



Profile Report - State

Graduating Class 2018

Idaho



New to your 2018 Profile Report

Though ACT will continue to report English, mathematics, reading, and science subject scores, beginning in September 2016, subscores such as rhetorical skills and arts/literature will be omitted. Instead, a comprehensive set of reporting categories aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness will be included. This change will make it easier for students, parents, and educators to gain deeper insight into students' performance and better understand strengths and areas for improvement in each subject.

In this report, reporting category outcomes indicate the percentage of students with reporting category scores falling within associated ACT Readiness Ranges. These ranges reflect where a student who has met an associated ACT College Readiness Benchmark would typically perform in each reporting category.

This report includes percentage of students meeting/exceeding the ACT College Readiness Benchmark for English Language Arts (ELA). This benchmark reflects a score of 20.

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We are pleased to provide this 2018 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2018 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

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.

Total Students in Report: 7,352

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

- Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
- 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 and Career 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. College and Career 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, STEM and ELA. 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
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

34% 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: 7,352 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. 65% 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 5% of the cohort took less than three years of math courses. Of these students, 10% were college ready. 10% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 13% 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 24% of the cohort took less than three years of natural science courses. 31% of these students were college ready. In comparison, 52% 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 and Career Readiness Standards score ranges. For example, approximately 40% 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 and Career Readiness Standards at at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

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

Total Students in Report: 7,352

Figure 1.1. Average Composite Scores: 5 Years of Testing*

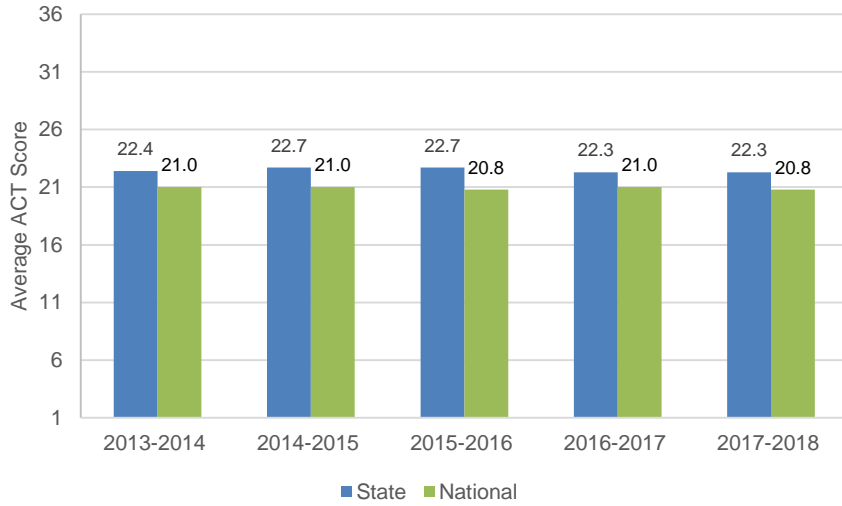


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

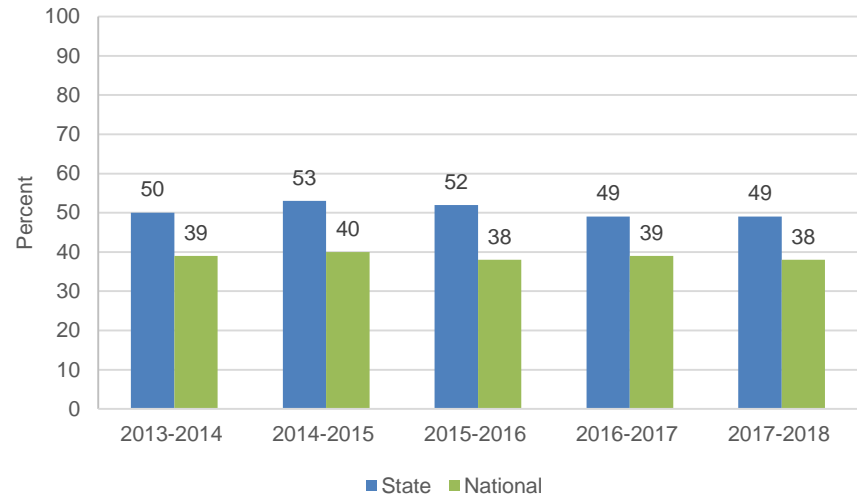


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

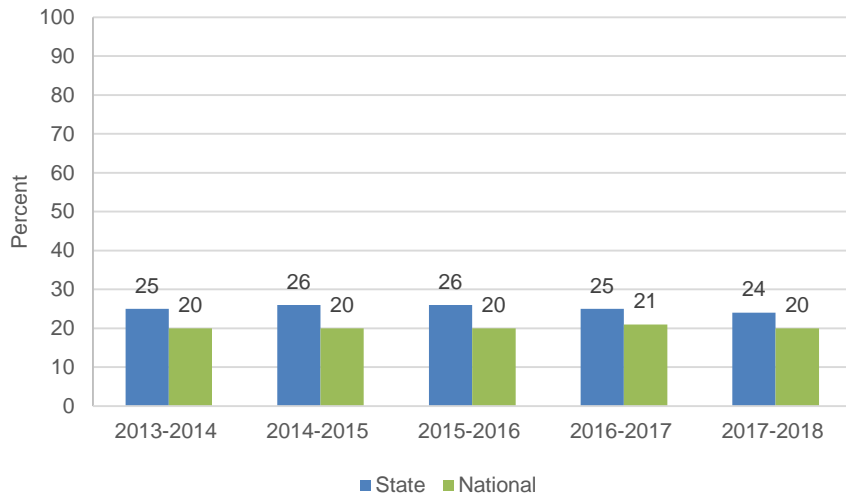
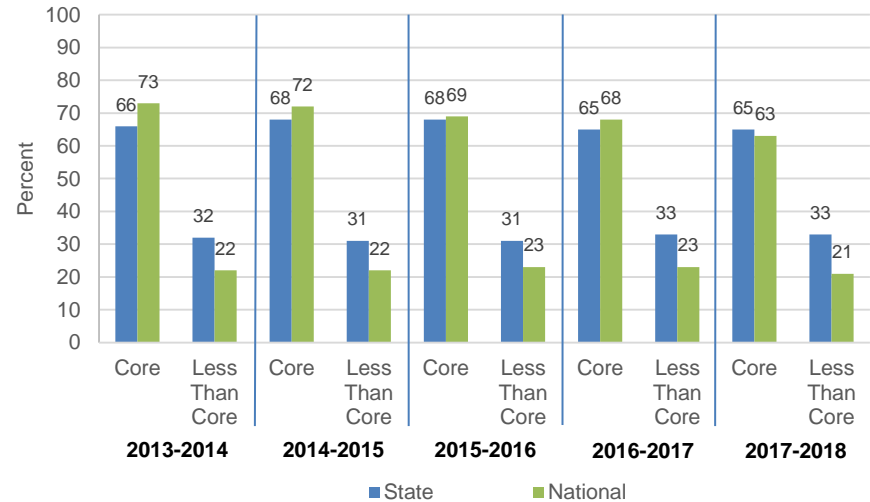


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* Missing columns in above graphs reflect years in which no students were tested.

Total Students in Report: 7,352

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

Year	Number of Students Tested		Percent Who Met Benchmarks									
	State	National	English		Mathematics		Reading		Science		Met All Four	
			State	National	State	National	State	National	State	National	State	National
2014	8,095	1,845,787	75	64	53	43	55	44	45	37	34	26
2015	7,362	1,924,436	77	64	55	42	60	46	48	38	37	28
2016	7,181	2,090,342	77	61	54	41	60	44	46	36	36	26
2017	7,628	2,030,038	73	61	50	41	58	47	45	37	34	27
2018	7,352	1,914,817	73	60	49	40	58	46	46	36	34	27

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
2014	8,095	1,845,787	21.9	20.3	22.0	20.9	23.0	21.3	22.1	20.8	22.4	21.0
2015	7,362	1,924,436	22.3	20.4	22.2	20.8	23.4	21.4	22.4	20.9	22.7	21.0
2016	7,181	2,090,342	22.3	20.1	22.1	20.6	23.5	21.3	22.4	20.8	22.7	20.8
2017	7,628	2,030,038	21.9	20.3	21.8	20.7	23.0	21.4	22.1	21.0	22.3	21.0
2018	7,352	1,914,817	21.9	20.2	21.6	20.5	23.2	21.3	22.1	20.7	22.3	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
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
2017	2,030,038	20.3	20.7	21.4	21.0	21.0
2018	1,914,817	20.2	20.5	21.3	20.7	20.8

Total Students in Report: 7,352

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
2014	5,359	2,605	66	32	23.0	19.7	23.1	20.0	23.9	21.3	23.1	20.3	23.4	20.5
2015	5,006	2,294	68	31	23.3	20.3	23.1	20.3	24.3	21.5	23.2	20.7	23.6	20.8
2016	4,879	2,250	68	31	23.3	20.4	23.0	20.2	24.3	21.7	23.2	20.8	23.6	20.9
2017	4,996	2,527	65	33	22.9	20.1	22.8	20.0	24.0	21.4	23.0	20.5	23.3	20.6
2018	4,784	2,416	65	33	23.0	20.2	22.5	20.0	24.2	21.4	23.0	20.5	23.3	20.7

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

Race/Ethnicity	2014			2015			2016			2017			2018		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	8,095	100	22.4	7,362	100	22.7	7,181	100	22.7	7,628	100	22.3	7,352	100	22.3
Black/African American	62	1	18.3	74	1	18.9	60	1	19.6	48	1	18.0	51	1	19.1
American Indian/Alaska Native	65	1	17.2	57	1	18.3	38	1	19.1	67	1	17.0	58	1	16.6
White	6,232	77	22.9	5,742	78	23.2	5,632	78	23.1	5,808	76	22.9	5,633	77	22.9
Hispanic/Latino	941	12	19.2	804	11	19.5	800	11	19.9	951	12	18.9	934	13	19.1
Asian	147	2	23.0	129	2	23.1	108	2	23.4	164	2	24.7	126	2	24.7
Native Hawaiian/Other Pacific Islander	25	0	18.8	17	0	20.7	17	0	21.6	22	0	20.3	24	0	18.9
Two or more races	266	3	23.0	225	3	23.2	233	3	23.7	268	4	22.0	247	3	22.8
Prefer not to respond/No response	357	4	23.0	314	4	23.9	293	4	23.0	300	4	23.0	279	4	21.6

Total Students in Report: 7,352

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
2014	8,095	1,845,787	22.3	21.1	25	20	28.3	28.7	28.3	28.3
2015	7,362	1,924,436	22.6	21.1	26	20	28.3	28.7	28.4	28.4
2016	7,181	2,090,342	22.5	20.9	26	20	28.2	28.7	28.4	28.6
2017	7,628	2,030,038	22.2	21.1	25	21	28.2	28.7	28.4	28.7
2018	7,352	1,914,817	22.1	20.9	24	20	28.2	28.8	28.6	28.8

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	
2014	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2015	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2016	2,024	485,762	28	23	17.8	17.0	1,799	322,548	25	15	23.8	23.6	1,536	235,380	21	11	30.2	30.3
2017	2,967	999,708	39	49	17.2	16.2	2,596	596,096	34	29	23.7	23.4	2,051	427,075	27	21	30.8	30.8
2018	3,062	1,010,339	42	53	17.4	16.3	2,310	492,937	31	26	24.0	23.6	1,980	411,541	27	21	31.2	31.0

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

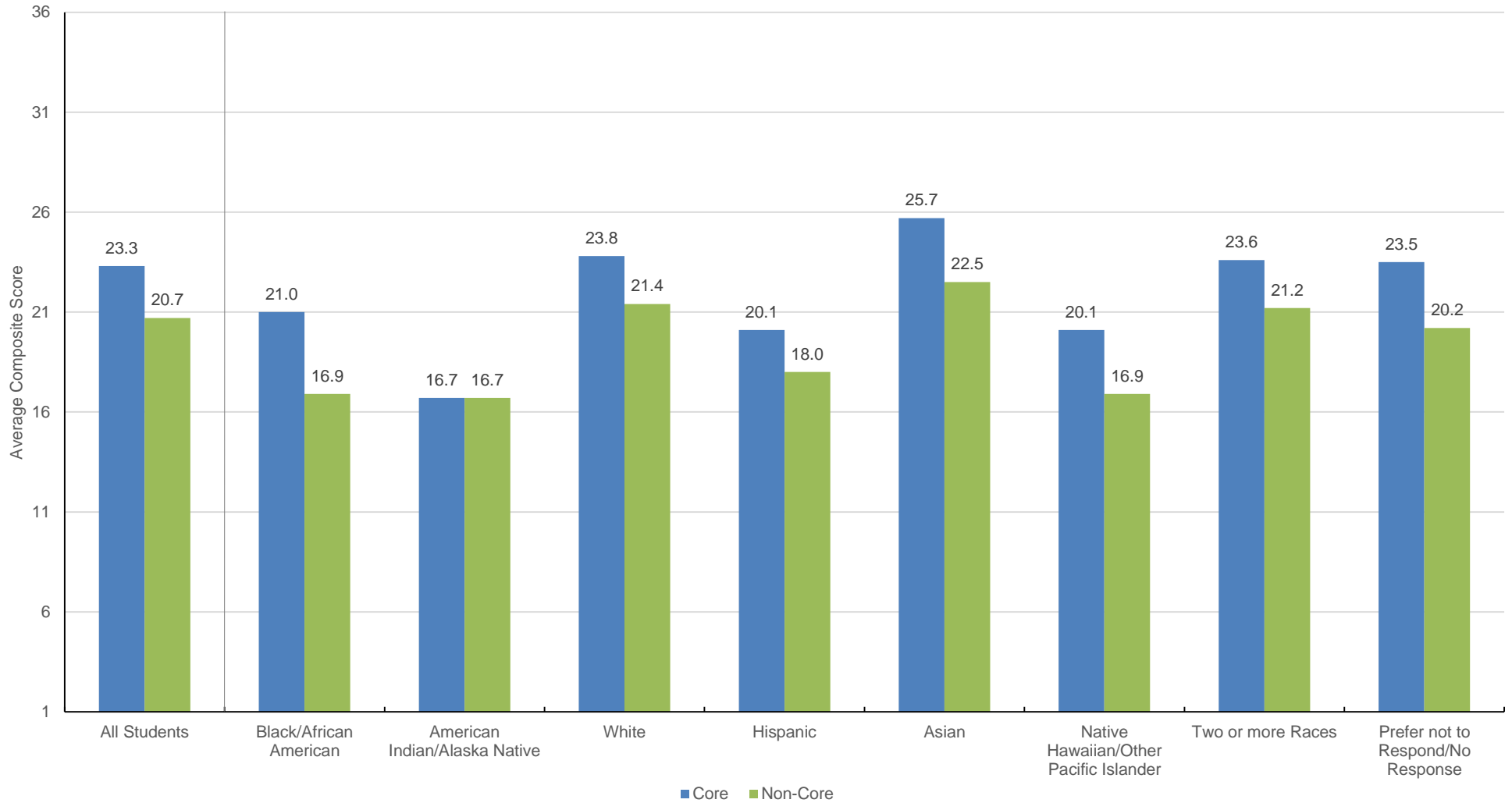
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Section II

Academic Achievement

Total Students in Report: 7,352

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Total Students in Report: 7,352

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	72	100	11	100	120	100	47	100	9	100	17	100	0	100	36
35	228	99	59	99	188	98	63	99	50	99	43	99	4	100	35
34	203	96	60	99	233	96	85	99	78	99	55	99	10	99	34
33	148	93	56	98	259	93	111	97	108	98	82	98	35	99	33
32	129	91	73	97	246	89	62	96	129	97	95	97	44	98	32
31	118	89	104	96	269	86	145	95	187	95	111	96	72	95	31
30	165	88	105	95	266	82	113	93	215	92	152	95	74	92	30
29	168	86	187	94	149	78	173	91	248	89	202	92	122	88	29
28	135	83	302	91	264	76	218	89	315	86	239	90	93	82	28
27	261	81	409	87	247	73	249	86	346	82	343	86	110	77	27
26	285	78	480	81	282	70	308	83	367	77	426	82	111	72	26
25	391	74	455	75	308	66	586	79	402	72	513	76	117	66	25
24	512	69	464	69	393	61	516	71	469	67	523	69	129	60	24
23	525	62	464	62	542	56	707	64	462	60	505	62	151	54	23
22	412	55	384	56	507	49	565	54	511	54	528	55	160	46	22
21	509	49	287	51	380	42	602	46	564	47	497	48	150	38	21
20	470	42	446	47	463	37	443	38	532	39	507	41	98	30	20
19	299	36	379	41	327	30	563	32	440	32	580	34	102	25	19
18	323	32	572	36	356	26	424	24	451	26	552	26	108	20	18
17	265	27	626	28	367	21	368	19	422	20	437	19	80	15	17
16	410	24	658	19	269	16	295	14	343	14	386	13	73	11	16
15	407	18	410	10	252	12	228	10	270	10	281	8	54	7	15
14	280	12	260	5	228	9	187	7	199	6	147	4	33	4	14
13	168	9	70	1	175	6	113	4	145	3	86	2	23	3	13
12	150	6	20	1	108	4	69	2	61	1	37	1	15	2	12
11	154	4	7	1	71	2	45	2	21	1	5	1	10	1	11
10	105	2	1	1	49	1	45	1	6	1	2	1	5	1	10
9	37	1	1	1	17	1	16	1	2	1	1	1	1	1	9
8	14	1	1	1	11	1	2	1	0	1	0	1	1	1	8
7	5	1	1	1	4	1	2	1	0	1	0	1	0	1	7
6	2	1	0	1	1	1	1	1	0	1	0	1	0	1	6
5	1	1	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	1	1	0	1	0	1	0	1	0	1	4
3	1	1	0	1	0	1	1	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	21.9 (6.5)		21.6 (5.1)		23.2 (6.5)		22.1 (5.2)		22.3 (5.3)		22.1 (4.9)		23.2 (5.1)		Avg (SD)

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

² ELA scores are derived only for students with a valid writing score.

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

Total Students in Report: 7,352

Figure 2.2. English Reporting Categories¹

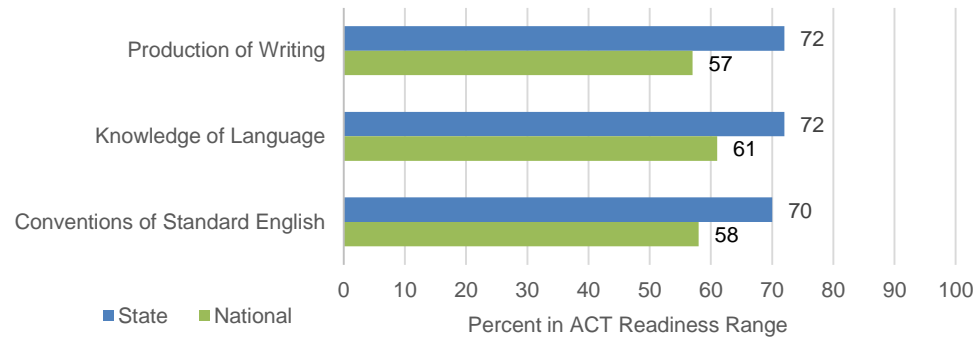


Figure 2.3. Math Reporting Categories¹

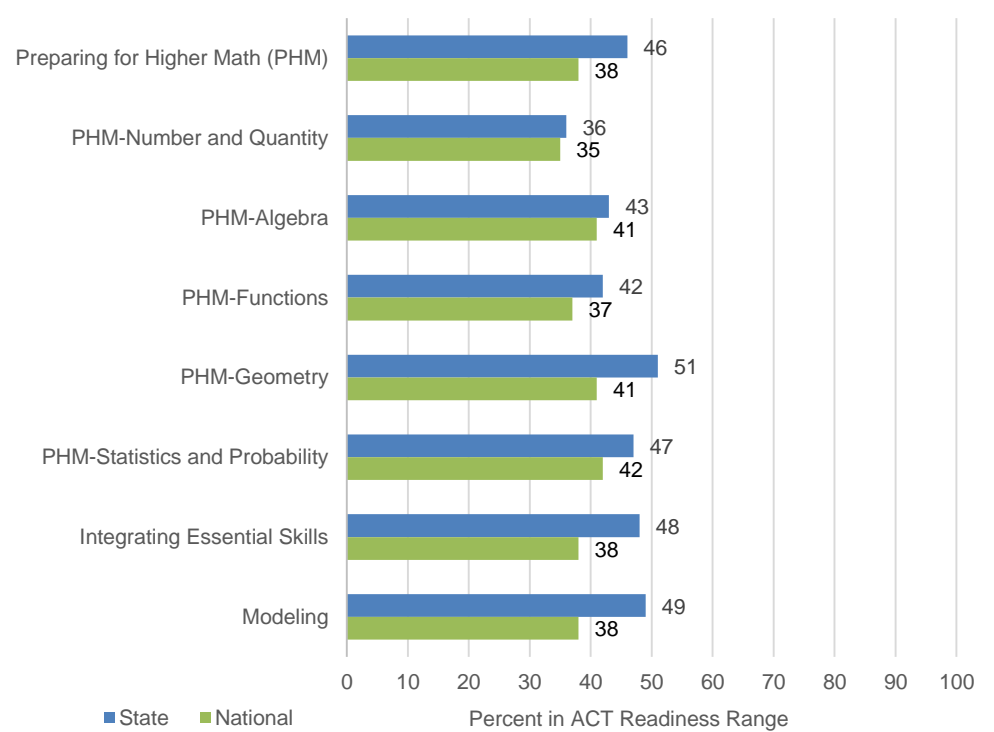


Figure 2.4. Reading Reporting Categories¹

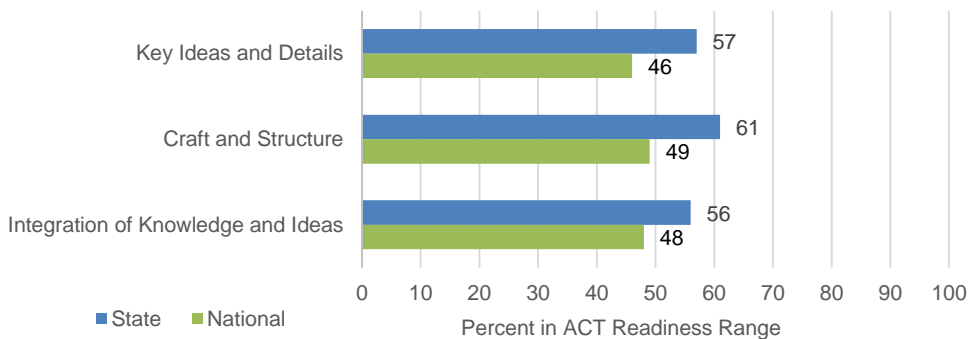
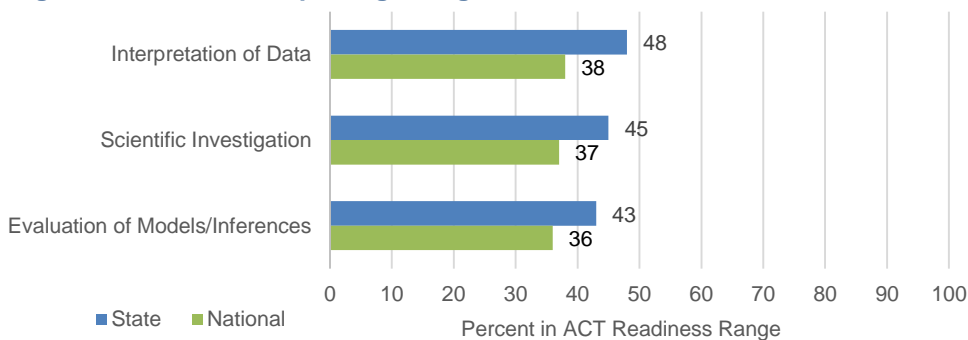


Figure 2.5. Science Reporting Categories¹



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

¹ Reporting Categories are reported only for testing events beginning September 2016.

Total Students in Report: 7,352

Table 2.2. 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	7,352	65	23.3	20.7
	Black/African American	51	57	21.0	16.9
	American Indian/Alaska Native	58	69	16.7	16.7
	White	5,633	67	23.8	21.4
	Hispanic/Latino	934	56	20.1	18.0
	Asian	126	72	25.7	22.5
	Native Hawaiian/Other Pacific Islander	24	63	20.1	16.9
	Two or More Races	247	69	23.6	21.2
	Prefer not/No Response	279	59	23.5	20.2
National	All Students	1,914,817	63	22.2	19.0
	Black/African American	243,080	58	17.9	15.9
	American Indian/Alaska Native	15,449	51	18.5	16.4
	White	996,712	67	23.4	20.2
	Hispanic/Latino	307,358	63	19.9	17.5
	Asian	91,899	75	25.4	22.8
	Native Hawaiian/Other Pacific Islander	5,753	53	20.0	16.6
	Two or More Races	85,316	64	22.3	19.4
	Prefer not/No Response	169,250	36	22.6	18.1

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 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
Black/African American	51	1	18.6	18.9	19.4	18.8	19.1	19.1	
American Indian/Alaska Native	58	1	15.2	16.9	16.9	17.0	16.6	17.2	
White	5,633	77	22.6	22.1	23.9	22.6	22.9	22.6	
Hispanic/Latino	934	13	18.2	18.9	19.7	19.3	19.1	19.4	
Asian	126	2	24.2	25.7	24.3	24.2	24.7	25.2	
Native Hawaiian/Other Pacific Islander	24	0	19.0	18.7	18.7	19.0	18.9	19.0	
Two or More Races	247	3	22.7	21.7	23.7	22.6	22.8	22.4	
Prefer not/No Response	279	4	21.2	21.0	22.5	21.3	21.6	21.4	
National	All Students	1,914,817	100	20.2	20.5	21.3	20.7	20.8	20.9
	Black/African American	243,080	13	15.8	16.9	17.3	17.1	16.9	17.3
	American Indian/Alaska Native	15,449	1	15.9	17.4	17.7	17.7	17.3	17.8
	White	996,712	52	21.9	21.7	22.8	22.0	22.2	22.1
	Hispanic/Latino	307,358	16	17.8	18.8	19.3	18.9	18.8	19.1
	Asian	91,899	5	24.1	25.1	24.2	24.1	24.5	24.9
	Native Hawaiian/Other Pacific Islander	5,753	0	17.2	18.4	18.3	18.3	18.2	18.6
	Two or More Races	85,316	4	20.6	20.6	21.8	20.9	21.1	21.0
	Prefer not/No Response	169,250	9	19.0	19.6	20.3	19.8	19.8	19.9

Total Students in Report: 7,352

Table 2.4. 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	3,244	68	23.6	20.7
	Females	4,096	63	23.0	20.7
	No Response	12	0	.	.
National	Males	893,610	61	22.4	18.6
	Females	991,975	66	22.0	19.3
	No Response	29,232	13	18.6	16.6

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 Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	3,244	44	21.7	22.5	23.2	22.7	22.6	22.8
	Females	4,096	56	22.2	20.9	23.2	21.6	22.1	21.5
	No Response	12	0	15.6	17.3	15.9	16.5	16.3	17.2
National	Males	893,610	47	19.7	20.9	21.0	20.9	20.8	21.2
	Females	991,975	52	20.7	20.2	21.7	20.6	20.9	20.7
	No Response	29,232	2	16.6	17.6	17.9	17.8	17.6	18.0

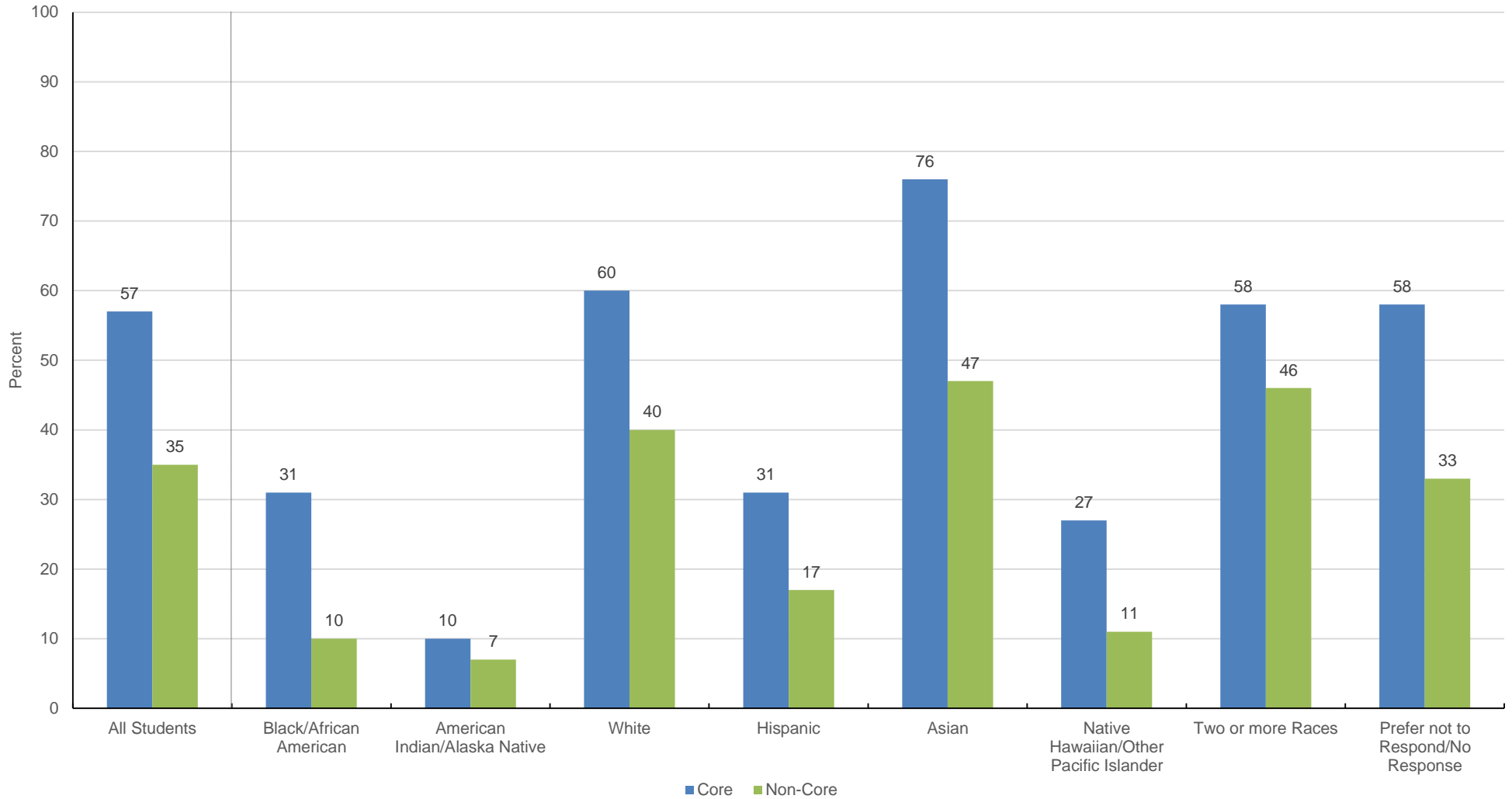
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	26	26	28	25	26
Q2 (50th Percentile)	22	21	23	22	22
Q1 (25th Percentile)	17	17	18	19	18

Section III

College and Career Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Total Students in Report: 7,352

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

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	651	9	186	3	800	11	306	4
	28 to 32	715	10	771	10	1,194	16	711	10
	24 to 27	1,449	20	1,808	25	1,230	17	1,659	23
	20 to 23	1,916	26	1,581	22	1,892	26	2,317	32
	16 to 19	1,297	18	2,235	30	1,319	18	1,650	22
	13 to 15	855	12	740	10	655	9	528	7
	01 to 12	469	6	31	0	262	4	181	2
National	33 to 36	143,563	7	58,709	3	156,351	8	75,063	4
	28 to 32	154,254	8	177,068	9	232,703	12	154,978	8
	24 to 27	282,672	15	353,837	18	260,556	14	331,549	17
	20 to 23	411,089	21	324,319	17	433,162	23	513,463	27
	16 to 19	344,616	18	621,963	32	405,666	21	489,899	26
	13 to 15	304,484	16	357,972	19	257,877	13	232,220	12
	01 to 12	274,139	14	20,949	1	168,502	9	117,645	6

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	71	55	58	51	39
	Females	75	44	58	42	31
	No Response	33	25	17	8	8
National	Males	57	43	44	38	28
	Females	64	37	48	35	26
	No Response	38	18	25	17	10

Total Students in Report: 7,352

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

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
State	All Students	7,352	73	49	58	46	34	24
	Black/African American	51	57	24	31	24	16	10
	American Indian/Alaska Native	58	19	7	14	12	5	3
	White	5,633	78	53	63	50	38	27
	Hispanic/Latino	934	49	28	36	23	16	8
	Asian	126	82	81	69	62	56	49
	Native Hawaiian/Other Pacific Islander	24	50	25	21	21	21	13
	Two or More Races	247	76	49	63	51	36	26
	Prefer Not to Respond	279	65	44	52	41	32	22
National	All Students	1,914,817	60	40	46	36	27	20
	Black/African American	243,080	32	13	20	11	6	3
	American Indian/Alaska Native	15,449	32	15	23	15	8	5
	White	996,712	72	49	56	46	34	26
	Hispanic/Latino	307,358	46	26	33	22	15	10
	Asian	91,899	77	69	62	59	49	46
	Native Hawaiian/Other Pacific Islander	5,753	41	24	27	21	14	10
	Two or More Races	85,316	63	39	48	37	27	20
	Prefer Not to Respond	169,250	50	32	39	31	23	18

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level ²	N	%	Average Composite
State	Gold or Higher	2,454	33	28.4
	Silver	3,851	52	20.6
	Bronze	957	13	14.8
	Needs Improvement	90	1	11.6
National	Gold or Higher	499,653	26	28.6
	Silver	893,864	47	20.3
	Bronze	444,856	23	14.6
	Needs Improvement	76,444	4	11.5

¹ The ACT Composite scores associated with a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as 'Needs Improvement', 13 to 16 as 'Bronze', 17 to 24 as 'Silver', and 25 or above as 'Gold or Higher' in the table above. For comparison, individual student score reports classify those who scored 12-13, 14-17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

² Additional information on the ACT NCRC can be found at www.act.org.

Total Students in Report: 7,352

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	4,784	78	23.0	57	22.5	65	24.2	53	23.0	41	23.3	29	23.0
	Less than Core	2,416	63	20.2	36	20.0	47	21.4	33	20.5	22	20.7	15	20.5
	Missing ³	152	47	17.1	16	17.1	33	18.9	18	17.7	12	17.8	7	17.6
National	Core or More	1,200,072	70	21.8	49	21.7	54	22.7	45	21.9	34	22.2	26	22.1
	Less than Core	402,680	46	18.1	26	18.8	34	19.4	24	19.0	16	19.0	12	19.2
	Missing	312,065	38	16.7	22	18.1	28	18.3	20	18.2	13	18.0	9	18.4

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	7,096	74	22.1	6,827	52	21.9	6,483	60	23.5	5,435	52	22.8
	Less than Core	129	62	20.1	380	10	17.1	742	46	21.3	1,786	31	20.2
	Missing ³	127	45	16.9	145	14	16.9	127	30	18.6	131	15	17.4
National	Core or More	1,527,131	66	21.1	1,528,137	45	21.2	1,430,773	51	22.1	1,389,989	43	21.7
	Less than Core	91,187	34	16.1	83,960	8	16.2	181,701	35	19.7	220,831	18	18.1
	Missing	296,499	39	16.9	302,720	22	18.1	302,343	28	18.4	303,997	20	18.2

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: 7,352

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	1,811	25	22.6	77	323,956	17	22.1	72
Eng 9, Eng 10, Eng 11, Eng 12	5,285	72	21.9	72	1,203,175	63	20.8	64
Less than 4 years of English	129	2	20.1	62	91,187	5	16.1	34
Zero years / no English courses reported	127	2	16.9	45	296,499	15	16.9	39
MATHEMATICS COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	533	7	24.0	70	99,215	5	23.2	62
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	788	11	22.1	59	125,955	7	21.5	51
Alg 1, Alg 2, Geom, & Trig	336	5	20.3	40	89,147	5	19.0	27
Alg 1, Alg 2, Geom, & Other Adv Math	1,133	15	19.9	34	321,541	17	19.2	29
Other comb of 4 or more years of Math	2,934	40	23.8	67	609,514	32	23.8	65
Alg 1, Alg 2, & Geom	741	10	17.6	13	187,368	10	16.9	10
Other comb of 3 or 3.5 years of Math	362	5	20.4	39	95,397	5	19.6	33
Less than 3 years of Math	380	5	17.1	10	83,960	4	16.2	8
Zero years / no Math courses reported	145	2	16.9	14	302,720	16	18.1	22
SOCIAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	58	1	24.1	57	46,135	2	22.2	50
Other comb of 4 or more years Social Science	4,014	55	23.6	61	813,270	42	22.7	54
US Hist, World Hist, & Am Gov	96	1	20.3	39	111,031	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	2,315	31	23.5	59	460,337	24	21.7	48
Less than 3 years of Social Science	742	10	21.3	46	181,701	9	19.7	35
Zero years / no Social Science courses reported	127	2	18.6	30	302,343	16	18.4	28
NATURAL SCIENCE COURSE PATTERN								
	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	2,745	37	23.2	55	705,397	37	22.4	48
Bio, Chem, Phys	120	2	24.0	63	193,793	10	23.3	54
Gen Sci ¹ , Bio, Chem	2,105	29	22.2	48	444,093	23	20.1	30
Other comb of 3 years of Natural Science	465	6	22.6	49	46,706	2	18.9	23
Less than 3 years of Natural Science	1,786	24	20.2	31	220,831	12	18.1	18
Zero years / no Natural Science courses reported	131	2	17.4	15	303,997	16	18.2	20

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 7,352

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	1,811	25	22.6	77	781	24	22.1	73	1,030	25	22.9	79
Eng 9, Eng 10, Eng 11, Eng 12	5,285	72	21.9	72	2,350	72	21.7	70	2,935	72	22.1	74
Less than 4 years of English	129	2	20.1	62	57	2	20.0	65	72	2	20.1	60
Zero years / no English courses reported	127	2	16.9	45	56	2	17.6	48	59	1	16.5	44
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	533	7	24.0	70	255	8	24.6	72	278	7	23.4	68
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	788	11	22.1	59	278	9	22.8	65	510	12	21.8	55
Alg 1, Alg 2, Geom, & Trig	336	5	20.3	40	127	4	20.3	43	209	5	20.2	38
Alg 1, Alg 2, Geom, & Other Adv Math	1,133	15	19.9	34	423	13	20.3	37	710	17	19.6	32
Other comb of 4 or more years of Math	2,934	40	23.8	67	1,480	46	24.7	72	1,454	35	23.0	62
Alg 1, Alg 2, & Geom	741	10	17.6	13	298	9	17.9	16	443	11	17.3	11
Other comb of 3 or 3.5 years of Math	362	5	20.4	39	171	5	21.0	43	191	5	19.9	36
Less than 3 years of Math	380	5	17.1	10	147	5	17.2	10	233	6	17.0	11
Zero years / no Math courses reported	145	2	16.9	14	65	2	17.8	20	68	2	15.9	7
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	58	1	24.1	57	32	1	23.8	56	26	1	24.4	58
Other comb of 4 or more years Social Science	4,014	55	23.6	61	1,722	53	23.5	60	2,292	56	23.6	62
US Hist, World Hist, & Am Gov	96	1	20.3	39	52	2	20.6	40	44	1	20.0	36
Other comb of 3 or 3.5 years of Social Science	2,315	31	23.5	59	1,038	32	23.4	59	1,277	31	23.7	59
Less than 3 years of Social Science	742	10	21.3	46	343	11	21.6	49	399	10	21.0	44
Zero years / no Social Science courses reported	127	2	18.6	30	57	2	19.7	40	58	1	18.0	22
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	2,745	37	23.2	55	1,371	42	23.9	61	1,374	34	22.5	49
Bio, Chem, Phys	120	2	24.0	63	60	2	24.6	70	60	1	23.3	55
Gen Sci ² , Bio, Chem	2,105	29	22.2	48	821	25	22.5	50	1,284	31	22.0	46
Other comb of 3 years of Natural Science	465	6	22.6	49	262	8	23.3	53	203	5	21.7	43
Less than 3 years of Natural Science	1,786	24	20.2	31	672	21	20.3	31	1,114	27	20.2	31
Zero years / no Natural Science courses reported	131	2	17.4	15	58	2	18.3	21	61	1	16.7	11

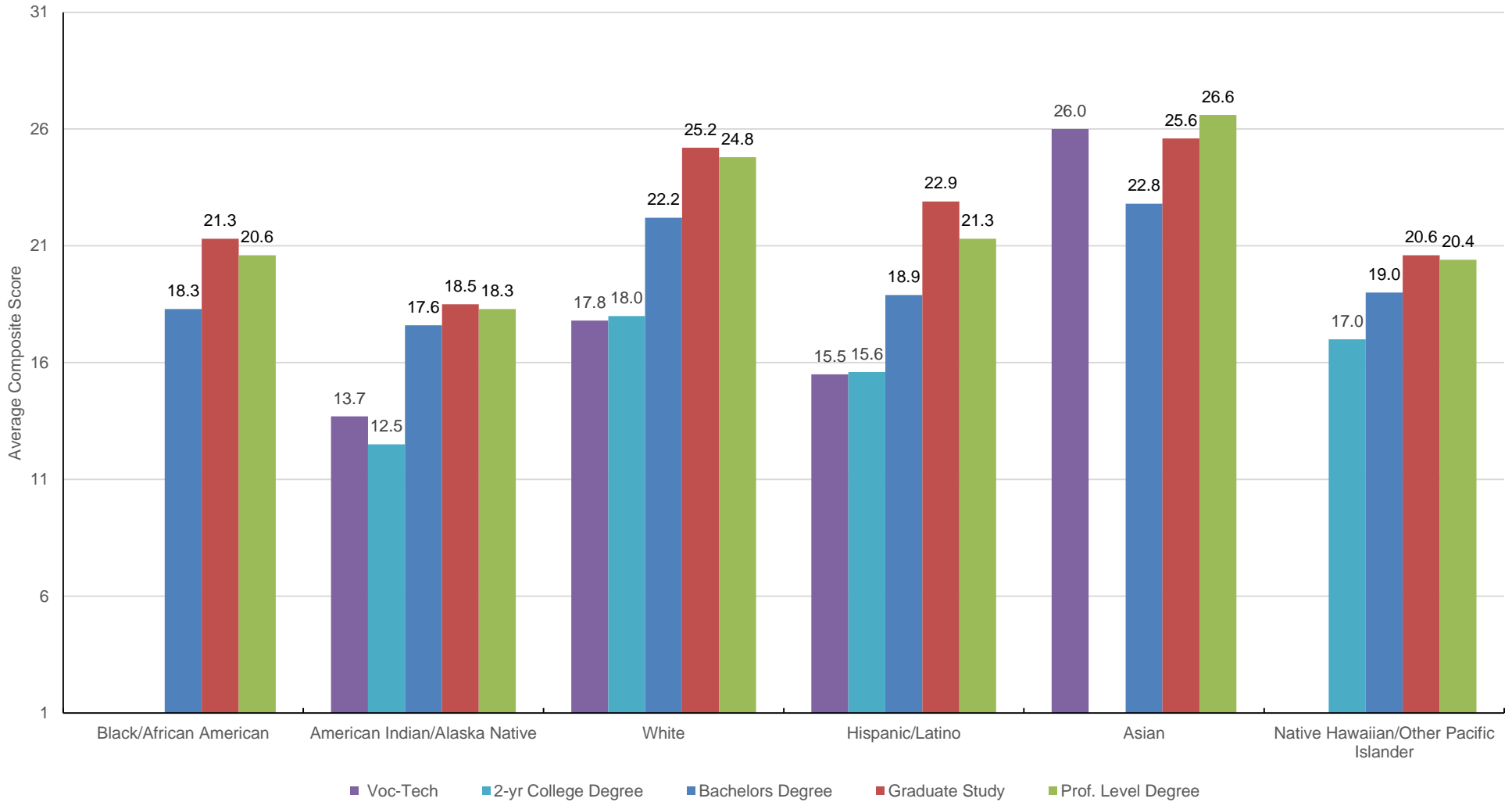
¹Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Total Students in Report: 7,352

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	227	3	20.9	30	9	17.6	168	3	21.6
Architecture	91	1	21.2	7	2	15.7	73	1	22.0
Area, Ethnic, & Multidisciplinary Studies	13	0	25.6	0	0	.	11	0	25.3
Arts: Visual & Performing	413	6	22.3	34	10	18.0	324	5	22.9
Business	603	8	21.9	20	6	15.5	527	9	22.4
Communications	85	1	22.2	1	0	25.0	75	1	22.2
Community, Family, & Personal Services	113	2	19.6	10	3	17.3	86	1	20.3
Computer Science & Mathematics	237	3	24.6	15	5	21.7	201	3	25.0
Education	367	5	21.6	11	3	15.6	317	5	22.0
Engineering	588	8	24.9	11	3	16.6	515	9	25.5
Engineering Technology & Drafting	80	1	22.5	5	2	17.2	66	1	23.0
English & Foreign Languages	91	1	24.7	5	2	19.0	77	1	25.2
Health Administration & Assisting	350	5	19.8	26	8	16.9	267	4	20.5
Health Sciences & Technologies	1,517	21	22.0	31	9	17.5	1,356	23	22.4
Philosophy, Religion, & Theology	25	0	22.2	0	0	.	22	0	22.4
Repair, Production, & Construction	100	1	18.7	37	11	18.2	43	1	19.9
Sciences: Biological & Physical	563	8	24.7	5	2	16.2	515	9	24.9
Social Sciences & Law	420	6	22.7	6	2	16.5	361	6	23.2
Undecided	1,355	18	22.1	77	23	16.8	988	16	23.1
No Response	113	2	17.2	2	1	16.0	4	0	16.0

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: 7,352

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	93	17.5	0	.	3	13.7	64	17.8	19	15.5
2-yr College Degree	240	17.3	0	.	2	12.5	164	18.0	57	15.6
Bachelors Degree	3,363	21.8	19	18.3	18	17.6	2,715	22.2	372	18.9
Graduate Study	1,163	25.0	4	21.3	4	18.5	942	25.2	97	22.9
Prof. Level Degree	1,470	24.3	19	20.6	7	18.3	1,107	24.8	173	21.3
Other	90	18.7	0	.	0	.	66	19.4	12	15.8
No Response	933	20.0	9	16.7	24	15.8	575	21.3	204	17.4

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	93	17.5	3	26.0	0	.	2	18.5	2	18.5
2-yr College Degree	240	17.3	0	.	1	17.0	9	16.4	7	17.1
Bachelors Degree	3,363	21.8	41	22.8	9	19.0	104	22.6	85	21.4
Graduate Study	1,163	25.0	27	25.6	5	20.6	40	24.4	44	26.2
Prof. Level Degree	1,470	24.3	36	26.6	5	20.4	68	24.8	55	24.8
Other	90	18.7	3	16.7	1	13.0	1	19.0	7	18.1
No Response	933	20.0	16	25.6	3	16.0	23	17.8	79	17.9

Total Students in Report: 7,352

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

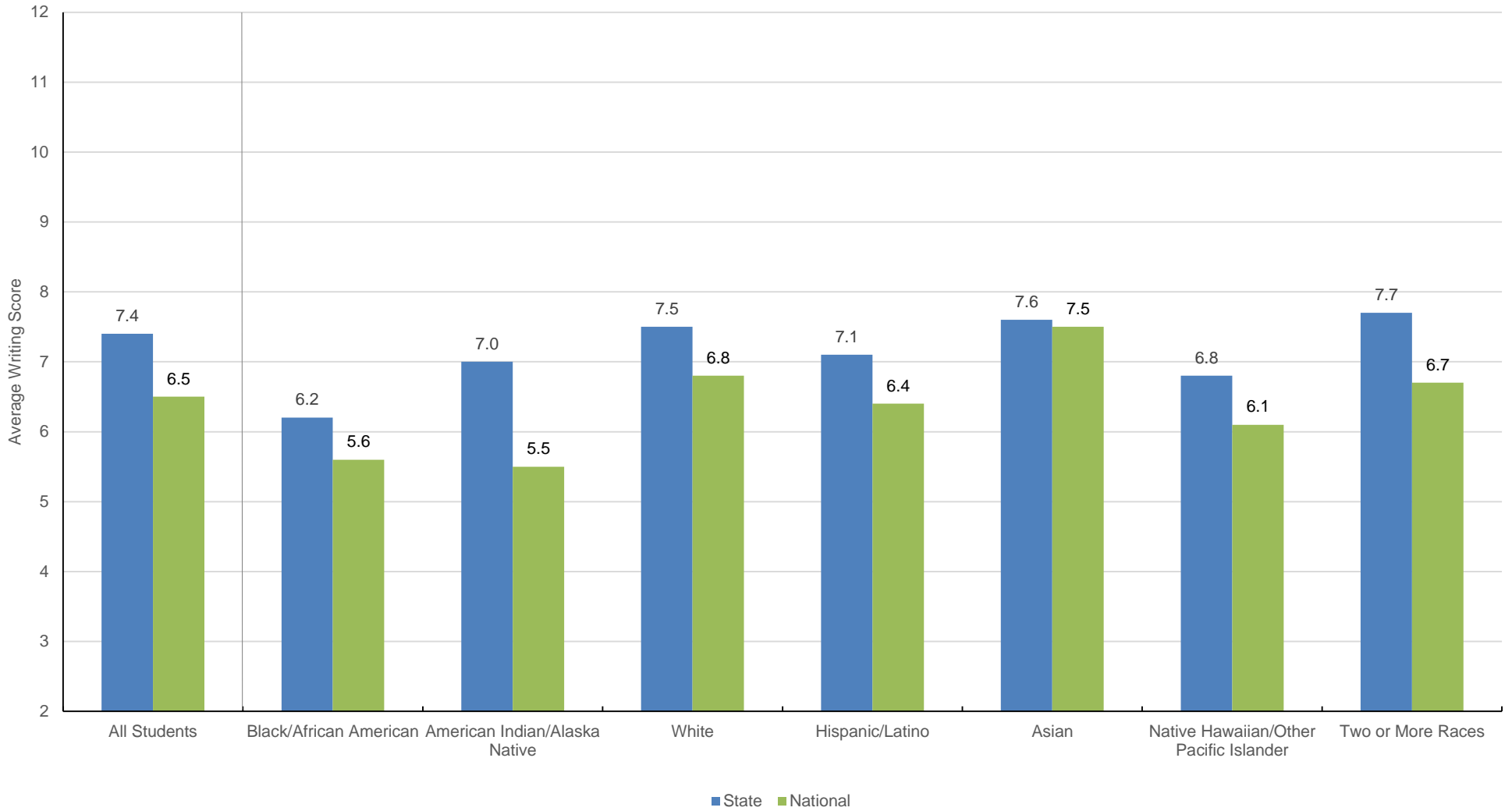
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
BOISE STATE UNIVERSITY	Idaho	1,741	615	1,126	1	8	24	30	23	13	1
IDAHO STATE UNIVERSITY	Idaho	1,625	556	1,069	1	10	26	31	19	12	2
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	1,320	546	774	0	3	17	33	25	19	3
UNIVERSITY OF IDAHO	Idaho	1,091	303	788	1	8	24	29	22	14	2
UTAH STATE UNIVERSITY	Utah	1,050	318	732	0	3	14	31	27	21	4
BRIGHAM YOUNG UNIVERSITY	Utah	1,021	472	549	0	1	8	26	29	29	7
GEAR UP IDAHO PROGRAM	Idaho	729	638	91	3	20	33	21	15	6	1
UNIVERSITY OF UTAH	Utah	702	150	552	0	1	13	27	29	25	5
COLLEGE OF SOUTHERN IDAHO	Idaho	370	68	302	3	20	33	27	12	5	0
COLLEGE OF IDAHO THE	Idaho	298	70	228	1	12	22	30	22	12	1
COLLEGE OF WESTERN IDAHO	Idaho	266	50	216	1	17	31	29	14	7	0
LEWIS CLARK STATE COLLEGE	Idaho	266	75	191	0	15	38	26	15	6	0
UTAH VALLEY UNIVERSITY	Utah	239	34	205	0	2	17	38	28	14	1
WASHINGTON STATE UNIVERSITY	Washington	234	34	200	0	3	19	29	31	14	4
UNIVERSITY OF WASHINGTON	Washington	204	50	154	0	3	14	25	23	27	7
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	188	51	137	0	2	10	30	35	19	4
DIXIE STATE UNIVERSITY	Utah	179	40	139	1	6	25	39	22	8	0
NORTH IDAHO COLLEGE	Idaho	179	39	140	4	18	30	29	15	3	1
WEBER STATE UNIVERSITY	Utah	159	28	131	1	6	25	40	19	8	1
NORTHWEST NAZARENE UNIVERSITY	Idaho	144	39	105	1	10	18	33	26	10	2
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	141	20	121	0	1	11	32	30	22	4
OREGON STATE UNIVERSITY	Oregon	135	28	107	0	2	18	23	36	19	1
EASTERN IDAHO TECHNICAL COLLEGE	Idaho	128	28	100	3	25	28	26	12	6	0
UNIVERSITY OF MONTANA	Montana	121	25	96	0	7	17	30	29	17	0
UNIVERSITY OF OREGON	Oregon	112	18	94	0	4	19	30	26	18	4
STANFORD UNIVERSITY	California	98	26	72	0	0	5	10	16	39	30
NCAA ELIGIBILITY CENTER	Indiana	88	37	51	0	6	17	38	27	11	1
UTAH STATE UNIVERSITY EASTERN	Utah	83	16	67	0	2	18	41	27	8	4
ARIZONA STATE UNIVERSITY	Arizona	81	11	70	0	7	27	32	20	11	2
GONZAGA UNIVERSITY	Washington	73	15	58	0	3	15	18	34	26	4
All Other Institutions		3,100	670	2,430	0	4	18	23	27	21	6
Total		16,165	5,070	11,095	1	7	20	28	24	17	3

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Section V

Optional Writing Test Results

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Total Students in Report: 7,352

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing

	N		Average ACT Scores					
			English		Reading		Writing	
			State	National	State	National	State	National
All Students	1,985	903,603	24.0	20.7	25.2	21.8	7.4	6.5
Black/African American	18	103,370	19.9	15.9	21.1	17.3	6.2	5.6
American Indian/Alaska Native	5	6,413	17.6	15.6	20.2	17.5	7.0	5.5
White	1,472	426,803	24.6	22.5	25.9	23.4	7.5	6.8
Hispanic/Latino	254	177,117	19.8	18.2	21.1	19.6	7.1	6.4
Asian	65	63,636	25.3	25.2	24.6	25.1	7.6	7.5
Native Hawaiian/Other Pacific Islander	9	3,602	19.4	17.3	19.1	18.2	6.8	6.1
Two or More Races	80	43,115	24.6	21.2	26.3	22.3	7.7	6.7
Prefer not/No Response	82	79,547	25.1	19.9	26.6	21.1	7.6	6.3
Males	822	421,102	23.8	20.3	25.3	21.5	7.3	6.3
Females	1,163	472,773	24.1	21.2	25.2	22.1	7.5	6.8
No Response	0	9,728	.	15.8	.	17.5	.	5.3

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender for Students Who Took ACT Writing

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
			State	National	State	National
All Students	1,985	903,603	23.2	19.9	75	50
Black/African American	18	103,370	19.1	15.6	39	21
American Indian/Alaska Native	5	6,413	18.6	15.5	40	20
White	1,472	426,803	23.7	21.3	79	61
Hispanic/Latino	254	177,117	20.0	18.0	48	37
Asian	65	63,636	23.6	23.6	77	73
Native Hawaiian/Other Pacific Islander	9	3,602	18.7	17.0	33	31
Two or More Races	80	43,115	24.2	20.3	84	53
Prefer not/No Response	82	79,547	24.3	19.1	79	45
Males	822	421,102	23.0	19.3	72	47
Females	1,163	472,773	23.3	20.5	76	54
No Response	0	9,728	.	15.2	.	21

