

























Neah-Kah-Nie High School

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Rockaway Beach, OR 97136

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ACT Report 2016

1. These results are for the seniors that graduated in 2016 who took the ACT during their junior year. This is interesting data which needs to be reviewed, analyzed and responded to when areas of concern are indicated or areas of celebration are noted.
2. Passing scores on the ACT indicate a 50-75% prediction of passing college classes with B or C grade.
3. We paid \$50 per student to take this test, students did not pay...I am not sure if this impacted their motivation to do well. They can use these results as an alternative means to demonstrate essential skills...that should be motivating.
4. Table 1: Results compare different classes to each other... in all cases this class performed worse than the class before them on ACT...except for in Reading/ Social Studies.
5. Figure 1: Results compare our students to the state. ACT indicates that our students underperform the state in all areas. According to the SBAC test results these students performed better than the state average in Language Arts (75/68), Social Studies (83/47), Biology (66/57) and Writing (optional in ACT). Math was the only area where SBAC scores at NKN were lower than state averages (15/31)...Figure 2: NKN Advanced math students outperform the state average. Figure 3: Advanced Science students at NKN underperform the state average on ACT.
6. Performance on SBAC and ACT have poor correlation- both are supposed to measure college readiness...scores match only 56% of scores in students sampled.
To illustrate this correlation I compared 4 students headed to college after graduation

Student	Writing-optional	Lang. Arts	Math	Soc. Studies	Science
4yr- "A student"	25/4			 / ?	
CC- "B/C student"	--/passed worksamle	 19 / 3	 20 / 2	 21 / 	 17 / 
CC- "A/B student"	21/passed worksamle		 16 / 1	 21 / 	 19 / 
CC- "C/D student"	--/passed worksamle	 13 / 2	 13 / 1	 / 	 19 / 
ACT passing/ SBAC passing	?/3	18 / 3	22 / 3	22 / 3	23 / 3

College Readiness Letter for:
NEAH-KAH-NIE SCHOOL DIST 56

August 24, 2016
Code: 387498

SUPERINTENDENT
NEAH-KAH-NIE SCHOOL DIST 56
PO BOX 28
ROCKAWAY BCH, OR 97136



592710109



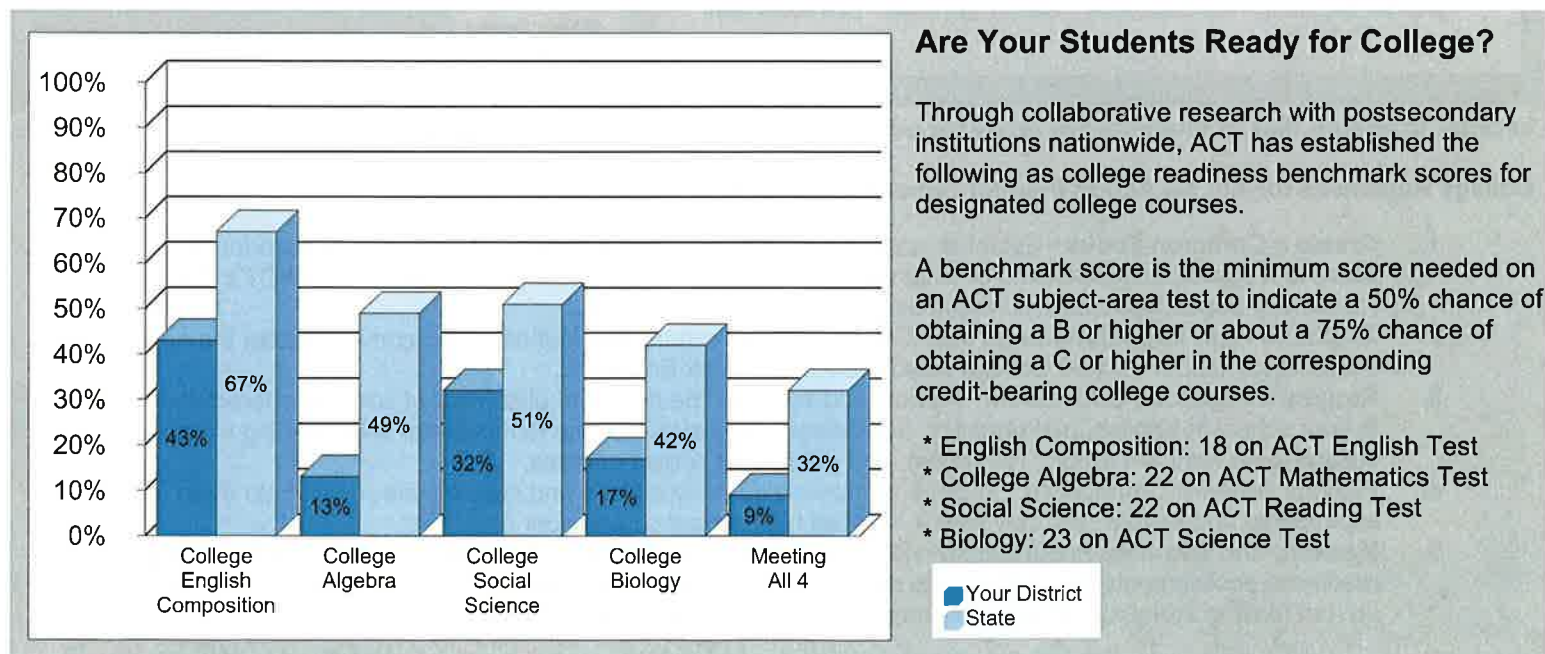
011062110

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	49	12,462	17.5	20.6	18.9	21.6	19.7	21.8	18.9	21.3	18.9	21.4
2013	40	12,857	18.8	20.8	19.3	21.6	20.0	21.9	19.4	21.3	19.5	21.5
2014	37	13,568	16.6	20.8	18.5	21.4	18.9	21.9	17.4	21.1	18.1	21.4
2015	33	14,198	17.4	20.8	18.4	21.4	18.7	22.1	18.5	21.4	18.4	21.5
2016	53	14,724	17.2	21.0	17.3	21.4	19.1	22.3	17.2	21.6	17.8	21.7

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

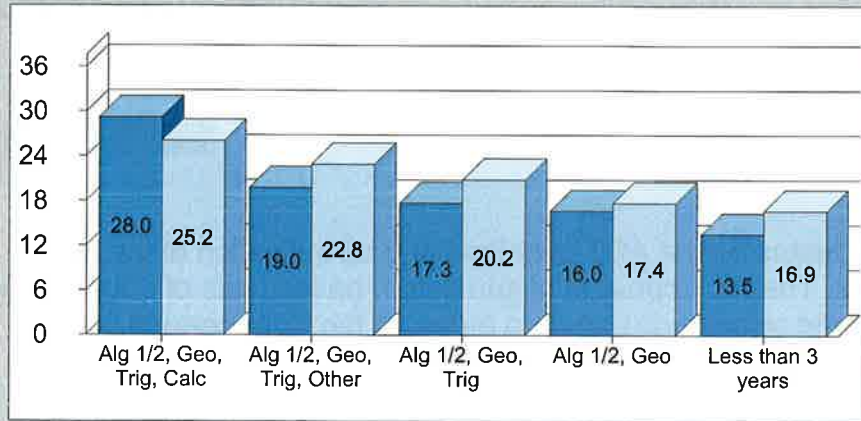


A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for: NEAH-KAH-NIE SCHOOL DIST 56

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.

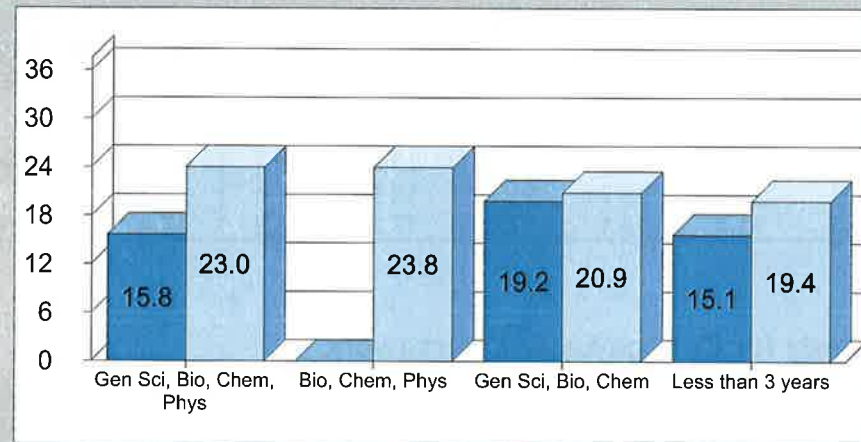
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

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.



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7. What are we going to do with this information?
 - a. Continue to compare results from a variety of sources and determine areas of focus and celebration.
 - b. Decide whether we should continue to give the assessment and pay for it or change our practice.
 - c. New testing coordinator will be given this information to insure if we decide to continue to give the assessment that students do their best on the test and parents are informed of it's implications.
 - d. Focus on improving math results continues...
 - i. results from last year's SBAC indicate that our students improved 15-42% and outperformed state average.
 - ii. We will continue to monitor student's readiness for the test by giving the SMcIAP math assessment each trimester and using it to hone our instruction.
 - iii. Teachers participate in mentoring, department teams (focus on improving curriculum, instruction and assessments), PLC and district math committee (focused on improving skills at all levels)
 - e. Continued focus on reading and writing across the curriculum
 - f. Late Start Wednesday focus on professional development/ strong instructional practices.
 - g. New Aspire Coordinator will implement mentoring and support counseling center in order to better prepare students for college and career.
 - h. We continue to have a large percentage of students take and successfully earn college credit while in high school.
 - i. We continue to work at building a college/career going culture and focus on critical soft skills to support the successful transition to post HS plans.
 - i. CIS used at all grade levels
 - ii. Attendance at college and career fairs
 - iii. Hosting local interview fair
 - iv. Hosting college/ military and career reps during lunch hours