

ACT Profile Report - State

Graduating Class 2012
Montana



ACT, INC. -- CONFIDENTIAL



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This report provides information about the performance of your 2012 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2012 and tested under standard time conditions.

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 - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state 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, or the state.

Furthermore, 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:

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. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

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

30% of your students 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: 6,024 of your students 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. 70% 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 7% of the cohort took less than three years of math courses. Of these students, 10% were college ready. 16% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 24% of these students were college ready. In comparison, 66% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry 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 22% of the cohort took less than three years of natural science courses. 16% of these students were college ready. In comparison, 43% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 36% 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 303-337-3273.

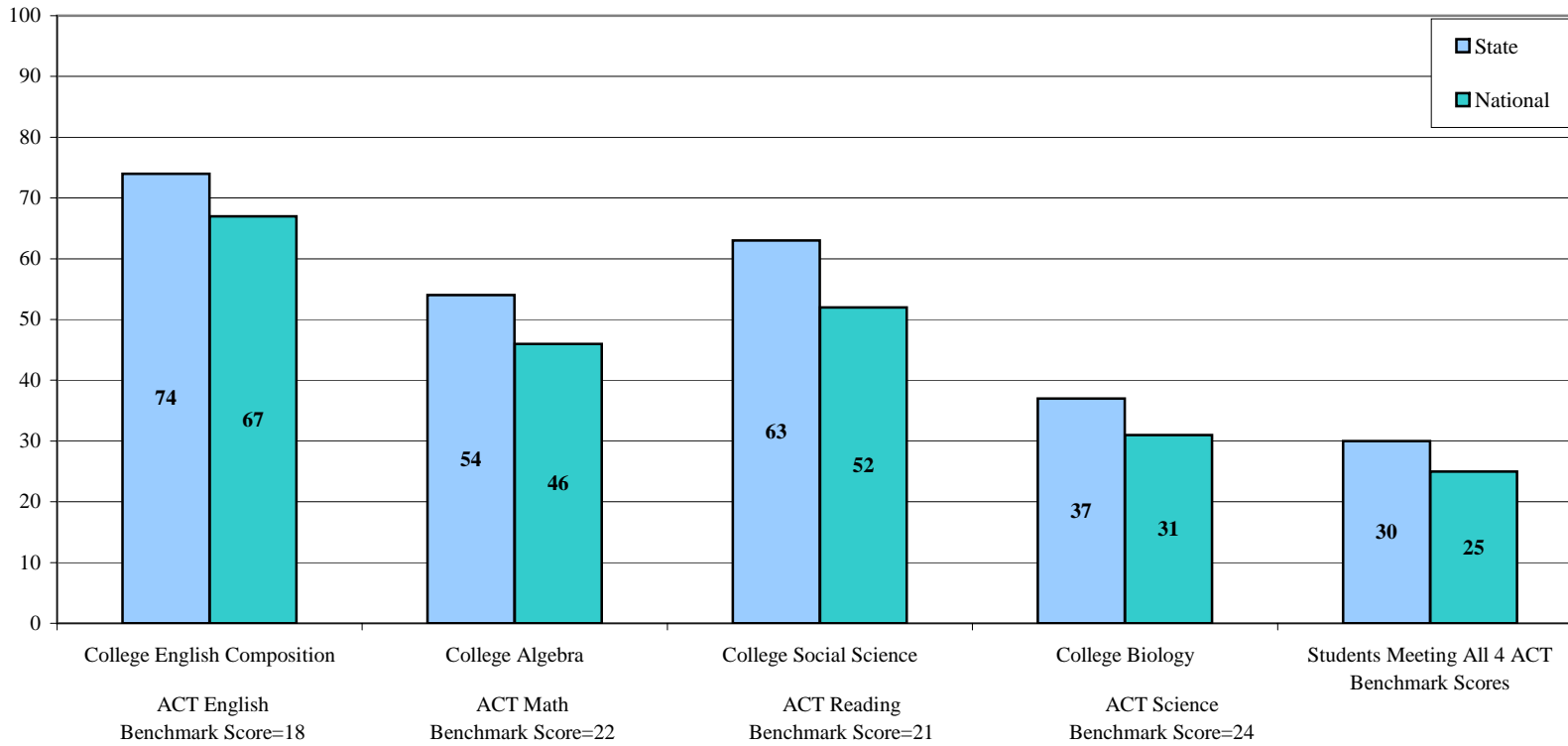
Section I

Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 6,024

Figure 1.1. Percent of Your 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 course.

Total Students in Report: 6,024

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

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
2008	6,286	1,421,941	75	68	49	43	62	53	33	28	26	22
2009	5,960	1,480,469	74	67	48	42	63	53	33	28	26	23
2010	6,222	1,568,835	74	66	51	43	62	52	34	29	28	24
2011	6,037	1,623,112	75	66	53	45	63	52	35	30	29	25
2012	6,024	1,666,017	74	67	54	46	63	52	37	31	30	25

Table 1.2. Five Year Trends—Average ACT Scores

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
2008	6,286	1,421,941	21.3	20.6	21.8	21.0	22.7	21.4	21.8	20.8	22.0	21.1
2009	5,960	1,480,469	21.2	20.6	21.7	21.0	22.7	21.4	21.7	20.9	22.0	21.1
2010	6,222	1,568,835	21.3	20.5	21.7	21.0	22.7	21.3	21.9	20.9	22.0	21.0
2011	6,037	1,623,112	21.3	20.6	21.9	21.1	22.7	21.3	22.0	20.9	22.1	21.1
2012	6,024	1,666,017	21.1	20.5	21.9	21.1	22.6	21.3	22.0	20.9	22.0	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2008	1,421,941	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1
2012	1,666,017	20.5	21.1	21.3	20.9	21.1

Total Students in Report: 6,024

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	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
2008	3,519	2,407	56	38	22.5	19.8	23.2	20.0	23.8	21.4	23.0	20.4	23.2	20.5
2009	3,733	2,036	63	34	22.4	19.3	23.0	19.7	23.9	20.9	22.8	20.0	23.2	20.1
2010	4,063	2,008	65	32	22.6	19.1	23.0	19.5	23.8	20.6	23.0	20.0	23.2	19.9
2011	4,084	1,833	68	30	22.4	19.3	23.0	19.7	23.7	20.8	23.0	20.1	23.1	20.1
2012	4,193	1,735	70	29	22.1	18.9	22.9	19.7	23.5	20.6	22.8	20.1	23.0	20.0

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

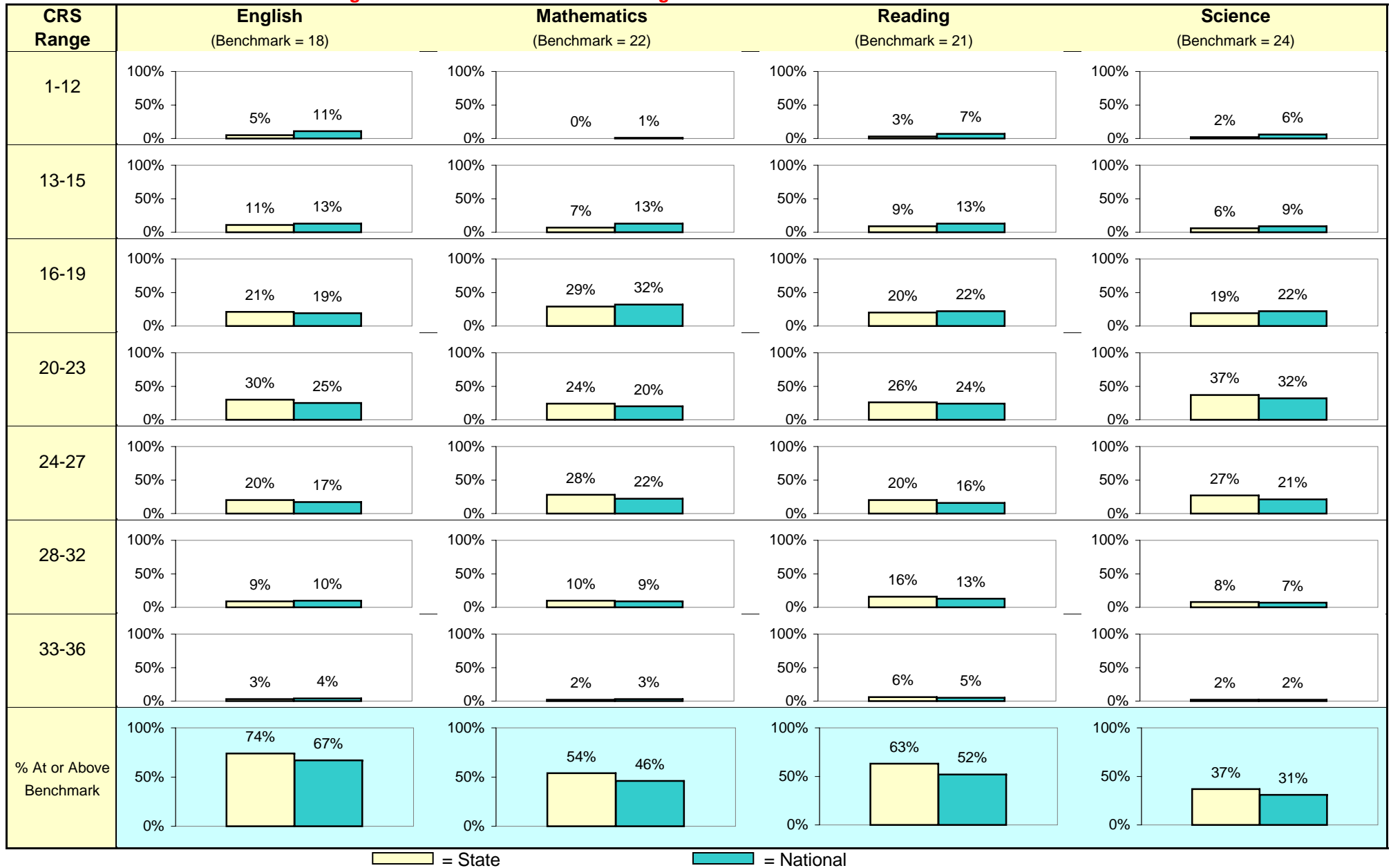
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2008			2009			2010			2011			2012		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	6,286	100	22.0	5,960	100	22.0	6,222	100	22.0	6,037	100	22.1	6,024	100	22.0
Black/African American	14	0	20.9	26	0	20.3	39	1	19.1	29	0	19.2	27	0	18.2
American Indian/Alaska Native	325	5	17.7	313	5	18.1	373	6	17.8	284	5	18.0	277	5	17.6
White	5,241	83	22.3	5,086	85	22.2	5,290	85	22.4	5,065	84	22.4	4,984	83	22.4
Hispanic/Latino	92	1	20.8	106	2	20.7	124	2	21.0	195	3	20.5	205	3	20.6
Asian	82	1	22.5	72	1	23.1	83	1	22.5	56	1	22.5	64	1	21.6
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	10	0	19.6	11	0	19.5
Two or more races	96	2	20.9	85	1	21.6	94	2	21.3	179	3	21.2	253	4	21.6
Prefer not to respond/No response	436	7	22.4	272	5	21.8	219	4	21.7	219	4	22.5	203	3	22.8

¹Refer to the section header on page 5 for a description of race/ethnicity changes.

Total Students in Report: 6,024

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



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Section II

Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 6,024

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	11	100	8	100	40	100	21	100	3	100	36
35	56	100	22	100	57	99	15	100	8	100	35
34	53	99	25	100	90	98	24	99	16	100	34
33	64	98	54	99	148	97	38	99	37	100	33
32	86	97	64	98	156	94	40	98	65	99	32
31	80	96	64	97	187	92	63	98	102	98	31
30	120	94	113	96	195	89	96	97	128	96	30
29	120	92	158	94	218	86	114	95	147	94	29
28	139	90	201	92	210	82	178	93	231	92	28
27	209	88	304	88	265	78	310	90	295	88	27
26	227	84	443	83	248	74	275	85	323	83	26
25	287	81	434	76	273	70	426	81	401	78	25
24	470	76	517	69	442	65	604	73	460	71	24
23	364	68	493	60	349	58	546	63	483	63	23
22	400	62	363	52	408	52	540	54	505	55	22
21	585	55	231	46	493	45	571	45	527	47	21
20	483	46	344	42	335	37	546	36	463	38	20
19	395	38	363	36	321	32	341	27	431	30	19
18	302	31	461	30	420	26	384	21	391	23	18
17	287	26	439	23	274	19	233	15	326	17	17
16	291	21	502	15	212	15	199	11	258	11	16
15	328	17	299	7	232	11	130	8	158	7	15
14	217	11	84	2	164	7	119	5	129	4	14
13	123	7	31	1	118	5	89	4	86	2	13
12	85	5	4	1	97	3	56	2	40	1	12
11	79	4	1	1	42	1	31	1	9	1	11
10	83	3	2	1	18	1	19	1	2	1	10
9	39	1	0	1	6	1	14	1	0	1	9
8	30	1	0	1	3	1	1	1	0	1	8
7	9	1	0	1	0	1	0	1	0	1	7
6	2	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	3	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
Avg (SD)	21.1 (5.5)		21.9 (4.7)		22.6 (5.8)		22.0 (4.5)		22.0 (4.5)		Avg (SD)

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

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Total Students in Report: 6,024

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

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	167	100	45	100	147	100	207	100	230	100	35	100	52	100	18
17	242	97	60	99	327	98	299	97	292	96	18	99	11	99	17
16	251	93	305	98	433	92	411	92	185	91	149	99	192	99	16
15	206	89	327	93	399	85	410	85	384	88	243	97	423	96	15
14	374	86	452	88	487	78	524	78	524	82	627	93	564	89	14
13	281	79	569	80	592	70	540	69	762	73	853	82	678	79	13
12	603	75	773	71	764	60	600	60	649	61	647	68	944	68	12
11	701	65	843	58	506	48	555	50	670	50	911	57	777	52	11
10	825	53	658	44	588	39	576	41	537	39	929	42	792	40	10
9	641	39	778	33	576	30	544	32	457	30	720	27	605	26	9
8	513	29	463	20	429	20	495	23	598	22	501	15	419	16	8
7	491	20	312	12	456	13	316	14	475	12	179	6	258	9	7
6	344	12	181	7	182	5	293	9	162	4	94	4	177	5	6
5	174	6	126	4	65	2	153	4	56	2	72	2	22	2	5
4	121	4	105	2	58	1	62	2	33	1	20	1	75	2	4
3	57	1	24	1	11	1	25	1	8	1	16	1	7	1	3
2	33	1	3	1	2	1	12	1	2	1	2	1	19	1	2
1	0	1	0	1	2	1	2	1	0	1	8	1	9	1	1
Avg (SD)	10.5 (3.5)		10.9 (3.0)		11.6 (3.3)		11.4 (3.5)		11.5 (3.2)		11.1 (2.5)		11.2 (2.8)		Avg (SD)

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

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	24	25	27	25	25
Q2 (50th Percentile)	21	22	22	22	22
Q1 (25th Percentile)	17	18	18	19	19

Total Students in Report: 6,024

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	6,024	70	23.0	20.0
	Black/African American	27	52	20.5	16.1
	American Indian/Alaska Native	277	64	18.3	16.6
	White	4,984	70	23.3	20.3
	Hispanic/Latino	205	62	21.7	18.9
	Asian	64	70	22.5	19.6
	Native Hawaiian/Other Pac. Isl.	11	55	21.3	17.4
	Two or more races	253	66	22.4	20.0
	Prefer not/No Response	203	72	23.7	20.5
National	All Students	1,666,017	76	21.8	19.1
	Black/African American	222,237	72	17.5	15.9
	American Indian/Alaska Native	13,523	66	19.3	16.9
	White	983,148	77	23.0	20.3
	Hispanic/Latino	234,456	73	19.5	17.4
	Asian	68,080	81	24.1	21.8
	Native Hawaiian/Other Pac. Isl.	4,545	74	20.4	18.3
	Two or more races	55,500	76	22.0	19.6
	Prefer not/No Response	84,528	68	22.5	19.2

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Race/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.1	21.9	22.6	22.0	22.0
	Black/African American	17.1	18.9	17.9	18.5	18.2
	American Indian/Alaska Native	15.8	17.8	18.1	18.3	17.6
	White	21.5	22.2	22.9	22.3	22.4
	Hispanic/Latino	19.2	20.5	21.2	20.9	20.6
	Asian	20.2	23.5	20.7	21.5	21.6
	Native Hawaiian/Other Pac. Isl.	19.1	20.2	20.0	18.7	19.5
	Two or more races	20.4	21.4	22.3	21.6	21.6
	Prefer not/No Response	21.9	22.4	23.8	22.4	22.8
National	All Students	20.5	21.1	21.3	20.9	21.1
	Black/African American	16.0	17.3	17.2	17.2	17.0
	American Indian/Alaska Native	17.1	18.5	18.7	18.7	18.4
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.7	19.4	19.0	18.9	18.9
	Asian	22.7	25.2	22.9	23.2	23.6
	Native Hawaiian/Other Pac. Isl.	18.9	20.4	19.8	19.7	19.8
	Two or more races	21.0	21.1	21.8	21.2	21.4
	Prefer not/No Response	20.7	21.3	21.5	20.9	21.3

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

Total Students in Report: 6,024

Table 2.6. 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	184	3	109	2	335	6	98	2
	28 to 32	545	9	600	10	966	16	491	8
	24 to 27	1,193	20	1,698	28	1,228	20	1,615	27
	20 to 23	1,832	30	1,431	24	1,585	26	2,203	37
	16 to 19	1,275	21	1,765	29	1,227	20	1,157	19
	13 to 15	668	11	414	7	514	9	338	6
	01 to 12	327	5	7	0	169	3	122	2
National	33 to 36	74,039	4	50,719	3	81,737	5	30,082	2
	28 to 32	167,405	10	149,540	9	223,134	13	123,485	7
	24 to 27	291,143	17	369,818	22	262,453	16	355,144	21
	20 to 23	414,094	25	332,787	20	399,794	24	532,341	32
	16 to 19	318,585	19	538,042	32	366,975	22	373,233	22
	13 to 15	210,405	13	216,778	13	220,083	13	158,083	9
	01 to 12	190,346	11	8,333	1	111,841	7	93,649	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	2,749	46	20.7	22.6	22.6	22.6	22.3
	Females	3,275	54	21.4	21.4	22.7	21.5	21.9
	Missing	0	0
National	Males	761,554	46	20.2	21.7	21.2	21.4	21.2
	Females	900,625	54	20.9	20.6	21.4	20.5	21.0
	Missing	3,838	0	16.1	17.8	17.6	17.8	17.5

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
State	Males	71	60	62	42	34
	Females	76	49	64	32	26
National	Males	64	50	51	35	29
	Females	69	42	53	27	22

Total Students in Report: 6,024

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
State	Core or More ²	4,193	81	22.1	63	22.9	70	23.5	43	22.8	36	23.0
	Less than Core	1,735	58	18.9	34	19.7	47	20.6	21	20.1	15	20.0
	Missing ³	96	43	17.1	19	17.9	41	19.3	11	18.4	7	18.3
National	Core or More	1,259,744	72	21.3	51	21.8	57	22.0	35	21.6	29	21.8
	Less than Core	355,849	51	18.3	29	19.1	38	19.4	19	19.1	14	19.1
	Missing	50,424	38	16.2	22	18.1	27	17.6	14	17.8	10	17.6

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite CRB% results reflect students who meet all four subject-area benchmarks.

Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More ²	5,850	74	21.1	5,509	58	22.4	5,523	64	22.7	4,655	43	22.7
	Less than Core	105	73	20.3	422	10	17.2	435	54	21.7	1,299	16	19.6
	Missing ³	69	55	18.7	93	19	17.9	66	55	21.0	70	16	19.6
National	Core or More	1,558,562	68	20.8	1,550,768	48	21.4	1,471,658	54	21.6	1,425,217	33	21.4
	Less than Core	64,748	41	16.5	69,741	8	16.6	149,266	40	19.7	194,661	13	18.4
	Missing	42,707	40	16.5	45,508	22	18.2	45,093	29	17.8	46,139	14	17.9

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

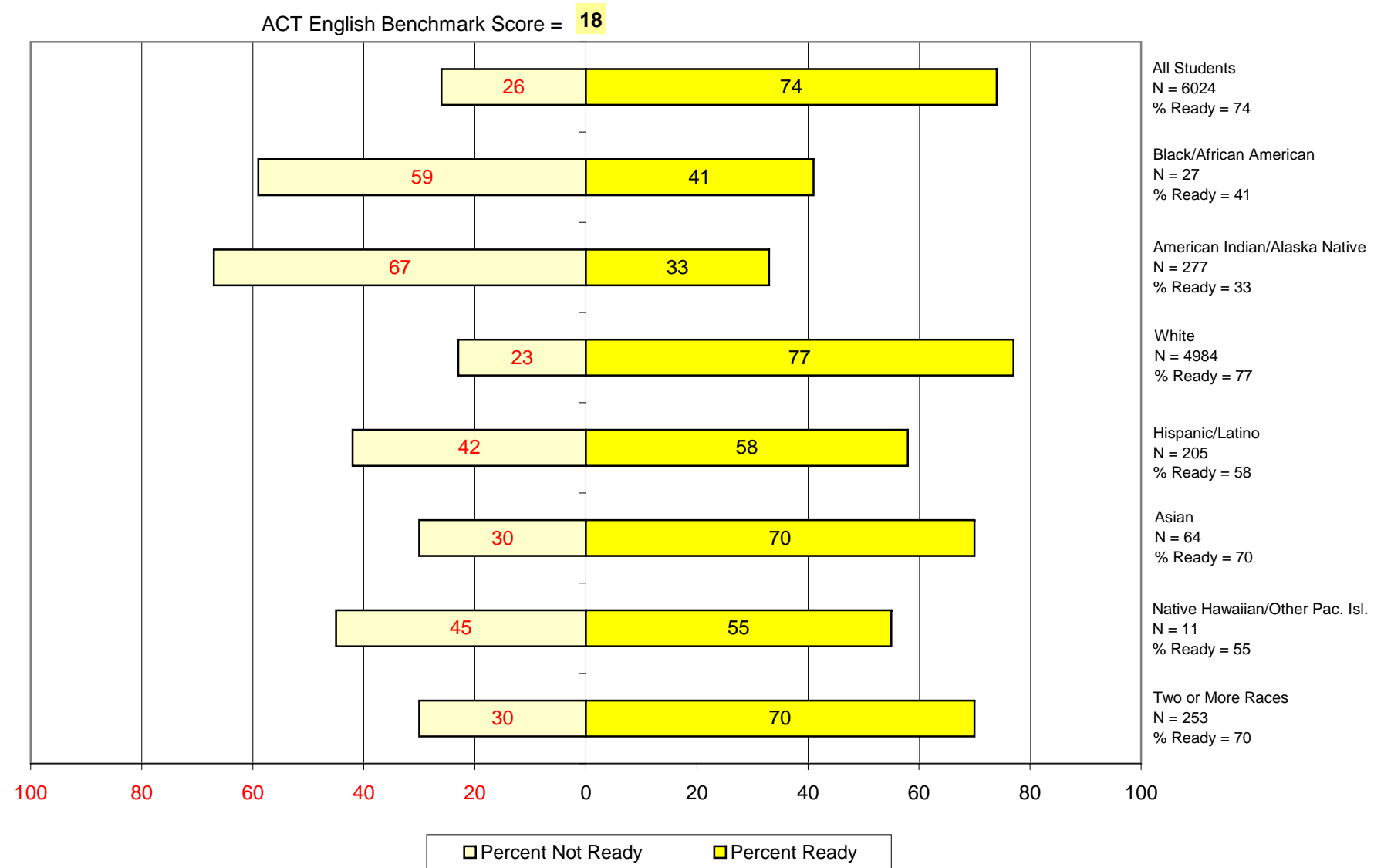
³ Zero years or no coursework information reported in the specified content area.

Section III

College Readiness and the Impact of Course Rigor

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

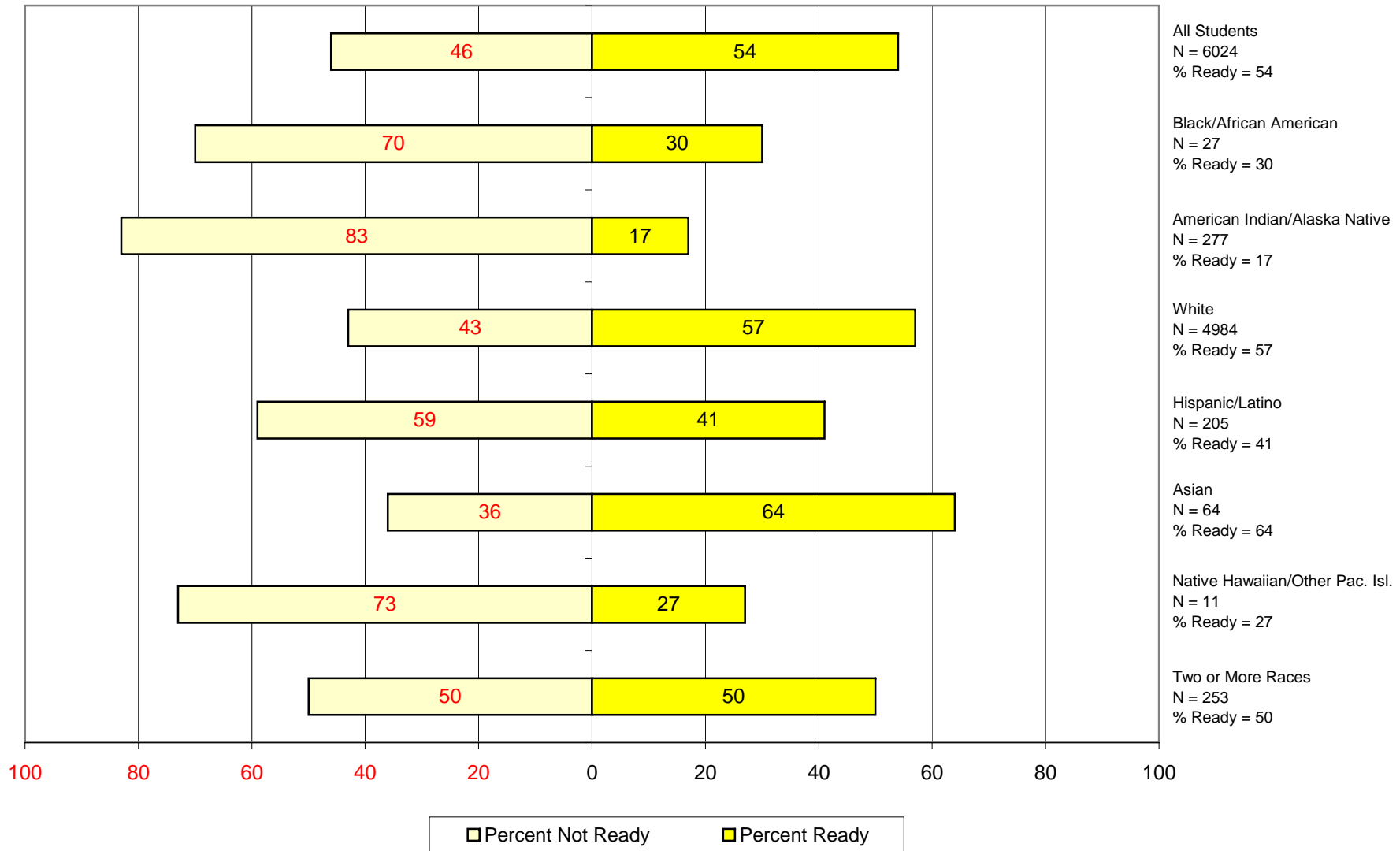
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS

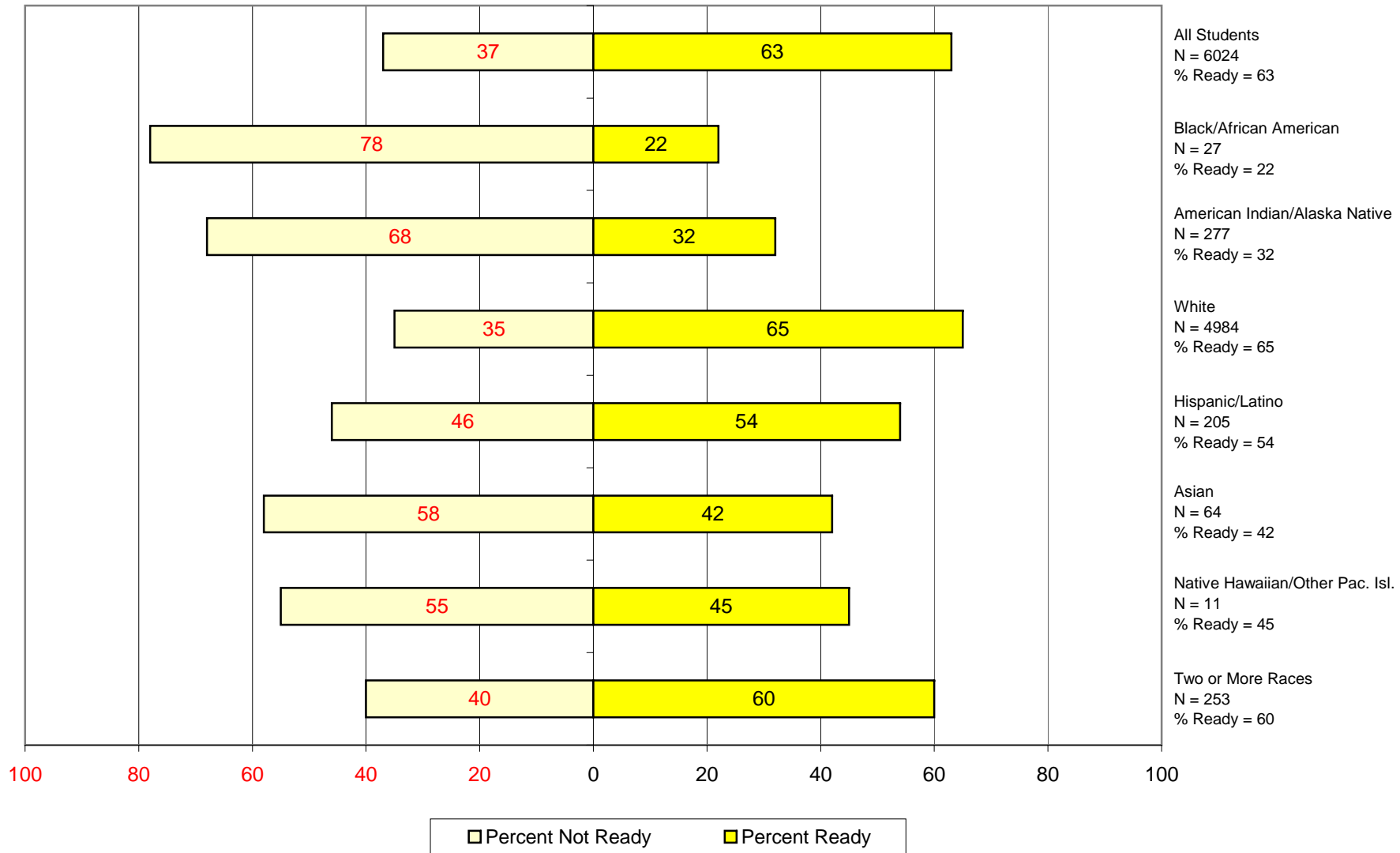
ACT Mathematics Benchmark Score = **22**



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING

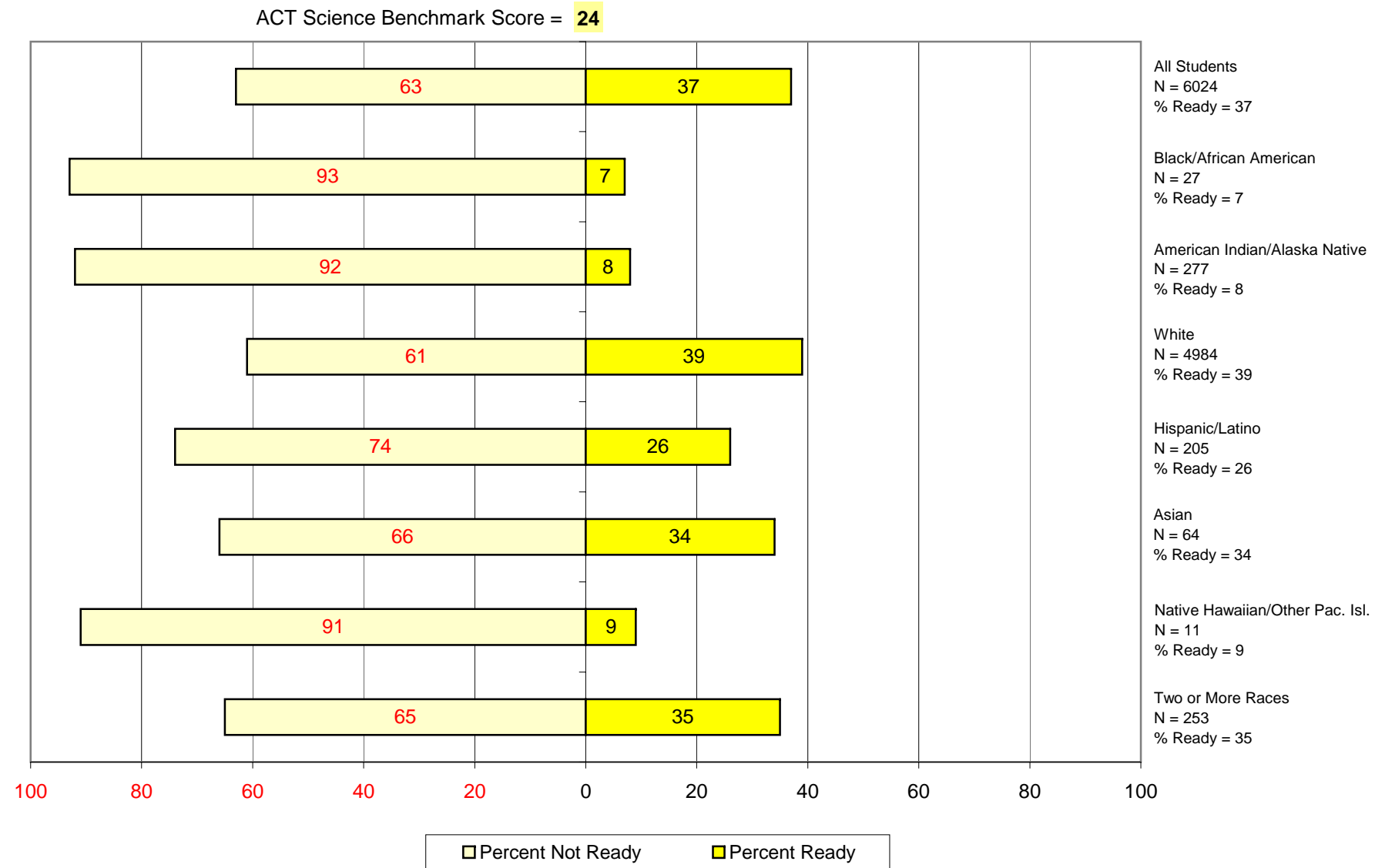
ACT Reading Benchmark Score = 21



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 6,024

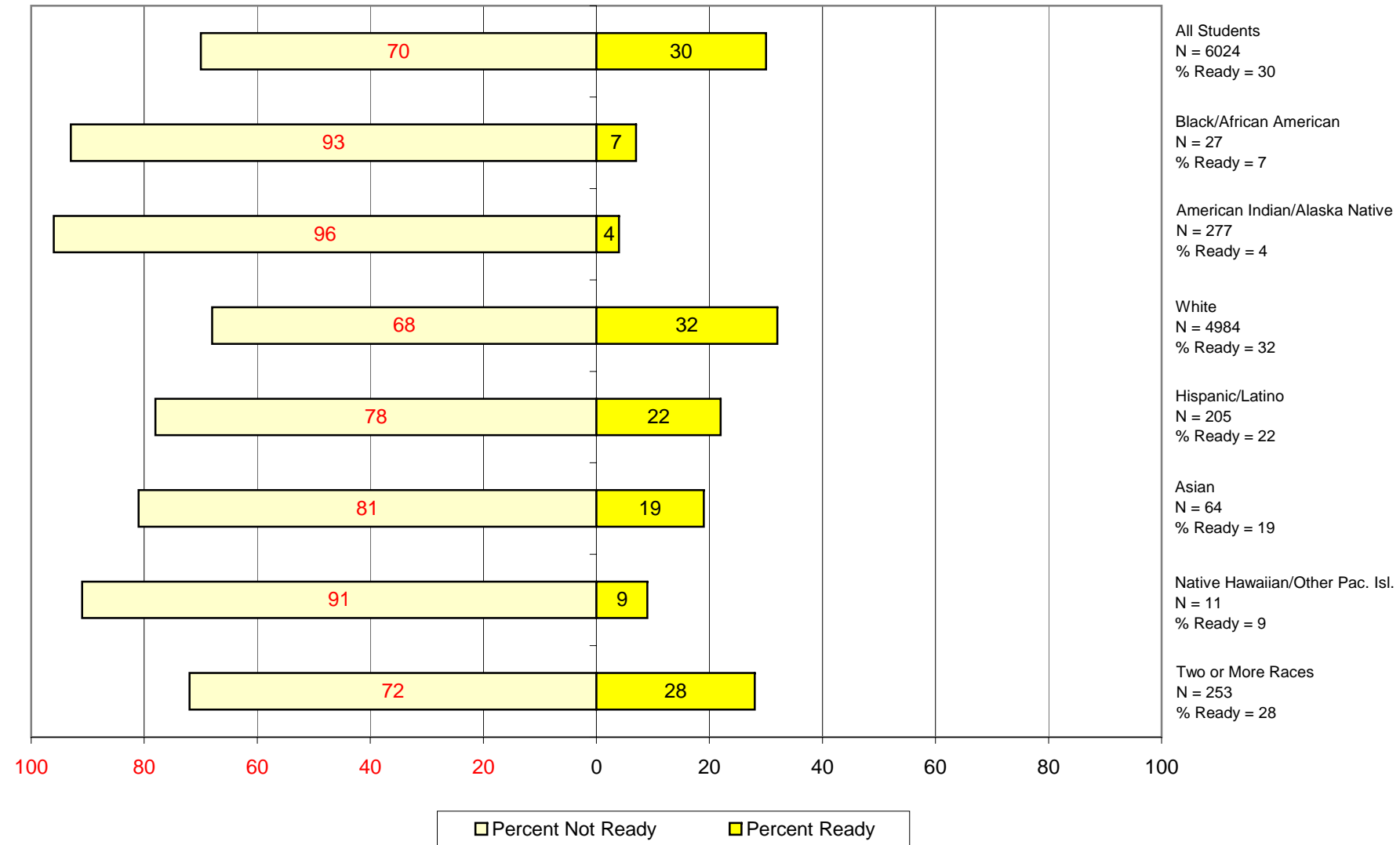
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 6,024

Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ALL FOUR



¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Total Students in Report: 6,024

Table 3.1. Average ACT Scores and Average ACT 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	1,420	24	21.8	1.5	557	20	21.4	1.2	863	26	22.1	1.6
Eng 9, Eng 10, Eng 11, Eng 12	4,430	74	20.9	0.6	2,103	77	20.5	0.3	2,327	71	21.3	0.8
Less than 4 years of English	105	2	20.3	-	60	2	20.2	-	45	1	20.5	-
Zero years / no English courses reported	69	1	18.7	-	29	1	19.2	-	40	1	18.4	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	407	7	25.6	8.4	202	7	26.2	8.7	205	6	25.0	8.2
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	600	10	22.9	5.7	224	8	23.7	6.2	376	11	22.4	5.6
Alg 1, Alg 2, Geom, & Trig	394	7	20.6	3.4	167	6	21.3	3.8	227	7	20.2	3.4
Alg 1, Alg 2, Geom, & Other Adv Math	963	16	21.5	4.3	382	14	22.2	4.7	581	18	21.0	4.2
Other comb of 4 or more years of Math	1,892	31	24.4	7.2	940	34	25.1	7.6	952	29	23.7	6.9
Alg 1, Alg 2, & Geom	974	16	18.7	1.5	435	16	19.2	1.7	539	16	18.3	1.5
Other comb of 3 or 3.5 years of Math	279	5	21.0	3.8	139	5	21.7	4.2	140	4	20.3	3.5
Less than 3 years of Math	422	7	17.2	-	223	8	17.5	-	199	6	16.8	-
Zero years / no Math courses reported	93	2	17.9	-	37	1	18.6	-	56	2	17.5	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	533	9	22.3	0.6	272	10	21.7	0.2	261	8	22.9	1.1
Other comb of 4 or more years Social Science	2,055	34	23.1	1.4	936	34	23.4	1.9	1,119	34	22.8	1.0
US Hist, World Hist, & Am Gov	1,333	22	22.4	0.7	631	23	22.2	0.7	702	21	22.6	0.8
Other comb of 3 or 3.5 years of Social Science	1,602	27	22.7	1.0	666	24	22.5	1.0	936	29	22.7	0.9
Less than 3 years of Social Science	435	7	21.7	-	217	8	21.5	-	218	7	21.8	-
Zero years / no Social Science courses reported	66	1	21.0	-	27	1	20.9	-	39	1	21.1	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,172	36	23.4	3.8	1,119	41	24.3	4.6	1,053	32	22.4	3.0
Bio, Chem, Phys	113	2	24.1	4.5	54	2	24.9	5.2	59	2	23.4	4.0
Gen Sci ² , Bio, Chem	2,035	34	22.0	2.4	719	26	22.5	2.8	1,316	40	21.7	2.3
Other comb of 3 years of Natural Science	335	6	22.2	2.6	205	7	22.4	2.7	130	4	21.8	2.4
Less than 3 years of Natural Science	1,299	22	19.6	-	623	23	19.7	-	676	21	19.4	-
Zero years / no Natural Science courses reported	70	1	19.6	-	29	1	20.1	-	41	1	19.1	-

¹Course value added is defined as the average ACT score change compared to course sequences in which students took less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Total Students in Report: 6,024

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	1,420	24	21.8	77	380,162	23	21.7	73
Eng 9, Eng 10, Eng 11, Eng 12	4,430	74	20.9	73	1,178,400	71	20.5	67
Less than 4 years of English	105	2	20.3	73	64,748	4	16.5	41
Zero years / no English courses reported	69	1	18.7	55	42,707	3	16.5	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	407	7	25.6	84	108,668	7	24.0	69
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	600	10	22.9	67	151,050	9	22.0	58
Alg 1, Alg 2, Geom, & Trig	394	7	20.6	42	115,739	7	19.6	34
Alg 1, Alg 2, Geom, & Other Adv Math	963	16	21.5	53	279,658	17	19.9	36
Other comb of 4 or more years of Math	1,892	31	24.4	75	585,086	35	23.6	66
Alg 1, Alg 2, & Geom	974	16	18.7	24	228,058	14	17.3	12
Other comb of 3 or 3.5 years of Math	279	5	21.0	47	82,509	5	19.9	35
Less than 3 years of Math	422	7	17.2	10	69,741	4	16.6	8
Zero years / no Math courses reported	93	2	17.9	19	45,508	3	18.2	22
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	533	9	22.3	59	47,179	3	22.3	59
Other comb of 4 or more years Social Science	2,055	34	23.1	66	887,744	53	21.9	56
US Hist, World Hist, & Am Gov	1,333	22	22.4	62	84,563	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	1,602	27	22.7	62	452,172	27	21.2	51
Less than 3 years of Social Science	435	7	21.7	54	149,266	9	19.7	40
Zero years / no Social Science courses reported	66	1	21.0	55	45,093	3	17.8	29
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,172	36	23.4	49	740,499	44	21.9	39
Bio, Chem, Phys	113	2	24.1	53	171,734	10	23.0	47
Gen Sci ¹ , Bio, Chem	2,035	34	22.0	35	466,992	28	20.0	22
Other comb of 3 years of Natural Science	335	6	22.2	40	45,992	3	19.5	20
Less than 3 years of Natural Science	1,299	22	19.6	16	194,661	12	18.4	13
Zero years / no Natural Science courses reported	70	1	19.6	16	46,139	3	17.9	14

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

Total Students in Report: 6,024

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

Planned Educational Major ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	209	3	20.6	27	7	19.6	171	3	21.0
Architecture	90	1	22.3	6	1	18.3	80	2	22.6
Area, Ethnic, & Multidisciplinary Studies	11	0	25.5	0	0	.	11	0	25.5
Arts: Visual & Performing	376	6	21.8	29	7	19.6	316	6	22.1
Business	414	7	21.4	29	7	19.0	359	7	21.7
Communications	69	1	22.8	2	0	17.5	64	1	23.0
Community, Family, & Personal Services	117	2	20.2	19	5	19.7	79	2	20.5
Computer Science & Mathematics	120	2	23.9	9	2	21.9	103	2	24.1
Education	424	7	20.9	16	4	19.3	392	8	21.0
Engineering	495	8	24.1	17	4	18.6	450	9	24.3
Engineering Technology & Drafting	86	1	22.3	12	3	19.5	74	1	22.8
English & Foreign Languages	97	2	23.6	3	1	20.3	92	2	23.6
Health Administration & Assisting	167	3	20.0	26	6	18.0	125	2	20.3
Health Sciences & Technologies	1,124	19	22.1	45	11	18.7	1,046	20	22.3
Philosophy, Religion, & Theology	29	0	22.5	2	0	24.0	25	0	22.6
Repair, Production, & Construction	137	2	18.6	61	15	17.6	67	1	19.6
Sciences: Biological & Physical	397	7	24.0	4	1	19.0	372	7	24.0
Social Sciences & Law	422	7	22.4	16	4	19.3	389	8	22.6
Undecided	1,144	19	21.9	77	19	18.8	889	17	22.3
No Response	96	2	19.1	8	2	19.3	28	1	19.6

¹Refer to the section header on page 25 for a description of educational major changes.

²2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

³Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Total Students in Report: 6,024

Table 4.2. Average ACT Composite Scores for Racial/Ethnic¹ Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	81	18.4	2	17.5	4	16.3	67	18.7	5	17.2
2-yr College Degree	327	19.0	2	16.0	12	15.9	282	19.3	11	17.8
Bachelors Degree	3,384	21.4	17	17.8	141	17.6	2,849	21.7	116	20.2
Graduate Study	718	24.2	0	.	29	19.8	617	24.5	15	22.8
Prof. Level Degree	1,030	24.2	5	21.8	43	19.0	834	24.6	41	22.9
Other	114	18.5	1	14.0	12	15.8	84	18.9	3	14.7
No Response	370	21.9	0	.	36	15.8	251	22.9	14	19.0

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	81	18.4	2	14.5	0	.	1	19.0	0	.
2-yr College Degree	327	19.0	2	18.5	1	17.0	12	16.7	5	19.2
Bachelors Degree	3,384	21.4	35	21.6	4	18.8	142	21.0	80	21.8
Graduate Study	718	24.2	6	19.7	1	18.0	27	24.6	23	23.9
Prof. Level Degree	1,030	24.2	15	24.2	4	22.0	51	23.7	37	24.8
Other	114	18.5	1	12.0	0	.	5	17.6	8	21.9
No Response	370	21.9	3	23.3	1	17.0	15	19.7	50	22.8

¹Refer to the section header on page 25 for a description of race/ethnicity changes.

Total Students in Report: 6,024

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	2,056	912	1,144	0	5	21	34	26	12	1
UNIVERSITY OF MONTANA	Montana	1,813	737	1,076	0	6	24	34	25	10	1
MONTANA STATE UNIVERSITY-BILLINGS	Montana	765	323	442	1	7	30	35	20	7	0
MONTANA TECH OF THE UNIV OF MONTANA	Montana	462	149	313	1	5	22	37	26	10	1
CARROLL COLLEGE	Montana	412	120	292	0	3	16	37	28	15	1
UNIVERSITY OF MONTANA WESTERN	Montana	341	95	246	0	12	35	35	15	3	0
ROCKY MOUNTAIN COLLEGE	Montana	311	67	244	0	5	28	36	22	9	0
MONTANA STATE UNIVERSITY-NORTHERN	Montana	213	82	131	1	7	41	32	15	3	0
UNIVERSITY OF WASHINGTON	Washington	149	28	121	0	2	12	26	36	22	2
GONZAGA UNIVERSITY	Washington	148	28	120	0	1	11	30	33	22	3
UNIVERSITY OF GREAT FALLS	Montana	139	22	117	1	6	35	40	17	1	0
UNIVERSITY OF OREGON	Oregon	115	27	88	0	0	17	31	41	10	0
NCAA ELIGIBILITY CENTER	Indiana	111	53	58	0	3	17	42	24	14	0
MONTANA STATE UNIV C TECH-GREAT FALLS	Montana	108	31	77	4	13	31	35	16	1	0
MONTANA GEAR UP	Montana	106	60	46	3	15	39	23	14	6	1
WASHINGTON STATE UNIVERSITY	Washington	105	18	87	0	3	14	42	23	17	1
NORTHWEST COLLEGE	Wyoming	96	33	63	0	14	31	33	20	2	0
BOISE STATE UNIVERSITY	Idaho	93	22	71	1	1	19	40	26	13	0
FLATHEAD VALLEY COMMUNITY COLLEGE	Montana	85	32	53	1	8	34	41	12	4	0
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	81	40	41	0	2	16	36	28	15	2
DICKINSON STATE UNIVERSITY	North Dakota	81	24	57	0	5	28	37	23	6	0
UNIVERSITY OF WYOMING	Wyoming	75	13	62	3	4	13	36	28	16	0
BRIGHAM YOUNG UNIVERSITY	Utah	73	42	31	0	1	7	34	26	27	4
COLORADO STATE UNIVERSITY	Colorado	73	15	58	0	0	11	40	33	15	1
UNIVERSITY OF MONTANA-HELENA C OF TECH	Montana	73	13	60	3	7	37	34	16	3	0
OREGON STATE UNIVERSITY	Oregon	71	12	59	1	1	18	38	30	11	0
MILES COMMUNITY COLLEGE	Montana	70	23	47	3	13	36	34	14	0	0
UNIVERSITY OF NORTH DAKOTA	North Dakota	69	13	56	0	6	19	33	28	14	0
DAWSON COMMUNITY COLLEGE	Montana	68	27	41	1	7	38	38	12	3	0
STANFORD UNIVERSITY	California	66	24	42	0	0	3	17	23	47	11
All Other Institutions		3,488	853	2,635	1	4	17	29	28	19	3
Total		11,916	3,938	7,978	1	5	22	33	25	13	1

Section V

Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 6,024

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity¹ and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	3,637	931,148	21.7	21.5	6.9	7.1	20.7	20.7
Black/African American	17	113,247	19.4	16.6	5.9	6.2	18.2	16.4
American Indian/Alaska Native	193	5,233	15.9	17.8	5.9	6.5	15.6	17.5
White	2,936	518,974	22.2	23.2	7.0	7.2	21.2	22.1
Hispanic/Latino	134	150,249	19.8	18.5	6.5	6.8	19.0	18.3
Asian	50	53,381	19.9	23.7	6.7	7.6	19.2	22.8
Native Hawaiian/Other Pac. Isl.	9	2,851	18.4	19.9	5.9	7.1	17.3	19.6
Two or more races	158	32,346	20.8	21.9	6.7	7.1	19.9	21.1
Prefer not/No Response	140	54,867	22.5	21.8	7.0	7.1	21.4	21.0
Males	1,606	413,617	21.3	21.2	6.6	6.8	20.2	20.3
Females	2,031	515,745	22.0	21.7	7.1	7.2	21.1	21.1
Missing	0	1,786	.	16.8	.	6.3	.	16.6

¹Refer to the section header on page 29 for a description of race/ethnicity changes.

