Measuring Aspirations and Participation

New Hampshire High School Senior Survey
A collaborative project

2005
Measuring Aspirations and Participation:
2005 New Hampshire High School Senior Survey

Executive Summary

This report presents aggregated results from a survey conducted in April, May, and June of 2005 that collected information on the backgrounds, educational aspirations, academic performance and opinions of 8,503 high school seniors who graduated from 63 public and 8 private high schools in New Hampshire. Launched as a pilot survey in 2002, the survey was developed by the New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER), a collaborative representing K-12 and higher education. The New Hampshire Higher Education Assistance Foundation (NHHEAF) Network Organizations assumed funding and coordination for administering the statewide survey in 2004. Findings from each annual survey may be accessed at www.nhpaper.org.

Important Findings

The majority of New Hampshire high school seniors aspire to participate in higher education.
- 79% of public and 96% of private high school seniors reported that they plan to pursue postsecondary education in Fall 2005 [p. 2]. These strong numbers are very much in line with previous surveys.
- Of those seniors who did not plan to continue their education in Fall 2005, 37% reported that they plan to continue their education at some point in the future, but not immediately after high school [p. 19].

High school seniors who plan to continue their education decide to do so at a very early age.
- 19% of public high school seniors and 30% of private high school seniors responded that they had always known they would attend college. Another 36% of public and 47% of private high school seniors responded that they decided in sixth grade or earlier [p. 8].
- These numbers have remained very stable over the four years the survey has been fielded.

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.
- Public high school seniors who had educational plans for Fall 2005 reported participating in an average of 3.2 extracurricular activities, compared to 2.0 for seniors who reported no immediate education plans [p. 17].
- Seniors who reported higher grade point averages also reported participating in significantly more extracurricular activities than did seniors who reported lower GPAs. This holds across all four years of data from the survey [p. 17].

Parents have a very strong influence on their children’s educational plans.
- Similar to earlier findings, seniors in the class of 2005 indicated that their plans for higher education were very much in line with what they reported their parents wanted for them.
- 88% of public high school seniors who plan to attend a 4-year postsecondary institution reported that their parents wanted them to do so [p. 3].
- 62% of public high school seniors who reported planning on getting a full-time job also reported their parents encouraged them to do so [p. 3].

Young women are more likely to plan to continue their education than their male peers.
- 63% of graduating women in the class of 2005 planned to continue their education at a 4-year college compared to only 52% of young men [p. 3].
- This finding is consistent with the 2003 and 2004 survey results as well as with national trends in higher education enrollment.
The top three anticipated programs of study for seniors planning to attend either a 4-year or a 2-year college in Fall 2005 are business, health professions, and education [pp. 5, 7].

- These choices are consistent with the 2003 and 2004 findings.
- The men and women in this year’s survey preferred different fields of study. Men were more likely than women to choose to study business and engineering at both 4-year and 2-year colleges [pp. 5, 7].
- Women, by contrast, were more likely to choose to study in the health professions and education than their male peers [pp. 5, 7].

New Hampshire’s seniors are increasingly choosing to stay in state for postsecondary education.

- The proportion of students planning to attend a 4-year college in New Hampshire has increased since 2002 (40% to 45%) [p. 6].
- The proportion planning to attend a 4-year college in Massachusetts has declined since 2002 (21% to 17%) [p.6].

There has been a marked increase in the proportion of students with a “C” or lower grade point average who plan to attend college in Fall 2005.

- 26% said they planned to attend a 4-year college, up from 16% in 2004 [p. 14].
- 34% said they planned to attend a 2-year college, up from 27% in 2004 [p. 14].

Over half of seniors reported that they do not plan to live in New Hampshire after completing their education.

- This is consistent with the 2003 and 2004 findings.
- 53 % of public high school seniors and 69% of private high school seniors plan to live somewhere other than New Hampshire after completing their education [p. 8].

Profiles of students who plan to continue their education and those who do not have immediate plans to continue provides a useful summary about aspirations and participation [pp. 19-22]. These profiles reveal differences in academic preparation, family characteristics, and work patterns.
Acknowledgements

The 2005 senior survey is an ongoing collaborative project of the New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER). The New Hampshire Higher Education Assistance Foundation (NHHEAF) Network Organizations provide funding and survey coordination.

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**New Hampshire Community Technical College System**
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MEASURING ASPIRATIONS AND PARTICIPATION:

2005 NEW HAMPSHIRE HIGH SCHOOL SENIOR SURVEY

I. INTRODUCTION

This report, Measuring Aspirations and Participation: the 2005 New Hampshire High School Senior Survey presents findings from a survey conducted with graduating seniors at 63 public and eight private high schools in New Hampshire between April and June, 2005. The survey was designed to assess the future educational aspirations and career plans of seniors and views about their high school experience. (See Appendix A for a more complete description of the design of the survey.)

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

- New Hampshire College and University Council
- New Hampshire Community Technical Colleges
- New Hampshire Department of Education
- New Hampshire Higher Education Assistance Foundation (NHHEAF) Network Organizations
- New Hampshire Postsecondary Education Commission
- Saint Anselm College
- University of New Hampshire Survey Center
- University System of New Hampshire

The 2005 survey is the fourth time this survey has been conducted. A pilot test of this project was conducted with graduating seniors from 21 New Hampshire public high schools in 2002. Fifty-one public high schools participated in 2003, 56 in 2004, and 63 in 2005. In addition, eight private schools participated in the 2005 survey.

Not all of the tables described in this report are in this printed version. To view the complete report, please go to the NH PAPER web site at www.nhpaper.org and click on Measuring Aspirations and Participation. Tables that are only in the on-line version of the report are designated as “online tables.” You can also view prior reports on the NH PAPER site.
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 2005 (Table 2.1). In all, 79 percent of seniors from public schools and 96 percent of seniors from private schools surveyed plan to continue their education in Fall 2005. Surveys since 2002 reported similar aspirations.

Students attending private high schools were significantly more likely to say they planned to go to a four-year college in Fall 2005 (89%) than were students attending public high schools (58%).

Table 2.1

<table>
<thead>
<tr>
<th>Plans for Upcoming Fall</th>
<th>Public School Students</th>
<th>Private School Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
<td>2003</td>
</tr>
<tr>
<td>Attend a 4-year College</td>
<td>58%</td>
<td>54%</td>
</tr>
<tr>
<td>Attend a 2-year College</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Attend a 2-year College then transfer to another institution</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Attend Vocational, Technical, Business, or Trade School</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Attend prep school</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Subtotal of Students Pursuing Education in Fall</td>
<td>78%</td>
<td>77%</td>
</tr>
<tr>
<td>Join the Military</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Get a full-time job</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Start a business</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Become a full-time homemaker</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Participate in a reg. apprenticeship</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Join Americorps, VISTA, or other community service prog.</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Take time off, then decide</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Undecided</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(2291)</td>
<td>(4781)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applied for Admission to a Postsecondary Institution?</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
<th>(N=)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76%</td>
<td>73%</td>
<td>76%</td>
<td>78%</td>
</tr>
<tr>
<td>No</td>
<td>22%</td>
<td>24%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Not sure</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(2272)</td>
<td>(4915)</td>
<td>(7048)</td>
<td>(7449)</td>
</tr>
</tbody>
</table>
The seniors surveyed from public schools have high educational aspirations. Two-thirds plan to get a bachelor’s degree or higher -- 32 percent a bachelor’s degree, 22 percent a master’s degree, and 12 percent a doctorate or a professional degree and another eight percent plan to get an associate degree (online Table 2.2). See www.nhpaper.org for complete report with all tables.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>72%</td>
<td>73%</td>
<td>76%</td>
<td>74%</td>
<td>52%</td>
<td>51%</td>
<td>55%</td>
<td>52%</td>
</tr>
<tr>
<td>Female</td>
<td>85%</td>
<td>83%</td>
<td>85%</td>
<td>84%</td>
<td>64%</td>
<td>62%</td>
<td>67%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Planned Postsecondary Education by Per-Pupil Spending

Several differences were found between public high school seniors’ education aspirations based on the amount their high school spends per pupil (online Table 2.4). The more a school spent per pupil, the more likely a surveyed senior was to plan to attend a four-year college.

Student Perceptions of Parents Plans for Education

Parents also have high educational aspirations for their children. Seventy-one percent of public high school seniors and 85 percent of private high school seniors reported their parents want them to attend some form of postsecondary institution (online Table 2.5). The 2005 results go on to illustrate the strength between parents’ plans for their children (as reported by students) and the plans that seniors have for themselves.

- Eighty-eight percent of seniors from public high schools and 97 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-two 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.
Institutions Seniors Plan to Attend

Slightly less than half of education-bound seniors in the survey who attended public schools plan to attend an institution outside of New Hampshire, and that figure rises to 72 percent for private high school seniors (Chart 2.1). Among education-bound public high school seniors, UNH is the most frequently named institution (named by 15 percent of education-bound seniors), followed by a New Hampshire Community Technical College (NHCTC) System campus (13%), Plymouth State University, (6%) and Keene State College (4%) (online Table 2.6). Among private high school seniors planning on continuing their education immediately upon graduation, UNH is named by 14 percent, followed by Plymouth State University, an NHCTC System campus, and Keene State College (all at 2%).

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

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 (online Table 2.7). These rankings do not vary between public and private high school seniors.

Among education-bound seniors in the survey, 75 percent of seniors from public schools (67% from private) said they plan to attend their first choice school. The most important reasons for not attending their first choice were that they were not accepted (40% public, 54% private), and that it was too expensive (32% 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, an NHCTC System institution, or some other New Hampshire institution. The reasons given are consistent across all New Hampshire institutions (online Tables 2.8a, 2.8b and 2.8c).

- The most frequently chosen reasons for not attending a USNH institution were the senior wanted to attend a school out of state (15%), another school had a better academic reputation (14%), or that their major was not offered (12%).
- The most frequently chosen reasons for not attending an NHCTC System institution were another school had a better academic reputation (17%), the senior wanted to attend a school out of state (14%), or the senior’s major was not offered (12%).
- The most frequently chosen reasons for not attending another NH institution were that the senior wanted to attend a school out of state (15%), another school had a better academic reputation (13%), and the senior’s major was not offered (11%).
- There have been few differences in why students are not going to USNH, NHCTC, or other New Hampshire institutions since 2002.

Top Four-Year Programs of Study

Among public school seniors planning to attend a four-year institution, the most popular major was business (17%), followed by the health professions (10%), education (8%) and engineering (7%). These were in the same rank order as they were in 2003 and 2004 (Tables 2.9a (online) and Table 2.9b).

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

| Table 2.9b |
| Most Popular Four-Year Programs of Study by Gender |
| Public School Seniors Only |

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

<table>
<thead>
<tr>
<th>Major / Program</th>
<th>In NH</th>
<th>Out of State</th>
<th>In NH</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>Business</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>Education</td>
<td>14%</td>
<td>14%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>7%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Engineering</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Computers/Info. Tech.</td>
<td>5%</td>
<td>6%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Psychology</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Biology/Life Sciences</td>
<td>4%</td>
<td>3%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Visual / Performing Arts</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Communications</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Social Sciences/History</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(537)</td>
<td>(1017)</td>
<td>(1567)</td>
<td>(1684)</td>
</tr>
</tbody>
</table>

Forty-five percent of seniors surveyed from public high schools who are planning to attend a four-year college, plan to do so in New Hampshire. Another 17 percent plan to attend a school in Massachusetts (online Chart 2.2). The proportion of students planning to attend a four-year college in New Hampshire has increased since 2002, while the proportions planning to attend a college in Massachusetts has declined since 2002.

**Top Two-Year Programs of Study**

As in prior years, the most popular programs for public school seniors planning to attend a two-year institution were business (16%), health professions (12%), and education (9%) (online Table 2.11a).

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

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

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

Table 2.12c

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

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

- There are few differences in the preferred programs of study between public school students who plan to attend a two-year institution in New Hampshire and those who plan to attend an out-of-state institution (Table 2.12c).
- Three-quarters (75%) of public school seniors surveyed who were planning to attend a two-year college planned to stay in New Hampshire (Chart 2.3). Thirteen percent planned to attend another New England college, and another 12% planned to attend an institution outside of New England. These figures have remained essentially unchanged in recent years.
Student Intentions to Live in NH

The New Hampshire High School Senior Survey asked seniors whether they intend to live in New Hampshire after they have completed their education. In line with 2003 and 2004 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 2005 Seniors who Plan to Live in NH After Education

<table>
<thead>
<tr>
<th>Live in NH after grad?</th>
<th>All Students</th>
<th></th>
<th>Education Bound</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>Yes</td>
<td>47%</td>
<td>31%</td>
<td>46%</td>
<td>29%</td>
</tr>
<tr>
<td>No</td>
<td>53%</td>
<td>69%</td>
<td>54%</td>
<td>71%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(7417)</td>
<td>(502)</td>
<td>(5581)</td>
<td>(468)</td>
</tr>
</tbody>
</table>

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

Education-bound seniors in the 2005 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 (56% public, 77% private) (Table 2.14). About one-third of college-bound seniors from public schools (35%) and 16 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Public School Students</th>
<th></th>
<th>Private School Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>Always known</td>
<td>20%</td>
<td>18%</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>Sixth or earlier</td>
<td>40%</td>
<td>38%</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>Seventh</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Eighth</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Ninth</td>
<td>10%</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Tenth</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Eleventh</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Twelfth</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(1837)</td>
<td>(3666)</td>
<td>(5907)</td>
<td>(6227)</td>
</tr>
</tbody>
</table>

- Most education-bound seniors reported first receiving information about postsecondary education in the ninth and tenth grades (48% public, 41% private). Most seniors believe the best time to receive this information is between the eighth and tenth grades.
- Education-bound seniors were most likely to receive postsecondary education information from their high school guidance counselor (81% public, 86% private), colleges (75% public, 86% private), parents (68% public, 80% private), and teachers (67% public, 65% private).
Eighty-five percent of education-bound seniors from public schools and 88 percent from private schools said the information they accessed from computer programs or the Internet was “very helpful” or “somewhat helpful.” Similarly, 84 percent (84% from private schools) said information they received from their high school was “very helpful” or “somewhat helpful.”

Grade in Which Seniors Decided Not to Continue Their Education

Surveyed seniors who are not planning to continue their education in Fall 2005 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 four years the survey has been administered.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth or earlier</td>
<td>7%</td>
<td>9%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Seventh</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Eighth</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Ninth</td>
<td>8%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Tenth</td>
<td>12%</td>
<td>12%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Eleventh</td>
<td>20%</td>
<td>19%</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>Twelfth</td>
<td>41%</td>
<td>38%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(534)</td>
<td>(1217)</td>
<td>(1651)</td>
<td>(1939)</td>
</tr>
</tbody>
</table>

Seventy-two percent of seniors with no immediate education plans said they had considered pursuing further education or training sometime after high school. This is up from 66 percent in 2004.

Most Important Reasons Seniors Decided Not to Continue Their Education

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

- Joining the military dropped from 17 percent in 2004 to nine percent in 2005. Both male and female seniors from public schools were significantly less likely to say they were joining the military in 2005 than in 2004 (Table 2.16b).
- Female seniors with no immediate education plans who attended public schools were significantly more likely than male seniors to say they cannot afford to continue their education. This holds true for all four years of the senior survey.
• Since the 2002 survey, females have reported at higher levels than males that one reason for not pursuing higher education was their intent to get married and/or start a family.

Table 2.16a
Reasons for Not Immediately Pursuing Higher Education
Public Schools Seniors with No Immediate Education Plans Only

<table>
<thead>
<tr>
<th>Reason</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needed a break from school</td>
<td>26%</td>
<td>21%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>I am joining the military</td>
<td>12%</td>
<td>14%</td>
<td>17%</td>
<td>9%</td>
</tr>
<tr>
<td>I want/need to support myself</td>
<td>12%</td>
<td>13%</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>Can’t afford to continue educ.</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>I am unsure of my plans/goals</td>
<td>10%</td>
<td>12%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Don’t need educ. to get job I want</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>I can continue educ. in the future</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>My grades are too low</td>
<td>4%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Plan to get married, start a family</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>I want to travel</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Participated in an apprenticeship</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Other*</td>
<td>6%</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

(N=) (481) (982) (1160) (1736)

• “Other” not listed as an option after the 2002 survey.

Table 2.16b
Reasons for Not Immediately Pursuing Higher Education by Gender
Public Schools Seniors with No Immediate Education Plans Only

<table>
<thead>
<tr>
<th>Reason</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
<td>2003</td>
</tr>
<tr>
<td>Needed a break from school</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>I am joining the military</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>I want/need to support myself</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Can’t afford to continue educ.</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>I am unsure of my plans/goals</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Don’t need educ. to get job I want</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>I can continue educ. in the future</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>My grades are too low</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Plan to get married, start a family</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>I want to travel</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Participated in an apprenticeship</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Other*</td>
<td>6%</td>
<td>*</td>
</tr>
</tbody>
</table>

(N=) (300) (693) (878) (1031) (175) (444) (546) (668)

* “Other” not listed as an option after the 2002 survey.
III. FAMILY DATA

Seniors’ Living Arrangements

Sixty-one percent of seniors from public schools reported living with both parents (online 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 (online Table 3.1b).

Reported Parental Employment

- Most fathers of private and public high school seniors were reported to be working either full time (68%) or part time (14%) (online Table 3.2)
- Mothers of public high school seniors were significantly more likely to be working either full time or part time (82%) than were mothers of private school students (74%).

There were no significant differences between public school seniors who plan to attend a two- or four-year college in Fall 2005 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 (online Table 3.3).

A different story emerges when we look at the fathers of these high school seniors. Education-bound seniors were much more likely to have a father working full-time than were those who did not plan to continue their education in Fall 2005 (87% compared to 81%).

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

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

### Table 3.4b

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

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mothers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some high school or less</td>
<td>6%</td>
<td>9%</td>
<td>7%</td>
<td>7%</td>
<td>18%</td>
<td>21%</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>High school diploma</td>
<td>32%</td>
<td>31%</td>
<td>28%</td>
<td>29%</td>
<td>39%</td>
<td>45%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Some college/Assoc. deg.</td>
<td>22%</td>
<td>25%</td>
<td>24%</td>
<td>24%</td>
<td>20%</td>
<td>18%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>13%</td>
<td>12%</td>
<td>15%</td>
<td>14%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Advanced degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13%</td>
<td>12%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(1736)</td>
<td>(3647)</td>
<td>(5489)</td>
<td>(5531)</td>
<td>(534)</td>
<td>(1109)</td>
<td>(1315)</td>
<td>(1398)</td>
</tr>
<tr>
<td><strong>Fathers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some high school or less</td>
<td>6%</td>
<td>9%</td>
<td>7%</td>
<td>7%</td>
<td>18%</td>
<td>21%</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>High school diploma</td>
<td>30%</td>
<td>31%</td>
<td>28%</td>
<td>29%</td>
<td>39%</td>
<td>45%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Some college/Assoc. deg.</td>
<td>22%</td>
<td>25%</td>
<td>24%</td>
<td>24%</td>
<td>20%</td>
<td>18%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>24%</td>
<td>21%</td>
<td>23%</td>
<td>24%</td>
<td>14%</td>
<td>10%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Advanced degree</td>
<td>18%</td>
<td>15%</td>
<td>18%</td>
<td>16%</td>
<td>8%</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(1685)</td>
<td>(3558)</td>
<td>(5398)</td>
<td>(5416)</td>
<td>(509)</td>
<td>(1077)</td>
<td>(1253)</td>
<td>(1345)</td>
</tr>
</tbody>
</table>
IV. HIGH SCHOOL DATA

High School Program

Sixty-two percent of the seniors surveyed in 2005 from public schools said they were enrolled in a college preparatory program, 18 percent said they were enrolled in a vocational, technical, or business program, and 20 percent reported being enrolled in some other program (online Table 4.1a). These figures have remained relatively stable over the four years of the survey.

- Education-bound seniors surveyed from public schools were more than twice as likely to be enrolled in a college preparatory program (72%) than seniors with no immediate education plans (33%).
- Eighty-nine percent of seniors from public schools enrolled in a college preparatory program said they planned to attend a postsecondary institution in Fall 2005 (97% for seniors who were surveyed from private schools).

Table 4.1b

<table>
<thead>
<tr>
<th>High School Program by Postsecondary Education Plans</th>
<th>Education Bound</th>
<th>No Immediate Ed. Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
<td>2003</td>
</tr>
<tr>
<td>College Preparatory</td>
<td>72%</td>
<td>68%</td>
</tr>
<tr>
<td>Vocational/Tech./Business</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(1752)</td>
<td>(3680)</td>
</tr>
</tbody>
</table>

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 four years of the survey.

- Public high school seniors were most likely to have taken courses in English and in math for four years each (online Table 4.2).
- A majority of the public and private high school seniors reported having taken at least three years of social studies and history.
- Approximately three-quarters of the seniors surveyed from public schools reported having taken some business studies or vocational and technical courses, even though these courses are not required for graduation.
- Seniors who said they planned to continue their education in Fall 2005 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 (online Tables 4.3 and 4.4).
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. Seniors who reported studying more also reported higher GPAs (online Table 4.6). This correlation has been stronger in prior years of the survey.

- The percentage of public school seniors who report having an “A” average (3.6 to 4.0) has increased since 2003 with 30 percent of the class of 2005 reporting their average GPA was an “A” (online Table 4.7).
- Seniors who reported receiving “A”s and “B”s were significantly more likely to report that they planned postsecondary education in Fall 2004 (Table 4.8).
- There has been a marked increase in the proportion of students reporting a “C” or lower grade point average who plan to attend college in the Fall. In 2005, 24 percent of self-reported “C” students said they planned to attend a four-year college in Fall 2005, up from 16 percent in 2004. Similarly, 34 percent of self-reported “C” students said they planned to attend a two-year college in Fall 2005, up from 27 percent in 2004.

### Table 4.8

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

<table>
<thead>
<tr>
<th>GPA</th>
<th>A (3.6-4.0)</th>
<th>B (2.6-3.59)</th>
<th>C (1.6-2.59)</th>
<th>D or Below (0-1.59)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Year College</td>
<td>86%</td>
<td>87%</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>2 Year/Transfer</td>
<td>55%</td>
<td>53%</td>
<td>55%</td>
<td>60%</td>
</tr>
<tr>
<td>Voc./Tech School</td>
<td>51%</td>
<td>53%</td>
<td>49%</td>
<td>35%</td>
</tr>
<tr>
<td>No Immediate Plans</td>
<td>51%</td>
<td>53%</td>
<td>49%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Differences in Self-Reported Grade Point Average

- Female public high school seniors reported higher grade point averages in all subjects than did male students. They reported doing significantly better overall in English, foreign languages, arts and music, business studies and computer studies than did male public schools seniors.
- Students attending larger public schools (750 or more people) consistently report slightly higher grade point averages than students from smaller schools.
High School Instruction

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

Table 4.9
2005 Seniors’ Rating of High School Instruction

<table>
<thead>
<tr>
<th>Area of Instruction</th>
<th>Excellent (1)</th>
<th>Satisfactory (2)</th>
<th>Unsatisfactory (3)</th>
<th>Not Taught (4)</th>
<th>Mean</th>
<th>(N=)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Pub</td>
<td>22%</td>
<td>68%</td>
<td>9%</td>
<td>2%</td>
<td>1.90 (7626)</td>
</tr>
<tr>
<td></td>
<td>Prv</td>
<td>25%</td>
<td>66%</td>
<td>9%</td>
<td>&lt;1%</td>
<td>1.84 (513)</td>
</tr>
<tr>
<td>History &amp; Social Sciences</td>
<td>Pub</td>
<td>17%</td>
<td>66%</td>
<td>15%</td>
<td>2%</td>
<td>2.03 (7548)</td>
</tr>
<tr>
<td></td>
<td>Prv</td>
<td>17%</td>
<td>60%</td>
<td>21%</td>
<td>2%</td>
<td>2.07 (507)</td>
</tr>
<tr>
<td>Personal Development</td>
<td>Pub</td>
<td>19%</td>
<td>62%</td>
<td>16%</td>
<td>3%</td>
<td>2.03 (7571)</td>
</tr>
<tr>
<td></td>
<td>Prv</td>
<td>21%</td>
<td>59%</td>
<td>17%</td>
<td>3%</td>
<td>2.03 (509)</td>
</tr>
<tr>
<td>Science, Math &amp; Technology</td>
<td>Pub</td>
<td>18%</td>
<td>62%</td>
<td>17%</td>
<td>3%</td>
<td>2.04 (7527)</td>
</tr>
<tr>
<td></td>
<td>Prv</td>
<td>19%</td>
<td>62%</td>
<td>19%</td>
<td>1%</td>
<td>2.02 (507)</td>
</tr>
<tr>
<td>Reasoning &amp; Problem Solving</td>
<td>Pub</td>
<td>17%</td>
<td>65%</td>
<td>16%</td>
<td>2%</td>
<td>2.04 (7577)</td>
</tr>
<tr>
<td></td>
<td>Prv</td>
<td>21%</td>
<td>66%</td>
<td>12%</td>
<td>2%</td>
<td>1.94 (510)</td>
</tr>
<tr>
<td>Arts, Language &amp; Literature</td>
<td>Pub</td>
<td>18%</td>
<td>61%</td>
<td>19%</td>
<td>3%</td>
<td>2.07 (7532)</td>
</tr>
<tr>
<td></td>
<td>Prv</td>
<td>19%</td>
<td>57%</td>
<td>22%</td>
<td>2%</td>
<td>2.06 (510)</td>
</tr>
<tr>
<td>Civic &amp; Social Responsibility</td>
<td>Pub</td>
<td>19%</td>
<td>57%</td>
<td>18%</td>
<td>5%</td>
<td>2.10 (7529)</td>
</tr>
<tr>
<td></td>
<td>Prv</td>
<td>19%</td>
<td>51%</td>
<td>24%</td>
<td>6%</td>
<td>2.17 (507)</td>
</tr>
</tbody>
</table>

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

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 (online Table 4.11). This pattern has remained consistent for all four years of the survey.
Seniors attending public schools that spend $9,000 or more per pupil rated the instruction they received in the following three areas higher than did seniors attending schools with lower levels of per pupil spending (online Table 4.12): personal development; civic and social responsibility; and science, math and technology.

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

High School Experience

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

- Seniors from public schools were most likely to say that their school provided them a good education (90%), their school provided a safe environment for learning (87%), teachers gave them a reasonable amount of work (87%), their teachers had a positive influence on them (86%), classes were taught in ways they could understand (84%), and they were taught how to be good team or group members (84%) (online Table 4.14). These results are very similar to those from the 2003 and 2004 surveys.
- Seniors from both public and private schools were least likely to agree that school rules were fair and enforced consistently.
- Seniors who planned to continue their education in Fall 2005 and those reporting a “B” or higher grade point average were more likely to agree with all of these statements about their schools than were seniors who had no immediate educational plans and seniors reporting “C” averages or below.
Extracurricular Activities
Surveyed seniors averaged three extracurricular activities during their years in high school. The activities most frequently engaged in were athletics, hobbies, volunteer work, and school clubs and committees (Table 4.15). Seniors reported spending an average of six to ten hours per week engaged in extracurricular activities during their senior year.

<table>
<thead>
<tr>
<th></th>
<th>Percent Participating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public School Students</td>
<td>Private School Students</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>2003</td>
</tr>
<tr>
<td>Athletics</td>
<td>67%</td>
<td>66%</td>
</tr>
<tr>
<td>Hobbies</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
<td>School clubs, committees</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>Band, chorus, orchestra</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Honor society</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>Church groups</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Theater, drama, dance</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>Non-school clubs</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>Student government</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>ROTC</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

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

- Public school seniors who had educational plans for Fall 2005 reported participating in an average of 3.2 extracurricular activities, compared to 2.0 for seniors who reported no educational plans (4.0 and 3.1 for seniors from private schools).
- Seniors who reported higher grade point averages also reported participating in significantly more extracurricular activities than did seniors who reported lower GPAs. This holds across all four years of data from the survey.
Work Experience During High School

The vast majority of New Hampshire high school seniors in the 2005 survey – 86 percent from public and 82 percent from private schools – reported that they worked at a paid job during their high school years. Surveyed seniors from public high schools worked, on average, between 11 and 20 hours per week. As for volunteer work, 51 percent from public schools (78% private) reported that they performed volunteer work during their high school years. These figures have remained stable in recent surveys.

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

Most public school seniors surveyed in 2005 who worked (57%) believed that it had no effect on their school performance. Seventeen percent believed it enhanced their school performance, while 21 percent believed work interfered with their school performance. Five percent did not participate in either paid or volunteer work (online Tables 4.18a & 4.18b). These figures are also unchanged since 2002.

Access To and Use of Computers

New Hampshire seniors in the survey reported considerable use of computers at home. Almost half (45%) of seniors used their computers at home between one and five hours a week (online Table 4.19a). Education-bound seniors reported significantly more hours using a computer at home than did seniors with no immediate education plans (online Table 4.19b).
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 (52%) surveyed said they first received information about pursuing a career in the ninth grade or earlier. Almost two-thirds (66%) 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 (67% public, 76% private), high school teachers (56% public, 67% private), their parents (50% public, 76% private), and from friends and relatives (41% public, 62% private).

- The Internet was seen to be a valuable source of career information by seniors with no immediate education plans. Sixty-nine percent of public school seniors (54% private) said the Internet was a “very helpful” or “somewhat helpful” source of information, while 67 percent of public school seniors and 62 percent of private school seniors said the information they received from their high school was “very helpful” or “somewhat helpful.”

Future Education Plans of Seniors with No Immediate Education Plans

More than one-third (37%) of students who do not plan to continue their education in Fall 2005 said they plan on continuing their education at some time in the future although 37 percent are undecided (Tables 5.1 and 5.2).

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

- For both male and female seniors from public high schools with no immediate education plans, the proportion of “Undecided” respondents has increased from 2004 to 2005 after declining since the 2002 Pilot Survey. The percentages of males who said they are undecided increased from 21 percent to 36 while females increased from 25 percent to 40 percent.
Table 5.1
Future Education Plans for Seniors with No Immediate Education Plans

<table>
<thead>
<tr>
<th>Future Education Plan</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>30%</td>
<td>34%</td>
<td>29%</td>
<td>37%</td>
</tr>
<tr>
<td>Attend 4-year college</td>
<td>23%</td>
<td>20%</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>Attend 2-year college</td>
<td>16%</td>
<td>13%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Training at technical, business, or trade school</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Enroll in military training program</td>
<td>9%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Don’t plan to continue educ.</td>
<td>4%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Obtain on-the-job training</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>*</td>
</tr>
<tr>
<td>Apprenticeship, internship</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>*</td>
</tr>
<tr>
<td>(N=)</td>
<td>(511)</td>
<td>(979)</td>
<td>(1155)</td>
<td>(1400)</td>
</tr>
</tbody>
</table>

* These response options dropped in 2005.

Table 5.2
Future Education Plans for Seniors with No Immediate Education Plans by Gender

<table>
<thead>
<tr>
<th>Future Education Plan</th>
<th>Male</th>
<th></th>
<th></th>
<th></th>
<th>Female</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
<td>2002</td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>Undecided</td>
<td>27%</td>
<td>27%</td>
<td>21%</td>
<td>36%</td>
<td>34%</td>
<td>29%</td>
<td>25%</td>
<td>40%</td>
</tr>
<tr>
<td>Attend 4-year college</td>
<td>23%</td>
<td>22%</td>
<td>27%</td>
<td>15%</td>
<td>25%</td>
<td>27%</td>
<td>32%</td>
<td>21%</td>
</tr>
<tr>
<td>Attend 2-year college</td>
<td>15%</td>
<td>15%</td>
<td>17%</td>
<td>8%</td>
<td>16%</td>
<td>19%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Training at technical, business, or trade school</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
<td>10%</td>
<td>12%</td>
<td>12%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Enroll in military training program</td>
<td>12%</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Don’t plan to continue educ.</td>
<td>4%</td>
<td>5%</td>
<td>3%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Obtain on-the-job training</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>*</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>*</td>
</tr>
<tr>
<td>Apprenticeship, internship</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>*</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>*</td>
</tr>
<tr>
<td>(N=)</td>
<td>(310)</td>
<td>(711)</td>
<td>(942)</td>
<td>(822)</td>
<td>(168)</td>
<td>(478)</td>
<td>(615)</td>
<td>(561)</td>
</tr>
</tbody>
</table>

* These response options dropped in 2005.
Occupation Plans of Seniors with No Immediate Education Plans

Fifty-six percent of public school seniors with no immediate education plans said they had a full-time job lined up after they graduated, while another 19 percent had a part-time job lined up. Almost one-quarter (24%) reported they did not have a job lined up. These figures are unchanged since 2004.

- Almost half (46%) of these seniors expected to earn less than $12 per hour (approximately $24,000 annually); 30 percent expected to earn more than $12 per hour; and 24 percent were unsure what they would earn.
- Forty-three percent of these seniors reported that they learned job skills from paid work experience, while 27 percent reported learning them from a family member and 23 percent learned these skills from a high school work program.
- The most frequently mentioned occupational fields that these seniors planned to enter in Fall 2005 were: the military (13%); construction and mining (8%); food preparation (7%); and sales (5%).
- The most frequently mentioned occupational fields that these seniors from planned to have in ten years were: arts, design, entertainment, sports or media (13%); the military (7%); business and financial operations (6%), and healthcare 5%. More than one-third (35%) said they were undecided about their career plans ten years from now.

Differences Between Education-Bound and Other Seniors

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

- Seventy-two percent of public school education-bound seniors completed a college preparatory program in high school, compared to 33 percent of seniors with no immediate education plans.
- Almost half (45%) of public school education-bound seniors reported 2004 family incomes of $50,000 or more, compared to 30 percent of seniors with no immediate education plans.
- Sixty-three percent of education-bound seniors from public high schools reported their mother had at least some postsecondary education, and 59 percent reported their fathers had the same. Forty-percent of seniors with no immediate education plans reported mothers with at least some postsecondary education and 35 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 two-thirds (65%) of education-bound public high school seniors said their parents expect them to attend a four-year college, compared with 18 percent of parents of seniors with no immediate education plans.
Profile of Education-Bound Seniors
A typical senior in the survey who planned to pursue postsecondary education:

- Was enrolled in a college preparatory program in high school;
- Lived with both parents;
- 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 another state;
- 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 2005:

- Worked 30 hours per week or less during their senior year;
- Planned to work full-time after graduation and earn between $6 and $12 per hour;
- Made the decision not to continue their education in the twelfth grade;
- Decided not to continue their education because they needed a break from school;
- Reported parents with a high school degree or less;
- Plans to continue their education at some point in the future.
VI. TECHNICAL EDUCATION PROGRAM SENIORS

Seniors who attended a Career and Technical Education Center (CTE) were asked to answer several questions about their experiences there. Nineteen percent of the students who completed the 2005 survey reported that they had attended a CTE Center. The CTE Centers these seniors reported most often attending were the Manchester School of Technology (13%), Nashua Senior High School (9%), Concord Regional Technology Center (9%), Seacoast School of Technology (7%), Berlin Vocational Center (7%), Dover Vocational Center (6%), and the Creteau Regional Technology Center (5%).

Information About Technical Center Opportunities

- Over half of the seniors who reported attending a CTE center (54%) said they were first informed about the opportunities available there in the 9th grade or earlier while another 25% said they were first informed in the 10th grade.
- These seniors were informed about CTE centers infrequently between grades 7 and 11. Sixty percent said they were presented information about their regional CTE center only one or two times and another 12 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 2005 (Table 6.1).

Table 6.1
Post Secondary Education Plans of CTE Students

<table>
<thead>
<tr>
<th>Plans for Upcoming Fall</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend a 4-year College</td>
<td>33%</td>
</tr>
<tr>
<td>Attend a 2-year College</td>
<td>16%</td>
</tr>
<tr>
<td>Attend a 2-year College then transfer to another institution</td>
<td>10%</td>
</tr>
<tr>
<td>Attend Vocational, Technical, Business, or Trade School</td>
<td>12%</td>
</tr>
<tr>
<td>Attend prep school</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Subtotal of CTE Students</strong></td>
<td><strong>72%</strong></td>
</tr>
<tr>
<td>Pursuing Education in Fall</td>
<td></td>
</tr>
<tr>
<td>Join the Military</td>
<td>3%</td>
</tr>
<tr>
<td>Get a full-time job</td>
<td>13%</td>
</tr>
<tr>
<td>Start a business</td>
<td>1%</td>
</tr>
<tr>
<td>Become a full-time homemaker</td>
<td>1%</td>
</tr>
<tr>
<td>Participate in a reg. apprenticeship</td>
<td>1%</td>
</tr>
<tr>
<td>Join Americorps, VISTA, or other community service prog.</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Take time off, then decide</td>
<td>3%</td>
</tr>
<tr>
<td>Undecided</td>
<td>7%</td>
</tr>
<tr>
<td>(N=)</td>
<td>(1115)</td>
</tr>
</tbody>
</table>
Participation in Technical Student Organizations

More than half (57%) the seniors surveyed that reported attending a CTE center said they participated in a Technical Student Organization. Of those who did, more than half (57%) 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 Only
(Seniors who Reported Attending a CTE Center)

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

SURVEY METHODOLOGY
METHODOLOGY

The 2005 New Hampshire High School Senior Survey is a survey of seniors in 63 New Hampshire public high schools and eight private high schools. A survey of all public high school seniors is planned for the Class of 2006.

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

A total of sixty-three public high schools in New Hampshire (more than 80 percent of all New Hampshire public high schools) participated in the survey, representing more than two-thirds of all seniors in the Class of 2005. (Eight private high schools also participated.) Although a broad range of schools participated in the survey, in terms of size, location, and per-pupil spending, care should be taken in examining results of the survey. This report discusses only seniors in the Class of 2005 attending one of the 56 public high schools and eight private high schools (Bishop Guertin HS, Brentwood School, Jesse Remington HS, Laconia Christian School, Nashua Christian School, St. Thomas Aquinas HS, Tilton School, and Trinity HS) participating in the survey and should not be used to generalize to all New Hampshire high school seniors in the Class of 2005.

Each school that participated in the survey chose a time between April and June 2005 to conduct the survey. Survey questionnaires, instruction sheets, pencils, and postage paid return envelopes were mailed to each school in advance of the survey date. Each school chose the time and place to conduct the survey. Seniors were not required to complete the survey, but were encouraged to do so. Completed surveys were scanned by Measured Progress of Dover, NH, and data were tabulated by the University of New Hampshire Survey Center.

A total of 8,503 seniors completed and returned surveys out of an estimated 11,794 eligible seniors at participating schools. The response rate to the survey was 72%.

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

**North Country**
A. Crosby Kennett H.S.
Berlin H.S.
Colebrook Academy
Gorham Middle H.S.
Groveton H.S.
Linwood H.S.
Lisbon Regional H.S.
Littleton H.S.
Pittsburg H.S.
Profile School
Rivendell Academy
Stratford Public H.S.
White Mountains Regional H.S.
Woodsville H.S.

**South Central**
Alvirne H.S.
Campbell H.S.
Goffstown H.S.
Manchester Memorial H.S.
Manchester West H.S.
Mascenic H.S.
Merrimack H.S.
Nashua North H.S.
Nashua South H.S.
Pelham H.S.
Pembroke Academy
Pinkerton Academy
Souhegan H.S.
Timberlane H.S.

**Lakes Region**
Belmont H.S.
Bow H.S.
Franklin H.S.
Gilford H.S.
Hopkinton H.S.
Inter Lakes H.S.
Laconia H.S.
Merrimack Valley H.S.
Pittsfield H.S.
Winnisquam H.S.

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

**South West**
Con Val H.S.
Conant H.S.
Fall Mountain Regional H.S.
Hillsboro Deering H.S.
Hollis Brookline H.S.
John Stark Regional H.S.
Kearsarge Regional H.S.
Keene H.S.
Lebanon H.S.
Monadnock Regional H.S.
Newport Middle H.S.
Stevens H.S.
Sunapee H.S.
Wilton Lyndebourough H.S.

**Private Schools**
Bishop Guertin H.S.
Brentwood H.S.
Jesse Remington H.S.
Laconia Christian H.S.
Nashua Christian
St. Thomas Aquinas H.S.
Tilton School
Trinity H.S.
APPENDIX B:

QUESTIONNAIRE
Dear Senior,

You are invited to participate in a collaborative research project. Over the last three years over 16,000 New Hampshire seniors have participated by completing the senior survey. Our goal this year is for you and every other graduating senior to complete the senior survey. Your answers will be held in strictest confidence, and under no circumstances will survey results identify individual students.

New Hampshire Higher Education Assistance Foundation (NHHEAF) Network

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

Student Identification
Please complete the information below.

Name ____________________________ ____________________________ ____________________________
(First Name) (Middle Initial) (Last Name)

Mailing Address ____________________________________________________________

City/Town ____________________________ State __________ ZIP Code __________

Birth Date ____________________________ Phone Number ____________________________

Social Security Number ____________________________ High School ____________________________
(Optional)
Instructions
After reading each question, fill in the oval that best describes your answer.

Section TO BE ANSWERED BY ALL STUDENTS

General Information
1. In which New Hampshire county do you currently live?
   - Belknap (1)
   - Carroll (2)
   - Cheshire (3)
   - Coos (4)
   - Grafton (5)
   - Hillsborough (6)
   - Merrimack (7)
   - Out-of-state (11)
   - Rockingham (8)
   - Sullivan (9)
   - Strafford (10)

2. Are you a foreign exchange student?
   - Yes (1)
   - No (2)

3. Are you:
   - Male (1)
   - Female (2)

4. Race:
   (Please mark all that apply)
   - White (1)
   - Asian (4)
   - Black or African-American (2)
   - Native Hawaiian or Other Pacific Islander (5)
   - American Indian or Alaska Native (3)

5. Ethnicity:
   - Hispanic or Latino (1)
   - Not Hispanic or Latino (2)

6. During high school, have you taken courses that were mostly:
   - College preparatory (1)
   - Business (2)
   - Vocational and technical, other than business (3)
   - Other (4)

Your Family
7. What is your best estimate of the total income that people in your household earned in 2004 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)

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

9. What is the highest level of education completed by each of your parents?
   - Eighth grade or less (1)
   - Some high school (2)
   - High school diploma (3)
   - Certificate from business or technical school of less than two years (4)
   - Some college (5)
   - Associate's Degree—2 years (6)
   - Bachelor's Degree—4 years (7)
   - Some graduate or professional school (8)
   - Graduate or professional degree (9)

10. What is the current occupational status of your parents?
    - Employed full-time (1)
    - Employed part-time (2)
    - A full-time homemaker (3)
    - Unemployed (4)
    - Retired (5)
    - Not working due to disability (6)
    - Deceased (7)
    - Other (8)

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

11. English
12. Foreign Languages
13. Algebra I/Geometry
14. Algebra II/Trigonometry/Pre-Calculus/Calculus/Statistics
15. Other General Math
16. Sciences
17. Social Studies and History
18. Art, Drama, Music, and Dance
19. Vocational and Technical Education
20. Business Studies
21. Computer Studies
22. Physical Education/Health

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

23. English
24. Foreign Languages
25. Mathematics
   (all mathematics classes)
26. Sciences
27. Social Studies and History
28. Art, Drama, Music, and Dance
29. Vocational and Technical Education
30. Business Studies
31. Computer Studies
32. Physical Education/Health
33. Please indicate the range where your cumulative grade point average falls.

- 3.75 or higher
- 3.50 – 3.74 (2)
- 3.25 – 3.49 (3)
- 3.00 – 3.24 (4)
- 2.50 – 2.99 (5)

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

(Please mark all that apply.)

- Job shadowing (1)
- Internship/Practicum (6)
- Mentorship (2)
- Community service
- Apprenticeship (3)
- Volunteer work (7)
- Work study (4)
- I did not participate in any programs (8)
- Cooperative education (5)

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

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

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

(Please mark all that apply.)

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

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

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

38. On average, how many hours a week do you use a computer for non-school related activities?

- None (1)
- 1–5 hours (2)
- 6–10 hours (3)
- 11–15 hours (4)
- 16–20 hours (5)
- More than 20 hours (6)
Please rate the quality of instruction provided by your high school in the following areas.

**Communication**

58. Express myself so that others can understand me
59. Listen so that I can understand others
60. Read a variety of materials with understanding
61. Write for a variety of purposes
62. Use computers and other technology to conduct research, gather information, and communicate

**Reasoning and Problem Solving**

63. Ask meaningful questions
64. Solve difficult problems
65. Think abstractly and creatively
66. Approach problem solving with an open mind, healthy skepticism, and persistence

**Personal Development**

67. Set personal goals and act on them
68. Develop productive and satisfying relationships with others
69. Be a productive worker
70. Maintain a healthy way of life
71. Know my unique worth and personal competence
72. Make informed decisions

**Civic and Social Responsibility**

73. Practice the duties and responsibilities of citizenship
74. Deal with different kinds of people
75. Deal with change in my home, school, community, and workplace

**Science, Math, and Technology**

76. Understand and apply mathematics in everyday life
77. Understand and apply science in everyday life
78. Understand and apply technology in everyday life

**Arts, Language, and Literature**

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

**History and Social Sciences**

82. Understand how societies and their systems work
83. Differentiate among fact, opinion, and interpretation
84. Understand and apply NH, United States, and world history in everyday life
85. Understand and apply geography in everyday life
86. Understand and apply economics in everyday life

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

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

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

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

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

(Please mark all that apply)

- Project Running Start (1)
- Advanced Placement (class) (2)
- Advanced Placement (via distance education) (3)
- Project Lead the Way (4)
- The Future Educators Academy (5)
- National Academy of Finance (6)
- Enrolled in a college course offered at a college (7)
- Enrolled in a college course via the internet (8)
- None (9)
Work Experience

90. Which of the following work activities have you participated in during high school? (Please mark all that apply.)
   ☐ Paid job (1)
   ☐ Volunteer work (2)

91. 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)

92. During your senior year, how many hours a week on average did you work (paid or volunteer)?
   ☐ None (1)
   ☐ 1–10 hours (2)
   ☐ 11–20 hours (3)
   ☐ 21–30 hours (4)
   ☐ 31–40 hours (5)
   ☐ 41+ hours (6)

Information about Careers and Postsecondary Education

93. 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)

94. When did you first receive information about:

<table>
<thead>
<tr>
<th>Careers</th>
<th>Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth grade or earlier (1)</td>
<td>☐</td>
</tr>
<tr>
<td>Seventh grade (2)</td>
<td>☐</td>
</tr>
<tr>
<td>Eighth grade (3)</td>
<td>☐</td>
</tr>
<tr>
<td>Ninth grade (4)</td>
<td>☐</td>
</tr>
<tr>
<td>Tenth grade (5)</td>
<td>☐</td>
</tr>
<tr>
<td>Eleventh grade (6)</td>
<td>☐</td>
</tr>
<tr>
<td>Twelfth grade (7)</td>
<td>☐</td>
</tr>
<tr>
<td>I did not receive information (8)</td>
<td>☐</td>
</tr>
</tbody>
</table>

95. How early do you think you would have benefited from receiving information about careers and postsecondary education?
   ☐ Sixth grade or earlier (1)
   ☐ Seventh grade (2)
   ☐ Eighth grade (3)
   ☐ Ninth grade (4)
   ☐ Tenth grade (5)
   ☐ Eleventh grade (6)
   ☐ Twelfth grade (7)

96. Please mark all the sources from whom you received career and postsecondary education information.
   ☐ Elementary school counselor/teacher(s) (1)
   ☐ Middle school counselor/teacher(s) (2)
   ☐ High school guidance counselor(s)/school counselor(s) (3)
   ☐ High school teacher(s) (4)
   ☐ Technical center staff (5)
   ☐ New Hampshire Higher Education Assistance Foundation (NHHEAF Network) (6)
   ☐ Colleges (via mail, college fairs, etc.) (7)
   ☐ My parent(s) (8)
   ☐ Local business(es) (9)
   ☐ NHHEAF website (10)
   ☐ Other websites (11)
   ☐ Other computer programs (12)
   ☐ Friends or relatives (13)
   ☐ Military (14)
   ☐ Destination College (15)
   ☐ NHHEAF Center for College Planning (16)

97. How helpful was the information you accessed from the computer programs or the internet?
   ☐ Very helpful (1)
   ☐ Somewhat helpful (2)
   ☐ Not helpful (3)
   ☐ Did not access information on Internet (4)

98. 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)

99. Please mark all the options below which would have made the information more useful.
   ☐ More one-on-one counseling (1)
   ☐ More brochures or written information (2)
   ☐ More timely information (3)
   ☐ Better information (4)
   ☐ More on-line information (5)
Your Future Plans

100. Do you plan to live in New Hampshire after you complete your education?
- Yes (1)
- No (2)

101. 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)

102. Using the choices below, please indicate the statement that comes closest to describing what your parent(s) feel you should do this fall after you graduate from high school.
(Please mark only one choice.)
- Attend a 4-year college (1)
- Attend a 2-year college (2)
- Attend a 2-year college and then transfer to another institution (3)
- Attend a postgraduate program at a prep school (4)
- Attend a vocational, technical, business, or trade school of less than two years (5)
- Become a full-time homemaker (6)
- Get a full-time job (7)
- Participate in a registered apprenticeship (8)
- Join the military (9)
- 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)

Future Educational Plans

105. 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)
- 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)

106. When do you plan to continue your education or job training?
- In January of 2006 (1)
- By the fall of 2006 (2)
- After the fall of 2006 (3)
- I'm not sure when I will continue (4)

SPECIAL INSTRUCTIONS

In Question 104: 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 8

If you did not answer one of the above,

Go to Section B on the next page
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 2005.

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

Your Career Plans

107. Do you have a job lined up after graduation from high school?
- Yes, full-time job (1)
- Yes, part-time job (2)
- No (3)

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

In Fall of 2005:
- Architecture and/or Engineering (1)
- Arts, Design, Entertainment, Sports, and/or Media (2)
- Building and Grounds Cleaning and/or Maintenance (3)
- Business and/or Financial Operations (4)
- Community and/or Social Service (5)
- Computer and/or Mathematical (6)
- Construction and/or Mining (7)
- Education, Training, and/or Library (8)
- Farming, Fishing, and/or Forestry (9)
- Food Prep and/or Serving (10)
- Healthcare (11)
- Maintenance, Repair, and/or Installation (12)
- Legal (13)
- Life, Physical, and/or Social Sciences (14)
- Management Occupations (15)
- Military (16)
- Office and Administrative Support (17)
- Personal Care and Service (18)
- Production (19)
- Police and/or Protective Service (20)
- Sales and Related (21)
- Transportation and/or Material Moving (22)
- Undecided (23)

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

109. 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)

110. What wages do you expect to earn at your job?
- Less than $6.00 per hour (1)
- $6.00 to $11.99 (2)
- $12.00 or more (3)
- Not sure (4)

111. 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)

112. Was there ever a time when you thought you would continue your education immediately after high school?
- Yes (1)
- No (2)

113. I need a break from school
114. I can’t afford to continue my education
115. I want/need to work to support myself
116. I plan to get married/start a family
117. I don’t need to continue my education to get the job I want
118. I participated in a registered apprenticeship
119. I am joining the military
120. I can always continue my education in the future
121. I want to travel
122. My grades are too low
123. I am unsure of my plans/goals
124. Which of the reasons listed in Questions 113–123 was the most important reason for not continuing your education?
(Please mark only one reason.)

113. I need a break from school
114. I can’t afford to continue my education
115. I want/need to work to support myself
116. I plan to get married/start a family
117. I don’t need to continue my education to get the job I want
118. I participated in a registered apprenticeship
119. I am joining the military
120. I can always continue my education in the future
121. I want to travel
122. My grades are too low
123. I am unsure of my plans/goals

125. My parent(s) cannot contribute enough money toward my education
126. My parent(s) will not contribute enough money toward my education
127. I don’t want to assume the loan debt necessary to continue my education
128. I assumed I wouldn’t be eligible for financial aid and didn’t apply
129. I applied for financial aid and didn’t receive enough
130. I cannot meet the student contribution expected by the school I want to attend
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 2005.

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

Your Educational Plans

131. 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)

132. If you plan to attend a school in New Hampshire, please indicate the school you are most likely to attend.
- Chester College of New England (1)
- Colby-Sawyer College (2)
- College for Lifelong Learning (3)
- Daniel Webster College (4)
- Dartmouth College (5)
- Franklin Pierce College (6)
- Hesser College (7)
- Keene State College (8)
- Lebanon College (9)
- Magdalen College (10)
- McIntosh College (11)
- New England College (12)
- New Hampshire Institute of Art (13)
- NHCTC Berlin (14)
- NHCTC Claremont (15)
- NHCTC Laconia (16)
- NHCTC Manchester (17)
- NHCTC Nashua (18)
- NHCTC Stratham (19)
- NH Technical Institute (20)
- Plymouth State University (21)
- Rivier College (22)
- Saint Anselm College (23)
- Saint Joseph School of Practical Nursing (24)
- Southern New Hampshire University (25)
- Thomas More College of Liberal Arts (26)
- University of New Hampshire - Durham (27)
- University of New Hampshire - Manchester (28)
- Cosmetology School (29)
- Other New Hampshire school (30)

If not planning to attend a school in New Hampshire, where is your school located?
- AL (1)
- AK (2)
- AZ (3)
- AR (4)
- CA (5)
- CO (6)
- CT (7)
- DE (8)
- FL (9)
- GA (10)
- ID (11)
- IL (12)
- IN (13)
- IA (14)
- KY (15)
- LA (16)
- ME (17)
- MI (18)
- MD (19)
- MA (20)
- MN (21)
- MS (22)
- MO (23)
- MT (24)
- NE (25)
- NV (26)
- NH (27)
- NJ (28)
- NM (29)
- NY (30)
- NC (31)
- ND (32)
- OH (33)
- OK (34)
- OR (35)
- PA (36)
- RI (37)
- SC (38)
- SD (39)
- TN (40)
- TX (41)
- UT (42)
- VT (43)
- VA (44)
- WA (45)
- WI (46)
- WV (47)
- WY (48)
- U.S. Territory or Foreign Country (51)
- AK (52)
- AL (53)
- AR (54)
- CA (55)
- CO (56)
- CT (57)
- DE (58)
- DC (59)
- FL (60)
- GA (61)
- HI (62)
- ID (63)
- IL (64)
- IN (65)
- IA (66)
- KS (67)
- KY (68)
- LA (69)
- ME (70)
- MD (71)
- MA (72)
- MI (73)
- MN (74)
- MS (75)
- MO (76)
- MT (77)
- NE (78)
- NV (79)
- NH (80)
- NJ (81)
- NM (82)
- NY (83)
- NC (84)
- ND (85)
- OH (86)
- OK (87)
- OR (88)
- PA (89)
- RI (90)
- SC (91)
- SD (92)
- TN (93)
- TX (94)
- UT (95)
- VT (96)
- VA (97)
- WA (98)
- WI (99)
- WV (100)
- WY (101)

That school is:
- Four-year
- Two-year
- Less than two-year
- Public (state)
- Private

133. Do you plan to attend:
- full-time (1)
- part-time (2)

134. Please indicate the category that most closely represents the major field of study you plan to pursue.
- Agriculture & Natural Resources (1)
- Architecture & related programs (2)
- Aviation (3)
- Biological & Life Studies (4)
- Business (5)
- Communications (6)
- Computer & Information Technologies (7)
- Construction (8)
- Consumer Sciences (9)
- Education (10)
- Engineering (11)
- English & Literature (12)
- Ethnic & Cultural Studies (13)
- Foreign Language (14)
- Health Professions (15)
- Health & Fitness (16)
- History & Government (17)
- Liberal Arts & Humanities (18)
- Mathematics (19)
- Mechanics & Repairers (20)
- Parks, Recreation, & Tourism (21)
- Physical Sciences (22)
- Psychology (23)
- Protective Services (24)
- Public Administration (25)
- Religion & Philosophy (26)
- Social Sciences & History (27)
- Visual & Performing Arts (28)
- Undecided (29)

135. 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)
Please rate how important the following factors were in your selection of the school you are most likely to attend.

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<tr>
<th>Number</th>
<th>Description</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
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<tbody>
<tr>
<td>136</td>
<td>It offers the best education in my field of interest</td>
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<td>137</td>
<td>It is affordable</td>
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<td>138</td>
<td>It is close to home</td>
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<td>139</td>
<td>It is the right size school for me</td>
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<td>140</td>
<td>I have already been admitted there or believe I will be</td>
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<td>141</td>
<td>I believe I can get financial aid there</td>
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<td>142</td>
<td>It is far enough from home so I'll feel more on my own</td>
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<td>143</td>
<td>It has a good reputation for its social activities</td>
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<td>144</td>
<td>My parent(s) like it</td>
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<td>145</td>
<td>My counselor or teacher advised me</td>
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<td>146</td>
<td>My friends like it</td>
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<td>147</td>
<td>It has a very good academic reputation</td>
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<td>148</td>
<td>It offers unique education programs</td>
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<td>149</td>
<td>Its graduates gain admission to top graduate/professional schools</td>
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<td>150</td>
<td>Its graduates get good jobs</td>
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<td>151</td>
<td>I was attracted by the religious affiliation/orientation of the school</td>
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<td>152</td>
<td>Its rankings in national magazines</td>
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<tr>
<td>153</td>
<td>Its reputation for athletic and/or extracurricular activities</td>
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</table>

Which of the factors listed in Questions 136–153 was the most important factor in your selection of a school?

( Please mark only one factor. )

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Are you planning to attend your first choice school?

Yes (1)  No (2)

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

( Please mark only one reason. )

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<th>Number</th>
<th>Description</th>
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<th>Somewhat Important</th>
<th>Very Important</th>
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<tbody>
<tr>
<td>157</td>
<td>I was not accepted</td>
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<td>158</td>
<td>My major is not offered</td>
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<td>159</td>
<td>The cost of attendance is too high</td>
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<td>160</td>
<td>I want to study out-of-state</td>
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<td>161</td>
<td>It is not the right size school for me</td>
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<td>162</td>
<td>I got more financial aid at my institution</td>
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<td>163</td>
<td>My institution has a better academic reputation</td>
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<td>164</td>
<td>It is not the right location for me</td>
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<td>165</td>
<td>Other reason</td>
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Which of the factors listed above was the most important factor in your decision NOT to attend a USNH institution?

( Please mark only one factor. )

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Which of the factors listed above was the most important factor in your decision NOT to attend a NH CTCS institution?

( Please mark only one factor. )

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Which of the factors listed above was the most important factor in your decision NOT to attend other New Hampshire colleges?

( Please mark only one factor. )

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<th>Number</th>
<th>Description</th>
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<td>162</td>
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Do you have any concern about your ability to finance your college education?

( Please mark only one. )

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None (I am confident that I will have sufficient funds)</td>
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<td>Some (but probably will have enough funds)</td>
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<td></td>
<td>Major (not sure I will have enough funds to complete college)</td>
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</tbody>
</table>
170. Please indicate the category that most closely represents the occupation you plan to pursue in ten years.
- Architecture and/or Engineering (1)
- Arts, Design, Entertainment, Sports, and/or Media (2)
- Building and Grounds Cleaning and/or Maintenance (3)
- Business and/or Financial Operations (4)
- Community and/or Social Service (5)
- Computer and/or Mathematical (6)
- Construction and/or Mining (7)
- Education, Training, and/or Library (8)
- Farming, Fishing, and/or Forestry (9)
- Food Prep and/or Serving (10)
- Healthcare (11)
- Maintenance, Repair, and/or Installation (12)
- Legal (13)
- Life, Physical, and/or Social Sciences (14)
- Management Occupations (15)
- Military (16)
- Office and Administrative Support (17)
- Personal Care and Service (18)
- Production (19)
- Police and/or Protective Service (20)
- Sales and Related (21)
- Transportation and/or Material Moving (22)
- Undecided (23)

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

A. When did you decide to go into education or teaching as a career?
- Sixth grade or earlier (1)
- Seventh grade (2)
- Eighth grade (3)
- Ninth grade (4)
- Tenth grade (5)
- Eleventh grade (6)
- Twelfth grade (7)
- Undecided (8)

B. At what grade level would you prefer to teach?
- Elementary/K–4 (1)
- Middle School/5–8 (2)
- High School/9–12 (3)
- College (4)

C. What subject would you like to be certified to teach?
- English/Language Arts/Reading (1)
- Math (2)
- Science (3)
- Social Studies (4)
- Art (5)
- Business (6)
- Computer Technologies (7)
- Family & Consumer Science (8)
- Industrial Technology (9)
- Guidance & Counseling (10)
- Music (11)
- Physical Education (12)
- Special Education (13)
- Student Teaching (14)
- Other (15)

172. Which Career and Technical Education (CTE) Center, from the list below, did you attend?
- Berlin Vocational Center (1)
- Cheshire Center of Applied Science & Technology - Keene (2)
- Concord Regional Technology Center (3)
- Con-Val High School - Peterborough (4)
- Creteau Regional Technology Center - Rochester (5)
- Dover Vocational Center - Dover (6)
- Hartford Area Career & Technical Center - Hartford, VT (7)
- Hugh J. Gallen Regional Vocational Center - Littleton (8)
- J. Oliva Huot Technical Center - Laconia (9)
- Manchester School of Technology (10)
- Milford HS & Applied Technology Center (11)
- Nashua Senior High School (12)
- Pembroke Academy (13)
- Pinkerton Academy - Derry (14)
- Plymouth Regional Technical Center (15)
- Portsmouth High School (16)
- Region 6 Career & Technical Center - Conway (17)
- Region 9 Vocational Technical Center - Wolfeboro (18)
- River Bend Career & Technical Center - Bradford, VT (19)
- Salem High School Vocational Center (20)
- Seacoast School of Technology - Exeter (21)
- Somersworth Regional Vocational Center (22)
- Sugar River Valley - Claremont (23)
- Sugar River Valley - Newport (24)
- White Mountain Regional High School - Whitefield (25)
- Willard H. Palmer Voc Tech Center - Hudson (26)
- Winnisquam Regional High School - Tilton (27)

173. When were you first informed about the opportunities available at your regional CTE Center?
- 7th grade or earlier (1)
- 8th grade (2)
- 9th grade (3)
- 10th grade (4)
- 11th grade (5)
- 12th grade (6)

174. Between grades 7 and 11, how often were you presented with information about your regional CTE Center?
- Once (1)
- Twice (2)
- Three times (3)
- Four times (4)
- Six times or more times (5)

175. Did you have the opportunity to participate in a technical student organization (DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, VICA, TSA)?
- Yes (1)
- No (2)
Thank you for completing the survey.

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>177. My CTE education will provide me with significant technical skill training.</td>
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<td>178. My CTE education will provide me with the support I need to be successful in applied academics at technical schools (e.g., reading manuals).</td>
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<td>179. My CTE education will help me get a job.</td>
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<td>180. My classes have usually been interesting.</td>
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<td>181. My CTE education will provide me with the support I need to transition from high school to a career.</td>
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<tr>
<td>182. My CTE education will help me find and go on to postsecondary education or training.</td>
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<tr>
<td>183. My CTE education will provide me with the support I need to transition from high school to postsecondary education or training.</td>
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<td>184. In the next six months I will be working or studying in a field related to my CTE program.</td>
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</table>

If you did participate in a student organization, did the skills you learned there help you in your area of technical skill development?

- Yes (1)
- No (2)
New Hampshire Higher Education Assistance Foundation (NHHEAF) Network
4 Barrell Court, P.O. Box 877
Concord, NH 03302-0877
1-800-525-2577

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