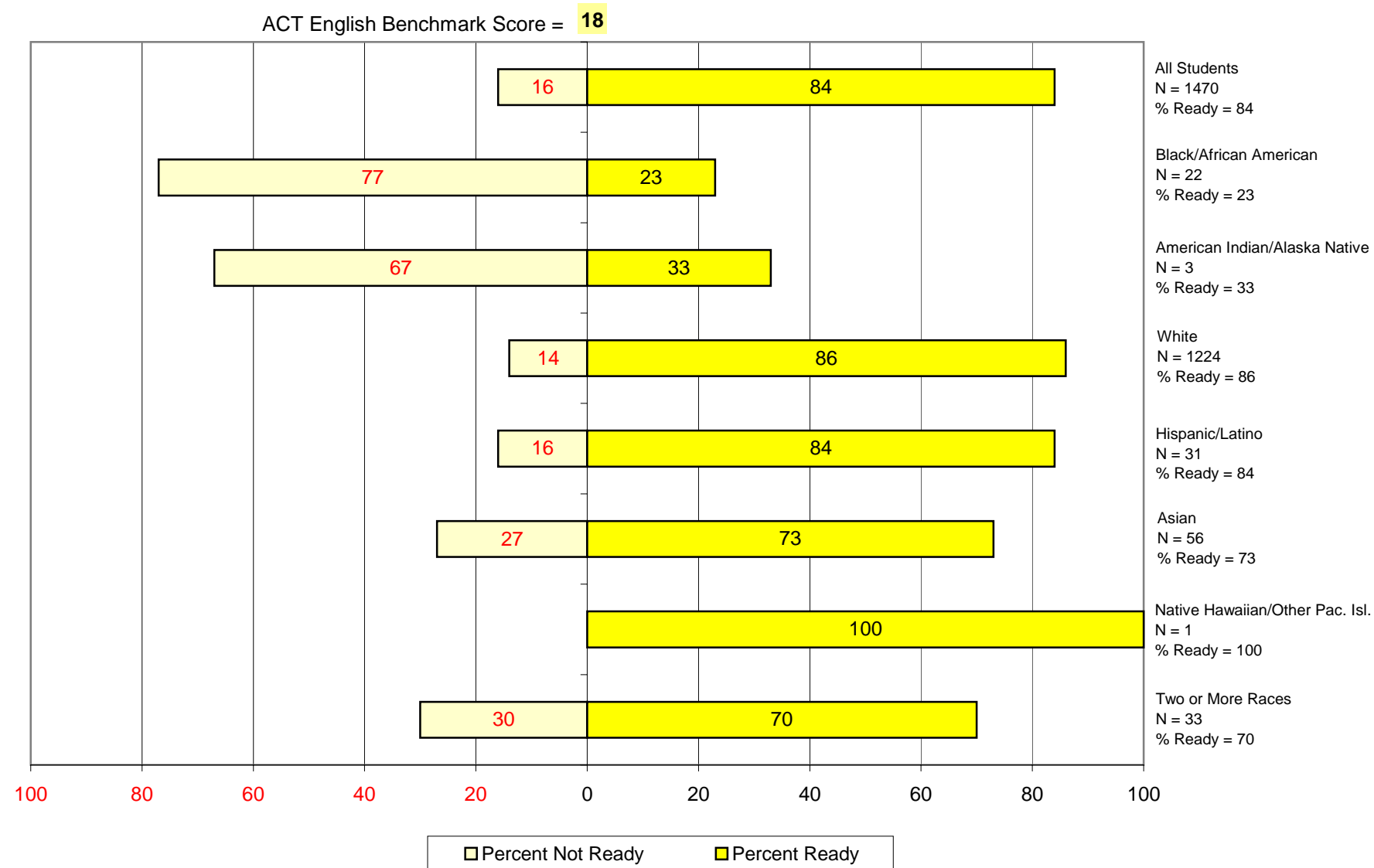
Section III

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.

Total Students in Report: 1,470

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

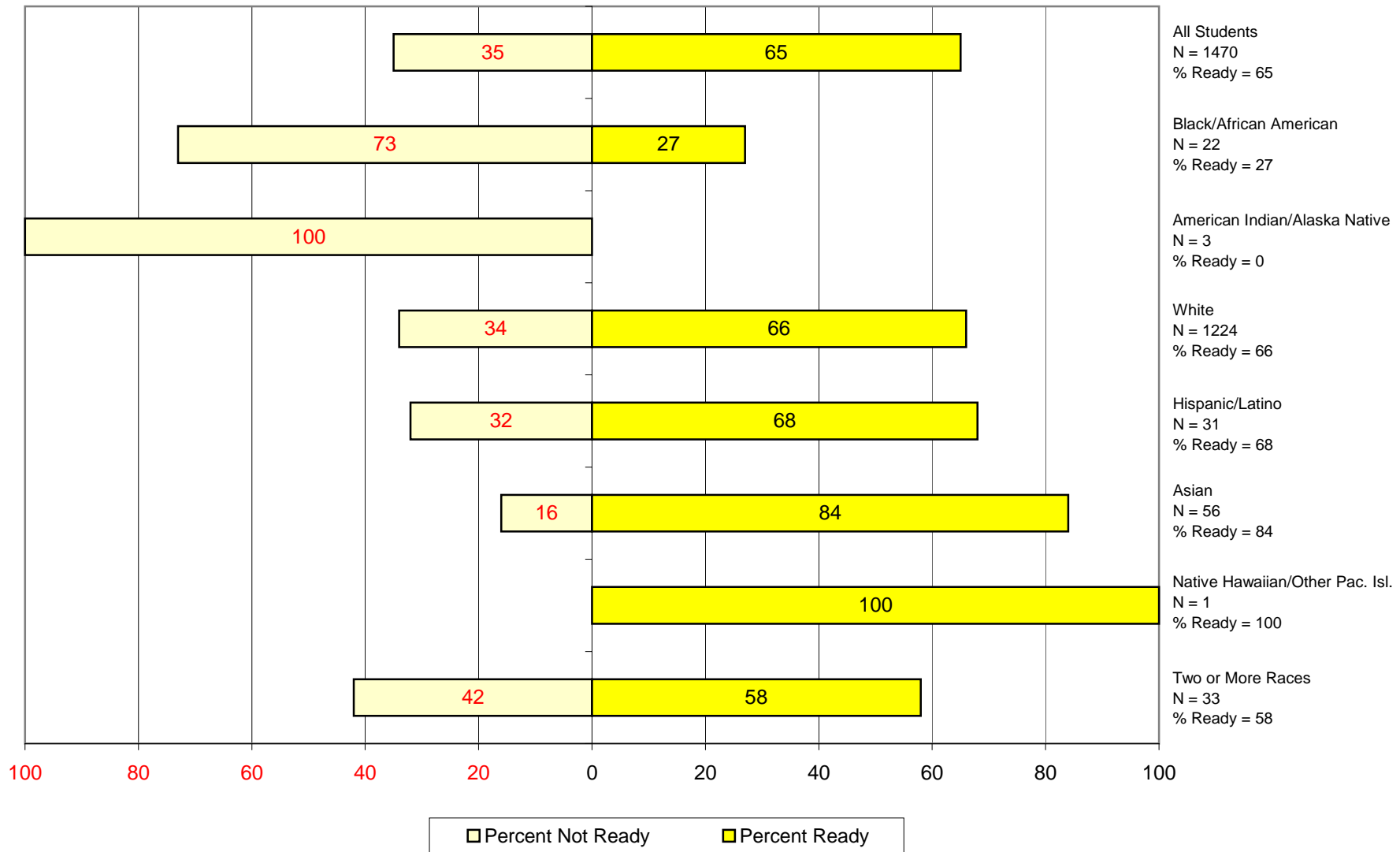


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,470

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

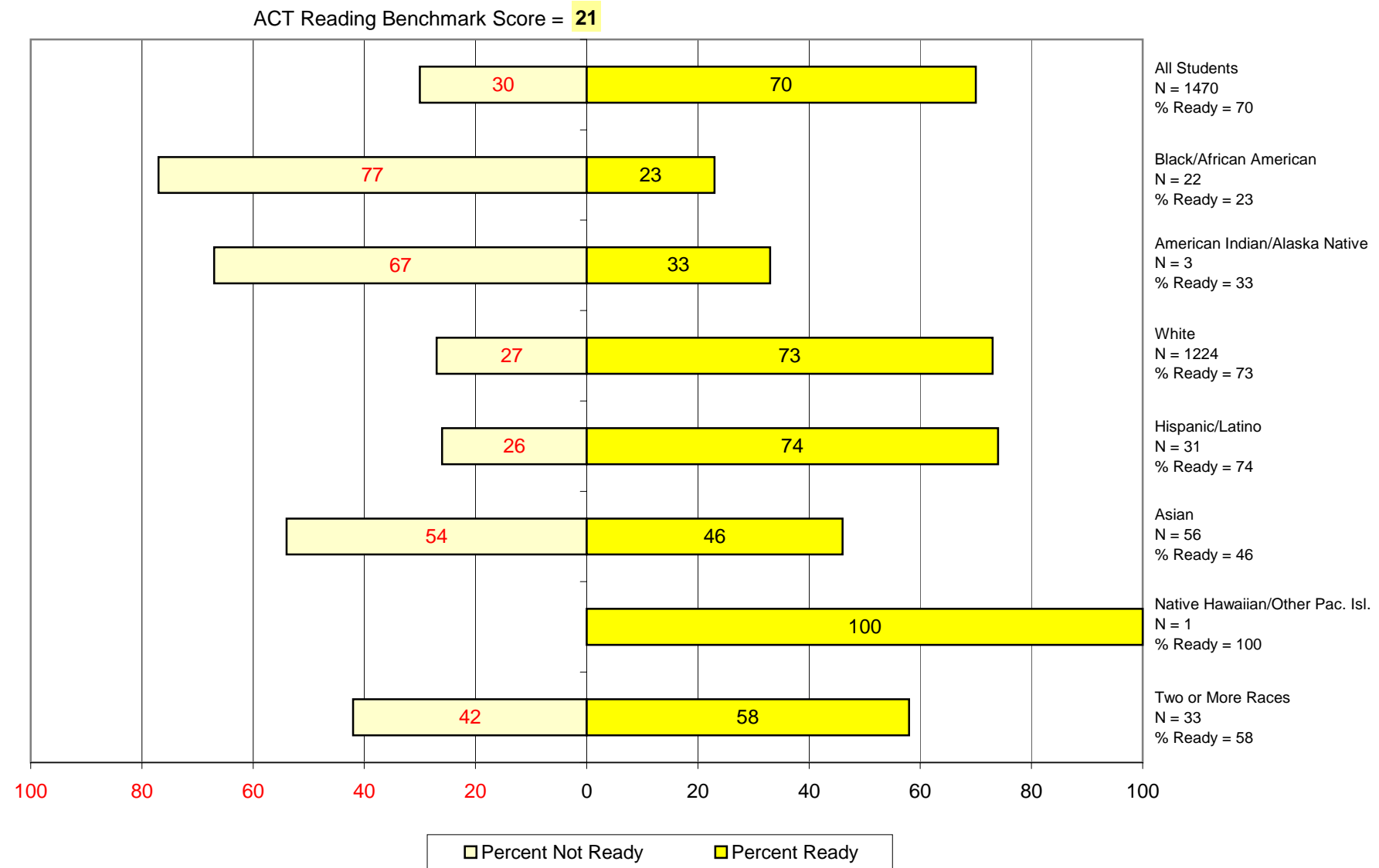
ACT Mathematics Benchmark Score = **22**



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

Total Students in Report: 1,470

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

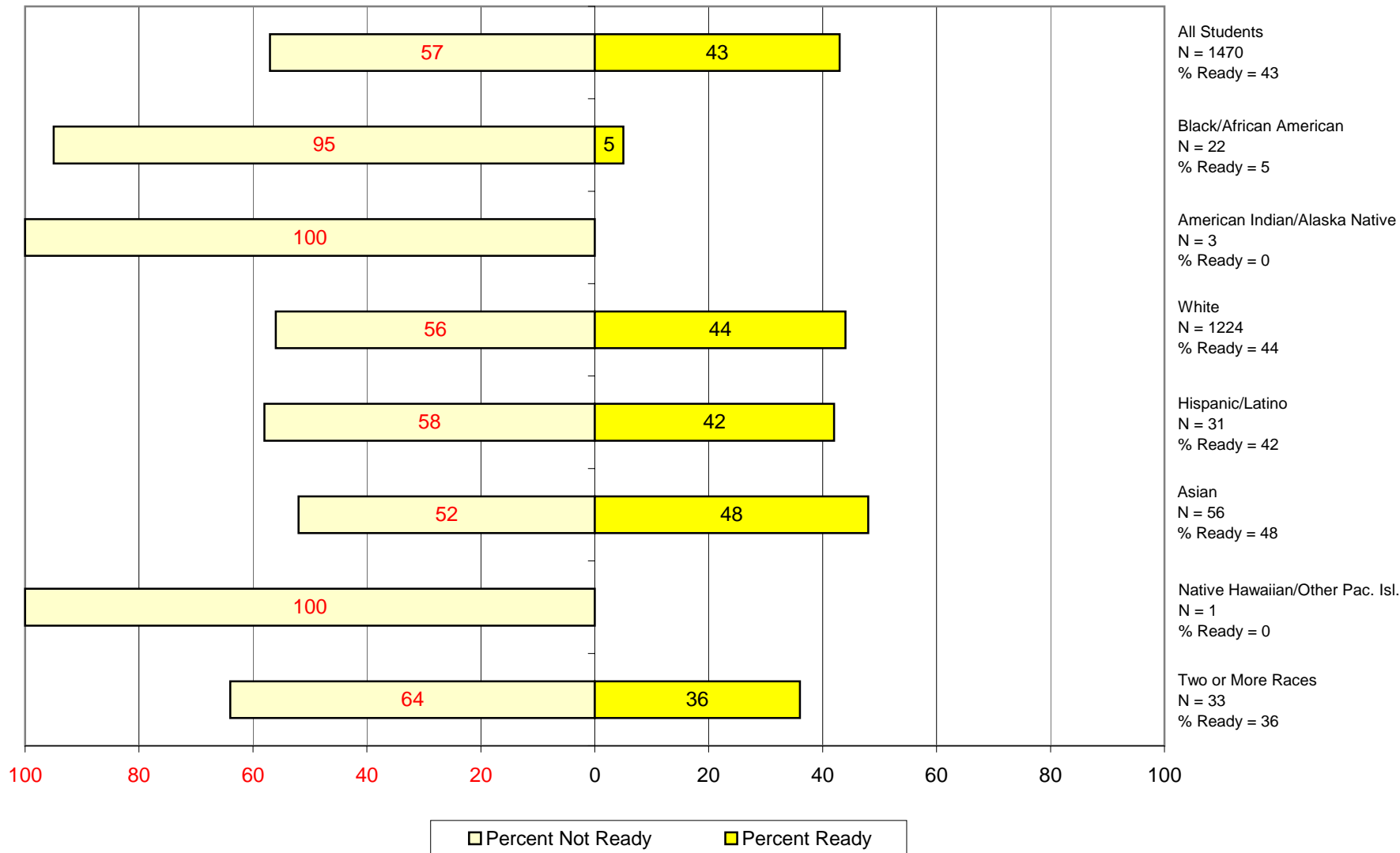


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 1,470

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

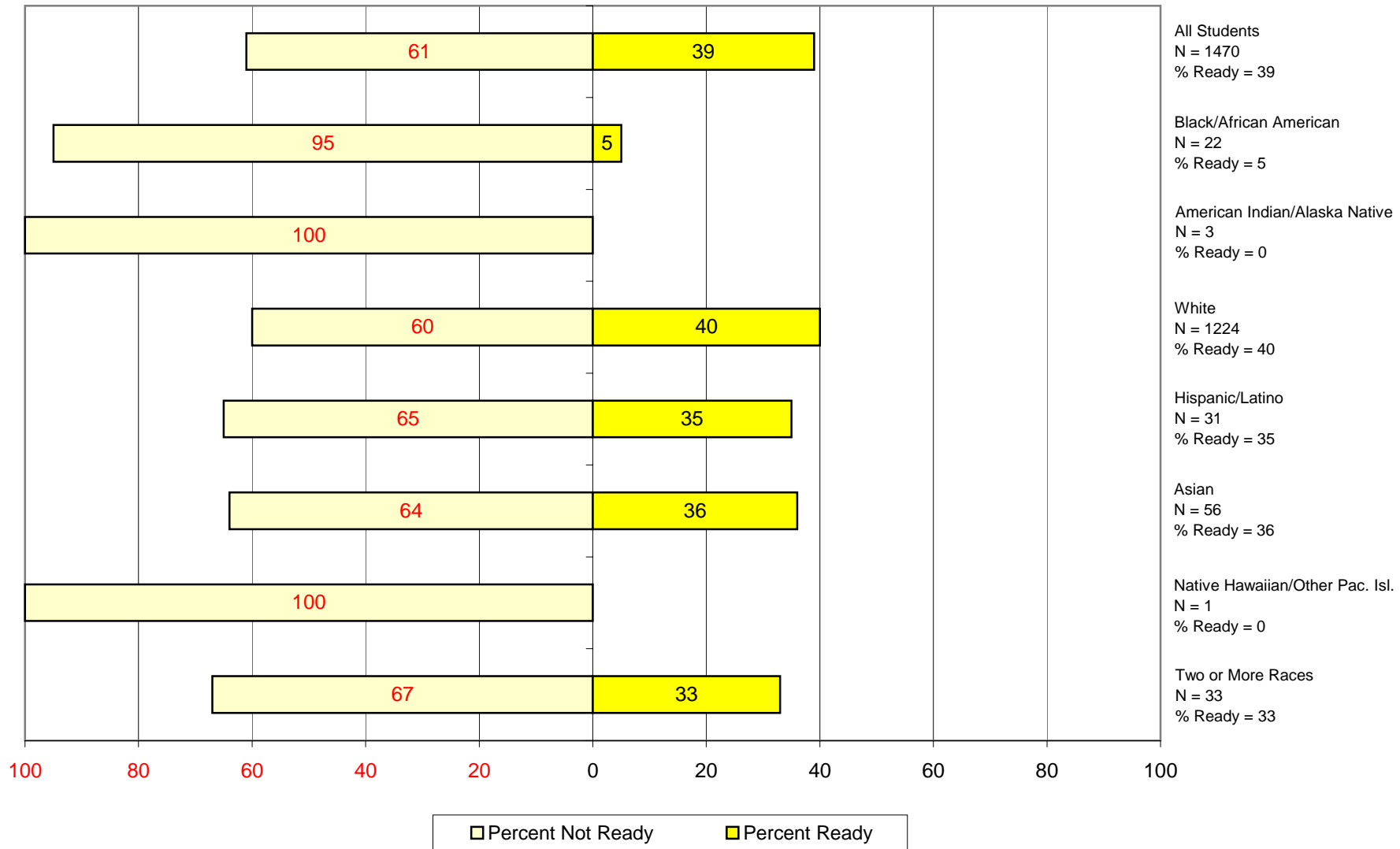
ACT Science Benchmark Score = **24**



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

Total Students in Report: 1,470

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: 1,470

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	412	28	23.7	3.1	154	25	22.7	2.4	258	30	24.3	3.4
Eng 9, Eng 10, Eng 11, Eng 12	989	67	23.5	2.9	430	69	22.8	2.5	559	66	24.0	3.1
Less than 4 years of English	26	2	20.6	-	12	2	20.3	-	14	2	20.9	-
Zero years / no English courses reported	43	3	22.3	-	27	4	21.6	-	16	2	23.4	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	122	8	25.5	5.6	51	8	25.3	6.6	71	8	25.6	5.4
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	167	11	22.4	2.5	56	9	22.8	4.1	111	13	22.3	2.1
Alg 1, Alg 2, Geom, & Trig	71	5	20.7	0.8	31	5	20.9	2.2	40	5	20.6	0.4
Alg 1, Alg 2, Geom, & Other Adv Math	235	16	21.2	1.3	83	13	22.1	3.4	152	18	20.8	0.6
Other comb of 4 or more years of Math	644	44	25.2	5.3	303	49	25.5	6.8	341	40	25.0	4.8
Alg 1, Alg 2, & Geom	105	7	17.4	-2.5	34	5	17.7	-1.0	71	8	17.3	-2.9
Other comb of 3 or 3.5 years of Math	64	4	23.0	3.1	33	5	22.9	4.2	31	4	23.2	3.0
Less than 3 years of Math	17	1	19.9	-	3	0	18.7	-	14	2	20.2	-
Zero years / no Math courses reported	45	3	21.7	-	29	5	21.1	-	16	2	22.8	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	95	6	25.0	1.0	44	7	24.7	1.2	51	6	25.2	0.9
Other comb of 4 or more years Social Science	481	33	23.3	-0.7	228	37	23.3	-0.2	253	30	23.3	-1.0
US Hist, World Hist, & Am Gov	75	5	22.8	-1.2	38	6	22.9	-0.6	37	4	22.7	-1.6
Other comb of 3 or 3.5 years of Social Science	388	26	23.9	-0.1	133	21	23.1	-0.4	255	30	24.4	0.1
Less than 3 years of Social Science	387	26	24.0	-	152	24	23.5	-	235	28	24.3	-
Zero years / no Social Science courses reported	44	3	22.8	-	28	4	22.2	-	16	2	23.9	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	982	67	23.1	3.2	463	74	23.6	4.3	519	61	22.7	2.5
Bio, Chem, Phys	101	7	24.1	4.2	34	5	24.5	5.2	67	8	23.9	3.7
Gen Sci ² , Bio, Chem	285	19	21.7	1.8	77	12	21.5	2.2	208	25	21.7	1.5
Other comb of 3 years of Natural Science	17	1	18.9	-1.0	7	1	19.6	0.3	10	1	18.4	-1.8
Less than 3 years of Natural Science	41	3	19.9	-	14	2	19.3	-	27	3	20.2	-
Zero years / no Natural Science courses reported	44	3	21.6	-	28	4	21.4	-	16	2	21.9	-

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: 1,470

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	412	28	23.7	86	380,162	23	21.7	73
Eng 9, Eng 10, Eng 11, Eng 12	989	67	23.5	84	1,178,400	71	20.5	67
Less than 4 years of English	26	2	20.6	62	64,748	4	16.5	41
Zero years / no English courses reported	43	3	22.3	72	42,707	3	16.5	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	122	8	25.5	86	108,668	7	24.0	69
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	167	11	22.4	60	151,050	9	22.0	58
Alg 1, Alg 2, Geom, & Trig	71	5	20.7	42	115,739	7	19.6	34
Alg 1, Alg 2, Geom, & Other Adv Math	235	16	21.2	51	279,658	17	19.9	36
Other comb of 4 or more years of Math	644	44	25.2	81	585,086	35	23.6	66
Alg 1, Alg 2, & Geom	105	7	17.4	11	228,058	14	17.3	12
Other comb of 3 or 3.5 years of Math	64	4	23.0	69	82,509	5	19.9	35
Less than 3 years of Math	17	1	19.9	35	69,741	4	16.6	8
Zero years / no Math courses reported	45	3	21.7	44	45,508	3	18.2	22
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	95	6	25.0	75	47,179	3	22.3	59
Other comb of 4 or more years Social Science	481	33	23.3	67	887,744	53	21.9	56
US Hist, World Hist, & Am Gov	75	5	22.8	63	84,563	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	388	26	23.9	73	452,172	27	21.2	51
Less than 3 years of Social Science	387	26	24.0	72	149,266	9	19.7	40
Zero years / no Social Science courses reported	44	3	22.8	57	45,093	3	17.8	29
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	982	67	23.1	46	740,499	44	21.9	39
Bio, Chem, Phys	101	7	24.1	56	171,734	10	23.0	47
Gen Sci ¹ , Bio, Chem	285	19	21.7	36	466,992	28	20.0	22
Other comb of 3 years of Natural Science	17	1	18.9	24	45,992	3	19.5	20
Less than 3 years of Natural Science	41	3	19.9	24	194,661	12	18.4	13
Zero years / no Natural Science courses reported	44	3	21.6	32	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: 1,470

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	22.8	0	0	.	15	1	22.8
Architecture	18	1	24.3	0	0	.	17	1	24.4
Area, Ethnic, & Multidisciplinary Studies	9	1	23.9	0	0	.	8	1	23.8
Arts: Visual & Performing	69	5	23.5	1	7	26.0	63	5	23.7
Business	133	9	22.5	1	7	17.0	111	9	22.8
Communications	44	3	22.2	0	0	.	37	3	22.5
Community, Family, & Personal Services	9	1	18.3	1	7	15.0	8	1	18.8
Computer Science & Mathematics	28	2	25.0	1	7	21.0	24	2	24.6
Education	56	4	22.2	1	7	16.0	50	4	22.5
Engineering	121	8	24.3	0	0	.	106	9	24.3
Engineering Technology & Drafting	8	1	21.6	0	0	.	6	0	21.7
English & Foreign Languages	38	3	26.3	0	0	.	32	3	26.5
Health Administration & Assisting	10	1	21.1	0	0	.	9	1	21.8
Health Sciences & Technologies	253	17	22.5	1	7	18.0	228	19	22.5
Philosophy, Religion, & Theology	6	0	22.2	1	7	22.0	5	0	22.2
Repair, Production, & Construction	5	0	18.0	2	14	18.0	3	0	18.0
Sciences: Biological & Physical	159	11	24.7	0	0	.	145	12	24.4
Social Sciences & Law	133	9	24.6	1	7	15.0	116	10	24.6
Undecided	312	21	23.3	4	29	14.0	210	17	23.8
No Response	42	3	23.2	0	0	.	19	2	22.6

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: 1,470

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	1	21.0	0	.	0	.	1	21.0	0	.
2-yr College Degree	13	17.0	0	.	1	15.0	9	17.8	0	.
Bachelors Degree	487	21.8	10	17.5	2	17.0	421	22.0	9	20.8
Graduate Study	349	24.3	5	19.0	0	.	302	24.3	7	25.6
Prof. Level Degree	376	25.1	3	18.7	0	.	313	25.2	9	23.0
Other	16	23.3	0	.	0	.	15	23.3	0	.
No Response	228	23.1	4	16.3	0	.	163	23.7	6	21.2

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	1	21.0	0	.	0	.	0	.	0	.
2-yr College Degree	13	17.0	1	16.0	0	.	0	.	2	15.0
Bachelors Degree	487	21.8	13	21.4	0	.	13	19.4	19	21.5
Graduate Study	349	24.3	8	24.6	0	.	5	27.4	22	24.6
Prof. Level Degree	376	25.1	19	24.8	0	.	13	24.9	19	26.4
Other	16	23.3	1	23.0	0	.	0	.	0	.
No Response	228	23.1	14	21.9	1	24.0	2	15.0	38	22.4

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

Total Students in Report: 1,470

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	119	30	89	0	8	23	34	27	8	2
UNIVERSITY OF SOUTHERN MAINE	Maine	56	11	45	0	20	29	30	16	5	0
UNIVERSITY OF NEW ENGLAND	Maine	48	14	34	0	10	31	29	25	4	0
NORTHEASTERN UNIVERSITY	Massachusetts	44	15	29	0	0	2	16	59	20	2
BOSTON UNIVERSITY	Massachusetts	43	21	22	0	0	7	21	58	14	0
BOSTON COLLEGE	Massachusetts	36	18	18	0	0	6	8	47	39	0
BOWDOIN COLLEGE	Maine	34	7	27	0	3	9	12	44	26	6
COLBY COLLEGE	Maine	34	12	22	0	3	6	24	47	21	0
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	33	5	28	0	9	6	33	42	9	0
HUSSON UNIVERSITY	Maine	30	13	17	0	17	47	30	7	0	0
SAINT JOSEPH'S COLLEGE	Maine	24	6	18	0	21	46	21	8	4	0
UNIVERSITY OF VERMONT	Vermont	24	0	24	0	4	8	29	42	13	4
TUFTS UNIVERSITY	Massachusetts	19	5	14	0	0	0	5	42	37	16
WORCESTER POLYTECHNIC INST	Massachusetts	19	4	15	0	0	0	21	53	26	0
NCAA ELIGIBILITY CENTER	Indiana	18	13	5	0	22	22	17	17	22	0
UNIVERSITY OF MAINE AT FARMINGTON	Maine	18	10	8	6	28	33	11	22	0	0
UNITED STATES NAVAL ACADEMY	Maryland	16	10	6	0	0	0	25	25	50	0
BATES COLLEGE	Maine	15	1	14	0	0	0	20	33	47	0
UNIVERSITY OF MAINE AT AUGUSTA	Maine	15	5	10	7	40	27	13	13	0	0
BROWN UNIVERSITY	Rhode Island	14	5	9	0	0	7	7	21	50	14
BOB JONES UNIVERSITY	South Carolina	13	8	5	0	0	8	23	54	8	8
CORNELL UNIVERSITY	New York	13	6	7	0	0	0	38	8	38	15
ENDICOTT COLLEGE	Massachusetts	13	3	10	8	8	15	38	23	8	0
MAINE MARITIME ACADEMY	Maine	13	9	4	0	8	54	23	8	8	0
UNIVERSITY OF CONNECTICUT	Connecticut	13	2	11	0	8	0	31	31	31	0
CHAMPLAIN COLLEGE	Vermont	12	5	7	0	8	17	58	17	0	0
GEORGETOWN UNIVERSITY	District of Columbia	12	7	5	0	0	8	0	42	50	0
RENSSELAER POLYTECHNIC INSTITUTE	New York	12	1	11	0	0	0	8	58	33	0
UNIVERSITY OF PENNSYLVANIA	Pennsylvania	11	1	10	0	0	18	0	27	36	18
BRIGHAM YOUNG UNIVERSITY	Utah	10	9	1	0	0	10	10	40	40	0
All Other Institutions		983	277	706	0	3	19	26	30	21	2
Total		1,764	533	1,231	0	5	18	25	31	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: 1,470

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	1,213	931,148	24.1	21.5	7.7	7.1	23.3	20.7
Black/African American	18	113,247	16.1	16.6	7.2	6.2	16.9	16.4
American Indian/Alaska Native	1	5,233	21.0	17.8	8.0	6.5	21.0	17.5
White	1,005	518,974	24.4	23.2	7.8	7.2	23.6	22.1
Hispanic/Latino	27	150,249	22.7	18.5	7.5	6.8	22.0	18.3
Asian	49	53,381	22.2	23.7	7.3	7.6	21.5	22.8
Native Hawaiian/Other Pac. Isl.	1	2,851	23.0	19.9	6.0	7.1	21.0	19.6
Two or more races	27	32,346	23.1	21.9	7.6	7.1	22.4	21.1
Prefer not/No Response	85	54,867	24.1	21.8	7.8	7.1	23.3	21.0
Males	507	413,617	23.4	21.2	7.6	6.8	22.7	20.3
Females	706	515,745	24.6	21.7	7.9	7.2	23.8	21.1
Missing	0	1,786	.	16.8	.	6.3	.	16.6

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

