



Profile Report - State

Graduating Class 2016

New Hampshire



New to your 2016 Profile Report

In Fall 2015, ACT introduced additional test scores and indicators to provide students and educators with more insight into critical aspects of college and career readiness. Tables for these new scores and indicators (Writing scores from enhanced design, ELA score, STEM score, Understanding Complex Texts Indicator, and Progress Toward Career Readiness Indicator) are included in this report to describe available data. To determine where the new scores are summarized in this report, please consult the Table of Contents.

- **Writing scores:** Writing scores describe core writing competencies valued by high school and college educators. These competencies are summarized by the writing scores. Writing scores from test events before September 2015 will be reported on the 2-12 scale. Writing scores from test events on or after September 2015 will be reported on the 1-36 scale.
- **ELA:** The English Language Arts (ELA) score is based upon student scores in ACT English, Reading, and Writing, and is intended to represent a measure of students' overall literacy skills. This score utilizes ACT's customary 1-36 scale.
- **STEM:** In response to the national focus on student performance in Science, Technology, Engineering, and Mathematics (STEM), a STEM score was developed to gauge students' overall performance in mathematics and science. This score, driven by ACT Mathematics and Science scores, ranges from 1 to 36. Test scores from previous years have been calculated.
- **Understanding Complex Texts Indicator:** The Understanding Complex Texts indicator represents students' progress toward understanding the complex written material encountered in college and careers. The indicator is reported in three proficiency levels: Below Proficient, Proficient, and Above Proficient.
- **Progress Toward Career Readiness Indicator:** Progress toward career readiness indicator is based upon the ACT Composite score, representing the level at which students perform relative to the National Career Readiness Certificate (NCRC). Symbolizing attainment of workplace employability skills critical to job success, this indicator is reported in four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC.

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This report provides information about the performance of your 2016 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 2016. Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included in the report.

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 who met or exceeded 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/content/act/en/education-and-career-planning/college-and-career-readiness-standards.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, Biology and STEM. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

49% 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: 3,407 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. 83% 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 3.8 reports 1% of the cohort took less than three years of math courses. Of these students, 35% were college ready. 4% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 19% 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 3.8 reports 3% of the cohort took less than three years of natural science courses. 39% of these students were college ready. In comparison, 62% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 23% 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 ACT Customer Service at 319-337-1365 or customerservices@act.org.

Section I

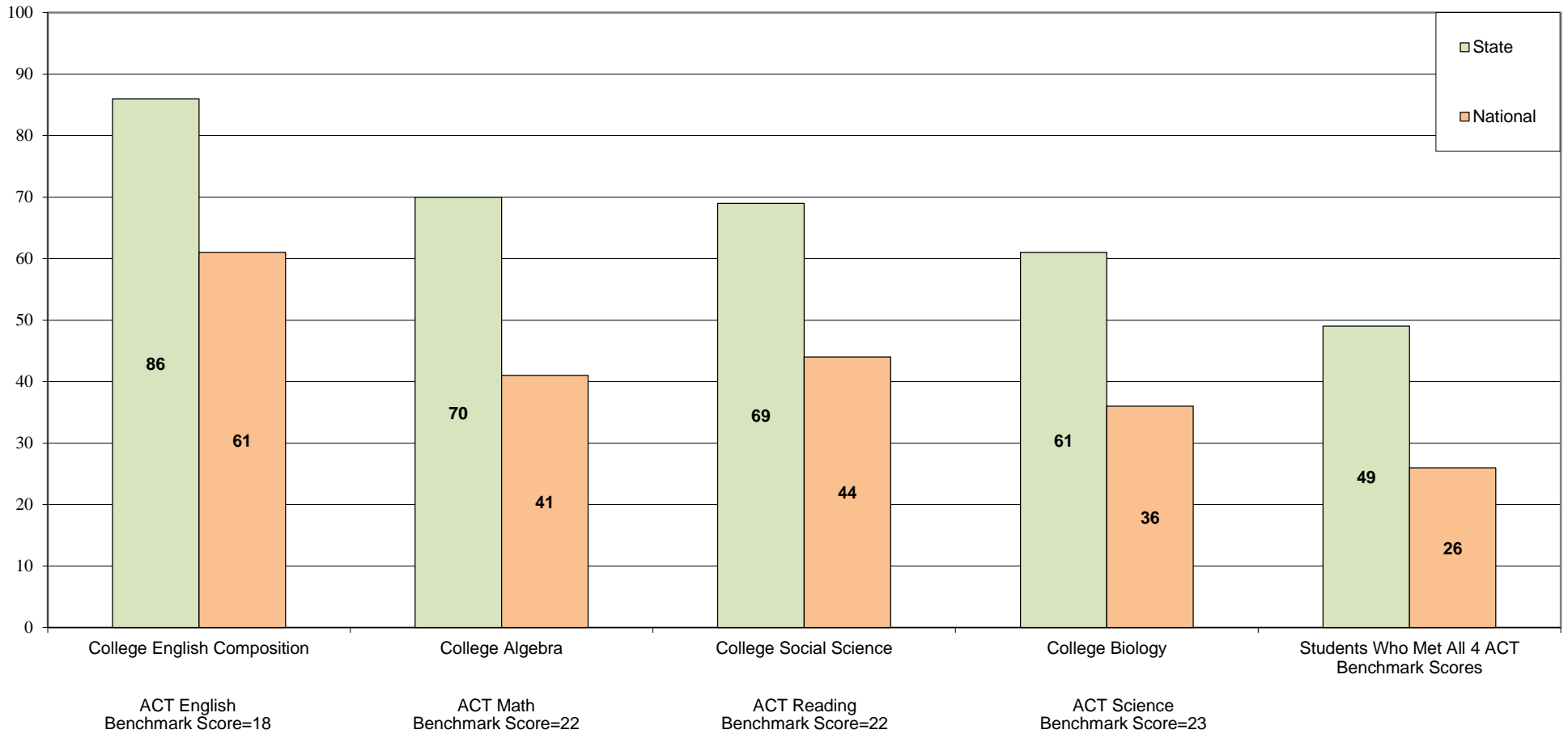
Executive Summary

Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning in August 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

To find the results of only standard time or extended time test takers, refer to Tables 1.7 and 1.8 on page 9.

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: 3,407

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2012	2,979	1,666,017	85	67	68	46	73	52	49	31	42	25
2013	2,987	1,799,243	84	64	66	44	64	44	54	36	43	26
2014	3,179	1,845,787	86	64	69	43	66	44	59	37	47	26
2015	3,487	1,924,436	86	64	68	42	68	46	62	38	49	28
2016	3,407	2,090,342	86	61	70	41	69	44	61	36	49	26

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
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
2013	2,987	1,799,243	23.6	20.2	23.6	20.9	24.2	21.1	23.2	20.7	23.8	20.9
2014	3,179	1,845,787	23.9	20.3	24.2	20.9	24.5	21.3	23.6	20.8	24.2	21.0
2015	3,487	1,924,436	24.1	20.4	24.1	20.8	24.7	21.4	23.9	20.9	24.3	21.0
2016	3,407	2,090,342	24.0	20.1	24.4	20.6	25.1	21.3	24.1	20.8	24.5	20.8

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8

Total Students in Report: 3,407

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
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
2013	2,331	472	78	16	23.9	22.9	23.8	23.2	24.5	23.6	23.5	22.6	24.1	23.2
2014	2,538	522	80	16	24.1	23.6	24.3	23.9	24.8	23.9	23.7	23.4	24.4	23.8
2015	2,803	557	80	16	24.2	24.4	24.1	24.4	24.8	24.8	23.9	24.1	24.4	24.5
2016	2,820	510	83	15	24.2	23.7	24.5	24.1	25.2	24.4	24.2	23.8	24.6	24.1

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/Ethnicity

	2012			2013			2014			2015			2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	2,979	100	23.8	2,987	100	23.8	3,179	100	24.2	3,487	100	24.3	3,407	100	24.5
Black/African American	45	2	20.8	64	2	22.0	51	2	22.4	67	2	22.5	57	2	22.7
American Indian/Alaska Native	6	0	23.5	6	0	23.8	5	0	23.8	5	0	24.2	8	0	22.8
White	2,422	81	23.8	2,360	79	23.7	2,459	77	24.1	2,736	78	24.2	2,626	77	24.4
Hispanic/Latino	101	3	23.6	102	3	24.1	124	4	23.3	96	3	23.3	121	4	23.7
Asian	135	5	24.8	151	5	24.5	184	6	25.0	196	6	24.9	206	6	25.8
Native Hawaiian/Other Pacific Islander	2	0	21.0	3	0	20.0	5	0	21.6	7	0	21.9	2	0	30.5
Two or more races	45	2	24.4	71	2	24.7	77	2	25.0	72	2	25.7	96	3	25.4
Prefer not to respond/No response	223	7	24.7	230	8	24.3	274	9	25.1	308	9	25.5	291	9	25.1

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	State	National	State	National	State	National	State	National	State	National
2012	2,979	1,666,017	23.7	21.3	34	20	29.0	28.7	28.0	27.9
2013	2,987	1,799,243	23.7	21.1	35	19	28.7	28.7	28.1	28.0
2014	3,179	1,845,787	24.1	21.1	39	20	29.1	28.7	28.3	28.3
2015	3,487	1,924,436	24.2	21.1	39	20	29.0	28.7	28.5	28.4
2016	3,407	2,090,342	24.5	20.9	41	20	29.2	28.7	28.6	28.6

¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	
2012	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2013	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2014	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2015	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2016	684	485,762	20	23	18.0	17.0	756	322,548	22	15	24.2	23.6	855	235,380	25	11	30.9	30.3

¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

Total Students in Report: 3,407

Table 1.8. Average ACT College Reportable Scores by Test Session Duration

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Standard Time	3,246	95	24.0	24.4	25.0	24.1	24.5
	Extended Time	161	5	23.6	23.2	26.4	24.1	24.4
	Total	3,407	100	24.0	24.4	25.1	24.1	24.5
National	Standard Time	1,985,389	95	20.3	20.7	21.4	20.9	21.0
	Extended Time	104,953	5	16.6	18.0	18.9	18.2	18.0
	Total	2,090,342	100	20.1	20.6	21.3	20.8	20.8

Table 1.9. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Standard Time	86	70	68	62	49
	Extended Time	82	62	72	58	47
	Total	86	70	69	61	49
National	Standard Time	63	42	45	37	27
	Extended Time	39	22	31	23	16
	Total	61	41	44	36	26

Section II

Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 3,407

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

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	30	100	34	100	83	100	55	100	6	100	25	100	36
35	136	99	68	99	125	98	69	98	51	99	58	99	35
34	114	95	67	97	127	94	79	96	84	98	66	98	34
33	100	92	75	95	160	90	75	94	92	96	70	96	33
32	99	89	75	93	172	85	80	92	125	93	92	94	32
31	105	86	112	91	140	80	87	89	128	89	111	91	31
30	122	83	106	87	164	76	70	87	131	86	136	88	30
29	96	79	198	84	131	71	132	85	174	82	154	84	29
28	148	76	258	78	170	68	133	81	183	77	189	79	28
27	162	72	267	71	159	63	150	77	218	71	218	74	27
26	178	67	269	63	166	58	202	73	222	65	293	67	26
25	231	62	194	55	143	53	345	67	256	58	282	59	25
24	232	55	278	49	182	49	352	57	239	51	254	50	24
23	236	49	189	41	229	44	263	46	250	44	238	43	23
22	243	42	181	36	184	37	316	39	248	37	227	36	22
21	219	34	134	30	230	31	170	29	200	29	214	29	21
20	186	28	121	26	172	25	250	24	196	23	190	23	20
19	138	23	162	23	144	20	134	17	189	18	194	17	19
18	138	19	183	18	136	15	122	13	138	12	140	12	18
17	97	14	170	13	91	11	97	9	89	8	111	8	17
16	109	12	152	8	79	9	114	7	85	6	76	4	16
15	113	8	69	3	70	6	39	3	53	3	36	2	15
14	65	5	31	1	56	4	36	2	28	1	23	1	14
13	42	3	12	1	41	3	13	1	15	1	7	1	13
12	22	2	1	1	33	2	10	1	4	1	2	1	12
11	29	1	0	1	8	1	8	1	3	1	0	1	11
10	7	1	0	1	5	1	2	1	0	1	0	1	10
9	7	1	0	1	4	1	3	1	0	1	0	1	9
8	2	1	1	1	2	1	0	1	0	1	1	1	8
7	1	1	0	1	1	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	1	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	24.0 (6.0)		24.4 (5.3)		25.1 (6.2)		24.1 (5.1)		24.5 (5.1)		24.5 (4.9)		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: 3,407

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subscore 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	254	100	79	100	241	100	325	100	234	100	89	100	107	100	18
17	353	93	160	98	304	93	317	90	320	93	74	97	27	97	17
16	228	82	299	93	381	84	408	81	306	84	238	95	307	96	16
15	277	75	356	84	206	73	350	69	412	75	335	88	412	87	15
14	201	67	333	74	465	67	280	59	301	63	492	78	468	75	14
13	298	61	332	64	245	53	206	51	454	54	429	64	395	61	13
12	334	53	513	54	317	46	278	45	251	41	480	51	333	50	12
11	333	43	306	39	248	37	340	36	323	33	351	37	310	40	11
10	333	33	319	30	270	29	265	27	185	24	341	27	487	31	10
9	254	23	283	21	290	21	175	19	221	18	261	17	256	16	9
8	202	16	207	13	210	13	167	14	173	12	158	9	174	9	8
7	136	10	96	6	111	7	102	9	154	7	93	5	58	4	7
6	102	6	63	4	59	3	105	6	39	2	28	2	25	2	6
5	69	3	39	2	28	2	57	3	18	1	17	1	27	1	5
4	22	1	18	1	20	1	18	1	9	1	6	1	4	1	4
3	9	1	3	1	2	1	10	1	4	1	8	1	8	1	3
2	2	1	1	1	8	1	4	1	3	1	0	1	3	1	2
1	0	1	0	1	2	1	0	1	0	1	7	1	6	1	1
Avg (SD)	12.3 (3.6)		12.2 (3.1)		12.7 (3.5)		12.9 (3.6)		12.9 (3.3)		12.3 (2.8)		12.3 (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	28	30	27	28
Q2 (50th Percentile)	24	25	25	24	24
Q1 (25th Percentile)	20	20	21	21	21

Total Students in Report: 3,407

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

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	3,407	83	24.6	24.1
	Black/African American	57	65	23.2	22.0
	American Indian/Alaska Native	8	88	23.0	21.0
	White	2,626	86	24.5	24.1
	Hispanic/Latino	121	81	23.7	23.7
	Asian	206	73	26.4	23.9
	Native Hawaiian/Other Pac. Isl.	2	100	30.5	.
	Two or More Races	96	85	25.4	25.4
	Prefer not/No Response	291	67	25.6	25.5
National	All Students	2,090,342	69	21.9	18.7
	Black/African American	272,363	64	17.8	15.7
	American Indian/Alaska Native	16,183	57	18.9	16.3
	White	1,119,398	73	23.2	20.0
	Hispanic/Latino	337,280	69	19.5	17.3
	Asian	93,493	78	24.7	22.1
	Native Hawaiian/Other Pac. Isl.	6,797	61	20.1	16.6
	Two or More Races	85,494	70	21.9	19.0
	Prefer not/No Response	159,334	48	22.3	18.2

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.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	3,407	100	24.0	24.4	25.1	24.1	24.5	24.5
	Black/African American	57	2	22.5	22.3	23.6	22.0	22.7	22.4
	American Indian/Alaska Native	8	0	22.4	21.4	23.5	23.0	22.8	22.4
	White	2,626	77	23.9	24.1	25.0	24.0	24.4	24.3
	Hispanic/Latino	121	4	23.4	23.5	24.2	23.2	23.7	23.6
	Asian	206	6	24.8	27.5	25.1	25.2	25.8	26.6
	Native Hawaiian/Other Pac. Isl.	2	0	28.0	30.5	33.5	29.0	30.5	30.0
	Two or More Races	96	3	24.8	25.1	26.2	25.0	25.4	25.3
	Prefer not/No Response	291	9	24.7	24.7	25.9	24.7	25.1	24.9
National	All Students	2,090,342	100	20.1	20.6	21.3	20.8	20.8	20.9
	Black/African American	272,363	13	15.8	17.0	17.4	17.2	17.0	17.3
	American Indian/Alaska Native	16,183	1	16.3	17.7	18.2	18.1	17.7	18.2
	White	1,119,398	54	21.9	21.7	22.8	22.1	22.2	22.1
	Hispanic/Latino	337,280	16	17.6	18.8	19.2	18.9	18.7	19.1
	Asian	93,493	4	23.3	25.0	23.7	23.6	24.0	24.6
	Native Hawaiian/Other Pac. Isl.	6,797	0	17.4	18.9	18.9	18.6	18.6	19.0
	Two or More Races	85,494	4	20.4	20.5	21.6	20.9	21.0	21.0
	Prefer not/No Response	159,334	8	19.3	20.0	20.6	20.0	20.1	20.3

Total Students in Report: 3,407

Table 2.6. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	1,577	82	25.1	24.8
	Females	1,830	84	24.3	23.6
	No Response	0	.	.	.
National	Males	971,383	68	22.1	18.5
	Females	1,074,049	72	21.7	19.1
	No Response	44,910	28	19.3	16.5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	1,577	46	23.9	25.4	25.1	24.9	24.9	25.4
	Females	1,830	54	24.1	23.5	25.0	23.5	24.1	23.7
	No Response	0	0	.	.	.	.	.	.
National	Males	971,383	46	19.8	21.0	21.0	21.1	20.9	21.3
	Females	1,074,049	51	20.6	20.3	21.6	20.6	20.9	20.7
	No Response	44,910	2	16.5	17.9	18.0	17.9	17.7	18.2

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Section III

College and Career Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 3,407

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	380	11	244	7	495	15	278	8
	28 to 32	570	17	749	22	777	23	502	15
	24 to 27	803	24	1,008	30	650	19	1,049	31
	20 to 23	884	26	625	18	815	24	999	29
	16 to 19	482	14	667	20	450	13	467	14
	13 to 15	220	6	112	3	167	5	88	3
	01 to 12	68	2	2	0	53	2	24	1
National	33 to 36	116,080	6	59,483	3	130,942	6	72,515	3
	28 to 32	200,641	10	192,181	9	275,075	13	157,797	8
	24 to 27	315,883	15	404,868	19	295,645	14	407,121	19
	20 to 23	472,860	23	351,510	17	483,472	23	578,034	28
	16 to 19	378,663	18	701,208	34	451,883	22	502,407	24
	13 to 15	317,275	15	353,660	17	297,137	14	234,398	11
	01 to 12	288,940	14	27,432	1	156,188	7	138,070	7

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	85	75	68	67	55
	Females	86	65	69	57	45
	No Response	.	.	.	.	.
National	Males	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

Total Students in Report: 3,407

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	N	English	Mathematics	Reading	Science	All Four	STEM	
		Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	%	Benchmark=26 %	
State	All Students	3,407	86	70	69	61	49	41
	Black/African American	57	74	51	61	39	30	25
	American Indian/Alaska Native	8	63	38	63	38	25	25
	White	2,626	86	69	68	61	49	40
	Hispanic/Latino	121	82	64	63	53	43	34
	Asian	206	82	83	65	69	54	58
	Native Hawaiian/Other Pac. Isl	2	100	100	100	100	100	100
	Two or More Races	96	85	75	73	63	55	50
	Prefer Not to Respond	291	86	70	74	64	51	43
National	All Students	2,090,342	61	41	44	36	26	20
	Black/African American	272,363	33	13	19	11	6	3
	American Indian/Alaska Native	16,183	37	18	25	16	9	6
	White	1,119,398	73	50	55	46	34	25
	Hispanic/Latino	337,280	46	27	30	21	14	9
	Asian	93,493	75	70	59	56	46	44
	Native Hawaiian/Other Pac. Isl	6,797	45	29	30	23	16	11
	Two or More Races	85,494	64	40	46	36	26	19
	Prefer Not to Respond	159,334	55	36	40	32	24	19

Table 3.4. Progress Toward Career Readiness¹

Student Group	Progress Toward NCRC ² Level	N		Average Composite
		N	%	
State	Gold	3,130	92	25.3
	Silver	255	7	15.9
	Bronze	19	1	12.8
	Needs Improvement	3	0	11.0
National	Gold	1,418,678	68	23.7
	Silver	496,817	24	15.6
	Bronze	142,375	7	12.6
	Needs Improvement	32,472	2	10.4

¹ Progress reflects degree to which students are on track for attaining workplace employability skills critical to job success.

² Additional information on the ACT NCRC (National Career Readiness Certificate) can be found at www.act.org.

Total Students in Report: 3,407

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More ²	2,820	86	24.2	71	24.5	70	25.2	62	24.2	50	24.6	42	24.6
	Less than Core	510	82	23.7	65	24.1	62	24.4	58	23.8	44	24.1	39	24.2
	Missing ³	77	73	21.5	52	21.9	64	24.4	48	22.4	38	22.6	29	22.4
National	Core or More	1,441,538	69	21.3	48	21.5	51	22.3	43	21.7	32	21.9	24	21.9
	Less than Core	483,335	46	17.8	26	18.7	31	19.2	23	18.8	15	18.7	11	19.0
	Missing	165,469	38	16.4	20	17.7	24	18.0	18	17.8	11	17.6	8	18.0

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 College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More ²	3,261	86	24.1	3,288	70	24.5	2,955	69	25.0	3,232	62	24.2
	Less than Core	72	79	21.8	46	35	20.2	377	67	25.3	102	39	21.0
	Missing ³	74	74	21.7	73	52	21.9	75	64	24.3	73	48	22.4
National	Core or More	1,821,855	65	20.7	1,834,921	44	21.0	1,707,404	48	21.8	1,679,561	41	21.4
	Less than Core	121,175	34	15.8	101,097	8	16.1	229,685	32	19.2	255,155	17	18.0
	Missing	147,312	40	16.6	154,324	20	17.8	153,253	25	18.2	155,626	19	18.0

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.

Total Students in Report: 3,407

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,069	31	24.8	87	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	2,192	64	23.8	85	1,436,604	69	20.4	63
Less than 4 years of English	72	2	21.8	79	121,175	6	15.8	34
Zero years / no English courses reported	74	2	21.7	74	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	269	8	26.1	86	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	293	9	22.6	61	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	116	3	20.3	39	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	486	14	20.8	44	379,347	18	19.3	30
Other comb of 4 or more years of Math	1,840	54	26.3	83	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	144	4	18.5	19	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	140	4	23.5	66	107,638	5	19.5	32
Less than 3 years of Math	46	1	20.2	35	101,097	5	16.1	8
Zero years / no Math courses reported	73	2	21.9	52	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	100	3	27.2	81	51,783	2	22.1	50
Other comb of 4 or more years Social Science	1,872	55	24.9	68	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	63	2	25.1	73	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	920	27	25.1	69	555,590	27	21.4	45
Less than 3 years of Social Science	377	11	25.3	67	229,685	11	19.2	32
Zero years / no Social Science courses reported	75	2	24.3	64	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,319	68	24.7	67	844,557	40	22.1	46
Bio, Chem, Phys	277	8	25.8	74	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	588	17	21.7	39	542,380	26	20.0	29
Other comb of 3 years of Natural Science	48	1	23.4	56	59,600	3	19.0	23
Less than 3 years of Natural Science	102	3	21.0	39	255,155	12	18.0	17
Zero years / no Natural Science courses reported	73	2	22.4	48	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 3,407

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,069	31	24.8	87	449	28	24.8	86	620	34	24.8	88
Eng 9, Eng 10, Eng 11, Eng 12	2,192	64	23.8	85	1,038	66	23.8	84	1,154	63	23.9	86
Less than 4 years of English	72	2	21.8	79	36	2	21.8	78	36	2	21.8	81
Zero years / no English courses reported	74	2	21.7	74	54	3	21.6	76	20	1	21.9	70
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	269	8	26.1	86	126	8	26.9	90	143	8	25.5	83
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	293	9	22.6	61	107	7	23.4	70	186	10	22.1	55
Alg 1, Alg 2, Geom, & Trig	116	3	20.3	39	46	3	21.0	41	70	4	19.8	37
Alg 1, Alg 2, Geom, & Other Adv Math	486	14	20.8	44	156	10	20.7	42	330	18	20.9	45
Other comb of 4 or more years of Math	1,840	54	26.3	83	971	62	27.0	85	869	47	25.5	80
Alg 1, Alg 2, & Geom	144	4	18.5	19	45	3	19.3	24	99	5	18.1	16
Other comb of 3 or 3.5 years of Math	140	4	23.5	66	54	3	24.1	61	86	5	23.1	69
Less than 3 years of Math	46	1	20.2	35	17	1	19.6	29	29	2	20.6	38
Zero years / no Math courses reported	73	2	21.9	52	55	3	22.3	55	18	1	20.7	44
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	100	3	27.2	81	50	3	27.2	82	50	3	27.1	80
Other comb of 4 or more years Social Science	1,872	55	24.9	68	816	52	25.0	68	1,056	58	24.8	67
US Hist, World Hist, & Am Gov	63	2	25.1	73	28	2	25.1	75	35	2	25.1	71
Other comb of 3 or 3.5 years of Social Science	920	27	25.1	69	451	29	25.1	67	469	26	25.2	71
Less than 3 years of Social Science	377	11	25.3	67	176	11	25.5	69	201	11	25.1	66
Zero years / no Social Science courses reported	75	2	24.3	64	56	4	24.3	63	19	1	24.5	68
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	2,319	68	24.7	67	1,138	72	25.4	72	1,181	65	24.1	62
Bio, Chem, Phys	277	8	25.8	74	141	9	26.7	80	136	7	24.9	68
Gen Sci ² , Bio, Chem	588	17	21.7	39	168	11	21.7	38	420	23	21.7	39
Other comb of 3 years of Natural Science	48	1	23.4	56	33	2	24.0	61	15	1	21.9	47
Less than 3 years of Natural Science	102	3	21.0	39	42	3	20.2	31	60	3	21.6	45
Zero years / no Natural Science courses reported	73	2	22.4	48	55	3	22.7	47	18	1	21.5	50

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

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

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	38	1	22.8	6	16	18.0	28	1	24.0
Architecture	19	1	23.6	0	0	.	18	1	23.3
Area, Ethnic, & Multidisciplinary Studies	7	0	23.7	0	0	.	6	0	24.3
Arts: Visual & Performing	114	3	23.0	3	8	22.7	92	3	23.3
Business	411	12	23.0	11	29	17.7	358	13	23.1
Communications	83	2	23.0	0	0	.	75	3	23.0
Community, Family, & Personal Services	28	1	20.6	2	5	18.5	25	1	20.6
Computer Science & Mathematics	148	4	27.0	0	0	.	130	5	26.7
Education	96	3	21.6	1	3	19.0	89	3	21.7
Engineering	416	12	26.4	0	0	.	372	13	26.6
Engineering Technology & Drafting	26	1	23.5	1	3	18.0	21	1	23.9
English & Foreign Languages	55	2	26.0	1	3	20.0	49	2	26.1
Health Administration & Assisting	32	1	21.4	0	0	.	27	1	21.6
Health Sciences & Technologies	489	14	23.3	5	13	20.0	452	16	23.3
Philosophy, Religion, & Theology	15	0	24.0	1	3	17.0	14	0	24.5
Repair, Production, & Construction	5	0	18.2	1	3	23.0	3	0	17.7
Sciences: Biological & Physical	390	11	26.4	0	0	.	352	12	26.5
Social Sciences & Law	260	8	24.8	3	8	18.0	222	8	25.0
Undecided	718	21	24.8	3	8	17.0	499	18	24.3
No Response	57	2	22.7	0	0	.	4	0	19.0

¹2-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.

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

Total Students in Report: 3,407

Table 4.2. Average ACT Composite Scores for Racial/Ethnic 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	10	18.4	0	.	0	.	7	19.0	0	.
2-yr College Degree	28	18.8	1	23.0	0	.	24	18.6	1	19.0
Bachelors Degree	1,147	22.5	14	19.9	4	19.3	933	22.5	48	21.9
Graduate Study	979	25.6	7	21.9	0	.	801	25.5	24	25.3
Prof. Level Degree	710	26.4	20	25.5	1	34.0	527	26.1	32	25.8
Other	25	21.7	1	34.0	1	17.0	17	22.1	1	17.0
No Response	508	24.9	14	21.1	2	27.0	317	24.9	15	23.5

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	10	18.4	2	17.5	0	.	1	16.0	0	.
2-yr College Degree	28	18.8	1	17.0	0	.	1	21.0	0	.
Bachelors Degree	1,147	22.5	44	22.7	0	.	27	22.7	77	23.4
Graduate Study	979	25.6	61	27.5	1	30.0	23	26.3	62	25.9
Prof. Level Degree	710	26.4	52	26.9	1	31.0	34	27.4	43	28.1
Other	25	21.7	2	19.5	0	.	0	.	3	20.3
No Response	508	24.9	44	25.9	0	.	10	25.4	106	24.9

Total Students in Report: 3,407

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	341	124	217	1	3	13	30	33	16	3
NORTHEASTERN UNIVERSITY	Massachusetts	111	37	74	0	0	2	14	39	38	7
UNIVERSITY OF VERMONT	Vermont	92	22	70	0	2	12	23	33	29	1
BOSTON UNIVERSITY	Massachusetts	84	17	67	0	0	1	21	36	30	12
WORCESTER POLYTECHNIC INST	Massachusetts	66	19	47	0	0	0	9	39	39	12
KEENE STATE COLLEGE	New Hampshire	59	20	39	5	5	36	27	17	10	0
PLYMOUTH STATE UNIVERSITY	New Hampshire	59	20	39	2	2	39	25	22	10	0
UNIVERSITY OF NEW ENGLAND	Maine	59	15	44	2	2	24	36	31	7	0
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	58	7	51	0	0	9	29	33	22	7
UNIVERSITY OF CONNECTICUT	Connecticut	56	10	46	0	0	13	20	48	20	0
TUFTS UNIVERSITY	Massachusetts	55	24	31	0	0	2	5	31	49	13
UNIV OF MASSACHUSETTS LOWELL	Massachusetts	50	13	37	0	2	12	30	40	16	0
BOSTON COLLEGE	Massachusetts	47	19	28	0	0	0	19	38	40	2
DARTMOUTH COLLEGE	New Hampshire	41	18	23	0	0	2	12	24	41	20
SOUTHERN NEW HAMPSHIRE UNIVERSITY	New Hampshire	41	2	39	2	2	34	37	20	5	0
UNIVERSITY OF RHODE ISLAND	Rhode Island	40	4	36	0	8	15	28	40	10	0
NCAA ELIGIBILITY CENTER	Indiana	38	29	9	0	0	32	29	21	13	5
QUINNIPIAC UNIVERSITY	Connecticut	37	12	25	0	3	8	30	51	8	0
SAINT ANSELM COLLEGE	New Hampshire	37	9	28	3	0	24	32	27	14	0
RENSSELAER POLYTECHNIC INSTITUTE	New York	36	10	26	0	0	0	19	33	36	11
ENDICOTT COLLEGE	Massachusetts	35	10	25	0	6	20	40	23	11	0
UNIVERSITY OF MAINE THE	Maine	35	4	31	0	3	23	31	26	14	3
CORNELL UNIVERSITY	New York	32	9	23	0	0	0	6	16	56	22
BROWN UNIVERSITY	Rhode Island	26	13	13	0	0	4	8	23	54	12
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Massachusetts	25	9	16	0	0	0	8	20	44	28
WENTWORTH INSTITUTE OF TECHNOLOGY	Massachusetts	24	6	18	4	0	8	21	42	21	4
BENTLEY UNIVERSITY	Massachusetts	23	3	20	4	0	0	26	52	17	0
ROCHESTER INST OF TECHNOLOGY	New York	21	8	13	0	0	0	10	48	38	5
UNIV OF COLORADO-BOULDER	Colorado	21	5	16	0	5	0	19	48	24	5
SYRACUSE UNIVERSITY	New York	19	3	16	0	0	5	16	47	26	5
All Other Institutions		1,924	528	1,396	0	2	13	25	28	26	6
Total		3,592	1,029	2,563	0	2	13	24	30	25	5

Section V Optional Writing Test Results

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 3,407

Table 5.1. Average ACT Writing and English/Language Arts Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	Average ACT Scores									
	N		Writing		English		Reading		English / Language Arts	
	State	National	State	National	State	National	State	National	State	National
All Students	1,891	519,922	21.8	19.3	24.3	21.8	25.3	22.9	23.8	21.3
Black/African American	36	67,101	22.1	16.2	24.1	17.6	24.4	19.1	23.6	17.6
American Indian/Alaska Native	5	3,056	20.6	16.1	22.4	17.6	24.2	19.3	22.6	17.7
White	1,451	234,063	21.9	20.4	24.2	23.9	25.2	24.7	23.8	23.0
Hispanic/Latino	69	116,135	22.3	17.8	24.5	18.8	25.3	20.3	24.0	19.0
Asian	125	44,606	21.5	21.5	25.1	24.5	25.2	24.7	24.0	23.6
Native Hawaiian/Other Pac. Isl.	2	1,742	29.5	19.3	28.0	20.6	33.5	21.4	30.5	20.4
Two or More Races	50	21,475	22.5	19.9	25.6	22.6	26.7	23.6	24.9	22.0
Prefer not/No Response	153	31,744	20.8	19.9	24.4	22.8	25.6	23.8	23.6	22.2
Males	801	220,204	21.4	18.9	24.2	21.9	25.4	22.9	23.7	21.2
Females	1,090	298,512	22.2	19.6	24.4	21.8	25.2	22.8	23.9	21.4
No Response	0	1,206	.	16.3	.	16.8	.	19.0	.	17.3

¹Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 1-36.

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	Average ACT Scores							
	N		English		Writing		English / Writing Combined	
	State	National	State	National	State	National	State	National
All Students	964	754,169	24.7	19.6	7.7	6.2	23.7	18.6
Black/African American	14	85,940	21.4	14.6	7.8	5.1	21.4	13.9
American Indian/Alaska Native	2	5,558	26.0	15.2	6.5	5.0	23.5	14.2
White	722	407,944	24.7	21.4	7.7	6.5	23.6	20.2
Hispanic/Latino	33	115,338	23.2	17.1	7.5	6.0	22.3	16.5
Asian	65	30,233	24.8	23.2	8.0	7.1	24.0	22.0
Native Hawaiian/Other Pac. Isl.	0	3,063	.	15.9	.	5.6	.	15.3
Two or More Races	32	32,453	24.7	19.6	8.2	6.2	24.1	18.5
Prefer not/No Response	96	73,640	25.9	18.8	7.8	6.0	24.6	17.7
Males	483	367,696	24.7	19.2	7.6	5.9	23.6	18.0
Females	481	356,634	24.7	20.3	7.9	6.6	23.8	19.4
No Response	0	29,839	.	16.7	.	5.5	.	15.8

¹Results based on students with ACT Writing scores from test events before September 2015. Score scale is 2-12.

