

Measuring Aspirations and Participation

2006



New Hampshire High School Senior Survey
A collaborative project

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MEASURING ASPIRATIONS AND PARTICIPATION:

2006 NEW HAMPSHIRE HIGH SCHOOL SENIOR SURVEY

I. INTRODUCTION

This report, **Measuring Aspirations and Participation: the 2006 New Hampshire High School Senior Survey** presents findings from a survey of graduating seniors at 59 public and seven private high schools in New Hampshire between April and June, 2006. The survey was designed to assess the future educational aspirations and career plans of seniors and views about their high school experience. (See Appendix A for a more complete description of the design of the survey.)

This research project has been conducted by the New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER) with generous funding and administration from the New Hampshire Higher Education Assistance Foundation (NHHEAF) Network Organizations. NH PAPER consists of representatives from the:

- New Hampshire College and University Council
- New Hampshire Community Technical Colleges
- New Hampshire Department of Education
- New Hampshire Postsecondary Education Commission
- Saint Anselm College
- The NHHEAF Network Organizations
- University of New Hampshire Survey Center
- University System of New Hampshire

The 2006 survey is the fifth time this survey has been conducted. A pilot test of this project was conducted with 2,408 graduating seniors from 21 New Hampshire public high schools in 2002. In 2003, 5,299 students from 48 public schools, and 344 students from 3 private schools participated. In the 2004 survey, there were 56 public schools (7,499 students) and 8 private schools (565 students). The 2005 survey included 63 public schools (7,989 students) and 8 private schools (514 students). In the 2006 survey, there were 59 public schools (7,552 students) and 7 private schools (490 students).

II. Postsecondary Education Aspirations

Seniors' Education Aspirations

New Hampshire seniors completing this year's survey have high aspirations for their future education. Most seniors say they plan to attend a four-year college in Fall 2006 (Table 2.1). In all, 81 percent of seniors from public schools and 96 percent of seniors from private schools surveyed plan to continue their education in Fall 2006. Students attending private high schools were significantly more likely to say they planned to go to a four-year college in Fall 2006 (92%) than were students attending public high schools (57%).

Table 2.1

Seniors' Education Aspirations

Plans for Upcoming Fall	Public School Students					Private School Students			
	2002	2003	2004	2005	2006	2003	2004	2005	2006
Attend a 4-year College	58%	54%	59%	58%	57%	91%	91%	89%	92%
Attend a 2-year College	9%	10%	10%	9%	9%	1%	2%	2%	2%
Attend a 2-year College then transfer to another institution	6%	7%	7%	7%	8%	3%	3%	2%	2%
Attend Vocational, Technical, Business, or Trade School	5%	5%	5%	5%	5%	1%	<1%	<1%	1%
Attend prep school	<1%	1%	<1%	<1%	<1%	1%	<1%	1%	<1%
Subtotal of Students Pursuing Education in Fall	78%	77%	81%	79%	81%	97%	96%	96%	96%
Join the Military	3%	4%	3%	2%	3%	1%	<1%	<1%	<1%
Get a full-time job	10%	10%	8%	9%	8%	1%	1%	1%	1%
Start a business	1%	1%	<1%	1%	1%	0%	0%	<1%	<1%
Become a full-time homemaker	1%	<1%	<1%	<1%	<1%	0%	0%	<1%	<1%
Participate in a reg. apprenticeship	<1%	<1%	<1%	<1%	<1%	0%	0%	0%	0%
Join Americorps, VISTA, or other community service prog.	<1%	<1%	<1%	<1%	<1%	0%	0%	<1%	<1%
Take time off, then decide	3%	3%	3%	3%	3%	1%	1%	<1%	1%
Undecided	4%	5%	4%	5%	4%	0%	1%	1%	1%
(N=)	(2291)	(4781)	(6891)	(7242)	(6892)	(333)	(552)	(501)	(475)
Applied for Admission to a Postsecondary Institution?									
Yes	76%	73%	76%	78%	78%	97%	95%	94%	97%
No	22%	24%	20%	19%	19%	3%	3%	5%	3%
Not sure	2%	3%	3%	3%	3%	<1%	2%	<1%	<1%
(N=)	(2272)	(4915)	(7048)	(7449)	(7092)	(333)	(559)	(511)	(481)

The seniors surveyed from public schools have high educational aspirations. Two-thirds plan to get a bachelor's degree or higher -- 33 percent a bachelor's degree, 23 percent a master's degree, and 13 percent a doctorate or a professional degree and another nine percent plan to get an associate degree (Table 2.2). See www.nhpaper.org for complete report with all tables.

Table 2.2

Highest Education Level Seniors Plan to Complete

	Public School Students					Private School Students			
	2002	2003	2004	2005	2006	2003	2004	2005	2006
H.S. Diploma	5%	6%	5%	5%	5%	1%	<1%	1%	1%
Technical/Bus/Trade 2-year degree	7%	7%	7%	7%	7%	<1%	<1%	<1%	<1%
Associate degree	8%	9%	8%	8%	9%	2%	2%	3%	1%
Bachelor's degree	29%	31%	32%	32%	33%	25%	29%	24%	28%
Master's degree	26%	22%	23%	22%	23%	40%	36%	35%	39%
Doctorate/Professional degree	13%	12%	13%	12%	13%	23%	20%	26%	22%
Other	1%	2%	2%	2%	1%	0%	<1%	1%	<1%
Undecided	11%	11%	11%	12%	10%	10%	13%	11%	9%
(N=)	(2218)	(4841)	(6898)	(7386)	(6992)	(334)	(552)	(507)	(477)

Planned Postsecondary Education by Gender

Female public high school seniors were more likely to say they planned to continue their education than were their male counterparts, and they were also more likely to report they plan to attend a four-year college than were males (Table 2.3). Both these findings are consistent with the results from earlier surveys and with national trends.

Table 2.3

Percent of Public School Seniors who Plan to Continue their Education by Gender

Gender	Any Education					4-Year College				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Male	72%	73%	76%	74%	77%	52%	51%	55%	52%	54%
Female	85%	83%	85%	84%	86%	64%	62%	67%	63%	65%

Planned Postsecondary Education by Per-Pupil Spending

No significant differences were found between public high school seniors' education aspirations based on the amount their high school spends per pupil (Table 2.4).

Table 2.4

2006 Public School Seniors' Education Aspirations by Per-Pupil Spending

Plans for Upcoming Fall	Under \$8,000	\$8,000 – \$9,000	More than \$9,000
Attend a 4-year College	58%	56%	59%
Attend a 2-year College	9%	10%	9%
Attend a 2-year College then transfer to another institution	8%	8%	7%
Attend Voc., Tech., Business, or Trade School	5%	6%	6%
Attend prep school	1%	1%	1%
Subtotal of Students Pursuing Education in Fall	81%	81%	82%
Join the Military	3%	2%	2%
Get a full-time job	9%	8%	8%
Start a business	1%	1%	<1%
Become a full-time homemaker	<1%	<1%	<1%
Participate in a registered apprenticeship	<1%	<1%	<1%
Join Americorps, VISTA, or other community service prog.	<1%	<1%	<1%
Take time off, then decide	3%	4%	3%
Undecided	4%	4%	4%
(N=)	(2693)	(2143)	(2056)

Student Perceptions of Parents' Plans for Education

Parents have increasingly high educational aspirations for their children. Eighty-two percent of public high school seniors and 94 percent of private high school seniors reported their parents want them to attend some form of postsecondary institution (Table 2.5). This has increased significantly from 2005 and earlier years. The 2006 results go on to illustrate the strength between parents' plans for their children (as reported by students) and the plans that seniors have for themselves.

- Eighty-seven percent of seniors from public high schools and 98 percent of seniors from private schools who indicated their parents want them to attend a four-year postsecondary institution also said they planned to attend such an institution.
- Seventy percent of seniors from public high schools who indicated their parents wanted them to get a job say they plan to get a full-time job.

Table 2.5

Parents' Education Plans for Their Children As Reported by Seniors

	Public Schools					Private Schools			
	2002	2003	2004	2005	2006	2003	2004	2005	2006
Attend a 4-year College	56%	54%	57%	55%	62%	85%	81%	80%	90%
Attend a 2-year College	7%	8%	7%	7%	7%	1%	2%	1%	<1%
Attend a 2-year College then transfer to another institution	5%	5%	6%	5%	7%	1%	2%	2%	2%
Attend prep school	1%	1%	<1%	<1%	1%	1%	1%	1%	1%
Attend Vocational, Technical, Business, or Trade School	3%	3%	3%	3%	5%	<1%	0%	<1%	1%
SUBTOTAL	72%	71%	73%	71%	82%	88%	86%	85%	94%
Participate in a registered apprenticeship	<1%	<1%	<1%	<1%	<1%	0%	0%	<1%	0%
Join the Military	3%	3%	2%	2%	2%	0%	0%	1%	<1%
Join Americorps, VISTA, other community service prog.	<1%	0%	*	*	*	0%	*	*	*
SUBTOTAL	3%	3%	2%	2%	2%	0%	0%	1%	0%
Start a business	0%	0%	*	*	*	0%	*	*	*
Get a full-time job	3%	3%	3%	3%	3%	1%	<1%	<1%	1%
Become a full-time homemaker	1%	<1%	<1%	<1%	<1%	0%	<1%	<1%	0%
To do what I want to do	21%	21%	19%	22%	13%	11%	12%	13%	6%
Have no strong feelings	2%	2%	2%	2%	1%	<1%	<1%	<1%	<1%
SUBTOTAL	27%	26%	23%	27%	18%	12%	12%	14%	7%

* These response options were not included after the 2003 survey.

Institutions Seniors Plan to Attend

Slightly less than half of education-bound seniors in the survey who attended public schools plan to attend an institution outside of New Hampshire, and that figure rises to 72 percent for private high school seniors (online Table 2.6). Among education-bound public high school seniors, UNH is the most frequently named institution (named by 15 percent of education-bound seniors), followed by a New Hampshire Community Technical College (NHCTC) System campus (14%), Plymouth State University, (5%) and Keene State College (5%) (Table 2.6). Among private high school seniors planning on continuing their education immediately upon graduation, UNH is named by 16 percent, followed by Plymouth State University (2%), an NHCTC System campus (2%), and Keene State College (1%).

Chart 2.1
Institution Seniors Plan to Attend
(Public School Seniors Only)

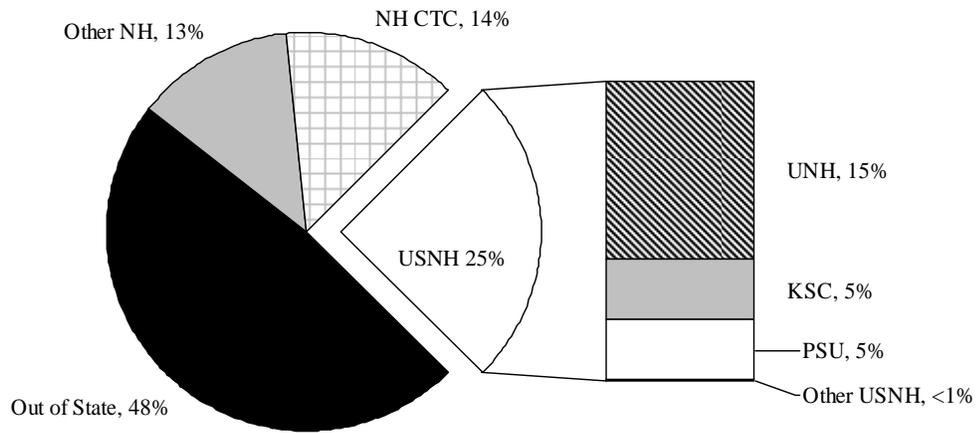


Table 2.6

Top Schools - All Education-Bound Seniors

Institution	Public School Students					Private School Students			
	2002	2003	2004	2005	2006	2003	2004	2005	2006
UNH	15%	14%	13%	15%	15%	10%	12%	14%	16%
NHCTC System	10%	9%	7%	13%	14%	1%	1%	2%	2%
Plymouth State	3%	6%	5%	6%	5%	5%	4%	2%	2%
Keene State	6%	5%	5%	4%	5%	4%	1%	2%	1%
Other NH	12%	14%	20%	14%	13%	6%	12%	8%	7%
Out-of-state	53%	52%	50%	48%	48%	74%	70%	72%	72%
(N=)	(1728)	(3489)	(5671)	(5985)	(5701)	(300)	(525)	(475)	(463)

Most Important Reasons Seniors Chose the Institution They Plan to Attend

The top three reasons cited by education-bound seniors as the most important for choosing the school they plan to attend have remained stable since 2002: the school offers the best education in the seniors’ field of study; it is affordable; and it has a good academic reputation (Table 2.7). Seniors from public schools are more likely to say it is affordable while seniors from private schools are most likely to say because it has a good academic reputation.

Table 2.7

Most Important Reasons for Choosing Institution

Reason	Public School Students					Private School Students			
	2002	2003	2004	2005	2006	2003	2004	2005	2006
Offers best educ. in my field of study	39%	36%	35%	35%	37%	33%	34%	35%	36%
It is affordable	14%	14%	15%	15%	18%	10%	10%	11%	8%
Good academic reputation	11%	8%	10%	8%	8%	20%	16%	15%	16%
Graduates get good jobs	5%	5%	5%	7%	6%	8%	8%	7%	9%
School is the right size for me	5%	5%	6%	5%	5%	8%	6%	4%	5%
Far enough from home	3%	5%	4%	4%	3%	2%	3%	3%	5%
Reputation for social activities	1%	5%	4%	2%	1%	2%	3%	2%	1%
School is close to home	4%	4%	4%	5%	4%	3%	2%	3%	1%
I have already been admitted	4%	3%	4%	2%	3%	3%	4%	2%	3%
School offers unique educ. programs	4%	3%	3%	3%	3%	5%	3%	5%	4%
Friends like it	1%	3%	2%	1%	1%	1%	2%	1%	1%
Can get financial aid	2%	2%	2%	3%	3%	2%	2%	2%	3%
Athletics & extracurricular activities	2%	2%	2%	3%	3%	3%	3%	4%	5%
Graduates get admitted to top grad schools	2%	2%	2%	1%	2%	2%	3%	2%	2%
My parents like it	1%	1%	1%	3%	1%	1%	1%	2%	0%
School counselor advised me to go there	1%	1%	1%	1%	2%	0%	1%	1%	1%
Religious affiliation	1%	1%	1%	1%	0%	0%	1%	2%	0%
Other reasons	1%	1%	<1%	<1%	0%	0%	0%	<1%	0%
(N=)	(1673)	(3521)	(5088)	(5787)	(5345)	(317)	(510)	(468)	(451)

Among education-bound seniors in the survey, 74 percent of seniors from public schools (67% from private) said they plan to attend their first choice school. The most important reasons for not attending their first choice were that they were not accepted (40% public, 58% private), and that it was too expensive (29% public, 24% private).

Most Important Reasons for NOT Attending a New Hampshire Institution

Education-bound seniors from public schools were asked why they did not plan to attend a USNH institution, an NHCTC System institution, or some other New Hampshire institution. The reasons given are consistent across all New Hampshire institutions (Tables 2.8a, 2.8b and 2.8c).

- The most frequently chosen reasons for not attending a USNH institution were the senior wanted to attend a school out of state (16%), another school had a better academic reputation (16%), or that their major was not offered (12%).
- The most frequently chosen reasons for not attending an NHCTC System institution were another school had a better academic reputation (18%), the senior wanted to attend a school out of state (15%), or the senior's major was not offered (11%).
- The most frequently chosen reasons for not attending another NH institution were that the senior wanted to attend a school out of state (16%), another school had a better academic reputation (14%), and the senior's major was not offered (9%).
- There have been few differences in why students are not going to USNH, NHCTC, or other New Hampshire institutions since 2002.

Table 2.8a

Most Important Reasons for NOT Choosing USNH Institution
Public School Seniors Only

Reason	2002	2003	2004	2005	2006
Wanted to go out of state	14%	14%	17%	15%	16%
Other school has better academic reputation	18%	15%	15%	14%	16%
Major was not offered	13%	12%	13%	12%	12%
Not the right location for me	11%	9%	9%	8%	8%
Not accepted	6%	8%	7%	7%	8%
Too expensive	3%	7%	7%	7%	7%
Not the right size for me	7%	6%	6%	6%	6%
Got more financial aid at another school	2%	5%	5%	5%	4%
Other	27%	23%	21%	26%	23%
(N=)	(1060)	(2425)	(3412)	(3840)	(2450)

Table 2.8b

Most Important Reasons for NOT Choosing NHCTC System Institution
Public School Seniors Only

Reason	2002	2003	2004	2005	2006
Wanted to go out of state	12%	12%	17%	14%	15%
Other school has better academic reputation	19%	15%	18%	17%	18%
Major was not offered	13%	12%	13%	12%	11%
Not the right location for me	10%	10%	9%	7%	9%
Not accepted	6%	6%	5%	6%	7%
Too expensive	2%	8%	6%	7%	6%
Not the right size for me	6%	7%	5%	6%	6%
Got more financial aid at another school	3%	5%	4%	3%	5%
Other	29%	26%	24%	29%	24%
(N=)	(1056)	(2197)	(3373)	(3750)	(2483)

Table 2.8c

Most Important Reasons for NOT Choosing Other NH Institution
Public School Seniors Only

Reason	2002	2003	2004	2005	2006
Wanted to go out of state	13%	13%	18%	15%	16%
Other school has better academic reputation	16%	12%	15%	13%	14%
Major was not offered	12%	11%	11%	11%	9%
Not the right location for me	12%	11%	10%	8%	9%
Not accepted	7%	7%	7%	7%	7%
Too expensive	3%	9%	7%	8%	8%
Not the right size for me	6%	6%	4%	6%	6%
Got more financial aid at another school	2%	5%	4%	3%	5%
Other	30%	28%	25%	29%	26%
(N=)	(1043)	(2223)	(3390)	(3776)	(2498)

Top Four-Year Programs of Study

Among public school seniors planning to attend a four-year institution, the most popular major was business (16%), followed by the health professions (11%), education (8%) and engineering (7%). These were in the same rank order as they were in 2003, 2004 and 2005 (Table 2.9a).

- Male seniors from public schools were most likely to prefer business, engineering, biology and life sciences, and computers and information technology as their likely major. (Table 2.9b).
- By contrast, female seniors from public schools were most likely to prefer health professions, business, education, and biology and life sciences.
- Among male seniors, there has been a steady increase over the five-year period in the percentage of students who prefer engineering as a program of study.

Table 2.9a

Most Popular Four-Year Programs of Study
Public School Seniors Only

Major / Program	All Education-Bound				
	2002	2003	2004	2005	2006
Business	14%	15%	16%	17%	16%
Health Professions	8%	11%	10%	10%	11%
Education	10%	9%	8%	8%	8%
Engineering	5%	7%	7%	7%	7%
Biology/Life Sciences	7%	6%	7%	6%	6%
Visual / Performing Arts	7%	5%	5%	5%	5%
Computers/Info. Tech.	4%	5%	3%	2%	3%
Communications	4%	5%	5%	4%	4%
Psychology	4%	5%	5%	5%	4%
Social Sciences/History	4%	3%	3%	3%	2%
(N=)	(1280)	(2393)	(3713)	(3806)	(3096)

Table 2.9b

Most Popular Four-Year Programs of Study by Gender
Public School Seniors Only

Major/Program	Male					Female				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Business	19%	17%	20%	22%	19%	11%	14%	14%	14%	13%
Health Professions	4%	4%	3%	5%	4%	10%	19%	17%	15%	16%
Education	4%	3%	3%	3%	3%	14%	13%	12%	11%	11%
Engineering	10%	12%	12%	14%	16%	2%	1%	2%	2%	2%
Biology/Life Sciences	4%	3%	4%	5%	6%	9%	5%	7%	8%	8%
Visual / Performing Arts	7%	4%	4%	4%	5%	7%	5%	5%	6%	6%
Computers/Info. Tech.	8%	11%	7%	4%	6%	1%	1%	<1%	<1%	1%
Communications	3%	3%	4%	4%	4%	6%	4%	4%	5%	5%
Psychology	1%	2%	1%	2%	2%	6%	6%	6%	7%	6%
Social Sciences/History	5%	2%	2%	3%	3%	4%	2%	2%	2%	2%
(N=)	(532)	(969)	(1554)	(1629)	(1284)	(731)	(1406)	(2144)	(2144)	(1795)

Surveyed public high school seniors who plan to stay in New Hampshire and attend a four-year college are somewhat more likely to say they plan to study business and education than those who plan to attend a four-year college outside the state (Table 2.10). This pattern has remained consistent since 2002.

Table 2.10

Most Popular Four-Year Programs of Study by State
Public School Seniors Only

Major/Program	In NH					Out of State				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Business	17%	17%	18%	19%	18%	12%	12%	15%	15%	13%
Education	14%	14%	12%	11%	11%	7%	6%	5%	5%	5%
Health Professions	7%	10%	10%	9%	11%	8%	12%	10%	11%	12%
Engineering	5%	4%	5%	6%	5%	6%	8%	9%	8%	9%
Computers/Info. Tech.	5%	6%	2%	2%	4%	3%	5%	3%	3%	3%
Psychology	3%	4%	5%	5%	4%	4%	4%	4%	4%	4%
Biology/Life Sciences	4%	3%	6%	5%	4%	9%	6%	8%	7%	7%
Visual / Performing Arts	4%	4%	4%	4%	3%	8%	6%	6%	6%	6%
Communications	3%	3%	4%	4%	2%	5%	5%	6%	5%	5%
Social Sciences/History	3%	2%	2%	2%	2%	5%	3%	3%	3%	2%
(N=)	(537)	(1017)	(1567)	(1684)	(1501)	(743)	(1317)	(2058)	(2042)	(1552)

Top Two-Year Programs of Study

As in prior years, the most popular programs for public school seniors planning to attend a two-year institution were business (15%), health professions (14%), and education (11%) (Table 2.11a).

- Male seniors from public schools were most likely to prefer business, mechanics, computers and information technology, and engineering (Table 2.11b).
- Female seniors from public schools were most likely to prefer health professions, education, and business.

Table 2.11a

Most Popular Two-Year Programs of Study
Public School Seniors Only

Major/Program	All Education Bound				
	2002	2003	2004	2005	2006
Business	18%	16%	18%	16%	15%
Health Professions	11%	18%	14%	12%	14%
Education	11%	9%	8%	9%	11%
Computers/Info. Tech.	6%	7%	6%	6%	5%
Mechanics, Repairs	5%	4%	6%	6%	6%
Protective Services	9%	3%	3%	2%	1%
Visual / Performing Arts	6%	3%	3%	3%	3%
Engineering	3%	3%	4%	4%	3%
Agriculture/Natural Resources	4%	2%	2%	3%	2%
Consumer Sciences	6%	1%	<1%	<1%	<1%
(N=)	(343)	(688)	(970)	(968)	(620)

Table 2.11b

Most Popular Two-Year Programs of Study by Gender
Public School Seniors Only

Major/Program	Male					Female				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Health Professions	3%	4%	3%	3%	3%	17%	19%	17%	22%	23%
Business	19%	17%	20%	14%	17%	17%	14%	14%	17%	14%
Education	3%	3%	3%	3%	3%	18%	13%	12%	15%	18%
Computers/Info. Tech.	12%	11%	7%	10%	9%	0%	1%	<1%	2%	2%
Mechanics, Repairs	10%	5%	5%	12%	12%	0%	<1%	<1%	<1%	<1%
Protective Services	12%	2%	2%	3%	2%	7%	<1%	<1%	1%	1%
Visual / Performing Arts	7%	4%	4%	3%	3%	3%	5%	5%	3%	3%
Engineering	6%	12%	12%	8%	7%	0%	1%	2%	<1%	<1%
Agriculture/Natural Resources	4%	2%	2%	4%	2%	4%	1%	1%	3%	3%
Consumer Sciences	2%	1%	<1%	<1%	<1%	9%	<1%	<1%	1%	<1%
(N=)	(158)	(299)	(506)	(481)	(276)	(179)	(386)	(454)	(479)	(339)

Table 2.12c

Most Popular Two-Year Programs of Study by State
Public School Seniors Only

Major/Program	In NH					Out of State				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Business	16%	18%	18%	16%	16%	20%	13%	15%	12%	15%
Education	8%	12%	10%	10%	11%	9%	6%	5%	7%	9%
Health Professions	12%	10%	12%	13%	16%	11%	12%	10%	9%	8%
Computers/Info. Technology	8%	6%	4%	6%	6%	3%	5%	3%	6%	4%
Visual / Performing Arts	3%	4%	3%	2%	2%	15%	6%	6%	7%	6%
Engineering	3%	4%	5%	4%	4%	1%	8%	8%	3%	2%
Mechanics, Repairs	7%	2%	3%	6%	5%	10%	2%	2%	6%	8%
Consumer Sciences	6%	1%	<1%	<1%	<1%	5%	<1%	<1%	1%	1%
Protective Services	9%	1%	1%	2%	1%	4%	1%	<1%	1%	1%
Agriculture/Natural Resources	1%	1%	<1%	2%	2%	1%	2%	2%	6%	4%
(N=)	(226)	(483)	(674)	(701)	(455)	(117)	(166)	(252)	(232)	(144)

- There are few differences in the preferred programs of study between public school students who plan to attend a two-year institution in New Hampshire and those who plan to attend an out-of-state institution (Table 2.12c).
- Three-quarters (74%) of public school seniors surveyed who were planning to attend a two-year college planned to stay in New Hampshire, 14 percent planned to attend another New England college, and another 12 percent planned to attend an institution outside of New England. These figures have remained essentially unchanged in recent years.

Student Intentions to Live in NH

The New Hampshire High School Senior Survey asked seniors whether they intend to live in New Hampshire after they have completed their education. In line with 2003, 2004 and 2005 results, approximately half of students attending public schools, but less than one-third of students attending private schools, said they intend to live in New Hampshire after completing their education (Table 2.13).

Table 2.13

Percent of 2006 Seniors who Plan to Live in NH After Education

Live in NH after grad?	All Students		Education Bound	
	Public	Private	Public	Private
Yes	51%	33%	50%	32%
No	49%	68%	50%	68%
(N=)	(6681)	(462)	(5399)	(347)

Grade in Which Education-Bound Seniors Decided to Continue Their Education

Education-bound seniors in the 2006 survey said they made early decisions to pursue a postsecondary education, with the majority saying they made the decision in the sixth grade or earlier or had always known they would attend college (62% public, 85% private). These percentages are also the highest of the five years in which the survey was conducted. (Table 2.14). About one-third of college-bound seniors from public schools (29%) and 10 percent from private schools said they waited until high school to make the decision to continue their education.

Table 2.14

Grade Education-Bound Seniors Decided to Continue Their Education

Grade	Public School Students					Private School Students			
	2002	2003	2004	2005	2006	2003	2004	2005	2006
Always known	20%	18%	21%	19%	26%	28%	31%	30%	38%
Sixth or earlier	40%	38%	38%	36%	36%	51%	46%	47%	47%
Seventh	3%	4%	3%	3%	4%	4%	2%	2%	2%
Eighth	7%	6%	6%	7%	6%	6%	5%	5%	4%
Ninth	10%	11%	10%	11%	8%	5%	6%	8%	4%
Tenth	6%	7%	7%	7%	6%	3%	3%	2%	2%
Eleventh	8%	8%	7%	9%	8%	2%	5%	3%	3%
Twelfth	7%	8%	8%	8%	7%	1%	1%	3%	1%
(N=)	(1837)	(3666)	(5907)	(6227)	(5816)	(322)	(546)	(493)	(467)

- Most education-bound seniors reported first receiving information about postsecondary education in the ninth and tenth grades (45% public, 46% private). Most seniors believe the best time to receive this information is between the eighth and tenth grades.

- Education-bound seniors were most likely to receive postsecondary education information from their high school guidance counselor (84% public, 90% private), colleges (69% public, 76% private), parents (63% public, 77% private), and teachers (70% public, 65% private).
- Eighty-five percent of education-bound seniors from public schools and 86 percent from private schools said the information they received from their high school was “very helpful” or “somewhat helpful.”

Grade in Which Seniors Decided Not to Continue Their Education

Surveyed seniors who are not planning to continue their education in Fall 2006 made this decision late in their high school years, typically in the eleventh and twelfth grades (Table 2.15). This finding is consistent across all five years the survey has been administered.

Table 2.15

Grade Seniors Decided Not to Continue Their Education
Public School Seniors Only

Grade	2002	2003	2004	2005	2006
Sixth or earlier	7%	9%	10%	11%	11%
Seventh	5%	4%	4%	4%	5%
Eighth	7%	8%	7%	8%	7%
Ninth	8%	10%	11%	11%	9%
Tenth	12%	12%	10%	11%	12%
Eleventh	20%	19%	21%	19%	20%
Twelfth	41%	38%	37%	37%	36%
(N=)	(534)	(1217)	(1651)	(1939)	(1552)

- Sixty-two percent of seniors with no immediate education plans said they had considered pursuing further education or training sometime after high school.

Most Important Reasons Seniors Decided Not to Continue Their Education

Public high school seniors who chose not to continue their postsecondary education immediately after high school said the most important reasons were: they needed a break from school; they wanted or needed to support themselves; they could not afford to continue their education; they were unsure of their plans and goals; or they planned to join the military (Table 2.16a). While the top reasons have remained constant over the past three years there have been interesting changes:

- Female seniors with no immediate education plans who attended public schools were significantly more likely than male seniors to say they cannot afford to continue their education. This holds true for all four years of the senior survey.
- Since the 2002 survey, females have reported at higher levels than males that one reason for not pursuing higher education was their intent to get married and/or start a family.

Table 2.16a

Reasons for Not Immediately Pursuing Higher Education
Public Schools Seniors with No Immediate Education Plans Only

	2002	2003	2004	2005	2006
Needed a break from school	26%	21%	22%	22%	22%
I am joining the military	12%	14%	17%	9%	12%
I want/need to support myself	12%	13%	11%	15%	14%
Can't afford to continue educ.	11%	12%	11%	12%	13%
I am unsure of my plans/goals	10%	12%	13%	11%	13%
Don't need educ. to get job I want	5%	7%	7%	8%	7%
I can continue educ. in the future	5%	6%	5%	6%	4%
My grades are too low	4%	6%	7%	5%	5%
Plan to get married, start a family	4%	3%	3%	4%	4%
I want to travel	4%	4%	4%	5%	5%
Participated in an apprenticeship	2%	1%	1%	3%	3%
Other*	6%	*	*	*	*
(N=)	(481)	(982)	(1160)	(1736)	(1418)

* "Other" not listed as an option after the 2002 survey.

Table 2.16b

Reasons for Not Immediately Pursuing Higher Education by Gender
Public Schools Seniors with No Immediate Education Plans Only

Reason	Male					Female				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Needed a break from school	25%	20%	21%	23%	22%	28%	23%	22%	21%	21%
I am joining the military	17%	19%	20%	12%	15%	3%	6%	9%	5%	6%
I want/need to support myself	12%	13%	11%	14%	13%	13%	13%	13%	16%	14%
Can't afford to continue educ.	8%	8%	6%	8%	10%	18%	15%	15%	18%	19%
I am unsure of my plans/goals	7%	10%	10%	11%	10%	14%	13%	15%	12%	17%
Don't need educ. to get job I want	6%	10%	11%	10%	9%	3%	6%	6%	4%	4%
I can continue educ. in the future	5%	5%	5%	5%	3%	5%	7%	5%	6%	4%
My grades are too low	5%	7%	7%	6%	5%	2%	4%	5%	4%	5%
Plan to get married, start a family	3%	2%	2%	2%	3%	6%	6%	5%	6%	6%
I want to travel	4%	4%	4%	5%	5%	3%	4%	4%	6%	5%
Participated in an apprenticeship	2%	3%	2%	4%	4%	0%	2%	2%	2%	1%
Other*	6%	*	*	*	*	5%	*	*	*	*
(N=)	(300)	(693)	(878)	(1031)	(850)	(175)	(444)	(546)	(668)	(546)

* "Other" not listed as an option after the 2002 survey.

III. FAMILY DATA

Seniors' Living Arrangements

Sixty-one percent of seniors from public schools reported living with both parents (Table 3.1a). Almost two-thirds of seniors surveyed who planned to continue their education reported living with both parents (65%), while slightly less than half of the seniors who did not plan to continue their education (45%) reported living with both parents (Table 3.1b).

Table 3.1a
Seniors' Living Arrangements*
Public School Seniors Only

	2002	2003	2004	2005	2006
Both Parents	63%	62%	62%	61%	61%
Mother	23%	14%	13%	14%	14%
Mother & Stepfather	*	10%	10%	11%	10%
Father	6%	4%	4%	4%	4%
Father & Stepmother	*	3%	3%	3%	3%
Alternate b/w Parents	3%	2%	3%	3%	3%
Grandparent/Other Rel.	1%	1%	2%	1%	1%
Foster Parents	<1%	*	*	*	*
Legal Guardian	1%	1%	1%	1%	1%
On Own	1%	2%	2% ***	2% ***	2% ***
With Friends	1%	<1%	***	***	***
Other	1%	<1%	**	**	**
(N=)	(2335)	(5465)	(7398)	(7718)	(7850)

Table 3.1b
Seniors' Living Arrangements* and Seniors' Postsecondary Education Plans*
Public School Seniors Only

	Education Bound					No Immediate Ed. Plans				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Both Parents	66%	66%	66%	65%	65%	53%	48%	47%	47%	45%
Mother	22%	13%	13%	14%	14%	26%	15%	15%	15%	16%
Mother & Stepfather	*	9%	9%	10%	9%	*	15%	12%	15%	15%
Father	6%	3%	4%	3%	4%	8%	6%	6%	6%	6%
Father & Stepmother	*	3%	2%	2%	2%	*	4%	5%	5%	4%
Alternate b/w Parents	3%	2%	3%	3%	3%	3%	3%	4%	3%	4%
Grandparent/Other Rel.	1%	1%	1%	1%	1%	2%	3%	3%	3%	2%
Foster Parents	<1%	*	*	*	*	2%	*	*	*	*
Legal Guardian	1%	1%	1%	1%	1%	1%	2%	3%	2%	2%
On Own	1%	1%	1% ***	1% ***	2% ***	3%	6%	5% ***	5% ***	5% ***
With Friends	<1%	<1%	***	***	***	2%	<1%	***	***	***
Other	1%	<1%	**	**	**	2%	<1%	**	**	**
(N=)	(1763)	(4065)	(5661)	(5654)	(5515)	(572)	(1193)	(1448)	(1492)	(1322)

* In 2002, respondents could choose "mother" or "father." In 2003, respondents could choose "mother" or "mother & stepfather" and also "father" or "father & stepmother." Also, in 2002 respondents could choose between "foster parents" or "legal guardian." These were combined in 2003.

** "Other" was not an option in 2004.

***"On my own" and "with friends" were combined in 2004.

Reported Parental Employment

- Most mothers of private and public high school seniors were reported to be working either full time or part time (Table 3.2).
- Mothers of public high school seniors were significantly more likely to be working full time (69%) than were mothers of private school students (59%).

Table 3.2

Parental Employment

<i>Mothers</i>	Public School Students			Private School Students		
	2004	2005	2006	2004	2005	2006
Employed full-time	68%	68%	69%	62%	55%	59%
Employed part-time	15%	14%	14%	20%	19%	21%
Full-time homemaker	7%	7%	7%	13%	18%	13%
Unemployed	5%	4%	4%	2%	4%	3%
Retired	<1%	<1%	1%	1%	1%	1%
Not working b/c disability	3%	3%	3%	<1%	<1%	1%
Deceased	<1%	1%	1%	<1%	<1%	<1%
Other	2%	2%	2%	2%	2%	2%
(N=)	(7235)	(7616)	(7233)	(556)	(496)	(486)
<i>Fathers</i>	2004	2005	2006	2004	2005	2006
Employed full-time	85%	86%	86%	90%	87%	91%
Employed part-time	3%	3%	2%	2%	1%	2%
Full-time homemaker	<1%	<1%	<1%	<1%	<1%	<1%
Unemployed	3%	3%	3%	3%	2%	2%
Retired	2%	2%	2%	2%	3%	2%
Not working b/c disability	3%	3%	3%	<1%	2%	1%
Deceased	2%	2%	2%	2%	3%	1%
Other	2%	2%	3%	1%	1%	2%
(N=)	(7092)	(7422)	(7055)	(560)	(495)	(481)

There were no significant differences between public school seniors who plan to attend a two- or four-year college in Fall 2006 and those public school seniors with no immediate education plans as to whether their mother was employed full time. For both, slightly over two-thirds of their mothers were working full time (Table 3.3).

A different story emerges when we look at the fathers of these high school seniors. Education-bound seniors were more likely to have a father working full-time than were those who did not plan to continue their education in Fall 2006 (87% compared to 82%).

Table 3.3

Parental Employment
2006 Public School Seniors Only

<i>Mothers</i>	Education Bound	No Immediate Ed. Plans
Employed full time	69%	68%
Employed part time	15%	11%
Full-time homemaker	7%	5%
Unemployed	4%	6%
Retired	1%	1%
Not working b/c disability	2%	5%
Deceased	1%	2%
Other	2%	3%
(N=)	(5450)	(1290)
<i>Fathers</i>	Education Bound	No Immediate Ed. Plans
Employed full time	87%	82%
Employed part time	2%	3%
Full-time homemaker	1%	<1%
Unemployed	2%	2%
Retired	2%	1%
Not working b/c disability	2%	4%
Deceased	2%	2%
Other	2%	4%
(N=)	(5324)	(1249)

Reported Parental Education

- More than half of the seniors surveyed from public schools said both their mother and their father have at least some college education (Table 3.4a).
- Seniors from public schools who planned to continue their education were significantly more likely to have parents with a college education than were seniors from public schools who did not plan to continue their education (Table 3.4b).

Table 3.4a

Parental Education as Reported by Seniors
Public School Seniors Only

<i>Mothers</i>	2002	2003	2004	2005	2006
Some high school or less	8%	8%	7%	7%	7%
High school diploma	34%	35%	31%	31%	30%
Some college/Associate's deg.	27%	28%	28%	29%	30%
Bachelor's degree	19%	19%	20%	21%	21%
Advanced degree	11%	11%	13%	12%	12%
(N=)	(2270)	(4912)	(7064)	(7462)	(7156)
<i>Fathers</i>	2002	2003	2004	2005	2006
Some high school or less	9%	12%	10%	9%	10%
High school diploma	32%	34%	31%	32%	30%
Some college/Associate's deg.	21%	23%	23%	24%	25%
Bachelor's degree	22%	18%	20%	21%	21%
Advanced degree	16%	13%	17%	15%	14%
(N=)	(2194)	(4788)	(6895)	(7271)	(6935)

Table 3.4b

Parental Education as Reported by Seniors and Seniors' Postsecondary Education Plans
Public School Seniors Only

<i>Mothers</i>	Education Bound					No Immediate Ed. Plans				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Some high school or less	6%	6%	6%	5%	5%	17%	16%	14%	13%	16%
High school diploma	32%	32%	28%	28%	28%	41%	47%	43%	42%	39%
Some college/Assoc. deg.	27%	30%	29%	30%	30%	26%	22%	26%	27%	27%
Bachelor's degree	22%	21%	23%	24%	24%	9%	10%	10%	11%	12%
Advanced degree	13%	12%	15%	14%	13%	7%	6%	7%	7%	7%
(N=)	(1736)	(3647)	(5489)	(5531)	(5405)	(534)	(1109)	(1315)	(1398)	(1264)
<i>Fathers</i>	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Some high school or less	6%	9%	7%	7%	8%	18%	21%	21%	18%	20%
High school diploma	30%	31%	28%	29%	28%	39%	45%	43%	40%	40%
Some college/Assoc. deg.	22%	25%	24%	24%	25%	20%	18%	20%	23%	23%
Bachelor's degree	24%	21%	23%	24%	24%	14%	10%	9%	11%	10%
Advanced degree	18%	15%	18%	16%	15%	8%	7%	9%	8%	7%
(N=)	(1685)	(3558)	(5398)	(5416)	(5281)	(509)	(1077)	(1253)	(1345)	(1190)

IV. HIGH SCHOOL DATA

Number of Years of Courses

Seniors were asked to report the number of years they had taken courses in several high school subjects. There have been no significant changes over the five years of the survey.

- Public high school seniors were most likely to have taken courses in English and in math for four years each (Table 4.2).
- A majority of the public and private high school seniors reported having taken at least three years of social studies and history.
- Approximately three-quarters of the seniors surveyed from public schools reported having taken some business studies or vocational and technical courses, even though these courses are not required for graduation.
- Seniors who said they planned to continue their education in Fall 2006 reported taking significantly more years of courses in English, math, foreign languages, sciences, social studies and history, foreign languages, and the arts than seniors with no immediate education plans (Tables 4.3 and 4.4).

Table 4.2

Number of Years of Course by Subject--2006
Public School Seniors Only

Subject	State Req.	None	One	Two	Three	Four
English	4 yrs	<1%	<1%	1%	10%	88%
Math	2 yrs	<1%	1%	7%	22%	70%
Science	2 yrs	<1%	1%	12%	32%	54%
SS./History	2 yrs	<1%	1%	10%	45%	44%
For Lang.	0 yrs	12%	9%	22%	32%	25%
Arts	½ yr	10%	34%	22%	12%	23%
Voc/Tech/Bus.	0 yrs	25%	24%	20%	13%	20%
Computer	½ yr	18%	51%	20%	6%	4%
PE/Health	1¼	1%	26%	49%	16%	8%

*In 2006, the option to check one-half was not available

Number of Years of Course by Subject—2002-2005
Public School Seniors Only

Subject	State Req.	None				One-Half				One				Two				Three				Four			
		2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
English	4 yrs	0%	0%	0%	<1%	0%	0%	0%	<1%	0%	0%	0%	<1%	1%	1%	<1%	<1%	2%	2%	2%	2%	97%	97%	97%	97%
Math	2 yrs	0%	0%	0%	<1%	0%	0%	0%	<1%	2%	1%	1%	1%	11%	12%	10%	10%	27%	27%	24%	24%	60%	60%	65%	64%
Science	2 yrs	0%	0%	0%	<1%	0%	0%	0%	<1%	1%	2%	1%	1%	16%	17%	13%	14%	35%	35%	33%	33%	48%	46%	53%	51%
SS./Hist.	2 yrs	0%	0%	0%	<1%	0%	0%	0%	<1%	2%	2%	2%	2%	18%	16%	14%	13%	44%	44%	44%	47%	36%	37%	40%	38%
For Lang.	0 yrs	11%	13%	11%	11%	3%	3%	3%	3%	7%	9%	8%	8%	24%	22%	21%	23%	30%	31%	32%	30%	24%	22%	26%	26%
Arts	½ yr	9%	8%	9%	10%	13%	13%	12%	12%	25%	25%	26%	24%	20%	20%	20%	20%	11%	11%	11%	11%	22%	23%	22%	22%
Voc/Tech /Bus.	0 yrs	27%	25%	28%	28%	10%	9%	9%	8%	17%	16%	16%	17%	19%	19%	18%	18%	12%	13%	12%	12%	15%	19%	17%	16%
Computer	½ yr	9%	14%	15%	15%	27%	25%	24%	24%	34%	33%	34%	34%	20%	19%	17%	18%	7%	6%	6%	6%	3%	5%	4%	4%
PE/Hlth	1¼	1%	1%	<1%	<1%	3%	4%	4%	5%	35%	37%	35%	34%	42%	40%	41%	42%	11%	13%	12%	13%	8%	6%	7%	6%

Table 4.3

Number of Years of Course by Subject—2006—Education-Bound Seniors
Public School Seniors Only

Subject	State Req.	None	One	Two	Three	Four
English	4 yrs	<1%	<1%	1%	10%	88%
Math	2 yrs	<1%	<1%	6%	19%	75%
Science	2 yrs	<1%	<1%	9%	29%	61%
SS./History	2 yrs	<1%	1%	8%	45%	46%
For Lang.	0 yrs	7%	7%	21%	36%	30%
Arts	½ yr	9%	34%	21%	12%	24%
Voc/Tech/Bus.	0 yrs	26%	24%	19%	12%	19%
Computer	½ yr	18%	53%	19%	6%	4%
PE/Health	1¼	1%	27%	50%	16%	7%

*In 2006, the option to check one-half was not available

Number of Years of Course by Subject—2002-2005 Education-Bound Seniors
Public School Seniors Only

Subject	State Req.	None				One-Half				One				Two				Three				Four			
		2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
English	4 yrs	0%	0%	0%	<1%	0%	0%	0%	<1%	0%	0%	0%	<1%	0%	<1%	0%	<1%	1%	1%	1%	1%	99%	98%	98%	98%
Math	2 yrs	0%	0%	0%	<1%	0%	0%	0%	<1%	1%	1%	0%	<1%	8%	9%	7%	8%	25%	25%	21%	23%	66%	65%	72%	69%
Science	2 yrs	0%	0%	0%	<1%	0%	0%	0%	<1%	1%	1%	0%	1%	11%	12%	9%	10%	34%	34%	30%	32%	55%	53%	60%	57%
SS./Hist	2 yrs	0%	0%	0%	<1%	0%	0%	0%	<1%	2%	2%	1%	1%	16%	14%	12%	11%	44%	45%	45%	47%	37%	40%	42%	42%
For Lang.	0 yrs	6%	8%	7%	6%	2%	2%	2%	2%	6%	7%	6%	6%	25%	23%	20%	22%	34%	35%	35%	34%	28%	26%	31%	30%
Arts	½ yr.	8%	7%	8%	9%	13%	14%	12%	13%	24%	25%	25%	25%	19%	20%	20%	20%	11%	10%	11%	11%	24%	24%	23%	22%
Voc/Tech /Bus.	0 yrs	29%	27%	30%	31%	11%	10%	10%	9%	18%	16%	17%	18%	18%	18%	18%	17%	11%	12%	11%	11%	13%	17%	14%	15%
Computer	½ yr.	9%	14%	15%	15%	28%	25%	25%	25%	35%	33%	34%	34%	19%	18%	16%	17%	6%	5%	6%	5%	3%	4%	4%	4%
PE/Hlth	1¼ yr	0%	1%	0%	<1%	3%	4%	4%	5%	36%	38%	36%	35%	44%	39%	42%	43%	10%	13%	12%	13%	6%	5%	6%	5%

Table 4.4

Number of Years of Course by Subject – 2006 Seniors with No Immediate Education Plans
Public School Seniors Only

Subject	State Req.	None	One	Two	Three	Four
English	4 yrs	1%	1%	1%	12%	85%
Math	2 yrs	1%	2%	14%	33%	51%
Science	2 yrs	1%	2%	24%	43%	31%
SS./History	2 yrs	1%	2%	17%	44%	37%
For Lang.	0 yrs	28%	19%	27%	17%	9%
Arts	½ yr	12%	31%	25%	13%	20%
Voc/Tech/Bus.	0 yrs	17%	21%	23%	15%	24%
Computer	½ yr	18%	45%	25%	7%	5%
PE/Health	1¼	2%	26%	45%	18%	10%

*In 2006, the option to check one-half was not available

Number of Years of Course by Subject – 2002-2005 Seniors with No Immediate Education Plans
Public School Seniors Only

Subject	State Req.	None				One-Half				One				Two				Three				Four			
		2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
English	4 yrs	0%	1%	0%	<1%	0%	0%	0%	<1%	1%	1%	0%	<1%	1%	1%	2%	2%	3%	2%	3%	3%	94%	95%	95%	95%
Math	2 yrs	0%	1%	0%	<1%	0%	1%	0%	<1%	4%	3%	3%	3%	19%	19%	19%	17%	34%	35%	35%	30%	43%	42%	42%	49%
Science	2 yrs	0%	0%	0%	<1%	0%	1%	0%	<1%	2%	3%	3%	3%	32%	31%	26%	29%	40%	39%	42%	39%	26%	27%	28%	29%
SS./Hist	2 yrs	0%	0%	0%	<1%	1%	0%	0%	<1%	3%	4%	4%	3%	24%	23%	19%	19%	42%	43%	45%	48%	30%	30%	32%	29%
For Lang.	0 yrs	30%	30%	27%	27%	7%	6%	5%	7%	13%	15%	16%	13%	22%	22%	24%	24%	19%	18%	20%	18%	10%	9%	8%	11%
Arts	½ yr	13%	11%	11%	12%	11%	13%	11%	12%	26%	23%	28%	23%	21%	21%	20%	22%	11%	12%	10%	12%	18%	19%	21%	20%
Voc/Tech /Bus.	0 yrs	20%	18%	20%	20%	6%	5%	8%	7%	15%	15%	15%	16%	23%	21%	17%	21%	15%	15%	16%	15%	20%	27%	24%	22%
Computer	½ yr	10%	12%	15%	13%	22%	21%	20%	21%	32%	35%	33%	34%	24%	19%	21%	19%	8%	6%	7%	7%	5%	6%	5%	5%
PE/Hlth	1¼ yr	1%	1%	2%	1%	5%	5%	4%	5%	31%	34%	32%	32%	36%	40%	39%	39%	15%	13%	13%	13%	13%	8%	11%	9%

Table 4.5

Number of Years of Course by Subject – 2006 Education-Bound Seniors
Private School Seniors Only

Subject	State Req.	None	One	Two	Three	Four
English	4 yrs	0%	<1%	<1%	1%	99%
Math	2 yrs	0%	0%	2%	6%	92%
Science	2 yrs	0%	0%	2%	18%	81%
SS./History	2 yrs	0%	0%	11%	39%	50%
For Lang.	0 yrs	1%	1%	8%	39%	51%
Arts	½ yr	7%	47%	26%	8%	12%
Voc/Tech/Bus.	0 yrs	67%	29%	2%	1%	1%
Computer	½ yr	14%	68%	13%	3%	1%
PE/Health	1¼	20%	30%	30%	6%	14%

*In 2006, the option to check one-half was not available

Number of Years of Course by Subject – 2002-2005 Education-Bound Seniors
Private School Seniors Only

Subject	State Req.	None				One-Half				One				Two				Three				Four			
		2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
English	4 yrs	n.a.	0%	0%	0%	n.a.	0%	0%	0%	n.a.	0%	0%	0%	n.a.	0%	0%	0%	n.a.	0%	0%	0%	n.a.	100%	100%	100%
Math	2 yrs	n.a.	0%	0%	0%	n.a.	0%	0%	0%	n.a.	<1%	0%	0%	n.a.	2%	2%	2%	n.a.	12%	11%	10%	n.a.	85%	87%	87%
Science	2 yrs	n.a.	0%	0%	0%	n.a.	0%	0%	0%	n.a.	1%	0%	<1%	n.a.	1%	2%	2%	n.a.	21%	15%	12%	n.a.	78%	84%	86%
SS./Hist	2 yrs	n.a.	0%	0%	0%	n.a.	0%	0%	0%	n.a.	1%	2%	1%	n.a.	12%	17%	10%	n.a.	55%	50%	45%	n.a.	32%	32%	43%
For Lang.	0 yrs	n.a.	0%	0%	1%	n.a.	0%	0%	0%	n.a.	1%	0%	<1%	n.a.	3%	6%	10%	n.a.	52%	42%	40%	n.a.	44%	52%	49%
Arts	½ yr	n.a.	23%	7%	5%	n.a.	8%	23%	21%	n.a.	31%	35%	34%	n.a.	22%	16%	19%	n.a.	7%	8%	7%	n.a.	8%	12%	13%
Voc/Tech /Bus.	0 yrs	n.a.	70%	64%	36%	n.a.	20%	24%	23%	n.a.	6%	8%	7%	n.a.	2%	2%	3%	n.a.	0%	0%	2%	n.a.	2%	2%	2%
Computer	½ yr	n.a.	1%	7%	12%	n.a.	43%	51%	49%	n.a.	37%	31%	25%	n.a.	13%	7%	10%	n.a.	3%	3%	2%	n.a.	3%	2%	3%
PE/Hlth	1¼ yr	n.a.	1%	21%	23%	n.a.	25%	19%	20%	n.a.	24%	20%	18%	n.a.	22%	22%	25%	n.a.	9%	4%	4%	n.a.	19%	14%	11%

Self-Reported Grade Point Average

New Hampshire seniors (public & private) reported getting “B”s in most subjects and “A”s in the arts and physical education. As Table 4.6 illustrates, seniors who reported studying more also reported higher GPAs.

Table 4.6

Self-reported Grade Point Averages & Hours of Study

Subject	All Seniors		Hours Study per Week											
			None		1 – 5		6 - 10		11 - 15		16 - 20		> 20	
	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
Overall	3.2	3.4	2.9	3.2	3.2	3.3	3.4	3.5	3.6	3.5	3.6	3.7	3.3	3.7
English	3.0	3.2	2.7	3.0	3.0	3.1	3.3	3.3	3.5	3.5	3.6	3.6	3.3	3.6
Math	2.7	3.1	2.5	2.9	2.7	3.0	3.0	3.3	3.2	3.3	3.3	3.5	3.0	3.5
Science	2.9	3.2	2.7	2.9	2.9	3.1	3.2	3.3	3.4	3.3	3.5	3.5	3.2	3.6
Soc. Stud./Hist.	3.1	3.3	2.8	3.2	3.1	3.2	3.4	3.4	3.5	3.5	3.6	3.5	3.2	3.5
Foreign Lang.	2.8	3.2	2.5	2.8	2.9	3.1	3.2	3.2	3.4	3.4	3.5	3.6	3.1	3.6
Arts & Music	3.6	3.8	3.3	3.6	3.6	3.8	3.8	3.8	3.9	3.8	3.8	4.0	3.5	3.9
Voc./Tech./Bus.	3.3	3.4	3.1	3.3	3.4	3.4	3.6	3.3	3.7	3.5	3.6	3.9	3.3	3.7
Computers	3.5	3.7	3.2	3.5	3.5	3.7	3.7	3.7	3.7	3.8	3.7	4.0	3.4	3.9
P.E., Health	3.7	3.9	3.5	3.7	3.7	3.9	3.8	3.9	3.9	3.9	3.8	4.0	3.6	4.0

- The percentage of public school seniors who report having an “A” average (3.6 to 4.0) has increased since 2003 with 26 percent of the class of 2006 reporting their average GPA was an “A” (Table 4.7).

Table 4.7

Self-reported Grade Point Average
Public School Seniors Only

	2002	2003	2004	2005	2006
A (3.6-4.0)	25%	23%	29%	30%	26%
B (2.6-3.59)	58%	60%	55%	55%	59%
C (1.6-2.59)	16%	16%	14%	15%	14%
D or Below (0-1.59)	1%	1%	1%	1%	1%

- Seniors who reported receiving “A”s and “B”s were significantly more likely to report that they planned to attend a four-year college in Fall 2006 (Table 4.8).
- There has been a decrease in the proportion of students with reporting a “C” or lower grade point average who plan to attend college in the Fall. In 2006, 16 percent of self-reported “C” students said they planned to attend a four-year college in Fall 2006, down from 26 percent in 2005. Similarly, 27 percent of self-reported “C” students said they planned to attend a two-year college in Fall 2006, down from 34 percent in 2005.

Table 4.8

Seniors’ Education Plans by Self-reported Grade Point Average
Public School Seniors Only

GPA	Post-Secondary Education Plans																			
	4 Year College					2 year / transfer					Voc. / Tech school					No immediate plans				
	‘02	‘03	‘04	‘05	‘06	‘02	‘03	‘04	‘05	‘06	‘02	‘03	‘04	‘05	‘06	‘02	‘03	‘04	‘05	‘06
A	86%	87%	86%	83%	90%	5%	5%	5%	7%	5%	1%	1%	1%	2%	1%	8%	7%	8%	8%	5%
B	55%	53%	55%	60%	53%	16%	19%	20%	23%	21%	6%	6%	6%	2%	6%	23%	22%	19%	15%	20%
C	17%	13%	16%	26%	16%	23%	25%	27%	34%	27%	9%	10%	9%	5%	10%	51%	53%	49%	35%	47%
D or Below	5%	10%	18%	14%	16%	10%	18%	16%	35%	12%	14%	10%	3%	4%	9%	71%	62%	63%	48%	63%

A (3.6-4.0); B (2.6-3.59); C (1.6-2.59); D or below (0-1.59)

Differences in Self-Reported Grade Point Average

- Female public high school seniors reported higher grade point averages in all subjects than did male students. They report doing significantly better overall in English, foreign languages, arts and music, business studies and computer studies than did male public school seniors.

High School Instruction

Overall, seniors gave “satisfactory” ratings to the skills they were taught at their schools (Table 4.9). Twenty-three percent or less of public high school seniors surveyed rated the quality of instruction provided by their school as “excellent” in all areas: communication; reasoning and problem solving; science, math and technology; personal development; arts, language and literature; history and social sciences; and civic and social responsibility. Seniors from private high schools generally gave these skills equal or higher ratings.

Table 4.9
2006 Seniors' Rating of High School Instruction

Area of Instruction		Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	Mean	(N=)
Communication	Pub	23%	67%	9%	1%	1.88	(7248)
	Prv	24%	67%	9%	0%	1.85	(483)
History & Social Sciences	Pub	18%	66%	15%	2%	2.01	(7175)
	Prv	13%	61%	25%	2%	2.15	(482)
Personal Development	Pub	20%	63%	14%	2%	1.99	(7204)
	Prv	21%	61%	16%	2%	1.98	(481)
Science, Math & Technology	Pub	19%	62%	17%	2%	2.02	(7140)
	Prv	13%	60%	25%	2%	2.16	(480)
Reasoning & Problem Solving	Pub	18%	65%	15%	2%	2.02	(7211)
	Prv	20%	63%	16%	1%	1.99	(481)
Arts, Language & Literature	Pub	19%	60%	19%	2%	2.04	(7174)
	Prv	16%	60%	23%	1%	2.08	(482)
Civic & Social Responsibility	Pub	22%	58%	16%	4%	2.03	(7182)
	Prv	20%	49%	27%	5%	2.17	(479)

Female seniors who attended public high schools rated instruction of communication; reasoning and problem solving; personal development; civic and social responsibility; and arts, language and literature significantly higher than did male seniors from public high schools. By contrast, male seniors from public schools rated the instruction they received in science, math and technology; and history and social sciences significantly higher than did their female classmates (Table 4.10).

Table 4.10
Seniors' Rating of High School Instruction by Gender
2006 Public School Seniors Only
(Areas with Significant Differences)

Area of Instruction	Gender	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	(N=)
Communication	Male	18%	71%	10%	2%	(3479)
	Female	28%	63%	9%	1%	(3711)
$X^2 = 103.947, p=.0001$						
Reasoning & Problem Solving	Male	17%	65%	15%	3%	(3465)
	Female	19%	65%	15%	2%	(3688)
$X^2 = 15.875, p=.001$						
Personal Development	Male	15%	66%	15%	3%	(3460)
	Female	25%	60%	13%	2%	(3685)
$X^2 = 111.338, p=.0001$						
Science, Math & Technology	Male	21%	63%	14%	2%	(3436)
	Female	17%	61%	20%	2%	(3647)
$X^2 = 39.637, p=.0001$						
Arts, Language & Literature	Male	14%	61%	23%	3%	(3445)
	Female	24%	60%	15%	1%	(3670)
$X^2 = 187.594, p=.0001$						
Civic & Social Responsibility	Male	18%	61%	17%	5%	(3452)
	Female	25%	55%	16%	4%	(3670)
$X^2 = 63.090, p=.0001$						
History & Social Sciences	Male	18%	67%	13%	2%	(3449)
	Female	18%	64%	16%	2%	(3668)
$X^2 = 17.590, p=.001$						

Public high school seniors who planned to continue their education after high school gave significantly higher ratings to their high school instruction in all seven areas the survey asked about: communication; reasoning and problem solving; personal development; science, math and technology; arts, language and literature; civic and social responsibility; and history and social sciences than did those with no immediate plans for postsecondary education (Table 4.11). This pattern has remained consistent for all five years of the survey.

Table 4.11

Seniors' Rating of High School Instruction by Postsecondary Education Plans
Public Schools Seniors Only
(Areas with Significant Differences)

Area of Instruction	PSE Plans?	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	(N=)
Communication	Yes	25%	67%	8%	1%	(5489)
$X^2 = 90.874, p=.0001$	No	17%	68%	13%	2%	(1311)
Reasoning & Problem Solving	Yes	19%	66%	14%	2%	(5476)
$X^2 = 82.196, p=.0001$	No	13%	64%	19%	4%	(1304)
Personal Development	Yes	22%	63%	13%	2%	(5473)
$X^2 = 50.422, p=.0001$	No	15%	65%	17%	4%	(1303)
Civic & Social Responsibility	Yes	23%	57%	16%	4%	(5462)
$X^2 = 20.625, p=.0001$	No	18%	60%	16%	6%	(1299)
Science, Math & Technology	Yes	20%	62%	17%	2%	(5429)
$X^2 = 54.371, p=.0001$	No	14%	64%	18%	4%	(1295)
Art, Language & Literature	Yes	20%	61%	18%	1%	(5464)
$X^2 = 83.665, p=.0001$	No	13%	60%	23%	4%	(1293)
History & Social Sciences	Yes	19%	66%	14%	2%	(5470)
$X^2 = 49.995, p=.0001$	No	14%	65%	18%	4%	(1298)

Seniors attending public schools that spend \$9,000 or more per pupil rated the instruction they received in only one area higher than did seniors attending schools with lower levels of per pupil spending (Table 4.12): science, math and technology.

Table 4.12

Seniors' Rating of High School Instruction by Per-Pupil Spending
2006 Public School Seniors Only
(Areas with Significant Differences)

Area of Instruction	Per-Pupil Spending	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	(N=)
Science, Math & Technology $X^2 = 13.818, p=.032$	< \$8K	18%	61%	18%	3%	(2803)
	\$8K-\$9K	19%	63%	16%	2%	(2217)
	> \$9K	20%	61%	17%	2%	(2120)

- Students attending private high schools gave significantly higher ratings to the quality of instruction in the areas of communications; and reasoning and problem solving (Table 4.13).
- Students attending private high schools gave significantly lower ratings to the quality of instruction in the areas of civic responsibility, as well as history and social sciences.

Table 4.13

2004 Seniors' Rating of High School Instruction by Public vs. Private High School
(Areas with Significant Differences)

Area of Instruction	Public or Private?	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	(N=)
Communications $X^2 = 9.776, p=.021$	Public	22%	68%	9%	2%	(7626)
	Private	25%	66%	9%	<1%	(513)
Reasoning & Problem Solving $X^2 = 12.313, p=.006$	Public	17%	65%	16%	2%	(7577)
	Private	21%	66%	12%	2%	(510)
Civic & Social Responsibility $X^2 = 12.001, p=.007$	Public	19%	57%	18%	5%	(7529)
	Private	19%	51%	24%	6%	(507)
History & Social Sciences $X^2 = 15.383, p=.002$	Public	17%	66%	15%	2%	(7548)
	Private	17%	60%	21%	2%	(507)

High School Experience

Seniors were asked to rate their high school on a number of factors related to the adults they interacted with, their classes, and their school environment.

- Seniors from public schools were most likely to say that their school provided them a good education (91%), their school provided a safe environment for learning (88%), teachers gave them a reasonable amount of work (89%), their teachers had a positive influence on them (87%), classes were taught in

ways they could understand (85%), and they were taught how to be good team or group members (84%) (Table 4.14). These results are very similar to those from the 2003, 2004 and 2005 surveys.

- Seniors from both public and private schools were least likely to agree that school rules were fair and enforced consistently.
- Public school seniors who planned to continue their education in Fall 2006 and those reporting a “B” or higher grade point average were more likely to agree with all of these factors about their schools than were seniors who had no immediate educational plans those reporting “C” averages or below.

Table 4.14
2006 Seniors’ Rating of High School Experience (Percent who “agree” or “strongly agree”)

High School Experience	All Seniors		Fall 2006 Planned Activities				Self-reported GPA			
	Pub	Prv	Continue Education		Other Activities		“B” or Better		“C” or Below	
			Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
School provided a good education	91%	99%	92%	99%	83%	88%	92%	99%	78%	81%
School provided safe environment for learning	88%	99%	89%	99%	81%	82%	89%	99%	77%	81%
Teachers gave reasonable amount of work	89%	86%	90%	86%	86%	82%	90%	87%	82%	81%
Teachers had a positive influence on me	87%	90%	89%	90%	77%	94%	89%	91%	73%	75%
Classes taught in ways I could understand	84%	89%	86%	89%	74%	88%	86%	90%	69%	47%
Taught how to be a good group/team member	85%	86%	86%	86%	78%	88%	86%	86%	75%	87%
Teachers challenged me to do my best work	80%	89%	81%	89%	72%	88%	81%	90%	68%	75%
Coaches had positive influence on me	76%	85%	79%	85%	67%	87%	79%	85%	64%	93%
Guidance counselor had positive influence on me	77%	84%	78%	84%	71%	88%	78%	84%	74%	93%
Classes were usually interesting	78%	78%	80%	78%	69%	77%	79%	79%	66%	47%
School provided guidance to reach goals	75%	90%	78%	90%	66%	83%	77%	90%	65%	69%
Administrators had positive influence on me	68%	60%	70%	60%	63%	71%	69%	60%	63%	53%
Taught how things I learn apply to real life	67%	57%	68%	57%	62%	71%	68%	57%	61%	60%
School rules are fair	60%	45%	62%	44%	49%	71%	62%	45%	49%	40%
School rules are enforced fairly and consistently	50%	39%	51%	38%	44%	65%	51%	39%	47%	40%

Extracurricular Activities

Surveyed seniors averaged three extracurricular activities during their years in high school. The activities most frequently engaged in were athletics, hobbies, volunteer work, and school clubs and committees (Table 4.15). Seniors reported spending an average of one to five hours per week engaged in extracurricular activities during their senior year.

Table 4.15
Extracurricular Activities
(Multiple Responses Possible)

	Percent Participating								
	Public School Students					Private School Students			
	2002	2003	2004	2005	2006	2003	2004	2005	2006
Athletics	67%	66%	69%	68%	65%	85%	85%	88%	87%
Hobbies	56%	58%	59%	59%	55%	61%	69%	61%	59%
Volunteer work	44%	42%	46%	41%	46%	63%	65%	61%	71%
School clubs, committees	42%	41%	42%	40%	41%	51%	54%	50%	58%
Band, chorus, orchestra	29%	30%	27%	25%	25%	17%	18%	25%	21%
Honor society	26%	24%	23%	22%	25%	33%	31%	33%	34%
Church groups	21%	21%	21%	18%	17%	25%	28%	28%	31%
Theater, drama, dance	20%	24%	19%	18%	19%	21%	19%	23%	21%
Non-school clubs	17%	19%	17%	16%	16%	17%	20%	18%	16%
Student government	15%	13%	14%	13%	13%	15%	11%	13%	11%
ROTC	2%	3%	2%	2%	3%	<1%	<1%	<1%	<1%

There are strong correlations between the number of extracurricular activities surveyed seniors engaged in during their years in high school with both their self-reported grade point average and their plans for attending postsecondary education (Table 4.16).

- Public school seniors who had educational plans for Fall 2006 reported participating in an average of 3.3 extracurricular activities, compared to 1.8 for seniors who reported no educational plans (4.1 and 3.1 for seniors from private schools).
- Seniors who reported higher grade point averages also reported participating in significantly more extracurricular activities than did seniors who reported lower GPAs. This holds across all four years of data from the survey.

Table 4.16
Extracurricular Activities by Self-reported GPA and Education Plans

	Average number of extracurricular Activities								
	Public School Students					Private School Students			
	2002	2003	2004	2005	2006	2003	2004	2005	2006
Education plans for next Fall	3.5	3.5	3.5	3.2	3.3	3.9	4.0	4.0	4.1
No immediate education plans	1.9	2.1	2.0	2.0	1.8	2.9	2.8	3.1	3.1
“A” GPA	4.8	4.7	4.3	4.0	4.5	4.8	4.8	4.8	4.9
“B” GPA	3.0	2.9	2.9	2.8	2.7	3.6	3.7	3.7	3.7
“C” GPA	1.6	1.7	1.7	1.7	1.7	2.7	2.7	2.9	2.4
“D” or lower GPA	1.5	1.6	1.8	1.2	1.7	0	0	0	0

Work Experience During High School

The vast majority of New Hampshire high school seniors in the 2006 survey – 87 percent from public and 74 percent from private schools – reported that they worked at a paid job during their high school years. Surveyed seniors from public high schools worked, on average, between 11 and 20 hours per week (Table 4.17a). As for volunteer work, 71 percent from public schools (73% private) reported that they performed volunteer work during their high school years (Table 4.17b).

- Seniors who worked between one and 20 hours per week reported higher than average GPAs. Students who did not work and seniors who worked between 21 and 30 hours per week reported average GPAs, and seniors who worked more than 30 hours per week reported less than average GPAs (Table 4.17).
- Seniors from public schools with no immediate plans for further education were more likely to report working heavy hours (more than 20 hours per week) than were education-bound seniors.

Table 4.17a

Self-reported GPA by Hours Worked per Week During 2006 Senior Year – Paid Work

Hours Worked Per Week	All Seniors				Education Plans			
	GPA		Percent		Education Bound		No Immed. Ed. Plans	
	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
None	3.2	3.4	13%	26%	13%	27%	15%	7%
1 to 10 hrs.	3.3	3.4	19%	28%	21%	27%	11%	36%
11 to 20 hrs.	3.2	3.4	36%	32%	37%	31%	30%	36%
21 to 30 hrs.	3.0	3.3	24%	12%	22%	12%	31%	14%
31 to 40 hrs.	3.0	3.0	6%	3%	5%	2	11%	7%
> 40 hrs.	2.8	2.4	1%	<1%	1%	<1%	3%	0%
			(N=6901)	(N=458)	(N=5310)	(N=433)	(N=1242)	(N=14)

Table 4.17b

Self-reported GPA by Hours Worked per Week During 2006 Senior Year – Volunteer Work

Hours Worked Per Week	All Seniors				Education Plans			
	GPA		Percent		Education Bound		No Immed. Ed. Plans	
	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
None	3.1	3.3	29%	27%	25%	27%	44%	14%
1 to 10 hrs.	3.4	3.5	54%	68%	58%	67%	33%	86%
11 to 20 hrs.	3.1	3.1	6%	2%	6%	2%	5%	0%
21 to 30 hrs.	3.1	3.0	3%	1%	2%	1%	4%	0%
31 to 40 hrs.	3.0	3.1	2%	<1%	1%	<1%	3%	0%
> 40 hrs.	2.9	3.5	2%	1%	2%	1%	4%	0%
			(N=3521)	(N=316)	(N=2822)	(N302)	(N=575)	(N=7)

Most public school seniors surveyed in 2006 who worked (51%) believed that it had no effect on their school performance. Nineteen percent believed it enhanced their school performance, while 23 percent believed work interfered with their school performance. Seven percent did not participate in either paid or volunteer work (Table 4.18a). These figures are also unchanged since 2002.

Table 4.18a

Seniors' Perception of Impact of Job on School Performance
Public School Seniors Only

Impact	2002	2003	2004	2005	2006
Enhanced school performance	17%	16%	17%	17%	19%
Interfered with school performance	20%	19%	21%	21%	23%
No effect on school performance	57%	59%	58%	57%	51%
Did not work	6%	6%	4%	5%	7%
(N=)	(2246)	(4855)	(6805)	(7469)	(7047)

Table 4.18b

Seniors' Perception of Impact of Job on School Performance by Future Plans
Public School Seniors Only

	Education Bound					No Immediate Ed. Plans				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Enhanced school performance	18%	18%	18%	18%	21%	14%	11%	14%	12%	13%
Interfered with school performance	19%	19%	21%	21%	23%	23%	21%	22%	22%	24%
No effect on school performance	58%	59%	59%	57%	51%	55%	58%	57%	56%	50%
Did not work	5%	5%	3%	4%	6%	9%	10%	8%	11%	13%
(N=)	(1728)	(3644)	(5343)	(5568)	(5419)	(518)	(134)	(1345)	(1458)	(1274)

Access To and Use of Computers

New Hampshire seniors in the survey reported considerable use of computers at home. Almost two-thirds (65%) of seniors used their computers at home between one and five hours a week (Table 4.19a). Education-bound seniors reported significantly more hours using a computer at home than did seniors with no immediate education plans (Table 4.19b).

Table 4.19a

Computer Use for School Related Activities
Public School Seniors Only

Hrs. / Week	2005	2006
None	11%	12%
1 to 5 hrs.	64%	65%
6 to 10 hrs.	17%	15%
11 to 15 hrs.	4%	4%
16 to 20 hrs.	2%	2%
> 20 hrs.	2%	2%
(N=)	(8013)	(7214)

Table 4.19b

Computer Use for School Related Activities*
Public School Seniors Only

Hrs/week	Education Bound		No Immediate Ed. Plans	
	2005	2006	2005	2006
None	8%	9%	24%	26%
1 to 5 hrs.	66%	66%	59%	60%
6 to 10 hrs.	19%	17%	11%	9%
11 to 15 hrs.	5%	5%	3%	3%
16 to 20 hrs.	2%	2%	1%	1%
> 20 hrs.	1%	2%	2%	2%
(N=)	(6056)	(5476)	(1498)	(1311)

* In 2005 and prior, Tables 4.19a and 4.19b were based on number of hours computer is used for non-school related activities. For 2006, these tables are based on the number of hours students use a computer for school related activities.

V. PROFILES OF EDUCATION-BOUND SENIORS AND THOSE WITH NO IMMEDIATE EDUCATION PLANS

Career and Postsecondary Information – Students with No Immediate Education Plans

- More than half of seniors with no immediate education plans (51%) surveyed said they first received information about pursuing a career in the ninth grade or earlier. Almost two-thirds (60%) said that the ninth grade or earlier was the appropriate time to receive career information.
- Seniors with no immediate education plans received career information most often from their guidance counselor (69% public, 60% private), high school teachers (57% public, 53% private), their parents (45% public, 60% private), and from friends and relatives (43% public, 60% private).
- Sixty-seven percent of public school seniors and 63 percent of private school seniors said the information they received from their high school was “very helpful” or “somewhat helpful.”

Future Education Plans of Seniors with No Immediate Education Plans

More than half (57%) of students who do not plan to continue their education in Fall 2006 said they plan on continuing their education at some time in the future although 21 percent are undecided (Tables 5.1 and 5.2).

- Female seniors from public schools with no immediate education plans were more likely to report future plans to attend four-year colleges, while their male counterparts were more likely to report plans to enroll in military training programs.
- For both male and female seniors from public high schools with no immediate education plans, the proportion of “Undecided” respondents has been declining since the 2002 Pilot Survey with the exception of 2005. The percentages of males who said they are undecided decreased from 36 percent to 19 while females increased from 40 percent to 24 percent.

Table 5.1
Future Education Plans for Seniors with No Immediate Education Plans
Public School Only

Future Education Plan	2002	2003	2004	2005	2006
Undecided	30%	34%	29%	37%	21%
Attend 4-year college	23%	20%	23%	17%	31%
Attend 2-year college	16%	13%	12%	9%	14%
Training at technical, business, or trade school	10%	11%	12%	11%	12%
Enroll in military training program	9%	9%	10%	9%	8%
Don't plan to continue educ.	4%	6%	5%	6%	6%
Obtain on-the-job training	5%	5%	6%	*	5%
Apprenticeship, internship	3%	3%	3%	*	3%
(N=)	(511)	(979)	(1155)	(1400)	(1692)

* These response options dropped in 2005.

Table 5.2

Future Education Plans for Seniors with No Immediate Education Plans by Gender
Public School Only

Future Education Plans	Male					Female				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Undecided	27%	27%	21%	36%	19%	34%	29%	25%	40%	24%
Attend 4-year college	23%	22%	27%	15%	28%	25%	27%	32%	21%	36%
Attend 2-year college	15%	15%	17%	8%	14%	16%	19%	16%	12%	14%
Training at technical, business, or trade school	10%	11%	12%	10%	13%	12%	12%	14%	12%	12%
Enroll in military training prog.	12%	11%	10%	12%	11%	4%	3%	5%	5%	4%
Don't plan to continue educ.	4%	5%	3%	7%	7%	5%	5%	4%	5%	4%
Obtain on-the-job training	6%	5%	6%	*	6%	3%	3%	3%	*	4%
Apprenticeship, internship	3%	4%	4%	*	3%	2%	2%	2%	*	3%
(N=)	(310)	(711)	(942)	(822)	(986)	(168)	(478)	(615)	(561)	(684)

* These response options dropped in 2005.

Occupation Plans of Seniors with No Immediate Education Plans

Fifty-eight percent of public school seniors with no immediate education plans said they had a full-time job lined up after they graduated, while another 18 percent had a part-time job lined up. Almost one-quarter (24%) reported they did not have a job lined up. These figures are unchanged since 2004.

- Forty-five percent of these seniors reported that they learned job skills from paid work experience, while 31 percent reported learning them from a family member and 22 percent learned these skills from a high school work program.
- The most frequently mentioned occupational fields that these seniors planned to enter in Fall 2006 were: the military (15%); arts, design, entertainment, sports or media (8%); food preparation (6%); and construction and mining (5%).
- The most frequently mentioned occupational fields that these seniors from planned to have in ten years were: arts, design, entertainment, sports or media (12%); the military (6%); business and financial operations (6%); architecture and/or engineering (6%); and healthcare (6%). Less than one-third (29%) said they were undecided about their career plans ten years from now.

Differences Between Education-Bound and Other Seniors

There were several important differences between education-bound and seniors with no immediate education plans.

- Almost half (46%) of public school education-bound seniors reported 2005 family incomes of \$50,000 or more, compared to 30 percent of seniors with no immediate education plans.
- Sixty-three percent of education-bound seniors from public high schools reported their mother had at least some postsecondary education, and 64 percent reported their fathers had the same. Forty-six percent of seniors with no immediate education plans reported mothers with at least some postsecondary education and 40 percent fathers with the same.
- Two-thirds (65%) of education-bound public high school seniors lived with both parents, compared to 45 percent of seniors with no immediate education plans.
- Education-bound seniors from public high schools were more likely to report that their parents expect them to continue their education than were seniors with no immediate education plans. Almost two-thirds (72%) of education-bound public high school seniors said their parents expect them to attend a four-year college, compared with 22 percent of parents of seniors with no immediate education plans.

Profile of Education-Bound Seniors

A typical senior in the survey who planned to pursue postsecondary education:

- Lived with both parents;
- Worked 20 or fewer hours per week during their senior year;
- Made the decision to continue their education in the sixth grade or earlier;
- Had mothers and fathers with some postsecondary education;
- Planned to obtain a Bachelor's or Master's degree;
- Was more likely to plan to attend an institution inside of New Hampshire than in other states;
- Planned to major in business, health professions, education or engineering;
- Planned to attend college full-time.

Profile of Seniors with No Immediate Education Plans

A typical senior in the survey who planned to pursue activities other than education in Fall 2006:

- Worked 30 hours per week or less during their senior year;
- Planned to work full-time after graduation;
- Made the decision not to continue their education in the twelfth grade;
- Decided not to continue their education because they needed a break from school;
- Reported parents with a high school degree or less;
- Plans to continue their education at some point in the future.

VI. TECHNICAL EDUCATION PROGRAM SENIORS

Seniors who attended a Career and Technical Education (CTE) Center were asked to answer several questions about their experiences there. Thirteen percent of the students who completed the 2006 survey reported that they had attended a CTE Center. The CTE Centers these seniors reported most often attending were the Manchester School of Technology (11%), Nashua Senior High School (9%), J. Olivia Huot Technical Center (9%), Seacoast School of Technology (8%), Concord Regional Technology Center (7%), Creteau Regional Technology Center (7%), and the Berlin Vocational Center (6%).

Information About Technical Center Opportunities

- Over half of the seniors who reported attending a CTE center (53%) said they were first informed about the opportunities available there in the 9th grade or earlier while another 27 percent said they were first informed in the 10th grade.
- These seniors were informed about CTE centers infrequently between grades 7 and 11. Fifty-four percent said they were presented information about their regional CTE center only one or two times and another 15 percent said they received information about their regional center three times.

Postsecondary Education Plans

Most seniors who reported attending a CTE center said they planned to attend postsecondary education in Fall 2006 (Table 6.1).

Table 6.1

Post Secondary Education Plans of CTE Students

Plans for Upcoming Fall	2005	2006
Attend a 4-year College	33%	35%
Attend a 2-year College	16%	16%
Attend a 2-year College then transfer to another institution	10%	11%
Attend Vocational, Technical, Business, or Trade School	12%	11%
Attend prep school	1%	1%
Subtotal of CTE Students Pursuing Education in Fall	72%	74%
Join the Military	3%	3%
Get a full-time job	13%	13%
Start a business	1%	1%
Become a full-time homemaker	1%	1%
Participate in a reg. apprenticeship	1%	1%
Join Americorps, VISTA, or other community service prog.	0%	0%
Take time off, then decide	3%	3%
Undecided	5%	5%
(N=)	(979)	(979)

Participation in Technical Student Organizations

More than half (62%) the seniors surveyed that reported attending a CTE center said they participated in a Technical Student Organization. Of those who did, two-thirds (66%) reported that the skills they learned there helped them in their area of technical skill development.

Student Evaluation of Career and Technical Education Center Education

Seniors who reported attending a CTE center were asked if they agreed or disagreed with several statements about their experiences (Table 6.2).

- Seniors who reported attending a CTE center strongly agreed that they received significant technical skills training, that their classes have usually been interesting, and that their technical education will help them get a job.
- These seniors are somewhat less likely to agree that they will be working in a field related to their technical program in the next six months.

Table 6.2
Evaluation of CTE Centers -- Public School Seniors who Reported Attending a CTE Center

		Strongly Agree	Agree	Disagree/ Strongly Disagree	(N=)
Provided significant technical skill training	2002	54%	37%	9%	(253)
	2003	52%	38%	10%	(1019)
	2005	43%	40%	17%	(1456)
	2006	53%	40%	7%	(970)
Classes have usually been interesting	2002	51%	40%	9%	(248)
	2003	46%	41%	13%	(1014)
	2005	40%	41%	18%	(1419)
	2006	52%	43%	5%	(954)
Technical education will help me get a job	2002	47%	40%	13%	(248)
	2003	45%	39%	16%	(1003)
	2005	38%	40%	22%	(1414)
	2006	47%	41%	12%	(955)
Provided support to be successful in applied academics	2002	40%	47%	13%	(251)
	2003	43%	42%	15%	(1012)
	2005	35%	45%	20%	(1439)
	2006	45%	46%	9%	(954)
Tech education will help me go to postsecondary education or training	2002	44%	41%	15%	(245)
	2003	42%	41%	18%	(1000)
	2005	36%	42%	22%	(1426)
	2006	45%	41%	14%	(951)
Tech education will support transition to postsecondary/training	2002	42%	42%	16%	(249)
	2003	41%	41%	18%	(994)
	2005	35%	43%	22%	(1421)
	2006	43%	44%	13%	(952)
Tech education will support transition from high school to career	2002	41%	43%	16%	(251)
	2003	43%	39%	18%	(1002)
	2005	35%	44%	21%	(1423)
	2006	45%	43%	12%	(943)
I will be working in field related to tech prog. in 6 months	2002	41%	37%	22%	(246)
	2003	40%	34%	26%	(979)
	2005	33%	36%	31%	(1410)
	2006	42%	34%	24%	(956)

APPENDIX A:

SURVEY METHODOLOGY

METHODOLOGY

The 2006 New Hampshire High School Senior Survey is a survey of seniors in 59 New Hampshire public high schools and seven private high schools.

A total of fifty-nine public high schools in New Hampshire (more than 80% of all New Hampshire public high schools) participated in the survey, representing more than two-thirds of all seniors in the Class of 2006. (Seven private high schools also participated.) Although a broad range of schools participated in the survey, in terms of size, location, and per-pupil spending, care should be taken in examining results of the survey. **This report discusses only seniors in the Class of 2006 attending one of the 59 public high schools and seven private high schools (Bishop Brady HS, Bishop Guertin HS, Brentwood School, Jesse Remington School, Nashua Christian School, St. Thomas Aquinas HS, and Tilton School) participating in the survey and should not be used to generalize to all New Hampshire high school seniors in the Class of 2006.**

Each school that participated in the survey chose a time between April and June 2006 to conduct the survey. Survey questionnaires, instruction sheets, pencils, and postage paid return envelopes were mailed to each school in advance of the survey date. Each school chose the time and place to conduct the survey. Seniors were not required to complete the survey, but were encouraged to do so. Completed surveys were scanned by Measured Progress of Dover, NH, and data were tabulated by the University of New Hampshire Survey Center. For 2006, a few schools were selected for an online administration of the survey, with a view to fully converting it into an electronic format for the future. The data thus includes online responses from a total 8 public schools (707 students) and 1 private school (5 students).

A total of 8,042 seniors completed and returned surveys out of a possible 11,776 eligible seniors at participating schools. The response rate to the survey was 68 percent.

Please contact Sarah Lowe at the New Hampshire Higher Education Assistance Foundation or Andrew Smith at the University of New Hampshire Survey Center if you have additional questions about the methodology or the data contained in this report.

Participating Schools

North Country

A. Crosby Kennett H.S.
Berlin H.S.
Colebrook Academy
Gorham Middle H.S.
Groveton H.S.
Linwood H.S.
Lisbon Regional H.S.
Littleton H.S.
Rivendell Academy
Stratford Public H.S.
White Mountains Regional H.S.

Lakes Region

Belmont H.S.
Bow H.S.
Franklin H.S.
Gilford H.S.
Inter Lakes H.S.
Laconia H.S.
Merrimack Valley H.S.
Nute H.S.
Pittsfield H.S.
Prospect Mountain H.S.
Winnisquam H.S.

South West

Con Val H.S.
Conant H.S.
Fall Mountain Regional H.S.
Hollis Brookline H.S.
John Stark Regional H.S.
Keene H.S.
Lebanon H.S.
Monadnock Regional H.S.
Newport Middle H.S.
Stevens H.S.
Sunapee H.S.
Wilton Lyndebourough H.S.

South Central

Alvirne H.S.
Goffstown H.S.
Manchester Memorial H.S.
Manchester West H.S.
Milford H.S.
Nashua North H.S.
Nashua South H.S.
Pelham H.S.
Pembroke Academy
Pinkerton Academy
Salem H.S.
Souhegan H.S.
Timberlane H.S.

South East

Dover H.S.
Epping H.S.
Exeter H.S.
Farmington H.S.
Newmarket H.S.
Oyster River H.S.
Portsmouth H.S.
Raymond H.S.
Sanborn Regional H.S.
Somersworth H.S.
Spaulding H.S.
Winnacunnet H.S.

Private Schools

Bishop Brady H.S.
Bishop Guertin H.S.
Brentwood School
Jesse Remington School
Nashua Christian Academy
St. Thomas Aquinas H.S.
Tilton School

APPENDIX B:

QUESTIONNAIRE

Measuring Aspirations and Participation: New Hampshire Senior Survey

Spring
2006

STUDENT IDENTIFICATION PLEASE COMPLETE THE INFORMATION BELOW.

Name _____
(First Name) (Middle Initial) (Last Name)

Mailing Address _____ State & Zip Code _____

City/Town _____

Birth Date _____ Phone Number _____

Student Identifier _____ High School _____
(optional)

INSTRUCTIONS

After reading each question, fill in the circle for the option that best describes your answer.

MARKING INSTRUCTIONS



CORRECT MARK



INCORRECT MARKS



Section
A

TO BE ANSWERED BY ALL STUDENTS

GENERAL INFORMATION

1. In which New Hampshire county do you currently live?

- Belknap (1) Grafton (5) Strafford (9)
 Carroll (2) Hillsborough (6) Sullivan (10)
 Cheshire (3) Merrimack (7) Out-of-state (11)
 Coos (4) Rockingham (8)

2. Are you:

- Male (1) Female (2)

3. Ethnicity:

- Hispanic or Latino (1) Not Hispanic or Latino (2)

4. Race:

(Please mark all that apply.)

- White (1) American Indian or Alaska Native (3)
 Black or African-American (2) Asian (4)
 Native Hawaiian or Other Pacific Islander (5)

YOUR FAMILY

5. What is your best estimate of the total income that people in your household earned in 2005 from ALL sources?

- Less than \$25,000 (1)
 \$25,000 but less than \$50,000 (2)
 \$50,000 but less than \$75,000 (3)
 \$75,000 but less than \$100,000 (4)
 \$100,000 or more (5)
 Don't know (6)

6. With whom do you live?

- Your mother & father (1) Your grandparents, aunts, uncles, or other relatives (7)
 Your mother & stepfather (2)
 Your father & stepmother (3) Some other adults (i.e., guardians, foster parents, etc.) (8)
 Alternate between mother and father (4)
 Mother only (5)
 Father only (6) On my own or with friends (9)

7. What is the highest level of education completed by each of your parents?

- | | Mother | Father |
|--|-----------------------|-----------------------|
| Eighth grade or less (1) | <input type="radio"/> | <input type="radio"/> |
| Some high school (2) | <input type="radio"/> | <input type="radio"/> |
| High school diploma (3) | <input type="radio"/> | <input type="radio"/> |
| Certificate from business or technical school of less than two years (4) | <input type="radio"/> | <input type="radio"/> |
| Some college (5) | <input type="radio"/> | <input type="radio"/> |
| Associate's Degree—2 years (6) | <input type="radio"/> | <input type="radio"/> |
| Bachelor's Degree—4 years (7) | <input type="radio"/> | <input type="radio"/> |
| Some graduate or professional school (8) | <input type="radio"/> | <input type="radio"/> |
| Graduate or professional degree (9) | <input type="radio"/> | <input type="radio"/> |

1 2 3 4 5 6 7 8 9 0

PLEASE DO NOT WRITE IN THIS AREA



8. What is the current occupation status of your parents?

	Mother	Father
Employed full time (1)	<input type="radio"/>	<input type="radio"/>
Employed part time (2)	<input type="radio"/>	<input type="radio"/>
A full-time homemaker (3)	<input type="radio"/>	<input type="radio"/>
Unemployed (4)	<input type="radio"/>	<input type="radio"/>
Retired (5)	<input type="radio"/>	<input type="radio"/>
Not working due to disability (6)	<input type="radio"/>	<input type="radio"/>
Deceased (7)	<input type="radio"/>	<input type="radio"/>
Other (8)	<input type="radio"/>	<input type="radio"/>

ACADEMIC EXPERIENCE

9. Please fill in the circle indicating the number of years you have studied (for high school credit) each of the subject areas listed below. Please include this year. If you have taken full years of a subject plus a half year, round up to the higher number of years.

	Number of Years
A. English	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
B. Foreign Languages	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
C. Algebra I/Geometry	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
D. Algebra II/Trigonometry/ Pre-Calculus/Calculus/Statistics	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
E. Other General Math	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
F. Sciences	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
G. Social Studies and History	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
H. Art, Drama, Music, and Dance	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
I. Vocational and Technical Education	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
J. Business Studies	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
K. Computer Studies	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
L. Physical Education/Health	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

10. Please fill in the circle indicating your average grade in high school for the courses you have taken.

	Grade
A. English	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
B. Foreign Languages	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
C. Mathematics (all mathematics classes)	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
D. Sciences	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
E. Social Studies and History	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
F. Art, Drama, Music, and Dance	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
G. Vocational and Technical Education	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
H. Business Studies	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
I. Computer Studies	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
J. Physical Education/Health	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F

11. Please indicate the range where your cumulative grade point average falls.

- | | |
|--|---|
| <input type="radio"/> 3.75 or higher (1) | <input type="radio"/> 2.00–2.49 (6) |
| <input type="radio"/> 3.50–3.74 (2) | <input type="radio"/> 1.50–1.99 (7) |
| <input type="radio"/> 3.25–3.49 (3) | <input type="radio"/> 1.00–1.49 (8) |
| <input type="radio"/> 3.00–3.24 (4) | <input type="radio"/> Lower than 1.00 (9) |
| <input type="radio"/> 2.50–2.99 (5) | |

12. Which of the following work-based or community service learning experiences did you participate in for high school credit?

(Please mark all that apply.)

- | | |
|---|---|
| <input type="radio"/> Job shadowing (1) | <input type="radio"/> Internship/Practicum (6) |
| <input type="radio"/> Mentorship (2) | <input type="radio"/> Community service/volunteer work (7) |
| <input type="radio"/> Apprenticeship (3) | <input type="radio"/> I did not participate in any programs (8) |
| <input type="radio"/> Work study (4) | |
| <input type="radio"/> Cooperative education (5) | |

13. How helpful has your work-based or community service learning experience been in helping you formulate your future career plans?

- Very helpful (1)
 Somewhat helpful (2)
 Not helpful (3)

HIGH SCHOOL EXPERIENCE

If an answer does not apply, leave blank.

14. Please rate how much you agree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. My school has provided me with a good education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. My school has provided me with the guidance I need to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. My school has provided a safe environment for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. My teachers have challenged me to do my best work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. My teachers have given me a reasonable amount of work to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. My teachers had a positive influence on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. My guidance counselor had a positive influence on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. My coaches had a positive influence on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. My principal and other school administrators had a positive influence on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. My classes have usually been interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. My classes have usually been taught in ways I could understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. I have been taught how the things I learn apply to real life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. I have been taught how to be a good group or team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. School rules have been fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. School rules have been enforced consistently and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please rate the quality of instruction provided by your high school in the following areas.

Wasn't Taught
Unsatisfactory
Satisfactory
Excellent

Communication

- A. Express myself so that others can understand me
- B. Listen so that I can understand others
- C. Read a variety of materials with understanding
- D. Write for a variety of purposes
- E. Use computers and other technology to conduct research, gather information, and communicate

Reasoning and Problem Solving

- F. Ask meaningful questions
- G. Solve difficult problems
- H. Think abstractly and creatively
- I. Approach problem solving with an open mind, healthy skepticism, and persistence

Personal Development

- J. Set personal goals and act on them
- K. Develop productive and satisfying relationships with others
- L. Be a productive worker
- M. Maintain a healthy way of life
- N. Know my unique worth and personal competence

Civic and Social Responsibility

- P. Practice the duties and responsibilities of citizenship
- Q. Deal with different kinds of people
- R. Deal with change in my home, school, community, and workplace

Science, Math, and Technology

- S. Understand and apply mathematics in everyday life
- T. Understand and apply science in everyday life
- U. Understand and apply technology in everyday life

Arts, Language, and Literature

- V. Use music, art, dance, and literature to enhance everyday life
- W. Understand and use the conventions (grammar, usage) and structures (sentence, paragraph) of the English language
- X. Use a non-native language to read, write, listen, and speak

History and Social Sciences

- Y. Understand how societies and their systems work
- Z. Differentiate among fact, opinion, and interpretation
- AA. Understand and apply NH, United States, and world history in everyday life
- BB. Understand and apply geography in everyday life
- CC. Understand and apply economics in everyday life

16. How many hours a week do you spend studying?

- None (1)
- 1–5 hours (2)
- 6–10 hours (3)
- 11–15 hours (4)
- 16–20 hours (5)
- More than 20 hours (6)

17. How many hours do you use a computer for school-related activities?

- None (1)
- 1–5 hours (2)
- 6–10 hours (3)
- 11–15 hours (4)
- 16–20 hours (5)
- More than 20 hours (6)

18. While in high school, I earned college credit through the following programs:

- (Please mark all that apply.)*
- Project Running Start (1)
 - Advanced Placement (class) (2)
 - Advanced Placement (via distance education) (3)
 - Project Lead the Way (4)
 - The Future Educators Academy (5)
 - National Academy of Finance (6)
 - Enrolled in a college course offered at a college (7)
 - Enrolled in a college course via the Internet (8)
 - None (9)

EXTRACURRICULAR EXPERIENCE

19. Which of the following extra- or co-curricular activities have you participated in during high school?

- (Please mark all that apply.)*
- Athletics (school- and non-school related) (1)
 - Student government (2)
 - Band/chorus/orchestra (3)
 - Honor societies (4)
 - Theater/drama/dance (5)
 - Other school clubs and committees (e.g., school newspaper, yearbook, Math League) (6)
 - Non-school clubs (e.g., Scouts) (7)
 - ROTC (8)
 - Church groups/activities (9)
 - Volunteer work (10)
 - Hobbies (11)

20. How many hours a week during your senior year did you spend doing extra- or co-curricular activities?

- None (1)
- 1–5 hours (2)
- 6–10 hours (3)
- 11–15 (4)
- 16–20 hours (5)
- More than 20 hours (6)

WORK EXPERIENCE

21. Which of the following work activities have you participated in during high school?

- (Please mark all that apply.)*
- Paid job (1)
 - Volunteer work (2)

1 2 3 4 5 6 7 8 9 0

22. What impact have your work-related activities had on your school performance?

- Enhanced school performance (1)
- Interfered with school performance (2)
- Had no effect on school performance (3)
- Did not work or participate in work-related activities (4)

23. During your senior year, how many hours a week on average did you work?

Paid

- None (1)
- 1–10 hours (2)
- 11–20 hours (3)
- 21–30 hours (4)
- 31–40 hours (5)
- 41+ hours (6)

Volunteer

- None (1)
- 1–10 hours (2)
- 11–20 hours (3)
- 21–30 hours (4)
- 31–40 hours (5)
- 41+ hours (6)

INFORMATION ABOUT CAREERS AND POSTSECONDARY EDUCATION

24. When did you begin to talk with your parent(s) about what to do after high school?

- Sixth grade or earlier (1)
- Seventh grade (2)
- Eighth grade (3)
- Ninth grade (4)
- Tenth grade (5)
- Eleventh grade (6)
- Twelfth grade (7)
- I haven't talked with my parent(s) about my plans (8)

25. When did you first receive information about:

Careers Postsecondary Education

- | | | |
|-----------------------------------|-----------------------|-----------------------|
| Sixth grade or earlier (1) | <input type="radio"/> | <input type="radio"/> |
| Seventh grade (2) | <input type="radio"/> | <input type="radio"/> |
| Eighth grade (3) | <input type="radio"/> | <input type="radio"/> |
| Ninth grade (4) | <input type="radio"/> | <input type="radio"/> |
| Tenth grade (5) | <input type="radio"/> | <input type="radio"/> |
| Eleventh grade (6) | <input type="radio"/> | <input type="radio"/> |
| Twelfth grade (7) | <input type="radio"/> | <input type="radio"/> |
| I did not receive information (8) | <input type="radio"/> | <input type="radio"/> |

26. How early do you think you would have benefited from receiving information about careers and postsecondary education?

- Sixth grade or earlier (1)
- Seventh grade (2)
- Eighth grade (3)
- Ninth grade (4)
- Tenth grade (5)
- Eleventh grade (6)
- Twelfth grade (7)

27. Please mark all the sources from which you received career and postsecondary education information.

- Elementary school counselor/teacher(s) (1)
- Middle school counselor/teacher(s) (2)
- High school guidance counselor(s)/school counselor(s) (3)
- High school teacher(s) (4)
- Career and Technical Education Center staff (5)
- New Hampshire Higher Education Assistance Foundation (The NHHEAF Network Organizations) (6)

Question #27 continued

- The NHHEAF Network Organizations' Web site (7)
- Destination College event by The NHHEAF Network Organizations (8)
- Center for College Planning at The NHHEAF Network Organizations (9)
- Joe College by The NHHEAF Network Organizations (10)
- Colleges (via mail, college fairs, etc.) (11)
- My parent(s) (12)
- Local business(es) (13)
- Other Web sites (14)
- Other computer programs (15)
- Friends or relatives (16)
- Military (17)

28. How helpful was the career and postsecondary education information you received from your high school?

- Very helpful (1)
- Somewhat helpful (2)
- Not helpful (3)
- Did not receive any information (4)

29. Please mark all the options below that would have made the information more useful.

- More one-on-one counseling (1)
- More brochures or written information (2)
- More timely information (3)
- Better information (4)
- More online information (5)

YOUR FUTURE PLANS

30. Do you plan to live in New Hampshire after you complete your education?

- Yes (1)
- No (2)

31. What is the highest level of education you plan to complete?

- High school diploma (1)
- A specialized training program at a technical, business, or trade school of less than two years (2)
- Associate's Degree—2 years (3)
- Bachelor's Degree—4 years (4)
- Master's Degree (5)
- Doctorate or professional degree (6)
- Other (7)
- Undecided (8)

32. Using the choices below, please indicate the statement that comes closest to describing what your parent(s) feel you should do this fall after you graduate from high school.

(Please mark only one choice.)

- Attend a 4-year college (1)
- Attend a 2-year college (2)
- Attend a 2-year college and then transfer to another institution (3)
- Attend a postgraduate program at a prep school (4)
- Attend a vocational, technical, business, or trade school of less than two years (5)

Question #32 continued

- Become a full-time homemaker (6)
- Get a full-time job (7)
- Participate in a registered apprenticeship (8)
- Join the military (9)
- They have no strong feelings (10)
- They want me to do what I want to do (11)

33. Have you applied for admission to a college, university, or business, trade, or vocational school?
 Yes (1) No (2) Don't know (3)

34. Using the choices below, please indicate what you are most likely to do this fall after you graduate from high school.
(Please mark only one choice.)

- Attend a 4-year college (1)
- Attend a 2-year college (2)
- Attend a 2-year college and then transfer to another institution (3)
- Attend a postgraduate program at a prep school (4)
- Attend a vocational, technical, business, or trade school of less than two years (5)
- Become a full-time homemaker (6)
- Get a full-time job (7)
- Participate in a registered apprenticeship (8)
- Join the military (9)
- Take some time off, then decide (10)
- Join AmeriCorps/VISTA or other full-time community service program (11)
- Start my own business (12)
- Don't know (13)

SPECIAL INSTRUCTIONS

In question 34, if you answered:

- Attend a 4-year college
- Attend a 2-year college
- Attend a 2-year college and then transfer to another institution
- Attend a vocational, technical, business, or trade school of less than two years

Go to Section C on Page 6

If you did not answer one of the above,

Go to Section B below

Section B

This section is for those students who are not planning to attend a college or a prep school, vocational, technical, business, or trade school in the fall of 2006. If you answer this section of the survey, do not answer Section C.

YOUR CAREER PLANS

35. Which of the following best describes what your future educational or job training plans might be?
(Please mark only one choice.)

- Attend a 4-year college (1)
- Attend a 2-year college (2)
- Enter a specialized training program at a technical, business, or trade school of two years or less (3)

Question #35 continued

- Participate in an apprenticeship/internship (4)
- Obtain on-the-job training (5)
- Enroll in a training program in the military (6)
- I don't plan to continue my education (7)
- Undecided (8)

36. When do you plan to continue your education or job training?

- In January of 2007 (1)
- By the fall of 2007 (2)
- After the fall of 2007 (3)
- I'm not sure when I will continue (4)

37. Do you have a job lined up after graduation from high school?

- Yes, full-time job (1)
- Yes, part-time job (2)
- No (3)

38. Has your school provided you with an opportunity to get in touch with agencies or individuals who can help you with:

A. Getting more education or training after high school? Yes (1) No (1)

B. Finding a job? Yes (1) No (1)

C. Finding a place to live? Yes (1) No (1)

D. Getting around in your community and using community resources? Yes (1) No (1)

39. Please indicate the category that most closely represents the occupation you plan to pursue this fall and in ten years.

In fall of 2006 In ten years:

- Architecture and/or Engineering (1)
- Arts, Design, Entertainment, Sports, and/or Media (2)
- Building and Grounds Cleaning and/or Maintenance (3)
- Business and/or Financial Operations (4)
- Community and/or Social Service (5)
- Computer and/or Mathematical (6)
- Construction and/or Mining (7)
- Education, Training, and/or Library (8)
- Farming, Fishing, and/or Forestry (9)
- Food Prep and/or Serving (10)
- Healthcare (11)
- Maintenance, Repair, and/or Installation (12)
- Legal (13)
- Life, Physical, and/or Social Sciences (14)
- Management Occupations (15)
- Military (16)
- Office and Administrative Support (17)
- Personal Care and Service (18)
- Production (19)
- Police and/or Protective Service (20)
- Sales and Related (21)
- Transportation and/or Material Moving (22)
- Undecided (23)

40. If you have a job lined up after high school, how did you learn the skills you will use on the job?

(Please mark all that apply.)

- High school program (1)
- Volunteer work sponsored by high school (2)
- Volunteer work acquired by own initiative (3)
- From a current or former job (4)
- Friend/coworker/family member taught me (5)
- Apprenticeship/internship (6)
- Vocational/technical program (7)

41. When did you decide to pursue activities other than education immediately after high school?

- Sixth grade or earlier (1)
- Seventh grade (2)
- Eighth grade (3)
- Ninth grade (4)
- Tenth grade (5)
- Eleventh grade (6)
- Twelfth grade (7)

42. Please rate how important the following reasons were in your decision not to continue your education immediately after high school.

Not Important
Somewhat Important
Very Important

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| A. I need a break from school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B. I can't afford to continue my education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. I want/need to work to support myself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D. I plan to get married/start a family | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E. I don't need to continue my education to get the job I want | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| F. I participated in a registered apprenticeship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| G. I am joining the military | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| H. I can always continue my education in the future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I. I want to travel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| J. My grades are too low | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| K. I am unsure of my plans/goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43. Which of the reasons listed in Question 42 was the most important reason for not continuing your education?

(Please mark only one reason.)

- A C E G I K
- B D F H J

44. If you marked Question 42, "I can't afford to continue my education" as an important reason in your decision to pursue other activities, please mark all statements below that apply to your decision.

- My family cannot contribute enough money toward my education
- My family will not contribute enough money toward my education
- I don't want to assume the loan debt necessary to continue my education
- I assumed I wouldn't be eligible for financial aid and didn't apply
- I applied for financial aid and didn't receive enough

Section C

This section is for those students who are planning to continue their education on a full-time or part-time basis in the fall of 2006. If you answer this section of the survey, do not answer Section B.

YOUR EDUCATIONAL PLANS

45. When did you decide to continue your education after high school?

- Sixth grade or earlier (1)
- Seventh grade (2)
- Eighth grade (3)
- Ninth grade (4)
- Tenth grade (5)
- Eleventh grade (6)
- Twelfth grade (7)
- I have always known I would continue my education (8)

46. If you plan to attend a school in New Hampshire, please indicate the school you are most likely to attend.

- Chester College of New England (1)
- Colby-Sawyer College (2)
- Daniel Webster College (3)
- Dartmouth College (4)
- Franklin Pierce College (5)
- Granite State College (6)
- Hesser College (7)
- Keene State College (8)
- Lebanon College (9)
- Magdalen College (10)
- McIntosh College (11)
- New England College (12)
- New Hampshire Institute of Art (13)
- NHCTC Berlin (14)
- NHCTC Claremont (15)
- NHCTC Laconia (16)
- NHCTC Manchester (17)
- NHCTC Nashua (18)
- NHCTC Stratham (19)
- NH Technical Institute (20)
- Plymouth State University (21)
- Rivier College (22)
- Saint Anselm College (23)
- Saint Joseph School of Practical Nursing (24)
- Southern New Hampshire University (25)
- Thomas More College of Liberal Arts (26)
- University of New Hampshire — Durham (27)
- University of New Hampshire — Manchester (28)
- Cosmetology school (29)
- Other New Hampshire school (30)

47. If not planning to attend a school in New Hampshire, where is your school located?

- AL (1)
- AK (2)
- AZ (3)
- AR (4)
- CA (5)
- CO (6)
- CT (7)
- DE (8)
- DC (9)
- FL (10)
- GA (11)
- HI (12)
- ID (13)
- IL (14)
- IN (15)
- IA (16)
- KS (17)
- KY (18)
- LA (19)
- ME (20)
- MD (21)
- MA (22)
- MI (23)
- MN (24)
- MS (25)
- MO (26)
- MT (27)
- NE (28)
- NV (29)
- NJ (30)

Question #47 continued

- | | | | | |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--|
| <input type="radio"/> NM (31) | <input type="radio"/> OK (36) | <input type="radio"/> SD (41) | <input type="radio"/> VA (46) | <input type="radio"/> U.S. Territory or Foreign Country (51) |
| <input type="radio"/> NY (32) | <input type="radio"/> OR (37) | <input type="radio"/> TN (42) | <input type="radio"/> WA (47) | |
| <input type="radio"/> NC (33) | <input type="radio"/> PA (38) | <input type="radio"/> TX (43) | <input type="radio"/> WV (48) | |
| <input type="radio"/> ND (34) | <input type="radio"/> RI (39) | <input type="radio"/> UT (44) | <input type="radio"/> WI (49) | |
| <input type="radio"/> OH (35) | <input type="radio"/> SC (40) | <input type="radio"/> VT (45) | <input type="radio"/> WY (50) | |

48a. That school is:

- 4-year
- 2-year
- Less than 2-year

48b.

- Public (state)
- Private

49. Do you plan to attend:

- full time (1)
- part time (2)

50. Please indicate the category that most closely represents the major field of study you plan to pursue.

- | | | |
|---|--|---|
| <input type="radio"/> Agriculture & Natural Resources (1) | <input type="radio"/> Consumer Sciences (9) | <input type="radio"/> Mechanics & Repairers (20) |
| <input type="radio"/> Architecture & related programs (2) | <input type="radio"/> Education (10) | <input type="radio"/> Parks, Recreation, & Fitness (21) |
| <input type="radio"/> Aviation (3) | <input type="radio"/> Engineering (11) | <input type="radio"/> Physical Sciences (22) |
| <input type="radio"/> Biological & Life Studies (4) | <input type="radio"/> English & Literature (12) | <input type="radio"/> Protective Services (23) |
| <input type="radio"/> Business (5) | <input type="radio"/> Ethnic & Cultural Studies (13) | <input type="radio"/> Psychology (24) |
| <input type="radio"/> Communications (6) | <input type="radio"/> Foreign Language (14) | <input type="radio"/> Public Administration (25) |
| <input type="radio"/> Computer & Information Technologies (7) | <input type="radio"/> Health Professions (15) | <input type="radio"/> Religion & Philosophy (26) |
| <input type="radio"/> Construction (8) | <input type="radio"/> Hotels & Restaurants (16) | <input type="radio"/> Social Sciences & History (27) |
| | <input type="radio"/> Law & Legal Studies (17) | <input type="radio"/> Visual & Performing Arts (28) |
| | <input type="radio"/> Liberal Arts & Humanities (18) | <input type="radio"/> Undecided (29) |
| | <input type="radio"/> Mathematics (19) | |

51. How many hours per week do you expect to work while enrolled in college?

- None, do not plan to work (1)
- 5 or fewer (2)
- 6–10 (3)
- 11–20 (4)
- 21–30 (5)
- 31–40 (6)
- 40 or more (7)

52. Please rate how important the following factors were in your selection of the school you are most likely to attend.

	Not Important	Somewhat Important	Very Important
A. It offers the best education in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. It is affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. It is close to home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. It is the right size school for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. I have already been admitted there or believe I will be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. I believe I can get financial aid there	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. It is far enough from home so I'll feel more on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. It has a good reputation for its social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. My parent(s) like it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. My counselor or teacher advised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. My friends are likely to attend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. It has a very good academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. It offers unique education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. Its graduates gain admission to top graduate/professional schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. Its graduates get good jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question #52 continued

	Not Important	Somewhat Important	Very Important
P. I was attracted by the religious affiliation/orientation of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q. Its rankings in national magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R. Its reputation for athletic and/or extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. Which of the factors listed in Question 52 was the most important factor in your selection of a school?

(Please mark only one factor.)

- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> A | <input type="radio"/> E | <input type="radio"/> I | <input type="radio"/> M | <input type="radio"/> Q |
| <input type="radio"/> B | <input type="radio"/> F | <input type="radio"/> J | <input type="radio"/> N | <input type="radio"/> R |
| <input type="radio"/> C | <input type="radio"/> G | <input type="radio"/> K | <input type="radio"/> O | |
| <input type="radio"/> D | <input type="radio"/> H | <input type="radio"/> L | <input type="radio"/> P | |

54. Are you planning to attend your first-choice school?

- Yes (1)
- No (2)

55. If you will not be able to attend your first-choice school, which reason below is the most important reason for your decision not to attend it?

(Please mark only one reason.)

- It is too far from home (1)
- It is too expensive (2)
- My parent(s) discouraged me (3)
- I wasn't accepted (4)
- I didn't get enough financial aid there (5)
- I changed my major/program (6)

56. If you will not be attending a USNH (UNH, Plymouth State University, Keene State, or Granite State College), NHCTCS (NHTI, Berlin, Claremont, Laconia, Manchester, Nashua, Stratham, or an affiliated local academic center), or other institution in New Hampshire, which reason below is the most important reason for your decision not to attend? Please mark only one answer per column.

	Other New Hampshire	USNH	NHCTCS
A. I was not accepted (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. My major is not offered (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. The cost of attendance is too high (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. I want to study out-of-state (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. It is not the right size school for me (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. I got more financial aid at my institution (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. My institution has a better academic reputation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. It is not the right location for me (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Other reason (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. Which of the factors listed above was the most important factor in your decision NOT to attend a USNH institution?

(Please mark only one factor.)

- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> A | <input type="radio"/> C | <input type="radio"/> E | <input type="radio"/> G | <input type="radio"/> I |
| <input type="radio"/> B | <input type="radio"/> D | <input type="radio"/> F | <input type="radio"/> H | |

