

ACT High School Profile Report

The Graduating Class of 2006
Montana



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This report provides information about the performance of your 2006 graduating seniors who took the ACT as sophomores, juniors, or seniors.

This report focuses on :

Performance - student test performance in the context of college readiness

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

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

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

Awareness - extent to which student aspirations match performance

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

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

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

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT: A Test Like No Other

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

26% of 2006 graduates met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT. 6,033 ACT-tested graduates are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY. Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 48% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES. Table 3.2 reports 14% of the cohort took less than three years of math courses. Of these students, 25% were college ready. 17% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 22% of these students were college ready. In comparison, 65% of the students who advanced beyond minimum core were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 30% of the cohort took less than three years of natural science courses. 18% of these students were college ready. In comparison, 41% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.4 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 38% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

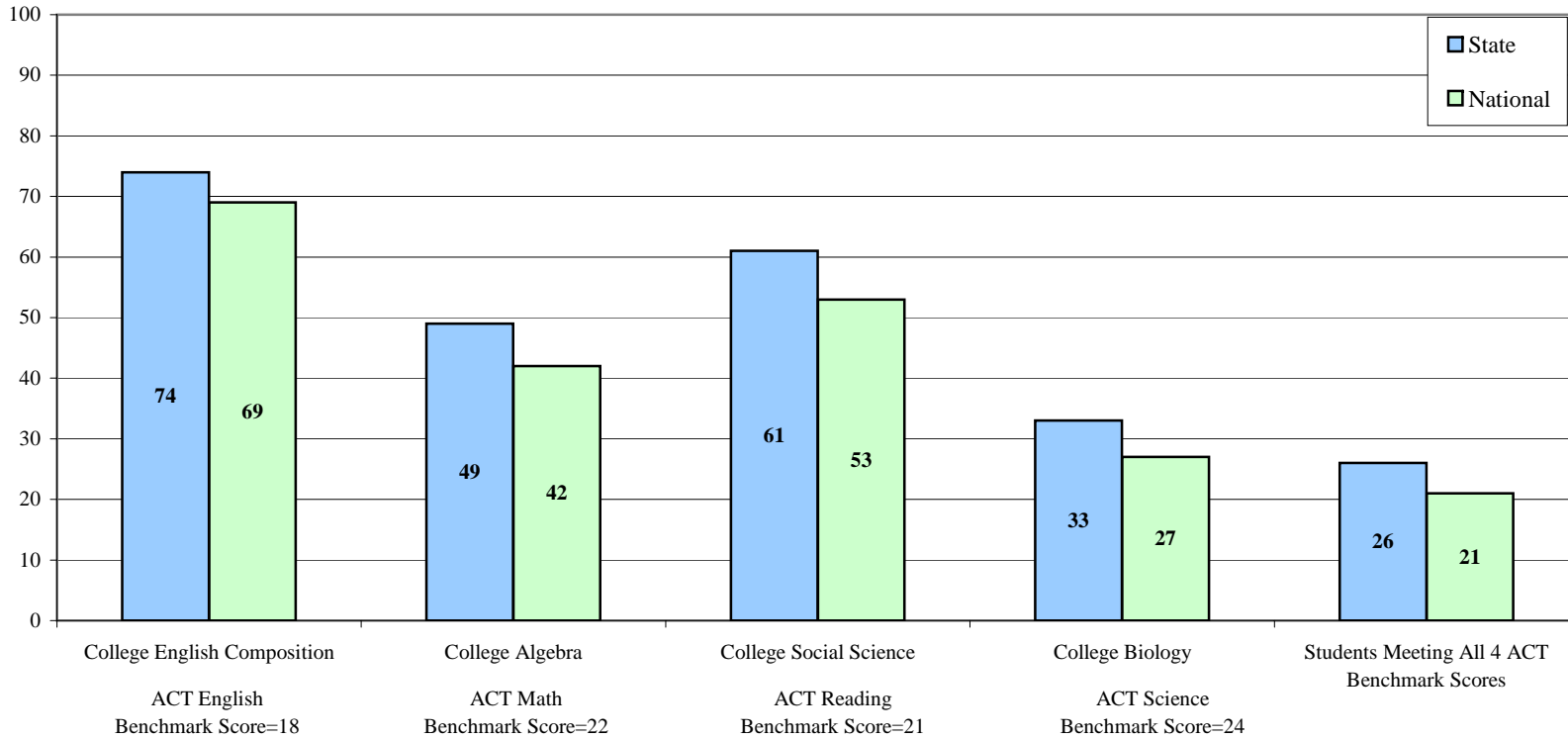
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 916-631-9200.

Section I

Executive Summary

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



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

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

Grad Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2002	6,368	1,116,082	72	67	47	39	62	53	32	26	25	20
2003	6,470	1,175,059	72	67	48	40	60	52	32	26	25	20
2004	6,255	1,171,460	73	68	47	40	60	52	33	26	25	21
2005	6,178	1,186,251	74	68	48	41	60	51	33	26	26	21
2006	6,033	1,206,455	74	69	49	42	61	53	33	27	26	21

Table 1.2. Five Year Trends—Average ACT Scores

Grad Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2002	6,368	1,116,082	20.7	20.2	21.4	20.6	22.3	21.1	21.8	20.8	21.7	20.8
2003	6,470	1,175,059	20.7	20.3	21.4	20.6	22.3	21.2	21.7	20.8	21.7	20.8
2004	6,255	1,171,460	20.8	20.4	21.4	20.7	22.4	21.3	21.7	20.9	21.7	20.9
2005	6,178	1,186,251	21.0	20.4	21.5	20.7	22.4	21.3	21.8	20.9	21.8	20.9
2006	6,033	1,206,455	21.0	20.6	21.7	20.8	22.5	21.4	21.8	20.9	21.9	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
	Core or More	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2002	3,390	2,709	53	43	22.0	19.1	23.0	19.6	23.6	20.8	23.0	20.4	23.0	20.1
2003	3,294	2,793	51	43	22.3	19.1	23.1	19.5	23.7	20.8	23.1	20.4	23.2	20.1
2004	3,121	2,749	50	44	22.3	19.2	23.2	19.6	23.9	20.9	23.1	20.3	23.2	20.1
2005	3,154	2,582	51	42	22.3	19.4	23.1	19.8	23.7	21.0	23.1	20.4	23.2	20.3
2006	2,875	2,633	48	44	22.3	19.8	23.1	20.4	23.7	21.5	22.9	20.8	23.1	20.8

¹Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	6,368	100	21.7	6,470	100	21.7	6,255	100	21.7	6,178	100	21.8	6,033	100	21.9
African American/Black	15	0	17.2	23	0	19.9	16	0	19.2	18	0	18.4	16	0	19.5
American Indian/Alaskan Native	300	5	17.4	282	4	17.9	300	5	17.4	312	5	17.1	269	4	17.5
Caucasian American/White	5,460	86	21.9	5,514	85	21.9	5,259	84	22.0	5,154	83	22.1	4,896	81	22.1
Hispanic	88	1	19.9	102	2	19.9	94	2	19.8	92	1	20.4	95	2	20.2
Asian American/Pacific Islander	74	1	20.8	82	1	22.5	71	1	22.5	71	1	20.9	67	1	22.4
Other/No Response	431	7	22.2	467	7	21.5	515	8	21.4	531	9	21.8	690	11	22.2

Section II

Academic Achievement

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
36	10	100	7	100	35	100	9	100	1	100	36
35	31	100	12	100	68	99	22	100	8	100	35
34	55	99	33	100	93	98	19	99	14	100	34
33	42	98	36	99	118	97	31	99	28	100	33
32	58	98	49	99	126	95	52	99	42	99	32
31	81	97	69	98	155	93	70	98	71	98	31
30	130	95	105	97	195	90	21	97	113	97	30
29	138	93	149	95	238	87	85	96	175	95	29
28	208	91	193	92	252	83	166	95	212	93	28
27	194	88	311	89	305	79	190	92	290	89	27
26	255	84	417	84	347	74	448	89	337	84	26
25	346	80	386	77	314	68	324	82	400	79	25
24	316	74	464	71	318	63	524	76	429	72	24
23	335	69	398	63	438	58	613	67	492	65	23
22	454	64	341	56	341	50	513	57	488	57	22
21	493	56	391	51	362	45	593	49	539	49	21
20	549	48	383	44	370	39	628	39	525	40	20
19	410	39	428	38	374	32	546	29	475	31	19
18	363	32	455	31	286	26	389	20	400	23	18
17	334	26	539	23	298	22	260	13	332	16	17
16	339	20	428	14	227	17	174	9	239	11	16
15	269	15	241	7	215	13	128	6	179	7	15
14	221	10	146	3	247	9	80	4	121	4	14
13	90	7	32	1	115	5	59	2	73	2	13
12	81	5	19	1	107	3	38	1	37	1	12
11	81	4	1	1	56	1	25	1	8	1	11
10	57	2	0	1	16	1	17	1	4	1	10
9	39	2	0	1	11	1	5	1	1	1	9
8	36	1	0	1	3	1	3	1	0	1	8
7	13	1	0	1	2	1	0	1	0	1	7
6	4	1	0	1	1	1	0	1	0	1	6
5	1	1	0	1	0	1	1	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Average	21.0		21.7		22.5		21.8		21.9		Average

¹Note: CP is the cumulative percent of students at or below a score point. Also, shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages for All Students

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
18	144	100	29	100	92	100	189	100	143	100	28	100	35	100	18
17	186	98	95	100	384	98	324	97	188	98	66	100	55	99	17
16	237	95	223	98	361	92	437	91	451	95	130	98	159	99	16
15	321	91	375	94	418	86	517	84	398	87	226	96	302	96	15
14	396	85	480	88	458	79	481	76	443	80	557	93	576	91	14
13	364	79	550	80	540	72	558	68	747	73	451	83	764	81	13
12	547	73	639	71	716	63	687	58	697	61	977	76	766	69	12
11	655	64	929	60	643	51	517	47	542	49	729	60	686	56	11
10	805	53	772	45	528	40	531	39	600	40	1,052	48	1,113	45	10
9	606	39	761	32	644	31	503	30	502	30	899	30	606	26	9
8	579	29	500	20	532	21	349	21	623	22	422	15	406	16	8
7	457	20	314	11	285	12	335	16	449	12	115	8	262	9	7
6	331	12	166	6	238	7	341	10	188	4	166	6	158	5	6
5	197	7	106	3	98	3	144	4	32	1	116	4	34	2	5
4	135	3	71	2	55	2	85	2	21	1	41	2	72	2	4
3	55	1	22	1	29	1	28	1	7	1	45	1	11	1	3
2	17	1	1	1	8	1	5	1	1	1	6	1	25	1	2
1	1	1	0	1	4	1	2	1	1	1	7	1	3	1	1
Average	10.5		10.9		11.4		11.6		11.5		10.8		11.0		Average

¹Note: CP is the cumulative percent of students at or below a score point.

Table 2.3. Average ACT Composite Scores by Level of Preparation by Race/Ethnicity

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	6,033	48	23.1	20.8
	African Am./Black	16	31	23.0	18.4
	Am. Indian/Alaskan Native	269	34	18.6	17.7
	Caucasian Am./White	4,896	50	23.3	21.0
	Hispanic	95	40	22.0	19.2
	Asian Am./Pacific Islander	67	48	23.8	21.2
	Other/No Response	690	40	23.3	20.9
National	All Students	1,206,455	54	22.0	19.7
	African Am./Black	139,118	53	17.8	16.2
	Am. Indian/Alaskan Native	13,635	48	20.2	17.5
	Caucasian Am./White	760,084	56	22.9	20.6
	Hispanic	85,796	52	19.5	17.6
	Asian Am./Pacific Islander	39,867	60	22.9	21.1
	Other/No Response	167,955	41	22.2	19.8

Table 2.4. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	138	2	88	1	314	5	81	1
	28 to 32	615	10	565	9	966	16	394	7
	24 to 27	1,111	18	1,578	26	1,284	21	1,486	25
	20 to 23	1,831	30	1,513	25	1,511	25	2,347	39
	16 to 19	1,446	24	1,850	31	1,185	20	1,369	23
	13 to 15	580	10	419	7	577	10	267	4
	01 to 12	312	5	20	0	196	3	89	1
National	33 to 36	35,933	3	24,395	2	56,816	5	18,798	2
	28 to 32	126,394	10	103,455	9	150,082	12	67,815	6
	24 to 27	205,310	17	250,510	21	224,470	19	238,007	20
	20 to 23	321,306	27	264,179	22	280,741	23	419,135	35
	16 to 19	267,738	22	399,519	33	269,040	22	326,445	27
	13 to 15	149,825	12	154,528	13	156,903	13	90,944	8
	01 to 12	99,949	8	9,869	1	68,403	6	45,311	4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	2,681	44	20.3	22.3	22.0	22.2	21.8
	Females	3,142	52	21.7	21.1	23.0	21.4	21.9
	Missing	210	3	20.9	21.8	22.5	21.7	21.8
National	Males	517,563	43	20.1	21.5	21.1	21.4	21.2
	Females	646,688	54	21.0	20.3	21.6	20.5	21.0
	Missing	42,204	3	20.6	21.1	21.6	20.8	21.1

Table 2.6. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Math	Reading	Science	
State	Males	69	55	57	37	29
	Females	78	45	65	29	23
National	Males	66	47	51	32	25
	Females	71	37	55	23	18

Section III

College Readiness and the Impact of Course Rigor

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

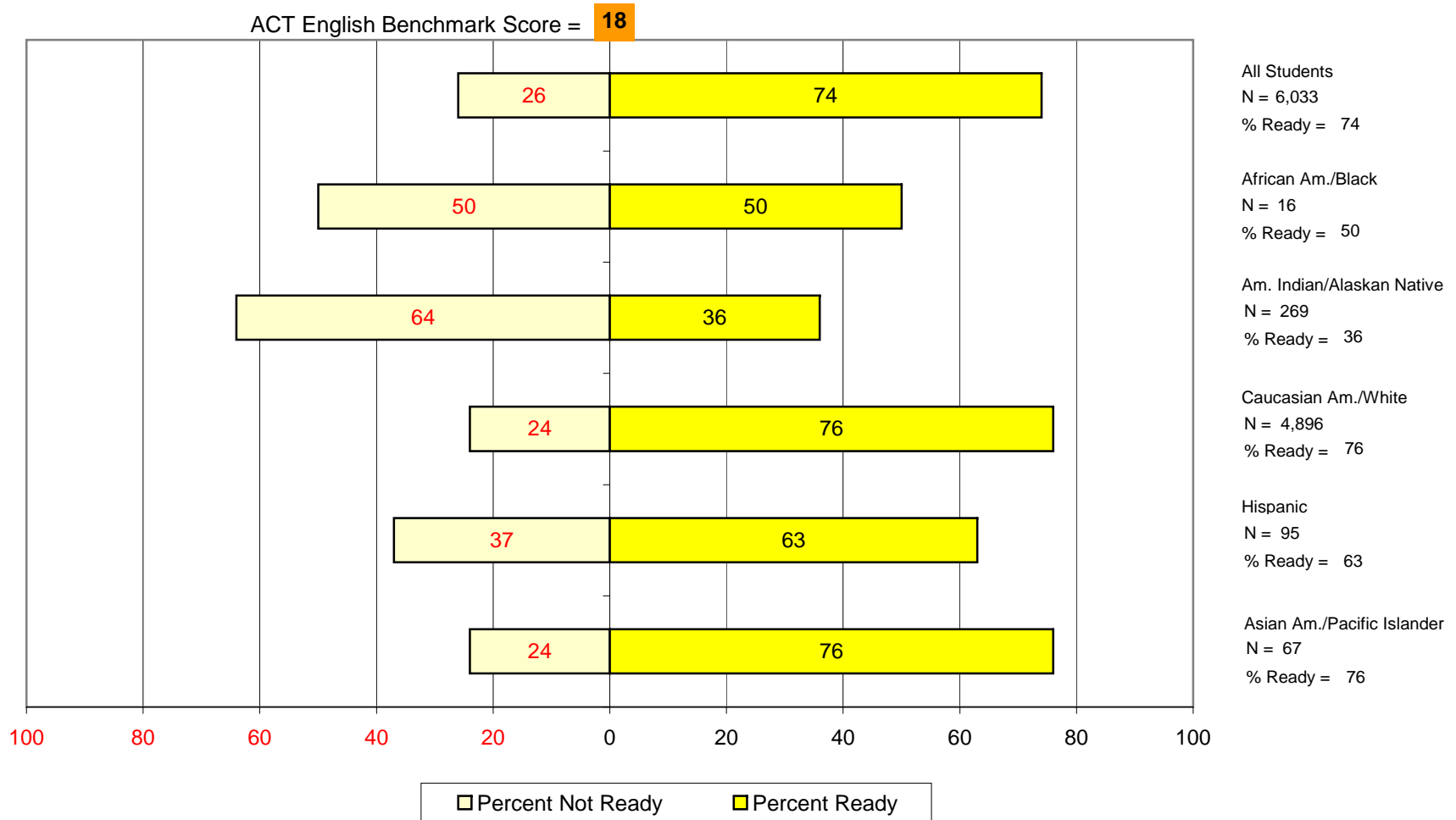


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

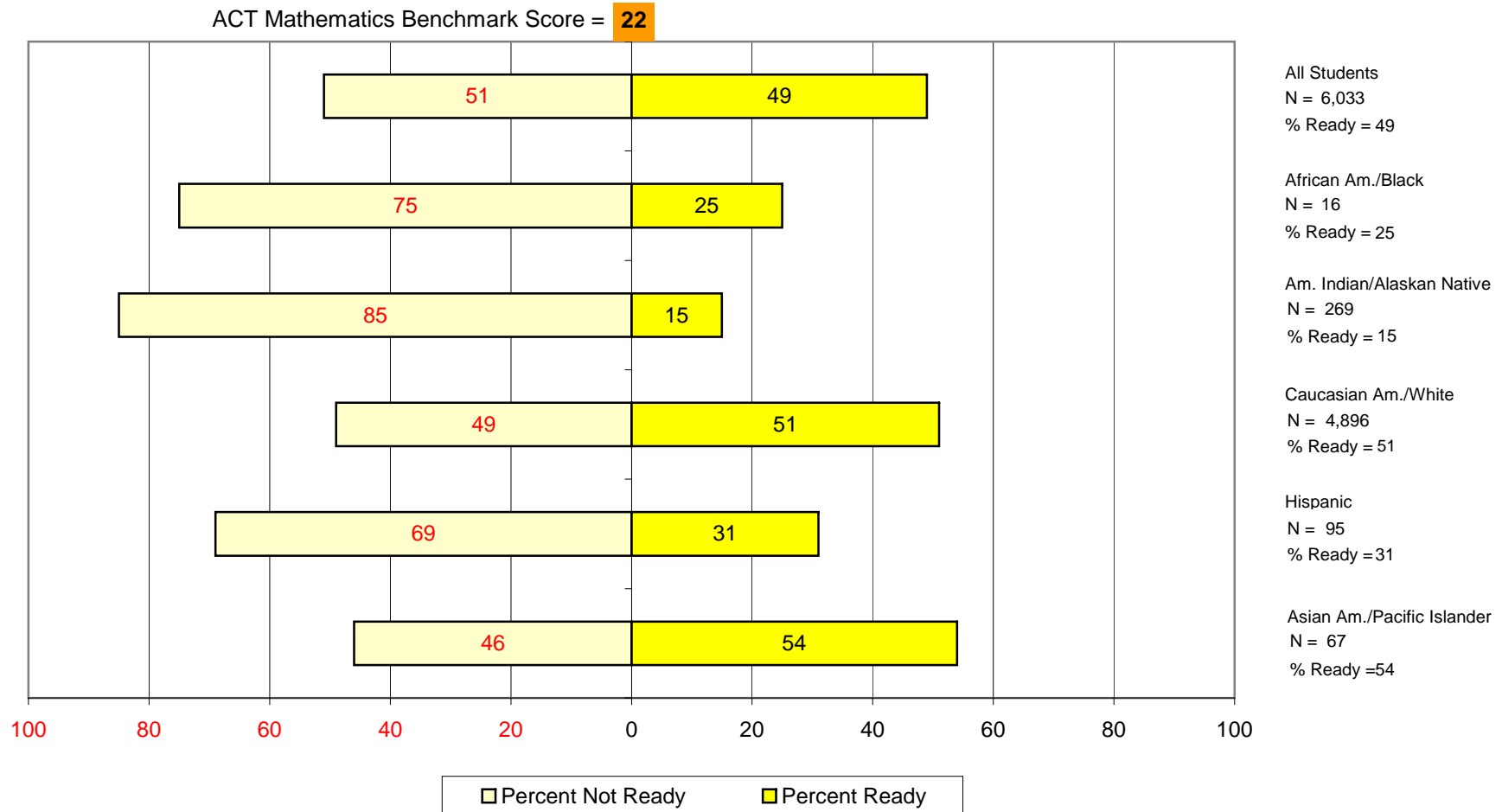


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

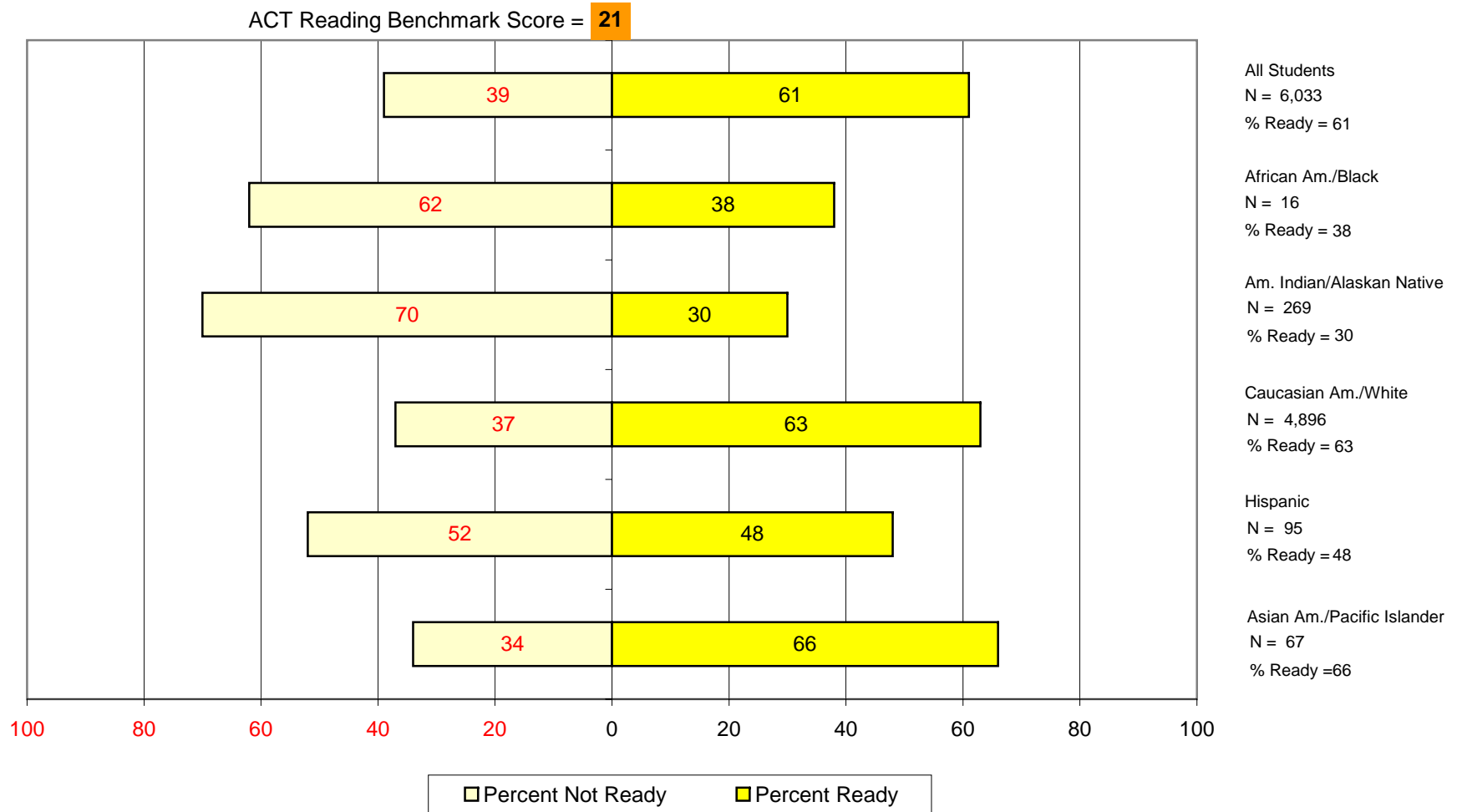


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

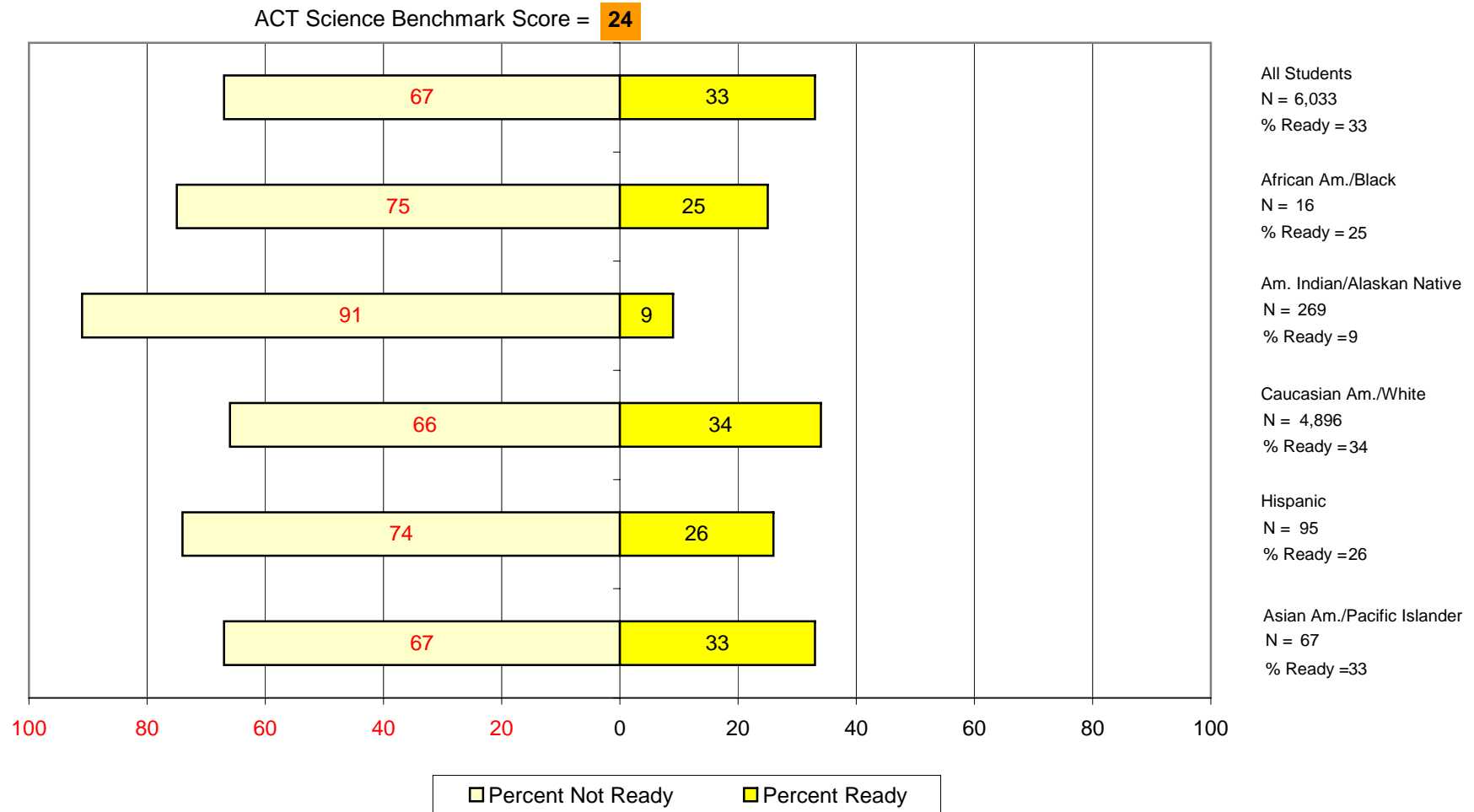


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

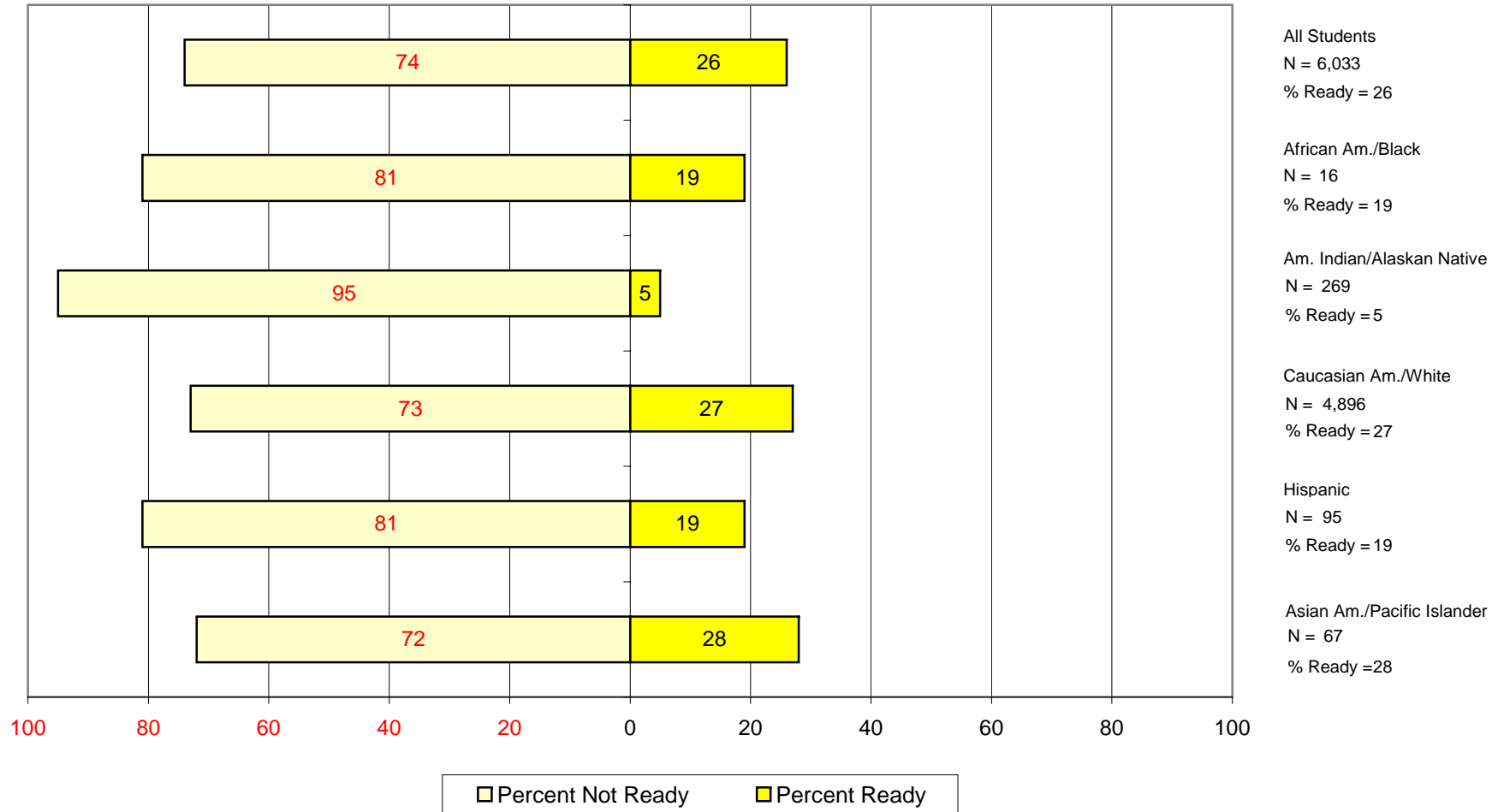


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,005	17	22.1	1.4	388	14	21.3	1.0	593	19	22.6	1.3
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	4,024	67	20.9	0.2	1,829	68	20.3	0.0	2,085	66	21.6	0.3
Less than 4 years of English	456	8	20.7	-	217	8	20.3	-	218	7	21.3	-
No English course/grade information reported	548	9	19.8	-	247	9	18.7	-	246	8	20.8	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	411	7	25.9	7.0	198	7	26.6	7.3	198	6	25.1	6.7
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	513	9	23.0	4.1	192	7	23.8	4.5	309	10	22.4	4.0
Alg 1, Alg 2, Geom, & Trig	511	8	21.7	2.8	227	8	22.5	3.2	266	8	21.1	2.7
Alg 1, Alg 2, Geom, & Other Adv Math	761	13	21.7	2.8	283	11	22.4	3.1	454	14	21.2	2.8
Other comb of 4 or more years of Math	1,105	18	24.9	6.0	538	20	25.6	6.3	549	17	24.1	5.7
Alg 1, Alg 2, & Geom (Min. Core)	1,029	17	19.0	0.1	463	17	19.5	0.2	534	17	18.7	0.3
Other comb of 3 or 3.5 years of Math	255	4	21.3	2.4	112	4	21.9	2.6	136	4	20.7	2.3
Less than 3 years of Math	843	14	18.9	-	384	14	19.3	-	433	14	18.4	-
No Math course/grade information reported	605	10	20.3	-	284	11	20.5	-	263	8	19.9	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	499	8	22.8	0.4	248	9	22.4	0.5	233	7	23.4	0.4
Other comb of 4 or more years Social Science	1,156	19	23.1	0.7	469	17	22.6	0.7	658	21	23.4	0.4
US Hist, World Hist, & Am Gov (Min. Core)	1,410	23	22.3	-0.1	655	24	21.6	-0.3	723	23	22.9	-0.1
Other comb of 3 or 3.5 years of Social Science	1,428	24	22.8	0.4	597	22	22.5	0.6	796	25	23.0	0.0
Less than 3 years of Social Science	967	16	22.4	-	441	16	21.9	-	486	15	23.0	-
No Soc Sci course/grade information reported	573	9	21.4	-	271	10	20.5	-	246	8	22.1	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	1,469	24	23.8	3.6	704	26	24.3	3.8	725	23	23.2	3.2
Bio, Chem, Phys	261	4	24.4	4.2	130	5	25.1	4.6	125	4	23.8	3.8
Gen Sci ² , Bio, Chem (Min. Core)	1,605	27	21.6	1.4	555	21	22.1	1.6	1,004	32	21.4	1.4
Other comb of 3 years of Natural Science	295	5	22.3	2.1	178	7	22.7	2.2	106	3	21.7	1.7
Less than 3 years of Natural Science	1,785	30	20.2	-	825	31	20.5	-	916	29	20.0	-
No Nat Sci course/grade information reported	618	10	20.8	-	289	11	21.0	-	266	8	20.5	-

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,005	17	22.1	82	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	4,024	67	20.9	74	668,226	55	20.4	67
Less than 4 years of English	456	8	20.7	71	115,551	10	19.4	62
No English course/grade information reported	548	9	19.8	64	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	411	7	25.9	85	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	513	9	23.0	64	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	511	8	21.7	51	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	761	13	21.7	51	153,394	13	20.3	37
Other comb of 4 or more years of Math	1,105	18	24.9	77	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	1,029	17	19.0	22	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	255	4	21.3	45	54,965	5	20.6	40
Less than 3 years of Math	843	14	18.9	25	131,567	11	17.9	18
No Math course/grade information reported	605	10	20.3	39	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	499	8	22.8	63	31,335	3	22.7	60
Other comb of 4 or more years Social Science	1,156	19	23.1	66	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	1,410	23	22.3	60	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	1,428	24	22.8	63	325,879	27	21.3	52
Less than 3 years of Social Science	967	16	22.4	60	179,270	15	20.5	46
No Soc Sci course/grade information reported	573	9	21.4	53	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,469	24	23.8	52	320,821	27	22.3	38
Bio, Chem, Phys	261	4	24.4	58	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	1,605	27	21.6	28	339,689	28	20.2	19
Other comb of 3 years of Natural Science	295	5	22.3	38	32,330	3	20.5	24
Less than 3 years of Natural Science	1,785	30	20.2	18	234,307	19	19.1	14
No Nat Sci course/grade information reported	618	10	20.8	25	163,789	14	20.7	26

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Table 4.1. Distribution of Planned Educational Majors for All Students and by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	142	2	20.4	21	5	17.7	112	2	20.9
Architecture & Environmental Design	106	2	22.4	9	2	20.1	94	2	22.9
Business & Management	389	6	21.2	30	7	17.9	341	7	21.6
Business & Office	36	1	20.7	8	2	20.4	25	1	21.0
Marketing & Distribution	23	0	21.6	0	0	.	23	0	21.6
Communications & Comm. Technologies	94	2	22.4	5	1	20.2	83	2	22.6
Community & Personal Services	86	1	19.5	14	3	18.6	67	1	19.8
Computer & Information Sciences	143	2	22.4	14	3	19.1	128	3	22.8
Cross-Disciplinary Studies	7	0	26.7	0	0	.	7	0	26.7
Education	227	4	21.1	7	2	14.9	209	4	21.3
Teacher Education	141	2	21.4	4	1	18.0	128	3	21.7
Engineering	279	5	23.8	13	3	20.0	255	5	24.1
Engineering-Related Technologies	170	3	23.8	6	1	19.7	159	3	24.0
Foreign Languages	24	0	24.5	1	0	18.0	21	0	25.2
Health Sciences & Allied Health Fields	897	15	21.7	74	16	19.0	787	17	22.1
Human, Family & Consumer Science	46	1	21.6	6	1	18.3	38	1	22.1
Letters	33	1	24.2	0	0	.	33	1	24.2
Mathematics	18	0	25.7	0	0	.	18	0	25.7
Philosophy, Religion & Theology	29	0	23.2	3	1	20.3	25	1	23.9
Sciences (Biological & Physical)	263	4	23.8	6	1	16.8	244	5	24.2
Social Sciences	327	5	23.0	8	2	17.5	307	7	23.2
Trade & Industrial	158	3	19.2	88	19	18.5	61	1	20.0
Visual & Performing Arts	321	5	21.8	19	4	18.5	279	6	22.2
Undecided	603	10	21.5	53	12	17.7	504	11	22.0
No Response	1,471	24	21.6	64	14	19.2	732	16	22.4

¹2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

²Percent of students tested.

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African-Am./ Black		Am. Indian/ Alaskan Native		Caucasian-Am./ White		Hispanic		Asian-Am./ Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	118	18.9	1	18.0	6	15.5	96	19.2	1	21.0	4	15.3	10	19.3
2-yr College Degree	335	18.5	0	.	12	16.3	285	18.6	5	17.6	3	18.0	30	18.2
Bachelors Degree	2,445	21.5	5	17.6	83	18.0	2,078	21.6	37	19.1	22	21.5	220	21.5
Graduate Study	872	23.7	2	31.0	28	20.1	731	23.8	14	21.7	10	22.7	87	24.2
Prof. Level Degree	1,363	23.3	5	19.0	62	18.4	1,106	23.6	29	21.7	18	25.2	143	23.4
Other	170	19.3	0	.	8	15.4	138	19.5	2	15.0	5	21.4	17	19.6
No Response	730	21.1	3	16.3	70	15.6	462	21.5	7	20.0	5	25.8	183	22.0

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	2,604	1,095	1,509	0	4	22	36	26	10	1
UNIVERSITY OF MONTANA	Montana	2,428	1,002	1,426	0	5	24	37	24	9	0
MONTANA STATE UNIVERSITY-BILLINGS	Montana	1,073	349	724	1	8	31	37	19	5	0
CARROLL COLLEGE	Montana	636	168	468	0	5	19	34	29	12	1
MONTANA TECH OF THE UNIV OF MONTANA	Montana	560	177	383	1	6	26	34	24	8	1
UNIVERSITY OF MONTANA WESTERN	Montana	436	92	344	2	10	35	37	14	3	0
ROCKY MOUNTAIN COLLEGE	Montana	393	77	316	1	5	27	36	24	6	0
MONTANA STATE UNIVERSITY-NORTHERN	Montana	370	116	254	2	13	34	33	14	4	0
GONZAGA UNIVERSITY	Washington	228	48	180	0	2	9	32	35	21	2
UNIVERSITY OF WASHINGTON	Washington	199	32	167	0	2	15	29	32	18	4
UNIVERSITY OF GREAT FALLS	Montana	197	35	162	2	11	35	37	13	3	0
MONTANA STATE UNIV C TECH-GREAT FALLS	Montana	196	53	143	2	13	27	39	15	5	0
DICKINSON STATE UNIVERSITY	North Dakota	170	47	123	2	7	35	39	14	4	0
UNIVERSITY OF MONTANA-HELENA C OF TECH	Montana	148	33	115	2	11	32	34	17	3	0
NORTHWEST COLLEGE	Wyoming	132	46	86	2	11	36	35	13	5	0
WASHINGTON STATE UNIVERSITY	Washington	129	27	102	0	5	9	29	35	21	2
MILES COMMUNITY COLLEGE	Montana	117	28	89	1	9	44	32	14	1	0
UNIVERSITY OF MARY	North Dakota	116	28	88	0	4	24	44	21	7	0
DAWSON COMMUNITY COLLEGE	Montana	113	40	73	4	17	29	29	20	1	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	110	48	62	0	4	14	35	32	14	2
EASTERN WASHINGTON UNIVERSITY	Washington	108	26	82	0	1	14	49	23	12	1
FLATHEAD VALLEY COMMUNITY COLLEGE	Montana	106	30	76	0	7	30	46	14	3	0
UNIVERSITY OF OREGON	Oregon	100	11	89	1	5	11	29	36	18	0
BRIGHAM YOUNG UNIVERSITY	Utah	98	42	56	0	1	9	31	35	22	2
UNIVERSITY OF WYOMING	Wyoming	90	13	77	0	3	26	32	33	6	0
OREGON STATE UNIVERSITY	Oregon	87	10	77	0	3	14	31	30	20	2
CONCORDIA COLLEGE-MOORHEAD	Minnesota	83	20	63	0	1	18	29	42	7	2
UNIVERSITY OF IDAHO	Idaho	82	18	64	0	4	10	27	39	18	2
UNIVERSITY OF NORTH DAKOTA	North Dakota	80	20	60	0	4	14	50	25	6	1
COLORADO STATE UNIVERSITY	Colorado	75	14	61	0	1	23	25	33	17	0
All Other Institutions		5,095	1,228	3,867	1	4	18	31	28	16	2
Total		16,359	4,973	11,386	1	5	22	34	25	11	1

Section V

Optional Writing Test Results

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
			State	National	State	National	State	National
All Students	2,119	430,404	22.7	22.4	7.6	7.7	22.2	22.0
African Am./Black	3	38,583	22.3	17.5	7.3	6.8	21.7	17.6
Am. Indian/Alaskan Native	54	2,803	18.4	19.8	6.7	7.1	18.2	19.6
Caucasian Am./White	1,716	269,428	22.9	23.4	7.6	7.8	22.2	22.8
Hispanic	28	33,207	20.8	18.9	7.5	7.4	20.6	19.1
Asian Am./Pacific Islander	29	21,275	23.1	23.0	7.8	8.0	22.7	22.8
Other/No Response	289	65,108	23.0	22.8	7.7	7.9	22.4	22.5
Males	818	170,904	22.1	22.1	7.3	7.4	21.4	21.5
Females	1,207	240,056	23.2	22.6	7.8	7.9	22.7	22.3
Missing	94	19,444	22.1	22.1	7.6	7.8	21.7	21.9

