

ACT Profile Report - State

Graduating Class 2012
Idaho



ACT, INC. -- CONFIDENTIAL



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

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

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

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

26% 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: 11,842 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. 61% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.2 reports 8% of the cohort took less than three years of math courses. Of these students, 5% were college ready. 20% 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 3.2 reports 28% of the cohort took less than three years of natural science courses. 15% of these students were college ready. In comparison, 39% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 43% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

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

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 916-631-9200.

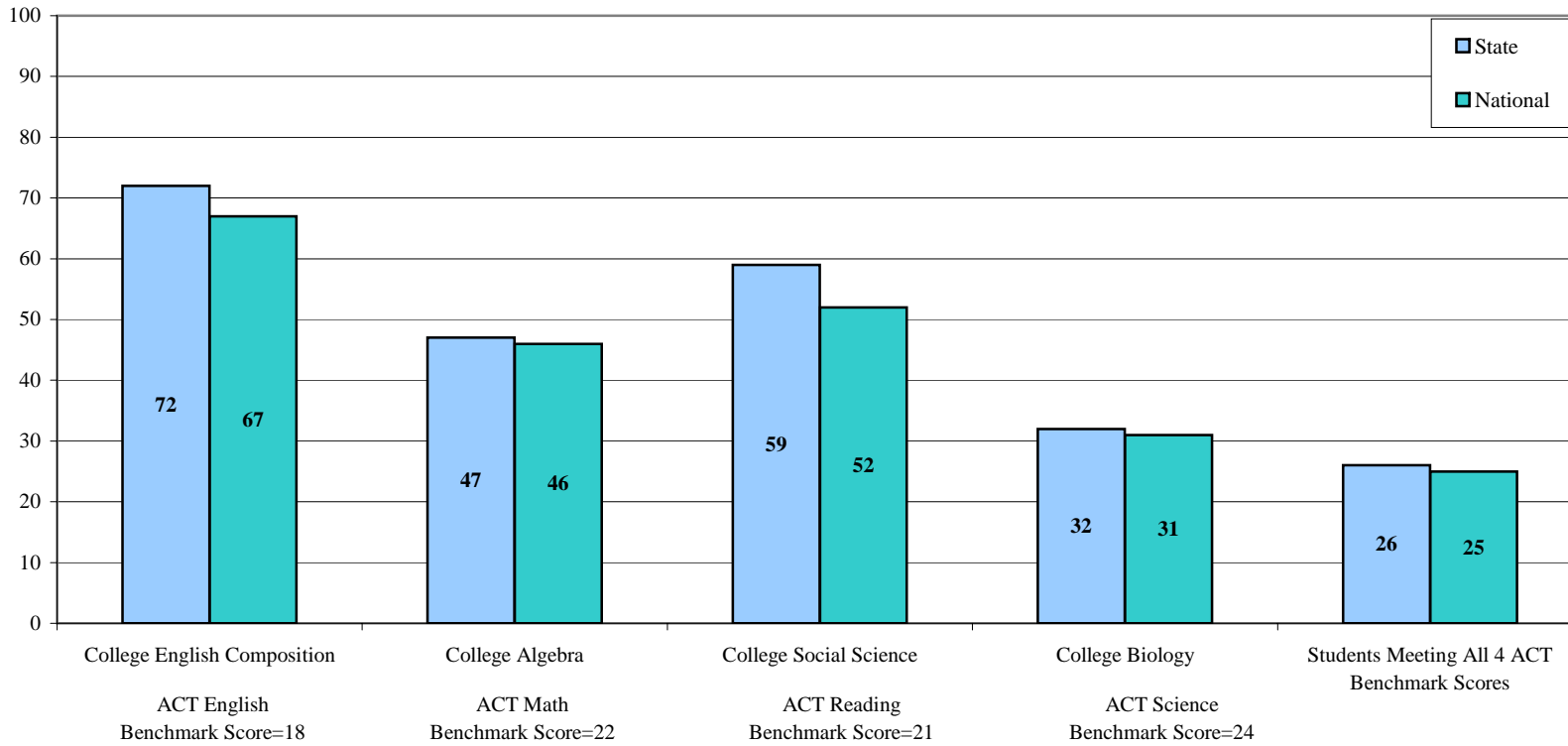
Section I

Executive Summary

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

Total Students in Report: 11,842

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: 11,842

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

Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2008	10,081	1,421,941	71	68	45	43	58	53	29	28	23	22
2009	10,228	1,480,469	72	67	45	42	60	53	30	28	24	23
2010	10,647	1,568,835	72	66	47	43	60	52	32	29	26	24
2011	11,321	1,623,112	72	66	47	45	59	52	32	30	26	25
2012	11,842	1,666,017	72	67	47	46	59	52	32	31	26	25

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2008	10,081	1,421,941	20.7	20.6	21.4	21.0	22.2	21.4	21.3	20.8	21.5	21.1
2009	10,228	1,480,469	20.9	20.6	21.3	21.0	22.3	21.4	21.4	20.9	21.6	21.1
2010	10,647	1,568,835	21.2	20.5	21.4	21.0	22.4	21.3	21.6	20.9	21.8	21.0
2011	11,321	1,623,112	21.1	20.6	21.3	21.1	22.2	21.3	21.5	20.9	21.7	21.1
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

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

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

Total Students in Report: 11,842

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2008	5,301	4,260	53	42	22.0	19.3	22.6	19.9	23.3	21.0	22.3	20.2	22.7	20.2
2009	6,065	4,024	59	39	22.2	19.2	22.7	19.4	23.5	20.7	22.5	19.9	22.9	19.9
2010	6,340	4,209	60	40	22.4	19.5	22.6	19.6	23.5	21.0	22.6	20.1	22.9	20.2
2011	6,992	4,228	62	37	22.4	19.1	22.6	19.4	23.3	20.6	22.6	19.9	22.8	19.9
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

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

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

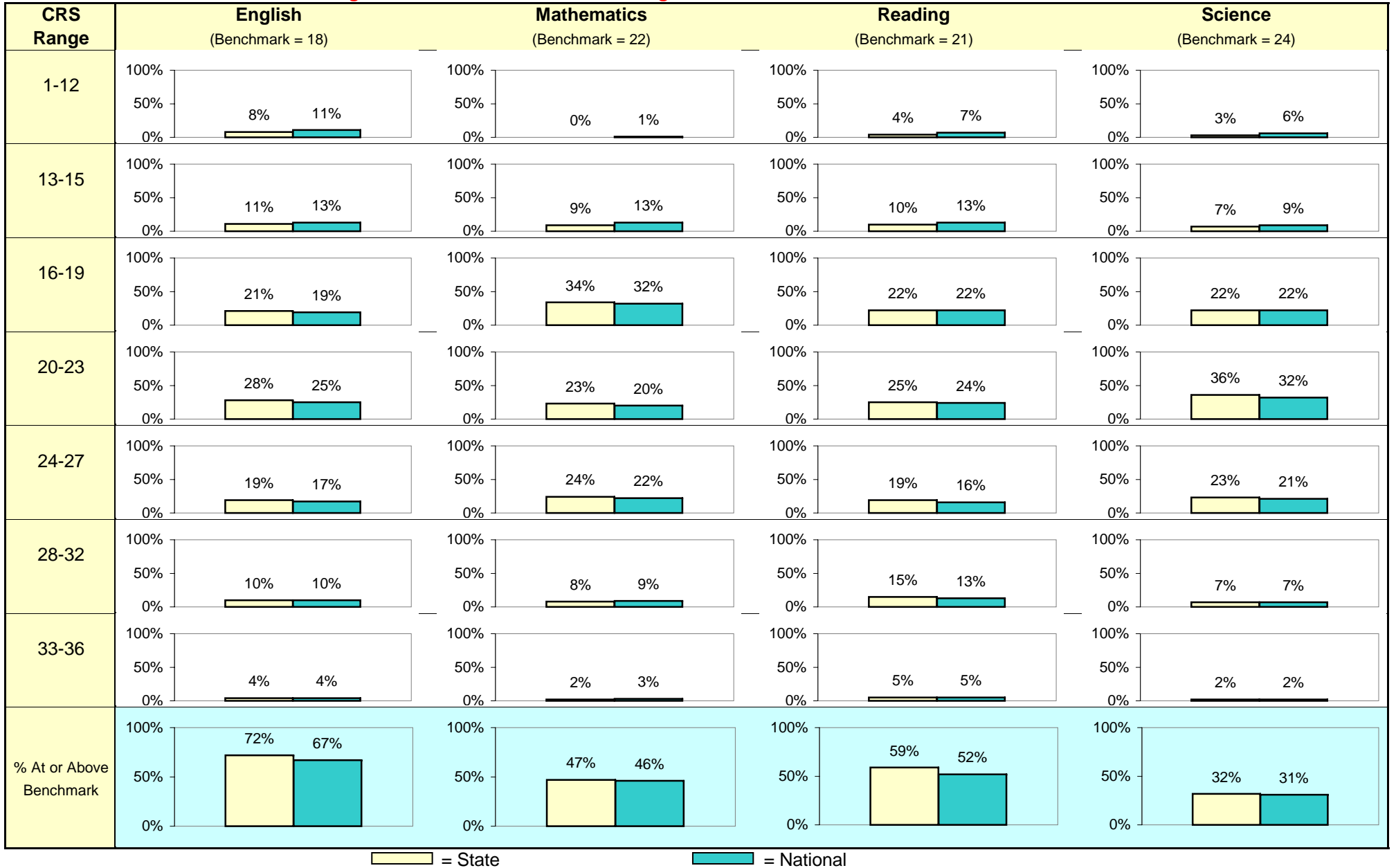
Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2008			2009			2010			2011			2012		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	10,081	100	21.5	10,228	100	21.6	10,647	100	21.8	11,321	100	21.7	11,842	100	21.6
Black/African American	57	1	18.4	73	1	18.8	73	1	19.6	78	1	18.8	78	1	17.5
American Indian/Alaska Native	108	1	19.1	132	1	18.6	135	1	18.6	118	1	17.8	106	1	17.6
White	8,089	80	21.8	8,345	82	22.0	8,709	82	22.2	8,903	79	22.2	9,051	76	22.1
Hispanic/Latino	664	7	18.7	772	8	18.6	849	8	18.4	1,265	11	18.6	1,467	12	18.6
Asian	184	2	21.3	202	2	21.8	219	2	21.6	184	2	21.7	188	2	21.4
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	25	0	19.3	52	0	18.7
Two or more races	159	2	20.7	193	2	21.7	213	2	21.9	275	2	21.4	407	3	22.1
Prefer not to respond/No response	820	8	22.3	511	5	21.7	449	4	21.2	473	4	22.2	493	4	22.3

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

Total Students in Report: 11,842

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



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Section II

Academic Achievement

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

Total Students in Report: 11,842

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

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	31	100	22	100	58	100	39	100	1	100	36
35	138	100	47	100	106	100	43	100	21	100	35
34	144	99	85	99	202	99	56	99	61	100	34
33	171	97	94	99	252	97	50	99	104	99	33
32	194	96	117	98	302	95	81	98	123	98	32
31	215	94	115	97	347	92	125	98	180	97	31
30	278	92	156	96	352	89	148	97	261	96	30
29	224	90	250	95	361	86	176	95	284	94	29
28	247	88	354	93	399	83	312	94	402	91	28
27	421	86	459	90	443	80	487	91	465	88	27
26	439	83	726	86	496	76	461	87	567	84	26
25	566	79	691	80	482	72	688	83	734	79	25
24	792	74	963	74	820	68	1,099	77	766	73	24
23	672	67	846	66	655	61	946	68	840	66	23
22	798	62	695	58	738	55	1,013	60	915	59	22
21	988	55	414	53	924	49	1,132	52	925	52	21
20	846	47	714	49	674	41	1,134	42	962	44	20
19	753	40	745	43	636	36	779	33	901	36	19
18	557	33	896	37	916	30	899	26	831	28	18
17	522	28	1,077	29	502	23	525	18	720	21	17
16	633	24	1,296	20	498	18	424	14	587	15	16
15	587	19	751	9	542	14	335	10	443	10	15
14	466	14	237	3	413	10	270	8	388	6	14
13	250	10	75	1	276	6	276	5	199	3	13
12	212	8	9	1	258	4	142	3	110	1	12
11	242	6	3	1	105	2	95	2	41	1	11
10	193	4	3	1	51	1	64	1	8	1	10
9	113	2	0	1	17	1	32	1	3	1	9
8	97	1	2	1	8	1	6	1	0	1	8
7	38	1	0	1	4	1	4	1	0	1	7
6	9	1	0	1	3	1	1	1	0	1	6
5	3	1	0	1	2	1	0	1	0	1	5
4	1	1	0	1	0	1	0	1	0	1	4
3	1	1	0	1	0	1	0	1	0	1	3
2	1	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	21.0 (6.0)		21.3 (4.8)		22.1 (5.9)		21.4 (4.7)		21.6 (4.8)		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: 11,842

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

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	421	100	121	100	272	100	355	100	437	100	77	100	92	100	18
17	537	96	137	99	633	98	588	97	480	96	71	99	23	99	17
16	557	92	704	98	782	92	777	92	294	92	293	99	342	99	16
15	383	87	711	92	709	86	732	85	723	90	403	96	640	96	15
14	756	84	857	86	844	80	950	79	878	84	1,011	93	965	91	14
13	527	78	1,087	79	1,113	73	1,053	71	1,409	76	1,454	84	994	83	13
12	1,008	73	1,394	69	1,372	63	1,077	62	1,141	64	1,074	72	1,703	74	12
11	1,283	65	1,563	58	1,005	52	1,064	53	1,272	55	1,801	63	1,446	60	11
10	1,471	54	1,215	44	1,184	43	1,043	44	1,049	44	1,758	48	1,747	48	10
9	1,189	41	1,495	34	1,151	33	1,123	35	935	35	1,705	33	1,385	33	9
8	1,002	31	902	22	936	23	1,066	26	1,358	27	1,094	19	1,078	21	8
7	926	23	594	14	1,083	16	650	17	1,226	16	474	9	689	12	7
6	702	15	385	9	408	6	719	12	399	5	283	5	409	6	6
5	463	9	309	6	193	3	417	5	161	2	180	3	69	3	5
4	319	5	258	3	103	1	130	2	57	1	75	1	175	2	4
3	205	3	81	1	40	1	74	1	16	1	51	1	18	1	3
2	88	1	26	1	12	1	23	1	5	1	7	1	54	1	2
1	5	1	3	1	2	1	1	1	2	1	31	1	13	1	1
Avg (SD)	10.4 (3.8)		10.9 (3.2)		11.3 (3.4)		11.2 (3.6)		11.1 (3.3)		10.7 (2.7)		10.7 (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)	25	25	26	24	25
Q2 (50th Percentile)	21	21	22	21	21
Q1 (25th Percentile)	17	17	18	18	18

Total Students in Report: 11,842

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

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	11,842	61	22.8	19.8
	Black/African American	78	46	18.7	16.4
	American Indian/Alaska Native	106	44	19.2	16.3
	White	9,051	63	23.2	20.3
	Hispanic/Latino	1,467	51	19.8	17.5
	Asian	188	65	22.6	19.3
	Native Hawaiian/Other Pac. Isl.	52	62	19.6	17.4
	Two or more races	407	62	23.0	20.6
	Prefer not/No Response	493	64	23.5	20.4
National	All Students	1,666,017	76	21.8	19.1
	Black/African American	222,237	72	17.5	15.9
	American Indian/Alaska Native	13,523	66	19.3	16.9
	White	983,148	77	23.0	20.3
	Hispanic/Latino	234,456	73	19.5	17.4
	Asian	68,080	81	24.1	21.8
	Native Hawaiian/Other Pac. Isl.	4,545	74	20.4	18.3
	Two or more races	55,500	76	22.0	19.6
	Prefer not/No Response	84,528	68	22.5	19.2

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

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

Table 2.5. Average ACT Scores by Race/Ethnicity¹

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.0	21.3	22.1	21.4	21.6
	Black/African American	16.0	17.9	17.5	18.1	17.5
	American Indian/Alaska Native	16.1	18.0	17.8	18.0	17.6
	White	21.7	21.7	22.7	21.8	22.1
	Hispanic/Latino	17.3	18.9	18.9	18.9	18.6
	Asian	19.9	22.9	20.9	21.6	21.4
	Native Hawaiian/Other Pac. Isl.	17.8	18.7	18.8	19.0	18.7
	Two or more races	21.8	21.4	22.9	21.7	22.1
	Prefer not/No Response	22.1	21.9	23.3	21.7	22.3
National	All Students	20.5	21.1	21.3	20.9	21.1
	Black/African American	16.0	17.3	17.2	17.2	17.0
	American Indian/Alaska Native	17.1	18.5	18.7	18.7	18.4
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.7	19.4	19.0	18.9	18.9
	Asian	22.7	25.2	22.9	23.2	23.6
	Native Hawaiian/Other Pac. Isl.	18.9	20.4	19.8	19.7	19.8
	Two or more races	21.0	21.1	21.8	21.2	21.4
	Prefer not/No Response	20.7	21.3	21.5	20.9	21.3

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

Total Students in Report: 11,842

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	484	4	248	2	618	5	188	2
	28 to 32	1,158	10	992	8	1,761	15	842	7
	24 to 27	2,218	19	2,839	24	2,241	19	2,735	23
	20 to 23	3,304	28	2,669	23	2,991	25	4,225	36
	16 to 19	2,465	21	4,014	34	2,552	22	2,627	22
	13 to 15	1,303	11	1,063	9	1,231	10	881	7
	01 to 12	910	8	17	0	448	4	344	3
National	33 to 36	74,039	4	50,719	3	81,737	5	30,082	2
	28 to 32	167,405	10	149,540	9	223,134	13	123,485	7
	24 to 27	291,143	17	369,818	22	262,453	16	355,144	21
	20 to 23	414,094	25	332,787	20	399,794	24	532,341	32
	16 to 19	318,585	19	538,042	32	366,975	22	373,233	22
	13 to 15	210,405	13	216,778	13	220,083	13	158,083	9
	01 to 12	190,346	11	8,333	1	111,841	7	93,649	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	5,458	46	20.7	22.0	22.1	22.1	21.9
	Females	6,382	54	21.3	20.6	22.1	20.8	21.3
	Missing	2	0	16.0	15.0	19.5	15.5	16.5
National	Males	761,554	46	20.2	21.7	21.2	21.4	21.2
	Females	900,625	54	20.9	20.6	21.4	20.5	21.0
	Missing	3,838	0	16.1	17.8	17.6	17.8	17.5

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

Student Group	Gender	Percent of Students				Meet All Four
		English	Mathematics	Reading	Science	
State	Males	69	54	58	38	31
	Females	74	42	59	26	22
National	Males	64	50	51	35	29
	Females	69	42	53	27	22

Total Students in Report: 11,842

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

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
State	Core or More ²	7,239	80	22.3	59	22.5	67	23.3	40	22.4	34	22.8
	Less than Core	4,445	59	19.0	30	19.3	46	20.4	19	19.8	14	19.8
	Missing ³	158	47	17.4	27	18.6	35	18.8	14	18.6	9	18.5
National	Core or More	1,259,744	72	21.3	51	21.8	57	22.0	35	21.6	29	21.8
	Less than Core	355,849	51	18.3	29	19.1	38	19.4	19	19.1	14	19.1
	Missing	50,424	38	16.2	22	18.1	27	17.6	14	17.8	10	17.6

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

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

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

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

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

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More ²	11,429	72	21.1	10,728	52	21.8	10,301	60	22.3	8,369	39	22.2
	Less than Core	294	51	17.8	976	5	16.5	1,413	48	20.8	3,348	15	19.4
	Missing ³	119	54	18.5	138	28	18.8	128	41	19.7	125	17	19.2
National	Core or More	1,558,562	68	20.8	1,550,768	48	21.4	1,471,658	54	21.6	1,425,217	33	21.4
	Less than Core	64,748	41	16.5	69,741	8	16.6	149,266	40	19.7	194,661	13	18.4
	Missing	42,707	40	16.5	45,508	22	18.2	45,093	29	17.8	46,139	14	17.9

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

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

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

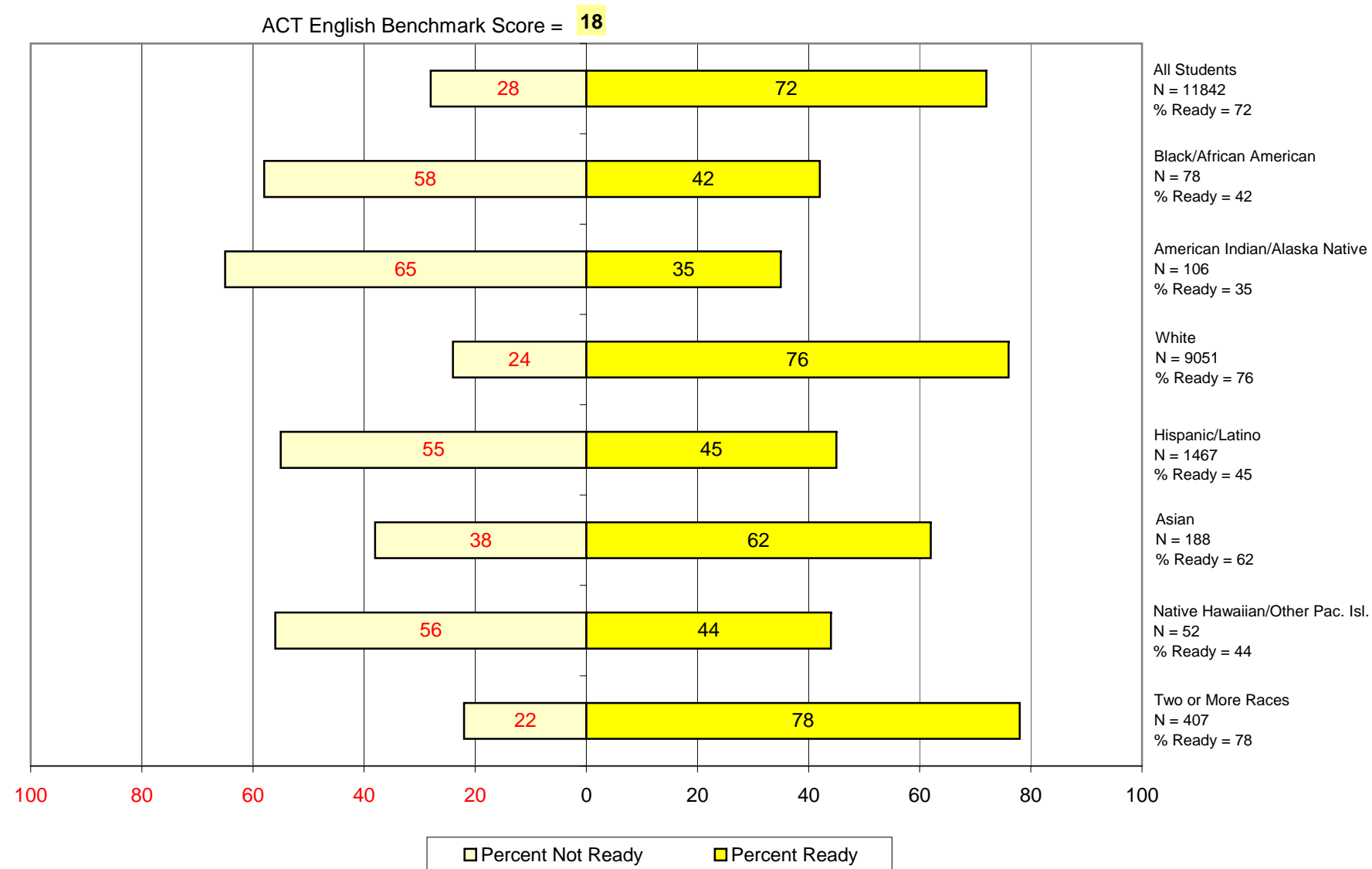
³ Zero years or no coursework information reported in the specified content area.

Section III

College Readiness and the Impact of Course Rigor

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

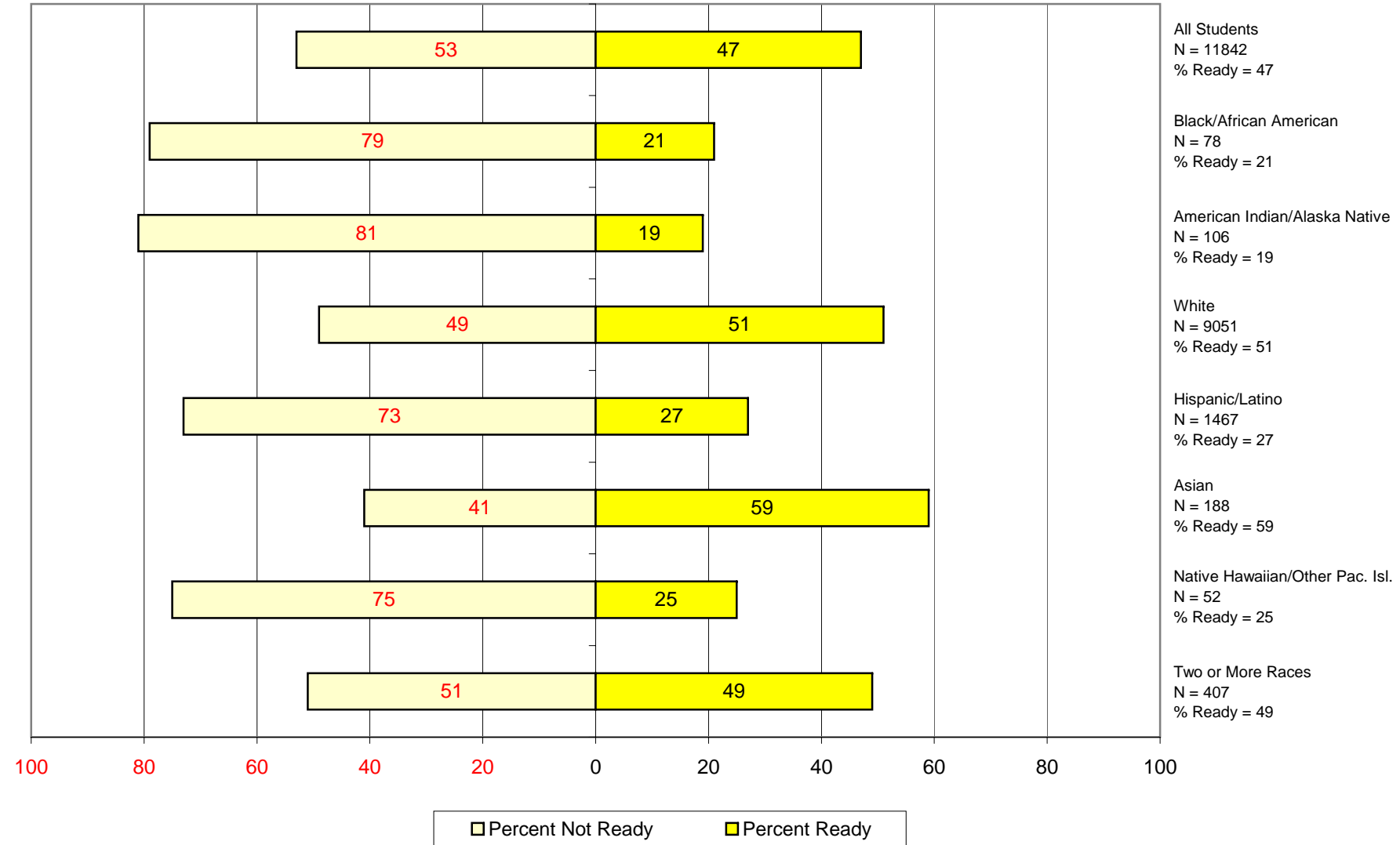
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH



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

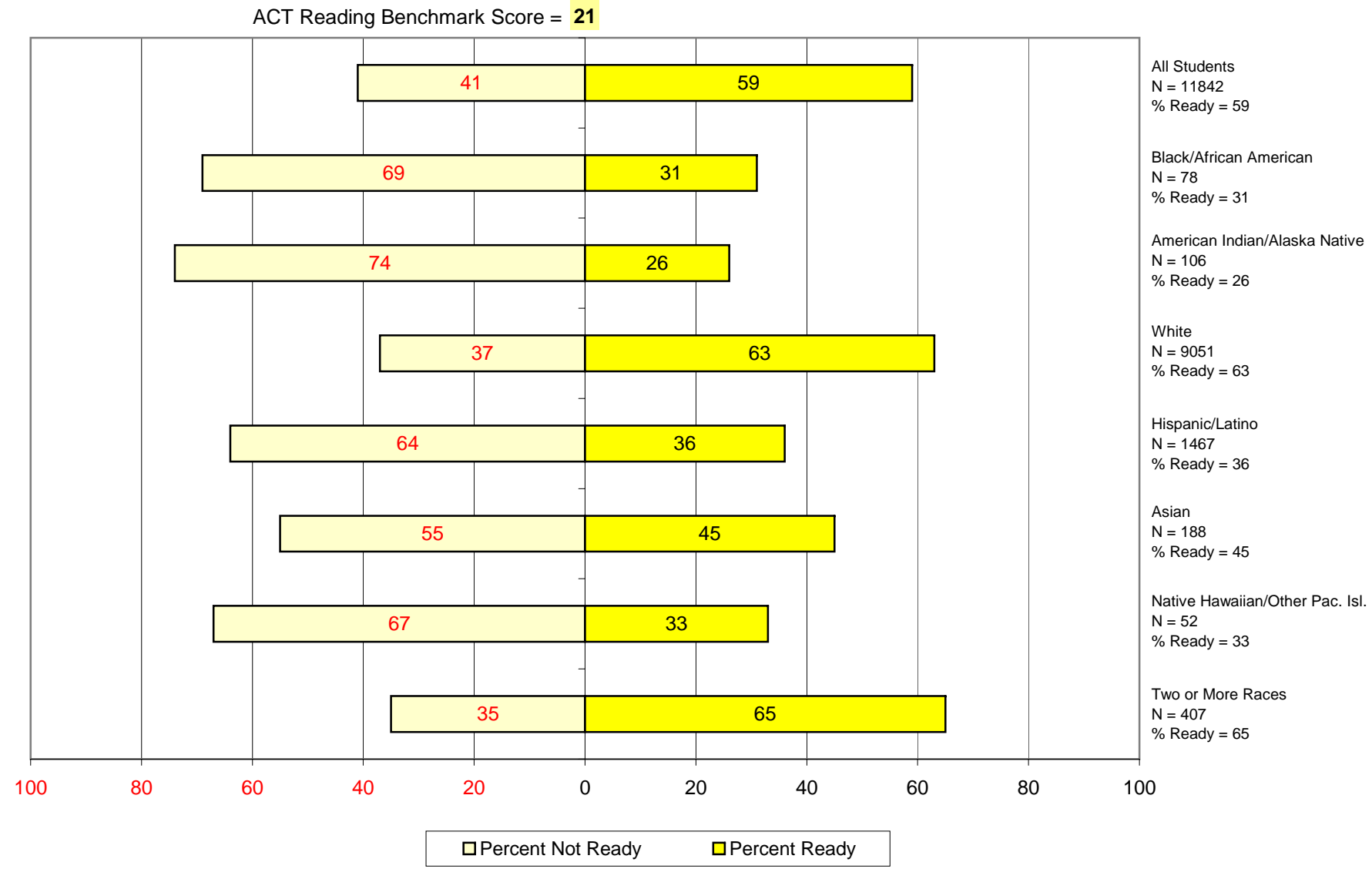
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS

ACT Mathematics Benchmark Score = **22**



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

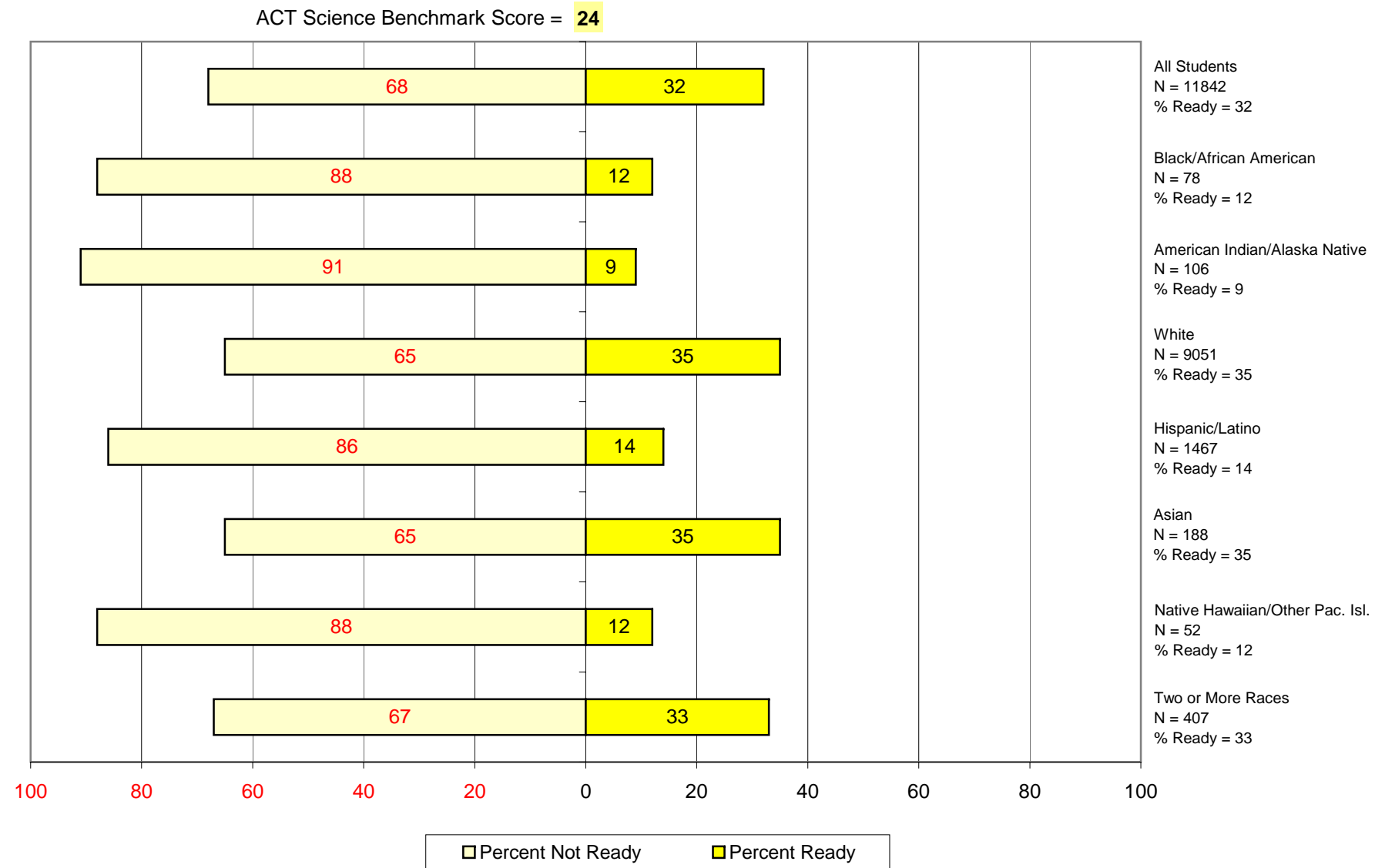
Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING



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

Total Students in Report: 11,842

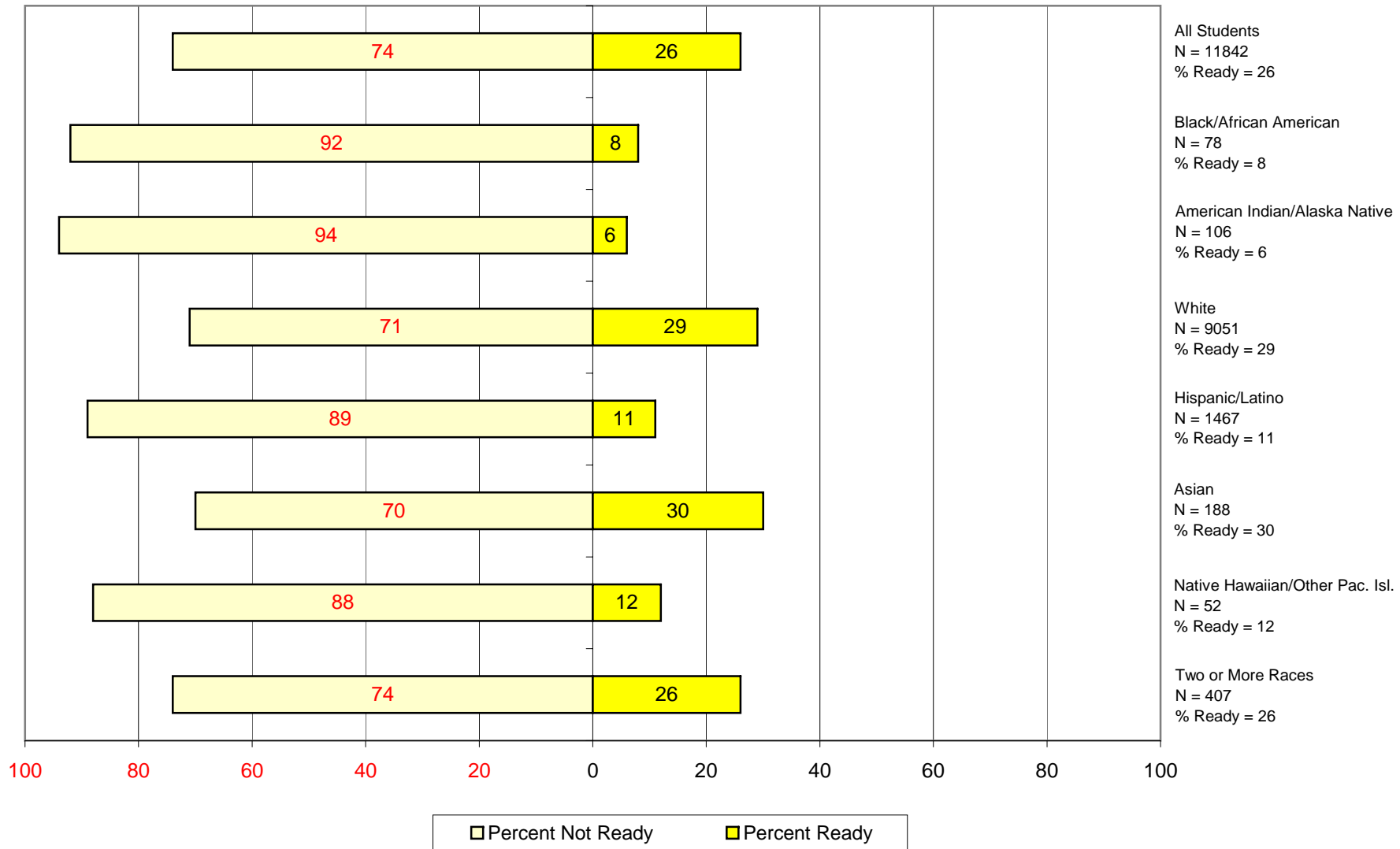
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE



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

Total Students in Report: 11,842

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



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

Total Students in Report: 11,842

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

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,863	24	21.9	4.1	1,184	22	21.5	4.4	1,679	26	22.1	3.6
Eng 9, Eng 10, Eng 11, Eng 12	8,566	72	20.9	3.1	4,071	75	20.6	3.5	4,493	70	21.2	2.7
Less than 4 years of English	294	2	17.8	-	141	3	17.1	-	153	2	18.5	-
Zero years / no English courses reported	119	1	18.5	-	62	1	17.9	-	57	1	19.1	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	589	5	24.4	7.9	268	5	25.2	8.5	321	5	23.7	7.4
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	937	8	22.6	6.1	379	7	22.9	6.2	558	9	22.4	6.1
Alg 1, Alg 2, Geom, & Trig	587	5	20.9	4.4	271	5	21.5	4.8	316	5	20.5	4.2
Alg 1, Alg 2, Geom, & Other Adv Math	1,899	16	21.0	4.5	756	14	21.6	4.9	1,143	18	20.5	4.2
Other comb of 4 or more years of Math	3,901	33	24.1	7.6	2,009	37	24.9	8.2	1,892	30	23.1	6.8
Alg 1, Alg 2, & Geom	2,397	20	18.1	1.6	1,036	19	18.6	1.9	1,360	21	17.8	1.5
Other comb of 3 or 3.5 years of Math	418	4	20.2	3.7	204	4	21.0	4.3	214	3	19.5	3.2
Less than 3 years of Math	976	8	16.5	-	461	8	16.7	-	514	8	16.3	-
Zero years / no Math courses reported	138	1	18.8	-	74	1	19.1	-	64	1	18.4	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	60	1	21.5	0.7	31	1	22.6	1.9	29	0	20.2	-0.7
Other comb of 4 or more years Social Science	6,236	53	22.5	1.7	2,770	51	22.5	1.8	3,464	54	22.5	1.6
US Hist, World Hist, & Am Gov	141	1	20.3	-0.5	76	1	20.0	-0.7	65	1	20.6	-0.3
Other comb of 3 or 3.5 years of Social Science	3,864	33	22.2	1.4	1,817	33	22.2	1.5	2,047	32	22.2	1.3
Less than 3 years of Social Science	1,413	12	20.8	-	698	13	20.7	-	715	11	20.9	-
Zero years / no Social Science courses reported	128	1	19.7	-	66	1	20.1	-	62	1	19.3	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	3,787	32	23.0	3.6	2,023	37	24.0	4.4	1,763	28	21.9	2.7
Bio, Chem, Phys	98	1	23.1	3.7	55	1	23.5	3.9	43	1	22.7	3.5
Gen Sci ² , Bio, Chem	3,857	33	21.5	2.1	1,515	28	21.9	2.3	2,342	37	21.2	2.0
Other comb of 3 years of Natural Science	627	5	21.8	2.4	364	7	22.7	3.1	263	4	20.6	1.4
Less than 3 years of Natural Science	3,348	28	19.4	-	1,436	26	19.6	-	1,911	30	19.2	-
Zero years / no Natural Science courses reported	125	1	19.2	-	65	1	19.3	-	60	1	19.1	-

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

²Includes General, Physical and Earth Sciences.

Total Students in Report: 11,842

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,863	24	21.9	76	380,162	23	21.7	73
Eng 9, Eng 10, Eng 11, Eng 12	8,566	72	20.9	71	1,178,400	71	20.5	67
Less than 4 years of English	294	2	17.8	51	64,748	4	16.5	41
Zero years / no English courses reported	119	1	18.5	54	42,707	3	16.5	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	589	5	24.4	73	108,668	7	24.0	69
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	937	8	22.6	64	151,050	9	22.0	58
Alg 1, Alg 2, Geom, & Trig	587	5	20.9	46	115,739	7	19.6	34
Alg 1, Alg 2, Geom, & Other Adv Math	1,899	16	21.0	47	279,658	17	19.9	36
Other comb of 4 or more years of Math	3,901	33	24.1	72	585,086	35	23.6	66
Alg 1, Alg 2, & Geom	2,397	20	18.1	16	228,058	14	17.3	12
Other comb of 3 or 3.5 years of Math	418	4	20.2	38	82,509	5	19.9	35
Less than 3 years of Math	976	8	16.5	5	69,741	4	16.6	8
Zero years / no Math courses reported	138	1	18.8	28	45,508	3	18.2	22
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	60	1	21.5	58	47,179	3	22.3	59
Other comb of 4 or more years Social Science	6,236	53	22.5	62	887,744	53	21.9	56
US Hist, World Hist, & Am Gov	141	1	20.3	41	84,563	5	20.2	44
Other comb of 3 or 3.5 years of Social Science	3,864	33	22.2	59	452,172	27	21.2	51
Less than 3 years of Social Science	1,413	12	20.8	48	149,266	9	19.7	40
Zero years / no Social Science courses reported	128	1	19.7	41	45,093	3	17.8	29
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	3,787	32	23.0	46	740,499	44	21.9	39
Bio, Chem, Phys	98	1	23.1	52	171,734	10	23.0	47
Gen Sci ¹ , Bio, Chem	3,857	33	21.5	32	466,992	28	20.0	22
Other comb of 3 years of Natural Science	627	5	21.8	35	45,992	3	19.5	20
Less than 3 years of Natural Science	3,348	28	19.4	15	194,661	12	18.4	13
Zero years / no Natural Science courses reported	125	1	19.2	17	46,139	3	17.9	14

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

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

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

Total Students in Report: 11,842

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

Planned Educational Major ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	329	3	20.5	36	5	18.0	282	3	20.8
Architecture	162	1	21.6	7	1	14.4	144	1	21.8
Area, Ethnic, & Multidisciplinary Studies	20	0	23.9	2	0	23.0	15	0	23.6
Arts: Visual & Performing	877	7	21.4	54	8	18.6	759	7	21.6
Business	871	7	20.9	65	10	17.5	754	7	21.3
Communications	185	2	22.6	1	0	12.0	174	2	22.6
Community, Family, & Personal Services	316	3	18.8	60	9	17.6	227	2	19.2
Computer Science & Mathematics	248	2	23.1	10	1	19.3	222	2	23.3
Education	637	5	21.5	14	2	17.5	601	6	21.6
Engineering	786	7	24.5	23	3	16.5	722	7	24.9
Engineering Technology & Drafting	149	1	20.7	21	3	17.0	118	1	21.5
English & Foreign Languages	184	2	23.8	5	1	18.4	169	2	24.0
Health Administration & Assisting	504	4	19.2	44	7	16.7	434	4	19.5
Health Sciences & Technologies	2,500	21	21.4	88	13	17.5	2,307	22	21.6
Philosophy, Religion, & Theology	58	0	21.9	3	0	18.7	48	0	22.0
Repair, Production, & Construction	220	2	17.8	86	13	17.6	117	1	18.0
Sciences: Biological & Physical	721	6	23.8	9	1	16.9	690	7	24.0
Social Sciences & Law	941	8	21.7	26	4	17.5	863	8	21.9
Undecided	1,934	16	21.7	111	16	17.8	1,566	15	22.1
No Response	200	2	18.3	10	1	14.3	58	1	20.1

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

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

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

Total Students in Report: 11,842

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

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	187	17.4	0	.	2	17.0	136	17.6	27	16.0
2-yr College Degree	488	17.6	2	12.5	10	15.8	334	18.2	106	16.0
Bachelors Degree	6,113	20.8	36	17.4	57	17.4	4,766	21.3	748	18.3
Graduate Study	1,624	23.8	12	17.6	3	19.0	1,298	24.1	137	21.4
Prof. Level Degree	2,533	23.5	17	19.5	17	21.5	1,915	23.9	295	20.4
Other	195	19.0	0	.	3	12.3	129	19.3	38	17.6
No Response	702	20.5	11	15.3	14	15.9	473	21.5	116	16.8

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	187	17.4	3	15.3	1	14.0	9	18.4	9	18.6
2-yr College Degree	488	17.6	2	17.0	2	18.5	17	18.0	15	16.5
Bachelors Degree	6,113	20.8	75	19.8	31	17.6	190	21.2	210	21.4
Graduate Study	1,624	23.8	25	24.8	7	22.6	56	23.9	86	23.9
Prof. Level Degree	2,533	23.5	61	24.0	5	22.8	104	23.8	119	24.1
Other	195	19.0	3	19.0	3	18.0	10	19.4	9	22.6
No Response	702	20.5	19	17.1	3	16.0	21	22.4	45	22.1

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

Total Students in Report: 11,842

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	3,530	1,397	2,133	2	9	27	34	21	8	1
IDAHO STATE UNIVERSITY	Idaho	2,615	879	1,736	2	10	29	32	19	7	1
UNIVERSITY OF IDAHO	Idaho	2,411	813	1,598	1	7	25	33	23	10	1
BRIGHAM YOUNG UNIVERSITY-IDAHO	Idaho	1,687	789	898	0	4	22	33	25	14	1
UTAH STATE UNIVERSITY	Utah	1,310	345	965	0	4	20	33	26	15	2
BRIGHAM YOUNG UNIVERSITY	Utah	1,268	553	715	0	1	11	31	32	22	3
GEAR UP IDAHO PROGRAM	Idaho	1,149	243	906	5	18	33	25	15	4	0
COLLEGE OF SOUTHERN IDAHO	Idaho	1,012	346	666	3	19	37	26	12	3	0
LEWIS CLARK STATE COLLEGE	Idaho	736	285	451	2	14	36	30	14	4	0
COLLEGE OF WESTERN IDAHO	Idaho	678	195	483	3	19	31	29	15	3	0
UNIVERSITY OF UTAH	Utah	567	101	466	1	3	15	28	28	22	4
COLLEGE OF IDAHO THE	Idaho	493	144	349	1	6	20	34	28	10	1
WASHINGTON STATE UNIVERSITY	Washington	461	79	382	0	5	16	35	30	12	1
NORTH IDAHO COLLEGE	Idaho	444	157	287	2	13	36	33	14	2	0
NORTHWEST NAZARENE UNIVERSITY	Idaho	339	109	230	1	8	23	32	26	9	0
UNIVERSITY OF WASHINGTON	Washington	327	85	242	1	4	11	27	30	24	3
UNIVERSITY OF OREGON	Oregon	261	54	207	1	7	15	30	28	17	2
OREGON STATE UNIVERSITY	Oregon	244	31	213	1	5	15	33	29	16	2
UNIVERSITY OF MONTANA	Montana	212	45	167	2	6	20	30	31	11	0
NCAA ELIGIBILITY CENTER	Indiana	206	93	113	0	4	23	34	27	10	1
WEBER STATE UNIVERSITY	Utah	186	39	147	1	5	32	32	18	12	0
MONTANA STATE UNIVERSITY-BOZEMAN	Montana	182	47	135	0	4	15	28	33	18	2
IDAHO STATE BOARD OF EDUCATION	Idaho	164	31	133	2	12	34	34	13	5	1
BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS	Hawaii	161	21	140	0	2	12	39	33	12	2
ARIZONA STATE UNIVERSITY	Arizona	155	29	126	0	7	16	32	29	14	1
STANFORD UNIVERSITY	California	147	37	110	0	1	5	11	23	37	24
EASTERN IDAHO TECHNICAL COLLEGE	Idaho	142	28	114	4	26	40	19	8	2	0
UTAH VALLEY UNIVERSITY	Utah	138	20	118	0	4	20	41	25	9	0
GONZAGA UNIVERSITY	Washington	132	25	107	0	1	16	28	30	22	4
TREASURE VALLEY COMMUNITY COLLEGE	Oregon	119	29	90	2	18	47	25	8	1	0
All Other Institutions		5,508	1,326	4,182	1	6	18	28	26	18	3
Total		26,984	8,375	18,609	1	8	24	31	23	12	2

Section V

Optional Writing Test Results

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

Total Students in Report: 11,842

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

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	3,651	931,148	23.0	21.5	7.1	7.1	21.9	20.7
Black/African American	26	113,247	17.2	16.6	6.3	6.2	16.8	16.4
American Indian/Alaska Native	22	5,233	18.2	17.8	6.7	6.5	18.0	17.5
White	2,757	518,974	23.6	23.2	7.2	7.2	22.4	22.1
Hispanic/Latino	425	150,249	19.5	18.5	6.7	6.8	18.9	18.3
Asian	81	53,381	22.1	23.7	7.1	7.6	21.2	22.8
Native Hawaiian/Other Pac. Isl.	18	2,851	20.2	19.9	6.7	7.1	19.5	19.6
Two or more races	141	32,346	24.3	21.9	7.3	7.1	23.0	21.1
Prefer not/No Response	181	54,867	24.0	21.8	7.1	7.1	22.7	21.0
Males	1,620	413,617	22.8	21.2	6.9	6.8	21.5	20.3
Females	2,031	515,745	23.2	21.7	7.3	7.2	22.2	21.1
Missing	0	1,786	.	16.8	.	6.3	.	16.6

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

