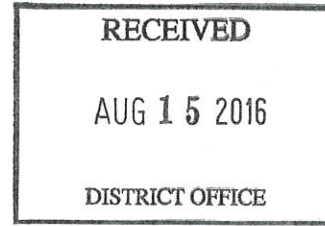


College Readiness Letter for:  
**MINIDOKA CO JOINT SCH DIST 331**

SUPERINTENDENT  
MINIDOKA CO JOINT SCH DIST 331  
310 10TH ST  
RUPERT, ID 83350



592450077



August 24, 2016  
Code: 137166



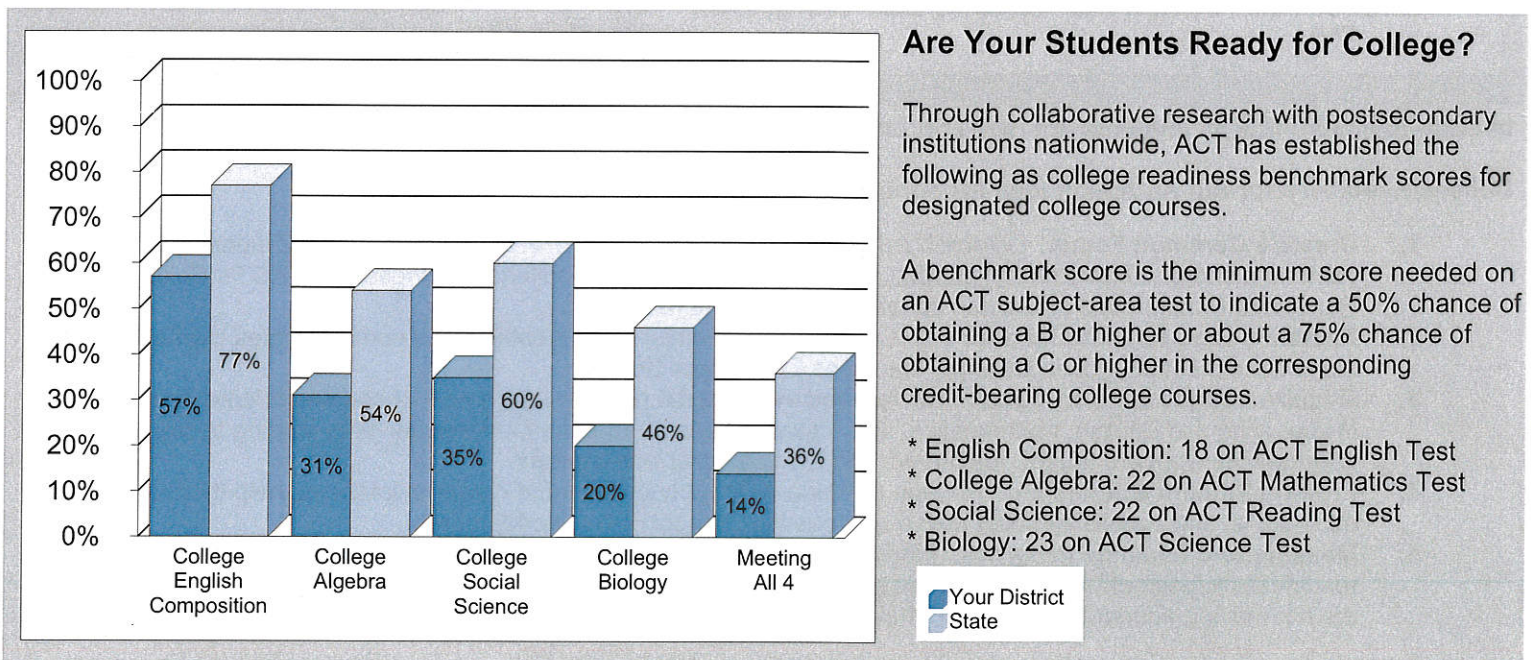
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2012	130	11,842	19.3	21.0	20.3	21.3	21.1	22.1	20.4	21.4	20.4	21.6
2013	72	8,624	20.8	21.5	21.6	21.8	22.7	22.7	21.6	21.8	21.8	22.1
2014	68	8,095	20.3	21.9	19.4	22.0	21.6	23.0	20.7	22.1	20.6	22.4
2015	71	7,362	19.9	22.3	20.0	22.2	20.4	23.4	19.7	22.4	20.2	22.7
<b>2016</b>	<b>84</b>	<b>7,181</b>	<b>18.9</b>	<b>22.3</b>	<b>19.3</b>	<b>22.1</b>	<b>20.3</b>	<b>23.5</b>	<b>19.8</b>	<b>22.4</b>	<b>19.7</b>	<b>22.7</b>

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**

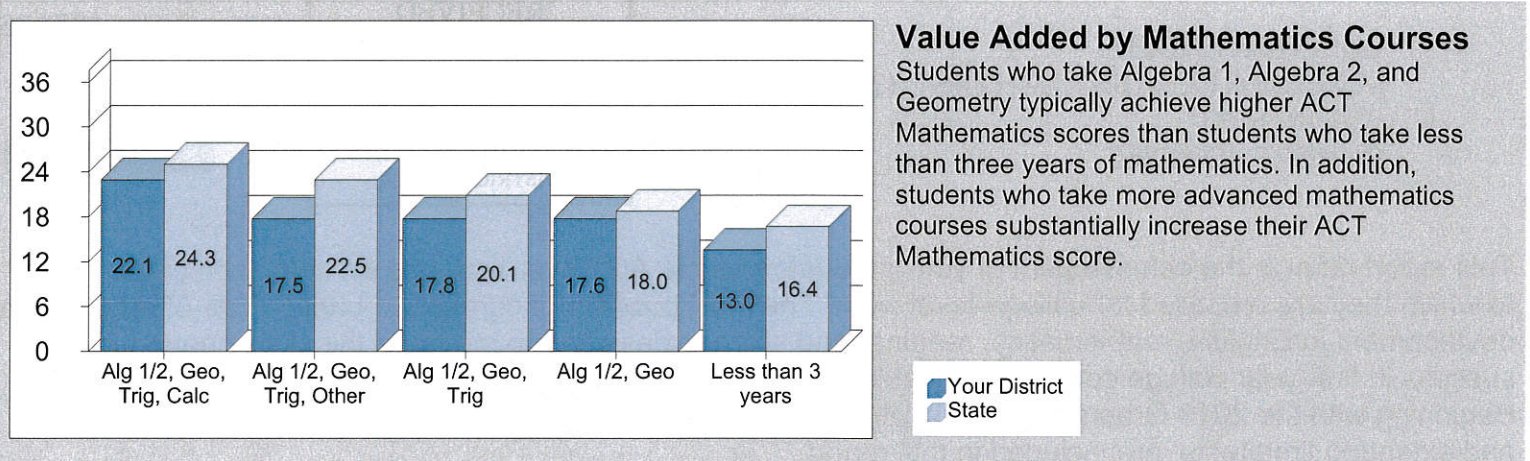


A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

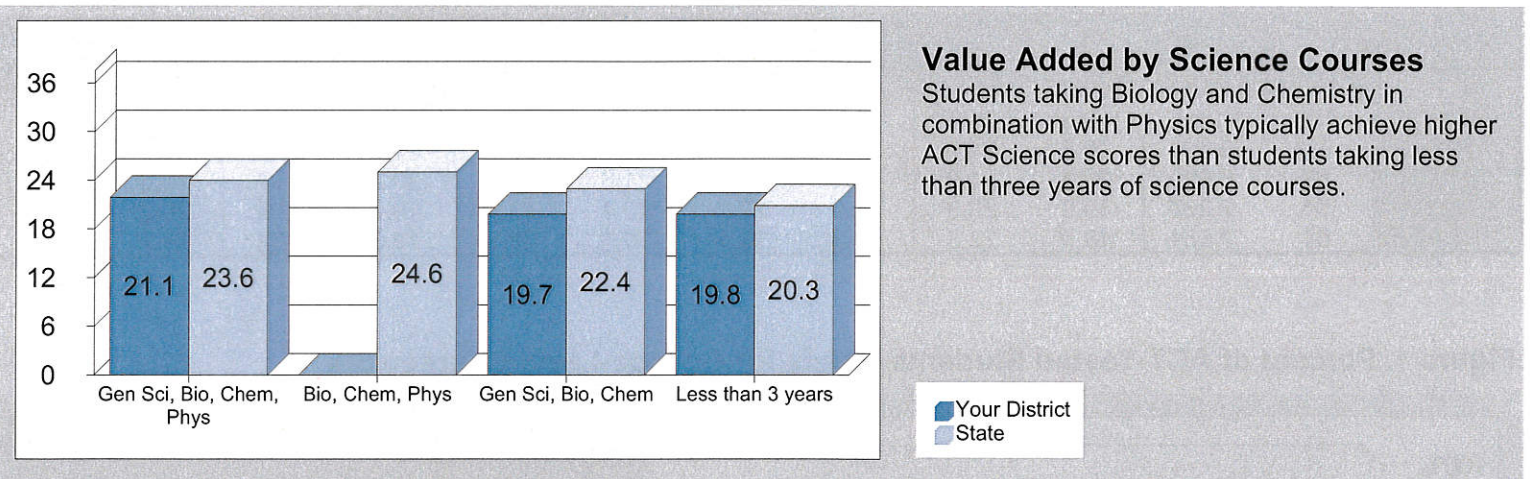
## College Readiness Letter for: MINIDOKA CO JOINT SCH DIST 331

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

**Figure 2. Average ACT Mathematics Scores by Course Sequence**



**Figure 3. Average ACT Science Scores by Course Sequence**



In order to ensure that all students are ready for college, an overview of vital action steps is provided.

### College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or [customerservices@act.org](mailto:customerservices@act.org).