

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, updated for 2013, are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

For more information, go to www.act.org

Total Students in Report: 31

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

Year	Number of Students Tested		Percent Who Met Benchmarks						Met All Four	
	School	State	English	Mathematics	Reading	Science	School	State	School	State
2009	55	10,228	58	45	60	33	60	30	25	24
2010	50	10,647	66	47	60	34	60	32	24	26
2011	41	11,321	63	47	54	34	59	32	24	26
2012	43	11,842	70	47	58	30	59	32	21	26
2013	31	8,624	77	52	42	32	54	43	16	32

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores						Composite	
	School	State	English	Mathematics	Reading	Science	School	State	School	State
2009	55	10,228	19.4	21.4	22.3	21.3	22.3	21.4	21.2	21.6
2010	50	10,647	20.2	20.2	22.1	21.4	22.4	21.6	21.0	21.8
2011	41	11,321	19.8	20.8	20.1	21.3	22.2	21.5	20.6	21.7
2012	43	11,842	19.5	19.9	21.6	21.3	22.1	21.4	20.6	21.6
2013	31	8,624	21.4	20.3	21.0	21.8	22.7	21.8	21.0	22.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores			Composite
		English	Mathematics	Science	
2009	1,480,469	20.6	21.0	20.9	21.1
2010	1,568,835	20.5	21.0	20.9	21.0
2011	1,623,112	20.6	21.1	20.9	21.1
2012	1,666,017	20.5	21.1	20.9	21.1
2013	1,799,243	20.2	20.9	20.7	20.9

Advanced Opportunities
Dual Credit

	2012-2013	2013-2014	2014-2015 1st Semester
Sophomores	9	7	15
Juniors	14	16	28
Seniors	6	7	24
Total Students	29	30	67
Total # of College Credits	105	109	234

Graduation Rates By Schools Historical Rates

Actual graduation rate based on the AYP formula

DistrictCode	DistrictName	Bldg	SchoolName	GRate12-13	GRate11-12	GRate10-11	GRate0910	GRate0809	GRate0708	GRate0607	GRate0506	GRate0405	GradRate0304	GradRate0203
150	SODA SPRINGS JOINT DISTRICT	401	SODA SPRINGS HIGH SCHOOL	96.2%	96.90%	98.20	100.00%	94.59%	96.67	97.06	94.59	95.06	91.67	97.14

Clarification on GED, Graduation Rate and Dropout Rate

March 1, 2013

For purposes of graduation rate, students with GEDs count neither as graduates nor as dropouts. In mathematical terms, a student marked as having a GED in ISEE up until the beginning of the graduation rate appeal window would come out of the numerator and the denominator before the graduation rate is calculated. So in the recent appeals window, student appeals related to GED were denied in that they could not be considered graduates, but as is indicated above, nor were they counted as dropouts.

As we transition to a new graduation rate, please understand the following:

- **Current NCLB Graduation Rate:** GED completers are excluded from the calculation, both from the numerator and the denominator.
- **New Cohort Graduation Rate:** GED completers are included in the denominator but excluded from the numerator. This is not because they are considered as dropouts, but rather because they are not considered as graduates. We cannot exclude GED completers from the denominator because they are in the cohort.

In addition to reporting the graduation rate, the state does report dropout rates through EdFacts. This is a separate federal reporting requirement that differs from Graduation Rate reporting in the grades and timeframe reported and in the specific reporting deadlines. The state uses ISEE data to complete this federal reporting. For the purposes of the EdFacts Dropout reporting file only, the federal government does exclude GED completers from the dropout rate calculation as long as they complete their GED prior to October 1.

If you believe your data is incorrect in the EdFacts report, it is because the data uploaded to ISEE is incorrect. Please work with your regional ISEE Coordinator to ensure this information is corrected.

Miscellaneous Information

Sophomore w/ no cost

PSAT Scores

2012-2013 PSAT number of students tested
2012-2013 PSAT average score
2013-2014 PSAT number of students tested
2013-2014 PSAT average score

	Reading	Math	Writing	Composite
2012-2013 PSAT number of students tested	30	30	30	30
2012-2013 PSAT average score	46.7	47.1	46.7	140.5
2013-2014 PSAT number of students tested	82	82	82	82
2013-2014 PSAT average score	46.5	45	42.63	134.13

Benchmark scores

45	47	45
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GRADE 10

DISTRICT: **SODA SPRINGS JOINT DISTRICT 150**
SCHOOL: **SODA SPRINGS HIGH SCHOOL 0079**

Proficiency Level Ranges		Science				
		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
	Science					
A	>229					
P	219-229					
B	213-218					
BB	<213					
All Students		45	4.4	8.9	33.3	53.3
Male		26	7.7	15.4	26.9	50.0
Female		19	0	0	42.1	57.9
American Indian / Alaskan Native		0	*	*	*	*
Asian		0	*	*	*	*
Black / African American		0	*	*	*	*
Native Hawaiian / Other Pacific Islander		1	*	*	*	*
White		42	2.4	9.5	35.7	52.4
Hispanic or Latino Ethnicity		2	*	*	*	*
Two or More Races		0	*	*	*	*
Economically Disadvantaged		11	0	18.2	27.3	54.5
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		2	*	*	*	*