

ACT High School Profile Report

The Graduating Class of 2006
Wyoming



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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

24% 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. 3,871 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. 54% 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 12% of the cohort took less than three years of math courses. Of these students, 14% were college ready. 18% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 16% of these students were college ready. In comparison, 59% 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 21% of the cohort took less than three years of natural science courses. 14% of these students were college ready. In comparison, 37% 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 42% 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.

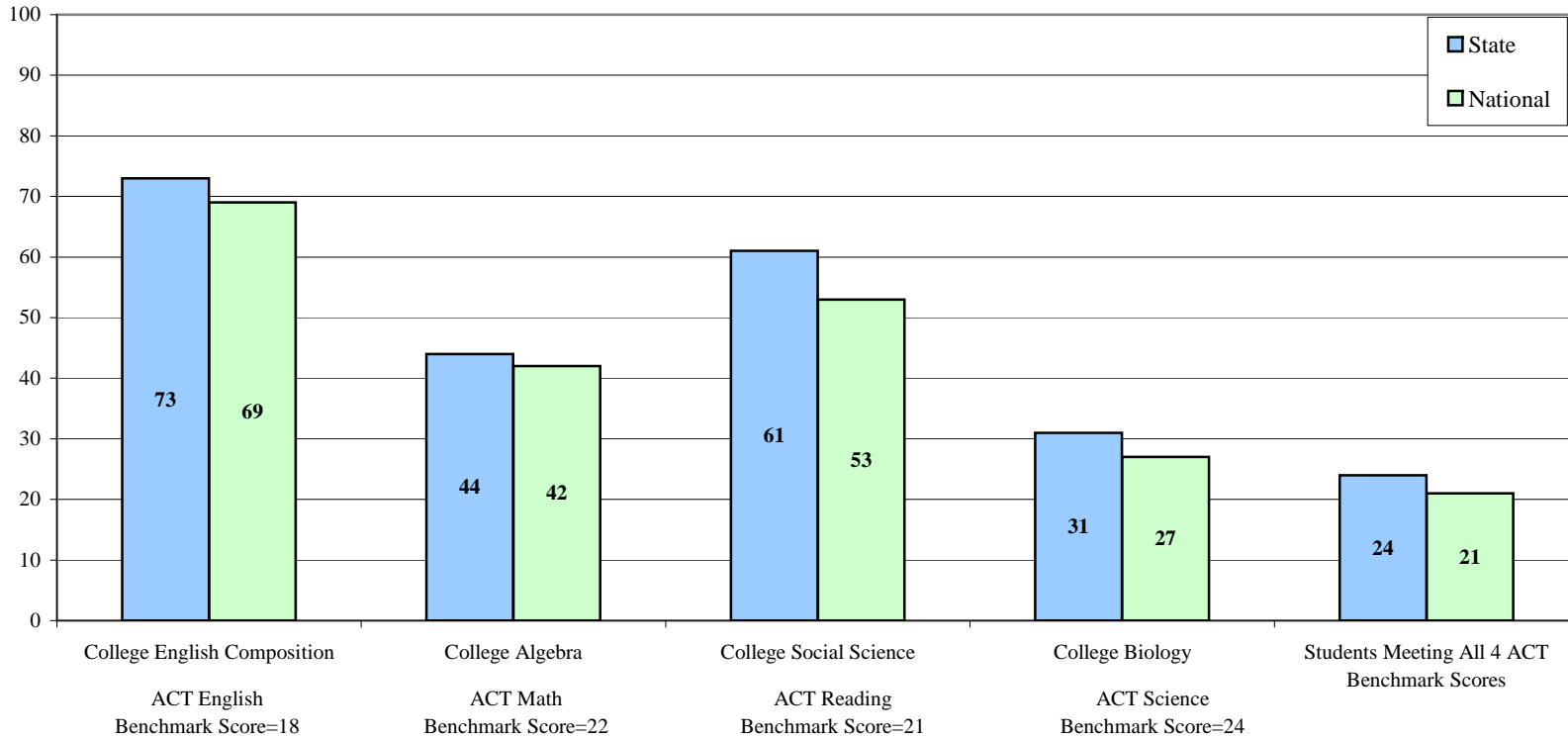
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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	4,365	1,116,082	71	67	43	39	60	53	30	26	22	20
2003	4,183	1,175,059	71	67	42	40	59	52	27	26	21	20
2004	4,041	1,171,460	71	68	42	40	59	52	29	26	22	21
2005	3,857	1,186,251	71	68	43	41	58	51	28	26	21	21
2006	3,871	1,206,455	73	69	44	42	61	53	31	27	24	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	4,365	1,116,082	20.5	20.2	21.0	20.6	22.1	21.1	21.6	20.8	21.4	20.8
2003	4,183	1,175,059	20.6	20.3	20.9	20.6	22.1	21.2	21.4	20.8	21.4	20.8
2004	4,041	1,171,460	20.6	20.4	21.0	20.7	22.2	21.3	21.4	20.9	21.4	20.9
2005	3,857	1,186,251	20.6	20.4	21.0	20.7	22.0	21.3	21.4	20.9	21.4	20.9
2006	3,871	1,206,455	20.7	20.6	21.0	20.8	22.4	21.4	21.7	20.9	21.6	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	2,407	1,811	55	41	21.6	19.0	22.3	19.4	23.1	20.8	22.6	20.5	22.5	20.0
2003	2,329	1,677	56	40	21.8	19.1	22.1	19.3	23.2	20.8	22.3	20.3	22.5	20.0
2004	2,271	1,595	56	39	21.8	19.0	22.1	19.4	23.3	20.8	22.3	20.2	22.5	20.0
2005	2,149	1,496	56	39	21.7	19.3	22.1	19.5	22.9	20.8	22.2	20.3	22.3	20.1
2006	2,080	1,538	54	40	22.0	19.1	22.2	19.5	23.5	20.9	22.6	20.4	22.7	20.1

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	4,365	100	21.4	4,183	100	21.4	4,041	100	21.4	3,857	100	21.4	3,871	100	21.6
African American/Black	27	1	18.3	20	0	19.9	18	0	20.3	20	1	18.2	24	1	18.2
American Indian/Alaskan Native	54	1	19.7	46	1	19.7	59	1	19.3	37	1	18.9	53	1	19.2
Caucasian American/White	3,760	86	21.6	3,588	86	21.5	3,418	85	21.6	3,252	84	21.5	3,174	82	21.8
Hispanic	165	4	19.7	136	3	19.6	177	4	19.1	143	4	19.8	165	4	19.3
Asian American/Pacific Islander	32	1	23.0	46	1	21.7	33	1	21.9	35	1	20.9	40	1	22.6
Other/No Response	327	7	21.2	347	8	21.3	336	8	21.4	370	10	21.2	415	11	21.4

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	1	100	4	100	18	100	6	100	1	100	36
35	17	100	4	100	36	100	21	100	3	100	35
34	30	100	16	100	53	99	15	99	3	100	34
33	32	99	12	99	72	97	20	99	18	100	33
32	29	98	15	99	67	95	31	98	36	99	32
31	43	97	36	99	113	94	40	98	41	98	31
30	69	96	47	98	127	91	21	97	56	97	30
29	97	94	76	97	143	87	69	96	93	96	29
28	119	92	94	95	130	84	83	94	125	94	28
27	126	89	171	92	184	80	109	92	171	90	27
26	148	85	218	88	229	76	265	89	198	86	26
25	202	82	249	82	211	70	217	82	259	81	25
24	237	76	309	76	213	64	317	77	262	74	24
23	219	70	219	68	273	59	375	69	299	67	23
22	285	65	246	62	218	52	313	59	322	60	22
21	295	57	251	56	263	46	367	51	337	51	21
20	355	50	251	49	233	39	391	41	331	43	20
19	278	40	256	43	253	33	387	31	314	34	19
18	231	33	323	36	195	27	274	21	292	26	18
17	168	27	374	28	186	22	191	14	226	18	17
16	248	23	372	18	167	17	109	9	181	13	16
15	186	17	184	8	120	13	90	6	142	8	15
14	146	12	98	4	159	9	55	4	79	4	14
13	77	8	32	1	92	5	44	3	46	2	13
12	64	6	9	1	64	3	19	2	24	1	12
11	61	4	4	1	32	1	18	1	9	1	11
10	48	3	0	1	11	1	18	1	3	1	10
9	26	2	0	1	3	1	3	1	0	1	9
8	23	1	1	1	4	1	1	1	0	1	8
7	9	1	0	1	2	1	1	1	0	1	7
6	2	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	1	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	20.7		21.0		22.4		21.7		21.6		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	64	100	17	100	53	100	102	100	63	100	18	100	19	100	18
17	121	98	57	100	223	99	188	97	92	98	21	100	25	100	17
16	149	95	112	98	236	93	241	93	219	96	53	99	73	99	16
15	161	91	244	95	258	87	328	86	208	90	102	98	158	97	15
14	287	87	309	89	282	80	344	78	282	85	298	95	297	93	14
13	220	80	370	81	363	73	352	69	455	78	255	87	506	85	13
12	316	74	420	71	421	63	445	60	474	66	586	81	501	72	12
11	412	66	555	61	440	53	336	48	300	54	441	66	490	59	11
10	486	55	531	46	371	41	363	40	403	46	708	54	711	47	10
9	400	43	487	32	433	32	313	30	354	36	638	36	424	28	9
8	399	32	323	20	341	20	242	22	491	26	334	19	283	17	8
7	311	22	180	12	191	12	212	16	343	14	133	11	162	10	7
6	234	14	126	7	138	7	226	10	123	5	138	7	119	6	6
5	142	8	93	4	71	3	109	5	35	2	82	4	30	3	5
4	100	4	32	1	27	1	58	2	16	1	30	2	41	2	4
3	54	2	10	1	19	1	10	1	10	1	28	1	7	1	3
2	14	1	5	1	0	1	2	1	3	1	0	1	19	1	2
1	1	1	0	1	4	1	0	1	0	1	6	1	6	1	1
Average	10.3		10.8		11.4		11.4		11.0		10.4		10.8		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	3,871	54	22.7	20.1
	African Am./Black	24	46	18.6	17.4
	Am. Indian/Alaskan Native	53	49	19.2	18.8
	Caucasian Am./White	3,174	55	22.9	20.3
	Hispanic	165	50	20.9	17.9
	Asian Am./Pacific Islander	40	65	23.5	20.6
	Other/No Response	415	49	22.2	20.2
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	80	2	36	1	179	5	62	2
	28 to 32	357	9	268	7	580	15	244	6
	24 to 27	713	18	947	24	837	22	908	23
	20 to 23	1,154	30	967	25	987	25	1,446	37
	16 to 19	925	24	1,325	34	801	21	961	25
	13 to 15	409	11	314	8	371	10	189	5
	01 to 12	233	6	14	0	116	3	61	2
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	1,754	45	20.3	21.7	22.2	22.3	21.8
	Females	1,999	52	21.2	20.4	22.6	21.1	21.5
	Missing	118	3	19.8	20.5	22.1	20.9	21.0
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	51	59	38	29
	Females	76	39	62	26	21
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

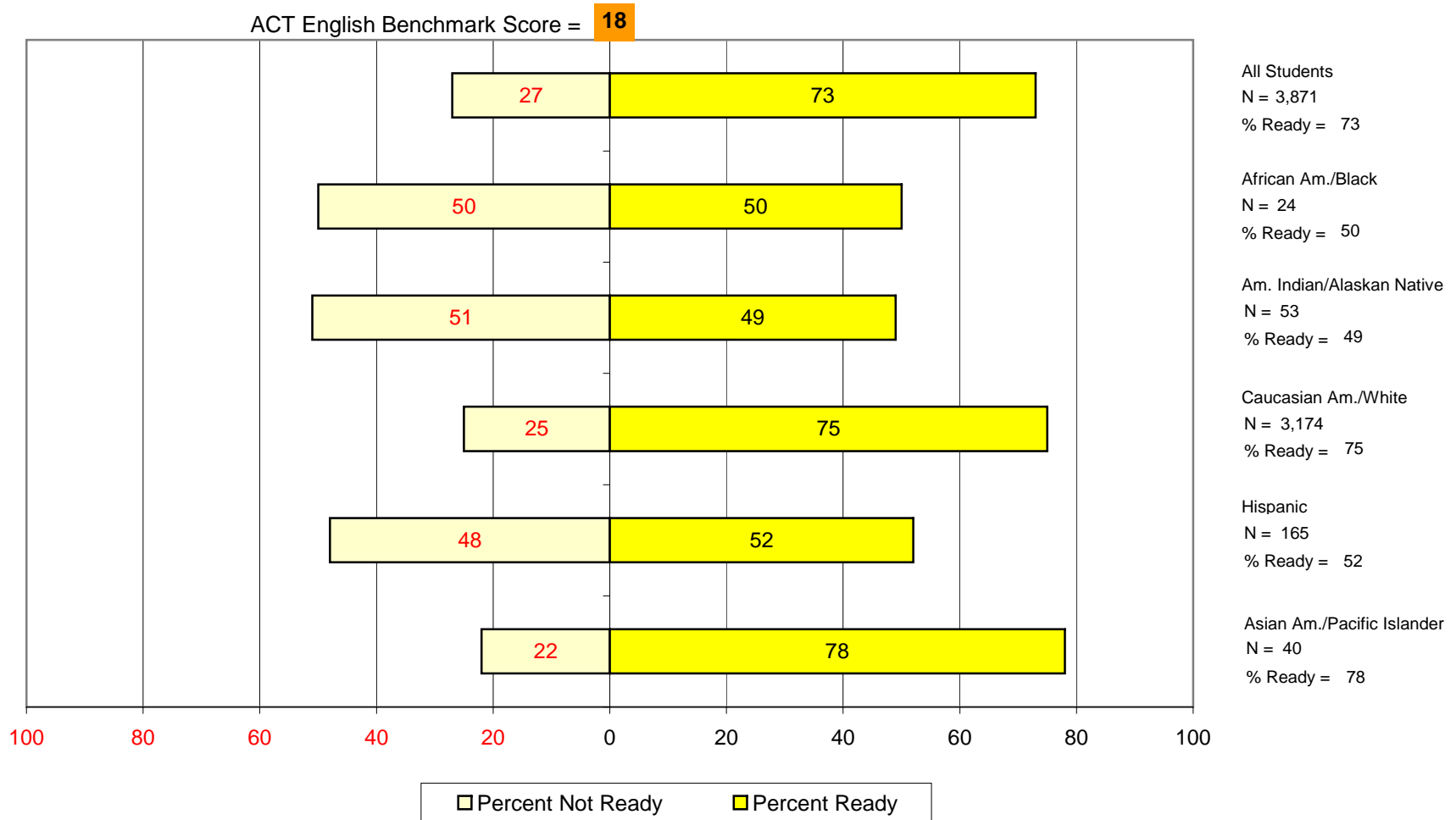


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS



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

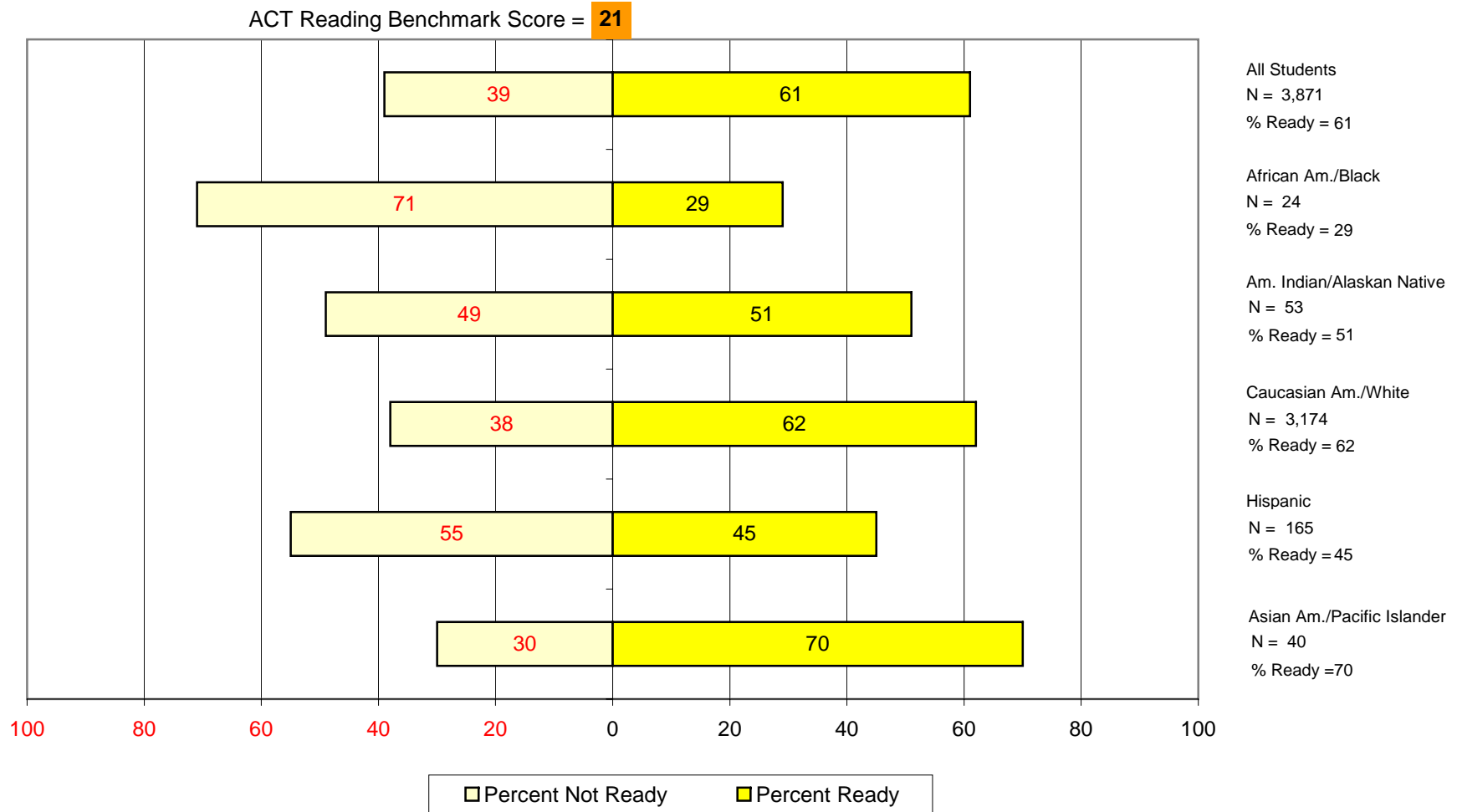


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

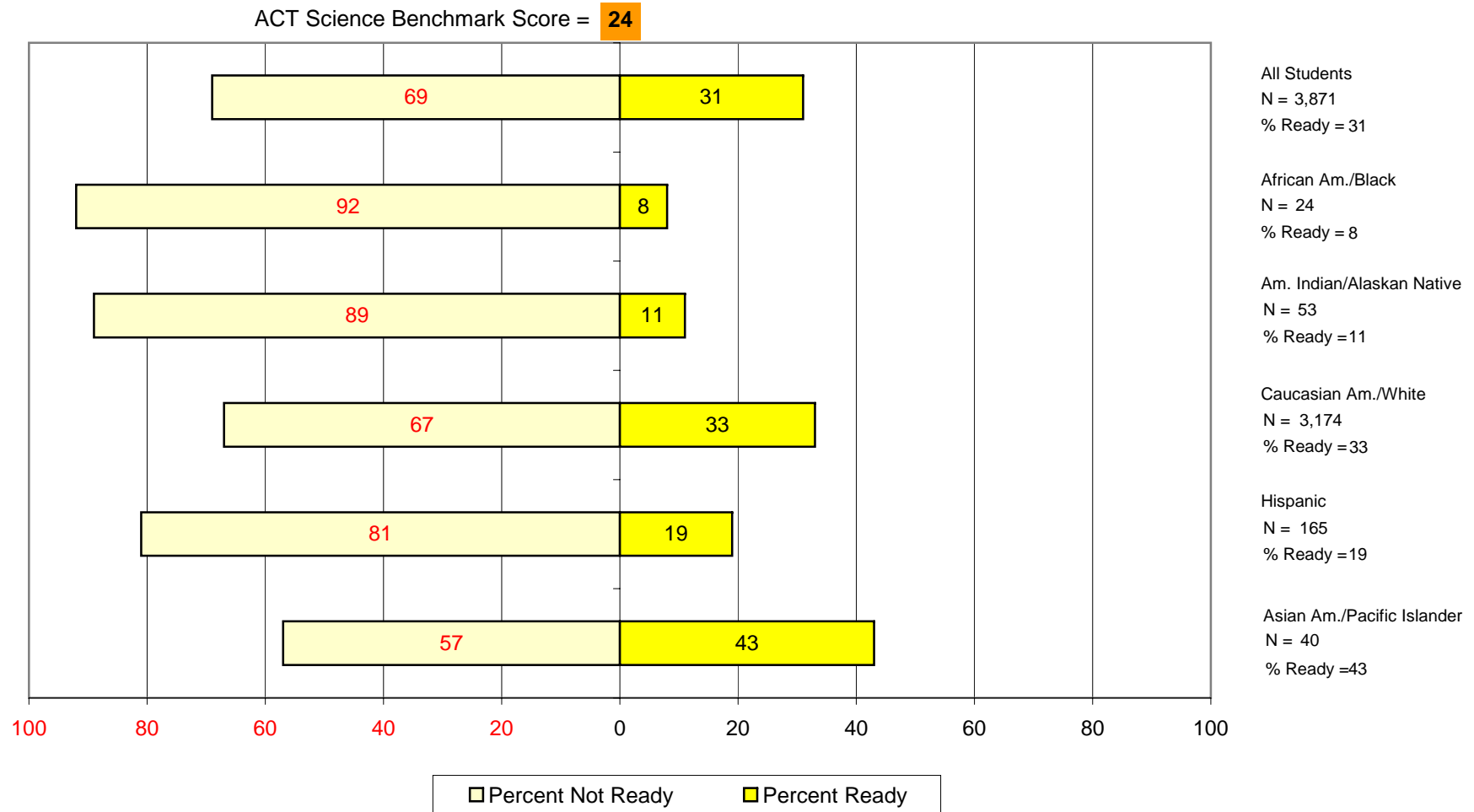


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

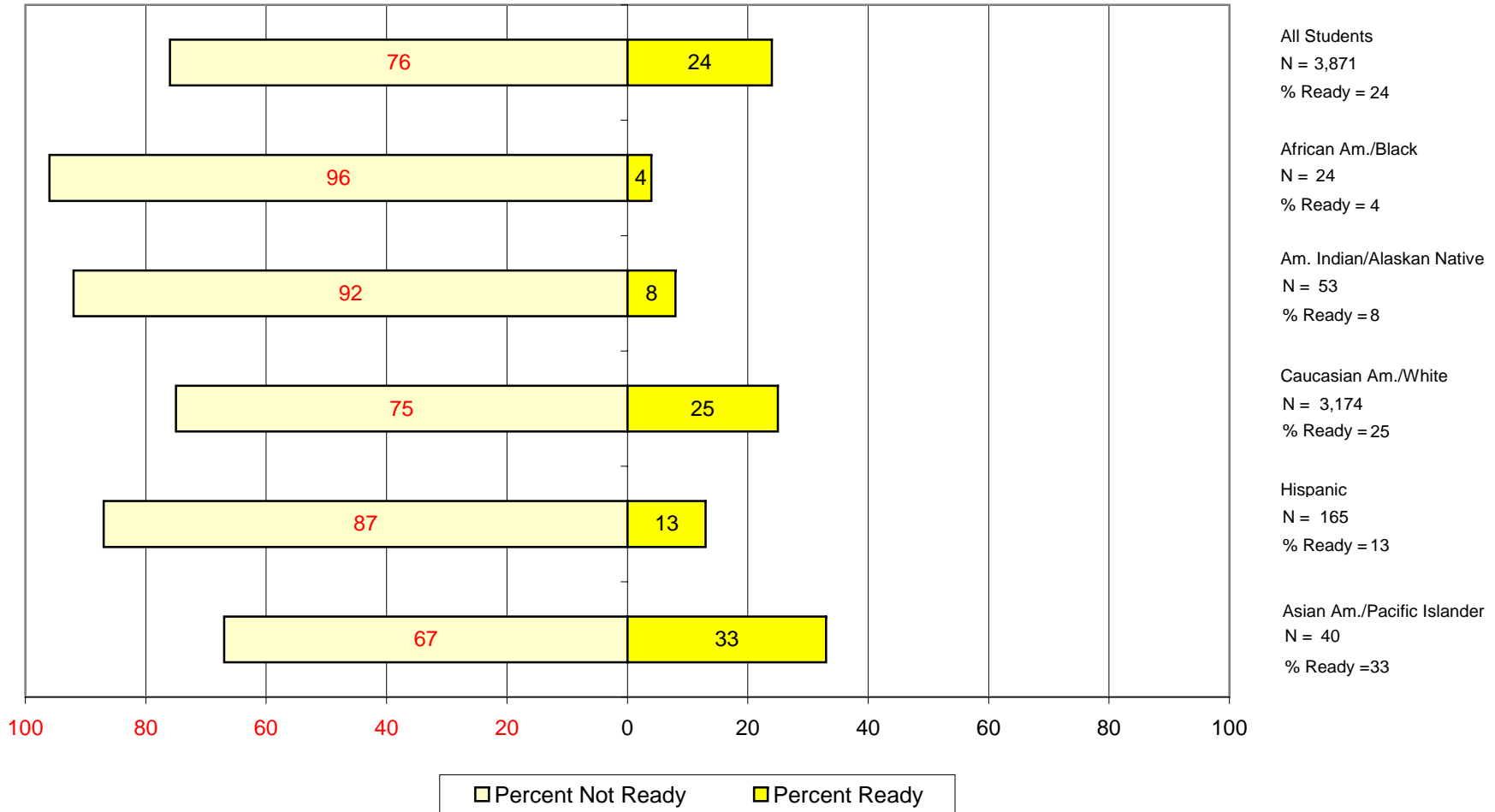


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	977	25	21.8	2.3	400	23	21.5	2.4	565	28	22.0	2.1
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	2,344	61	20.5	1.0	1,082	62	20.0	0.9	1,198	60	21.0	1.1
Less than 4 years of English	282	7	19.5	-	146	8	19.1	-	130	7	19.9	-
No English course/grade information reported	268	7	20.1	-	126	7	19.8	-	106	5	20.4	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	252	7	24.2	6.6	132	8	24.7	6.5	114	6	23.7	6.7
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	302	8	22.2	4.6	102	6	22.9	4.7	189	9	21.8	4.8
Alg 1, Alg 2, Geom, & Trig	319	8	20.8	3.2	149	8	21.5	3.3	163	8	20.3	3.3
Alg 1, Alg 2, Geom, & Other Adv Math	440	11	20.3	2.7	173	10	21.0	2.8	250	13	19.9	2.9
Other comb of 4 or more years of Math	968	25	24.1	6.5	475	27	24.8	6.6	483	24	23.4	6.4
Alg 1, Alg 2, & Geom (Min. Core)	696	18	18.3	0.7	302	17	18.8	0.6	375	19	18.0	1.0
Other comb of 3 or 3.5 years of Math	143	4	20.8	3.2	73	4	21.0	2.8	67	3	20.6	3.6
Less than 3 years of Math	465	12	17.6	-	211	12	18.2	-	244	12	17.0	-
No Math course/grade information reported	286	7	20.4	-	137	8	21.0	-	114	6	19.3	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	110	3	23.9	2.4	61	3	23.9	2.4	48	2	23.9	2.5
Other comb of 4 or more years Social Science	1,238	32	23.0	1.5	500	29	22.8	1.3	718	36	23.2	1.8
US Hist, World Hist, & Am Gov (Min. Core)	330	9	21.2	-0.3	176	10	20.8	-0.7	150	8	21.8	0.4
Other comb of 3 or 3.5 years of Social Science	1,163	30	22.5	1.0	521	30	22.3	0.8	608	30	22.7	1.3
Less than 3 years of Social Science	748	19	21.5	-	362	21	21.5	-	363	18	21.4	-
No Soc Sci course/grade information reported	282	7	22.1	-	134	8	22.1	-	112	6	21.9	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	1,153	30	23.2	3.7	569	32	23.9	4.0	565	28	22.6	3.4
Bio, Chem, Phys	96	2	23.3	3.8	43	2	23.3	3.4	51	3	23.4	4.2
Gen Sci ² , Bio, Chem (Min. Core)	1,295	33	21.5	2.0	533	30	22.1	2.2	732	37	21.1	1.9
Other comb of 3 years of Natural Science	206	5	21.9	2.4	127	7	22.5	2.6	71	4	21.1	1.9
Less than 3 years of Natural Science	832	21	19.5	-	344	20	19.9	-	466	23	19.2	-
No Nat Sci course/grade information reported	289	7	21.5	-	138	8	22.1	-	114	6	20.7	-

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	977	25	21.8	79	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	2,344	61	20.5	71	668,226	55	20.4	67
Less than 4 years of English	282	7	19.5	66	115,551	10	19.4	62
No English course/grade information reported	268	7	20.1	69	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	252	7	24.2	76	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	302	8	22.2	59	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	319	8	20.8	44	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	440	11	20.3	36	153,394	13	20.3	37
Other comb of 4 or more years of Math	968	25	24.1	72	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	696	18	18.3	16	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	143	4	20.8	43	54,965	5	20.6	40
Less than 3 years of Math	465	12	17.6	14	131,567	11	17.9	18
No Math course/grade information reported	286	7	20.4	39	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	110	3	23.9	66	31,335	3	22.7	60
Other comb of 4 or more years Social Science	1,238	32	23.0	65	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	330	9	21.2	51	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	1,163	30	22.5	63	325,879	27	21.3	52
Less than 3 years of Social Science	748	19	21.5	54	179,270	15	20.5	46
No Soc Sci course/grade information reported	282	7	22.1	60	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	1,153	30	23.2	45	320,821	27	22.3	38
Bio, Chem, Phys	96	2	23.3	46	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	1,295	33	21.5	29	339,689	28	20.2	19
Other comb of 3 years of Natural Science	206	5	21.9	38	32,330	3	20.5	24
Less than 3 years of Natural Science	832	21	19.5	14	234,307	19	19.1	14
No Nat Sci course/grade information reported	289	7	21.5	29	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	112	3	20.2	15	5	18.5	92	3	20.6
Architecture & Environmental Design	68	2	22.5	2	1	23.0	62	2	22.8
Business & Management	243	6	21.1	21	7	18.4	217	7	21.4
Business & Office	26	1	20.5	6	2	21.0	18	1	20.7
Marketing & Distribution	16	0	20.1	3	1	17.3	13	0	20.7
Communications & Comm. Technologies	62	2	22.0	5	2	19.4	56	2	22.2
Community & Personal Services	108	3	19.6	16	5	17.6	91	3	20.0
Computer & Information Sciences	87	2	22.1	3	1	18.3	79	3	22.6
Cross-Disciplinary Studies	2	0	21.5	0	0	.	2	0	21.5
Education	177	5	20.7	7	2	17.4	166	5	20.8
Teacher Education	98	3	20.7	2	1	19.5	92	3	20.8
Engineering	144	4	24.0	4	1	18.5	138	4	24.2
Engineering-Related Technologies	99	3	23.4	7	2	19.0	89	3	23.9
Foreign Languages	25	1	24.6	0	0	.	25	1	24.6
Health Sciences & Allied Health Fields	561	14	21.3	37	12	20.1	500	16	21.5
Human, Family & Consumer Science	33	1	20.7	11	4	19.5	19	1	21.3
Letters	25	1	25.6	0	0	.	24	1	26.0
Mathematics	9	0	23.6	0	0	.	9	0	23.6
Philosophy, Religion & Theology	24	1	24.5	1	0	25.0	22	1	24.7
Sciences (Biological & Physical)	160	4	23.6	3	1	20.3	149	5	23.8
Social Sciences	213	6	22.4	4	1	17.8	202	7	22.6
Trade & Industrial	93	2	19.4	56	18	18.1	34	1	21.4
Visual & Performing Arts	211	5	22.0	18	6	19.1	177	6	22.3
Undecided	464	12	21.6	39	13	18.0	392	13	22.0
No Response	811	21	21.2	52	17	17.5	419	14	21.6

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	75	18.5	0	.	1	18.0	63	18.7	3	14.0	0	.	8	19.5
2-yr College Degree	237	18.5	2	18.0	5	17.0	187	18.8	16	16.7	3	18.3	24	17.6
Bachelors Degree	1,534	21.0	9	17.1	20	19.4	1,279	21.2	63	18.5	12	21.5	151	20.6
Graduate Study	617	23.2	3	22.0	8	18.6	525	23.3	20	22.1	10	23.3	51	23.3
Prof. Level Degree	936	22.9	10	18.0	11	20.7	769	23.2	44	20.8	11	23.9	91	22.0
Other	97	18.3	0	.	1	19.0	78	18.3	7	19.0	1	18.0	10	18.1
No Response	375	21.5	0	.	7	18.4	273	21.4	12	18.6	3	25.7	80	22.5

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
UNIVERSITY OF WYOMING	Wyoming	1,997	892	1,105	1	5	24	35	26	9	0
CASPER COLLEGE	Wyoming	617	242	375	1	9	37	35	16	3	0
LARAMIE COUNTY COMMUNITY COLLEGE	Wyoming	390	151	239	2	12	32	32	19	3	1
NORTHWEST COLLEGE	Wyoming	350	138	212	2	8	31	35	21	3	0
WESTERN WYOMING COMMUNITY COLLEGE	Wyoming	340	175	165	2	11	36	33	17	1	0
COLORADO STATE UNIVERSITY	Colorado	327	76	251	0	3	21	34	29	12	1
SHERIDAN COLLEGE	Wyoming	310	113	197	2	9	36	34	17	3	0
BLACK HILLS STATE UNIVERSITY	South Dakota	248	67	181	1	12	30	35	17	4	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	248	62	186	0	4	16	36	31	13	0
CENTRAL WYOMING COLLEGE	Wyoming	197	69	128	3	12	35	34	16	1	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	152	56	96	0	4	14	39	30	13	0
UNIVERSITY OF UTAH	Utah	148	20	128	0	4	22	39	26	9	0
UTAH STATE UNIVERSITY	Utah	148	40	108	0	3	22	33	28	14	0
MONTANA STATE UNIVERSITY-BILLINGS	Montana	145	31	114	1	10	30	35	19	6	0
EASTERN WYOMING COLLEGE	Wyoming	137	39	98	2	15	36	29	15	2	0
BRIGHAM YOUNG UNIVERSITY	Utah	134	52	82	0	1	7	28	37	26	0
CHADRON STATE COLLEGE	Nebraska	126	21	105	3	12	28	33	19	5	0
UNIV OF NORTHERN COLORADO	Colorado	123	23	100	0	3	24	33	28	12	0
UNIVERSITY OF MONTANA	Montana	97	19	78	0	11	15	34	33	5	1
UNIV OF COLORADO-BOULDER	Colorado	85	13	72	0	2	15	39	28	14	1
WEBER STATE UNIVERSITY	Utah	84	16	68	0	10	27	39	20	4	0
MICHIGAN STATE UNIVERSITY	Michigan	72	21	51	0	1	4	18	42	33	1
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	59	18	41	2	8	17	49	15	8	0
IDAHO STATE UNIVERSITY	Idaho	59	11	48	0	2	25	39	31	3	0
UNIVERSITY OF WASHINGTON	Washington	58	13	45	0	0	10	26	29	34	0
MESA STATE COLLEGE	Colorado	54	18	36	0	9	28	33	28	2	0
SOUTH DAKOTA SCH OF MINES/TECH	South Dakota	52	13	39	2	0	10	23	48	15	2
UNIVERSITY OF MARY	North Dakota	51	11	40	0	6	37	41	12	4	0
DICKINSON STATE UNIVERSITY	North Dakota	47	12	35	2	15	28	28	23	4	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	46	19	27	0	0	26	39	24	11	0
All Other Institutions		3,263	709	2,554	1	5	20	32	27	14	2
Total		10,164	3,160	7,004	1	6	24	34	25	10	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	809	430,404	23.2	22.4	7.7	7.7	22.5	22.0
African Am./Black	4	38,583	20.5	17.5	8.0	6.8	20.8	17.6
Am. Indian/Alaskan Native	10	2,803	19.4	19.8	6.3	7.1	18.6	19.6
Caucasian Am./White	658	269,428	23.4	23.4	7.7	7.8	22.7	22.8
Hispanic	25	33,207	21.3	18.9	7.3	7.4	20.6	19.1
Asian Am./Pacific Islander	7	21,275	24.1	23.0	8.7	8.0	24.1	22.8
Other/No Response	105	65,108	22.2	22.8	7.7	7.9	21.9	22.5
Males	315	170,904	22.7	22.1	7.4	7.4	22.0	21.5
Females	467	240,056	23.7	22.6	7.9	7.9	23.1	22.3
Missing	27	19,444	19.4	22.1	7.4	7.8	19.5	21.9

