



Profile Report - State

Graduating Class 2016

Idaho



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

36% 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: 7,181 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. 68% 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 4% of the cohort took less than three years of math courses. Of these students, 5% were college ready. 11% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 16% of these students were college ready. In comparison, 62% 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 22% of the cohort took less than three years of natural science courses. 27% 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 Readiness Standards score ranges. For example, approximately 37% 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

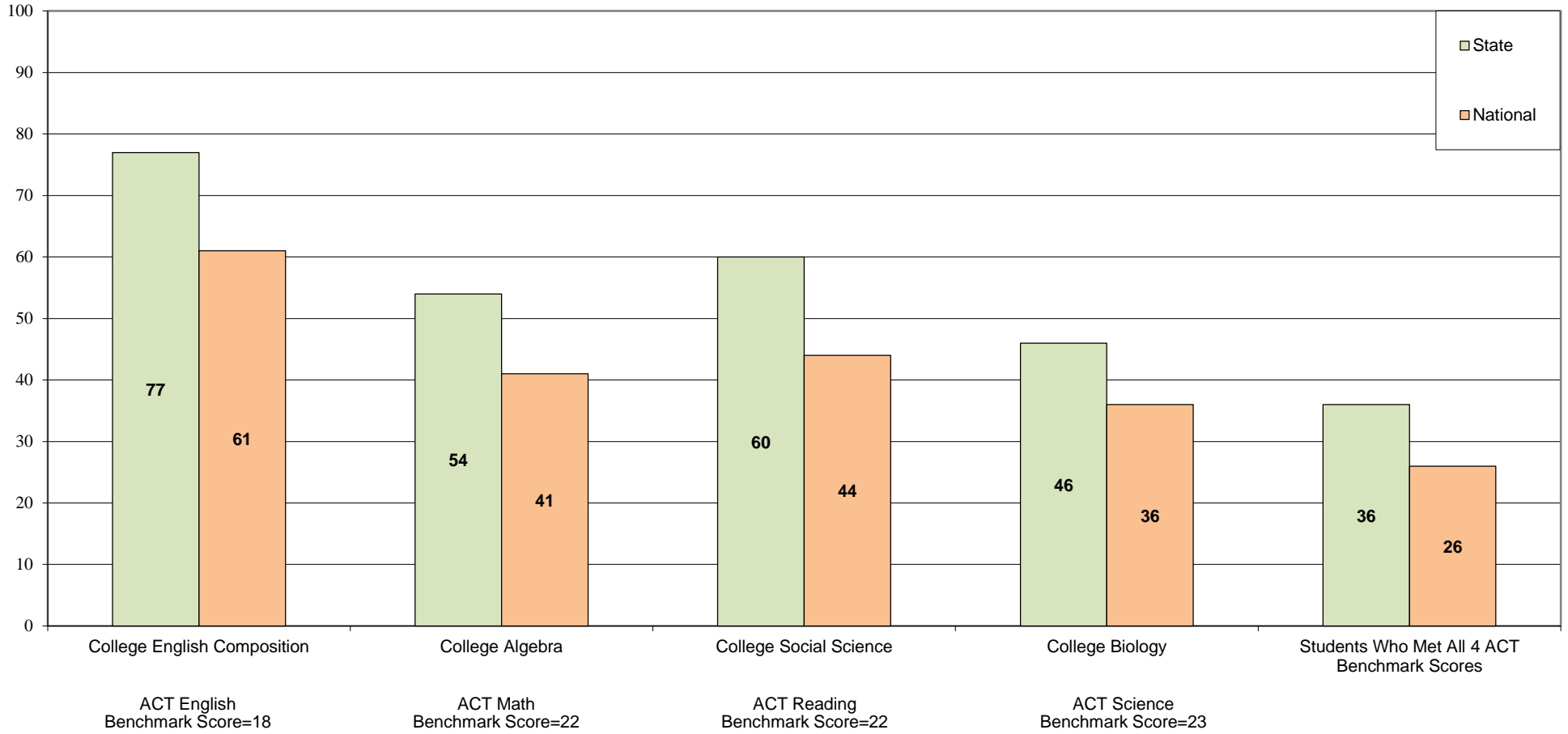
Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

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.

Total Students in Report: 7,181

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: 7,181

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	11,842	1,666,017	72	67	47	46	59	52	32	31	26	25
2013	8,624	1,799,243	74	64	52	44	54	44	43	36	32	26
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

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	11,842	1,666,017	21.0	20.5	21.3	21.1	22.1	21.3	21.4	20.9	21.6	21.1
2013	8,624	1,799,243	21.5	20.2	21.8	20.9	22.7	21.1	21.8	20.7	22.1	20.9
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

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: 7,181

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More ¹	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	Core or More	Less than Core	Core or More	Less than Core
2012	7,239	4,445	61	38	22.3	19.0	22.5	19.3	23.3	20.4	22.4	19.8	22.8	19.8
2013	5,582	2,850	65	33	22.6	19.7	22.8	20.1	23.6	21.0	22.7	20.2	23.1	20.4
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

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	11,842	100	21.6	8,624	100	22.1	8,095	100	22.4	7,362	100	22.7	7,181	100	22.7
Black/African American	78	1	17.5	73	1	18.7	62	1	18.3	74	1	18.9	60	1	19.6
American Indian/Alaska Native	106	1	17.6	81	1	18.1	65	1	17.2	57	1	18.3	38	1	19.1
White	9,051	76	22.1	6,746	78	22.6	6,232	77	22.9	5,742	78	23.2	5,632	78	23.1
Hispanic/Latino	1,467	12	18.6	1,003	12	18.8	941	12	19.2	804	11	19.5	800	11	19.9
Asian	188	2	21.4	118	1	22.3	147	2	23.0	129	2	23.1	108	2	23.4
Native Hawaiian/Other Pacific Islander	52	0	18.7	24	0	18.3	25	0	18.8	17	0	20.7	17	0	21.6
Two or more races	407	3	22.1	253	3	22.2	266	3	23.0	225	3	23.2	233	3	23.7
Prefer not to respond/No response	493	4	22.3	326	4	22.8	357	4	23.0	314	4	23.9	293	4	23.0

Total Students in Report: 7,181

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	11,842	1,666,017	21.6	21.3	19	20	28.3	28.7	27.8	27.9
2013	8,624	1,799,243	22.1	21.1	23	19	28.3	28.7	27.9	28.0
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

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	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

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: 7,181

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	7,102	99	22.4	22.1	23.5	22.4	22.7
	Extended Time	79	1	19.4	20.1	22.0	20.2	20.6
	Total	7,181	100	22.3	22.1	23.5	22.4	22.7
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	78	55	60	47	36
	Extended Time	58	35	51	32	24
	Total	77	54	60	46	36
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: 7,181

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	39	100	15	100	88	100	41	100	6	100	19	100	36
35	158	99	53	99	126	99	64	99	31	99	38	99	35
34	120	97	43	99	180	97	93	99	63	99	41	99	34
33	138	96	52	98	210	95	72	97	100	99	76	99	33
32	119	94	64	98	248	92	111	96	116	97	88	98	32
31	209	92	125	97	215	88	153	95	194	96	141	96	31
30	195	89	121	95	307	85	82	93	204	93	162	94	30
29	163	86	206	93	281	81	184	91	247	90	203	92	29
28	270	84	357	91	290	77	213	89	303	87	264	89	28
27	298	80	435	86	329	73	237	86	387	82	358	86	27
26	332	76	514	80	326	68	327	83	425	77	449	81	26
25	357	72	392	72	318	64	606	78	471	71	559	74	25
24	511	67	640	67	417	59	661	70	510	65	563	67	24
23	521	59	496	58	540	54	489	60	504	57	531	59	23
22	533	52	393	51	430	46	706	54	538	50	499	51	22
21	489	45	307	46	574	40	507	44	542	43	509	44	21
20	486	38	325	41	324	32	692	37	531	35	563	37	20
19	317	31	393	37	426	28	471	27	465	28	552	29	19
18	305	27	558	31	364	22	395	20	456	22	485	22	18
17	267	23	588	24	259	17	250	15	365	15	415	15	17
16	357	19	591	15	256	13	336	12	240	10	320	9	16
15	331	14	329	7	220	9	170	7	197	7	169	5	15
14	205	9	95	3	146	6	119	4	140	4	103	2	14
13	144	6	65	1	126	4	87	3	93	2	47	1	13
12	101	4	12	1	102	3	48	2	34	1	17	1	12
11	90	3	5	1	33	1	27	1	14	1	4	1	11
10	63	2	2	1	28	1	21	1	4	1	2	1	10
9	39	1	4	1	10	1	10	1	0	1	3	1	9
8	14	1	0	1	2	1	5	1	1	1	0	1	8
7	9	1	0	1	3	1	3	1	0	1	1	1	7
6	0	1	1	1	1	1	0	1	0	1	0	1	6
5	0	1	0	1	1	1	0	1	0	1	0	1	5
4	1	1	0	1	1	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	1	1	0	1	0	1	3
2	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	1
Avg (SD)	22.3 (6.0)		22.1 (5.0)		23.5 (6.0)		22.4 (4.9)		22.7 (4.9)		22.5 (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: 7,181

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	329	100	95	100	263	100	348	100	194	100	73	100	75	100	18
17	477	95	220	99	459	96	515	95	304	97	56	99	14	99	17
16	300	89	426	96	626	90	629	88	406	93	209	98	267	99	16
15	489	85	699	90	399	81	696	79	611	87	477	95	604	95	15
14	395	78	624	80	876	76	592	70	595	79	718	89	694	87	14
13	582	72	655	71	563	63	543	61	804	71	928	79	670	77	13
12	667	64	994	62	727	56	665	54	756	59	996	66	751	68	12
11	763	55	721	48	640	46	718	44	759	49	883	52	879	57	11
10	793	44	734	38	706	37	620	34	539	38	916	40	1,250	45	10
9	632	33	747	28	690	27	471	26	674	31	839	27	814	28	9
8	515	24	548	18	577	17	490	19	601	21	487	15	595	16	8
7	443	17	300	10	289	9	280	12	572	13	310	8	273	8	7
6	354	11	181	6	194	5	337	9	206	5	135	4	48	4	6
5	237	6	150	3	107	2	179	4	121	2	69	2	164	3	5
4	142	3	66	1	38	1	68	1	27	1	25	1	9	1	4
3	51	1	13	1	11	1	16	1	8	1	44	1	44	1	3
2	11	1	8	1	10	1	14	1	4	1	4	1	3	1	2
1	1	1	0	1	6	1	0	1	0	1	12	1	27	1	1
Avg (SD)	11.2 (3.7)		11.5 (3.1)		11.9 (3.4)		12.0 (3.6)		11.5 (3.3)		11.2 (2.7)		11.1 (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)	26	26	28	25	26
Q2 (50th Percentile)	22	22	23	22	22
Q1 (25th Percentile)	18	18	19	19	19

Total Students in Report: 7,181

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	7,181	68	23.6	20.9
	Black/African American	60	67	20.4	17.9
	American Indian/Alaska Native	38	63	19.1	19.0
	White	5,632	69	23.9	21.3
	Hispanic/Latino	800	60	20.9	18.3
	Asian	108	76	24.4	20.0
	Native Hawaiian/Other Pac. Isl.	17	71	21.8	21.0
	Two or More Races	233	77	24.2	22.3
	Prefer not/No Response	293	68	23.9	21.4
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	7,181	100	22.3	22.1	23.5	22.4	22.7	22.5
	Black/African American	60	1	18.9	19.1	20.6	19.1	19.6	19.3
	American Indian/Alaska Native	38	1	17.5	18.9	19.8	19.5	19.1	19.4
	White	5,632	78	22.8	22.4	23.9	22.7	23.1	22.8
	Hispanic/Latino	800	11	18.8	19.6	20.6	19.9	19.9	20.0
	Asian	108	2	22.6	24.8	22.7	22.9	23.4	24.1
	Native Hawaiian/Other Pac. Isl.	17	0	21.2	20.6	22.6	21.5	21.6	21.4
	Two or More Races	233	3	23.4	23.0	24.5	23.5	23.7	23.4
	Prefer not/No Response	293	4	22.7	22.6	23.7	22.3	23.0	22.7
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: 7,181

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	3,159	69	24.0	21.1
	Females	4,021	67	23.3	20.7
	No Response	1	0	.	31.0
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	3,159	44	22.2	23.0	23.6	23.1	23.1	23.3
	Females	4,021	56	22.4	21.4	23.4	21.8	22.4	21.9
	No Response	1	0	32.0	30.0	34.0	27.0	31.0	29.0
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: 7,181

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	455	6	163	2	604	8	270	4
	28 to 32	956	13	873	12	1,341	19	743	10
	24 to 27	1,498	21	1,981	28	1,390	19	1,831	25
	20 to 23	2,029	28	1,521	21	1,868	26	2,394	33
	16 to 19	1,246	17	2,130	30	1,305	18	1,452	20
	13 to 15	680	9	489	7	492	7	376	5
	01 to 12	317	4	24	0	181	3	115	2
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	78	61	61	53	41
	Females	77	49	59	42	32
	No Response	100	100	100	100	100
National	Males	59	44	43	39	28
	Females	64	39	47	34	25
	No Response	39	21	24	18	11

Total Students in Report: 7,181

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	7,181	77	54	60	46	36	26
	Black/African American	60	58	32	42	23	15	10
	American Indian/Alaska Native	38	55	26	39	29	16	3
	White	5,632	80	57	63	49	39	27
	Hispanic/Latino	800	55	32	39	27	18	11
	Asian	108	73	69	53	54	44	43
	Native Hawaiian/Other Pac. Isl	17	59	41	53	41	35	24
	Two or More Races	233	84	63	69	53	44	31
	Prefer Not to Respond	293	85	58	65	45	38	26
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	6,093	85	24.0
	Silver	942	13	15.9
	Bronze	127	2	12.7
	Needs Improvement	19	0	10.6
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: 7,181

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	4,879	83	23.3	62	23.0	66	24.3	53	23.2	43	23.6	31	23.3
	Less than Core	2,250	65	20.4	38	20.2	48	21.7	32	20.8	22	20.9	14	20.7
	Missing ³	52	50	18.3	27	19.1	38	20.1	23	19.5	17	19.4	17	19.5
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	7,024	78	22.4	6,859	57	22.4	6,427	61	23.6	5,529	52	23.0
	Less than Core	113	69	20.0	276	5	16.4	711	52	22.3	1,607	27	20.3
	Missing ³	44	48	18.5	46	24	18.5	43	42	20.2	45	22	19.4
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: 7,181

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	1,742	24	23.0	81	385,251	18	21.7	71
Eng 9, Eng 10, Eng 11, Eng 12	5,282	74	22.2	77	1,436,604	69	20.4	63
Less than 4 years of English	113	2	20.0	69	121,175	6	15.8	34
Zero years / no English courses reported	44	1	18.5	48	147,312	7	16.6	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	485	7	24.3	74	125,390	6	23.2	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	659	9	22.5	63	163,212	8	21.6	52
Alg 1, Alg 2, Geom, & Trig	311	4	20.1	38	126,596	6	18.9	27
Alg 1, Alg 2, Geom, & Other Adv Math	1,436	20	20.6	43	379,347	18	19.3	30
Other comb of 4 or more years of Math	2,906	40	24.4	73	689,169	33	23.6	64
Alg 1, Alg 2, & Geom	798	11	18.0	16	243,569	12	16.8	10
Other comb of 3 or 3.5 years of Math	264	4	21.2	47	107,638	5	19.5	32
Less than 3 years of Math	276	4	16.4	5	101,097	5	16.1	8
Zero years / no Math courses reported	46	1	18.5	24	154,324	7	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	43	1	22.6	58	51,783	2	22.1	50
Other comb of 4 or more years Social Science	3,937	55	23.8	62	979,530	47	22.3	51
US Hist, World Hist, & Am Gov	87	1	22.2	54	120,501	6	19.6	33
Other comb of 3 or 3.5 years of Social Science	2,360	33	23.5	59	555,590	27	21.4	45
Less than 3 years of Social Science	711	10	22.3	52	229,685	11	19.2	32
Zero years / no Social Science courses reported	43	1	20.2	42	153,253	7	18.2	25
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,682	37	23.6	58	844,557	40	22.1	46
Bio, Chem, Phys	160	2	24.6	66	233,024	11	23.0	52
Gen Sci ¹ , Bio, Chem	2,259	31	22.4	47	542,380	26	20.0	29
Other comb of 3 years of Natural Science	428	6	22.0	40	59,600	3	19.0	23
Less than 3 years of Natural Science	1,607	22	20.3	27	255,155	12	18.0	17
Zero years / no Natural Science courses reported	45	1	19.4	22	155,626	7	18.0	19

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 7,181

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	1,742	24	23.0	81	715	23	23.0	80	1,027	26	23.1	82
Eng 9, Eng 10, Eng 11, Eng 12	5,282	74	22.2	77	2,361	75	22.1	77	2,921	73	22.3	76
Less than 4 years of English	113	2	20.0	69	53	2	20.4	77	59	1	19.5	61
Zero years / no English courses reported	44	1	18.5	48	30	1	19.6	53	14	0	16.4	36
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	485	7	24.3	74	227	7	25.3	80	258	6	23.4	68
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	659	9	22.5	63	231	7	23.1	69	428	11	22.1	60
Alg 1, Alg 2, Geom, & Trig	311	4	20.1	38	128	4	20.7	48	183	5	19.7	31
Alg 1, Alg 2, Geom, & Other Adv Math	1,436	20	20.6	43	530	17	21.2	48	906	23	20.2	40
Other comb of 4 or more years of Math	2,906	40	24.4	73	1,451	46	25.1	77	1,454	36	23.7	69
Alg 1, Alg 2, & Geom	798	11	18.0	16	326	10	18.5	21	472	12	17.7	12
Other comb of 3 or 3.5 years of Math	264	4	21.2	47	116	4	21.9	51	148	4	20.7	43
Less than 3 years of Math	276	4	16.4	5	119	4	16.8	8	157	4	16.1	3
Zero years / no Math courses reported	46	1	18.5	24	31	1	19.7	35	15	0	15.8	0
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	43	1	22.6	58	24	1	22.6	63	19	0	22.5	53
Other comb of 4 or more years Social Science	3,937	55	23.8	62	1,716	54	23.7	62	2,221	55	23.8	62
US Hist, World Hist, & Am Gov	87	1	22.2	54	52	2	22.4	56	35	1	21.9	51
Other comb of 3 or 3.5 years of Social Science	2,360	33	23.5	59	1,028	33	23.8	63	1,331	33	23.2	57
Less than 3 years of Social Science	711	10	22.3	52	309	10	22.5	54	402	10	22.1	50
Zero years / no Social Science courses reported	43	1	20.2	42	30	1	22.1	53	13	0	15.8	15
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	2,682	37	23.6	58	1,381	44	24.3	63	1,301	32	23.0	52
Bio, Chem, Phys	160	2	24.6	66	70	2	25.4	71	89	2	23.9	62
Gen Sci ² , Bio, Chem	2,259	31	22.4	47	825	26	22.7	50	1,434	36	22.2	45
Other comb of 3 years of Natural Science	428	6	22.0	40	225	7	23.0	48	203	5	20.8	32
Less than 3 years of Natural Science	1,607	22	20.3	27	628	20	20.7	32	979	24	20.0	23
Zero years / no Natural Science courses reported	45	1	19.4	22	30	1	20.6	33	15	0	16.9	0

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: 7,181

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	224	3	20.9	13	6	18.2	186	3	21.4
Architecture	77	1	22.0	1	0	19.0	65	1	22.6
Area, Ethnic, & Multidisciplinary Studies	12	0	25.2	0	0	.	10	0	25.2
Arts: Visual & Performing	381	5	22.7	14	6	17.7	327	5	23.0
Business	597	8	22.2	15	7	19.1	522	9	22.5
Communications	105	1	22.4	1	0	19.0	91	1	22.4
Community, Family, & Personal Services	111	2	19.7	10	5	17.6	89	1	20.2
Computer Science & Mathematics	227	3	25.3	3	1	22.3	196	3	25.5
Education	333	5	21.6	9	4	19.8	291	5	21.8
Engineering	654	9	25.1	7	3	18.4	574	9	25.5
Engineering Technology & Drafting	68	1	21.3	5	2	21.0	51	1	21.5
English & Foreign Languages	93	1	24.4	0	0	.	84	1	24.5
Health Administration & Assisting	303	4	20.6	18	8	19.3	237	4	20.9
Health Sciences & Technologies	1,569	22	22.5	36	17	17.8	1,400	23	22.8
Philosophy, Religion, & Theology	26	0	24.3	0	0	.	23	0	23.7
Repair, Production, & Construction	60	1	18.6	26	12	18.5	25	0	19.3
Sciences: Biological & Physical	528	7	25.0	1	0	27.0	482	8	25.1
Social Sciences & Law	490	7	22.4	4	2	18.5	444	7	22.6
Undecided	1,281	18	22.3	53	24	17.9	1,007	16	22.7
No Response	42	1	19.8	2	1	12.0	8	0	21.6

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: 7,181

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	61	18.2	2	17.5	0	.	49	18.3	7	17.3
2-yr College Degree	157	18.5	0	.	2	15.0	121	19.1	26	15.7
Bachelors Degree	3,322	21.6	20	18.9	23	19.2	2,666	21.9	341	19.3
Graduate Study	1,215	24.5	12	20.1	3	20.0	1,008	24.8	83	22.4
Prof. Level Degree	1,575	24.9	13	22.1	5	21.4	1,193	25.3	195	22.2
Other	66	19.3	0	.	0	.	52	19.5	8	16.5
No Response	785	21.4	13	18.0	5	17.2	543	22.4	140	17.7

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	61	18.2	3	18.3	0	.	0	.	0	.
2-yr College Degree	157	18.5	1	15.0	0	.	5	18.0	2	18.5
Bachelors Degree	3,322	21.6	30	20.7	12	21.4	103	22.3	127	21.8
Graduate Study	1,215	24.5	20	25.1	1	31.0	37	24.3	51	23.9
Prof. Level Degree	1,575	24.9	35	26.6	3	18.3	64	26.4	67	25.2
Other	66	19.3	0	.	0	.	0	.	6	22.0
No Response	785	21.4	19	21.1	1	24.0	24	22.9	40	22.1

Total Students in Report: 7,181

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	1,633	583	1,050	1	6	24	33	24	11	1
IDAHO STATE UNIVERSITY	Idaho	1,486	521	965	1	8	27	31	21	10	1
UNIVERSITY OF IDAHO	Idaho	1,243	408	835	1	6	20	33	25	13	2
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	1,203	506	697	0	4	20	33	27	15	2
UTAH STATE UNIVERSITY	Utah	1,086	332	754	0	3	16	32	28	17	3
BRIGHAM YOUNG UNIVERSITY	Utah	1,006	512	494	0	1	9	27	32	25	6
UNIVERSITY OF UTAH	Utah	513	93	420	0	2	14	26	32	23	4
COLLEGE OF SOUTHERN IDAHO	Idaho	345	82	263	3	15	34	33	12	3	0
COLLEGE OF IDAHO THE	Idaho	303	82	221	0	7	22	34	25	10	2
WASHINGTON STATE UNIVERSITY	Washington	288	66	222	0	3	18	34	30	14	1
UNIVERSITY OF WASHINGTON	Washington	258	67	191	0	3	11	21	30	29	6
COLLEGE OF WESTERN IDAHO	Idaho	246	58	188	4	16	32	30	13	4	0
LEWIS CLARK STATE COLLEGE	Idaho	243	68	175	1	13	30	35	16	5	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	242	83	159	0	2	12	27	31	27	2
UTAH VALLEY UNIVERSITY	Utah	176	23	153	1	4	19	37	26	14	0
UNIVERSITY OF OREGON	Oregon	154	35	119	0	3	16	32	30	19	1
NORTHWEST NAZARENE UNIVERSITY	Idaho	146	50	96	2	7	25	26	29	8	3
OREGON STATE UNIVERSITY	Oregon	142	18	124	1	3	13	24	37	20	2
UNIVERSITY OF MONTANA	Montana	138	31	107	0	3	17	33	30	17	1
NORTH IDAHO COLLEGE	Idaho	124	26	98	1	11	31	36	16	4	0
STANFORD UNIVERSITY	California	122	35	87	0	0	2	9	16	49	23
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	118	23	95	0	1	17	29	31	21	1
WEBER STATE UNIVERSITY	Utah	113	26	87	1	3	20	41	24	12	0
NCAA ELIGIBILITY CENTER	Indiana	103	48	55	1	2	16	33	25	19	4
DIXIE STATE UNIVERSITY	Utah	102	23	79	0	5	25	45	19	6	1
ARIZONA STATE UNIVERSITY	Arizona	88	24	64	0	9	19	27	25	17	2
GONZAGA UNIVERSITY	Washington	71	21	50	1	0	10	24	30	30	6
COLORADO STATE UNIVERSITY	Colorado	70	17	53	0	1	16	29	37	10	7
EASTERN IDAHO TECHNICAL COLLEGE	Idaho	63	16	47	5	21	30	33	10	2	0
UNIVERSITY OF PORTLAND	Oregon	62	10	52	0	2	10	18	40	27	3
All Other Institutions		3,353	814	2,539	0	3	15	26	28	23	4
Total		15,240	4,701	10,539	1	5	19	30	26	17	3

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: 7,181

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

	N		Average ACT Scores							
			Writing		English		Reading		English / Language Arts	
			State	National	State	National	State	National	State	National
All Students	1,699	519,922	20.7	19.3	23.5	21.8	24.6	22.9	23.0	21.3
Black/African American	29	67,101	17.8	16.2	19.7	17.6	20.8	19.1	19.4	17.6
American Indian/Alaska Native	10	3,056	15.4	16.1	16.5	17.6	19.4	19.3	17.0	17.7
White	1,252	234,063	20.9	20.4	24.1	23.9	25.2	24.7	23.4	23.0
Hispanic/Latino	204	116,135	19.4	17.8	20.2	18.8	21.9	20.3	20.5	19.0
Asian	46	44,606	23.2	21.5	24.9	24.5	24.8	24.7	24.3	23.6
Native Hawaiian/Other Pac. Isl.	7	1,742	20.7	19.3	22.0	20.6	24.0	21.4	22.1	20.4
Two or More Races	67	21,475	21.5	19.9	24.6	22.6	26.0	23.6	24.0	22.0
Prefer not/No Response	84	31,744	20.2	19.9	23.0	22.8	23.7	23.8	22.3	22.2
Males	726	220,204	20.4	18.9	23.6	21.9	25.1	22.9	23.0	21.2
Females	973	298,512	20.9	19.6	23.5	21.8	24.3	22.8	22.9	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

	N		Average ACT Scores					
			English		Writing		English / Writing Combined	
			State	National	State	National	State	National
All Students	825	754,169	24.3	19.6	7.3	6.2	23.0	18.6
Black/African American	13	85,940	20.4	14.6	7.1	5.1	20.0	13.9
American Indian/Alaska Native	2	5,558	21.5	15.2	8.0	5.0	21.5	14.2
White	603	407,944	24.9	21.4	7.4	6.5	23.5	20.2
Hispanic/Latino	101	115,338	20.6	17.1	6.8	6.0	19.8	16.5
Asian	20	30,233	22.6	23.2	7.7	7.1	22.1	22.0
Native Hawaiian/Other Pac. Isl.	2	3,063	19.0	15.9	5.0	5.6	17.0	15.3
Two or More Races	41	32,453	25.8	19.6	7.5	6.2	24.3	18.5
Prefer not/No Response	43	73,640	25.8	18.8	7.5	6.0	24.3	17.7
Males	368	367,696	24.7	19.2	7.2	5.9	23.2	18.0
Females	456	356,634	24.0	20.3	7.4	6.6	22.9	19.4
No Response	1	29,839	32.0	16.7	8.0	5.5	29.0	15.8

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

