



Profile Report - State

Graduating Class 2016

Montana



New to your 2016 Profile Report

In Fall 2015, ACT introduced additional test scores and indicators to provide students and educators with more insight into critical aspects of college and career readiness. Tables for these new scores and indicators (Writing scores from enhanced design, ELA score, STEM score, Understanding Complex Texts Indicator, and Progress Toward Career Readiness Indicator) are included in this report to describe available data. To determine where the new scores are summarized in this report, please consult the Table of Contents.

- **Writing scores:** Writing scores describe core writing competencies valued by high school and college educators. These competencies are summarized by the writing scores. Writing scores from test events before September 2015 will be reported on the 2-12 scale. Writing scores from test events on or after September 2015 will be reported on the 1-36 scale.
- **ELA:** The English Language Arts (ELA) score is based upon student scores in ACT English, Reading, and Writing, and is intended to represent a measure of students' overall literacy skills. This score utilizes ACT's customary 1-36 scale.
- **STEM:** In response to the national focus on student performance in Science, Technology, Engineering, and Mathematics (STEM), a STEM score was developed to gauge students' overall performance in mathematics and science. This score, driven by ACT Mathematics and Science scores, ranges from 1 to 36. Test scores from previous years have been calculated.
- **Understanding Complex Texts Indicator:** The Understanding Complex Texts indicator represents students' progress toward understanding the complex written material encountered in college and careers. The indicator is reported in three proficiency levels: Below Proficient, Proficient, and Above Proficient.
- **Progress Toward Career Readiness Indicator:** Progress toward career readiness indicator is based upon the ACT Composite score, representing the level at which students perform relative to the National Career Readiness Certificate (NCRC). Symbolizing attainment of workplace employability skills critical to job success, this indicator is reported in four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC.

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This report provides information about the performance of your 2016 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 2016. Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included in the report.

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 who met or exceeded 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/content/act/en/education-and-career-planning/college-and-career-readiness-standards.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, Biology and STEM. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

22% 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: 9,568 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. 46% 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 3.8 reports 16% of the cohort took less than three years of math courses. Of these students, 5% were college ready. 18% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 17% of these students were college ready. In comparison, 57% 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 3.8 reports 33% of the cohort took less than three years of natural science courses. 14% of these students were college ready. In comparison, 45% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 52% 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 ACT Customer Service at 319-337-1365 or customerservices@act.org.

Section I

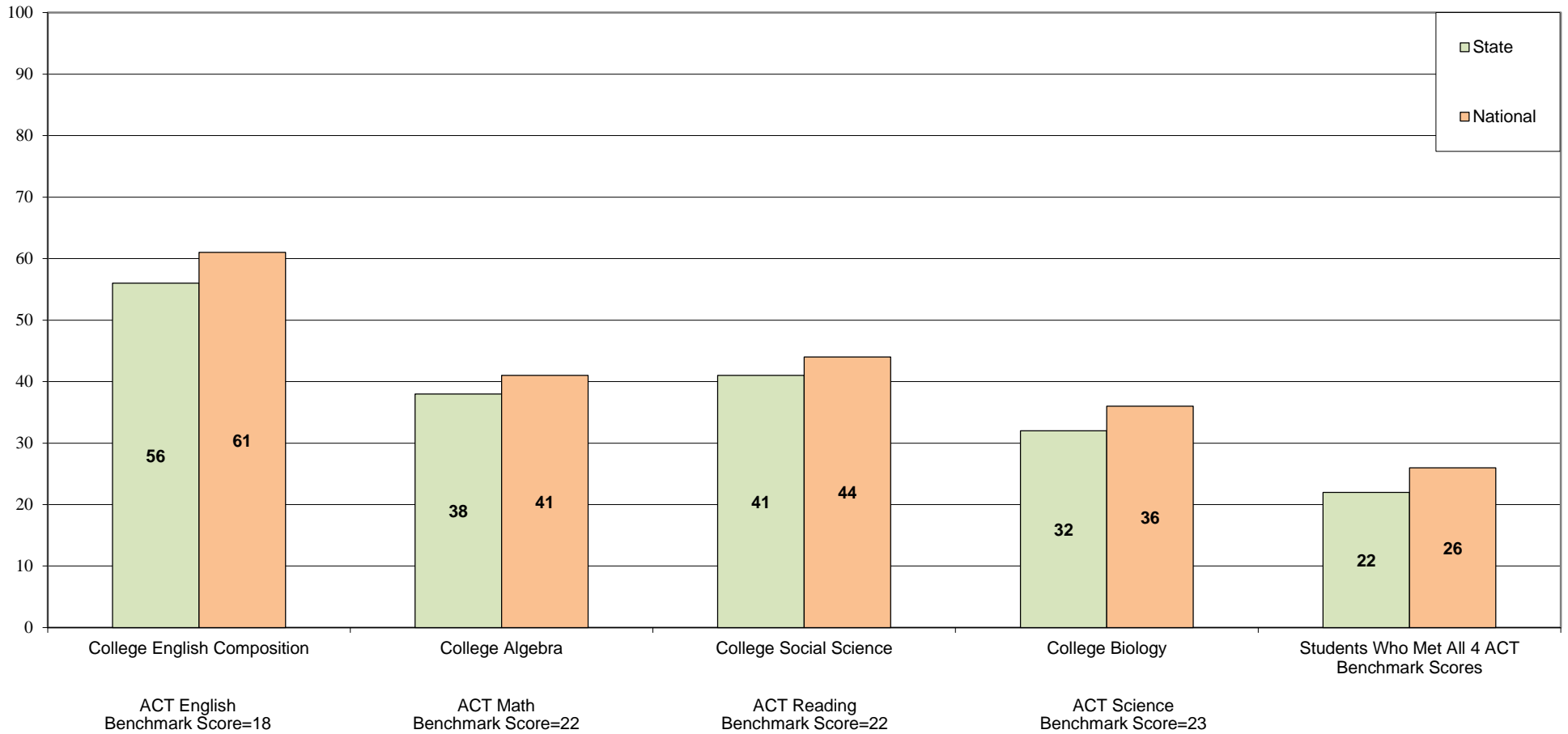
Executive Summary

Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning in August 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

To find the results of only standard time or extended time test takers, refer to Tables 1.7 and 1.8 on page 9.

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: 9,568

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2012	6,024	1,666,017	74	67	54	46	63	52	37	31	30	25
2013	6,631	1,799,243	66	64	49	44	50	44	39	36	28	26
2014	9,611	1,845,787	60	64	39	43	44	44	33	37	23	26
2015	9,489	1,924,436	57	64	41	42	44	46	36	38	24	28
2016	9,568	2,090,342	56	61	38	41	41	44	32	36	22	26

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
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
2013	6,631	1,799,243	20.2	20.2	21.4	20.9	21.9	21.1	21.2	20.7	21.3	20.9
2014	9,611	1,845,787	19.3	20.3	20.5	20.9	21.1	21.3	20.4	20.8	20.5	21.0
2015	9,489	1,924,436	19.1	20.4	20.4	20.8	21.0	21.4	20.5	20.9	20.4	21.0
2016	9,568	2,090,342	19.0	20.1	20.2	20.6	20.8	21.3	20.5	20.8	20.3	20.8

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8

Total Students in Report: 9,568

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
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
2013	4,043	2,321	61	35	21.9	17.9	22.9	19.2	23.3	19.9	22.7	19.3	22.8	19.2
2014	4,703	4,324	49	45	21.9	17.2	22.8	18.6	23.4	19.1	22.6	18.6	22.8	18.5
2015	4,595	4,002	48	42	21.5	16.9	22.5	18.5	23.2	19.1	22.5	18.7	22.6	18.4
2016	4,408	4,079	46	43	21.6	16.9	22.5	18.3	23.1	18.9	22.7	18.7	22.6	18.3

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/Ethnicity

	2012			2013			2014			2015			2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	6,024	100	22.0	6,631	100	21.3	9,611	100	20.5	9,489	100	20.4	9,568	100	20.3
Black/African American	27	0	18.2	41	1	17.2	64	1	17.0	69	1	17.7	60	1	17.5
American Indian/Alaska Native	277	5	17.6	363	5	16.3	424	4	15.9	447	5	16.1	411	4	15.6
White	4,984	83	22.4	5,323	80	21.8	7,468	78	20.9	7,149	75	20.9	7,279	76	20.8
Hispanic/Latino	205	3	20.6	266	4	19.5	461	5	18.8	481	5	18.6	528	6	18.5
Asian	64	1	21.6	70	1	21.4	89	1	21.2	62	1	21.0	64	1	19.9
Native Hawaiian/Other Pacific Islander	11	0	19.5	12	0	17.7	29	0	17.5	23	0	19.0	24	0	18.1
Two or more races	253	4	21.6	263	4	20.7	464	5	20.1	472	5	20.1	467	5	19.9
Prefer not to respond/No response	203	3	22.8	293	4	20.7	612	6	20.2	786	8	20.1	735	8	19.7

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	State	National	State	National	State	National	State	National	State	National
2012	6,024	1,666,017	22.2	21.3	22	20	28.1	28.7	27.6	27.9
2013	6,631	1,799,243	21.6	21.1	20	19	28.0	28.7	27.8	28.0
2014	9,611	1,845,787	20.7	21.1	17	20	28.1	28.7	27.8	28.3
2015	9,489	1,924,436	20.7	21.1	17	20	28.1	28.7	28.0	28.4
2016	9,568	2,090,342	20.6	20.9	16	20	28.1	28.7	28.2	28.6

¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	
2012	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2013	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2014	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2015	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0	.	.
2016	966	485,762	10	23	17.8	17.0	765	322,548	8	15	23.6	23.6	734	235,380	8	11	30.3	30.3

¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

Total Students in Report: 9,568

Table 1.8. Average ACT College Reportable Scores by Test Session Duration

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Standard Time	9,148	96	19.2	20.4	21.0	20.7	20.4
	Extended Time	420	4	15.5	16.9	17.6	17.2	16.9
	Total	9,568	100	19.0	20.2	20.8	20.5	20.3
National	Standard Time	1,985,389	95	20.3	20.7	21.4	20.9	21.0
	Extended Time	104,953	5	16.6	18.0	18.9	18.2	18.0
	Total	2,090,342	100	20.1	20.6	21.3	20.8	20.8

Table 1.9. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Standard Time	57	40	41	33	22
	Extended Time	30	15	22	15	10
	Total	56	38	41	32	22
National	Standard Time	63	42	45	37	27
	Extended Time	39	22	31	23	16
	Total	61	41	44	36	26

Section II

Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 9,568

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

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	18	100	11	100	33	100	29	100	4	100	8	100	36
35	79	99	24	99	106	99	67	99	19	99	26	99	35
34	72	99	53	99	103	99	64	99	33	99	37	99	34
33	110	98	48	99	145	97	18	98	70	99	67	99	33
32	97	97	59	99	173	96	93	98	91	99	70	99	32
31	108	96	78	98	290	94	105	97	121	98	112	98	31
30	130	95	131	97	260	91	82	96	156	96	98	97	30
29	110	94	148	96	220	88	169	95	172	95	163	96	29
28	201	92	268	94	233	86	203	93	226	93	243	94	28
27	180	90	338	91	254	84	219	91	283	91	275	91	27
26	259	88	499	88	300	81	253	89	354	88	425	89	26
25	376	86	421	83	284	78	586	86	434	84	506	84	25
24	386	82	570	78	582	75	747	80	489	79	575	79	24
23	457	78	499	72	466	69	453	72	575	74	600	73	23
22	532	73	531	67	441	64	864	68	629	68	612	67	22
21	608	67	544	62	807	59	840	59	658	62	667	60	21
20	717	61	330	56	480	51	615	50	643	55	708	53	20
19	445	54	540	52	837	46	871	43	711	48	749	46	19
18	461	49	663	47	488	37	815	34	750	41	880	38	18
17	444	44	1,062	40	445	32	433	26	692	33	777	29	17
16	691	39	1,120	29	418	27	495	21	666	26	672	21	16
15	693	32	895	17	694	23	361	16	577	19	497	14	15
14	624	25	457	8	373	16	313	12	496	13	389	8	14
13	394	18	173	3	528	12	276	9	388	8	284	4	13
12	339	14	73	1	216	6	205	6	227	3	98	1	12
11	353	11	19	1	253	4	251	4	81	1	18	1	11
10	336	7	7	1	66	1	79	1	16	1	8	1	10
9	147	4	5	1	39	1	44	1	4	1	0	1	9
8	127	2	0	1	3	1	12	1	1	1	2	1	8
7	42	1	0	1	17	1	1	1	1	1	2	1	7
6	20	1	0	1	9	1	2	1	1	1	0	1	6
5	12	1	1	1	0	1	0	1	0	1	0	1	5
4	0	1	1	1	4	1	1	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	2	1	0	1	0	1	1
Avg (SD)	19.0 (6.1)		20.2 (4.9)		20.8 (6.1)		20.5 (5.1)		20.3 (5.0)		20.6 (4.7)		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: 9,568

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subscore 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	159	100	60	100	143	100	221	100	208	100	32	100	44	100	18
17	300	98	151	99	393	99	331	98	293	98	35	99	57	99	17
16	312	95	235	98	662	94	462	94	341	95	171	99	200	99	16
15	253	92	489	95	443	87	514	89	485	91	411	98	586	97	15
14	265	89	539	90	634	83	536	84	494	86	523	93	605	91	14
13	520	87	614	85	607	76	592	78	702	81	1,073	88	657	84	13
12	589	81	981	78	1,257	70	705	72	720	74	888	77	1,279	78	12
11	705	75	732	68	848	57	1,296	65	1,189	66	978	67	932	64	11
10	1,142	68	1,207	60	944	48	845	51	656	54	1,723	57	1,183	54	10
9	1,128	56	995	48	923	38	765	42	715	47	1,110	39	1,668	42	9
8	871	44	1,273	37	786	28	850	35	1,157	39	913	27	891	25	8
7	805	35	571	24	1,090	20	666	26	1,357	27	756	18	719	15	7
6	775	26	694	18	426	9	668	19	695	13	488	10	336	8	6
5	919	18	542	11	248	4	774	12	268	6	287	5	97	4	5
4	417	9	303	5	102	2	214	4	230	3	9	2	179	3	4
3	276	4	155	2	13	1	100	1	45	1	133	2	42	1	3
2	120	1	23	1	38	1	28	1	12	1	1	1	69	1	2
1	12	1	4	1	11	1	1	1	1	1	37	1	24	1	1
Avg (SD)	9.2 (3.7)		9.8 (3.3)		10.8 (3.4)		10.3 (3.7)		10.2 (3.5)		10.2 (2.9)		10.3 (2.9)		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)	23	24	25	24	24
Q2 (50th Percentile)	19	19	20	21	20
Q1 (25th Percentile)	14	16	16	17	16

Total Students in Report: 9,568

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

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	9,568	46	22.6	18.3
	Black/African American	60	38	18.5	17.1
	American Indian/Alaska Native	411	28	16.9	15.5
	White	7,279	49	22.9	18.7
	Hispanic/Latino	528	40	20.8	16.9
	Asian	64	44	23.5	18.0
	Native Hawaiian/Other Pac. Isl.	24	38	21.9	16.1
	Two or More Races	467	42	22.0	18.2
	Prefer not/No Response	735	35	23.1	18.1
National	All Students	2,090,342	69	21.9	18.7
	Black/African American	272,363	64	17.8	15.7
	American Indian/Alaska Native	16,183	57	18.9	16.3
	White	1,119,398	73	23.2	20.0
	Hispanic/Latino	337,280	69	19.5	17.3
	Asian	93,493	78	24.7	22.1
	Native Hawaiian/Other Pac. Isl.	6,797	61	20.1	16.6
	Two or More Races	85,494	70	21.9	19.0
	Prefer not/No Response	159,334	48	22.3	18.2

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.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	All Students	9,568	100	19.0	20.2	20.8	20.5	20.3	20.6
	Black/African American	60	1	16.2	16.9	18.1	18.2	17.5	17.7
	American Indian/Alaska Native	411	4	13.6	16.0	16.1	16.2	15.6	16.4
	White	7,279	76	19.6	20.7	21.3	21.0	20.8	21.1
	Hispanic/Latino	528	6	16.8	18.5	19.0	18.9	18.5	19.0
	Asian	64	1	17.7	22.2	19.3	19.9	19.9	21.3
	Native Hawaiian/Other Pac. Isl.	24	0	16.5	19.7	17.6	18.0	18.1	19.0
	Two or More Races	467	5	18.5	19.7	20.7	20.2	19.9	20.2
	Prefer not/No Response	735	8	18.4	19.6	20.3	19.8	19.7	20.0
National	All Students	2,090,342	100	20.1	20.6	21.3	20.8	20.8	20.9
	Black/African American	272,363	13	15.8	17.0	17.4	17.2	17.0	17.3
	American Indian/Alaska Native	16,183	1	16.3	17.7	18.2	18.1	17.7	18.2
	White	1,119,398	54	21.9	21.7	22.8	22.1	22.2	22.1
	Hispanic/Latino	337,280	16	17.6	18.8	19.2	18.9	18.7	19.1
	Asian	93,493	4	23.3	25.0	23.7	23.6	24.0	24.6
	Native Hawaiian/Other Pac. Isl.	6,797	0	17.4	18.9	18.9	18.6	18.6	19.0
	Two or More Races	85,494	4	20.4	20.5	21.6	20.9	21.0	21.0
	Prefer not/No Response	159,334	8	19.3	20.0	20.6	20.0	20.1	20.3

Total Students in Report: 9,568

Table 2.6. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	4,647	44	22.8	18.1
	Females	4,619	49	22.5	18.6
	No Response	302	26	20.7	17.7
National	Males	971,383	68	22.1	18.5
	Females	1,074,049	72	21.7	19.1
	No Response	44,910	28	19.3	16.5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	4,647	49	18.5	20.5	20.3	20.6	20.1	20.8
	Females	4,619	48	19.7	20.1	21.4	20.5	20.6	20.6
	No Response	302	3	16.7	18.8	19.0	18.6	18.4	19.0
National	Males	971,383	46	19.8	21.0	21.0	21.1	20.9	21.3
	Females	1,074,049	51	20.6	20.3	21.6	20.6	20.9	20.7
	No Response	44,910	2	16.5	17.9	18.0	17.9	17.7	18.2

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Section III

College and Career Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 9,568

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	279	3	136	1	387	4	178	2
	28 to 32	646	7	684	7	1,176	12	652	7
	24 to 27	1,201	13	1,828	19	1,420	15	1,805	19
	20 to 23	2,314	24	1,904	20	2,194	23	2,772	29
	16 to 19	2,041	21	3,385	35	2,188	23	2,614	27
	13 to 15	1,711	18	1,525	16	1,595	17	950	10
	01 to 12	1,376	14	106	1	608	6	597	6
National	33 to 36	116,080	6	59,483	3	130,942	6	72,515	3
	28 to 32	200,641	10	192,181	9	275,075	13	157,797	8
	24 to 27	315,883	15	404,868	19	295,645	14	407,121	19
	20 to 23	472,860	23	351,510	17	483,472	23	578,034	28
	16 to 19	378,663	18	701,208	34	451,883	22	502,407	24
	13 to 15	317,275	15	353,660	17	297,137	14	234,398	11
	01 to 12	288,940	14	27,432	1	156,188	7	138,070	7

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	52	40	37	33	22
	Females	60	37	45	32	22
	No Response	42	28	31	21	14
National	Males	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

Total Students in Report: 9,568

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	N	English	Mathematics	Reading	Science	All Four	STEM	
		Benchmark=18 %	Benchmark=22 %	Benchmark=22 %	Benchmark=23 %	%	Benchmark=26 %	
State	All Students	9,568	56	38	41	32	22	16
	Black/African American	60	37	13	25	10	5	0
	American Indian/Alaska Native	411	16	6	10	6	2	1
	White	7,279	60	42	44	35	24	18
	Hispanic/Latino	528	39	24	29	22	13	8
	Asian	64	47	56	33	36	23	23
	Native Hawaiian/Other Pac. Isl	24	42	46	21	8	8	4
	Two or More Races	467	54	34	39	29	19	12
	Prefer Not to Respond	735	51	33	38	29	20	15
National	All Students	2,090,342	61	41	44	36	26	20
	Black/African American	272,363	33	13	19	11	6	3
	American Indian/Alaska Native	16,183	37	18	25	16	9	6
	White	1,119,398	73	50	55	46	34	25
	Hispanic/Latino	337,280	46	27	30	21	14	9
	Asian	93,493	75	70	59	56	46	44
	Native Hawaiian/Other Pac. Isl	6,797	45	29	30	23	16	11
	Two or More Races	85,494	64	40	46	36	26	19
	Prefer Not to Respond	159,334	55	36	40	32	24	19

Table 3.4. Progress Toward Career Readiness¹

Student Group	Progress Toward NCRC ² Level	N		Average Composite
		N	%	
State	Gold	6,418	67	22.9
	Silver	2,431	25	15.6
	Bronze	615	6	12.6
	Needs Improvement	104	1	10.7
National	Gold	1,418,678	68	23.7
	Silver	496,817	24	15.6
	Bronze	142,375	7	12.6
	Needs Improvement	32,472	2	10.4

¹ Progress reflects degree to which students are on track for attaining workplace employability skills critical to job success.

² Additional information on the ACT NCRC (National Career Readiness Certificate) can be found at www.act.org.

Total Students in Report: 9,568

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More ²	4,408	74	21.6	58	22.5	56	23.1	49	22.7	35	22.6	27	22.8
	Less than Core	4,079	41	16.9	21	18.3	27	18.9	18	18.7	9	18.3	6	18.8
	Missing ³	1,081	38	16.4	25	18.4	29	18.6	20	18.4	13	18.1	9	18.7
National	Core or More	1,441,538	69	21.3	48	21.5	51	22.3	43	21.7	32	21.9	24	21.9
	Less than Core	483,335	46	17.8	26	18.7	31	19.2	23	18.8	15	18.7	11	19.0
	Missing	165,469	38	16.4	20	17.7	24	18.0	18	17.8	11	17.6	8	18.0

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 College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More ²	7,895	60	19.6	7,063	47	21.4	7,111	45	21.5	5,426	45	22.2
	Less than Core	787	35	15.9	1,504	5	16.2	1,535	26	18.7	3,167	14	18.2
	Missing ³	886	41	16.9	1,001	26	18.4	922	31	19.0	975	21	18.7
National	Core or More	1,821,855	65	20.7	1,834,921	44	21.0	1,707,404	48	21.8	1,679,561	41	21.4
	Less than Core	121,175	34	15.8	101,097	8	16.1	229,685	32	19.2	255,155	17	18.0
	Missing	147,312	40	16.6	154,324	20	17.8	153,253	25	18.2	155,626	19	18.0

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.

Total Students in Report: 9,568

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,348	14	20.7	67	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	6,547	68	19.3	58	1,436,604	69	20.4	63
Less than 4 years of English	787	8	15.9	35	121,175	6	15.8	34
Zero years / no English courses reported	886	9	16.9	41	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	449	5	24.9	78	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	668	7	22.5	62	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	517	5	19.9	33	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	1,368	14	20.7	43	379,347	18	19.3	30
Other comb of 4 or more years of Math	1,926	20	24.2	72	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	1,732	18	18.1	17	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	403	4	20.0	35	107,638	5	19.5	32
Less than 3 years of Math	1,504	16	16.2	5	101,097	5	16.1	8
Zero years / no Math courses reported	1,001	10	18.4	26	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	929	10	21.4	46	51,783	2	22.1	50
Other comb of 4 or more years Social Science	1,819	19	22.6	53	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	1,979	21	20.3	36	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	2,384	25	21.7	46	555,590	27	21.4	45
Less than 3 years of Social Science	1,535	16	18.7	26	229,685	11	19.2	32
Zero years / no Social Science courses reported	922	10	19.0	31	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,058	22	23.4	56	844,557	40	22.1	46
Bio, Chem, Phys	230	2	24.0	62	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	2,663	28	21.3	37	542,380	26	20.0	29
Other comb of 3 years of Natural Science	475	5	21.2	35	59,600	3	19.0	23
Less than 3 years of Natural Science	3,167	33	18.2	14	255,155	12	18.0	17
Zero years / no Natural Science courses reported	975	10	18.7	21	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 9,568

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,348	14	20.7	67	584	13	20.4	65	739	16	20.8	68
Eng 9, Eng 10, Eng 11, Eng 12	6,547	68	19.3	58	3,200	69	18.8	54	3,189	69	20.0	63
Less than 4 years of English	787	8	15.9	35	432	9	15.6	34	325	7	16.4	38
Zero years / no English courses reported	886	9	16.9	41	431	9	16.3	38	366	8	17.9	47
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	449	5	24.9	78	210	5	25.2	78	223	5	24.7	79
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	668	7	22.5	62	283	6	22.6	63	377	8	22.6	63
Alg 1, Alg 2, Geom, & Trig	517	5	19.9	33	247	5	20.2	37	262	6	19.7	29
Alg 1, Alg 2, Geom, & Other Adv Math	1,368	14	20.7	43	543	12	21.1	49	795	17	20.4	39
Other comb of 4 or more years of Math	1,926	20	24.2	72	966	21	24.9	75	920	20	23.5	68
Alg 1, Alg 2, & Geom	1,732	18	18.1	17	884	19	18.4	20	795	17	17.8	14
Other comb of 3 or 3.5 years of Math	403	4	20.0	35	204	4	20.5	38	185	4	19.5	31
Less than 3 years of Math	1,504	16	16.2	5	811	17	16.4	6	653	14	15.9	4
Zero years / no Math courses reported	1,001	10	18.4	26	499	11	18.5	26	409	9	18.5	28
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	929	10	21.4	46	511	11	21.1	44	407	9	21.8	49
Other comb of 4 or more years Social Science	1,819	19	22.6	53	826	18	22.4	51	963	21	22.7	54
US Hist, World Hist, & Am Gov	1,979	21	20.3	36	985	21	19.9	32	927	20	20.9	42
Other comb of 3 or 3.5 years of Social Science	2,384	25	21.7	46	1,023	22	21.2	43	1,322	29	22.1	48
Less than 3 years of Social Science	1,535	16	18.7	26	848	18	18.4	25	623	13	19.2	29
Zero years / no Social Science courses reported	922	10	19.0	31	454	10	18.2	26	377	8	20.0	37
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	2,058	22	23.4	56	1,073	23	23.7	58	952	21	23.1	54
Bio, Chem, Phys	230	2	24.0	62	126	3	24.9	68	101	2	23.0	54
Gen Sci ² , Bio, Chem	2,663	28	21.3	37	1,070	23	21.4	38	1,526	33	21.3	36
Other comb of 3 years of Natural Science	475	5	21.2	35	314	7	21.6	38	154	3	20.6	29
Less than 3 years of Natural Science	3,167	33	18.2	14	1,579	34	18.0	13	1,488	32	18.4	16
Zero years / no Natural Science courses reported	975	10	18.7	21	485	10	18.8	21	398	9	18.9	21

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 9,568

Table 4.1. Distribution of Planned Educational Majors for All Students 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	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	323	3	19.2	80	7	16.5	225	3	20.5
Architecture	115	1	21.1	10	1	17.3	101	2	21.5
Area, Ethnic, & Multidisciplinary Studies	15	0	17.7	3	0	15.0	11	0	19.0
Arts: Visual & Performing	720	8	19.6	123	10	17.0	544	8	20.3
Business	595	6	20.6	84	7	16.6	487	7	21.4
Communications	74	1	21.3	4	0	17.5	64	1	21.7
Community, Family, & Personal Services	348	4	18.0	121	10	17.0	204	3	18.8
Computer Science & Mathematics	262	3	22.5	41	3	17.4	207	3	23.4
Education	535	6	19.7	30	2	16.1	494	7	20.1
Engineering	715	7	23.2	58	5	16.4	630	9	23.9
Engineering Technology & Drafting	153	2	19.7	46	4	17.7	102	2	20.6
English & Foreign Languages	121	1	22.9	9	1	18.4	108	2	23.3
Health Administration & Assisting	146	2	18.5	26	2	17.3	116	2	18.8
Health Sciences & Technologies	1,587	17	21.0	109	9	18.1	1,446	22	21.3
Philosophy, Religion, & Theology	41	0	20.1	4	0	16.5	37	1	20.5
Repair, Production, & Construction	426	4	17.7	210	17	17.4	176	3	18.5
Sciences: Biological & Physical	455	5	23.4	15	1	16.7	430	6	23.7
Social Sciences & Law	620	6	21.3	40	3	17.0	559	8	21.6
Undecided	819	9	20.7	93	8	16.4	580	9	21.5
No Response	1,450	15	18.0	82	7	16.0	121	2	17.7

¹2-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.

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

Total Students in Report: 9,568

Table 4.2. Average ACT Composite Scores for Racial/Ethnic 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	309	16.9	2	14.5	16	13.0	231	17.5	15	15.7
2-yr College Degree	893	17.0	6	15.0	58	15.1	679	17.4	63	15.8
Bachelors Degree	4,170	20.4	22	18.0	145	15.6	3,303	20.8	218	18.5
Graduate Study	1,000	23.0	9	19.0	26	17.0	819	23.4	46	20.7
Prof. Level Degree	1,500	22.9	11	19.0	39	18.3	1,157	23.4	96	20.4
Other	289	17.3	0	.	10	14.8	217	17.3	11	17.1
No Response	1,407	18.6	10	15.4	117	15.1	873	19.2	79	17.6

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	309	16.9	2	15.0	0	.	24	16.4	19	15.1
2-yr College Degree	893	17.0	1	12.0	3	19.0	28	16.7	55	15.7
Bachelors Degree	4,170	20.4	23	18.7	11	19.5	222	20.0	226	19.9
Graduate Study	1,000	23.0	7	24.3	1	22.0	34	22.1	58	23.1
Prof. Level Degree	1,500	22.9	19	23.0	4	18.5	75	22.5	99	22.5
Other	289	17.3	2	18.5	1	12.0	9	19.0	39	17.9
No Response	1,407	18.6	10	16.0	4	13.5	75	18.4	239	19.0

Total Students in Report: 9,568

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	4,029	1,762	2,267	2	10	28	31	20	9	1
UNIVERSITY OF MONTANA	Montana	3,624	1,357	2,267	2	12	31	30	17	7	1
MONTANA STATE UNIVERSITY-BILLINGS	Montana	1,471	466	1,005	3	17	36	29	12	3	0
MONTANA TECH OF THE UNIV OF MONTANA	Montana	1,007	307	700	2	12	31	29	19	7	0
CARROLL COLLEGE	Montana	810	200	610	1	10	25	32	21	10	1
UNIVERSITY OF MONTANA WESTERN	Montana	730	198	532	4	17	41	26	9	2	0
MONTANA STATE UNIVERSITY-NORTHERN	Montana	525	198	327	5	21	41	23	8	1	0
ROCKY MOUNTAIN COLLEGE	Montana	490	76	414	2	13	29	32	18	6	0
UNIVERSITY OF WASHINGTON	Washington	458	77	381	0	6	18	29	26	17	2
STATE-NO COLLEGE PLANS	Iowa	452	452	0	10	37	36	11	4	1	0
FLATHEAD VALLEY COMMUNITY COLLEGE	Montana	435	177	258	5	21	40	22	11	2	0
GREAT FALLS COLLEGE/MSU	Montana	377	101	276	1	25	40	24	8	2	0
UNIVERSITY OF MONTANA-HELENA C OF TECH	Montana	343	106	237	5	21	43	22	6	3	0
UNIVERSITY OF GREAT FALLS	Montana	339	55	284	2	19	39	25	12	2	0
UNIVERSITY OF OREGON	Oregon	313	62	251	2	11	22	29	25	10	1
BOISE STATE UNIVERSITY	Idaho	242	61	181	1	8	32	33	21	4	0
NCAA ELIGIBILITY CENTER	Indiana	241	88	153	2	7	22	37	25	6	1
GONZAGA UNIVERSITY	Washington	238	42	196	1	10	18	32	21	14	3
ARIZONA STATE UNIVERSITY	Arizona	222	71	151	0	10	34	35	16	5	0
MILES COMMUNITY COLLEGE	Montana	186	63	123	6	22	43	17	10	2	0
STANFORD UNIVERSITY	California	155	46	109	1	3	11	21	14	37	13
WASHINGTON STATE UNIVERSITY	Washington	150	23	127	1	4	23	35	21	15	1
UNIVERSITY OF PORTLAND	Oregon	149	15	134	1	7	17	26	34	13	2
UNIVERSITY OF WYOMING	Wyoming	146	25	121	2	10	27	35	16	10	0
ART INSTITUTE OF SEATTLE THE	Washington	143	29	114	2	15	34	32	15	1	0
BRIGHAM YOUNG UNIVERSITY	Utah	143	54	89	1	2	14	27	29	22	5
COLORADO STATE UNIVERSITY	Colorado	143	34	109	0	7	17	39	26	8	3
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	136	65	71	1	4	24	33	26	12	1
OREGON STATE UNIVERSITY	Oregon	135	20	115	0	7	21	40	20	11	1
UNIV OF COLORADO-BOULDER	Colorado	125	29	96	0	7	17	34	23	18	0
All Other Institutions		9,245	2,085	7,160	3	13	28	26	18	10	2
Total		27,202	8,344	18,858	2	13	30	28	17	8	1

Section V

Optional Writing Test Results

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 9,568

Table 5.1. Average ACT Writing and English/Language Arts Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	Average ACT Scores									
	N		Writing		English		Reading		English / Language Arts	
	State	National	State	National	State	National	State	National	State	National
All Students	1,696	519,922	19.2	19.3	22.0	21.8	23.5	22.9	21.5	21.3
Black/African American	10	67,101	15.9	16.2	19.7	17.6	21.3	19.1	18.9	17.6
American Indian/Alaska Native	65	3,056	12.5	16.1	15.0	17.6	16.9	19.3	14.7	17.7
White	1,363	234,063	19.5	20.4	22.5	23.9	23.8	24.7	21.9	23.0
Hispanic/Latino	77	116,135	18.1	17.8	18.7	18.8	21.7	20.3	19.5	19.0
Asian	14	44,606	19.4	21.5	19.9	24.5	20.9	24.7	20.1	23.6
Native Hawaiian/Other Pac. Isl.	7	1,742	18.0	19.3	19.1	20.6	20.0	21.4	18.9	20.4
Two or More Races	84	21,475	18.4	19.9	20.7	22.6	22.6	23.6	20.6	22.0
Prefer not/No Response	76	31,744	21.3	19.9	25.6	22.8	26.9	23.8	24.5	22.2
Males	720	220,204	18.8	18.9	21.8	21.9	23.5	22.9	21.4	21.2
Females	976	298,512	19.4	19.6	22.2	21.8	23.4	22.8	21.7	21.4
No Response	0	1,206	.	16.3	.	16.8	.	19.0	.	17.3

¹Results based on students with ACT Writing scores from test events beginning September 2015. Score scale is 1-36.

Table 5.2. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing¹

	Average ACT Scores							
	N		English		Writing		English / Writing Combined	
	State	National	State	National	State	National	State	National
All Students	7,029	754,169	18.0	19.6	5.9	6.2	17.1	18.6
Black/African American	43	85,940	15.3	14.6	5.2	5.1	14.5	13.9
American Indian/Alaska Native	329	5,558	13.2	15.2	4.5	5.0	12.3	14.2
White	5,218	407,944	18.6	21.4	6.1	6.5	17.6	20.2
Hispanic/Latino	408	115,338	16.3	17.1	5.5	6.0	15.5	16.5
Asian	43	30,233	16.9	23.2	5.9	7.1	16.3	22.0
Native Hawaiian/Other Pac. Isl.	16	3,063	15.4	15.9	5.9	5.6	15.2	15.3
Two or More Races	351	32,453	17.8	19.6	5.9	6.2	16.9	18.5
Prefer not/No Response	621	73,640	17.3	18.8	5.6	6.0	16.4	17.7
Males	3,535	367,696	17.5	19.2	5.5	5.9	16.3	18.0
Females	3,196	356,634	18.7	20.3	6.4	6.6	18.1	19.4
No Response	298	29,839	16.8	16.7	5.5	5.5	15.8	15.8

¹Results based on students with ACT Writing scores from test events before September 2015. Score scale is 2-12.