

# Measuring Aspirations and Participation

2007



New Hampshire High School Senior Survey  
A collaborative project

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## MEASURING ASPIRATIONS AND PARTICIPATION:

### 2007 NEW HAMPSHIRE HIGH SCHOOL SENIOR SURVEY

#### I. INTRODUCTION

This report, **Measuring Aspirations and Participation: the 2007 New Hampshire High School Senior Survey** presents findings from a survey of graduating seniors at 51 public and three private high schools in New Hampshire between April and June, 2007. The survey was designed to assess the future educational aspirations and career plans of seniors and views about their high school experience. (See Appendix A for a more complete description of the design of the survey.)

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

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

The 2007 survey is the sixth time this survey has been conducted. A pilot test of this project was conducted with 2,408 graduating seniors from 21 New Hampshire public high schools in 2002. In 2003, 5,299 students from 48 public schools, and 344 students from 3 private schools participated. In the 2004 survey, there were 56 public schools (7,499 students) and 8 private schools (565 students). The 2005 survey included 63 public schools (7,989 students) and 8 private schools (514 students). In the 2006 survey, there were 59 public schools (7,552 students) and 7 private schools (490 students). In 2007, there were a total of 51 public schools (7,247 students) and 3 private schools (225 students).

II. Postsecondary Education Aspirations

Seniors' Education Aspirations

New Hampshire seniors completing this year's survey have high aspirations for their future education. Most seniors say they plan to attend a four-year college in Fall 2007 (Table 2.1). In all, 82 percent of seniors from public schools and 95 percent of seniors from private schools surveyed plan to continue their education in Fall 2007. Students attending private high schools were significantly more likely to say they planned to go to a four-year college in Fall 2007 (93%) than were students attending public high schools (59%).

**Table 2.1**

Seniors' Education Aspirations

Plans for Upcoming Fall	Public School Students						Private School Students				
	2002	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Attend a 4-year College	58%	54%	59%	58%	57%	59%	91%	91%	89%	92%	93%
Attend a 2-year College	9%	10%	10%	9%	9%	9%	1%	2%	2%	2%	1%
Attend a 2-year College then transfer to another institution	6%	7%	7%	7%	8%	9%	3%	3%	2%	2%	1%
Attend Vocational, Technical, Business, or Trade School	5%	5%	5%	5%	5%	5%	1%	<1%	<1%	1%	1%
Attend prep school	<1%	1%	<1%	<1%	<1%	1%	1%	<1%	1%	<1%	1%
<b>Subtotal of Students Pursuing Education in Fall</b>	<b>78%</b>	<b>77%</b>	<b>81%</b>	<b>79%</b>	<b>81%</b>	<b>82%</b>	<b>97%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>95%</b>
Join the Military	3%	4%	3%	2%	3%	3%	1%	<1%	<1%	<1%	1%
Get a full-time job	10%	10%	8%	9%	8%	7%	1%	1%	1%	1%	2%
Start a business	1%	1%	<1%	1%	1%	<1%	0%	0%	<1%	<1%	1%
Become a full-time homemaker	1%	<1%	<1%	<1%	<1%	<1%	0%	0%	<1%	<1%	1%
Participate in a reg. apprenticeship	<1%	<1%	<1%	<1%	<1%	<1%	0%	0%	0%	0%	1%
Join Americorps, VISTA, or other community service prog.	<1%	<1%	<1%	<1%	<1%	<1%	0%	0%	<1%	<1%	1%
Take time off, then decide	3%	3%	3%	3%	3%	3%	1%	1%	<1%	1%	1%
Undecided	4%	5%	4%	5%	4%	4%	0%	1%	1%	1%	0%
(N=)	(2291)	(4781)	(6891)	(7242)	(6892)	(6667)	(333)	(552)	(501)	(475)	(218)
<b>Applied for Admission to a Postsecondary Institution?</b>											
Yes	76%	73%	76%	78%	78%	80%	97%	95%	94%	97%	97%
No	22%	24%	20%	19%	19%	18%	3%	3%	5%	3%	2%
Not sure	2%	3%	3%	3%	3%	3%	<1%	2%	<1%	<1%	1%
(N=)	(2272)	(4915)	(7048)	(7449)	(7092)	(6857)	(333)	(559)	(511)	(481)	(221)

The seniors surveyed from public schools have high educational aspirations. Seventy percent plan to get a bachelor’s degree or higher -- 32 percent a bachelor’s degree, 26 percent a master’s degree, and 12 percent a doctorate or a professional degree and another nine percent plan to get an associate degree (Table 2.2).

**Table 2.2**

Highest Education Level Seniors Plan to Complete

	Public School Students						Private School Students				
	2002	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
H.S. Diploma	5%	6%	5%	5%	5%	5%	1%	<1%	1%	1%	2%
Technical/Bus/Trade 2-year degree	7%	7%	7%	7%	7%	6%	<1%	<1%	<1%	<1%	0%
Associate degree	8%	9%	8%	8%	9%	9%	2%	2%	3%	1%	1%
Bachelor's degree	29%	31%	32%	32%	33%	32%	25%	29%	24%	28%	29%
Master's degree	26%	22%	23%	22%	23%	26%	40%	36%	35%	39%	35%
Doctorate/Professional degree	13%	12%	13%	12%	13%	12%	23%	20%	26%	22%	26%
Other	1%	2%	2%	2%	1%	2%	0%	<1%	1%	<1%	1%
Undecided	11%	11%	11%	12%	10%	10%	10%	13%	11%	9%	7%
(N=)	(2218)	(4841)	(6898)	(7386)	(6992)	(6761)	(334)	(552)	(507)	(477)	(220)

Planned Postsecondary Education by Gender

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

**Table 2.3**

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

Gender	Any Education						4-Year College					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Male	72%	73%	76%	74%	77%	77%	52%	51%	55%	52%	54%	53%
Female	85%	83%	85%	84%	86%	87%	64%	62%	67%	63%	65%	64%

Planned Postsecondary Education by Per-Pupil Spending

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

**Table 2.4**

2007 Public School Seniors' Education Aspirations by Per-Pupil Spending

<b>Plans for Upcoming Fall</b>	<b>Under \$8,000</b>	<b>\$8,000 – \$9,000</b>	<b>More than \$9,000</b>
Attend a 4-year College	61%	57%	59%
Attend a 2-year College	9%	10%	10%
Attend a 2-year College then transfer to another institution	8%	9%	9%
Attend Voc., Tech., Business, or Trade School	5%	5%	5%
Attend prep school	<1%	1%	1%
<b>Subtotal of Students Pursuing Education in Fall</b>	<b>83%</b>	<b>82%</b>	<b>84%</b>
Join the Military	3%	3%	3%
Get a full-time job	8%	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%	4%	3%
Undecided	4%	4%	4%
(N=)	(1700)	(1981)	(2986)

Student Perceptions of Parents' Plans for Education

Parents have increasingly high educational aspirations for their children. Eighty-five percent of public high school seniors and 97 percent of private high school seniors reported their parents want them to attend some form of postsecondary institution (Table 2.5). This has increased significantly from 2005 to 2006, and continues to increase in 2007. The 2007 results also illustrate the strength between parents' plans for their children (as reported by students) and the plans that seniors have for themselves.

- 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 four-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

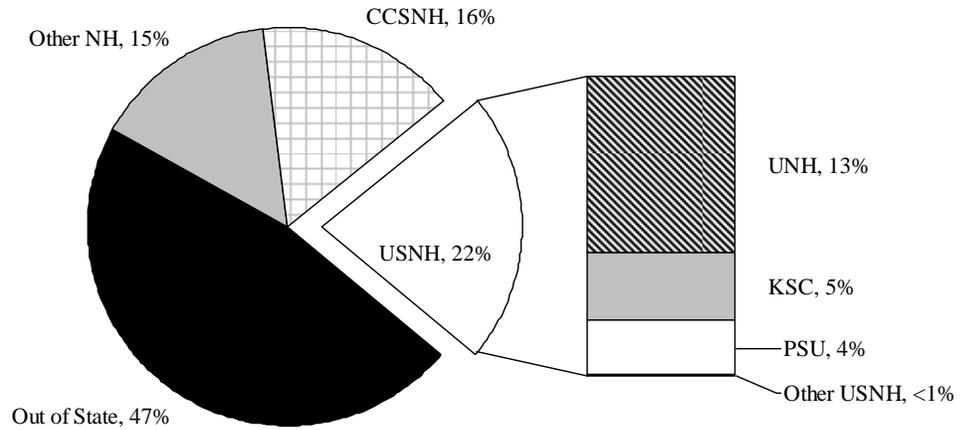
	Public Schools						Private Schools				
	2002	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Attend a 4-year College	56%	54%	57%	55%	62%	65%	85%	81%	80%	90%	93%
Attend a 2-year College	7%	8%	7%	7%	7%	8%	1%	2%	1%	<1%	1%
Attend a 2-year College then transfer to another institution	5%	5%	6%	5%	7%	7%	1%	2%	2%	2%	1%
Attend prep school	1%	1%	<1%	<1%	1%	1%	1%	1%	1%	1%	1%
Attend Vocational, Technical, Business, or Trade School	3%	3%	3%	3%	5%	4%	<1%	0%	<1%	1%	1%
<b>SUBTOTAL</b>	<b>72%</b>	<b>71%</b>	<b>73%</b>	<b>71%</b>	<b>82%</b>	<b>85%</b>	<b>88%</b>	<b>86%</b>	<b>85%</b>	<b>94%</b>	<b>97%</b>
Participate in a registered apprenticeship	<1%	<1%	<1%	<1%	<1%	<1%	0%	0%	<1%	0%	0%
Join the Military	3%	3%	2%	2%	2%	2%	0%	0%	1%	<1%	1%
Join Americorps, VISTA, other community service prog.	<1%	0%	*	*	*	*	0%	*	*	*	*
<b>SUBTOTAL</b>	<b>3%</b>	<b>3%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>
Start a business	0%	0%	*	*	*	*	0%	*	*	*	*
Get a full-time job	3%	3%	3%	3%	3%	3%	1%	<1%	<1%	1%	1%
Become a full-time homemaker	1%	<1%	<1%	<1%	<1%	<1%	0%	<1%	<1%	0%	1%
To do what I want to do	21%	21%	19%	22%	13%	10%	11%	12%	13%	6%	3%
Have no strong feelings	2%	2%	2%	2%	1%	1%	<1%	<1%	<1%	<1%	0%
<b>SUBTOTAL</b>	<b>27%</b>	<b>26%</b>	<b>23%</b>	<b>27%</b>	<b>18%</b>	<b>14%</b>	<b>12%</b>	<b>12%</b>	<b>14%</b>	<b>7%</b>	<b>5%</b>

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

Institutions Seniors Plan to Attend

Forty-seven percent (47%) of public school seniors plan to attend an institution outside of New Hampshire. There is a significant increase in the percentage of private school seniors who say they will attend an institution outside of New Hampshire, from 72 percent in 2006 to 85 percent in 2007 (Table 2.6). In contrast to previous years, the most frequently named institution by education-bound public school seniors was a Community College System of New Hampshire (CCSNH) campus (16%), followed by UNH (named by 13 percent of education-bound seniors), Keene State College (5%) and Plymouth State University (4%) (Table 2.6). Among private high school seniors planning on continuing their education immediately upon graduation, UNH is named by 8 percent (down from 16 percent in 2006), followed by Keene State College (2%), and Plymouth State University (1%).

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



**Table 2.6**

**Top Schools - All Education-Bound Seniors**

Institution	Public School Students						Private School Students				
	2002	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
UNH	15%	14%	13%	15%	15%	13%	10%	12%	14%	16%	8%
CCSNH System	10%	9%	7%	13%	14%	16%	1%	1%	2%	2%	0%
Plymouth State	3%	6%	5%	6%	5%	4%	5%	4%	2%	2%	1%
Keene State	6%	5%	5%	4%	5%	5%	4%	1%	2%	1%	2%
Other NH	12%	14%	20%	14%	13%	15%	6%	12%	8%	7%	4%
Out-of-state	53%	52%	50%	48%	48%	47%	74%	70%	72%	72%	85%
(N=)	(1728)	(3489)	(5671)	(5985)	(5701)	(5590)	(300)	(525)	(475)	(463)	(204)

**Most Important Reasons Seniors Chose the Institution They Plan to Attend**

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

**Table 2.7**

Most Important Reasons for Choosing Institution

Reason	Public School Students						Private School Students				
	2002	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Offers best educ. in my field of study	39%	36%	35%	35%	37%	39%	33%	34%	35%	36%	44%
It is affordable	14%	14%	15%	15%	18%	18%	10%	10%	11%	8%	11%
Good academic reputation	11%	8%	10%	8%	8%	8%	20%	16%	15%	16%	9%
Graduates get good jobs	5%	5%	5%	7%	6%	5%	8%	8%	7%	9%	11%
School is the right size for me	5%	5%	6%	5%	5%	4%	8%	6%	4%	5%	2%
Far enough from home	3%	5%	4%	4%	3%	3%	2%	3%	3%	5%	3%
Reputation for social activities	1%	5%	4%	2%	1%	1%	2%	3%	2%	1%	2%
School is close to home	4%	4%	4%	5%	4%	4%	3%	2%	3%	1%	1%
I have already been admitted	4%	3%	4%	2%	3%	4%	3%	4%	2%	3%	2%
School offers unique educ. programs	4%	3%	3%	3%	3%	3%	5%	3%	5%	4%	2%
Friends like it	1%	3%	2%	1%	1%	1%	1%	2%	1%	1%	1%
Can get financial aid	2%	2%	2%	3%	3%	3%	2%	2%	2%	3%	2%
Athletics & extracurricular activities	2%	2%	2%	3%	3%	3%	3%	3%	4%	5%	5%
Graduates get admitted to top grad schools	2%	2%	2%	1%	2%	1%	2%	3%	2%	2%	2%
My parents like it	1%	1%	1%	3%	1%	1%	1%	1%	2%	0%	0%
School counselor advised me to go there	1%	1%	1%	1%	2%	1%	0%	1%	1%	1%	1%
Religious affiliation	1%	1%	1%	1%	0%	1%	0%	1%	2%	0%	2%
Other reasons	1%	1%	<1%	<1%	0%	<1%	0%	0%	<1%	0%	0%
(N=)	(1673)	(3521)	(5088)	(5787)	(5345)	(5272)	(317)	(510)	(468)	(451)	(207)

Among education-bound seniors in the survey, 74 percent of seniors from public schools (67% from private) said they plan to attend their first choice school. The most important reasons for not

attending their first choice were that they were not accepted (43% public, 58% private), and that it was too expensive (28% public, 26% 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, a CCSNH 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 another school had a better academic reputation (15%), the senior wanted to attend a school out of state (14%), or that their major was not offered (14%).
- The most frequently chosen reasons for not attending a CCSNH institution were another school had a better academic reputation (27%), the senior’s major was not offered (12%), or the senior wanted to attend a school out of state (11%).
- The most frequently chosen reasons for not attending another NH institution were that the senior wanted to attend a school out of state (18%), another school had a better academic reputation (15%), and the senior’s major was not offered (10%).
- Overall, there have been few differences in why students are not going to USNH or other New Hampshire institutions since 2002. With reference to CCSNH institutions however, there is a significant increase in the percentage of students who state that another school had a better academic reputation (27%).

**Table 2.8a**

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

<b>Reason</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Wanted to go out of state	14%	14%	17%	15%	16%	14%
Other school has better academic reputation	18%	15%	15%	14%	16%	15%
Major was not offered	13%	12%	13%	12%	12%	14%
Not the right location for me	11%	9%	9%	8%	8%	9%
Not accepted	6%	8%	7%	7%	8%	9%
Too expensive	3%	7%	7%	7%	7%	6%
Not the right size for me	7%	6%	6%	6%	6%	4%
Got more financial aid at another school	2%	5%	5%	5%	4%	2%
Other	27%	23%	21%	26%	23%	28%
(N=)	(1060)	(2425)	(3412)	(3840)	(2450)	(3906)

**Table 2.8b**

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

Reason	2002	2003	2004	2005	2006	2007
Wanted to go out of state	12%	12%	17%	14%	15%	11%
Other school has better academic reputation	19%	15%	18%	17%	18%	27%
Major was not offered	13%	12%	13%	12%	11%	12%
Not the right location for me	10%	10%	9%	7%	9%	8%
Not accepted	6%	6%	5%	6%	7%	4%
Too expensive	2%	8%	6%	7%	6%	2%
Not the right size for me	6%	7%	5%	6%	6%	3%
Got more financial aid at another school	3%	5%	4%	3%	5%	2%
Other	29%	26%	24%	29%	24%	34%
(N=)	(1056)	(2197)	(3373)	(3750)	(2483)	(4061)

**Table 2.8c**

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

Reason	2002	2003	2004	2005	2006	2007
Wanted to go out of state	13%	13%	18%	15%	16%	18%
Other school has better academic reputation	16%	12%	15%	13%	14%	15%
Major was not offered	12%	11%	11%	11%	9%	10%
Not the right location for me	12%	11%	10%	8%	9%	9%
Not accepted	7%	7%	7%	7%	7%	6%
Too expensive	3%	9%	7%	8%	8%	3%
Not the right size for me	6%	6%	4%	6%	6%	2%
Got more financial aid at another school	2%	5%	4%	3%	5%	2%
Other	30%	28%	25%	29%	26%	34%
(N=)	(1043)	(2223)	(3390)	(3776)	(2498)	(3655)

Top Four-Year Programs of Study

Among public school seniors planning to attend a four-year institution, the most popular major was business (16%), followed by the health professions (12%), education (8%) and engineering (7%).

These were in the same rank order as they were in 2003, 2004, 2005, and 2006 (Table 2.9a).

- Male seniors from public schools were most likely to prefer business, engineering, and computers and information technology as their likely major. (Table 2.9b).
- By contrast, female seniors from public schools were most likely to prefer health professions, business, education, and biology and life sciences.

**Table 2.9a**

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

Major / Program	All Education-Bound					
	2002	2003	2004	2005	2006	2007
Business	14%	15%	16%	17%	16%	16%
Health Professions	8%	11%	10%	10%	11%	12%
Education	10%	9%	8%	8%	8%	8%
Engineering	5%	7%	7%	7%	7%	7%
Biology/Life Sciences	7%	6%	7%	6%	6%	6%
Visual / Performing Arts	7%	5%	5%	5%	5%	5%
Computers/Info. Tech.	4%	5%	3%	2%	3%	4%
Communications	4%	5%	5%	4%	4%	4%
Psychology	4%	5%	5%	5%	4%	4%
Social Sciences/History	4%	3%	3%	3%	2%	2%
(N=)	(1280)	(2393)	(3713)	(3806)	(3096)	(4659)

**Table 2.9b**

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

Major/ Program	Male						Female					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Business	19%	17%	20%	22%	19%	21%	11%	14%	14%	14%	13%	13%
Health Professions	4%	4%	3%	5%	4%	3%	10%	19%	17%	15%	16%	16%
Education	4%	3%	3%	3%	3%	4%	14%	13%	12%	11%	11%	12%
Engineering	10%	12%	12%	14%	16%	16%	2%	1%	2%	2%	2%	2%
Biology/Life Sciences	4%	3%	4%	5%	6%	5%	9%	5%	7%	8%	8%	8%
Visual / Performing Arts	7%	4%	4%	4%	5%	5%	7%	5%	5%	6%	6%	7%
Computers/Info. Tech.	8%	11%	7%	4%	6%	6%	1%	1%	<1%	<1%	1%	1%
Communications	3%	3%	4%	4%	4%	4%	6%	4%	4%	5%	5%	4%
Psychology	1%	2%	1%	2%	2%	2%	6%	6%	6%	7%	6%	6%
Social Sciences/History	5%	2%	2%	3%	3%	3%	4%	2%	2%	2%	2%	2%
(N=)	(532)	(969)	(1554)	(1629)	(1284)	(1491)	(731)	(1406)	(2144)	(2144)	(1795)	(2109)

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

**Table 2.10**

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

Major/ Program	In NH						Out of State					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Business	17%	17%	18%	19%	18%	20%	12%	12%	15%	15%	13%	13%
Education	14%	14%	12%	11%	11%	12%	7%	6%	5%	5%	5%	6%
Health Professions	7%	10%	10%	9%	11%	10%	8%	12%	10%	11%	12%	12%
Engineering	5%	4%	5%	6%	5%	7%	6%	8%	9%	8%	9%	9%
Computers/Info. Tech.	5%	6%	2%	2%	4%	3%	3%	5%	3%	3%	3%	3%
Psychology	3%	4%	5%	5%	4%	5%	4%	4%	4%	4%	4%	4%
Biology/Life Sciences	4%	3%	6%	5%	4%	6%	9%	6%	8%	7%	7%	8%
Visual / Performing Arts	4%	4%	4%	4%	3%	4%	8%	6%	6%	6%	6%	7%
Communications	3%	3%	4%	4%	2%	3%	5%	5%	6%	5%	5%	5%
Social Sciences/History	3%	2%	2%	2%	2%	2%	5%	3%	3%	3%	2%	3%
(N=)	(537)	(1017)	(1567)	(1684)	(1501)	(1565)	(743)	(1317)	(2058)	(2042)	(1552)	(2000)

**Top Two-Year Programs of Study**

As in prior years, the most popular programs for public school seniors planning to attend a two-year institution were health professions (15%), business (14%), and education (8%) (Table 2.11a).

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

**Table 2.11a**

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

Major/Program	All Education Bound					
	2002	2003	2004	2005	2006	2007
Business	18%	16%	18%	16%	15%	14%
Health Professions	11%	18%	14%	12%	14%	15%
Education	11%	9%	8%	9%	11%	8%
Computers/Info. Tech.	6%	7%	6%	6%	5%	7%
Mechanics, Repairs	5%	4%	6%	6%	6%	5%
Protective Services	9%	3%	3%	2%	1%	2%
Visual / Performing Arts	6%	3%	3%	3%	3%	3%
Engineering	3%	3%	4%	4%	3%	3%
Agriculture/Natural Resources	4%	2%	2%	3%	2%	2%
Consumer Sciences	6%	1%	<1%	<1%	<1%	1%
(N=)	(343)	(688)	(970)	(968)	(620)	(1051)

**Table 2.11b**

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

Major/Program	Male						Female					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Health Professions	3%	4%	3%	3%	3%	4%	17%	19%	17%	22%	23%	26%
Business	19%	17%	20%	14%	17%	16%	17%	14%	14%	17%	14%	13%
Education	3%	3%	3%	3%	3%	2%	18%	13%	12%	15%	18%	14%
Computers/Info. Tech.	12%	11%	7%	10%	9%	11%	0%	1%	<1%	2%	2%	3%
Mechanics, Repairs	10%	5%	5%	12%	12%	10%	0%	<1%	<1%	<1%	<1%	1%
Protective Services	12%	2%	2%	3%	2%	4%	7%	<1%	<1%	1%	1%	<1%
Visual / Performing Arts	7%	4%	4%	3%	3%	3%	3%	5%	5%	3%	3%	3%
Engineering	6%	12%	12%	8%	7%	6%	0%	1%	2%	<1%	<1%	<1%
Agriculture/Natural Resources	4%	2%	2%	4%	2%	2%	4%	1%	1%	3%	3%	3%
Consumer Sciences	2%	1%	<1%	<1%	<1%	1%	9%	<1%	<1%	1%	<1%	1%
(N=)	(158)	(299)	(506)	(481)	(276)	(519)	(179)	(386)	(454)	(479)	(339)	(528)

**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	2005	2006	2007	2002	2003	2004	2005	2006	2007
Business	16%	18%	18%	16%	16%	14%	20%	13%	15%	12%	15%	13%
Education	8%	12%	10%	10%	11%	8%	9%	6%	5%	7%	9%	9%
Health Professions	12%	10%	12%	13%	16%	15%	11%	12%	10%	9%	8%	14%
Computers/Info. Technology	8%	6%	4%	6%	6%	8%	3%	5%	3%	6%	4%	5%
Visual / Performing Arts	3%	4%	3%	2%	2%	2%	15%	6%	6%	7%	6%	7%
Engineering	3%	4%	5%	4%	4%	4%	1%	8%	8%	3%	2%	3%
Mechanics, Repairs	7%	2%	3%	6%	5%	4%	10%	2%	2%	6%	8%	9%
Consumer Sciences	6%	1%	<1%	<1%	<1%	1%	5%	<1%	<1%	1%	1%	<1%
Protective Services	9%	1%	1%	2%	1%	3%	4%	1%	<1%	1%	1%	1%
Agriculture/Natural Resources	1%	1%	<1%	2%	2%	2%	1%	2%	2%	6%	4%	1%
(N=)	(226)	(483)	(674)	(701)	(455)	(750)	(117)	(166)	(252)	(232)	(144)	(253)

- There are few differences in the preferred programs of study between public school students who plan to attend a two-year institution in New Hampshire and those who plan to attend an out-of-state institution (Table 2.12).
- Three-quarters (74%) of public school seniors surveyed who were planning to attend a two-year college planned to stay in New Hampshire , 10 percent planned to attend another New England college, and another 16% planned to attend an institution outside of New England.

**Student Intentions to Live in NH**

The New Hampshire High School Senior Survey asked seniors whether they intend to live in New Hampshire after they have completed their education. In line with 2003, 2004, 2005 and 2006 results, approximately half of students attending public schools, but less than one-third of students attending private schools, said they intend to live in New Hampshire after completing their education (Table 2.13).

**Table 2.13**

Percent of 2007 Seniors who Plan to Live in NH After Education

Live in NH after grad?	All Students		Education Bound	
	Public	Private	Public	Private
Yes	52%	29%	50%	27%
No	48%	71%	50%	73%
(N=)	(6786)	(218)	(5315)	(202)

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

Education-bound seniors in the 2007 survey said they made early decisions to pursue a postsecondary education, with the majority saying they made the decision in the sixth grade or earlier or had always known they would attend college (62% public, 84% private; Table 2.14). Twenty-seven percent (27%) of college-bound seniors from public schools (29%) and 11 percent from private schools said they waited until high school to make the decision to continue their education.

**Table 2.14**

Grade Education-Bound Seniors Decided to Continue Their Education

Grade	Public School Students						Private School Students				
	2002	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Always known	20%	18%	21%	19%	26%	25%	28%	31%	30%	38%	40%
Sixth or earlier	40%	38%	38%	36%	36%	37%	51%	46%	47%	47%	44%
Seventh	3%	4%	3%	3%	4%	3%	4%	2%	2%	2%	2%
Eighth	7%	6%	6%	7%	6%	7%	6%	5%	5%	4%	3%
Ninth	10%	11%	10%	11%	8%	9%	5%	6%	8%	4%	4%
Tenth	6%	7%	7%	7%	6%	5%	3%	3%	2%	2%	1%
Eleventh	8%	8%	7%	9%	8%	6%	2%	5%	3%	3%	2%
Twelfth	7%	8%	8%	8%	7%	7%	1%	1%	3%	1%	4%
(N=)	(1837)	(3666)	(5907)	(6227)	(5816)	(5722)	(322)	(546)	(493)	(467)	(212)

- Most education-bound seniors reported first receiving information about postsecondary education in the ninth and tenth grades (46% public, 45% private). Most seniors believe the best time to receive this information is between the eighth and tenth grades (67%).

- Education-bound seniors were most likely to receive postsecondary education information from their high school guidance counselor (83% public, 92% private), colleges (60% public, 67% private), parents (64% public, 72% private), and teachers (70% public, 68% private).
- Eighty-four percent of education-bound seniors from public schools and 85 percent from private schools said the information they received from their high school was “very helpful” or “somewhat helpful.”

### Grade in Which Seniors Decided Not to Continue Their Education

Surveyed seniors who are not planning to continue their education in Fall 2007 made this decision late in their high school years, typically in the eleventh and twelfth grades (Table 2.15). This finding is consistent across all five years the survey has been administered.

**Table 2.15**

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

Grade	2002	2003	2004	2005	2006*	2007*
Sixth or earlier	7%	9%	10%	11%	9%	8%
Seventh	5%	4%	4%	4%	3%	3%
Eighth	7%	8%	7%	8%	6%	6%
Ninth	8%	10%	11%	11%	9%	11%
Tenth	12%	12%	10%	11%	11%	13%
Eleventh	20%	19%	21%	19%	21%	20%
Twelfth	41%	38%	37%	37%	43%	41%
(N=)	(534)	(1217)	(1651)	(1939)	(1088)	(978)

\*Students who indicated in question 34 that they are education-bound but still answered Section B are excluded from this analysis

- Forty-three percent of seniors with no immediate education plans said they plan to pursue further education in the future.

### 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 wanted or needed to support themselves; they were unsure of their plans and goals; or they could not afford to continue their education (Table 2.16a).

- 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 six years of the senior survey (Table 2.16b).

**Table 2.16a**

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

	2002	2003	2004	2005	2006**	2007**
Needed a break from school	26%	21%	22%	22%	22%	22%
I am joining the military	12%	14%	17%	9%	13%	15%
I want/need to support myself	12%	13%	11%	15%	13%	14%
Can't afford to continue educ.	11%	12%	11%	12%	14%	11%
I am unsure of my plans/goals	10%	12%	13%	11%	14%	14%
Don't need educ. to get job I want	5%	7%	7%	8%	6%	6%
I can continue educ. in the future	5%	6%	5%	6%	3%	4%
My grades are too low	4%	6%	7%	5%	4%	6%
Plan to get married, start a family	4%	3%	3%	4%	4%	3%
I want to travel	4%	4%	4%	5%	5%	4%
Participated in an apprenticeship	2%	1%	1%	3%	3%	1%
Other*	6%	*	*	*	*	*
(N=)	(481)	(982)	(1160)	(1736)	(1058)	(977)

\* "Other" not listed as an option after the 2002 survey. \*\* Students who indicated in question 34 that they are education-bound but still answered Section B are excluded from this analysis

**Table 2.16b**

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

Reason	Male						Female					
	2002	2003	2004	2005	2006**	2007**	2002	2003	2004	2005	2006**	2007**
Needed a break from school	25%	20%	21%	23%	22%	20%	28%	23%	22%	21%	21%	26%
I am joining the military	17%	19%	20%	12%	17%	21%	3%	6%	9%	5%	6%	5%
I want/need to support myself	12%	13%	11%	14%	13%	13%	13%	13%	13%	16%	13%	17%
Can't afford to continue educ.	8%	8%	6%	8%	10%	9%	18%	15%	15%	18%	20%	14%
I am unsure of my plans/goals	7%	10%	10%	11%	12%	12%	14%	13%	15%	12%	18%	16%
Don't need educ. to get job I want	6%	10%	11%	10%	7%	8%	3%	6%	6%	4%	2%	3%
I can continue educ. in the future	5%	5%	5%	5%	3%	4%	5%	7%	5%	6%	3%	4%
My grades are too low	5%	7%	7%	6%	4%	6%	2%	4%	5%	4%	5%	6%
Plan to get married, start a family	3%	2%	2%	2%	3%	2%	6%	6%	5%	6%	6%	5%
I want to travel	4%	4%	4%	5%	5%	3%	3%	4%	4%	6%	5%	5%
Participated in an apprenticeship	2%	3%	2%	4%	4%	2%	0%	2%	2%	2%	1%	1%
Other*	6%	*	*	*	*	*	5%	*	*	*	*	*
(N=)	(300)	(693)	(878)	(1031)	(628)	(580)	(175)	(444)	(546)	(668)	(419)	(394)

\* "Other" not listed as an option after the 2002 survey. \*\* Students who indicated in question 34 that they are education-bound but still answered Section B are excluded from this analysis

### III. FAMILY DATA

#### Seniors' Living Arrangements

Sixty-one percent of seniors from public schools reported living with both parents (Table 3.1a). Almost two-thirds of seniors surveyed who planned to continue their education reported living with both parents (65%), while slightly less than half of the seniors who did not plan to continue their education (47%) reported living with both parents (Table 3.1b).

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

	2002	2003	2004	2005	2006	2007
Both Parents	63%	62%	62%	61%	61%	61%
Mother	23%	14%	13%	14%	14%	13%
Mother & Stepfather	*	10%	10%	11%	10%	10%
Father	6%	4%	4%	4%	4%	4%
Father & Stepmother	*	3%	3%	3%	3%	3%
Alternate b/w Parents	3%	2%	3%	3%	3%	4%
Grandparent/Other Rel.	1%	1%	2%	1%	1%	2%
Foster Parents	<1%	*	*	*	*	*
Legal Guardian	1%	1%	1%	1%	1%	1%
On Own	1%	2%	2% ***	2% ***	2% ***	2% ***
With Friends	1%	<1%	***	***	***	***
Other	1%	<1%	**	**	**	**
(N=)	(2335)	(5465)	(7398)	(7718)	(7850)	(7180)

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

	Education Bound						No Immediate Ed. Plans					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Both Parents	66%	66%	66%	65%	65%	65%	53%	48%	47%	47%	45%	47%
Mother	22%	13%	13%	14%	14%	13%	26%	15%	15%	15%	16%	15%
Mother & Stepfather	*	9%	9%	10%	9%	9%	*	15%	12%	15%	15%	14%
Father	6%	3%	4%	3%	4%	3%	8%	6%	6%	6%	6%	5%
Father & Stepmother	*	3%	2%	2%	2%	3%	*	4%	5%	5%	4%	4%
Alternate b/w Parents	3%	2%	3%	3%	3%	4%	3%	3%	4%	3%	4%	5%
Grandparent/Other Rel.	1%	1%	1%	1%	1%	1%	2%	3%	3%	3%	2%	3%
Foster Parents	<1%	*	*	*	*	*	2%	*	*	*	*	*
Legal Guardian	1%	1%	1%	1%	1%	1%	1%	2%	3%	2%	2%	1%
On Own	1%	1%	1% ***	1% ***	2% ***	1% ***	3%	6%	5% ***	5% ***	5% ***	6% ***
With Friends	<1%	<1%	***	***	***	***	2%	<1%	***	***	***	***
Other	1%	<1%	**	**	**	**	2%	<1%	**	**	**	**
(N=)	(1763)	(4065)	(5661)	(5654)	(5515)	(5439)	(572)	(1193)	(1448)	(1492)	(1322)	(1189)

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

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

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

**Reported Parental Employment**

- Most mothers of private and public high school seniors were reported to be working either full time or part time (Table 3.2).
- Mothers of public high school seniors were significantly more likely to be working full time (70%) than were mothers of private school students (61%).

**Table 3.2**

**Parental Employment**

<b><i>Mothers</i></b>	<b>Public School Students</b>				<b>Private School Students</b>			
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Employed full-time	68%	68%	69%	70%	62%	55%	59%	61%
Employed part-time	15%	14%	14%	13%	20%	19%	21%	18%
Full-time homemaker	7%	7%	7%	6%	13%	18%	13%	13%
Unemployed	5%	4%	4%	5%	2%	4%	3%	3%
Retired	<1%	<1%	1%	<1%	1%	1%	1%	1%
Not working b/c disability	3%	3%	3%	3%	<1%	<1%	1%	0%
Deceased	<1%	1%	1%	1%	<1%	<1%	<1%	<1%
Other	2%	2%	2%	2%	2%	2%	2%	3%
(N=)	(7235)	(7616)	(7233)	(7070)	(556)	(496)	(486)	(223)
<b><i>Fathers</i></b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Employed full-time	85%	86%	86%	86%	90%	87%	91%	91%
Employed part-time	3%	3%	2%	2%	2%	1%	2%	2%
Full-time homemaker	<1%	<1%	<1%	<1%	<1%	<1%	<1%	0%
Unemployed	3%	3%	3%	2%	3%	2%	2%	2%
Retired	2%	2%	2%	2%	2%	3%	2%	2%
Not working b/c disability	3%	3%	3%	3%	<1%	2%	1%	1%
Deceased	2%	2%	2%	2%	2%	3%	1%	1%
Other	2%	2%	3%	3%	1%	1%	2%	1%
(N=)	(7092)	(7422)	(7055)	(6895)	(560)	(495)	(481)	(222)

There were no significant differences between public school seniors who plan to attend a two- or four-year college in Fall 2007 and those public school seniors with no immediate education plans as to whether their mother was employed full time. For both, slightly over two-thirds of their mothers were working full time (Table 3.3).

Education-bound seniors were slightly more likely to have a father working full-time than were those who did not plan to continue their education in Fall 2007 (87% compared to 84%).

**Table 3.3**

Parental Employment  
2007 Public School Seniors Only

<i><b>Mothers</b></i>	<b>Education Bound</b>	<b>No Immediate Ed. Plans</b>
Employed full time	70%	68%
Employed part time	14%	11%
Full-time homemaker	6%	6%
Unemployed	5%	7%
Retired	<1%	<1%
Not working b/c disability	2%	4%
Deceased	1%	2%
Other	2%	3%
(N=)	(5385)	(1162)
<i><b>Fathers</b></i>	<b>Education Bound</b>	<b>No Immediate Ed. Plans</b>
Employed full time	87%	84%
Employed part time	2%	3%
Full-time homemaker	<1%	<1%
Unemployed	2%	2%
Retired	2%	1%
Not working b/c disability	2%	4%
Deceased	2%	2%
Other	2%	4%
(N=)	(5265)	(1126)

Reported Parental Education

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

**Table 3.4a**

Parental Education as Reported by Seniors  
Public School Seniors Only

<b><i>Mothers</i></b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Some high school or less	8%	8%	7%	7%	7%	6%
High school diploma	34%	35%	31%	31%	30%	30%
Some college/Associate's deg.	27%	28%	28%	29%	30%	31%
Bachelor's degree	19%	19%	20%	21%	21%	21%
Advanced degree	11%	11%	13%	12%	12%	12%
(N=)	(2270)	(4912)	(7064)	(7462)	(7156)	(6983)
<b><i>Fathers</i></b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Some high school or less	9%	12%	10%	9%	10%	9%
High school diploma	32%	34%	31%	32%	30%	31%
Some college/Associate's deg.	21%	23%	23%	24%	25%	25%
Bachelor's degree	22%	18%	20%	21%	21%	21%
Advanced degree	16%	13%	17%	15%	14%	14%
(N=)	(2194)	(4788)	(6895)	(7271)	(6935)	(6814)

**Table 3.4b**

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

<b><i>Mothers</i></b>	<b>Education Bound</b>						<b>No Immediate Ed. Plans</b>					
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Some high school or less	6%	6%	6%	5%	5%	5%	17%	16%	14%	13%	16%	13%
High school diploma	32%	32%	28%	28%	28%	26%	41%	47%	43%	42%	39%	43%
Some college/Assoc. deg.	27%	30%	29%	30%	30%	31%	26%	22%	26%	27%	27%	30%
Bachelor's degree	22%	21%	23%	24%	24%	24%	9%	10%	10%	11%	12%	10%
Advanced degree	13%	12%	15%	14%	13%	14%	7%	6%	7%	7%	7%	5%
(N=)	(1736)	(3647)	(5489)	(5531)	(5405)	(5343)	(534)	(1109)	(1315)	(1398)	(1264)	(1127)
<b><i>Fathers</i></b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Some high school or less	6%	9%	7%	7%	8%	7%	18%	21%	21%	18%	20%	19%
High school diploma	30%	31%	28%	29%	28%	29%	39%	45%	43%	40%	40%	40%
Some college/Assoc. deg.	22%	25%	24%	24%	25%	25%	20%	18%	20%	23%	23%	25%
Bachelor's degree	24%	21%	23%	24%	24%	24%	14%	10%	9%	11%	10%	10%
Advanced degree	18%	15%	18%	16%	15%	16%	8%	7%	9%	8%	7%	6%
(N=)	(1685)	(3558)	(5398)	(5416)	(5281)	(5223)	(509)	(1077)	(1253)	(1345)	(1190)	(1095)

## IV. HIGH SCHOOL DATA

### Number of Years of Courses

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

- Public high school seniors were most likely to have taken courses in English and in math for four years each (Table 4.2). In addition, the percentage of students taking math for four years decreased slightly from 70% in 2006 to 67% in 2007.
- A majority of the public and private high school seniors reported having taken at least three years of social studies and history.
- As in 2006, 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. However, there was a drop in the percentage of students who took four years of vocational-technical and business courses, from 20% in 2006 to 16% in 2007.
- Seniors who said they planned to continue their education in Fall 2007 reported taking significantly more years of courses in English, math, foreign languages, sciences, social studies and history, and the arts than seniors with no immediate education plans (Tables 4.3 and 4.4).

**Table 4.2**

Number of Years of Course by Subject—2004-2007  
Public School Seniors Only

Subject	State Req.	None				One-Half				One				Two				Three				Four			
		2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
English	4 yrs	0%	<1%	<1%	<1%	0%	<1%	*	*	0%	<1%	<1%	<1%	<1%	<1%	1%	<1%	2%	2%	2%	2%	97%	97%	97%	98%
Math	2 yrs	0%	<1%	<1%	<1%	0%	<1%	*	*	1%	1%	1%	1%	10%	10%	7%	8%	24%	24%	22%	24%	65%	64%	70%	67%
Science	2 yrs	0%	<1%	<1%	<1%	0%	<1%	*	*	1%	1%	1%	1%	13%	14%	12%	12%	33%	33%	32%	33%	53%	51%	54%	54%
SS./Hist.	2 yrs	0%	<1%	<1%	<1%	0%	<1%	*	*	2%	2%	1%	1%	14%	13%	10%	11%	44%	47%	45%	45%	40%	38%	44%	43%
For Lang.	0 yrs	11%	11%	12%	11%	3%	3%	*	*	8%	8%	9%	10%	21%	23%	22%	22%	32%	30%	32%	31%	26%	26%	25%	27%
Arts	½ yr	9%	10%	10%	10%	12%	12%	*	*	26%	24%	34%	33%	20%	20%	22%	23%	11%	11%	12%	12%	22%	22%	23%	23%
Voc/Tech /Bus.	0 yrs	28%	28%	25%	28%	9%	8%	*	*	16%	17%	24%	25%	18%	18%	20%	19%	12%	12%	13%	13%	17%	16%	20%	16%
Computer	½ yr	15%	15%	18%	22%	24%	24%	*	*	34%	34%	51%	49%	17%	18%	20%	19%	6%	6%	6%	6%	4%	4%	4%	4%
PE/Hlth	1¼	<1%	<1%	1%	1%	4%	5%	*	*	35%	34%	26%	27%	41%	42%	49%	44%	12%	13%	16%	18%	7%	6%	8%	10%

\*The option to check one-half was not available

**Table 4.3**

Number of Years of Course by Subject—2004-2007 Education-Bound Seniors  
Public School Seniors Only

Subject	State Req.	None				One-Half				One				Two				Three				Four			
		2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
English	4 yrs	0%	<1%	<1%	<1%	0%	<1%	*	*	0%	<1%	<1%	<1%	0%	<1%	1%	<1%	1%	1%	2%	1%	98%	98%	98%	98%
Math	2 yrs	0%	<1%	<1%	<1%	0%	<1%	*	*	0%	<1%	<1%	1%	7%	8%	6%	6%	21%	23%	19%	22%	72%	69%	75%	71%
Science	2 yrs	0%	<1%	<1%	0%	0%	<1%	*	*	0%	1%	<1%	<1%	9%	10%	9%	8%	30%	32%	29%	31%	60%	57%	61%	61%
SS./Hist	2 yrs	0%	<1%	<1%	0%	0%	<1%	*	*	1%	1%	1%	1%	12%	11%	8%	9%	45%	47%	45%	44%	42%	42%	46%	46%
For Lang.	0 yrs	7%	6%	7%	6%	2%	2%	*	*	6%	6%	7%	7%	20%	22%	21%	21%	35%	34%	36%	34%	31%	30%	30%	32%
Arts	½ yr.	8%	9%	9%	9%	12%	13%	*	*	25%	25%	34%	34%	20%	20%	21%	22%	11%	11%	12%	11%	23%	22%	24%	24%
Voc/Tech /Bus.	0 yrs	30%	31%	26%	30%	10%	9%	*	*	17%	18%	24%	25%	18%	17%	19%	19%	11%	11%	12%	12%	14%	15%	19%	14%
Computer	½ yr.	15%	15%	18%	23%	25%	25%	*	*	34%	34%	53%	50%	16%	17%	19%	18%	6%	5%	6%	6%	4%	4%	4%	3%
PE/Hlth	1¼ yr	0%	<1%	1%	1%	4%	5%	*	*	36%	35%	27%	28%	42%	43%	50%	45%	12%	13%	16%	18%	6%	5%	7%	9%

\*The option to check one-half was not available

**Table 4.4**

Number of Years of Course by Subject – 2004-2007 Seniors with No Immediate Education Plans  
Public School Seniors Only

Subject	State Req.	None				One-Half				One				Two				Three				Four			
		2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
English	4 yrs	0%	<1%	1%	<1%	0%	<1%	*	*	0%	<1%	1%	<1%	2%	2%	1%	1%	3%	3%	4%	3%	95%	95%	93%	96%
Math	2 yrs	0%	<1%	1%	1%	0%	<1%	*	*	3%	3%	2%	3%	19%	17%	14%	15%	35%	30%	33%	33%	42%	49%	51%	49%
Science	2 yrs	0%	<1%	1%	1%	0%	<1%	*	*	3%	3%	2%	1%	26%	29%	24%	25%	42%	39%	43%	42%	28%	29%	31%	31%
SS./Hist	2 yrs	0%	<1%	1%	<1%	0%	<1%	*	*	4%	3%	2%	2%	19%	19%	17%	16%	45%	48%	44%	48%	32%	29%	37%	34%
For Lang.	0 yrs	27%	27%	28%	27%	5%	7%	*	*	16%	13%	19%	18%	24%	24%	27%	26%	20%	18%	17%	19%	8%	11%	9%	10%
Arts	½ yr	11%	12%	12%	11%	11%	12%	*	*	28%	23%	31%	31%	20%	22%	25%	25%	10%	12%	13%	13%	21%	20%	20%	20%
Voc/Tech /Bus.	0 yrs	20%	20%	17%	21%	8%	7%	*	*	15%	16%	21%	24%	17%	21%	23%	21%	16%	15%	15%	15%	24%	22%	24%	19%
Computer	½ yr	15%	13%	18%	17%	20%	21%	*	*	33%	34%	45%	46%	21%	19%	25%	23%	7%	7%	7%	8%	5%	5%	5%	6%
PE/Hlth	1 ¼ yr	2%	1%	2%	1%	4%	5%	*	*	32%	32%	26%	27%	39%	39%	45%	40%	13%	13%	18%	20%	11%	9%	10%	12%

\*The option to check one-half was not available

**Table 4.5**

Number of Years of Course by Subject – 2004-2007 Education-Bound Seniors  
Private School Seniors Only

Subject	State Req.	None				One-Half				One				Two				Three				Four			
		2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
English	4 yrs	0%	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	<1%	0%	0%	0%	<1%	0%	100%	100%	99%	100%
Math	2 yrs	0%	0%	0%	0%	0%	0%	*	*	0%	0%	0%	1%	2%	2%	2%	1%	11%	10%	6%	5%	87%	87%	92%	93%
Science	2 yrs	0%	0%	0%	0%	0%	0%	*	*	0%	<1%	0%	0%	2%	2%	2%	1%	15%	12%	18%	7%	84%	86%	81%	92%
SS./Hist	2 yrs	0%	0%	0%	0%	0%	0%	*	*	2%	1%	0%	1%	17%	10%	11%	8%	50%	45%	39%	38%	32%	43%	50%	53%
For Lang.	0 yrs	0%	1%	1%	1%	0%	0%	*	*	0%	<1%	1%	1%	6%	10%	8%	3%	42%	40%	39%	39%	52%	49%	51%	56%
Arts	½ yr	7%	5%	7%	3%	23%	21%	*	*	35%	34%	47%	37%	16%	19%	26%	37%	8%	7%	8%	14%	12%	13%	12%	8%
Voc/Tech /Bus.	0 yrs	64%	64%	67%	47%	24%	23%	*	*	8%	7%	29%	46%	2%	3%	2%	5%	0%	2%	1%	0%	2%	2%	1%	2%
Computer	½ yr	7%	12%	14%	0%	51%	49%	*	*	31%	25%	68%	62%	7%	10%	13%	24%	3%	2%	3%	11%	2%	3%	1%	3%
PE/Hlth	1 ¼ yr	21%	23%	20%	1%	19%	20%	*	*	20%	18%	30%	16%	22%	25%	30%	48%	4%	4%	6%	9%	14%	11%	14%	27%

\*The option to check one-half was not available

Self-Reported Grade Point Average

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

**Table 4.6**

Self-reported Grade Point Averages & Hours of Study

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

- The percentage of public school seniors who report having an “A”, “B”, “C”, or “D” average remained virtually unchanged from 2006 to 2007 (Table 4.7). Fifty-nine percent (59%) of all public school seniors report having a “B” average.

**Table 4.7**

Self-reported Grade Point Average  
Public School Seniors Only

	2002	2003	2004	2005	2006	2007
<b>A</b> (3.6-4.0)	25%	23%	29%	30%	26%	27%
<b>B</b> (2.6-3.59)	58%	60%	55%	55%	59%	59%
<b>C</b> (1.6-2.59)	16%	16%	14%	15%	14%	14%
<b>D</b> or Below (0-1.59)	1%	1%	1%	1%	1%	1%

- Seniors who reported receiving “A”s and “B”s were significantly more likely to report that they planned to attend a four-year college in Fall 2007 (Table 4.8).

**Table 4.8**

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

GPA	Post-Secondary Education Plans																			
	4 Year College					2 year / transfer					Voc. / Tech school					No immediate plans				
	'03	'04	'05	'06	'07	'03	'04	'05	'06	'07	'03	'04	'05	'06	'07	'03	'04	'05	'06	'07
<b>A</b>	87%	86%	83%	90%	89%	5%	5%	7%	5%	5%	1%	1%	2%	1%	1%	7%	8%	8%	5%	5%
<b>B</b>	53%	55%	60%	53%	55%	19%	20%	23%	21%	22%	6%	6%	2%	6%	6%	22%	19%	15%	20%	18%
<b>C</b>	13%	16%	26%	16%	16%	25%	27%	34%	27%	28%	10%	9%	5%	10%	8%	53%	49%	35%	47%	48%
<b>D or Below</b>	10%	18%	14%	16%	9%	18%	16%	35%	12%	21%	10%	3%	4%	9%	9%	62%	63%	48%	63%	61%

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

Differences in Self-Reported Grade Point Average

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

High School Instruction

Overall, seniors gave “satisfactory” ratings to the skills they were taught at their schools (Table 4.9). In each area, at least twenty-one percent of public high school seniors surveyed rated the quality of instruction provided by their school as “excellent”. In both public and private schools, the instructional area with the largest percentage of unsatisfied students was Arts, Language, and Literature (18% and 21% respectively). In both public and private schools, the instructional area with the largest percentage of excellent ratings was Communication (30% of public school students, and 32% of private school students).

**Table 4.9**  
2007 Seniors' Rating of High School Instruction

Area of Instruction		Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	Mean	(N=)
Communication	Pub	30%	62%	7%	1%	1.79	(7084)
	Prv	32%	63%	5%	0%	1.73	(225)
History & Social Sciences	Pub	22%	62%	14%	2%	1.96	(7022)
	Prv	16%	64%	18%	2%	2.07	(224)
Personal Development	Pub	27%	58%	12%	2%	1.89	(7054)
	Prv	25%	60%	14%	1%	1.92	(224)
Science, Math & Technology	Pub	24%	59%	15%	2%	1.95	(7036)
	Prv	24%	55%	17%	4%	2.00	(225)
Reasoning & Problem Solving	Pub	23%	62%	14%	2%	1.94	(7068)
	Prv	25%	64%	11%	<1%	1.87	(223)
Arts, Language & Literature	Pub	21%	59%	18%	2%	2.03	(7032)
	Prv	11%	66%	21%	2%	2.13	(224)
Civic & Social Responsibility	Pub	28%	53%	15%	4%	1.95	(7036)
	Prv	19%	55%	19%	7%	2.14	(223)

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 reasoning and problem solving; science, math and technology; and history and social sciences significantly higher than did their female classmates (Table 4.10).

**Table 4.10**  
Seniors' Rating of High School Instruction by Gender  
2007 Public School Seniors Only  
(Areas with Significant Differences)

Area of Instruction	Gender	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	(N=)
Communication	Male	27%	63%	8%	1%	(3320)
	Female	32%	62%	6%	1%	(3739)
$X^2 = 41.369, p=.0001$						
Reasoning & Problem Solving	Male	24%	60%	14%	2%	(3309)
	Female	22%	63%	14%	1%	(3734)
$X^2 = 14.924, p=.002$						
Personal Development	Male	23%	62%	13%	3%	(3308)
	Female	31%	56%	11%	2%	(3721)
$X^2 = 58.327, p=.0001$						
Science, Math & Technology	Male	28%	57%	12%	2%	(3292)
	Female	20%	60%	17%	2%	(3720)
$X^2 = 76.105, p=.0001$						
Arts, Language & Literature	Male	16%	57%	23%	4%	(3296)
	Female	25%	60%	15%	1%	(3713)
$X^2 = 179.501, p=.0001$						
Civic & Social Responsibility	Male	26%	55%	15%	5%	(3295)
	Female	30%	52%	15%	3%	(3716)
$X^2 = 22.9, p=.0001$						
History & Social Sciences	Male	24%	62%	12%	2%	(3288)
	Female	20%	62%	16%	2%	(3711)
$X^2 = 36.282, p=.0001$						

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

**Table 4.11**

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

Area of Instruction	PSE Plans?	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	(N=)
Communication	Yes	33%	61%	6%	1%	(5418)
	No	20%	67%	11%	2%	(1170)
$X^2 = 122.374, p=.0001$						
Reasoning & Problem Solving	Yes	25%	62%	13%	1%	(5414)
	No	16%	63%	18%	3%	(1167)
$X^2 = 72.002, p=.0001$						
Personal Development	Yes	29%	58%	11%	2%	(5408)
	No	18%	62%	16%	4%	(1162)
$X^2 = 79.203, p=.0001$						
Civic & Social Responsibility	Yes	29%	52%	15%	4%	(5399)
	No	22%	57%	16%	6%	(1162)
$X^2 = 34.938, p=.0001$						
Science, Math & Technology	Yes	25%	59%	14%	2%	(5405)
	No	19%	61%	17%	4%	(1163)
$X^2 = 35.325, p=.0001$						
Art, Language & Literature	Yes	22%	58%	17%	2%	(5405)
	No	13%	61%	21%	5%	(1169)
$X^2 = 92.666, p=.0001$						
History & Social Sciences	Yes	24%	61%	14%	1%	(5399)
	No	15%	66%	16%	3%	(1169)
$X^2 = 55.62, p=.0001$						

Seniors attending public schools that spend more per pupil rated the instruction they received in communication; reasoning and problem solving; and science, math and technology higher than did seniors attending schools with lower levels of per pupil spending (Table 4.12). There were no statistically significant differences in the other instructional areas based on per pupil spending.

**Table 4.12**

Seniors' Rating of High School Instruction by Per-Pupil Spending  
2007 Public School Seniors Only  
(Areas with Significant Differences)

Area of Instruction	Per-Pupil Spending	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	(N=)
Communication $X^2 = 30.909, p=.0001$	< \$8K	27%	63%	9%	1%	(1868)
	\$8K-\$9K	31%	61%	7%	1%	(2104)
	> \$9K	31%	62%	6%	1%	(3112)
Reasoning & Problem Solving $X^2 = 14.191, p=.028$	< \$8K	22%	62%	15%	1%	(1861)
	\$8K-\$9K	22%	62%	15%	1%	(2100)
	> \$9K	24%	62%	13%	2%	(3107)
Science, Math & Technology $X^2 = 18.711, p=.005$	< \$8K	22%	59%	16%	3%	(1850)
	\$8K-\$9K	24%	58%	16%	2%	(2085)
	> \$9K	25%	60%	13%	2%	(3101)

- Students attending public high schools gave significantly higher ratings to the quality of instruction in the areas of civic and social responsibility; and arts, language, and literature than students in private schools (Table 4.13).

**Table 4.13**

2007 Seniors' Rating of High School Instruction by Public vs. Private High School  
(Areas with Significant Differences)

Area of Instruction	Public or Private?	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	(N=)
Civic & Social Responsibility $X^2 = 13.584, p=.004$	Public	28%	53%	15%	4%	(7036)
	Private	19%	55%	19%	7%	(223)
Art, Language & Literature $X^2 = 12.573, p=.006$	Public	21%	59%	18%	2%	(7032)
	Private	11%	66%	21%	2%	(224)

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 private schools were most likely to say that their school provided them a good education (98%), their school provided a safe environment for learning (99%), their teachers had a positive

influence on them (87%), classes were taught in ways they could understand (91%), their teachers challenged them to do their best work (91%), their coaches had a positive influence on them (86%), and their school provided the guidance to reach their goals (84%) (Table 4.14).

- Seniors from both public and private schools were least likely to agree that school rules were fair and enforced consistently.
- Public school seniors who planned to continue their education in Fall 2007 and those reporting a “B” or higher grade point average were generally more likely to agree with all of these factors about their school than were seniors who had no immediate educational plans and those reporting “C” averages or below.

**Table 4.14**  
2007 Seniors’ Rating of High School Experience (Percent who “agree” or “strongly agree”)

High School Experience	All Seniors		Fall 2007 Planned Activities				Self-reported GPA			
			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%	98%	92%	99%	82%	91%	92%	98%	78%	100%
School provided safe environment for learning	87%	99%	88%	100%	80%	91%	88%	100%	78%	88%
Teachers gave reasonable amount of work	87%	82%	87%	83%	83%	73%	87%	83%	82%	75%
Teachers had a positive influence on me	86%	87%	87%	87%	79%	73%	88%	87%	74%	88%
Classes taught in ways I could understand	86%	91%	87%	91%	80%	82%	87%	92%	73%	75%
Taught how to be a good group/team member	86%	84%	88%	84%	79%	73%	88%	85%	79%	63%
Teachers challenged me to do my best work	79%	91%	80%	91%	74%	82%	80%	91%	71%	88%
Coaches had positive influence on me	77%	86%	79%	87%	68%	70%	79%	88%	66%	50%
Guidance counselor had positive influence on me	77%	72%	78%	72%	74%	82%	78%	73%	76%	75%
Classes were usually interesting	80%	78%	81%	76%	76%	100%	82%	77%	70%	88%
School provided guidance to reach goals	76%	84%	78%	83%	68%	91%	77%	83%	69%	100%
Administrators had positive influence on me	70%	63%	71%	62%	66%	82%	71%	63%	65%	63%
Taught how things I learn apply to real life	78%	72%	78%	72%	75%	73%	79%	73%	71%	50%
School rules are fair	63%	49%	65%	49%	57%	55%	65%	51%	56%	25%
School rules are enforced fairly and consistently	55%	49%	55%	48%	52%	64%	55%	49%	56%	38%

### Extracurricular Activities

Surveyed seniors averaged three extracurricular activities during their years in high school. The activities most frequently engaged in were athletics, hobbies, volunteer work, and school clubs and committees (Table 4.15). A plurality of seniors (25%) report spending one to five hours per week engaged in extracurricular activities during their senior year.

**Table 4.15**  
Extracurricular Activities  
(Multiple Responses Possible)

	Percent Participating										
	Public School Students						Private School Students				
	2002	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Athletics	67%	66%	69%	68%	65%	68%	85%	85%	88%	87%	83%
Hobbies	56%	58%	59%	59%	55%	58%	61%	69%	61%	59%	60%
Volunteer work	44%	42%	46%	41%	46%	49%	63%	65%	61%	71%	58%
School clubs, committees	42%	41%	42%	40%	41%	42%	51%	54%	50%	58%	55%
Band, chorus, orchestra	29%	30%	27%	25%	25%	24%	17%	18%	25%	21%	19%
Honor society	26%	24%	23%	22%	25%	24%	33%	31%	33%	34%	33%
Church groups	21%	21%	21%	18%	17%	18%	25%	28%	28%	31%	31%
Theater, drama, dance	20%	24%	19%	18%	19%	18%	21%	19%	23%	21%	16%
Non-school clubs	17%	19%	17%	16%	16%	18%	17%	20%	18%	16%	17%
Student government	15%	13%	14%	13%	13%	13%	15%	11%	13%	11%	8%
ROTC	2%	3%	2%	2%	3%	3%	<1%	<1%	<1%	<1%	1%

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

- Public school seniors who had educational plans for Fall 2007 reported participating in an average of 3.4 extracurricular activities, compared to 1.9 for seniors who reported no educational plans.
- 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 six years of data from the survey.

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

	Average number of extracurricular Activities										
	Public School Students						Private School Students				
	2002	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Education plans for next Fall	3.5	3.5	3.5	3.2	3.3	3.4	3.9	4.0	4.0	4.1	3.7
No immediate education plans	1.9	2.1	2.0	2.0	1.8	1.9	2.9	2.8	3.1	3.1	3.6
“A” GPA	4.8	4.7	4.3	4.0	4.5	4.5	4.8	4.8	4.8	4.9	4.6
“B” GPA	3.0	2.9	2.9	2.8	2.7	2.7	3.6	3.7	3.7	3.7	3.2
“C” GPA	1.6	1.7	1.7	1.7	1.7	1.6	2.7	2.7	2.9	2.4	1.8
“D” or lower GPA	1.5	1.6	1.8	1.2	1.7	1.5	0	0	0	0	0

Work Experience During High School

The vast majority of New Hampshire high school seniors in the 2007 survey – 87 percent from public and 77 percent from private schools – reported that they worked at a paid job during their high school years. More than a third of seniors from public and private high schools worked between 11 and 20 hours per week (Table 4.17a). As for volunteer work, 71 percent from public schools (69% private) reported that they performed volunteer work during their high school years (Table 4.17b).

- Public school seniors who volunteered between one and 10 hours per week reported higher than average GPAs (Table 4.17b).
- Seniors from public schools with no immediate plans for further education were more likely to report working heavy hours (more than 20 hours per week) than were education-bound seniors (Table 4.17a).

**Table 4.17a**

Self-reported GPA by Hours Worked per Week During 2007 Senior Year – Paid Work

Hours Worked Per Week	All Seniors				Education Plans			
	GPA		Percent		Education Bound		No Immed. Ed. Plans	
	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
None	3.2	3.5	14%	24%	13%	25%	15%	0%
1 to 10 hrs.	3.3	3.6	20%	29%	22%	29%	13%	22%
11 to 20 hrs.	3.2	3.3	36%	34%	37%	33%	30%	44%
21 to 30 hrs.	3.1	3.4	23%	11%	22%	12%	28%	11%
31 to 40 hrs.	3.0	2.0	6%	1%	5%	0%	11%	11%
> 40 hrs.	2.8	2.8	2%	2%	1%	2%	4%	11%
			(N=6703)	(N=213)	(N=5220)	(N=199)	(N=1126)	(N=9)

**Table 4.17b**

Self-reported GPA by Hours Worked per Week During 2007 Senior Year – Volunteer Work

Hours Worked Per Week	All Seniors				Education Plans			
	GPA		Percent		Education Bound		No Immed. Ed. Plans	
	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
None	3.1	3.4	30%	32%	26%	33%	45%	14%
1 to 10 hrs.	3.4	3.5	58%	62%	62%	62%	38%	57%
11 to 20 hrs.	3.1	3.0	6%	2%	6%	2%	7%	0%
21 to 30 hrs.	3.1	3.6	3%	1%	3%	1%	4%	0%
31 to 40 hrs.	3.1	3.8	2%	1%	1%	1%	2%	0%
> 40 hrs.	3.1	3.1	2%	3%	2%	2%	4%	29%*
			(N=3352)	(N=135)	(N=2728)	(N=124)	(N=478)	(N=7)

\*Represents 2 students

Most public school seniors surveyed in 2007 (51%) believed that work had no effect on their school performance. Eighteen percent believed it enhanced their school performance, while 24 percent believed work interfered with their school performance. Seven percent did not participate in either paid or volunteer work (Table 4.18a). These figures remain relatively stable since 2002.

**Table 4.18a**

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

Impact	2002	2003	2004	2005	2006	2007
Enhanced school performance	17%	16%	17%	17%	19%	18%
Interfered with school performance	20%	19%	21%	21%	23%	24%
No effect on school performance	57%	59%	58%	57%	51%	51%
Did not work	6%	6%	4%	5%	7%	7%
(N=)	(2246)	(4855)	(6805)	(7469)	(7047)	(6900)

**Table 4.18b**

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

	Education Bound						No Immediate Ed. Plans					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Enhanced school performance	18%	18%	18%	18%	21%	20%	14%	11%	14%	12%	13%	12%
Interfered with school performance	19%	19%	21%	21%	23%	24%	23%	21%	22%	22%	24%	23%
No effect on school performance	58%	59%	59%	57%	51%	51%	55%	58%	57%	56%	50%	53%
Did not work	5%	5%	3%	4%	6%	6%	9%	10%	8%	11%	13%	13%
(N=)	(1728)	(3644)	(5343)	(5568)	(5419)	(5369)	(518)	(134)	(1345)	(1458)	(1274)	(1165)

Access To and Use of Computers

New Hampshire seniors in the survey reported considerable use of computers at home. Two-thirds (67%) of seniors used their computers at home between one and five hours a week (Table 4.19a). Education-bound seniors reported significantly more hours using a computer at home than did seniors with no immediate education plans (Table 4.19b).

**Table 4.19a**

Computer Use for School Related Activities  
Public School Seniors Only

Hrs. / Week	2005	2006	2007
None	11%	12%	10%
1 to 5 hrs.	64%	65%	67%
6 to 10 hrs.	17%	15%	16%
11 to 15 hrs.	4%	4%	4%
16 to 20 hrs.	2%	2%	1%
> 20 hrs.	2%	2%	2%
(N=)	(8013)	(7214)	(7038)

**Table 4.19b**

Computer Use for School Related Activities\* by Future Plans  
Public School Seniors Only

Hrs/week	Education Bound			No Immediate Ed. Plans		
	2005	2006	2007	2005	2006	2007
None	8%	9%	7%	24%	26%	19%
1 to 5 hrs.	66%	66%	68%	59%	60%	66%
6 to 10 hrs.	19%	17%	18%	11%	9%	10%
11 to 15 hrs.	5%	5%	4%	3%	3%	3%
16 to 20 hrs.	2%	2%	1%	1%	1%	1%
> 20 hrs.	1%	2%	2%	2%	2%	3%
(N=)	(6056)	(5476)	(5426)	(1498)	(1311)	(1172)

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

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

### Career and Postsecondary Information – Students with No Immediate Education Plans

- More than half of seniors with no immediate education plans (54%) surveyed said they first received information about pursuing a career in the ninth grade or earlier. Almost two-thirds (62%) said that the ninth grade or earlier was the appropriate time to receive career information.
- Seniors with no immediate education plans received career information most often from their guidance counselor (71% public, 70% private), high school teachers (57% public, 80% private), their parents (46% public, 50% private), and from friends and relatives (44% public, 60% private).
- Sixty-eight percent of public school seniors and 73 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

Forty-two percent of public school students who do not plan to continue their education in Fall 2007 said they plan on continuing their education at some time in the future, although 28 percent are undecided (Tables 5.1 and 5.2).

- Female seniors from public schools with no immediate education plans were more likely to report future plans to attend four-year colleges, while their male counterparts were more likely to report plans to enroll in military training programs.

**Table 5.1**

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>	<b>2005</b>	<b>2006**</b>	<b>2007**</b>
Undecided	30%	34%	29%	37%	29%	28%
Attend 4-year college	23%	20%	23%	17%	20%	20%
Attend 2-year college	16%	13%	12%	9%	10%	10%
Training at technical, business, or trade school	10%	11%	12%	11%	13%	12%
Enroll in military training program	9%	9%	10%	9%	11%	13%
Don't plan to continue educ.	4%	6%	5%	6%	8%	8%
Obtain on-the-job training	5%	5%	6%	*	6%	5%
Apprenticeship, internship	3%	3%	3%	*	4%	4%
(N=)	(511)	(979)	(1155)	(1400)	(1109)	(994)

\* These response options dropped in 2005. \*\* Students who indicated in question 34 that they are education-bound but still answered Section B are excluded from this analysis

**Table 5.2**

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

<b>Future Education Plans</b>	<b>Male</b>						<b>Female</b>					
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006**</b>	<b>2007**</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006**</b>	<b>2007**</b>
Undecided	27%	27%	21%	36%	25%	25%	34%	29%	25%	40%	35%	32%
Attend 4-year college	23%	22%	27%	15%	17%	17%	25%	27%	32%	21%	25%	24%
Attend 2-year college	15%	15%	17%	8%	10%	8%	16%	19%	16%	12%	10%	12%
Training at technical, business, or trade school	10%	11%	12%	10%	13%	11%	12%	12%	14%	12%	13%	14%
Enroll in military training prog.	12%	11%	10%	12%	14%	18%	4%	3%	5%	5%	6%	6%
Don't plan to continue educ.	4%	5%	3%	7%	9%	9%	5%	5%	4%	5%	5%	6%
Obtain on-the-job training	6%	5%	6%	*	8%	7%	3%	3%	3%	*	4%	3%
Apprenticeship, internship	3%	4%	4%	*	4%	4%	2%	2%	2%	*	2%	3%
(N=)	(310)	(711)	(942)	(822)	(656)	(586)	(168)	(478)	(615)	(561)	(443)	(405)

\* These response options dropped in 2005. \*\* Students who indicated in question 34 that they are education-bound but still answered Section B are excluded from this analysis

### Occupation Plans of Seniors with No Immediate Education Plans

Forty-five percent of public school seniors with no immediate education plans said they had a full-time job lined up after they graduated, while another 28 percent had a part-time job lined up.

Twenty-seven percent reported they did not have a job lined up.

- Thirty-five percent of these seniors reported that they learned job skills from paid work experience, while 23 percent reported learning them from a family member and 18 percent learned these skills from a high school work program.
- The most frequently mentioned occupational fields that these seniors planned to enter in Fall 2007 were: the military (13%); arts, design, entertainment, sports or media (11%); business and/or financial operations (7%); and healthcare (7%).
- The most frequently mentioned occupational fields that these seniors from public schools planned to have in ten years were: arts, design, entertainment, sports or media (13%); healthcare (8%); business and/or financial operations (8%); architecture and/or engineering (7%); and the military (7%). Less than one-third (25%) 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 seniors and seniors with no immediate education plans.

- Almost half (48%) of public school education-bound seniors reported 2006 family incomes of \$50,000 or more, compared to 31 percent of seniors with no immediate education plans.
- Sixty-nine percent of education-bound seniors from public high schools reported their mother had at least some postsecondary education, and 64 percent reported their fathers had the same. Forty-four percent of seniors with no immediate education plans reported mothers with at least some postsecondary education and 41 percent fathers with the same.
- Two-thirds (65%) 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. Almost three-fourths (74%) of education-bound public high school seniors said their parents expect them to attend a four-year college, compared with 22 percent of parents of seniors with no immediate education plans.

### Profile of Education-Bound Seniors

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

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

### Profile of Seniors with No Immediate Education Plans

A typical senior in the survey who planned to pursue activities other than education in Fall 2007:

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

## VI. TECHNICAL EDUCATION PROGRAM SENIORS

Seniors who attended a Career and Technical Education (CTE) Center were asked to answer several questions about their experiences there. Sixteen percent of the students who completed the 2007 survey reported that they had attended a CTE Center. The CTE Centers these seniors reported most often attending were the Concord Regional Technology Center (18%), Manchester School of Technology (11%), Seacoast School of Technology (9%), Nashua Senior High School (7%), Pinkerton Academy (6%), Dover Vocational Center (6%), and the Creteau Regional Technology Center (6%).

### Information About Technical Center Opportunities

- Over half of the seniors who reported attending a CTE center (52%) said they were first informed about the opportunities available there in the 9<sup>th</sup> grade or earlier while another 31% said they were first informed in the 10<sup>th</sup> grade.
- These seniors were informed about CTE centers infrequently between grades 7 and 11. Fifty-nine percent said they were presented information about their regional CTE center only one or two times and another 15 percent said they received information about their regional center three times.

### Postsecondary Education Plans

Most seniors who reported attending a CTE center said they planned to attend postsecondary education in Fall 2007 (Table 6.1).

**Table 6.1**

Post Secondary Education Plans of CTE Students

<b>Plans for Upcoming Fall</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Attend a 4-year College	33%	35%	38%
Attend a 2-year College	16%	16%	17%
Attend a 2-year College then transfer to another institution	10%	11%	13%
Attend Vocational, Technical, Business, or Trade School	12%	11%	9%
Attend prep school	1%	1%	<1%
<b>Subtotal of CTE Students Pursuing Education in Fall</b>	<b>72%</b>	<b>74%</b>	<b>77%</b>
Join the Military	3%	3%	3%
Get a full-time job	13%	13%	11%
Start a business	1%	1%	1%
Become a full-time homemaker	1%	1%	<1%
Participate in a reg. apprenticeship	1%	1%	1%
Join Americorps, VISTA, or other community service prog.	0%	0%	<1%
Take time off, then decide	3%	3%	4%
Undecided	5%	5%	4%
(N=)	(979)	(979)	(1077)

### Participation in Technical Student Organizations

More than half (63%) the seniors surveyed that reported attending a CTE center said they participated in a Technical Student Organization. Of those who did, more than half (66%) reported that the skills they learned there helped them in their area of technical skill development.

### Student Evaluation of Career and Technical Education Center Education

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

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

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

		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree/ Strongly Disagree</b>	<b>(N=)</b>
Provided significant technical skill training	<b>2002</b>	54%	37%	9%	(253)
	<b>2003</b>	52%	38%	10%	(1019)
	<b>2005</b>	43%	40%	17%	(1456)
	<b>2006</b>	53%	40%	7%	(970)
	<b>2007</b>	52%	38%	11%	(1277)
Classes have usually been interesting	<b>2002</b>	51%	40%	9%	(248)
	<b>2003</b>	46%	41%	13%	(1014)
	<b>2005</b>	40%	41%	18%	(1419)
	<b>2006</b>	52%	43%	5%	(954)
	<b>2007</b>	50%	39%	10%	(1238)
Technical education will help me get a job	<b>2002</b>	47%	40%	13%	(248)
	<b>2003</b>	45%	39%	16%	(1003)
	<b>2005</b>	38%	40%	22%	(1414)
	<b>2006</b>	47%	41%	12%	(955)
	<b>2007</b>	44%	39%	16%	(1252)
Provided support to be successful in applied academics	<b>2002</b>	40%	47%	13%	(251)
	<b>2003</b>	43%	42%	15%	(1012)
	<b>2005</b>	35%	45%	20%	(1439)
	<b>2006</b>	45%	46%	9%	(954)
	<b>2007</b>	43%	44%	13%	(1250)
Tech education will help me go to postsecondary education or training	<b>2002</b>	44%	41%	15%	(245)
	<b>2003</b>	42%	41%	18%	(1000)
	<b>2005</b>	36%	42%	22%	(1426)
	<b>2006</b>	45%	41%	14%	(951)
	<b>2007</b>	43%	42%	15%	(1264)
Tech education will support transition to postsecondary/training	<b>2002</b>	42%	42%	16%	(249)
	<b>2003</b>	41%	41%	18%	(994)
	<b>2005</b>	35%	43%	22%	(1421)
	<b>2006</b>	43%	44%	13%	(952)
	<b>2007</b>	42%	42%	16%	(1239)
Tech education will support transition from high school to career	<b>2002</b>	41%	43%	16%	(251)
	<b>2003</b>	43%	39%	18%	(1002)
	<b>2005</b>	35%	44%	21%	(1423)
	<b>2006</b>	45%	43%	12%	(943)
	<b>2007</b>	43%	42%	16%	(1222)
I will be working in field related to tech prog. in 6 months	<b>2002</b>	41%	37%	22%	(246)
	<b>2003</b>	40%	34%	26%	(979)
	<b>2005</b>	33%	36%	31%	(1410)
	<b>2006</b>	42%	34%	24%	(956)
	<b>2007</b>	40%	32%	28%	(1243)

## **APPENDIX A:**

# **SURVEY METHODOLOGY**

## METHODOLOGY

A total of fifty-one public high schools in New Hampshire (more than 63 percent of all New Hampshire public high schools) participated in the 2007 survey, representing more than half of all seniors in the Class of 2007. Three 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 2007 attending one of the 51 public high schools and three private high schools (Bishop Guertin HS, Brentwood School, and Nashua Christian School) participating in the survey and should not be used to generalize to all New Hampshire high school seniors in the Class of 2007.**

Each school that participated in the survey chose a time between April and June 2007 to conduct the survey. Survey questionnaires, instruction sheets, pencils, and postage paid return envelopes were mailed to each school in advance of the survey date. Each school chose the time and place to conduct the survey. Seniors were not required to complete the survey, but were encouraged to do so. Completed surveys were scanned by Measured Progress of Dover, NH, and data were tabulated by the University of New Hampshire Survey Center. For 2007, schools were given the option to administer the survey online. The data thus include online responses from a total of 6 public schools (567 students) and 1 private school (7 students).

A total of 7,472 seniors completed and returned surveys out of a possible 10,743 eligible seniors at participating schools. The response rate to the survey was 64%.

Students who indicated in question 34 that they are education-bound, but still answered Section B, are excluded from this analysis. Such students' responses were included in previous years.

Please contact Sarah Lowe at The NHHEAF Network Organizations or Kamal Chavda at the University of New Hampshire Survey Center if you have additional questions about the methodology or the data contained in this report.

## **Participating Schools**

### **North Country**

A. Crosby Kennett H.S.  
Berlin H.S.  
Colebrook Academy  
Gorham Middle H.S.  
Linwood H.S.  
Littleton H.S.  
Profile Senior High  
Rivendell Academy  
White Mountains Regional H.S.

### **Lakes Region**

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

### **South West**

Con Val H.S.  
Conant H.S.  
Hillsboro Deering H.S.  
John Stark Regional H.S.  
Monadnock Regional H.S.  
Newport Middle H.S.  
Stevens H.S.  
Sunapee H.S.  
Wilton Lyndebourough H.S.

### **South Central**

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

### **South East**

Dover H.S.  
Epping H.S.  
Exeter H.S.  
Newmarket H.S.  
Portsmouth H.S.  
Sanborn Regional H.S.  
Spaulding H.S.  
Winnacunnet H.S.

### **Private Schools**

Bishop Guertin H.S.  
Brentwood School  
Nashua Christian Academy

**APPENDIX B:**

**QUESTIONNAIRE**

# Measuring Aspirations and Participation: New Hampshire Senior Survey

Spring  
2007

## STUDENT IDENTIFICATION PLEASE COMPLETE THE INFORMATION BELOW.

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

Mailing Address \_\_\_\_\_ State & Zip Code \_\_\_\_\_

City/Town \_\_\_\_\_

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

Student Identifier \_\_\_\_\_ High School \_\_\_\_\_  
(optional)

### INSTRUCTIONS

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

#### MARKING INSTRUCTIONS



CORRECT MARK



INCORRECT MARKS



## Section A TO BE ANSWERED BY ALL STUDENTS

### GENERAL INFORMATION

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

- |                                    |  |   |
|------------------------------------|--|---|
| <input type="radio"/> Belknap (1)  | <input type="radio"/> Grafton (5)      | <input type="radio"/> Strafford (9)     |
| <input type="radio"/> Carroll (2)  | <input type="radio"/> Hillsborough (6) | <input type="radio"/> Sullivan (10)     |
| <input type="radio"/> Cheshire (3) | <input type="radio"/> Merrimack (7)    | <input type="radio"/> Out-of-state (11) |
| <input type="radio"/> Coos (4)     | <input type="radio"/> Rockingham (8)   |   |

2. Are you:

- Male (1)  Female (2)

3. Ethnicity:

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

4. Race:

(Please mark all that apply.)

- |   |   |
|---|---|
| <input type="radio"/> White (1)                     | <input type="radio"/> American Indian or Alaska Native (3)          |
| <input type="radio"/> Black or African-American (2) | <input type="radio"/> Asian (4)                                     |
|   | <input type="radio"/> Native Hawaiian or Other Pacific Islander (5) |

### YOUR FAMILY

5. What is your best estimate of the total income that people in your household earned in 2006 from ALL sources?

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

6. With whom do you live?

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

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

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

1 2 3 4 5 6 7 8 9 0

PLEASE DO NOT WRITE IN THIS AREA



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

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

**ACADEMIC EXPERIENCE**

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

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

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

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

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

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

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

*(Please mark all that apply.)*

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

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

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

**HIGH SCHOOL EXPERIENCE**

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

**Communication**

	Wasn't Taught	Unsatisfactory	Satisfactory	Excellent
A. Express myself so that others can understand me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Listen so that I can understand others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Read a variety of materials with understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Write for a variety of purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Use computers and other technology to conduct research, gather information, and communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Reasoning and Problem Solving**

F. Ask meaningful questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Solve difficult problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Think abstractly and creatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Approach problem solving with an open mind, healthy skepticism, and persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Personal Development**

J. Set personal goals and act on them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Develop productive and satisfying relationships with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Be a productive worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. Maintain a healthy way of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. Know my unique worth and personal competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. Make informed decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Civic and Social Responsibility**

P. Practice the duties and responsibilities of citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q. Deal with different kinds of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R. Deal with change in my home, school, community, and workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Science, Math, and Technology**

S. Understand and apply mathematics in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T. Understand and apply science in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
U. Understand and apply technology in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Question #14 continued**

	Wasn't Taught	Unsatisfactory	Satisfactory	Excellent
<b>Arts, Language, and Literature</b>				
V. Use music, art, dance, and literature to enhance everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W. Understand and use the conventions (grammar, usage) and structures (sentence, paragraph) of the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X. Use a non-native language to read, write, listen, and speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>History and Social Sciences</b>				
Y. Understand how societies and their systems work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Z. Differentiate among fact, opinion, and interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AA. Understand and apply NH, United States, and world history in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BB. Understand and apply geography in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CC. Understand and apply economics in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If an answer does not apply, leave blank.

	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>15. Please rate how much you agree with each of the following statements.</b>				
A. My school has provided me with a good education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. My school has provided me with the guidance I need to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. My school has provided a safe environment for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. My teachers have challenged me to do my best work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. My teachers have given me a reasonable amount of work to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. My teachers had a positive influence on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. My guidance counselor had a positive influence on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. My coaches had a positive influence on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. My principal and other school administrators had a positive influence on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. My classes have usually been interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. My classes have usually been taught in ways I could understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. I have been taught how the things I learn apply to real life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. I have been taught how to be a good group or team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. School rules have been fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. School rules have been enforced consistently and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

<input type="radio"/> None (1)	<input type="radio"/> 11–15 hours (4)
<input type="radio"/> 1–5 hours (2)	<input type="radio"/> 16–20 hours (5)
<input type="radio"/> 6–10 hours (3)	<input type="radio"/> More than 20 hours (6)

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

<input type="radio"/> None (1)	<input type="radio"/> 11–15 hours (4)
<input type="radio"/> 1–5 hours (2)	<input type="radio"/> 16–20 hours (5)
<input type="radio"/> 6–10 hours (3)	<input type="radio"/> More than 20 hours (6)

**18. While in high school, I earned college credit through the following programs:**  
(Please mark all that apply.)

	Earned College Credit	Participated
A. Project Running Start (1)	<input type="radio"/>	<input type="radio"/>
B. Advanced Placement (class) (2)	<input type="radio"/>	<input type="radio"/>
C. Advanced Placement (via distance education) (3)	<input type="radio"/>	<input type="radio"/>
D. Project Lead the Way (4)	<input type="radio"/>	<input type="radio"/>
E. The Future Educators Academy (5)	<input type="radio"/>	<input type="radio"/>
F. National Academy of Finance (6)	<input type="radio"/>	<input type="radio"/>
G. Enrolled in a college course offered at a college (7)	<input type="radio"/>	<input type="radio"/>
H. Enrolled in a college course via the Internet (8)	<input type="radio"/>	<input type="radio"/>
I. Did not participate (9)	<input type="radio"/>	<input type="radio"/>
J. Did not earn college credit (10)	<input type="radio"/>	<input type="radio"/>

**EXTRACURRICULAR EXPERIENCE**

**19. Which of the following extra- or co-curricular activities have you participated in during high school?**  
(Please mark all that apply.)

<input type="radio"/> Athletics (school- and non-school related) (1)
<input type="radio"/> Student government (2)
<input type="radio"/> Band/chorus/orchestra (3)
<input type="radio"/> Honor societies (4)
<input type="radio"/> Theater/drama/dance (5)
<input type="radio"/> Other school clubs and committees (e.g., school newspaper, yearbook, Math League) (6)
<input type="radio"/> Non-school clubs (e.g., Scouts) (7)
<input type="radio"/> ROTC (8)
<input type="radio"/> Church groups/activities (9)
<input type="radio"/> Volunteer work (10)
<input type="radio"/> Hobbies (11)

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

<input type="radio"/> None (1)	<input type="radio"/> 11–15 (4)
<input type="radio"/> 1–5 hours (2)	<input type="radio"/> 16–20 hours (5)
<input type="radio"/> 6–10 hours (3)	<input type="radio"/> More than 20 hours (6)

**WORK EXPERIENCE**

**21. Which of the following work activities have you participated in during high school?**  
(Please mark all that apply.)

<input type="radio"/> Paid job (1)
<input type="radio"/> Volunteer work (2)

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

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

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

- | Paid                                  | Volunteer                             |
|---------------------------------------|---------------------------------------|
| <input type="radio"/> None (1)        | <input type="radio"/> None (1)        |
| <input type="radio"/> 1–10 hours (2)  | <input type="radio"/> 1–10 hours (2)  |
| <input type="radio"/> 11–20 hours (3) | <input type="radio"/> 11–20 hours (3) |
| <input type="radio"/> 21–30 hours (4) | <input type="radio"/> 21–30 hours (4) |
| <input type="radio"/> 31–40 hours (5) | <input type="radio"/> 31–40 hours (5) |
| <input type="radio"/> 41+ hours (6)   | <input type="radio"/> 41+ hours (6)   |

### INFORMATION ABOUT CAREERS AND POSTSECONDARY EDUCATION

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

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

25. When did you first receive information about:

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

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

- |  |  |
|--|--|
| <input type="radio"/> Sixth grade or earlier (1) | <input type="radio"/> Tenth grade (5)    |
| <input type="radio"/> Seventh grade (2)          | <input type="radio"/> Eleventh grade (6) |
| <input type="radio"/> Eighth grade (3)           | <input type="radio"/> Twelfth grade (7)  |
| <input type="radio"/> Ninth grade (4)            |  |

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

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

### Question #27 continued

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

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

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

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

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

### YOUR FUTURE PLANS

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

- Yes (1)
- No (2)

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

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

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

*(Please mark only one choice.)*

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

**Question #32 continued**

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

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

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

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

**SPECIAL INSTRUCTIONS**

**In question 34, if you answered:**

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

**Go to Section C on Page 6**  
**If you did not answer one of the above,**  
**Go to Section B below**

*Section B* **This section is for those students who are not planning to attend a college or a prep school, vocational, technical, business, or trade school in the fall of 2007. If you answer this section of the survey, do not answer Section C.**

**YOUR CAREER PLANS**

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

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

**Question #35 continued**

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

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

- In January of 2008 (1)
- By the fall of 2008 (2)
- After the fall of 2008 (3)
- I'm not sure when I will continue (4)

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

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

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

**A.** Getting more education or training after high school?       Yes (1)       No (2)

**B.** Finding a job?       Yes (1)       No (2)

**C.** Finding a place to live?       Yes (1)       No (2)

**D.** Getting around in your community and using community resources?       Yes (1)       No (2)

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

- | In fall<br>of 2007    | In ten<br>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)  |

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

(Please mark all that apply.)

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

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

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

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

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

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

(Please mark only one reason.)

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

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

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

Section C

This section is for those students who are planning to continue their education on a full-time or part-time basis in the fall of 2007. If you answer this section of the survey, do not answer Section B.

YOUR EDUCATIONAL PLANS

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

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

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

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

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

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

**Question #47 continued**

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

**48a. That school is:**

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

**48b.**

- Public (state)
- Private

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

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

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

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

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

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

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

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

**Question #52 continued**

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

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

*(Please mark only one factor.)*

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

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

- Yes (1)
- No (2)

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

*(Please mark only one factor.)*

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

**56. If you will not be attending a USNH (UNH, Plymouth State University, Keene State College, or Granite State College) institution, which reason is the most important reason for your decision not to attend?**

*(Please mark only one factor.)*

- I was not accepted (1)
- My major is not offered (2)
- The cost of attendance is too high (3)
- I want to study out-of-state (4)
- It is not the right size school for me (5)
- I got more financial aid at my institution (6)
- My institution has a better academic reputation (7)
- It is not the right location for me (8)
- Other reason (9)

**57. If you will not be attending a NHCTCS (NHTI, Berlin, Claremont, Laconia, Manchester, Nashua, Stratham, or an affiliated local academic center) institution, which reason is the most important reason for your decision not to attend?**

*(Please mark only one factor.)*

- I was not accepted (1)
- My major is not offered (2)
- The cost of attendance is too high (3)
- I want to study out-of-state (4)
- It is not the right size school for me (5)
- I got more financial aid at my institution (6)
- My institution has a better academic reputation (7)
- It is not the right location for me (8)
- Other reason (9)

