

# Measuring Aspirations and Participation

2004



New Hampshire High School Senior Survey

A collaborative project

## **Measuring Aspirations and Participation: 2004 New Hampshire High School Senior Survey**

### **Executive Summary**

This report presents aggregated results from a survey conducted in April, May, and June of 2004 that collected information on the backgrounds, educational aspirations, academic performance and opinions of 8,064 high school seniors who graduated from 56 public and 8 private high schools in New Hampshire. Launched as a pilot survey with 21 public high schools in 2002, the survey was developed by the New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER), a collaborative representing K-12 and higher education. The New Hampshire Higher Education Assistance Foundation assumed funding and coordination for administering the statewide survey in 2004.

A profile of students who plan to continue their education and those who do not have immediate plans to continue provides a useful summary about aspirations and participation (see page 48).

#### **Trend Lines**

The great majority of New Hampshire high school seniors aspire to participate in higher education.

- 81% of public and 96% of private high school seniors reported that they plan to pursue postsecondary education in the fall of 2004. These strong numbers are very much in line with earlier years.
- Of those seniors who did not plan to continue their education in the fall of 2004, 47% reported that they plan to continue their education at some point in the future, but not immediately after high school. [Table 5.1a]

High school seniors who plan to continue their education decide to do so at a very early age.

- 21% of public high school seniors and 31% of private high school seniors responded that they had always known they would attend college. Another 38% of public and 46% of private high school seniors responded that they decided in sixth grade or earlier.
- These numbers have remained very stable over the three years the survey has been fielded. [Table 2.15]

Parents have a very strong influence on their children's educational plans.

- Similar to earlier findings, seniors in the class of 2004 indicated that their plans for higher education were very much in line with what they reported their parents wanted for them.
- 88% of public HS seniors who plan to attend a 4-year postsecondary institution reported that their parents wanted them to do so.
- 66% of public HS seniors who reported planning on getting a full-time job also reported their parents encouraged them to do so.

Young women are more likely to plan to continue their education than their male peers.

- 67% of graduating women in the class of 2004 planned to continue their education at a 4-year college compared to only 55% of young men.
- This finding is consistent with the 2003 survey results as well as with national trends in higher education enrollment. [Table 2.3]

The top three anticipated programs of study for seniors planning to attend either a 4-year or a 2-year college in Fall 2004 are business, health professions, and education.

- These choices are consistent with the 2003 findings.

- The men and women in this year's survey preferred different fields of study. Men were more likely than women to choose to study business and engineering at both 4-year and 2-year colleges.
- Women, by contrast, were more likely to choose to study in the health professions and education than their male peers. [Tables 2.9a and b, 2.11a and b]

### **Watch List**

Over half of the seniors reported that they do not plan to live in New Hampshire after completing their education. Fifty-three percent of public high school seniors and 67% of private high school seniors plan to live somewhere other than New Hampshire after completing their education. This finding merits attention for the impact it may have on New Hampshire's economic outlook. [Table 2.14]

Education-bound public high school seniors who plan to attend a school outside of New Hampshire increasingly cited financial reasons for deciding against a New Hampshire institution. Since the 2002 pilot survey, the percentage of respondents reporting that a New Hampshire institution was "too expensive" or that they "got more financial aid at another school" has increased. This is a trend that bears watching. [Tables 2.8a, b, and c]

Among those seniors planning to start their career in Fall 2004, there is a slight increase in the proportion planning on joining the military. Overall, the percentage is up three points, from 14% in 2003 to 17% in 2004. Broken down by gender, the data show that 20% of career-bound men and 9% of career-bound women are planning on joining the military. [Tables 2.17a and b].

### **Future Survey Plans**

NH PAPER intends to continue conducting surveys of graduating high school seniors, and to this end, we welcome input on the survey questionnaire and design. The collaborative will also work to avoid duplication with other surveys and to encourage data collection on students who pursue higher education. NH PAPER will also strive to correlate survey findings with existing research and national studies on student preparation and persistence for postsecondary education.

Results of the 2002, 2003 and 2004 surveys can be found at <http://www.nhpaper.org>.

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## MEASURING ASPIRATIONS AND PARTICIPATION:

### 2004 NEW HAMPSHIRE HIGH SCHOOL SENIOR SURVEY

#### I. INTRODUCTION

This report, **Measuring Aspirations and Participation: the 2004 New Hampshire High School Senior Survey** presents findings from a survey conducted with graduating seniors at 56 public and eight private high schools in New Hampshire between April and June, 2004. 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). NH PAPER consists of representatives from the:

- New Hampshire College and University Council
- New Hampshire Community Technical College System
- New Hampshire Department of Education
- New Hampshire Forum on Higher Education
- New Hampshire Higher Education Assistance Foundation
- New Hampshire Postsecondary Education Commission
- Saint Anselm College
- University of New Hampshire Survey Center
- University System of New Hampshire.

The 2004 survey is the third time this survey has been conducted. A pilot test of this project was conducted with graduating seniors from 21 New Hampshire public high schools in 2002, 51 schools in 2003, and 56 in 2004. The private high schools included in the current study were Bishop Guertin High School, Bishop Brady High School, Brentwood School, Jesse Remington School, Laconia Christian School, Sandwich Community School Inc., St. Thomas Aquinas, and Trinity High School.

Because this survey does not represent a complete census of high school seniors in New Hampshire, or even a random sampling of seniors, these data should not be interpreted as representing the entire class of 2004. When NH seniors are referred to in this report, please remember that this refers only to those who participated in the survey, not all NH seniors.

## 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, 2004 (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 2004. The 2002 and 2003 Surveys reported similar data for the high school students surveyed. Interestingly, the proportion of public high school students that plan to attend a 4-year college rose from 54 percent in 2003 to 59 percent in 2004.

- Students attending private high schools were significantly more like to say they planned to go to a 4-year college in Fall 2004 (91%) than were students attending public high schools (59%).
- The proportion of public high school seniors who plan to pursue any type of education in the Fall has risen from 77 percent in 2003 to 81 percent this year.

**Table 2.1**

Seniors' Education Aspirations

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

The seniors surveyed from public schools have high educational aspirations. Eight percent said they plan to get an associate’s degree, 32 percent a bachelor’s degree, 23 percent a master’s degree, and 13 percent a doctorate or a professional degree (Table 2.2).

**Table 2.2**

Highest Education Level Seniors Plan to Complete

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

Planned Postsecondary Education by Gender

Female 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 4-year college than were males (Table 2.3). Both these findings are consistent with the results from the 2002 and 2003 surveys and with national trends.

- The proportion of male high school seniors who reported planning to attend a four-year college has increased from 52% in 2002 to 55% in 2004, after declining to 51% in 2003.

**Table 2.3**

Percent of Seniors who Plan to Continue their Education by Gender

Gender	Any Education			4-Year College		
	2002	2003	2004	2002	2003	2004
Male	72%	73%	76%	52%	51%	55%
Female	85%	83%	85%	64%	62%	67%

Planned Postsecondary Education by Per-Pupil Spending

Several differences were found between public high school seniors' education aspirations based on the amount their high school spends per pupil (Table 2.4).

- The more a school spent per pupil, the more likely a surveyed senior was to plan to attend a 4-year college.

**Table 2.4**

2004 Seniors' Education Aspirations by Per-Pupil Spending  
Public School Seniors Only

<b>Plans for Upcoming Fall</b>	<b>Under \$7,500</b>	<b>\$7,500 – \$9,000</b>	<b>More than \$9,000</b>
Attend a 4-year College	53%	59%	66%
Attend a 2-year College	11%	10%	8%
Attend a 2-year College then transfer to another institution	9%	6%	5%
Attend Voc., Tech., Business, or Trade School	5%	5%	4%
Attend prep school	<1%	<1%	1%
<b>Subtotal of Students Pursuing Education in Fall</b>	<b>78%</b>	<b>80%</b>	<b>84%</b>
Join the Military	4%	3%	2%
Get a full-time job	9%	8%	7%
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%	3%	3%
Undecided	4%	4%	4%
	(N=2427)	(N=3044)	(N=1318)

Student Perceptions of Their Parents' Plans for Senior's Future Education

Parents also have high educational aspirations for their children. Seventy-three percent of public high school seniors and 86 percent of private high school seniors reported their parents want them to attend some form of postsecondary institution. The 2004 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 (Table 2.5).

- Eighty-eight percent of seniors from public high schools and 98 percent of seniors from private schools who indicated their parents want them to attend a 4-year postsecondary institution also said they planned to attend such an institution.
- Sixty-six 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

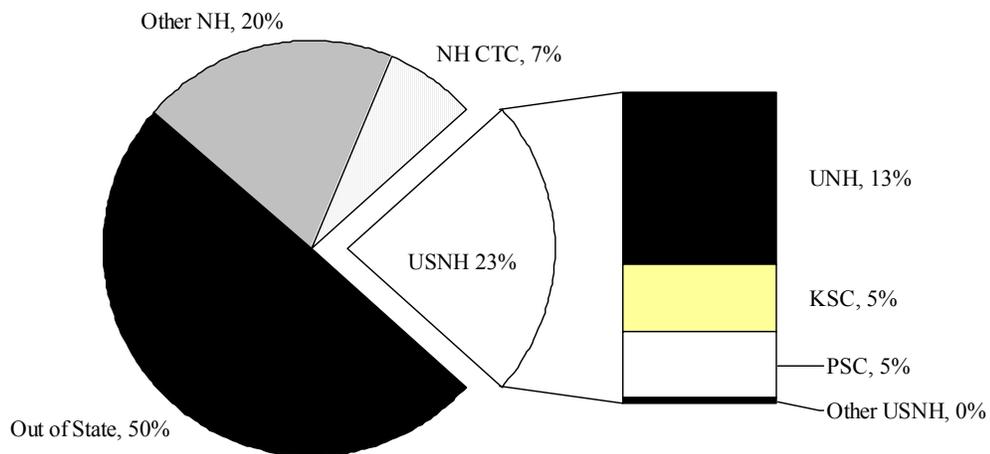
	<b>Public 2002</b>	<b>Public 2003</b>	<b>Public 2004</b>	<b>Private 2003</b>	<b>Private 2004</b>
Attend a 4-year College	56%	54%	57%	85%	81%
Attend a 2-year College	7%	8%	7%	1%	2%
Attend a 2-year College then transfer to another institution	5%	5%	6%	1%	2%
Attend prep school	1%	1%	<1%	1%	1%
Attend Vocational,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

\* These response options were not included in the 2004 survey.

Institutions Seniors Plan to Attend

More 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 70 percent for private high school seniors (Chart 2.1). Of those public seniors who plan to stay in-state, UNH is the most frequently named institution, named by 13 percent of education-bound seniors, followed by a New Hampshire Community Technical College (NHCTC) System campus, Keene State College, and Plymouth State University (Table 2.6). Of private high school seniors planning on continuing their education immediately upon graduation, UNH is named by 12 percent of them, followed by Plymouth State University, and an NHCTC System campus and Keene State College (both at 1%).

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



**Table 2.6**

Top Schools - All Education-Bound Seniors

Institution	All Education-Bound Seniors				
	Public 2002	Public 2003	Public 2004	Private 2003	Private 2004
UNH	15%	13%	13%	9%	12%
NHCTC System	10%	9%	7%	1%	1%
Plymouth State	3%	5%	5%	5%	4%
Keene State	6%	5%	5%	3%	1%
Other NH	12%	20%	20%	12%	12%
Out-of-state	53%	49%	50%	70%	70%

### Most Important Reasons Seniors Chose 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). These rankings do not vary between public and private high school seniors.

**Table 2.7**

Most Important Reasons for Choosing Institution

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

Among education-bound seniors in the survey, 74 percent of seniors from public schools (71% from private) said they will attend their first choice school. The most important reasons for not attending their first choice were that they were not accepted (41% public, 61% private), and that it was too expensive (32% public, 22% 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, and another school had a better academic reputation.
  - Since the 2002 Pilot Survey, however, financial reasons have increased. A larger proportion of respondents reported receiving more financial aid at another school, and that they felt that the USNH institutions were too expensive for them.
- The most frequently chosen reasons for not attending an NHCTC System institution were that the senior wanted to attend a school out of state, another school had a better academic reputation, the senior's major was not offered, and the location was not right.
  - Financial reasons have also increased for these institutions. Six percent in 2004, up from two percent in 2002, responded that an NHCTC System institution was too expensive for them.
- The most frequently chosen reasons for not attending another NH institution were that the senior wanted to attend a school out of state, another school had a better academic reputation, the location was not right, and the senior's major was not offered.
- Among all three types of institutions, the desire to go to school out of state has increased over the three years of the survey. For the USNH institutions, the proportion of public high school seniors choosing this as a reason for not attending has increased from 14 percent in 2002 and 2003 to 17 percent in 2004; for NHCTC System institutions, the increase has been from 12 percent in 2002 and 2003 to 17 percent in 2004; and for other NH institutions, from 13 percent in 2002 and 2003 to 18 percent in 2004.

**Table 2.8a**

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

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

**Table 2.8b**

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

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

**Table 2.8c**

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

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

### Top Four-Year Programs of Study

Among public school seniors planning to attend a four-year institution, the most popular major was business, followed by the health professions, and then education and engineering. These were in the same rank order as they were in 2003 (Tables 2.9a and 2.9b).

- Male seniors from public schools were most likely to prefer business, engineering, and computers and information technology as their likely major.
- By contrast, female seniors from public schools were most likely to prefer health professions, business, education, biology and life sciences, and psychology.
  - Female seniors from public schools have reported an increased preference for the health professions, from ten percent in 2002 to 19 percent in 2003 and then down slightly in 2004 to 17 percent.

**Table 2.9a**

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

Major / Program	All Education-Bound		
	2002	2003	2004
Business	14%	15%	16%
Health Professions	8%	11%	10%
Education	10%	9%	8%
Engineering	5%	7%	7%
Biology/Life Sciences	7%	6%	7%
Visual / Performing Arts	7%	5%	5%
Computers/Info. Tech.	4%	5%	3%
Communications	4%	5%	5%
Psychology	4%	5%	5%
Social Sciences/History	4%	3%	3%

**Table 2.9b**

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

Major / Program	Male			Female		
	2002	2003	2004	2002	2003	2004
Business	19%	17%	20%	11%	14%	14%
Health Professions	4%	4%	3%	10%	19%	17%
Education	4%	3%	3%	14%	13%	12%
Engineering	10%	12%	12%	2%	1%	2%
Biology/Life Sciences	4%	3%	4%	9%	5%	7%
Visual / Performing Arts	7%	4%	4%	7%	5%	5%
Computers/Info. Tech.	8%	11%	7%	1%	1%	<1%
Communications	3%	3%	4%	6%	4%	4%
Psychology	1%	2%	1%	6%	6%	6%
Social Sciences/History	5%	2%	2%	4%	2%	2%

Surveyed public high school seniors who plan to stay in New Hampshire and attend a 4-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

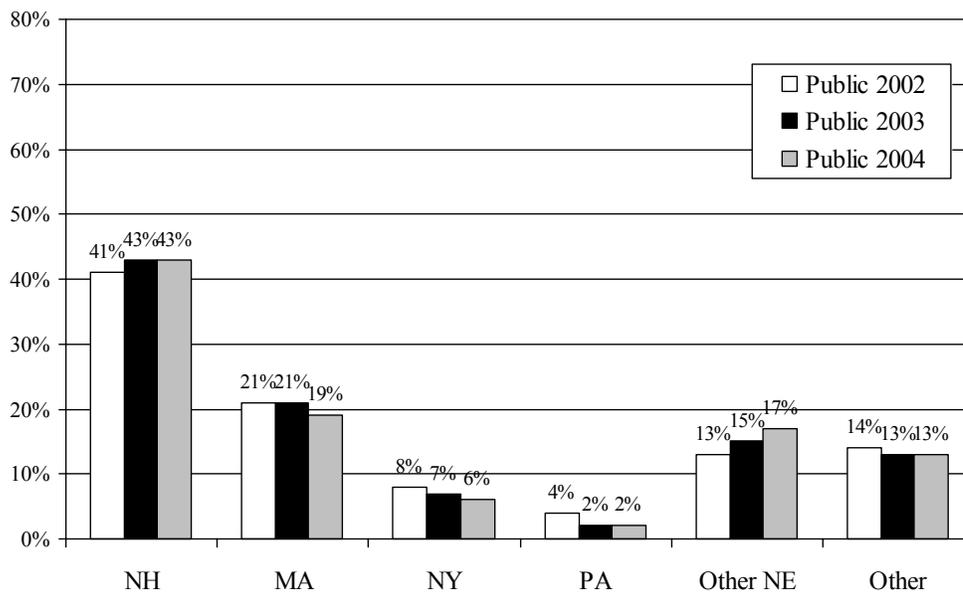
Major / Program	In NH			Out of State		
	2002	2003	2004	2002	2003	2004
Business	17%	17%	18%	12%	12%	15%
Education	14%	14%	12%	7%	6%	5%
Health Professions	7%	10%	10%	8%	12%	10%
Engineering	5%	4%	5%	6%	8%	9%
Computers/Info. Tech.	5%	6%	2%	3%	5%	3%
Psychology	3%	4%	5%	4%	4%	4%
Biology/Life Sciences	4%	3%	6%	9%	6%	8%
Visual / Performing Arts	4%	4%	4%	8%	6%	6%
Communications	3%	3%	4%	5%	5%	6%
Social Sciences/History	3%	2%	2%	5%	3%	3%

Forty-three percent of seniors surveyed from public high schools who are planning to attend a four-year college plan to do so in New Hampshire. Another 19 percent plan to attend a school in Massachusetts (Chart 2.2).

- The proportion of students planning to attend a four-year college in New Hampshire has increased since 2002, while the proportions planning to attend a college in Massachusetts and New York have each seen a decrease since 2002.
- The number of public high school seniors planning on attending a school in Rhode Island and Maine each saw a slight increase from 2003.

**Chart 2.2**

State for Four-Year Postsecondary Education  
(Public School Seniors Only)



### Top Two-Year Programs of Study

Among surveyed public school seniors planning to attend a two-year institution, the most popular programs were business, health professions, and education (Tables 2.11a and 2.11b).

- Male seniors from public schools were most likely to prefer business, engineering, and computers and information technology.
- Female seniors from public schools were most likely to prefer health professions, business, and education.
- The highest-ranked programs have remained consistent since the 2002 Pilot Survey.

**Table 2.11a**

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

Major / Program	All Education Bound		
	2002	2003	2004
Health Professions	11%	18%	14%
Business	18%	16%	18%
Education	11%	9%	8%
Computers/Info. Tech.	6%	7%	6%
Mechanics, Repairs	5%	4%	6%
Protective Services	9%	3%	3%
Visual / Performing Arts	6%	3%	3%
Engineering	3%	3%	4%
Agriculture/Natural Resources	4%	2%	2%
Consumer Sciences	6%	1%	<1%

**Table 2.11b**

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

Major / Program	Male			Female		
	2002	2003	2004	2002	2003	2004
Health Professions	3%	4%	3%	17%	19%	17%
Business	19%	17%	20%	17%	14%	14%
Education	3%	3%	3%	18%	13%	12%
Computers/Info. Tech.	12%	11%	7%	0%	1%	<1%
Mechanics, Repairs	10%	5%	5%	0%	<1%	<1%
Protective Services	12%	2%	2%	7%	<1%	<1%
Visual / Performing Arts	7%	4%	4%	3%	5%	5%
Engineering	6%	12%	12%	0%	1%	2%
Agriculture/Natural Resources	4%	2%	2%	4%	1%	1%
Consumer Sciences	2%	1%	<1%	9%	<1%	<1%

- Among female public high school seniors planning to attend a two-year institution, the popularity of a major in business, education, agriculture/natural resources, and consumer sciences have each declined since the 2002 Pilot Survey.
  - The percentage of women who intend to enter education, business, and protective services has declined since 2002.
- Among male public high school seniors, the popularity of a major in engineering has increased from six percent in 2002 to 12 percent in both 2003 and 2004. However, the popularity of a major in computers or information technology and protective services has declined since 2002.
  - Similar declines since 2002 are seen in the popularity of a major in mechanics, protective services, and the visual/performing arts.

**Table 2.12**

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

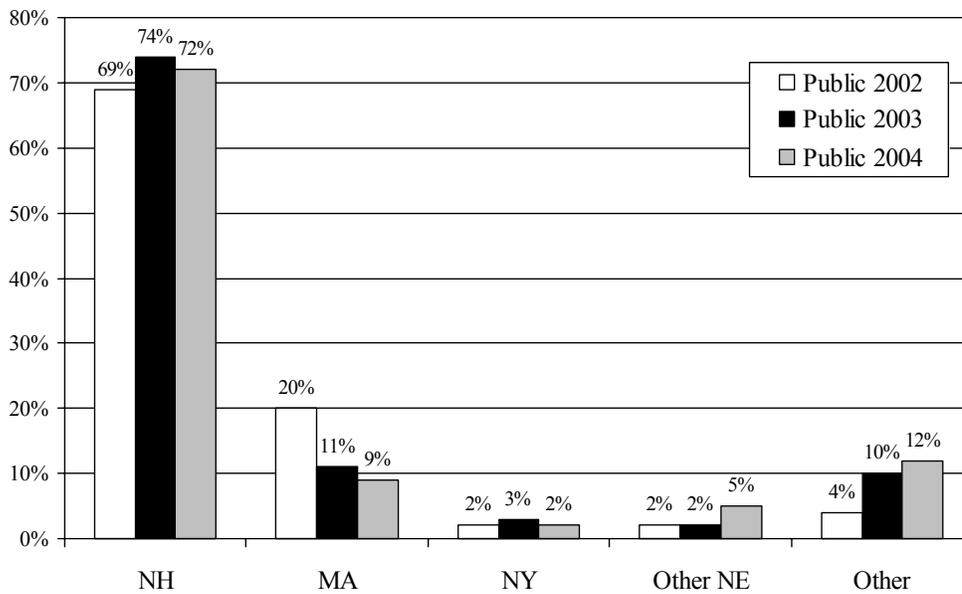
Major / Program	In NH			Out of State		
	2002	2003	2004	2002	2003	2004
Business	16%	18%	18%	20%	13%	15%
Education	8%	12%	10%	9%	6%	5%
Health Professions	12%	10%	12%	11%	12%	10%
Computers/Info. Technology	8%	6%	4%	3%	5%	3%
Visual / Performing Arts	3%	4%	3%	15%	6%	6%
Engineering	3%	4%	5%	1%	8%	8%
Mechanics, Repairs	7%	2%	3%	10%	2%	2%
Consumer Sciences	6%	1%	<1%	5%	<1%	<1%
Protective Services	9%	1%	1%	4%	1%	<1%
Agriculture/Natural Resources	1%	1%	<1%	1%	2%	2%

- Surveyed seniors who planned to attend a two-year postsecondary institution were more likely to choose to attend a New Hampshire college if they planned to major in the field of education, and to choose to attend an out-of-state college if they planned to major in engineering (Table 2.12).

- Almost three-quarters (72%) of public school seniors surveyed who were planning to attend a two-year college planned to stay in New Hampshire (Chart 2.3). Fourteen percent planned to attend another New England college, and another 14% planned to attend an institution outside of New England.

**Chart 2.3**

State for Two-Year Postsecondary Education  
(Public School Seniors Only)



## Education as a Career

Ten percent of education-bound seniors and four percent of seniors with no immediate plans to further their educations in the 2004 survey reported they planned to pursue an occupation in education, training or library sciences in the next ten years, up from ten percent in 2003 and 12 percent in the 2002 Pilot Survey.

- Of those planning a career in education, almost three-quarters (71%) did not have an educator in their immediate family.
- High school counselors and/or teachers and parents were the main sources of information about a career in education for those reporting a desire to pursue an occupation in this field.
- When asked about what other activities they had participated in, 74 percent of those planning on a career in education reported babysitting, followed by coaching a team (25%), working as a camp counselor (22%) and volunteering as an elementary school classroom aide (20%).

**Table 2.13**

### Background Information for Education-Bound Seniors Planning a Career in Education

<b>Immediate Family Members That are Educators</b>	<b>Of Those Planning a Career in Education</b>	
	<b>2003</b>	<b>2004</b>
Mother	16%	16%
Father	6%	7%
Brother or Sister	7%	8%
Grandmother or Grandfather	9%	11%
None	72%	71%
<b>From Whom Received Education Career Information</b>		
High school counselor/teachers	57%	59%
Parents	40%	43%
Vocational/technical program teachers	14%	12%
Postsecondary admissions counselors	11%	11%
Middle school counselors / teachers	10%	11%
Elementary school counselors / teachers	6%	7%
<b>Activities Participated In</b>		
Babysitting	73%	74%
Coached an organized team	23%	25%
Volunteer as classroom aide in elementary school	23%	20%
Worked as camp counselor	21%	22%
Volunteer as classroom aide in high school	15%	15%
Volunteer as classroom aide in middle school	9%	11%

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 the 2003 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 2.14).

**Table 2.14**

Percent of 2004 Seniors who Plan to Live in NH After Education

Live in NH after grad?	All Students		Education Bound	
	Public	Private	Public	Private
Yes	47%	33%	45%	32%
No	53%	67%	55%	68%

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

Education-bound seniors in the 2004 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 know they would attend college (59% public, 77% private) (Table 2.15). One-third of college-bound seniors from public schools and 15 percent from private schools said they waited until high school to make the decision to continue their education.

**Table 2.15**

Grade Education-Bound Seniors Decided to Continue Their Education

Grade	Public 2002	Public 2003	Public 2004	Private 2003	Private 2004
Always known	20%	18%	21%	28%	31%
Sixth or earlier	40%	38%	38%	51%	46%
Seventh	3%	4%	3%	4%	2%
Eighth	7%	6%	6%	6%	5%
Ninth	10%	11%	10%	5%	6%
Tenth	6%	7%	7%	3%	3%
Eleventh	8%	8%	7%	2%	5%
Twelfth	7%	8%	8%	1%	1%
	(N=1837)	(N=3666)	(N=5907)	(N=322)	(N=546)

- Most education-bound seniors reported first receiving information about postsecondary education in the ninth and tenth grades (49% public, 51% 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 (78% public, 87% private), colleges (67% public, 81% private), parents (63% public, 75% private), and teachers (63% public, 62% private).
- Eighty-four percent of education-bound seniors from public schools and 86 percent from private schools said the information they accessed from computer programs or the Internet was “very helpful” or “somewhat helpful.” Similarly, 84 percent (86% from private schools) said 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 2004 made this decision late in their high school years, typically in the eleventh and twelfth grades (Table 2.16). This finding is consistent across all three years the survey has been administered.

**Table 2.16**

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

<b>Grade</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Sixth or earlier	7%	9%	10%
Seventh	5%	4%	4%
Eighth	7%	8%	7%
Ninth	8%	10%	11%
Tenth	12%	12%	10%
Eleventh	20%	19%	21%
Twelfth	41%	38%	37%
	(N=534)	(N=1217)	(N=1651)

- Sixty-six 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 planned to join the military; they were unsure of their plans and goals; they wanted or needed to support themselves; or they could not afford to continue their education (Table 2.17). While the top reasons have remained constant over the past three years, there have been interesting changes:

- While joining the military has been a top reason for all three years, in 2004 the proportion of seniors with no immediate education plans who chose it jumped up to 17 percent, from 14 percent in 2003 and 12 percent in the 2002 Pilot Survey. Male seniors from public schools were significantly more likely to say they were joining the military than female seniors. However, the proportion of female seniors who plan to join the military has increased steadily, from three percent in the 2002 Pilot Survey to six percent last year to nine percent in 2004.
- 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 three 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 2.17a**

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

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

- “Other” not listed as an option in 2003 or 2004 surveys.

**Table 2.17b**

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

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

\* "Other" not listed as an option in 2003 or 2004 surveys.

### III. FAMILY DATA

#### Seniors' Living Arrangements

Sixty-two percent of the seniors from public schools surveyed reported living with both parents (Table 3.1a).

- Two-thirds of seniors surveyed who planned to continue their education reported living with both parents, while slightly less than half of the seniors who did not plan to continue their education (47%) reported living with both parents (Table 3.1b).

**Table 3.1a**

Seniors' Living Arrangements\*  
Public School Seniors Only

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

\* 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,” but in the 2003 and 2004 surveys, these two choices were combined. The 2003 percentages for “foster parents or legal guardian” are reflected under “legal guardian.”

\*\*“Other” was not an option in 2004.

\*\*\*In 2004, the options “on my own” and “with friends” were combined and the 2004 percentages for “On own or with friends” are reported under “on own.”

**Table 3.1b**

Seniors' Living Arrangements\* and Seniors' Postsecondary Education Plans\*  
Public School Seniors Only

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

\* 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," but in the 2003 and 2004 surveys, these two choices were combined. The 2003 percentages for "foster parents or legal guardian" are reflected under "legal guardian."

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

\*\*\*In 2004, the options "on my own" and "with friends" were combined and the 2004 percentages for "On own or with friends" are reported under "on own."

Reported Parental Employment

- More fathers of private high school seniors were reported to be working than those of public high school seniors (92% compared to 88%).
  - Slightly more fathers of private high school seniors were working full-time (90% private compared to 85% public), while the proportion of fathers working part-time were comparable (3% public, 2% private).
- Similar proportions of high school seniors’ mothers were working, 83 percent of public high school seniors compared to 82 percent of their private counterparts.
  - However, the mothers of public high school seniors were more likely to be working full-time (68% compared to 62%), while the mothers of private high school seniors were more likely to be working part-time (20% private, 15% public).

**Table 3.2a**

Parental Employment

<b><i>Mothers</i></b>	<b>Public 2004</b>	<b>Private 2004</b>
Employed full-time	68%	62%
Employed part-time	15%	20%
Full-time homemaker	7%	13%
Unemployed	5%	2%
Retired	<1%	1%
Not working b/c disability	3%	<1%
Deceased	<1%	<1%
Other	2%	2%
	(N=7235)	(N=556)
<b><i>Fathers</i></b>	<b>Public 2004</b>	<b>Private 2004</b>
Employed full-time	85%	90%
Employed part-time	3%	2%
Full-time homemaker	<1%	<1%
Unemployed	3%	3%
Retired	2%	2%
Not working b/c disability	3%	<1%
Deceased	2%	2%
Other	2%	1%
	(N=7092)	(N=560)

There were no significant differences between public school seniors who plan to attend a two or four year college in Fall 2004 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 3.2b)

- However, seniors with immediate college plans were more likely to have a mother working part-time than other seniors (15% compared to 12%).

A different story emerges when we look at the fathers of these high school seniors. Education-bound seniors were much more likely than their counterparts to have a father working full-time (87% compared to 81%).

- The proportion of fathers working part-time was not significantly different between the two groups (2% education-bound, 3% seniors with no immediate education plans).

Once again, there was a significant difference between groups on the measure of whether or not a parent was not working due to a disability. For both mothers and fathers, seniors with no immediate education plans were twice as likely as their education-bound counterparts to have had a parent not working due to a disability (4% seniors with no immediate education plans, 2% education-bound).

**Table 3.2b**

Parental Employment  
2004 Public School Seniors Only

<b><i>Mothers</i></b>	<b>Education Bound</b>	<b>No Immediate Ed. Plans</b>
Employed full-time	68%	67%
Employed part-time	15%	12%
Full-time homemaker	7%	7%
Unemployed	4%	6%
Retired	<1%	<1%
Not working b/c disability	2%	4%
Deceased	<1%	1%
Other	2%	3%
	(N=5580)	(N=1390)
<b><i>Fathers</i></b>		
Employed full-time	87%	81%
Employed part-time	2%	3%
Full-time homemaker	<1%	<1%
Unemployed	2%	3%
Retired	2%	2%
Not working b/c disability	2%	4%
Deceased	2%	3%
Other	2%	3%
	(N=5500)	(N=1334)

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 3.3a).
- 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 3.3b).

**Table 3.3a**

Parental Education as Reported by Seniors  
Public School Seniors Only

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

**Table 3.3b**

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

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

Reported Family Income

Seniors were asked to report what they estimated their family's household income was for the past year. Public high school seniors who reported higher levels of household income were more likely to say they planned to continue their education (Tables 3.4a and 3.4b).

**Table 3.4a**

Student-reported 2003 Family Income  
Public School Seniors Only

	All Seniors		
	2002	2003	2004
Less than \$25,000	11%	12%	11%
\$25,000 to \$49,999	27%	27%	26%
\$50,000 to \$74,999	29%	27%	27%
\$75,000 to \$99,999	17%	19%	18%
\$100,000 or more	16%	15%	18%
	(N=2070)	(N=4541)	(N=6441)

**Table 3.4b**

Seniors' Postsecondary Plans and Student-Reported 2003 Family Income  
Public School Seniors Only

	Education Bound			No Immediate Ed. Plans		
	2002	2003	2004	2002	2003	2004
Less than \$25,000	9%	11%	9%	16%	16%	17%
\$25,000 to \$49,999	26%	25%	24%	31%	37%	34%
\$50,000 to \$74,999	28%	28%	27%	30%	24%	25%
\$75,000 to \$99,999	19%	21%	20%	12%	13%	14%
\$100,000 or more	18%	16%	20%	11%	10%	10%
	(N=1574)	(N=3374)	(N=4969)	(N=496)	(N=1024)	(N=1240)

## IV. HIGH SCHOOL DATA

### High School Program

Sixty-four percent of the seniors surveyed in 2004 from public schools said they were enrolled in a college preparatory program, up significantly from 58 percent in 2003. A further 17 percent said they were enrolled in a vocational, technical, or business program, and 20 percent reported being enrolled in some other program (Table 4.1a).

- Education-bound seniors surveyed from public schools were more than twice as likely to be enrolled in a college preparatory program (73%) than seniors with no immediate education plans (31%).
- Ninety-one percent of seniors from public schools enrolled in a college preparatory program said they planned to attend a postsecondary institution in Fall 2004 (97% for seniors who were surveyed from private schools).

**Table 4.1a**

High School Program  
Public School Seniors Only

	All Seniors		
	2002	2003	2004
College Preparatory	62%	58%	64%
Vocational/Tech./Business	18%	20%	17%
Other	20%	22%	20%
	(N=2316)	(N=5006)	(N=7254)

**Table 4.1b**

High School Program by Postsecondary Education Plans  
Public School Seniors Only

	Education Bound			No Immediate Ed. Plans		
	2002	2003	2004	2002	2003	2004
College Preparatory	72%	68%	73%	32%	29%	31%
Vocational/Tech./Business	14%	16%	13%	29%	32%	30%
Other	14%	16%	14%	39%	40%	40%
	(N=1752)	(N=3680)	(N=5550)	(N=564)	(N=1146)	(N=1416)

### Number of Years of Courses

Seniors were asked to report the number of years they had taken courses in several high school subjects.

- Public high school seniors were most likely to have taken courses in English and in math for four years each (Table 4.2). New Hampshire requires four years of English but just two years of math.
- 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 2004 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).
- Seniors with no immediate education plans reported taking more years of vocational and technical courses and computer courses than education-bound seniors.

**Table 4.2**  
Number of Years of Course by Subject  
Public School Seniors Only

Subject	State Req.	None			One-half			One			Two			Three			Four +		
		2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
English	4 yrs.	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	<1%	2%	2%	2%	97%	97%	97%	
Math	2 yrs.	0%	0%	0%	0%	0%	0%	1%	1%	11%	12%	10%	27%	27%	24%	60%	60%	65%	
Science	2 yrs.	0%	0%	0%	0%	0%	0%	1%	2%	16%	17%	13%	35%	35%	33%	48%	46%	53%	
Soc. Stud./Hist.	2 yrs.	0%	0%	0%	0%	0%	0%	2%	2%	18%	16%	14%	44%	44%	44%	36%	37%	40%	
Foreign Lang.	0 yrs.	11%	13%	11%	3%	3%	3%	7%	9%	24%	22%	21%	30%	31%	32%	24%	22%	26%	
Arts & Music	½ year	9%	8%	9%	13%	13%	12%	25%	25%	26%	20%	20%	11%	11%	11%	22%	23%	22%	
Voc/Tech/Bus.	0 yrs.	27%	25%	28%	10%	9%	9%	17%	16%	16%	19%	18%	12%	13%	12%	15%	19%	17%	
Computers	½ year	9%	14%	15%	27%	25%	24%	34%	33%	34%	20%	17%	7%	6%	6%	3%	5%	4%	
P.E., Health	1 ¼ yr.	1%	1%	<1%	3%	4%	4%	35%	37%	35%	42%	41%	11%	13%	12%	8%	6%	7%	

**Table 4.3**  
Number of Years of Course by Subject – Education-Bound Seniors  
Public School Seniors Only

Subject	State Req.	None			One-half			One			Two			Three			Four +		
		2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
English	4 yrs.	0%	0%	0%	0%	0%	0%	0%	0%	0%	<1%	0%	1%	1%	1%	99%	98%	98%	
Math	2 yrs.	0%	0%	0%	0%	0%	0%	1%	1%	8%	9%	7%	25%	25%	21%	66%	65%	72%	
Science	2 yrs.	0%	0%	0%	0%	0%	0%	1%	1%	11%	12%	9%	34%	34%	30%	55%	53%	60%	
Soc. Stud./Hist.	2 yrs.	0%	0%	0%	0%	0%	0%	2%	2%	16%	14%	12%	44%	45%	45%	37%	40%	42%	
Foreign Lang.	0 yrs.	6%	8%	7%	2%	2%	2%	6%	7%	25%	23%	20%	34%	35%	35%	28%	26%	31%	
Arts & Music	½ yr.	8%	7%	8%	13%	14%	12%	24%	25%	19%	20%	20%	11%	10%	11%	24%	24%	23%	
Voc/Tech/Bus.	0 yrs.	29%	27%	30%	11%	10%	10%	18%	16%	17%	18%	18%	11%	12%	11%	13%	17%	14%	
Computers	½ yr.	9%	14%	15%	28%	25%	25%	35%	33%	34%	19%	16%	6%	5%	6%	3%	4%	4%	
P.E., Health	1 ¼ yr.	0%	1%	0%	3%	4%	4%	36%	38%	36%	44%	42%	10%	13%	12%	6%	5%	6%	

**Table 4.4**

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

Subject	State Req.	None		One-half		One		Two		Three		Four +				
		2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
English	4 yrs.	0%	1%	0%	0%	1%	1%	1%	1%	2%	3%	2%	3%	94%	95%	95%
Math	2 yrs.	0%	1%	0%	0%	4%	3%	3%	19%	19%	34%	35%	35%	43%	42%	42%
Science	2 yrs.	0%	0%	0%	1%	0%	3%	3%	32%	31%	40%	39%	42%	26%	27%	28%
Soc. Stud./Hist.	2 yrs.	0%	0%	0%	1%	0%	3%	4%	24%	19%	42%	43%	45%	30%	30%	32%
Foreign Lang.	0 yrs.	30%	30%	27%	7%	5%	13%	15%	22%	22%	19%	18%	20%	10%	9%	8%
Arts & Music	½ yr.	13%	11%	11%	13%	11%	11%	23%	21%	20%	11%	12%	10%	18%	19%	21%
Voc/Tech/Bus.	0 yrs.	20%	18%	20%	6%	8%	15%	15%	23%	17%	15%	15%	16%	20%	27%	24%
Computers	½ yr.	10%	12%	15%	22%	20%	32%	35%	24%	19%	8%	6%	7%	5%	6%	5%
P.E., Health	1 ¼ yr.	1%	1%	2%	5%	4%	31%	34%	36%	39%	15%	13%	13%	13%	8%	11%

**Table 4.5**

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

Subject	State Req.	None		One-half		One		Two		Three		Four +				
		2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
English	4 yrs.	n.a.	0%	0%	n.a.	0%	0%	0%	0%	n.a.	0%	0%	n.a.	n.a.	100%	100%
Math	2 yrs.	n.a.	0%	0%	0%	<1%	0%	2%	2%	n.a.	12%	11%	n.a.	85%	87%	87%
Science	2 yrs.	n.a.	0%	0%	0%	1%	0%	1%	2%	n.a.	21%	15%	n.a.	78%	84%	84%
Soc. Stud./Hist.	2 yrs.	n.a.	0%	0%	0%	1%	2%	12%	17%	n.a.	55%	50%	n.a.	32%	32%	32%
Foreign Lang.	0 yrs.	n.a.	0%	0%	0%	1%	0%	3%	6%	n.a.	52%	42%	n.a.	44%	52%	52%
Arts & Music	½ yr.	n.a.	23%	7%	n.a.	31%	35%	22%	16%	n.a.	7%	8%	n.a.	8%	12%	12%
Voc/Tech/Bus.	0 yrs.	n.a.	70%	64%	n.a.	6%	8%	2%	2%	n.a.	0%	0%	n.a.	2%	2%	2%
Computers	½ yr.	n.a.	1%	7%	n.a.	43%	31%	13%	7%	n.a.	3%	3%	n.a.	3%	3%	2%
P.E., Health	1 ¼ yr.	n.a.	1%	21%	n.a.	24%	20%	22%	22%	n.a.	9%	4%	n.a.	19%	19%	14%

## Grade Point Average

New Hampshire seniors (public & private) reported getting “B”s in most subjects and “A”s in the arts and physical education. There is a direct correlation between the number of hours seniors report studying per week and their self-reported grade point average. As Table 4.6 illustrates, seniors who reported studying more also reported higher GPAs. However, studying for more than 20 hours per week did not necessarily result in a higher GPA than studying for slightly less time, between 16 and 20 hours per week.

**Table 4.6**

Self-reported Grade Point Averages & Hours of Study

Subject	All Seniors		Hours Study per Week											
	Pub	Prv	None		1 – 5		6 - 10		11 - 15		16 - 20		> 20	
			Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
Overall	3.2	3.3	2.9	3.2	3.2	3.2	3.4	3.3	3.5	3.4	3.5	3.7	3.5	3.6
English	3.0	3.2	2.7	3.1	3.0	3.1	3.3	3.2	3.5	3.3	3.5	3.8	3.4	3.6
Math	2.8	3.1	2.6	2.9	2.8	3.0	2.9	3.1	3.2	3.3	3.3	3.4	3.3	3.4
Science	3.0	3.1	2.7	3.0	2.9	3.0	3.2	3.1	3.4	3.3	3.4	3.6	3.4	3.6
Soc. Stud./Hist.	3.1	3.2	2.8	3.1	3.1	3.1	3.3	3.2	3.4	3.3	3.5	3.6	3.5	3.6
Foreign Lang.	2.8	3.1	2.5	3.0	2.8	3.0	3.1	3.1	3.3	3.3	3.4	3.4	3.3	3.3
Arts & Music	3.6	3.7	3.3	3.6	3.6	3.6	3.8	3.7	3.8	3.7	3.7	3.8	3.7	3.8
Voc./Tech./Bus.	3.3	3.3	3.1	3.4	3.4	3.1	3.5	3.3	3.6	3.4	3.5	3.9	3.6	4.0
Computers	3.5	3.6	3.2	3.6	3.5	3.5	3.7	3.6	3.7	3.6	3.6	3.9	3.6	3.9
P.E., Health	3.7	3.8	3.5	3.8	3.7	3.8	3.8	3.8	3.8	3.7	3.7	4.0	3.7	4.0

- Seniors who reported receiving “A”s and “B”s were significantly more likely to report that they planned postsecondary education in Fall 2004 (Table 4.7).
- There has been a marked increase in the proportion of students with a “D or lower” grade point average who plan to attend a four-year college. In 2004, this figure was 18 percent, up eight percentage points from the 2003 figure, and almost four times the five percent figure from the 2002 Pilot survey.

**Table 4.7**

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

GPA	Plans												HS GPA Distribution Class of:		
	4 Year College			2 Year/ Transfer			Voc./Tech School			No Immediate Plans			2002	2003	2004
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>A</b> (3.6-4.0)	86%	87%	86%	5%	5%	5%	1%	1%	1%	8%	7%	8%	25%	23%	29%
<b>B</b> (2.6-3.59)	55%	53%	55%	16%	19%	20%	6%	6%	6%	23%	22%	19%	58%	60%	55%
<b>C</b> (1.6-2.59)	17%	13%	16%	23%	25%	27%	9%	10%	9%	51%	53%	49%	16%	16%	14%
<b>D or Below</b> (0-1.59)	5%	10%	18%	10%	18%	16%	14%	10%	3%	71%	62%	63%	1%	1%	1%

Differences in Grade Point Average

- Female public high school seniors reported significantly higher grade point averages in English, foreign languages, arts and music, business studies and computer studies than did male public schools seniors. Male public school seniors did not report higher grade point averages than female seniors in any subject.
- There were no consistent patterns of higher grade point average based on per pupil spending by schools.

## High School Instruction

Overall, seniors gave “satisfactory” ratings to the skills they were taught at their schools (Table 4.8). Twenty percent or less of public high school seniors surveyed rated the quality of instruction provided by their school as “excellent” in the following areas: 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 4.8**

2004 Seniors’ Rating of High School Instruction

Area of Instruction		Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	Mean	
Communication	<b>Pub</b>	21%	68%	9%	2%	1.91	(N=7278)
	<b>Prv</b>	25%	68%	6%	<1%	1.83	(N=560)
History & Social Sciences	<b>Pub</b>	17%	66%	16%	2%	2.04	(N=7188)
	<b>Prv</b>	14%	63%	20%	3%	2.12	(N=558)
Personal Development	<b>Pub</b>	17%	63%	16%	3%	2.06	(N=7224)
	<b>Prv</b>	22%	60%	16%	2%	1.97	(N=558)
Science, Math & Technology	<b>Pub</b>	16%	64%	17%	3%	2.06	(N=7189)
	<b>Prv</b>	17%	58%	22%	2%	2.10	(N=557)
Reasoning & Problem Solving	<b>Pub</b>	16%	65%	16%	3%	2.06	(N=7233)
	<b>Prv</b>	22%	61%	15%	2%	1.97	(N=559)
Arts, Language & Literature	<b>Pub</b>	17%	61%	19%	3%	2.08	(N=7199)
	<b>Prv</b>	15%	61%	22%	2%	2.11	(N=557)
Civic & Social Responsibility	<b>Pub</b>	18%	57%	19%	6%	2.14	(N=7191)
	<b>Prv</b>	19%	52%	23%	7%	2.18	(N=554)

- Female seniors who attended public high schools rated instruction of communication; 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 4.9).

**Table 4.9**

Seniors' Rating of High School Instruction by Gender  
2004 Public School Seniors Only  
(Areas with Significant Differences)

Area of Instruction	Gender	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communication $\chi^2 = 43.019, p=.000$	Male	19%	69%	10%	2%	(N=3474)
	Female	24%	67%	8%	1%	(N=3744)
Reasoning & Problem Solving $\chi^2 = 10.243, p=.017$	Male	15%	66%	16%	3%	(N=3448)
	Female	16%	65%	17%	2%	(N=3726)
Personal Development $\chi^2 = 47.225, p=.000$	Male	14%	65%	17%	4%	(N=3442)
	Female	20%	61%	16%	3%	(N=3721)
Science, Math & Technology $\chi^2 = 62.832, p=.000$	Male	18%	66%	13%	3%	(N=3426)
	Female	15%	63%	20%	2%	(N=3705)
Arts, Language & Literature $\chi^2 = 135.072, p=.000$	Male	13%	61%	22%	4%	(N=3431)
	Female	21%	61%	17%	1%	(N=3707)
Civic & Social Responsibility $\chi^2 = 31.507, p=.000$	Male	16%	60%	18%	7%	(N=3424)
	Female	20%	54%	20%	6%	(N=3709)
History & Social Sciences $\chi^2 = 29.377, p=.000$	Male	18%	66%	14%	3%	(N=3424)
	Female	16%	65%	17%	2%	(N=3705)

- 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 4.10).

**Table 4.10**

Seniors' Rating of High School Instruction by Postsecondary Education Plans  
2004 Public Schools Seniors Only  
(Areas with Significant Differences)

Area of Instruction	PSE Plans?	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communication $\chi^2 = 87.749, p=.000$	Yes	23%	68%	8%	1%	(N=5492)
	No	14%	71%	13%	3%	(N=1309)
Reasoning & Problem Solving $\chi^2 = 89.592, p=.000$	Yes	17%	66%	15%	2%	(N=5473)
	No	11%	63%	21%	5%	(N=1304)
Personal Development $\chi^2 = 52.110, p=.000$	Yes	19%	63%	15%	3%	(N=5470)
	No	12%	63%	21%	5%	(N=1301)
Civic & Social Responsibility $\chi^2 = 12.783, p=.005$	Yes	18%	57%	20%	6%	(N=5455)
	No	16%	58%	19%	8%	(N=1296)
Science, Math & Technology $\chi^2 = 52.781, p=.000$	Yes	18%	64%	16%	2%	(N=5456)
	No	11%	65%	20%	4%	(N=1291)
Art, Language & Literature $\chi^2 = 82.673, p=.000$	Yes	18%	62%	18%	2%	(N=5458)
	No	12%	58%	25%	5%	(N=1299)
History & Social Sciences $\chi^2 = 73.931, p=.000$	Yes	18%	66%	15%	2%	(N=5453)
	No	12%	65%	20%	4%	(N=1299)

- Seniors attending public schools that spend \$9,000 or more per pupil rated the instruction they received in the following six areas higher than did seniors attending schools with lower levels of per pupil spending (Table 4.11): communication; reasoning and problem solving; personal development; history and social sciences; civic and social responsibility; and arts, language and literature.

**Table 4.11**

Seniors' Rating of High School Instruction by Per-Pupil Spending  
2004 Public School Seniors Only  
(Areas with Significant Differences)

Area of Instruction	Per-Pupil Spending	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communications $\chi^2 = 43.151, p=.000$	< \$7500	19%	69%	11%	1%	(N=2533)
	\$7500-\$9K	20%	69%	9%	2%	(N=3242)
	> \$9K	26%	66%	7%	1%	(N=1397)
Reasoning & Problem Solving $\chi^2 = 53.065, p=.000$	< \$7500	15%	64%	18%	3%	(N=2526)
	\$7500-\$9K	15%	65%	16%	3%	(N=3215)
	> \$9K	19%	68%	11%	2%	(N=1386)
Personal Development $\chi^2 = 23.522, p=.001$	< \$7500	16%	63%	18%	3%	(N=2519)
	\$7500-\$9K	17%	63%	16%	4%	(N=3214)
	> \$9K	20%	63%	14%	2%	(N=1386)
History & Social Sciences $\chi^2 = 15.081, p=.020$	< \$7500	17%	65%	16%	2%	(N=2505)
	\$7500-\$9K	15%	66%	16%	3%	(N=3196)
	> \$9K	19%	65%	14%	2%	(N=1382)
Civic & Social Responsibility $\chi^2 = 19.939, p=.003$	< \$7500	18%	56%	20%	6%	(N=2511)
	\$7500-\$9K	17%	57%	19%	7%	(N=3192)
	> \$9K	19%	58%	18%	5%	(N=1383)
Arts, Language and Literature $\chi^2 = 13.140, p=.041$	< \$7500	17%	61%	20%	2%	(N=2512)
	\$7500-\$9K	16%	61%	20%	3%	(N=3200)
	> \$9K	18%	63%	16%	3%	(N=1382)

- Students attending private high schools gave significantly higher ratings to the quality of instruction in the areas of communications; reasoning and problem solving; and personal development (Table 4.12).
- Students attending private high schools gave significantly lower ratings to the quality of instruction in the areas of science, math and technology, as well as history and social sciences.

**Table 4.12**

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)	
Communications $\chi^2 = 11.204, p=.011$	Public	21%	68%	9%	2%	(N=7278)
	Private	25%	68%	6%	<1%	(N=560)
Reasoning & Problem Solving $\chi^2 = 13.491, p=.004$	Public	16%	65%	16%	3%	(N=7233)
	Private	22%	61%	15%	2%	(N=559)
Science, Math & Technology $\chi^2 = 11.823, p=.008$	Public	16%	64%	17%	3%	(N=7189)
	Private	17%	58%	22%	2%	(N=557)
Personal Development $\chi^2 = 11.193, p=.011$	Public	17%	63%	16%	3%	(N=7224)
	Private	22%	60%	16%	2%	(N=558)
History & Social Sciences $\chi^2 = 10.339, p=.016$	Public	17%	66%	16%	2%	(N=7188)
	Private	14%	63%	20%	3%	(N=558)

### 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 agree that: their school provided them a good education, their school provided a safe environment for learning, their teachers gave them a reasonable amount of work, their teachers had a positive influence on them, classes were taught in ways they could understand, and they were taught how to be good team or group members (Table 4.13). These results are very similar to those from the 2003 survey.
- Seniors from both public and private schools were least likely to agree that school rules were fair and enforced consistently.

- Seniors who planned to continue their education in Fall 2004 and seniors with a self-reported “B” or higher grade point average were more likely to agree with almost all of the following statements about their schools than were seniors who had no immediate educational plans and seniors reporting “C” averages or below.

**Table 4.13**

2004 Seniors’ Rating of High School Experience  
(Percent who “agree” or “strongly agree”)

High School Experience			Fall 2004 Planned Activities				Self-reported GPA			
	All Seniors		Continue Education		Other Activities		“B” or Better		“C” or Below	
	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
School provided a good education	90%	97%	92%	97%	83%	91%	92%	97%	79%	95%
School provided safe environment for learning	88%	96%	90%	96%	80%	100%	89%	96%	80%	97%
Teachers gave reasonable amount of work	86%	84%	87%	85%	84%	76%	87%	84%	80%	90%
Teachers had a positive influence on me	84%	87%	87%	87%	76%	90%	87%	86%	73%	86%
Classes taught in ways I could understand	83%	88%	85%	89%	77%	85%	86%	89%	69%	83%
Taught how to be a good group/team member	84%	87%	86%	87%	76%	90%	86%	87%	75%	85%
Teachers challenged me to do my best work	77%	86%	79%	86%	72%	81%	79%	87%	67%	83%
Coaches had positive influence on me	76%	82%	80%	82%	66%	86%	79%	82%	63%	82%
Guidance counselor had positive influence on me	76%	77%	77%	76%	71%	90%	77%	78%	70%	70%
Classes were usually interesting	76%	72%	78%	72%	68%	72%	78%	74%	62%	59%
School provided guidance to reach goals	74%	83%	76%	82%	67%	90%	76%	82%	63%	88%
Administrators had positive influence on me	66%	70%	68%	69%	60%	71%	67%	69%	61%	68%
Taught how things I learn apply to real life	65%	57%	67%	55%	60%	62%	67%	58%	58%	46%
School rules are fair	56%	52%	59%	52%	48%	57%	58%	52%	45%	58%
School rules are enforced fairly and consistently	45%	49%	45%	47%	41%	57%	46%	48%	42%	49%

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 4.14). Seniors reported spending an average of six to ten hours per week engaged in extracurricular activities during their senior year.

**Table 4.14**

Extracurricular Activities  
(Multiple Responses Possible)

Extracurricular Activity	Percent Participating				
	Public 2002	Public 2003	Public 2004	Private 2003	Private 2004
Athletics	20%	20%	21%	22%	21%
Hobbies	17%	17%	18%	16%	17%
Volunteer work	13%	12%	14%	16%	16%
School clubs, committees	12%	12%	12%	13%	14%
Band, chorus, orchestra	8%	9%	8%	5%	5%
Honor society	8%	7%	7%	9%	8%
Church groups	6%	6%	6%	7%	7%
Theater, drama, dance	6%	6%	6%	5%	5%
Non-school clubs	5%	6%	5%	5%	5%
Student government	4%	4%	4%	4%	3%
ROTC	1%	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 4.15).

- Public school seniors who had educational plans for Fall 2004 reported participating in an average of 3.5 extracurricular activities, compared to 2.0 for seniors who reported no educational plans (4.0 and 2.8 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 three years of data from the survey.

**Table 4.15**

Extracurricular Activities by Self-reported GPA and Education Plans

	Average Number of Extracurricular Activities				
	Public 2002	Public 2003	Public 2004	Private 2003	Private 2004
Education plans for next Fall	3.5	3.5	3.5	3.9	4.0
No immediate education plans	1.9	2.1	2.0	2.9	2.8
“A” GPA	4.8	4.7	4.3	4.8	4.8
“B” GPA	3.0	2.9	2.9	3.6	3.7
“C” GPA	1.6	1.7	1.7	2.7	2.7
“D” or lower GPA	1.5	1.6	1.8	0	0

### Work Experience During High School

The vast majority of New Hampshire high school seniors in the 2004 survey – 85 percent from public and 88 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. As for volunteer work, 51 percent from public schools (75% private) reported that they performed volunteer work during their high school years.

- 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 4.16).
- 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 4.16**

Self-reported GPA by Hours Worked per Week During 2004 Senior Year

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	8%	10%	7%	10%	11%	5%
1 to 10 hrs.	3.4	3.3	23%	38%	25%	38%	15%	32%
11 to 20 hrs.	3.2	3.3	35%	35%	36%	35%	28%	16%
21 to 30 hrs.	3.1	3.3	25%	14%	24%	13%	30%	26%
31 to 40 hrs.	3.0	3.2	7%	2%	6%	2%	11%	11%
> 40 hrs.	2.9	3.1	2%	1%	2%	<1%	5%	11%
			(N=6907)	(N=539)	(N=5412)	(N=518)	(N=1372)	(N=19)

- Most public school seniors surveyed in 2004 who worked (58%) believed that it had no effect on their school performance. Seventeen percent believed it enhanced their school performance, while 21 percent believed work interfered with their school performance. Four percent did not participate in either paid or volunteer work (Table 4.17a).

**Table 4.17a**

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

<b>Impact</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Enhanced school performance	17%	16%	17%
Interfered with school performance	20%	19%	21%
No effect on school performance	57%	59%	58%
Did not work	6%	6%	4%
	(N=2246)	(N=4855)	(N=6805)

**Table 4.17b**

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

<b>Impact</b>	<b>Education Bound</b>			<b>No Immediate Ed. Plans</b>		
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Enhanced school performance	18%	18%	18%	14%	11%	14%
Interfered with school performance	19%	19%	21%	23%	21%	22%
No effect on school performance	58%	59%	59%	55%	58%	57%
Did not work	5%	5%	3%	9%	10%	8%
	(N=1728)	(N=3644)	(N=5343)	(N=518)	(N=1134)	(N=1345)

Access to and Use of Computers

New Hampshire seniors in the survey reported considerable use of computers at home. Almost half (45%) of seniors used their computers at home between one and five hours a week (Table 4.18a). Education-bound seniors reported significantly more hours using a computer at home than did seniors with no immediate education plans.

**Table 4.18a**

Computer Use at Home  
Public School Seniors Only

Hrs. / Week	2002	2003	2004
None	5%	4%	8%
1 to 5 hrs.	40%	39%	45%
6 to 10 hrs.	26%	25%	21%
11 to 15 hrs.	13%	13%	11%
16 to 20 hrs.	6%	7%	6%
> 20 hrs.	9%	12%	10%
	(N=2330)	(N=5066)	(N=7340)

**Table 4.18a**

Computer Use at Home  
Public School Seniors Only

Hrs. / Week	Education Bound			No Immediate Ed. Plans		
	2002	2003	2004	2002	2003	2004
None	3%	2%	7%	10%	9%	14%
1 to 5 hrs.	40%	37%	45%	40%	42%	45%
6 to 10 hrs.	28%	26%	22%	23%	22%	16%
11 to 15 hrs.	13%	15%	11%	13%	10%	9%
16 to 20 hrs.	7%	8%	6%	6%	6%	4%
> 20 hrs.	9%	12%	9%	8%	11%	13%
	(N=1728)	(N=3733)	(N=5655)	(N=566)	(N=1186)	(N=1435)

## 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 (54%) surveyed said they first received information about pursuing a career in the ninth grade or earlier. This is earlier than the respondents from the 2003 survey, half of whom reported having first received such information in the tenth grade or earlier. Over two-thirds (69%) responded that the ninth grade or earlier was indeed the appropriate time to receive career information.
- Seniors with no immediate education plans received career information most often from their guidance counselor (60% public, 87% private), high school teachers (50% public, 48% private), their parents (43% public, 52% private), and from friends and relatives (37% public, 44% private).
- The Internet was seen to be a valuable source of career information by seniors with no immediate education plans. Sixty-three percent of public school seniors (75% private) said the Internet was a “very helpful” or “somewhat helpful” source of information, while 67 percent of public school seniors and 76 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**

Most seniors with no immediate education plans surveyed reported plans to pursue further education at some time in the future, although not immediately after high school (Tables 5.1 a and 5.1b).

- 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 declined significantly since the 2002 Pilot Survey, from 27 percent to 21 percent for the males, and from 34 percent to 25 percent for the females.

**Table 5.1a**

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

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

**Table 5.1b**

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

<b>Future Education Plan</b>	<b>Male</b>			<b>Female</b>		
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Undecided	27%	27%	21%	34%	29%	25%
Attend 4-year college	23%	22%	27%	25%	27%	32%
Attend 2-year college	15%	15%	17%	16%	19%	16%
Training at technical, business, or trade school	10%	11%	12%	12%	12%	14%
Enroll in military training prog.	12%	11%	10%	4%	3%	5%
Don't plan to continue educ.	4%	5%	3%	5%	5%	4%
Obtain on-the-job training	6%	5%	6%	3%	3%	3%
Apprenticeship, internship	3%	4%	4%	2%	2%	2%
	(N=310)	(N=711)	(N=942)	(N=168)	(N=478)	(N=615)

### Occupation 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 19 percent had a part-time job lined up. Almost one-quarter (23%) reported they did not have a job lined up.

- More than half (53%) of these seniors expected to earn less than \$12 per hour (approximately \$24,000 annually); 28 percent expected to earn more than \$12 per hour; and 19 percent were unsure what they would earn.
- Twenty-nine percent of these seniors reported that they learned job skills from paid work experience, while 22 percent reported learning them from a family member.
- The most frequently mentioned occupational fields that these seniors planned to enter in Fall 2004 were: the military (18%); food preparation (8%); sales (7%); construction and mining (6%); and arts, design, entertainment, sports or media (5%). These were also the top five occupational fields for the following Fall mentioned by seniors with no immediate education plans in the 2003 survey.
- The most frequently mentioned occupational fields that these seniors from planned to have in ten years were: arts, design, entertainment, sports or media (14%); the military (9%); and business and financial operations (7%). One-third (33%) 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.

- Seventy-three percent of public school education-bound seniors completed a college preparatory program in high school, compared to 31 percent of seniors with no immediate education plans.
- Two-thirds (67%) of public school education-bound seniors reported 2003 family incomes of \$50,000 or more, compared to 49 percent of seniors with no immediate education plans.

- Sixty-seven percent of education-bound seniors from public high schools reported their mother had at least some postsecondary education, and 65 percent reported their fathers had the same. Forty-three percent of seniors with no immediate education plans reported mothers with at least some postsecondary education and 38 percent fathers with the same.
- Two-thirds (66%) of education-bound public high school seniors lived with both parents, compared to 47 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. Two-thirds (66%) of education-bound public high school seniors said their parents expect them to attend a four-year college, compared with 19 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:

- Was enrolled in a college preparatory program in high school;
- Lived with both parents;
- Reported at least a “B” average;
- 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 outside of New Hampshire than inside New Hampshire;
- Planned to major in business, health professions, education or engineering;
- Planned to attend college full-time;
- Used computers at home.

### Profile of Seniors with No Immediate Education Plans

A typical senior in the survey who planned to pursue activities other than education in Fall 2004:

- Reported a “B” average;
- Worked 30 hours per week or less during their senior year;
- Planned to work full-time after graduation and earn between \$6 and \$12 per hour;
- 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;
- Plan to continue their education at some point in the future.

## **APPENDIX A:**

### **SURVEY METHODOLOGY**

## METHODOLOGY

The 2004 New Hampshire High School Senior Survey is a survey of seniors in 56 New Hampshire public high schools and eight private high schools. A survey of all public high school seniors is planned for the Class of 2005.

The design of this research closely follows the Vermont Senior Survey conducted by the Vermont Student Assistance Corporation (VSAC). VSAC's assistance and advice has been invaluable in conducting this project.

A total of fifty-six public high schools in New Hampshire (three-quarters of all New Hampshire public high schools) participated in the survey, representing approximately two-thirds of all seniors in the Class of 2004. (Eight 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 2004 attending one of the 56 public high schools and eight private high schools (Bishop Guertin HS, Bishop Brady HS, Brentwood School, Jesse Remington School, Laconia Christian School, Sandwich Community School, St. Thomas Aquinas HS, and Trinity HS) participating in the survey and should not be used to generalize to all New Hampshire high school seniors in the Class of 2004.**

Each school that participated in the survey chose a time between April and June 2004 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.

A total of 8,064 seniors completed and returned surveys out of a possible 10,464 eligible seniors at participating schools. The response rate to the survey was 77%.

**The 2004 survey, like earlier surveys, also included questions about vocational education. The results to these questions are not included in this report due to a change in the survey design which makes 2004 results non-comparable to previous results.**

Please contact Mariane Gfroerer at the New Hampshire Department of Education 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.  
Colebrook Academy  
Gorham Middle H.S.  
Groveton H.S.  
Littleton H.S.  
Pittsburg H.S.  
Profile School  
Stratford Public H.S.  
White Mountains Regional H.S.  
Woodsville H.S.

### **Lakes Region**

Alton Central H.S.  
Belmont H.S.  
Bow H.S.  
Concord H.S.  
Franklin H.S.  
Gilford H.S.  
Inter Lakes H.S.  
Merrimack Valley H.S.  
Pittsfield H.S.  
Winnisquam H.S.

### **South West**

Con Val H.S.  
Conant H.S.  
Fall Mountain Regional H.S.  
Hillsboro Deering H.S.  
Hollis Brookline H.S.  
John Stark Regional H.S.  
Kearsarge Regional H.S.  
Keene H.S.  
Milford H.S.  
Monadnock Regional H.S.  
Newport Middle H.S.  
Stevens H.S.  
Sunapee H.S.  
Wilton Lyndeborough H.S.

### **South Central**

Campbell H.S.  
Goffstown H.S.  
Londonderry H.S.  
Manchester Memorial H.S.  
Manchester West H.S.  
Merrimack H.S.  
Nashua H.S.  
Pelham H.S.  
Pembroke Academy  
Pinkerton Academy  
Souhegan H.S.  
Timberlane H.S.

### **South East**

Dover H.S.  
Epping H.S.  
Farmington H.S.  
Newmarket H.S.  
Nute H.S.  
Oyster River H.S.  
Portsmouth H.S.  
Sanborn Regional H.S.  
Somersworth H.S.  
Spaulding H.S.

### **Private Schools**

Bishop Brady H.S.  
Bishop Guertin H.S.  
Brentwood H.S.  
Jesse Remington H.S.  
Laconia Christian H.S.  
Sandwich Community H.S.  
St. Thomas Aquinas H.S.  
Trinity H.S.

## **APPENDIX B:**

## **QUESTIONNAIRE**

# Measuring Aspirations and Participation: New Hampshire Senior Survey

**Dear Senior,**

You are invited to participate in a collaborative research project. Over the last two years over 8,000 New Hampshire seniors have participated by completing the senior survey. Our goal this year is for you and every other graduating senior to complete the senior survey.

Your answers will be held in strictest confidence, and under no circumstances will survey results identify individual students.

Please fill out the Student Identification section below when you are asked to do so. Be as open and honest as possible in your answers. If you do not know the answer to a question, leave it blank. Thank you for your participation in this important project!

New Hampshire Higher Education  
Assistance Foundation  
(NHHEAF) Network

Spring 2004

## Marking Instructions

- Use only a #2 pencil.
- Make solid marks that fill the oval completely.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

Correct  
Mark



## Student Identification *Please complete the information below.*

Name \_\_\_\_\_  
(First Name) (Middle Initial) (Last Name)

Mailing Address \_\_\_\_\_

City/Town \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

Birth Date \_\_\_\_\_ Phone Number \_\_\_\_\_

Social Security Number \_\_\_\_\_ High School \_\_\_\_\_  
(Optional)



PLEASE DO NOT WRITE IN THIS AREA



SERIAL #

3/8" spine part

## Instructions

After reading each question, fill in the oval that best describes your answer.

Section A

TO BE ANSWERED BY ALL STUDENTS

## General Information

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

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

2. Are you a foreign exchange student?

- Yes (1)       No (2)

3. Are you:

- Male (1)       Female (2)

4. Race:

(Please mark *all* that apply.)

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

5. Ethnicity:

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

6. During high school, have you taken courses that were mostly:

- College preparatory (1)  
 Business (2)  
 Vocational and technical, other than business (3)  
 Other (4)

## Your Family

7. What is your best estimate of the total income that people in your household earned in 2003 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)

8. 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)  
 Alternate between mother and father (4)       Some other adults (i.e., guardians, foster parents, etc.) (8)  
 Mother only (5)  
 Father only (6)       On my own or with friends (9)

9. 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"/>

10. What is the current occupational 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

Please fill in the oval indicating the number of years you have studied (for high school credit) each of the subject areas listed below. Please include this year.

	Number of Years
11. 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
12. 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
13. 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
14. 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
15. 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
16. 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
17. 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
18. 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
19. 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
20. 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
21. 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
22. 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

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

	Grade
23. English	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
24. Foreign Languages	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
25. Mathematics (all mathematics classes)	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
26. Sciences	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
27. Social Studies and History	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
28. 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
29. Vocational and Technical Education	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
30. Business Studies	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
31. Computer Studies	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
32. Physical Education/Health	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F

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

- 3.75 or higher
- 3.50 – 3.74 (2)
- 3.25 – 3.49 (3)
- 3.00 – 3.24 (4)
- 2.50 – 2.99 (5)
- 2.00 – 2.49 (6)
- 1.50 – 1.99 (7)
- 1.00 – 1.49 (8)
- Lower than 1.0 (9)

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

(Please mark all that apply.)

- Job shadowing (1)
- Mentorship (2)
- Apprenticeship (3)
- Work study (4)
- Cooperative education (5)
- Internship/Practicum (6)
- I did not participate in work-based or community service learning programs (7)

**35.** 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)

### Extracurricular Experience

**36.** 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 (i.e., school newspaper, yearbook, Math League) (6)
- Non-school clubs (i.e., Scouts) (7)
- ROTC (8)
- Church groups/activities (9)
- Volunteer work (10)
- Hobbies (11)

**37.** 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 hours (4)
- 16–20 hours (5)
- More than 20 hours (6)

**38.** On average, how many hours a week do you use a computer for non-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)

### High School Experience

If an answer does not apply, leave blank.

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
39. My school has provided me with a good education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. 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"/>
41. My school has provided a safe environment for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. My teachers have challenged me to do my best work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. My teachers have given me a reasonable amount of work to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. My teachers had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. My guidance counselor had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. My coaches had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. My principal and other school administrators had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. My classes have usually been interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. My classes have usually been taught in ways I could understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. 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"/>
51. 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"/>
52. School rules are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. School rules have been enforced consistently and fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- 54. Getting more education or training after high school?  Yes (1)  No (2)
- 55. Finding a job?  Yes (1)  No (2)
- 56. Finding a place to live?  Yes (1)  No (2)
- 57. Getting around in your community and using community resources?  Yes (1)  No (2)

PLEASE DO NOT WRITE IN THIS AREA



SERIAL #





## Information about Careers and Postsecondary Education

**106.** 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)

**107.** 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"/>

**108.** 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)

**109.** Please mark all the sources from whom 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)
- Vocational/technical center staff (5)
- New Hampshire Higher Education Assistance Foundation (NHHEAF Network) (6)
- Colleges (via mail, college fairs, etc.) (7)
- My parent(s) (8)
- Local business(es) (9)
- NHHEAF website (10)
- Other websites (11)
- Other computer programs (12)
- Friends or relatives (13)
- Military (14)
- Destination College (15)

**110.** How helpful was the information you accessed from the computer programs or the internet?

- Very helpful (1)
- Somewhat helpful (2)
- Not helpful (3)
- Did not access information on Internet (4)

**111.** 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)

**112.** Please mark all the options below which 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 on-line information (5)

## Your Future Plans

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

- Yes (1)
- No (2)

**114.** 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)

**115.** 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)
- 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)

**116.** Have you applied for admission to a college, university, or business, trade, or vocational school?

- Yes (1)
- No (2)
- Don't know (3)

**117.** 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*.)

- 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 117:

**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 postgraduate program at a prep school
- Attend a vocational, technical, business, or trade school of less than two years

**Go to Section C on Page 9**

**If you did not answer one of the above,**

**Go to Section B in next column**

## 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 2004.**

**IF YOU ANSWER THIS SECTION OF THE SURVEY, DO NOT ANSWER SECTION C.**

## Your Career Plans

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

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

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

**In Fall of 2004:**    **In ten years:**

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

**120.** 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)



**Your Educational Plans**

**144. 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)

**145. 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)
- College for Lifelong Learning (3)
- Daniel Webster College (4)
- Dartmouth College (5)
- Franklin Pierce 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)

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

- |                              |                               |                               |                               |                               |                               |  |
|------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--|
| <input type="radio"/> AL (1) | <input type="radio"/> DC (9)  | <input type="radio"/> KS (17) | <input type="radio"/> MS (25) | <input type="radio"/> NC (33) | <input type="radio"/> SD (41) | <input type="radio"/> WI (49)                                |
| <input type="radio"/> AK (2) | <input type="radio"/> FL (10) | <input type="radio"/> KY (18) | <input type="radio"/> MO (26) | <input type="radio"/> ND (34) | <input type="radio"/> TN (42) | <input type="radio"/> WY (50)                                |
| <input type="radio"/> AZ (3) | <input type="radio"/> GA (11) | <input type="radio"/> LA (19) | <input type="radio"/> MT (27) | <input type="radio"/> OH (35) | <input type="radio"/> TX (43) | <input type="radio"/> U.S. Territory or Foreign Country (51) |
| <input type="radio"/> AR (4) | <input type="radio"/> HI (12) | <input type="radio"/> ME (20) | <input type="radio"/> NE (28) | <input type="radio"/> OK (36) | <input type="radio"/> UT (44) |  |
| <input type="radio"/> CA (5) | <input type="radio"/> ID (13) | <input type="radio"/> MD (21) | <input type="radio"/> NV (29) | <input type="radio"/> OR (37) | <input type="radio"/> VT (45) |  |
| <input type="radio"/> CO (6) | <input type="radio"/> IL (14) | <input type="radio"/> MA (22) | <input type="radio"/> NJ (30) | <input type="radio"/> PA (38) | <input type="radio"/> VA (46) |  |
| <input type="radio"/> CT (7) | <input type="radio"/> IN (15) | <input type="radio"/> MI (23) | <input type="radio"/> NM (31) | <input type="radio"/> RI (39) | <input type="radio"/> WA (47) |  |
| <input type="radio"/> DE (8) | <input type="radio"/> IA (16) | <input type="radio"/> MN (24) | <input type="radio"/> NY (32) | <input type="radio"/> SC (40) | <input type="radio"/> WV (48) |  |

**That school is:**

- |  |                                      |
|--|--------------------------------------|
| <input type="radio"/> Four-year          | <input type="radio"/> Public (state) |
| <input type="radio"/> Two-year           | <input type="radio"/> Private        |
| <input type="radio"/> Less than two-year |                                      |

**146. Do you plan to attend:**

- full-time (1)       part-time (2)

**147. 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)               |   |

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

- |   |                                 |                                      |
|---|---------------------------------|--------------------------------------|
| <input type="radio"/> None, do not plan to work (1) | <input type="radio"/> 6–10 (3)  | <input type="radio"/> 31–40 (6)      |
| <input type="radio"/> 5 or fewer (2)                | <input type="radio"/> 11–20 (4) | <input type="radio"/> 40 or more (7) |
|   | <input type="radio"/> 21–30 (5) |                                      |

**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
<b>149.</b> It offers the best education in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>150.</b> It is affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>151.</b> It is close to home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>152.</b> It is the right size school for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>153.</b> I have already been admitted there or believe I will be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>154.</b> I believe I can get financial aid there	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>155.</b> It is far enough from home so I'll feel more on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>156.</b> It has a good reputation for its social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>157.</b> My parent(s) like it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>158.</b> My counselor or teacher advised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>159.</b> My friends like it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>160.</b> It has a very good academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>161.</b> It offers unique education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>162.</b> Its graduates gain admission to top graduate/professional schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>163.</b> Its graduates get good jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>164.</b> I was attracted by the religious affiliation/orientation of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>165.</b> Its rankings in national magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>166.</b> Its reputation for athletic and/or extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3/8" spine part



**184.** If your future plans include a career in education, please complete the following questions:  
(Please mark all that apply.)

**A. Are there any members of your immediate family that are educators?**

- Grandmother (1)
- Grandfather (2)
- Mother (3)
- Father (4)
- Brother (5)
- Sister (6)
- No members of my immediate family are educators (7)

**B. From whom did you receive information about a career in education?**

- Elementary school counselor/teachers (1)
- Middle school counselor/teachers (2)
- High school counselor/teachers (3)
- Vocational/technical program teachers (4)
- Your parents (5)
- Postsecondary admissions counselors (6)

**C. Have you participated in the following activities?**

- Volunteered as a classroom aide in elementary school (1)
- Volunteered as a classroom aide in middle school (2)
- Volunteered as a classroom aide in high school (3)
- Worked as a camp counselor (4)
- Babysat (5)
- Coached an organized team (6)

*Thank you for completing the survey.*



New Hampshire Higher Education Assistance Foundation (NHHEAF) Network  
4 Barrell Court, P.O. Box 877  
Concord, NH 03302-0877  
1-800-525-2577

The NHHEAF Network is providing funding and coordination of the New Hampshire Senior Survey in collaboration with the New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER). The following organizations are members of NH PAPER:

- New Hampshire Department of Education
- New Hampshire Community Technical College System
- New Hampshire Forum on Higher Education
- New Hampshire Postsecondary Education Commission
- Saint Anselm College
- University of New Hampshire Survey Center
- University System of New Hampshire

PLEASE DO NOT WRITE IN THIS AREA



**SERIAL #**