

ACT Profile Report - State

Graduating Class 2011
Vermont



Table of Contents

Section I: Executive Summary	Page 5
Percent of Your Students Ready for College-Level Coursework	
Five Year Trends—Percent of Students Meeting College Readiness Benchmarks	
Five Year Trends—Average ACT Scores	
Five Year Trends—Average ACT Scores by Level of Preparation	
Five Year Trends—Percent and Average Composite Score by Race/Ethnicity	
Percent of Students in College Readiness Standards Score Ranges	
Section II: Academic Achievement	Page 11
ACT Score Distributions, Cumulative Percentages, Averages, and Quartile Values	
Average ACT Composite Scores for Race/Ethnicity by Level of Preparation	
Average ACT Scores by Race/Ethnicity	
Percent of Students in College Readiness Standards Score Ranges	
Average ACT Scores by Gender	
Percent of Students Meeting College Readiness Benchmark Scores by Gender	
College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum	
College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum	
Section III: College Readiness & Impact of Course Rigor	Page 17
Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity	
Average ACT Scores and Average ACT Score Changes by Common Course Patterns	
College Readiness Percents by Common Course Patterns	
Section IV: Career and Educational Aspirations	Page 25
Distribution of Planned Educational Majors for All Students by College Plans	
Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations	
Students' Score Report Preferences at Time of Testing	
Section V: Optional Writing Test Results	Page 29
Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing	

This report provides information about the performance of your 2011 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2011 and tested under standard time conditions.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

Total Students in Report: 2,053

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

33% 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: 2,053 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. 67% 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 6% of the cohort took less than three years of math courses. Of these students, 11% were college ready. 9% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 21% of these students were college ready. In comparison, 66% 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 7% of the cohort took less than three years of natural science courses. 7% of these students were college ready. In comparison, 41% 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 32% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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

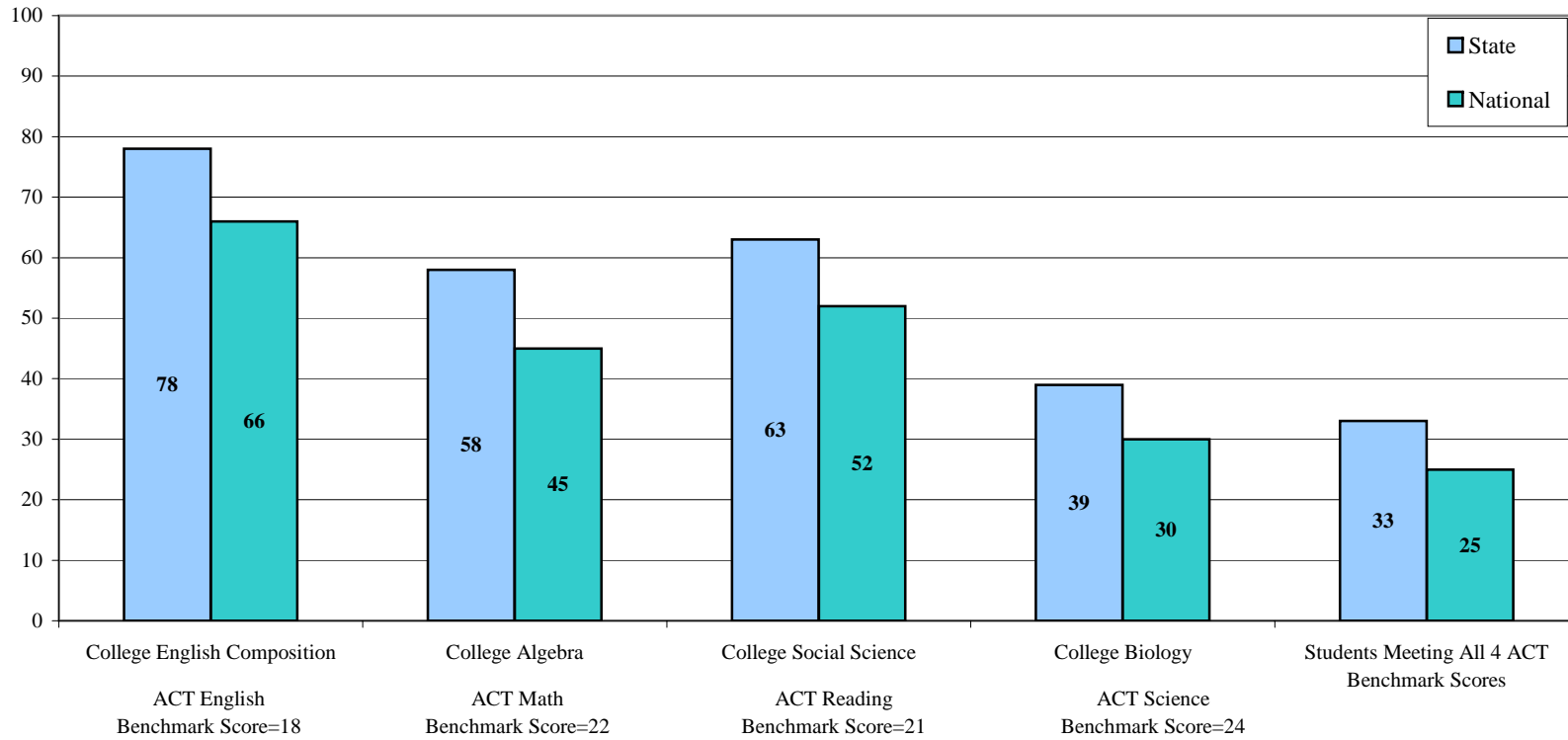
Section I

Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 2,053

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Total Students in Report: 2,053

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

Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2007	1,855	1,300,599	80	69	57	43	65	53	37	28	31	23
2008	2,203	1,421,941	79	68	55	43	64	53	38	28	31	22
2009	2,008	1,480,469	80	67	56	42	68	53	40	28	34	23
2010	2,054	1,568,835	80	66	61	43	66	52	43	29	36	24
2011	2,053	1,623,112	78	66	58	45	63	52	39	30	33	25

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2007	1,855	1,300,599	22.6	20.7	22.5	21.0	23.3	21.5	22.3	21.0	22.8	21.2
2008	2,203	1,421,941	22.4	20.6	22.4	21.0	23.3	21.4	22.1	20.8	22.7	21.1
2009	2,008	1,480,469	22.9	20.6	22.9	21.0	23.7	21.4	22.5	20.9	23.1	21.1
2010	2,054	1,568,835	22.8	20.5	22.8	21.0	23.7	21.3	22.8	20.9	23.2	21.0
2011	2,053	1,623,112	22.5	20.6	22.6	21.1	23.0	21.3	22.2	20.9	22.7	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2007	1,300,599	20.7	21.0	21.5	21.0	21.2
2008	1,421,941	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1

Total Students in Report: 2,053

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
2007	680	732	37	39	23.8	21.8	23.7	21.9	24.6	22.5	23.5	21.6	24.0	22.1
2008	1,024	724	46	33	23.6	21.8	23.4	22.1	24.4	23.0	23.1	21.9	23.8	22.3
2009	1,299	635	65	32	23.5	21.8	23.4	22.1	24.3	22.7	23.0	21.8	23.7	22.2
2010	1,429	598	70	29	23.4	21.6	23.3	21.8	24.1	22.8	23.2	21.9	23.7	22.1
2011	1,370	636	67	31	23.3	21.1	23.2	21.6	23.7	21.8	22.7	21.4	23.4	21.6

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.

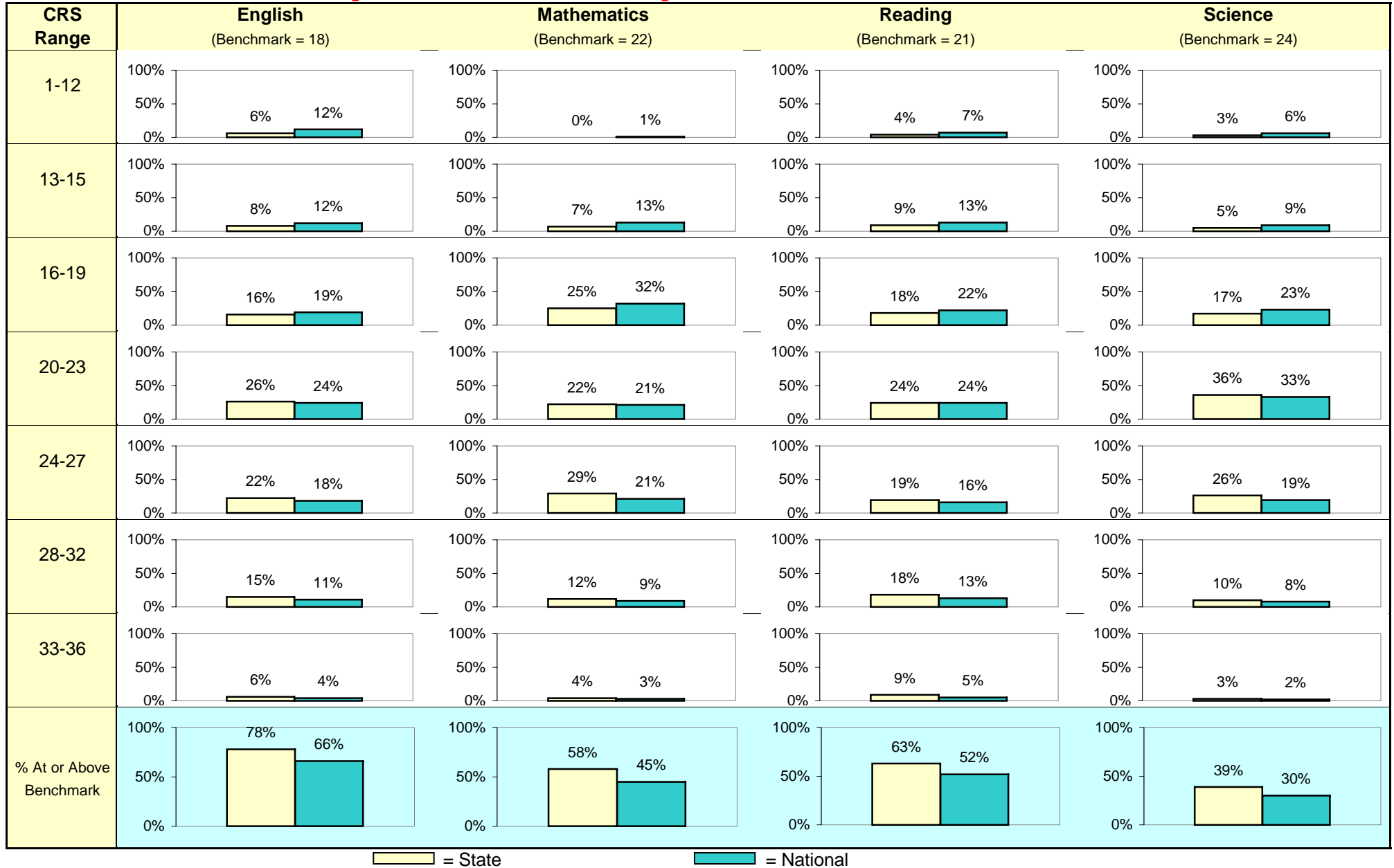
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	1,855	100	22.8	2,203	100	22.7	2,008	100	23.1	2,054	100	23.2	2,053	100	22.7
Black/African American	12	1	17.5	18	1	19.6	29	1	19.4	22	1	17.6	24	1	19.0
American Indian/Alaska Native	7	0	20.7	6	0	21.2	3	0	15.7	4	0	21.0	8	0	21.8
White	1,323	71	22.8	1,618	73	23.0	1,716	85	23.1	1,785	87	23.3	1,729	84	22.9
Hispanic/Latino	21	1	18.7	28	1	20.4	16	1	22.2	31	2	22.0	41	2	20.4
Asian	32	2	22.3	40	2	22.6	38	2	23.2	43	2	21.5	70	3	22.2
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	1	0	17.0
Two or more races	23	1	23.0	24	1	22.2	25	1	25.4	22	1	24.9	42	2	24.0
Prefer not to respond/No response	437	24	23.1	469	21	22.0	181	9	23.5	147	7	22.2	138	7	21.1

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

Total Students in Report: 2,053

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



Section II

Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 2,053

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	10	100	6	100	21	100	10	100	1	100	36
35	42	100	11	100	34	99	12	100	5	100	35
34	40	97	34	99	53	97	8	99	18	100	34
33	38	96	30	98	69	95	31	99	24	99	33
32	41	94	31	96	67	91	16	97	32	98	32
31	60	92	45	95	69	88	14	96	56	96	31
30	49	89	23	92	83	85	31	96	59	93	30
29	75	86	64	91	68	81	52	94	74	91	29
28	93	83	89	88	78	77	88	92	91	87	28
27	82	78	138	84	78	74	64	87	117	82	27
26	94	74	135	77	73	70	109	84	129	77	26
25	113	70	162	70	111	66	157	79	126	70	25
24	158	64	169	63	125	61	202	71	158	64	24
23	113	56	147	54	98	55	195	61	160	57	23
22	162	51	108	47	139	50	163	52	150	49	22
21	154	43	88	42	130	43	218	44	154	42	21
20	107	36	115	38	121	37	173	33	149	34	20
19	100	30	109	32	122	31	103	25	118	27	19
18	67	25	122	27	98	25	123	20	101	21	18
17	66	22	129	21	76	20	60	14	108	16	17
16	103	19	149	15	66	17	58	11	74	11	16
15	63	14	86	7	65	13	39	8	48	7	15
14	62	11	41	3	79	10	35	6	50	5	14
13	42	8	15	1	43	6	32	4	22	2	13
12	34	6	2	1	44	4	22	3	16	1	12
11	34	4	3	1	30	2	18	2	8	1	11
10	18	2	0	1	9	1	10	1	4	1	10
9	16	2	0	1	2	1	4	1	0	1	9
8	10	1	0	1	2	1	4	1	1	1	8
7	6	1	0	1	0	1	1	1	0	1	7
6	1	1	2	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	1	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)	22.5 (6.2)		22.6 (5.2)		23.0 (6.3)		22.2 (4.8)		22.7 (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.

Total Students in Report: 2,053

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	104	100	60	100	95	100	94	100	112	100	24	100	46	100	18
17	127	95	4	97	106	95	210	95	101	95	27	99	1	98	17
16	122	89	189	97	189	90	168	85	127	90	58	98	77	98	16
15	154	83	177	88	130	81	184	77	157	83	101	95	190	94	15
14	118	75	187	79	108	75	145	68	199	76	236	90	223	85	14
13	157	70	197	70	149	69	168	61	251	66	303	78	250	74	13
12	183	62	276	60	238	62	151	53	143	54	231	64	257	62	12
11	204	53	240	47	203	51	216	45	268	47	280	52	279	49	11
10	240	43	197	35	190	41	146	35	160	34	268	39	233	36	10
9	168	31	180	26	190	31	138	28	129	26	215	26	214	24	9
8	132	23	112	17	165	22	126	21	183	20	125	15	115	14	8
7	112	17	89	11	138	14	92	15	141	11	81	9	71	8	7
6	94	11	65	7	67	7	97	10	47	4	27	5	41	5	6
5	66	7	37	4	50	4	69	6	19	2	48	4	14	3	5
4	45	4	25	2	23	2	40	2	8	1	4	1	21	2	4
3	21	1	15	1	10	1	6	1	4	1	15	1	8	1	3
2	6	1	3	1	2	1	3	1	4	1	3	1	11	1	2
1	0	1	0	1	0	1	0	1	0	1	7	1	2	1	1
Avg (SD)	11.4 (3.8)		11.6 (3.2)		11.5 (3.6)		12.0 (3.8)		11.9 (3.4)		11.2 (2.9)		11.5 (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)	27	26	28	25	26
Q2 (50th Percentile)	22	23	23	22	23
Q1 (25th Percentile)	18	18	18	20	19

Total Students in Report: 2,053

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	2,053	67	23.4	21.6
	Black/African American	24	67	18.5	20.1
	American Indian/Alaska Native	8	100	21.8	.
	White	1,729	67	23.6	21.8
	Hispanic/Latino	41	63	21.3	18.6
	Asian	70	69	22.6	21.4
	Native Hawaiian/Other Pac. Isl.	1	100	17.0	.
	Two or more races	42	76	24.0	23.9
	Prefer not/No Response	138	57	22.6	19.8
National	All Students	1,623,112	74	21.9	19.0
	Black/African American	223,383	69	17.5	15.9
	American Indian/Alaska Native	14,970	63	19.7	17.1
	White	981,585	76	23.1	20.3
	Hispanic/Latino	200,661	72	19.4	17.2
	Asian	66,650	81	24.1	21.9
	Native Hawaiian/Other Pac. Isl.	2,244	78	20.0	17.8
	Two or more races	46,378	72	21.8	19.3
	Prefer not/No Response	87,241	65	22.1	18.7

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

²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Race/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	22.5	22.6	23.0	22.2	22.7
	Black/African American	18.3	18.8	19.9	18.7	19.0
	American Indian/Alaska Native	20.9	22.0	23.0	21.4	21.8
	White	22.8	22.6	23.3	22.5	22.9
	Hispanic/Latino	20.2	20.4	20.5	19.8	20.4
	Asian	20.9	24.6	21.1	21.8	22.2
	Native Hawaiian/Other Pac. Isl.	17.0	20.0	13.0	16.0	17.0
	Two or more races	24.1	23.3	25.2	23.1	24.0
	Prefer not/No Response	20.1	22.4	20.6	20.6	21.1
National	All Students	20.6	21.1	21.3	20.9	21.1
	Black/African American	15.9	17.2	17.0	17.1	17.0
	American Indian/Alaska Native	17.5	18.6	19.1	18.9	18.6
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.6	19.2	18.9	18.8	18.7
	Asian	22.8	25.1	22.9	23.1	23.6
	Native Hawaiian/Other Pac. Isl.	18.6	19.9	19.4	19.5	19.5
	Two or more races	20.7	20.7	21.6	20.9	21.1
	Prefer not/No Response	20.2	20.9	21.0	20.4	20.7

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

Total Students in Report: 2,053

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	130	6	81	4	177	9	61	3
	28 to 32	318	15	252	12	365	18	201	10
	24 to 27	447	22	604	29	387	19	532	26
	20 to 23	536	26	458	22	488	24	749	36
	16 to 19	336	16	509	25	362	18	344	17
	13 to 15	167	8	142	7	187	9	106	5
	01 to 12	119	6	7	0	87	4	60	3
National	33 to 36	68,159	4	49,703	3	81,236	5	32,031	2
	28 to 32	174,801	11	144,331	9	211,084	13	130,969	8
	24 to 27	286,161	18	344,894	21	265,974	16	316,182	19
	20 to 23	394,076	24	332,913	21	382,505	24	530,056	33
	16 to 19	309,855	19	525,628	32	360,259	22	366,855	23
	13 to 15	201,235	12	217,338	13	214,265	13	153,754	9
	01 to 12	188,825	12	8,305	1	107,789	7	93,265	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	867	42	22.1	23.6	22.5	22.9	22.9
	Females	1,186	58	22.8	21.9	23.4	21.7	22.6
	Missing	0	0
National	Males	739,070	46	20.2	21.6	21.1	21.4	21.2
	Females	879,957	54	20.9	20.6	21.4	20.5	21.0
	Missing	4,085	0	16.4	17.8	17.7	17.8	17.6

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
State	Males	76	64	60	45	38
	Females	79	53	66	34	29
National	Males	64	49	51	34	28
	Females	69	41	53	26	22

Total Students in Report: 2,053

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	1,370	83	23.3	63	23.2	68	23.7	42	22.7	36	23.4
	Less than Core	636	70	21.1	49	21.6	55	21.8	33	21.4	28	21.6
	Missing ³	47	38	16.7	36	19.0	28	18.0	28	18.3	23	18.2
National	Core or More	1,202,164	72	21.5	51	21.8	57	22.0	34	21.6	29	21.9
	Less than Core	366,518	51	18.3	27	19.0	38	19.3	17	19.0	13	19.0
	Missing	54,430	38	16.3	21	18.0	27	17.7	12	17.7	9	17.5

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite CRB% results reflect students who meet all four subject-area benchmarks.

Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More ²	1,955	79	22.7	1,877	62	23.1	1,506	65	23.3	1,883	41	22.6
	Less than Core	73	51	18.2	132	11	17.0	519	58	22.3	142	7	17.3
	Missing ³	25	60	20.2	44	39	19.2	28	43	20.6	28	39	20.6
National	Core or More	1,510,179	68	20.9	1,494,425	47	21.4	1,424,252	54	21.6	1,367,777	33	21.4
	Less than Core	66,225	40	16.6	79,145	8	16.4	149,746	40	19.7	205,148	12	18.3
	Missing	46,708	39	16.5	49,542	21	18.1	49,114	28	17.9	50,187	13	17.8

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

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

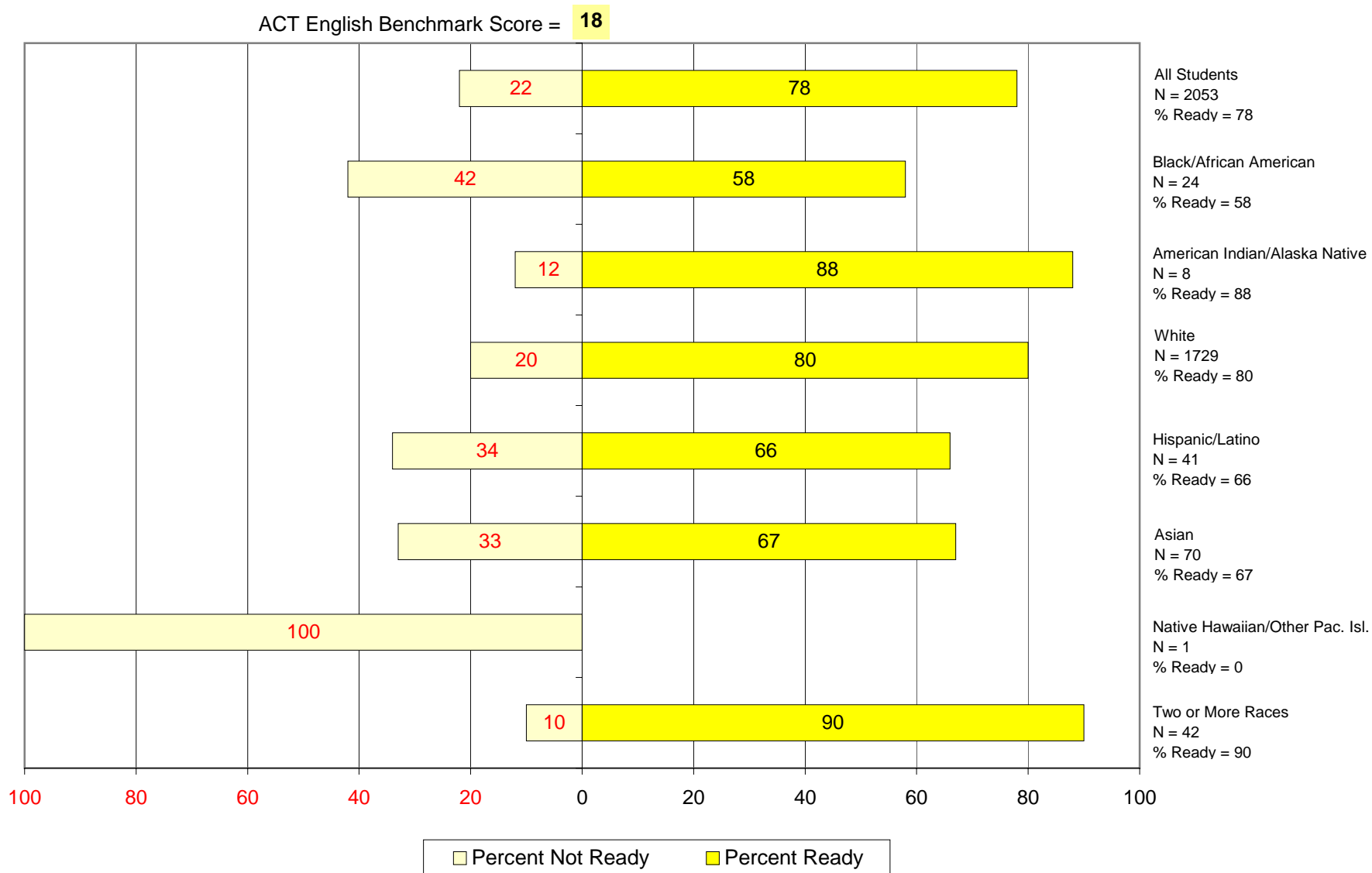
Section III

College Readiness and the Impact of Course Rigor

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 2,053

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

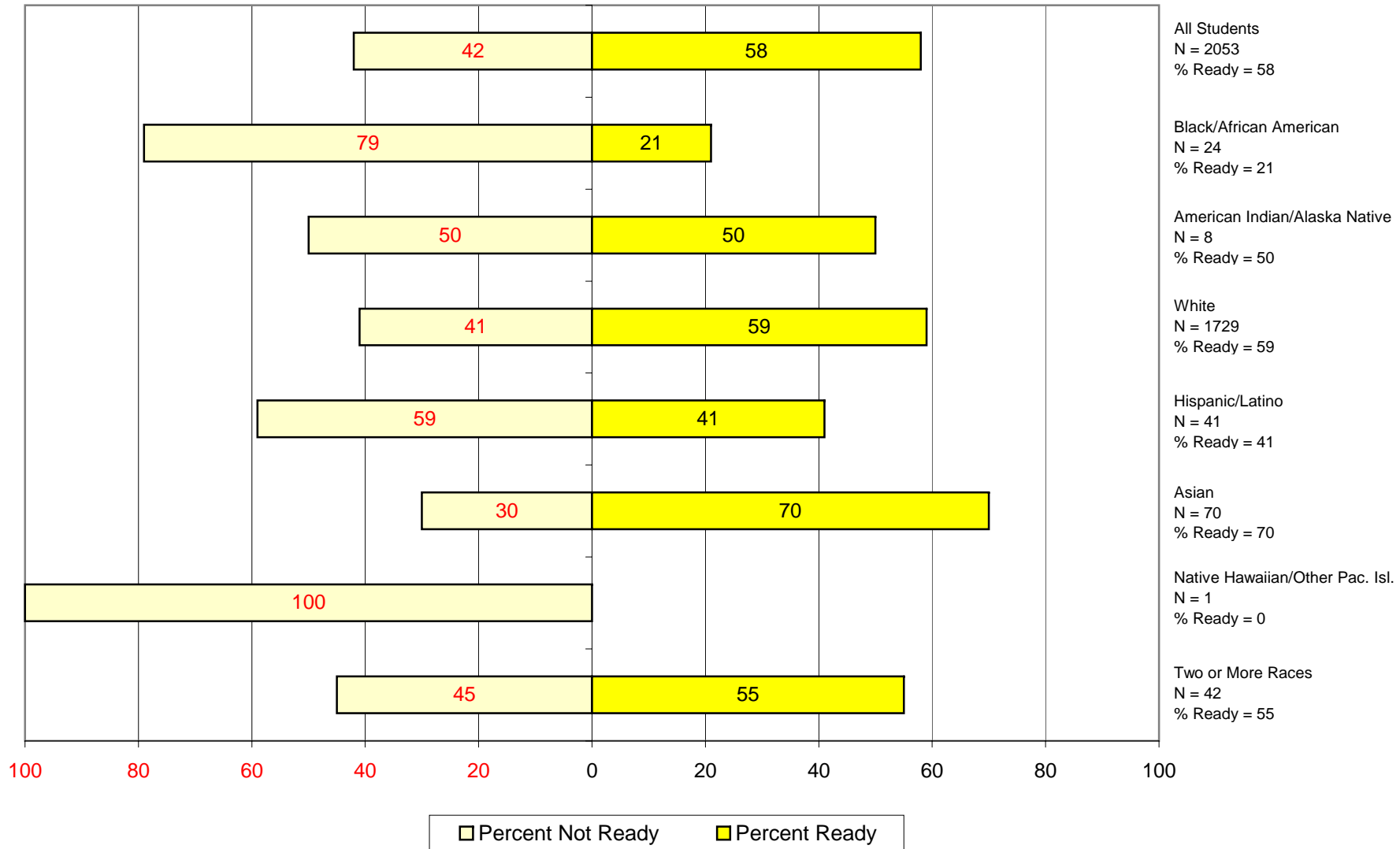


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 2,053

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

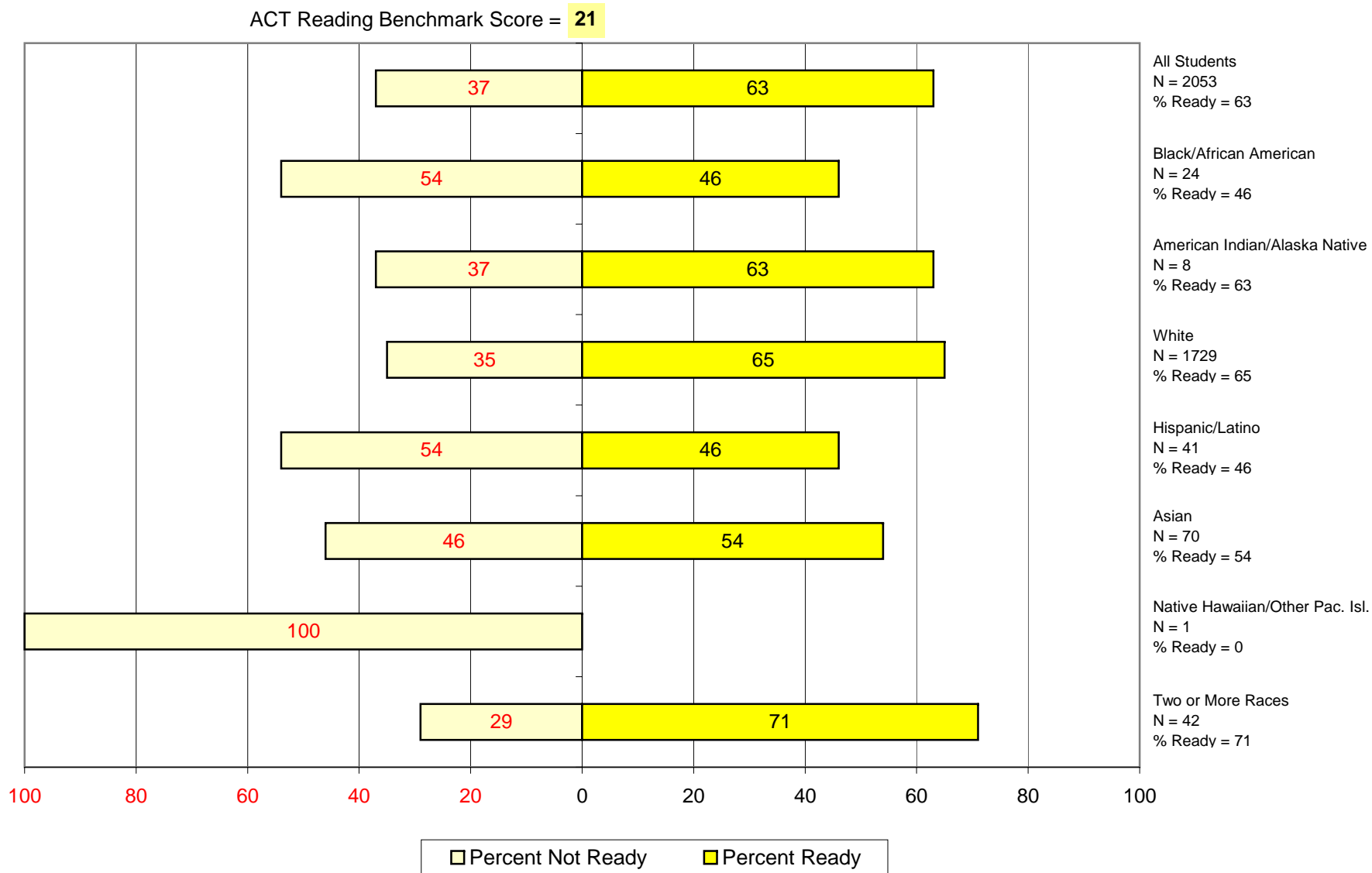
ACT Mathematics Benchmark Score = **22**



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

Total Students in Report: 2,053

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

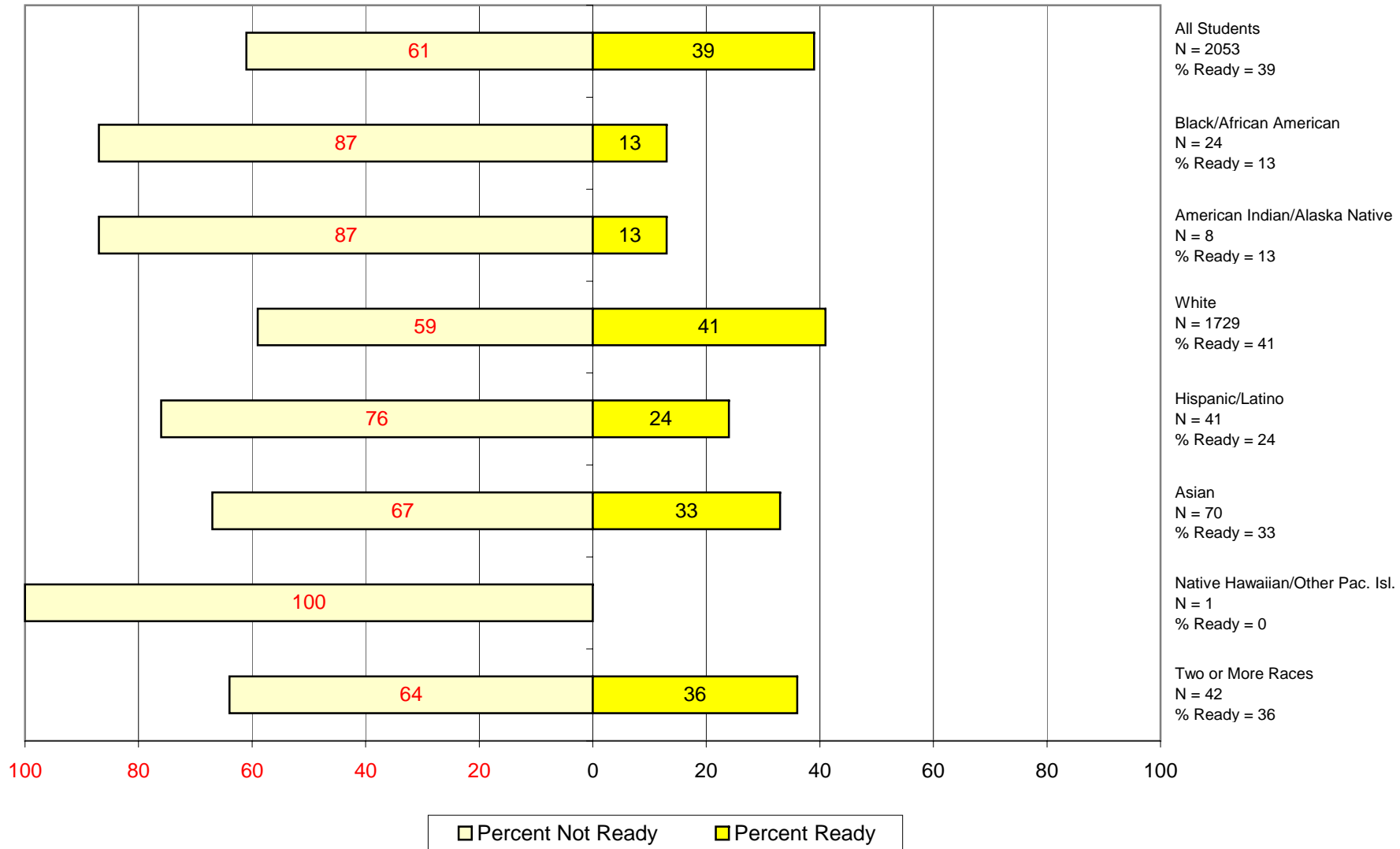


¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 2,053

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

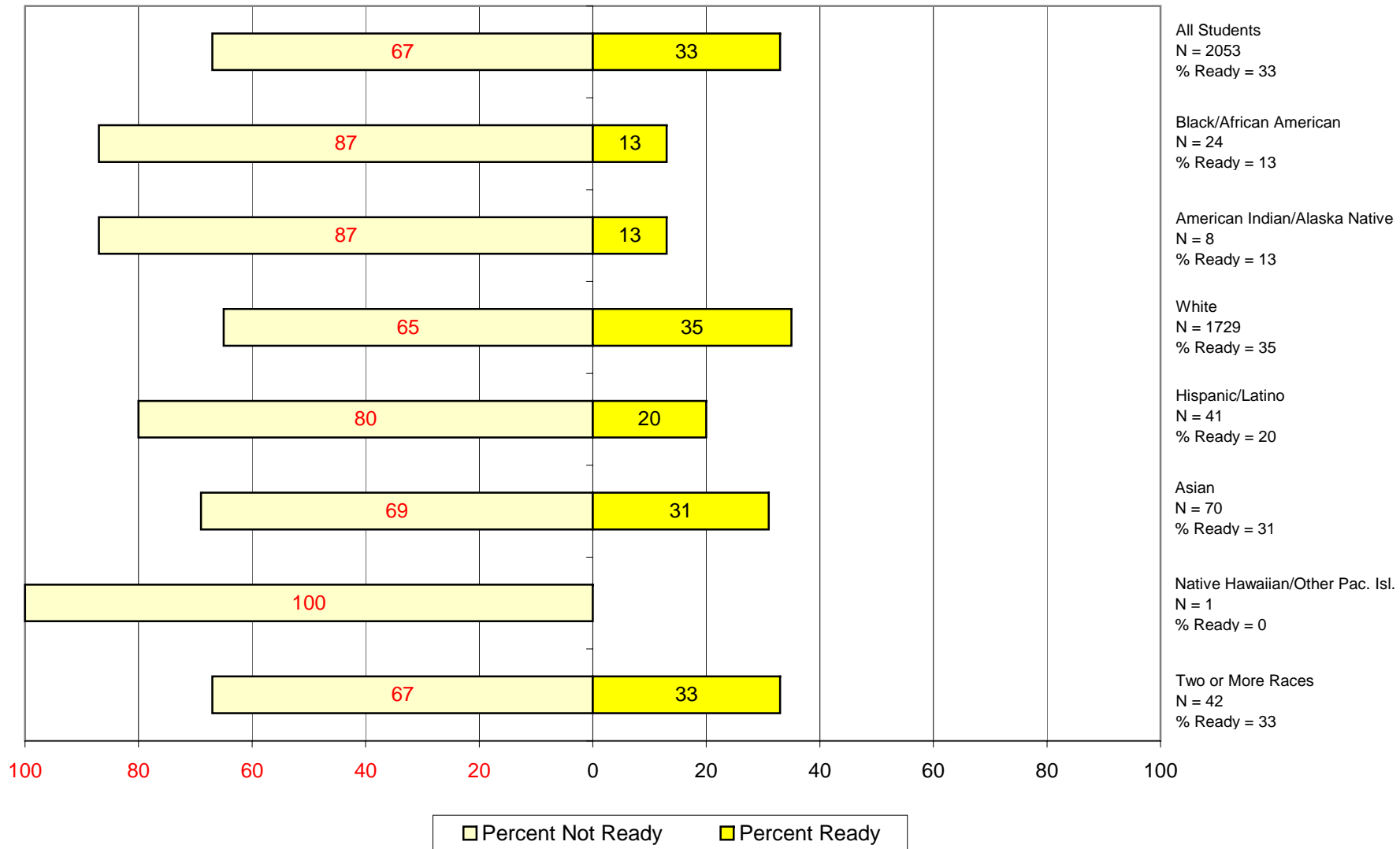
ACT Science Benchmark Score = **24**



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

Total Students in Report: 2,053

Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ALL FOUR



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

Total Students in Report: 2,053

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	628	31	23.5	5.3	250	29	23.0	4.2	378	32	23.9	6.1
Eng 9, Eng 10, Eng 11, Eng 12	1,327	65	22.3	4.1	572	66	21.9	3.1	755	64	22.5	4.7
Less than 4 years of English	73	4	18.2	-	31	4	18.8	-	42	4	17.8	-
Zero years / no English courses reported	25	1	20.2	-	14	2	18.0	-	11	1	23.0	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	197	10	26.2	9.2	84	10	27.2	9.8	113	10	25.5	9.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	193	9	21.9	4.9	59	7	22.3	4.9	134	11	21.7	5.2
Alg 1, Alg 2, Geom, & Trig	117	6	20.6	3.6	45	5	20.8	3.4	72	6	20.4	3.9
Alg 1, Alg 2, Geom, & Other Adv Math	287	14	21.0	4.0	95	11	21.9	4.5	192	16	20.5	4.0
Other comb of 4 or more years of Math	783	38	25.0	8.0	387	45	25.9	8.5	396	33	24.1	7.6
Alg 1, Alg 2, & Geom	177	9	18.5	1.5	61	7	19.1	1.7	116	10	18.3	1.8
Other comb of 3 or 3.5 years of Math	123	6	21.6	4.6	49	6	21.8	4.4	74	6	21.5	5.0
Less than 3 years of Math	132	6	17.0	-	64	7	17.4	-	68	6	16.5	-
Zero years / no Math courses reported	44	2	19.2	-	23	3	18.9	-	21	2	19.5	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	155	8	23.3	1.0	80	9	21.9	-0.1	75	6	24.8	2.3
Other comb of 4 or more years Social Science	652	32	23.6	1.3	273	31	23.1	1.1	379	32	24.0	1.5
US Hist, World Hist, & Am Gov	119	6	23.7	1.4	54	6	23.8	1.8	65	5	23.6	1.1
Other comb of 3 or 3.5 years of Social Science	580	28	22.9	0.6	208	24	22.3	0.3	372	31	23.3	0.8
Less than 3 years of Social Science	519	25	22.3	-	238	27	22.0	-	281	24	22.5	-
Zero years / no Social Science courses reported	28	1	20.6	-	14	2	19.1	-	14	1	22.1	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	1,239	60	23.3	6.0	570	66	24.1	6.7	669	56	22.7	5.4
Bio, Chem, Phys	136	7	22.5	5.2	59	7	23.3	5.9	77	6	21.9	4.6
Gen Sci ² , Bio, Chem	463	23	20.9	3.6	133	15	21.2	3.8	330	28	20.8	3.5
Other comb of 3 years of Natural Science	45	2	20.2	2.9	24	3	20.3	2.9	21	2	20.0	2.7
Less than 3 years of Natural Science	142	7	17.3	-	66	8	17.4	-	76	6	17.3	-
Zero years / no Natural Science courses reported	28	1	20.6	-	15	2	21.1	-	13	1	20.0	-

¹Course value added is defined as the average ACT score change compared to course sequences in which students took less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Total Students in Report: 2,053

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	628	31	23.5	83	366,770	23	21.8	74
Eng 9, Eng 10, Eng 11, Eng 12	1,327	65	22.3	77	1,143,409	70	20.6	66
Less than 4 years of English	73	4	18.2	51	66,225	4	16.6	40
Zero years / no English courses reported	25	1	20.2	60	46,708	3	16.5	39
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	197	10	26.2	88	102,806	6	24.2	71
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	193	9	21.9	59	147,655	9	22.1	58
Alg 1, Alg 2, Geom, & Trig	117	6	20.6	44	115,939	7	19.7	34
Alg 1, Alg 2, Geom, & Other Adv Math	287	14	21.0	46	271,304	17	19.9	36
Other comb of 4 or more years of Math	783	38	25.0	75	539,241	33	23.8	66
Alg 1, Alg 2, & Geom	177	9	18.5	21	238,527	15	17.3	12
Other comb of 3 or 3.5 years of Math	123	6	21.6	53	78,953	5	19.9	35
Less than 3 years of Math	132	6	17.0	11	79,145	5	16.4	8
Zero years / no Math courses reported	44	2	19.2	39	49,542	3	18.1	21
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	155	8	23.3	67	47,284	3	22.5	59
Other comb of 4 or more years Social Science	652	32	23.6	67	845,170	52	21.9	56
US Hist, World Hist, & Am Gov	119	6	23.7	67	86,167	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	580	28	22.9	63	445,631	27	21.1	51
Less than 3 years of Social Science	519	25	22.3	58	149,746	9	19.7	40
Zero years / no Social Science courses reported	28	1	20.6	43	49,114	3	17.9	28
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,239	60	23.3	47	686,167	42	22.1	39
Bio, Chem, Phys	136	7	22.5	40	160,020	10	23.1	46
Gen Sci ¹ , Bio, Chem	463	23	20.9	27	476,294	29	20.1	21
Other comb of 3 years of Natural Science	45	2	20.2	20	45,296	3	19.6	20
Less than 3 years of Natural Science	142	7	17.3	7	205,148	13	18.3	12
Zero years / no Natural Science courses reported	28	1	20.6	39	50,187	3	17.8	13

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

Total Students in Report: 2,053

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	34	2	19.9	2	3	13.5	30	2	20.6
Architecture	33	2	22.3	0	0	.	29	2	22.6
Area, Ethnic, & Multidisciplinary Studies	9	0	24.2	0	0	.	8	0	23.4
Arts: Visual & Performing	160	8	22.0	6	8	16.3	139	8	22.5
Business	181	9	21.5	3	4	14.3	148	9	21.8
Communications	42	2	21.4	3	4	18.3	35	2	21.5
Community, Family, & Personal Services	45	2	19.1	11	14	15.5	32	2	20.2
Computer Science & Mathematics	68	3	23.7	5	7	17.6	57	3	23.9
Education	121	6	21.1	3	4	15.3	114	7	21.3
Engineering	88	4	24.6	5	7	19.0	76	4	25.0
Engineering Technology & Drafting	44	2	23.1	5	7	16.4	34	2	23.9
English & Foreign Languages	45	2	23.9	0	0	.	40	2	24.6
Health Administration & Assisting	11	1	21.2	2	3	12.0	9	1	23.2
Health Sciences & Technologies	300	15	22.2	6	8	17.2	271	16	22.4
Philosophy, Religion, & Theology	10	0	24.6	0	0	.	7	0	26.4
Repair, Production, & Construction	16	1	16.4	14	18	16.1	1	0	14.0
Sciences: Biological & Physical	202	10	25.7	1	1	21.0	188	11	25.7
Social Sciences & Law	172	8	23.3	2	3	13.0	156	9	23.5
Undecided	437	21	23.1	8	11	15.6	322	19	23.2
No Response	35	2	19.4	0	0	.	10	1	24.1

¹Refer to the section header on page 25 for a description of educational major changes.

²2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

³Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Total Students in Report: 2,053

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	20	15.8	0	.	0	.	17	16.2	0	.
2-yr College Degree	56	16.3	1	14.0	1	21.0	45	16.5	2	15.5
Bachelors Degree	841	21.4	10	15.9	1	22.0	736	21.6	18	20.2
Graduate Study	439	24.2	6	22.3	3	20.3	375	24.5	6	22.0
Prof. Level Degree	426	25.1	3	23.0	3	23.3	352	25.4	10	22.2
Other	25	18.9	0	.	0	.	15	19.2	1	16.0
No Response	246	22.6	4	20.3	0	.	189	22.9	4	17.8

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	20	15.8	0	.	0	.	0	.	3	13.3
2-yr College Degree	56	16.3	1	15.0	0	.	0	.	6	14.7
Bachelors Degree	841	21.4	19	20.4	1	17.0	21	23.0	35	20.3
Graduate Study	439	24.2	14	22.8	0	.	9	26.1	26	21.6
Prof. Level Degree	426	25.1	25	24.3	0	.	7	24.9	26	23.6
Other	25	18.9	2	17.5	0	.	1	31.0	6	17.2
No Response	246	22.6	9	20.9	0	.	4	21.3	36	21.9

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

Total Students in Report: 2,053

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 VERMONT	Vermont	304	151	153	0	2	14	35	28	17	3
CASTLETON STATE COLLEGE	Vermont	127	46	81	3	6	38	35	15	3	0
STATE-COLLEGE/NO REPORTS NOW	Iowa	83	83	0	10	18	31	27	10	4	1
UNIVERSITY OF NEW HAMPSHIRE	New Hampshire	62	11	51	0	3	18	39	29	11	0
VERMONT TECHNICAL COLLEGE	Vermont	58	23	35	5	12	36	29	17	0	0
CHAMPLAIN COLLEGE	Vermont	54	12	42	2	6	28	43	17	6	0
JOHNSON STATE COLLEGE	Vermont	53	20	33	2	13	36	38	11	0	0
LYNDON STATE COLLEGE	Vermont	49	16	33	2	24	31	31	12	0	0
SAINT MICHAEL'S COLLEGE	Vermont	48	11	37	0	0	31	33	25	10	0
NORWICH UNIVERSITY	Vermont	41	17	24	5	12	20	46	12	5	0
NORTHEASTERN UNIVERSITY	Massachusetts	40	15	25	0	0	5	30	40	25	0
BOSTON UNIVERSITY	Massachusetts	37	9	28	0	3	8	22	43	19	5
MIDDLEBURY COLLEGE	Vermont	34	8	26	0	0	3	15	21	53	9
DARTMOUTH COLLEGE	New Hampshire	32	10	22	0	0	0	13	34	41	13
KEENE STATE COLLEGE	New Hampshire	31	5	26	0	6	35	42	16	0	0
UNIVERSITY OF NEW ENGLAND	Maine	26	4	22	0	12	12	65	8	4	0
ENDICOTT COLLEGE	Massachusetts	25	4	21	8	0	20	44	16	12	0
SYRACUSE UNIVERSITY	New York	25	6	19	0	4	8	24	48	12	4
ITHACA COLLEGE	New York	24	6	18	0	0	8	33	25	33	0
STATE UNIV OF NY COLL AT PLATTSBURGH	New York	24	3	21	0	0	38	42	17	4	0
UNIVERSITY OF MAINE THE	Maine	22	3	19	0	5	23	32	32	9	0
UNIVERSITY OF RHODE ISLAND	Rhode Island	22	5	17	0	0	14	59	23	5	0
NCAA ELIGIBILITY CENTER	Indiana	21	10	11	0	0	10	38	24	29	0
BOSTON COLLEGE	Massachusetts	20	4	16	0	0	10	25	20	40	5
CLARKSON UNIVERSITY	New York	20	7	13	0	0	10	30	30	30	0
RENSSELAER POLYTECHNIC INSTITUTE	New York	20	2	18	0	0	5	10	45	35	5
UNIV OF MASSACHUSETTS AMHERST	Massachusetts	20	3	17	0	0	20	50	25	5	0
BROWN UNIVERSITY	Rhode Island	19	3	16	0	0	0	11	26	47	16
TUFTS UNIVERSITY	Massachusetts	18	6	12	0	0	0	11	28	61	0
QUINNIPIAC UNIVERSITY	Connecticut	17	3	14	0	0	12	59	29	0	0
All Other Institutions		1,357	372	985	1	6	15	32	25	19	2
Total		2,733	878	1,855	1	6	18	33	24	16	2

Section V

Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 2,053

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	1,762	905,035	22.9	21.5	7.6	7.1	22.3	20.8
Black/African American	21	112,251	18.7	16.7	7.2	6.3	19.0	16.5
American Indian/Alaska Native	6	5,519	22.2	18.4	7.0	6.5	21.0	18.0
White	1,478	522,234	23.2	23.2	7.7	7.3	22.6	22.2
Hispanic/Latino	37	128,599	20.6	18.4	7.3	6.8	20.2	18.2
Asian	63	51,829	21.5	23.8	7.8	7.6	21.5	22.9
Native Hawaiian/Other Pac. Isl.	0	1,332	.	19.7	.	7.2	.	19.5
Two or more races	35	27,722	25.3	21.6	8.0	7.0	24.3	20.8
Prefer not/No Response	122	55,549	20.0	21.3	6.8	7.0	19.4	20.5
Males	729	399,206	22.5	21.3	7.3	6.8	21.7	20.3
Females	1,033	503,699	23.2	21.8	7.8	7.3	22.7	21.1
Missing	0	2,130	.	17.6	.	6.2	.	17.1

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

