



Profile Report - State

Graduating Class 2017

New Hampshire



New to your 2017 Profile Report

Though ACT will continue to report English, mathematics, reading, and science subject scores, beginning in September 2016, subscores such as rhetorical skills and arts/literature will be omitted. Instead, a comprehensive set of reporting categories aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness will be included. This change will make it easier for students, parents, and educators to gain deeper insight into students' performance and better understand strengths and areas for improvement in each subject.

In this report, reporting category outcomes indicate the percentage of students with reporting category scores falling within associated ACT Readiness Ranges. These ranges reflect where a student who has met an associated ACT College Readiness Benchmark would typically perform in each reporting category.

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We are pleased to provide this 2017 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2017 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

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.

Total Students in Report: 2,856

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, STEM, 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 and Career 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. College and Career 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

56% 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: 2,856 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 3.8 reports 1% of the cohort took less than three years of math courses. Of these students, 59% were college ready. 3% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 23% of these students were college ready. In comparison, 77% 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. 38% of these students were college ready. In comparison, 68% 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 and Career Readiness Standards score ranges. For example, approximately 19% 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 and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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 1.8 and 1.9 on page 10.

Total Students in Report: 2,856

Figure 1.1. Average Composite Scores: 5 Years of Testing*

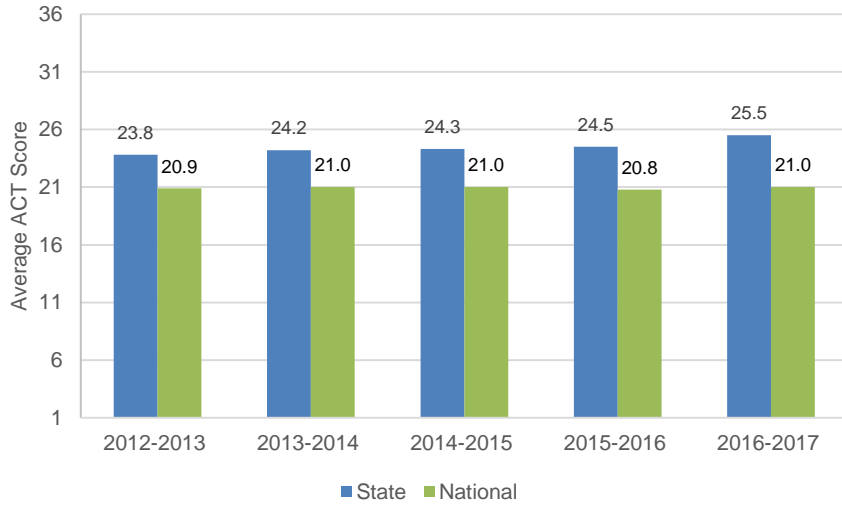


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

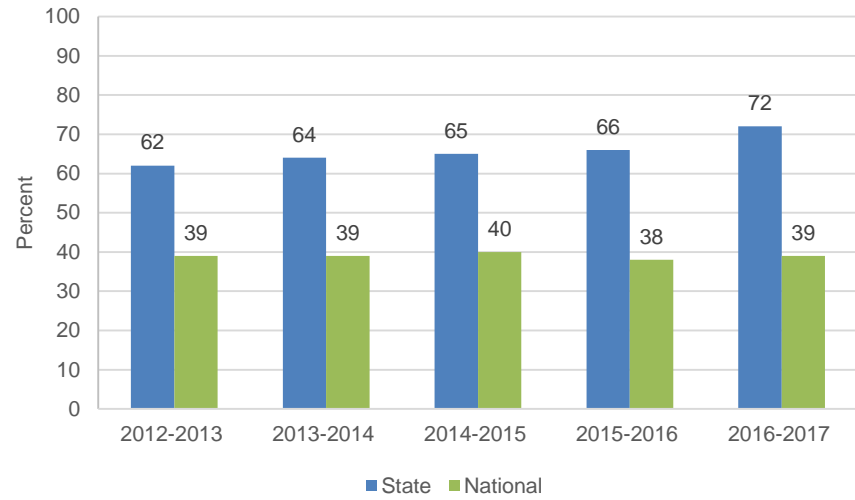


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

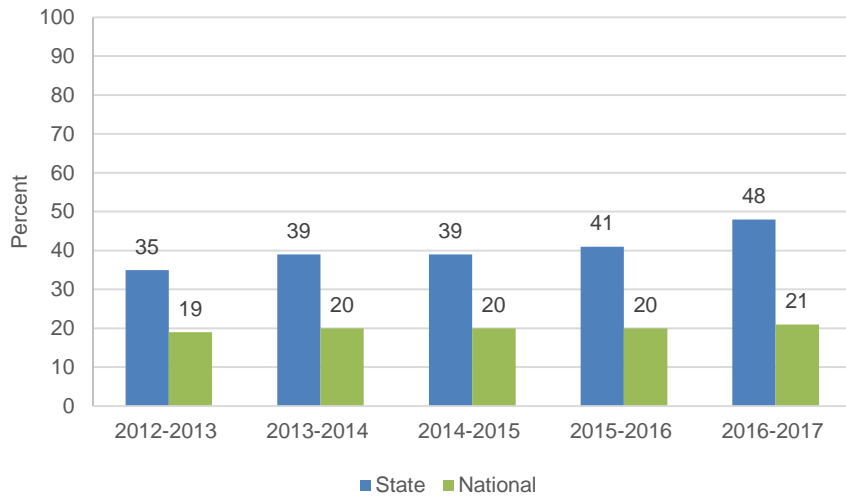
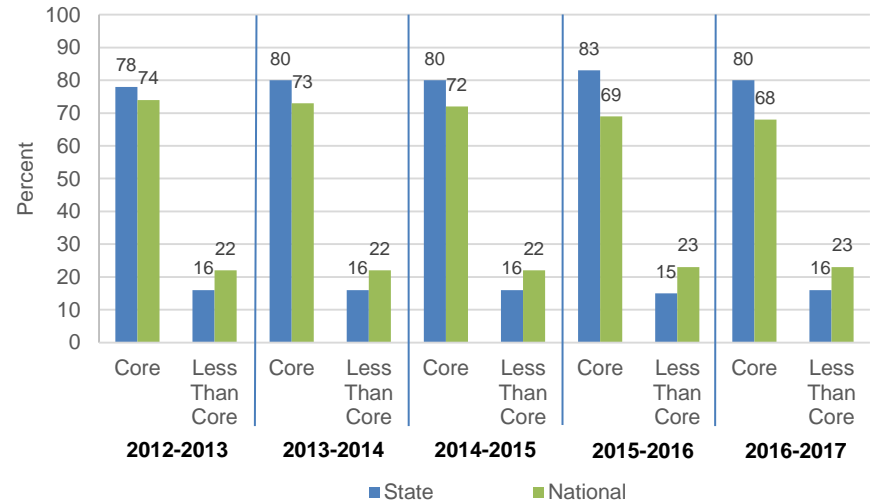


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* Missing columns in above graphs reflect years in which no students were tested.

Total Students in Report: 2,856

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
	State	National	English		Mathematics		Reading		Science		Met All Four	
			State	National	State	National	State	National	State	National	State	National
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
2017	2,856	2,030,038	89	61	74	41	75	47	66	37	56	27

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
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
2017	2,856	2,030,038	25.4	20.3	25.1	20.7	26.0	21.4	24.9	21.0	25.5	21.0

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
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
2017	2,030,038	20.3	20.7	21.4	21.0	21.0

Total Students in Report: 2,856

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
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
2017	2,287	444	80	16	25.5	26.1	25.2	25.8	26.0	26.5	25.0	25.1	25.6	26.0

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/Ethnicity

Race/Ethnicity	2013			2014			2015			2016			2017		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	2,987	100	23.8	3,179	100	24.2	3,487	100	24.3	3,407	100	24.5	2,856	100	25.5
Black/African American	64	2	22.0	51	2	22.4	67	2	22.5	57	2	22.7	61	2	24.0
American Indian/Alaska Native	6	0	23.8	5	0	23.8	5	0	24.2	8	0	22.8	8	0	18.6
White	2,360	79	23.7	2,459	77	24.1	2,736	78	24.2	2,626	77	24.4	2,134	75	25.4
Hispanic/Latino	102	3	24.1	124	4	23.3	96	3	23.3	121	4	23.7	105	4	25.1
Asian	151	5	24.5	184	6	25.0	196	6	24.9	206	6	25.8	220	8	26.6
Native Hawaiian/Other Pacific Islander	3	0	20.0	5	0	21.6	7	0	21.9	2	0	30.5	2	0	22.0
Two or more races	71	2	24.7	77	2	25.0	72	2	25.7	96	3	25.4	66	2	25.8
Prefer not to respond/No response	230	8	24.3	274	9	25.1	308	9	25.5	291	9	25.1	260	9	26.2

Total Students in Report: 2,856

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	
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	
2017	2,856	2,030,038	25.3	21.1	48	21	29.4	28.7	29.2	28.7	

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	
2013	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2014	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2015	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
2017	639	999,708	22	49	18.0	16.2	987	596,096	35	29	24.2	23.4	1,221	427,075	43	21	31.5	30.8

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: 2,856

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	2,692	94	25.5	25.3	26.0	25.0	25.6
	Extended Time	164	6	23.9	23.1	25.7	23.9	24.2
	Total	2,856	100	25.4	25.1	26.0	24.9	25.5
National	Standard Time	1,927,386	95	20.5	20.8	21.5	21.1	21.1
	Extended Time	102,652	5	17.5	18.5	19.5	18.9	18.7
	Total	2,030,038	100	20.3	20.7	21.4	21.0	21.0

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	90	75	76	67	57
	Extended Time	83	59	70	54	47
	Total	89	74	75	66	56
National	Standard Time	63	41	48	38	28
	Extended Time	42	25	36	26	19
	Total	61	41	47	37	27

Section II

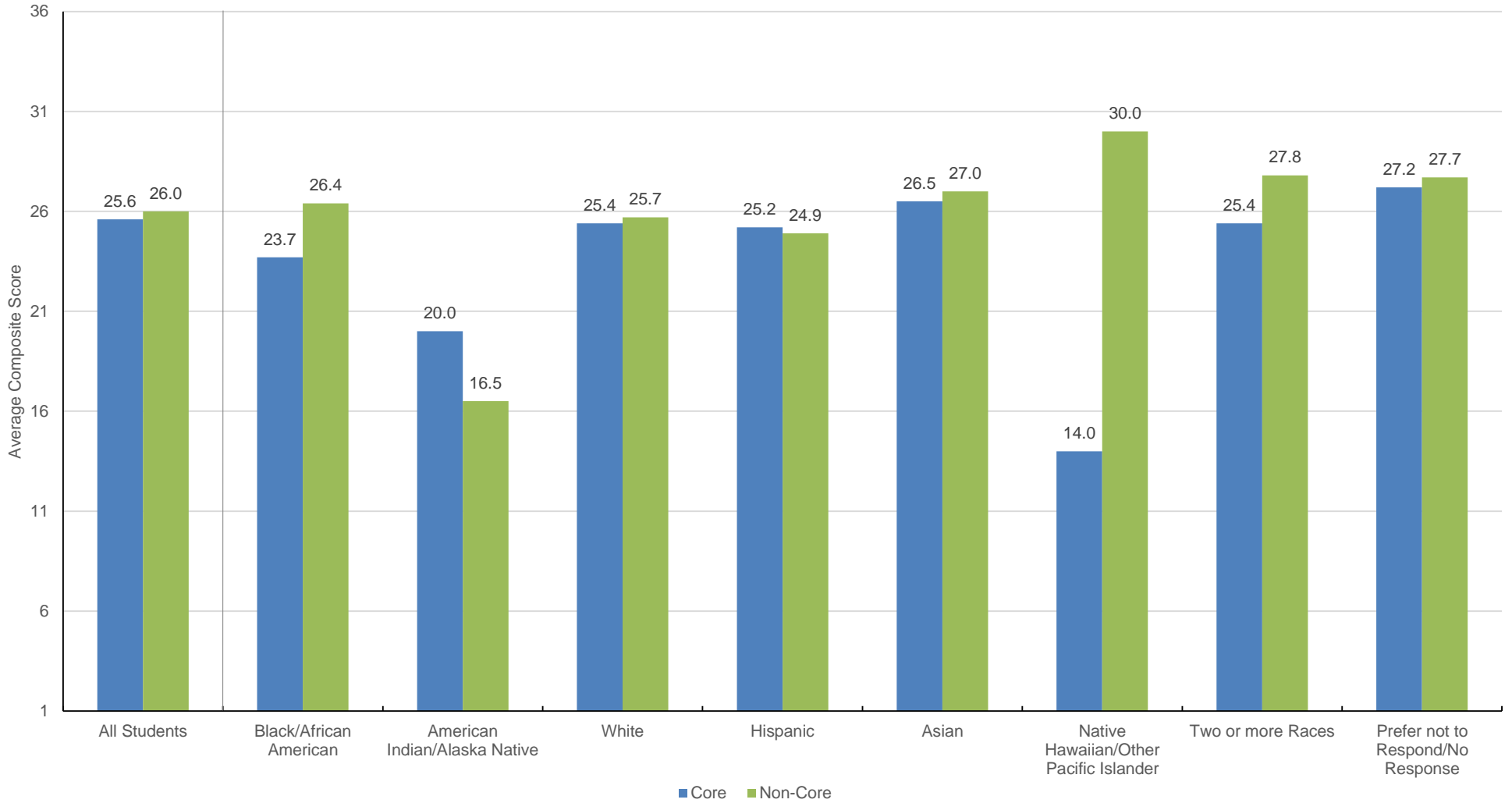
Academic Achievement

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: 2,856

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Total Students in Report: 2,856

Table 2.1. ACT Score Distributions, Cumulative Percents (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	79	100	61	100	117	100	64	100	18	100	42	100	36
35	210	97	82	98	91	96	68	98	72	99	60	99	35
34	106	90	68	95	165	93	91	95	87	97	79	96	34
33	119	86	75	93	154	87	113	92	108	94	87	94	33
32	72	82	99	90	175	82	46	88	139	90	106	91	32
31	77	79	77	87	139	75	100	87	128	85	101	87	31
30	135	77	116	84	114	71	115	83	140	81	123	83	30
29	109	72	124	80	127	67	109	79	165	76	157	79	29
28	108	68	204	75	141	62	141	75	170	70	178	74	28
27	157	64	310	68	120	57	152	70	183	64	208	67	27
26	136	59	231	57	125	53	219	65	185	58	223	60	26
25	218	54	202	49	140	49	180	57	225	51	221	52	25
24	193	47	193	42	179	44	275	51	193	43	227	45	24
23	204	40	146	36	169	37	217	41	197	37	183	37	23
22	186	33	125	30	194	32	241	34	178	30	161	30	22
21	173	26	101	26	119	25	148	25	163	23	159	25	21
20	120	20	111	22	117	21	162	20	119	18	157	19	20
19	84	16	106	19	118	16	96	15	119	14	103	13	19
18	67	13	126	15	86	12	120	11	83	9	99	10	18
17	78	11	105	10	79	9	64	7	69	6	78	6	17
16	65	8	118	7	72	7	57	5	56	4	60	4	16
15	63	6	49	3	36	4	30	3	31	2	24	2	15
14	31	3	21	1	31	3	22	2	20	1	12	1	14
13	21	2	4	1	19	2	12	1	7	1	6	1	13
12	19	2	2	1	18	1	4	1	1	1	2	1	12
11	10	1	0	1	6	1	3	1	0	1	0	1	11
10	7	1	0	1	4	1	3	1	0	1	0	1	10
9	7	1	0	1	0	1	2	1	0	1	0	1	9
8	1	1	0	1	1	1	2	1	0	1	0	1	8
7	1	1	0	1	0	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	0	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)	25.4 (6.1)		25.1 (5.4)		26.0 (6.1)		24.9 (5.3)		25.5 (5.1)		25.3 (5.0)		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.

Figure 2.2. English Reporting Categories¹

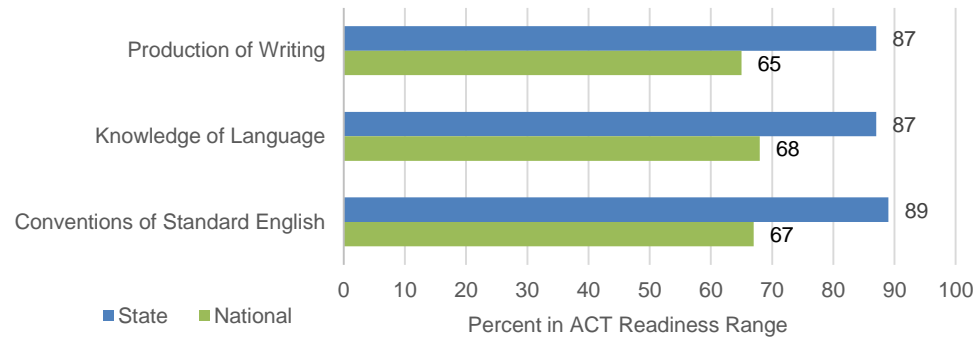


Figure 2.3. Math Reporting Categories¹

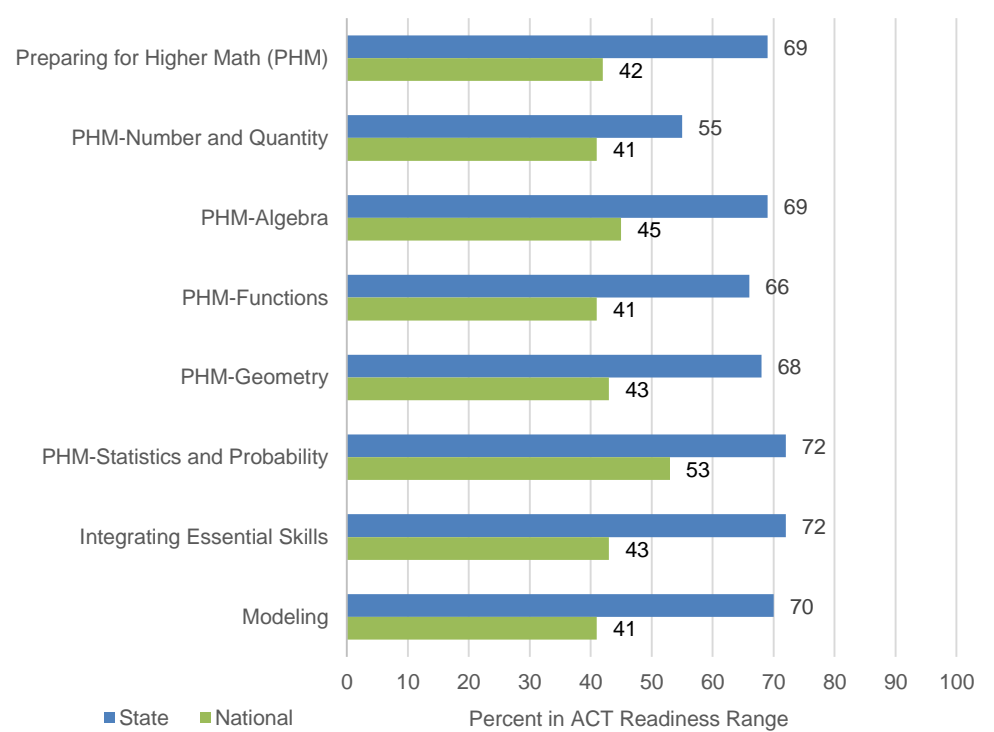


Figure 2.4. Reading Reporting Categories¹

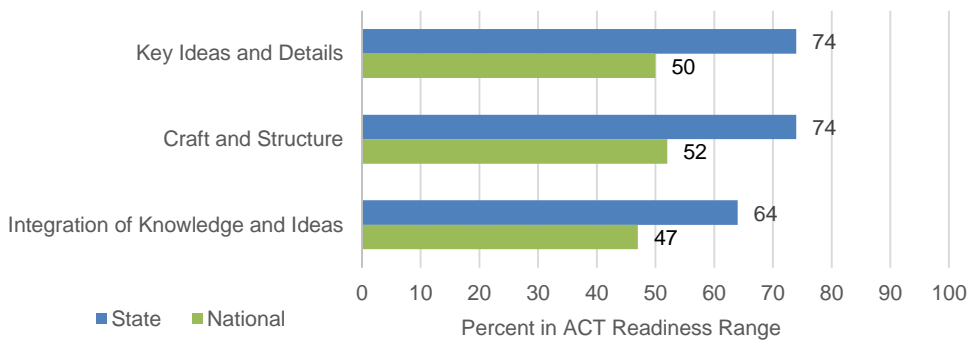
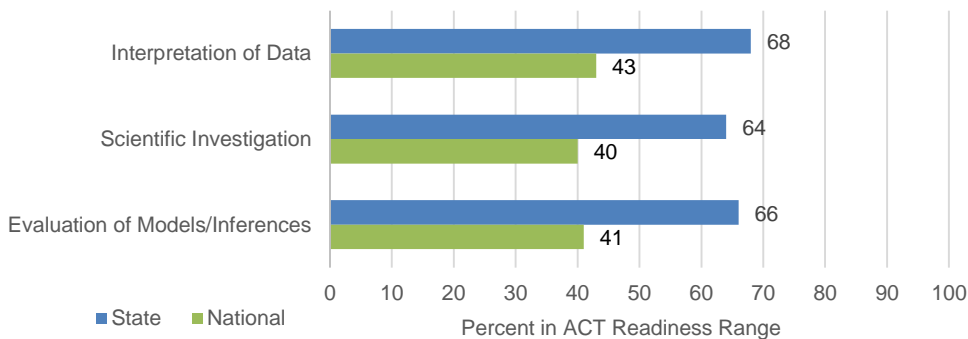


Figure 2.5. Science Reporting Categories¹



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

¹Reporting Categories are reported only for testing events beginning September 2016.

Total Students in Report: 2,856

Table 2.2. 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	2,856	80	25.6	26.0
	Black/African American	61	69	23.7	26.4
	American Indian/Alaska Native	8	63	20.0	16.5
	White	2,134	83	25.4	25.7
	Hispanic/Latino	105	78	25.2	24.9
	Asian	220	76	26.5	27.0
	Native Hawaiian/Other Pac. Isl.	2	50	14.0	30.0
	Two or More Races	66	85	25.4	27.8
	Prefer not/No Response	260	62	27.2	27.7
National	All Students	2,030,038	68	22.1	18.9
	Black/African American	256,756	63	17.9	16.0
	American Indian/Alaska Native	16,135	54	18.7	16.4
	White	1,062,439	72	23.4	20.2
	Hispanic/Latino	347,906	66	19.8	17.4
	Asian	96,097	78	25.0	22.5
	Native Hawaiian/Other Pac. Isl.	6,503	58	20.0	16.5
	Two or More Races	86,119	68	22.2	19.3
	Prefer not/No Response	158,083	46	22.6	18.3

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 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	2,856	100	25.4	25.1	26.0	24.9	25.5	25.3
	Black/African American	61	2	24.5	23.2	24.7	23.2	24.0	23.5
	American Indian/Alaska Native	8	0	16.5	19.4	19.8	19.3	18.6	19.6
	White	2,134	75	25.3	24.9	25.9	24.8	25.4	25.1
	Hispanic/Latino	105	4	25.0	24.6	25.3	24.8	25.1	24.9
	Asian	220	8	26.0	28.1	26.0	26.1	26.6	27.3
	Native Hawaiian/Other Pac. Isl.	2	0	22.0	22.5	22.5	21.0	22.0	22.0
	Two or More Races	66	2	26.0	25.4	25.9	25.6	25.8	25.7
	Prefer not/No Response	260	9	26.4	25.5	27.0	25.3	26.2	25.7
National	All Students	2,030,038	100	20.3	20.7	21.4	21.0	21.0	21.1
	Black/African American	256,756	13	16.0	17.1	17.4	17.4	17.1	17.5
	American Indian/Alaska Native	16,135	1	16.1	17.6	18.0	18.0	17.5	18.0
	White	1,062,439	52	22.1	21.9	23.0	22.3	22.4	22.3
	Hispanic/Latino	347,906	17	17.7	18.9	19.3	19.1	18.9	19.2
	Asian	96,097	5	23.7	25.2	23.9	24.0	24.3	24.9
	Native Hawaiian/Other Pac. Isl.	6,503	0	17.2	18.6	18.6	18.7	18.4	18.9
	Two or More Races	86,119	4	20.6	20.7	21.9	21.2	21.2	21.2
	Prefer not/No Response	158,083	8	19.5	20.1	20.8	20.3	20.3	20.5

Total Students in Report: 2,856

Table 2.4. 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	1,350	79	25.7	25.6
	Females	1,505	81	25.5	26.4
	No Response	1	0	.	.
National	Males	939,730	66	22.3	18.7
	Females	1,047,170	71	21.9	19.3
	No Response	43,138	27	19.0	16.5

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 Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	1,350	47	24.8	25.7	25.4	25.4	25.4	25.8
	Females	1,505	53	26.0	24.6	26.5	24.6	25.5	24.8
	No Response	1	0	17.0	16.0	23.0	19.0	19.0	18.0
National	Males	939,730	46	19.9	21.2	21.2	21.3	21.0	21.5
	Females	1,047,170	52	20.8	20.4	21.8	20.8	21.1	20.8
	No Response	43,138	2	16.4	17.8	17.9	18.1	17.7	18.2

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	30	28	31	28	29
Q2 (50th Percentile)	25	26	26	24	25
Q1 (25th Percentile)	21	21	22	21	22

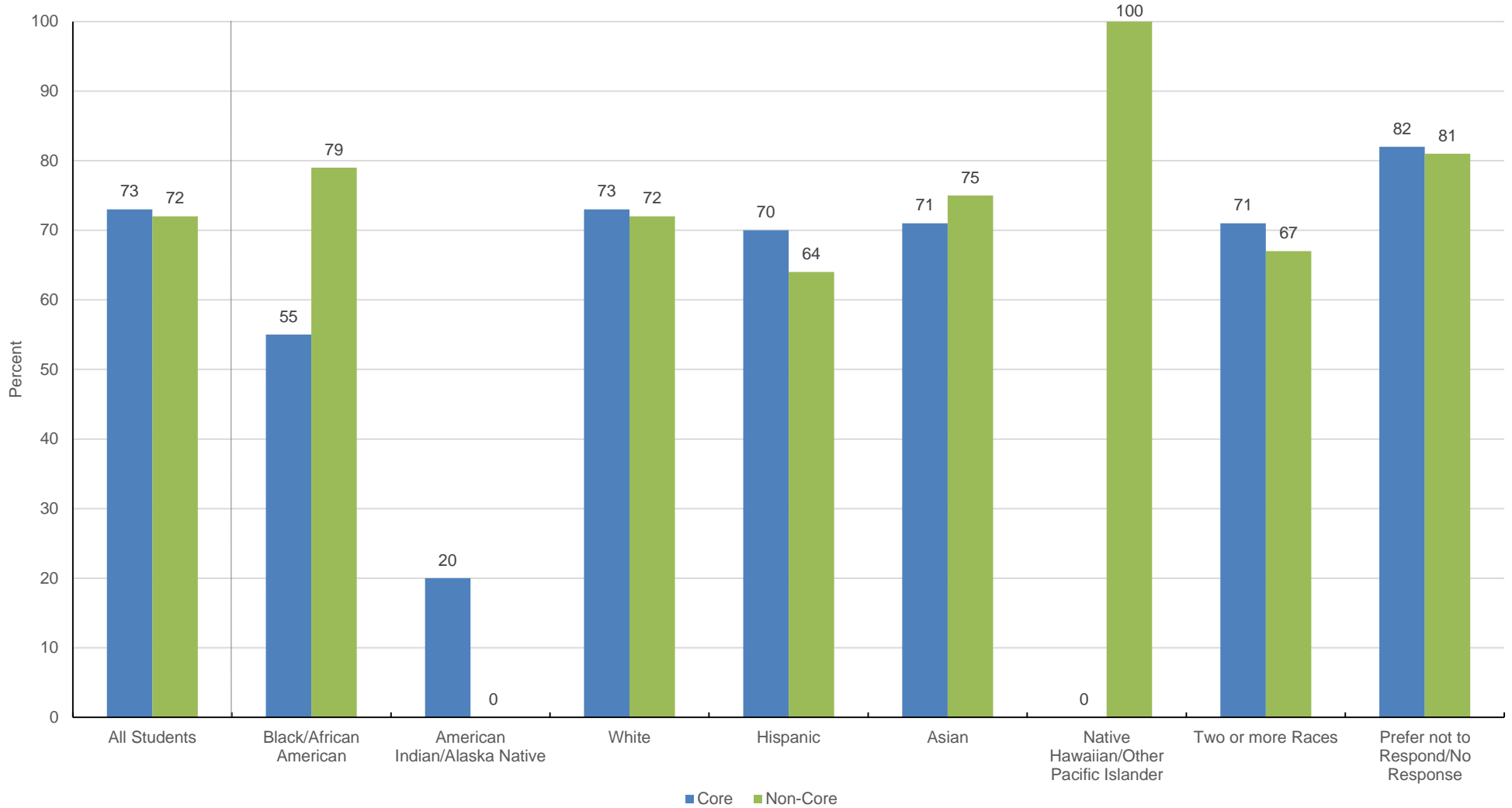
Section III

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.

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Total Students in Report: 2,856

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

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	514	18	286	10	527	18	336	12
	28 to 32	501	18	620	22	696	24	511	18
	24 to 27	704	25	936	33	564	20	826	29
	20 to 23	683	24	483	17	599	21	768	27
	16 to 19	294	10	455	16	355	12	337	12
	13 to 15	115	4	74	3	86	3	64	2
	01 to 12	45	2	2	0	29	1	14	0
National	33 to 36	136,676	7	61,071	3	141,382	7	79,636	4
	28 to 32	180,218	9	192,088	9	276,868	14	159,638	8
	24 to 27	304,755	15	404,500	20	287,704	14	371,660	18
	20 to 23	454,612	22	329,804	16	472,133	23	580,793	29
	16 to 19	372,731	18	686,547	34	426,969	21	513,876	25
	13 to 15	307,497	15	332,337	16	274,775	14	227,206	11
	01 to 12	273,549	13	23,691	1	150,207	7	97,229	5

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	87	76	72	68	57
	Females	91	72	78	64	55
	No Response	0	0	100	0	0
National	Males	59	44	46	40	29
	Females	65	39	49	35	26
	No Response	37	19	24	18	10

Total Students in Report: 2,856

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

Student Group	Race/Ethnicity	N	English	Mathematics	Reading	Science	All Four	STEM
			Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	Benchmark=26 %	
State	All Students	2,856	89	74	75	66	56	48
	Black/African American	61	77	59	66	51	48	38
	American Indian/Alaska Native	8	38	25	25	13	13	13
	White	2,134	90	74	76	66	56	46
	Hispanic/Latino	105	91	70	73	66	55	49
	Asian	220	86	85	69	66	57	61
	Native Hawaiian/Other Pac. Isl	2	50	50	50	50	50	50
	Two or More Races	66	91	77	73	70	62	52
	Prefer Not to Respond	260	90	74	78	68	61	50
National	All Students	2,030,038	61	41	47	37	27	21
	Black/African American	256,756	33	13	20	11	6	4
	American Indian/Alaska Native	16,135	34	16	25	15	8	5
	White	1,062,439	74	51	58	47	35	26
	Hispanic/Latino	347,906	46	26	33	22	14	10
	Asian	96,097	76	70	62	58	48	46
	Native Hawaiian/Other Pac. Isl	6,503	43	26	29	21	15	11
	Two or More Races	86,119	64	40	50	38	27	20
	Prefer Not to Respond	158,083	54	36	42	34	25	20

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level ²	N		Average
		N	%	Composite
State	Gold or Higher	1,620	57	29.2
	Silver	1,121	39	21.2
	Bronze	114	4	15.2
	Needs Improvement	1	0	12.0
National	Gold or Higher	538,392	27	28.5
	Silver	984,772	49	20.3
	Bronze	440,158	22	14.7
	Needs Improvement	66,716	3	11.5

¹ The ACT Composite scores associated with a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as 'Needs Improvement', 13 to 16 as 'Bronze', 17 to 24 as 'Silver', and 25 or above as 'Gold or Higher' in the table above. For comparison, individual student score reports classify those who scored 12-13, 14-17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

² Additional information on the ACT NCRC can be found at www.act.org.

Total Students in Report: 2,856

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	2,287	91	25.5	75	25.2	76	26.0	67	25.0	57	25.6	48	25.4
	Less than Core	444	89	26.1	76	25.8	77	26.5	66	25.1	58	26.0	52	25.7
	Missing ³	125	67	21.3	47	21.4	50	22.8	46	22.2	31	22.0	22	22.0
National	Core or More	1,376,479	70	21.6	48	21.7	54	22.6	44	21.9	33	22.1	25	22.1
	Less than Core	464,989	46	17.9	26	18.8	33	19.3	24	19.1	16	18.9	11	19.2
	Missing	188,570	37	16.5	20	17.9	27	18.2	20	18.3	12	17.9	9	18.3

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	N	English			Mathematics			Reading			Science		
			%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	
State	Core or More ²	2,668	91	25.7	2,705	75	25.3	2,403	76	25.9	2,655	68	25.2	
	Less than Core	67	85	23.6	29	59	23.7	328	81	27.3	79	38	22.1	
	Missing ³	121	67	21.2	122	46	21.1	125	50	22.8	122	46	22.0	
National	Core or More	1,749,083	65	20.9	1,754,759	44	21.2	1,634,115	51	22.0	1,601,572	42	21.7	
	Less than Core	109,158	34	15.9	96,952	8	16.3	218,140	34	19.5	248,948	17	18.2	
	Missing	171,797	39	16.7	178,327	21	18.0	177,783	28	18.3	179,518	20	18.4	

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: 2,856

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	891	31	26.5	93	372,397	18	22.0	72
Eng 9, Eng 10, Eng 11, Eng 12	1,777	62	25.3	89	1,376,686	68	20.6	64
Less than 4 years of English	67	2	23.6	85	109,158	5	15.9	34
Zero years / no English courses reported	121	4	21.2	67	171,797	8	16.7	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	201	7	26.8	85	117,096	6	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	197	7	22.6	61	152,416	8	21.5	51
Alg 1, Alg 2, Geom, & Trig	51	2	20.6	39	113,080	6	18.9	26
Alg 1, Alg 2, Geom, & Other Adv Math	352	12	21.5	48	364,399	18	19.3	29
Other comb of 4 or more years of Math	1,683	59	26.9	86	684,625	34	23.8	64
Alg 1, Alg 2, & Geom	88	3	18.5	23	217,043	11	16.9	10
Other comb of 3 or 3.5 years of Math	133	5	23.9	68	106,100	5	19.6	32
Less than 3 years of Math	29	1	23.7	59	96,952	5	16.3	8
Zero years / no Math courses reported	122	4	21.1	46	178,327	9	18.0	21
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	112	4	26.7	78	52,959	3	22.1	51
Other comb of 4 or more years Social Science	1,460	51	25.9	76	934,153	46	22.6	55
US Hist, World Hist, & Am Gov	59	2	24.6	68	120,831	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	772	27	26.0	76	526,172	26	21.6	48
Less than 3 years of Social Science	328	11	27.3	81	218,140	11	19.5	34
Zero years / no Social Science courses reported	125	4	22.8	50	177,783	9	18.3	28
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,922	67	25.4	70	809,286	40	22.4	48
Bio, Chem, Phys	297	10	26.7	79	225,060	11	23.2	53
Gen Sci ¹ , Bio, Chem	397	14	22.6	48	513,247	25	20.2	30
Other comb of 3 years of Natural Science	39	1	24.4	59	53,979	3	19.1	24
Less than 3 years of Natural Science	79	3	22.1	38	248,948	12	18.2	17
Zero years / no Natural Science courses reported	122	4	22.0	46	179,518	9	18.4	20

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 2,856

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	891	31	26.5	93	365	27	25.9	91	526	35	26.9	94
Eng 9, Eng 10, Eng 11, Eng 12	1,777	62	25.3	89	871	65	24.9	88	906	60	25.7	91
Less than 4 years of English	67	2	23.6	85	37	3	21.5	81	30	2	26.1	90
Zero years / no English courses reported	121	4	21.2	67	77	6	20.7	66	43	3	22.2	70
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	201	7	26.8	85	101	7	27.3	86	100	7	26.2	84
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	197	7	22.6	61	74	5	22.7	61	123	8	22.6	61
Alg 1, Alg 2, Geom, & Trig	51	2	20.6	39	19	1	21.2	47	32	2	20.3	34
Alg 1, Alg 2, Geom, & Other Adv Math	352	12	21.5	48	125	9	21.7	46	227	15	21.5	49
Other comb of 4 or more years of Math	1,683	59	26.9	86	836	62	27.4	87	847	56	26.4	85
Alg 1, Alg 2, & Geom	88	3	18.5	23	39	3	18.8	23	49	3	18.3	22
Other comb of 3 or 3.5 years of Math	133	5	23.9	68	61	5	24.5	70	72	5	23.3	67
Less than 3 years of Math	29	1	23.7	59	17	1	24.1	65	12	1	23.2	50
Zero years / no Math courses reported	122	4	21.1	46	78	6	21.4	46	43	3	20.7	47
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	112	4	26.7	78	56	4	25.4	68	56	4	28.1	88
Other comb of 4 or more years Social Science	1,460	51	25.9	76	684	51	25.2	72	776	52	26.5	79
US Hist, World Hist, & Am Gov	59	2	24.6	68	35	3	24.8	71	24	2	24.5	63
Other comb of 3 or 3.5 years of Social Science	772	27	26.0	76	348	26	26.0	76	424	28	26.1	75
Less than 3 years of Social Science	328	11	27.3	81	148	11	26.4	78	180	12	28.1	84
Zero years / no Social Science courses reported	125	4	22.8	50	79	6	22.0	44	45	3	24.1	60
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	1,922	67	25.4	70	946	70	25.8	72	976	65	25.1	69
Bio, Chem, Phys	297	10	26.7	79	147	11	27.1	80	150	10	26.4	78
Gen Sci ² , Bio, Chem	397	14	22.6	48	121	9	22.9	50	276	18	22.5	47
Other comb of 3 years of Natural Science	39	1	24.4	59	23	2	24.7	65	16	1	23.9	50
Less than 3 years of Natural Science	79	3	22.1	38	35	3	22.7	43	44	3	21.7	34
Zero years / no Natural Science courses reported	122	4	22.0	46	78	6	22.3	46	43	3	21.5	47

¹Includes General, Physical and Earth Sciences.

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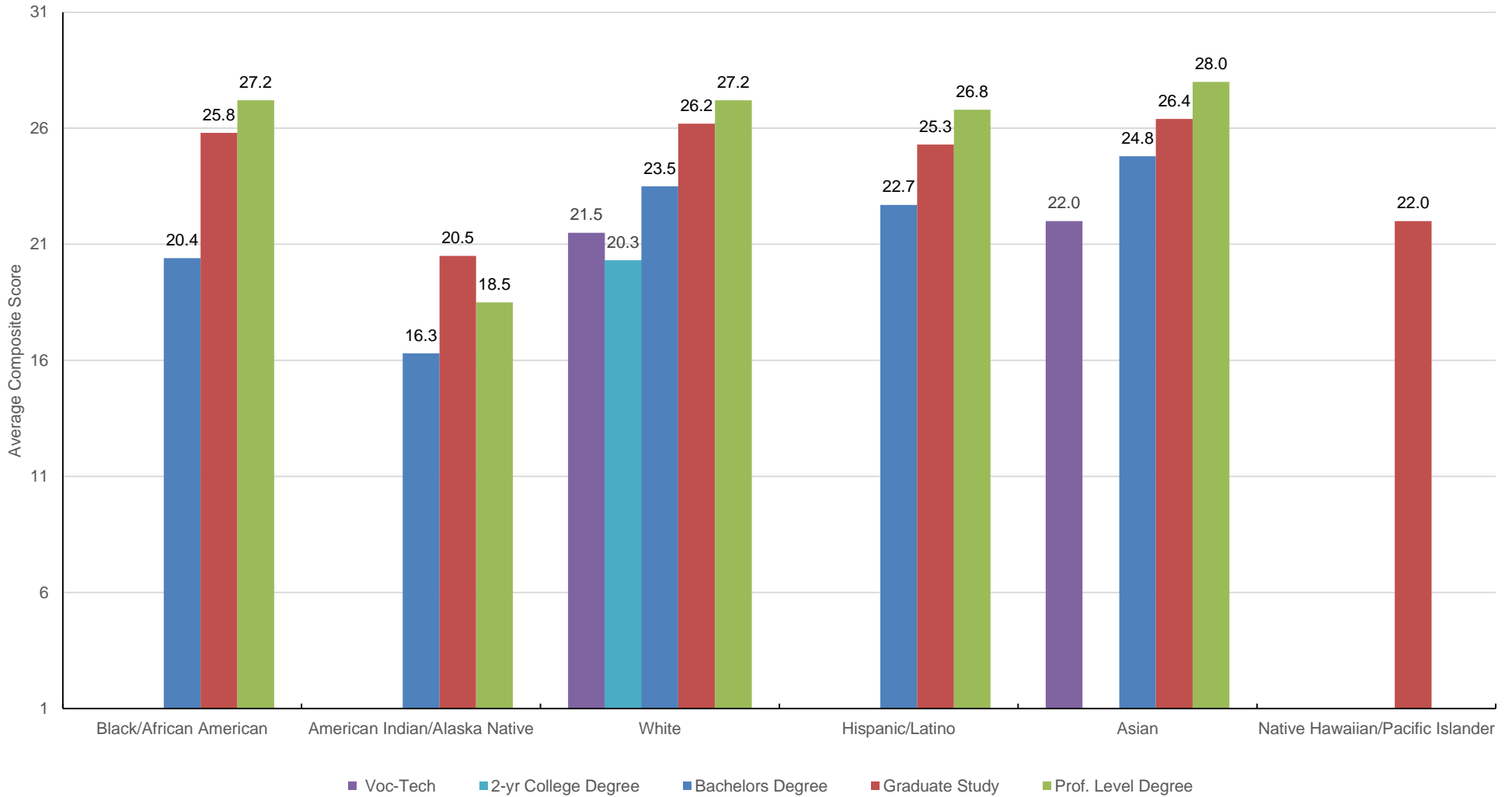
Section IV

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.

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Total Students in Report: 2,856

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	34	1	23.5	1	11	17.0	30	1	23.3
Architecture	31	1	24.0	0	0	.	29	1	24.0
Area, Ethnic, & Multidisciplinary Studies	7	0	28.9	0	0	.	7	0	28.9
Arts: Visual & Performing	90	3	24.7	0	0	.	76	3	24.7
Business	333	12	24.2	2	22	24.5	281	12	24.2
Communications	42	1	22.3	0	0	.	38	2	22.3
Community, Family, & Personal Services	15	1	24.6	0	0	.	12	1	25.3
Computer Science & Mathematics	110	4	28.3	2	22	21.0	87	4	28.1
Education	62	2	23.6	0	0	.	56	2	23.6
Engineering	317	11	26.9	0	0	.	292	13	26.9
Engineering Technology & Drafting	14	0	26.3	0	0	.	13	1	26.3
English & Foreign Languages	53	2	27.7	0	0	.	44	2	27.6
Health Administration & Assisting	21	1	23.2	0	0	.	20	1	23.1
Health Sciences & Technologies	374	13	24.2	1	11	23.0	347	15	24.2
Philosophy, Religion, & Theology	12	0	24.3	0	0	.	8	0	24.0
Repair, Production, & Construction	1	0	14.0	0	0	.	1	0	14.0
Sciences: Biological & Physical	342	12	27.3	0	0	.	310	13	27.2
Social Sciences & Law	237	8	26.2	0	0	.	214	9	26.2
Undecided	652	23	25.7	3	33	20.7	435	19	25.8
No Response	109	4	21.7	0	0	.	3	0	26.7

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: 2,856

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	5	21.8	0	.	0	.	2	21.5	0	.
2-yr College Degree	4	21.0	0	.	0	.	3	20.3	0	.
Bachelors Degree	804	23.5	10	20.4	3	16.3	675	23.5	21	22.7
Graduate Study	822	26.2	10	25.8	2	20.5	647	26.2	30	25.3
Prof. Level Degree	677	27.4	24	27.2	2	18.5	477	27.2	36	26.8
Other	16	26.9	1	32.0	0	.	11	26.2	0	.
No Response	528	24.8	16	20.0	1	22.0	319	24.8	18	24.1

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	5	21.8	3	22.0	0	.	0	.	0	.
2-yr College Degree	4	21.0	0	.	0	.	0	.	1	23.0
Bachelors Degree	804	23.5	36	24.8	0	.	20	23.8	39	24.1
Graduate Study	822	26.2	53	26.4	2	22.0	25	26.8	53	27.1
Prof. Level Degree	677	27.4	61	28.0	0	.	17	27.6	60	29.3
Other	16	26.9	2	33.5	0	.	1	20.0	1	23.0
No Response	528	24.8	65	26.6	0	.	3	23.3	106	24.8

Total Students in Report: 2,856

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	241	73	168	0	2	14	27	31	22	3
NORTHEASTERN UNIVERSITY	Massachusetts	93	33	60	0	0	2	14	40	35	9
UNIVERSITY OF VERMONT	Vermont	65	17	48	0	0	8	29	31	23	9
BOSTON UNIVERSITY	Massachusetts	59	17	42	0	0	3	19	31	39	8
NCAA ELIGIBILITY CENTER	Indiana	54	46	8	0	4	20	37	17	19	4
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	50	9	41	0	2	4	22	38	30	4
WORCESTER POLYTECHNIC INST	Massachusetts	50	6	44	0	0	2	12	36	38	12
UNIVERSITY OF CONNECTICUT	Connecticut	48	9	39	0	0	6	25	38	27	4
UNIV OF MASSACHUSETTS LOWELL	Massachusetts	42	7	35	0	0	14	31	29	24	2
UNIVERSITY OF RHODE ISLAND	Rhode Island	42	4	38	0	2	17	33	33	14	0
TUFTS UNIVERSITY	Massachusetts	38	16	22	0	0	0	16	29	37	18
UNIVERSITY OF MAINE THE	Maine	38	11	27	0	5	21	32	34	8	0
KEENE STATE COLLEGE	New Hampshire	36	8	28	0	8	22	31	28	11	0
RENSSELAER POLYTECHNIC INSTITUTE	New York	35	8	27	0	0	0	17	26	43	14
PLYMOUTH STATE UNIVERSITY	New Hampshire	34	7	27	0	9	24	38	18	12	0
SAINT ANSELM COLLEGE	New Hampshire	33	4	29	0	0	18	27	45	9	0
BOSTON COLLEGE	Massachusetts	32	7	25	0	0	0	22	34	31	13
UNIVERSITY OF NEW ENGLAND	Maine	32	5	27	0	3	13	38	31	16	0
DARTMOUTH COLLEGE	New Hampshire	28	13	15	0	0	4	11	32	36	18
ENDICOTT COLLEGE	Massachusetts	26	7	19	0	0	23	38	38	0	0
SOUTHERN NEW HAMPSHIRE UNIVERSITY	New Hampshire	24	3	21	0	8	25	38	25	4	0
QUINNIPIAC UNIVERSITY	Connecticut	22	8	14	0	9	9	32	32	18	0
SYRACUSE UNIVERSITY	New York	22	2	20	0	0	5	27	36	27	5
BROWN UNIVERSITY	Rhode Island	21	8	13	0	0	0	0	19	57	24
MASSACHUSETTS COLL PHARM/HLTH SCIENCES	Massachusetts	21	9	12	0	10	10	48	14	19	0
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Massachusetts	20	6	14	0	0	0	10	20	55	15
BENTLEY UNIVERSITY	Massachusetts	19	7	12	0	0	0	37	42	21	0
CORNELL UNIVERSITY	New York	19	6	13	0	0	0	5	21	53	21
UNIV OF COLORADO-BOULDER	Colorado	19	2	17	0	0	16	26	32	21	5
ROCHESTER INST OF TECHNOLOGY	New York	18	5	13	0	0	0	6	56	28	11
All Other Institutions		1,640	464	1,176	0	2	11	21	29	28	9
Total		2,921	827	2,094	0	2	11	23	30	27	8

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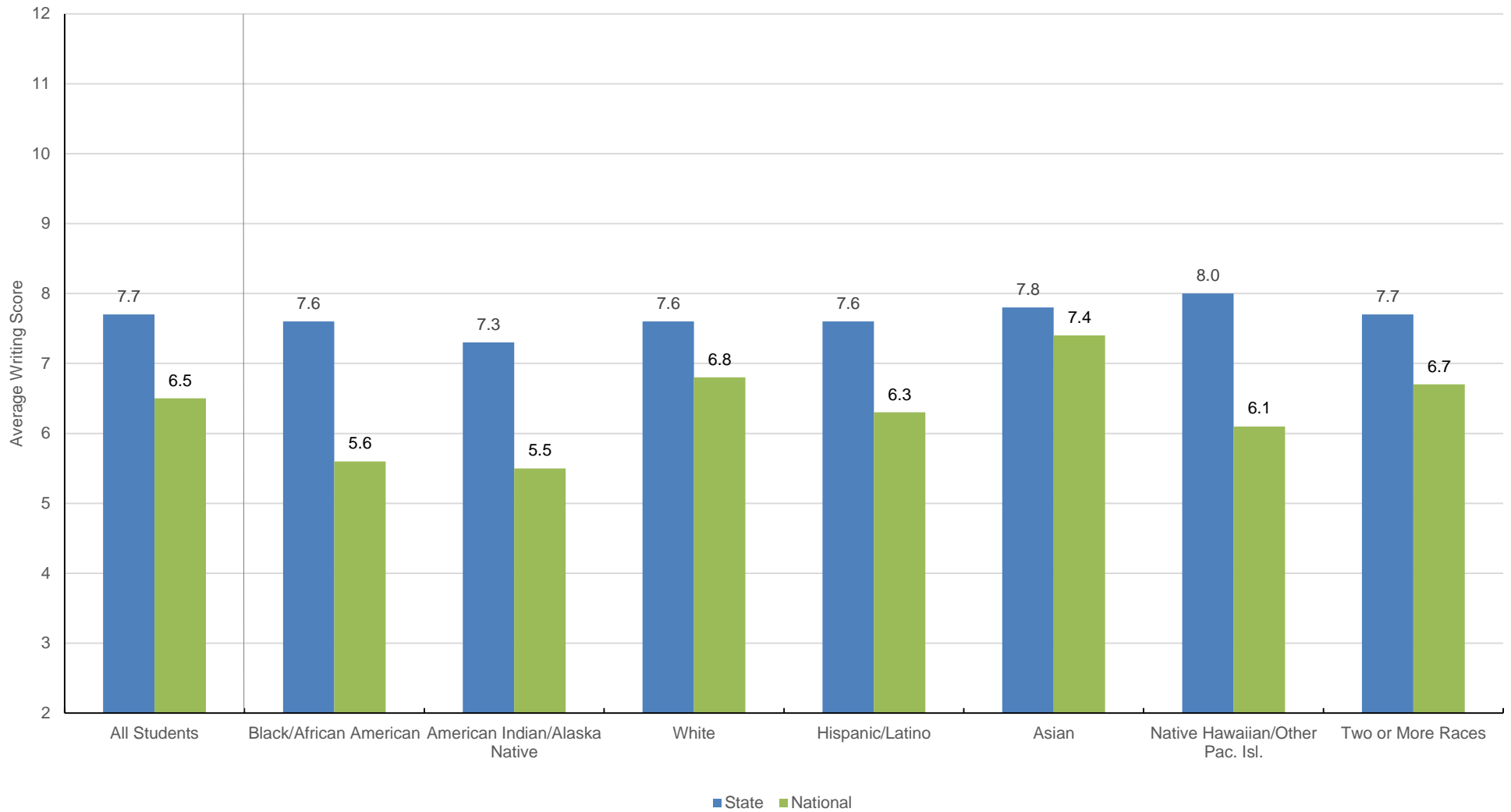
Section V

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.

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing. Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 2-12.

Total Students in Report: 2,856

Table 5.1. Average ACT English Language Arts and Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing¹

	N		Average ACT Scores							
			Writing		English		Reading		English Language Arts	
			State	National	State	National	State	National	State	National
All Students	2,196	1,090,621	7.7	6.5	26.1	20.9	26.5	22.0	24.7	20.2
Black/African American	49	125,357	7.6	5.6	25.9	16.2	26.0	17.7	24.6	16.0
American Indian/Alaska Native	6	7,357	7.3	5.5	16.5	15.9	19.2	17.9	18.5	16.0
White	1,607	525,822	7.6	6.8	26.0	22.8	26.5	23.8	24.6	21.8
Hispanic/Latino	90	218,012	7.6	6.3	25.3	18.1	25.7	19.7	24.0	18.1
Asian	186	72,490	7.8	7.4	26.5	24.5	26.4	24.7	25.0	23.3
Native Hawaiian/Other Pac. Isl.	1	4,270	8.0	6.1	32.0	17.5	33.0	18.8	29.0	17.5
Two or More Races	50	48,148	7.7	6.7	26.7	21.2	26.5	22.5	25.0	20.6
Prefer not/No Response	207	89,165	7.8	6.4	27.2	20.6	27.6	21.7	25.7	19.8
Males	1,011	496,038	7.5	6.3	25.5	20.6	26.0	21.8	24.1	19.8
Females	1,185	568,720	7.8	6.8	26.6	21.4	27.0	22.4	25.2	20.8
No Response	0	25,863	.	5.5	.	16.4	.	18.0	.	16.3

¹Results based on students with ACT writing scores with test events beginning September 2015. The writing score range is 2-12 (i.e., the rounded average of the four domain scores).

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing¹

	N		Average ACT Scores					
			English		Writing		English / Writing Combined	
			State	National	State	National	State	National
All Students	6	3,655	29.3	23.5	7.8	6.8	27.2	22.0
Black/African American	0	200	.	18.5	.	6.1	.	17.6
American Indian/Alaska Native	0	14	.	19.9	.	5.9	.	18.6
White	4	2,049	29.8	24.1	7.3	6.9	27.0	22.5
Hispanic/Latino	0	588	.	18.4	.	5.8	.	17.2
Asian	1	367	36.0	29.5	10.0	8.1	34.0	27.5
Native Hawaiian/Other Pac. Isl.	0	2	.	21.5	.	6.0	.	20.0
Two or More Races	0	123	.	24.6	.	6.9	.	22.8
Prefer not/No Response	1	312	21.0	25.5	8.0	6.9	21.0	23.5
Males	3	1,700	24.3	23.6	7.0	6.6	22.7	21.9
Females	3	1,955	34.3	23.5	8.7	6.9	31.7	22.0
No Response	0	0	.	.	.	.	.	.

¹Results based on students with ACT writing scores with test events prior to September 2015. The writing score range is 2-12.

