INDEPENDENCE COMMUNITY SCHOOL DISTRICT

Annual Progress Report
2017-2018

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Independence Community School District Board of Education

Eric Smith – President
Brian Eddy – Vice President
Kim Hansen - Director
Gina Trimble – Director
Jennifer Sornson - Director
Laura Morine – Secretary
Jean Peterson – Superintendent

2017-2018 Management Team

Jean Peterson, Superintendent
Laura Morine, Finance Director
Erin Burmeister, Director of School Improvement
Danielle Meyer, East Elementary & Early Childhood Center Principal
Cherilyn Reed, West Elementary Principal
John Howard, Junior/Senior High Principal
Dewey Hupke, Junior/Senior High Assistant Principal
Steve Noyes, Technology Director
Annette Harbaugh, Food Service Director
Kim Chesmore, Transportation Director
Chad O'Brien, Buildings and Grounds Director

BOARD OF EDUCATION GOAL

The Independence Community School District's Board of Education will promote efforts to increase student achievement by supporting district initiatives and will strive to provide opportunities, resources, and a highly qualified staff to all students. The Board will work to enhance a climate of positive communication while managing the schools in an efficient and cost effective manner.

The Department of Education requires that each school district provide a yearly report to the community that outlines the district's progress toward achievement of established academic achievement goals.

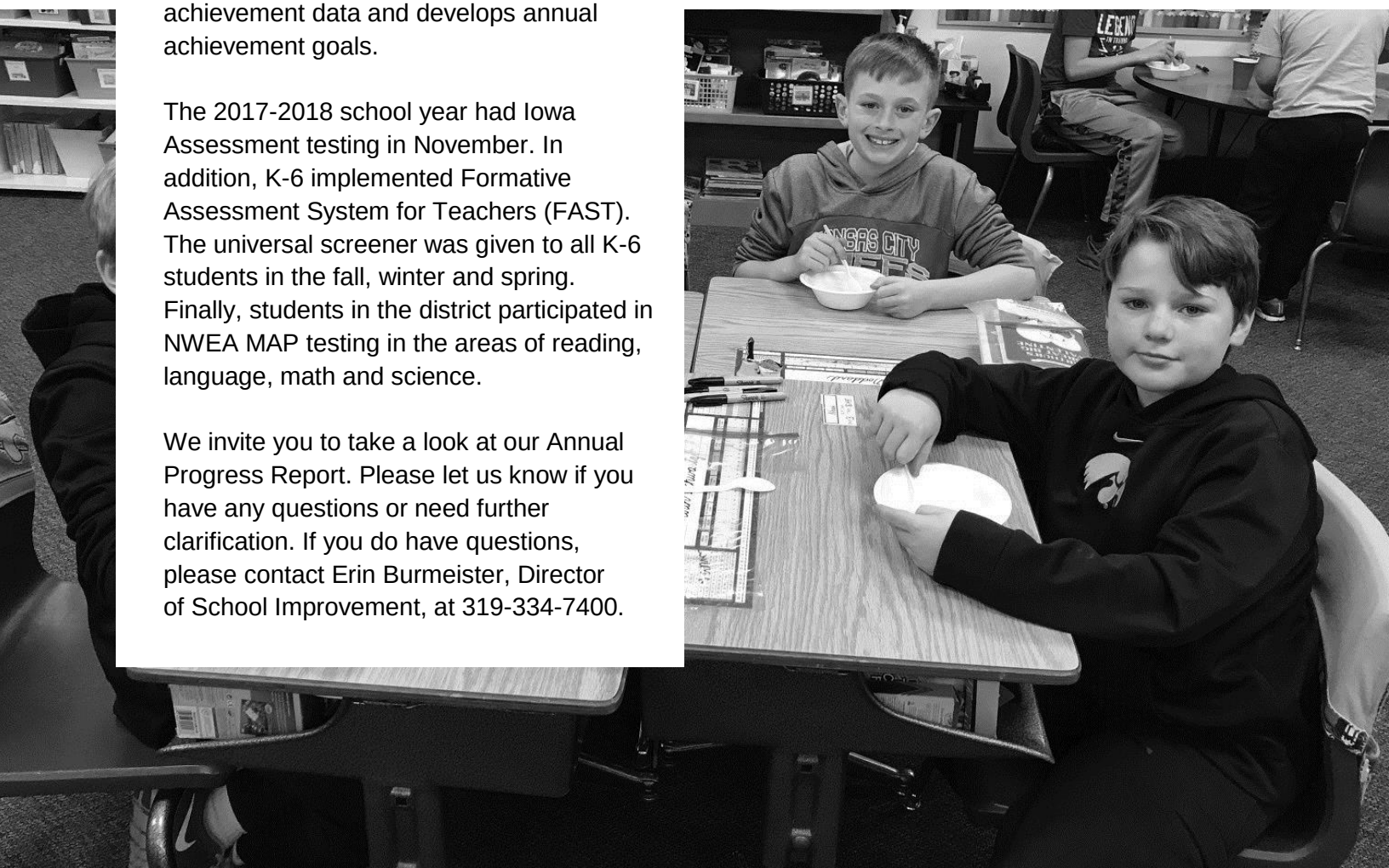
Our assessment procedures are extremely important for measuring students' progress. We need to know who is succeeding and who needs more support. This student achievement data drives our classroom instruction and the professional development initiatives for our teachers. We continually review our students' progress and discuss what it will take to make us better. Our teachers are devoted to our students and want to make a positive difference in each student's life.

Additionally, each year the Independence Community School District's School Improvement Advisory Committee (SIAC), which is comprised of parents, community members, teachers, students, and administrators, analyzes student achievement data and develops annual achievement goals.

The 2017-2018 school year had Iowa Assessment testing in November. In addition, K-6 implemented Formative Assessment System for Teachers (FAST). The universal screener was given to all K-6 students in the fall, winter and spring. Finally, students in the district participated in NWEA MAP testing in the areas of reading, language, math and science.

We invite you to take a look at our Annual Progress Report. Please let us know if you have any questions or need further clarification. If you do have questions, please contact Erin Burmeister, Director of School Improvement, at 319-334-7400.

EDUCATING PEOPLE TO BE LIFE LONG LEARNERS AND RESPECTFUL, RESPONSIBLE CITIZENS.



2017-2018 Assessment Results

The tables on the next pages illustrate how our students performed in 2017-2018 as compared to others in the state and in our AEA* on Iowa Assessments. Additionally, information about FAST performance and ACT data can be found.

Proficiency and What it Means

Proficiency on Iowa Assessments is described as any student who scores at or above the 41st percentile. The goal is to increase the percent of students who score above the 41st percentile. We are also concerned with individual growth of students and growth within and between grades.

The following pages summarize the 2017-2018 assessment results for the Independence Community School District.

*For information on what school districts are a part of Central Rivers AEA (CRAEA) please visit: https://www.centralriversaea.org/school-directory/

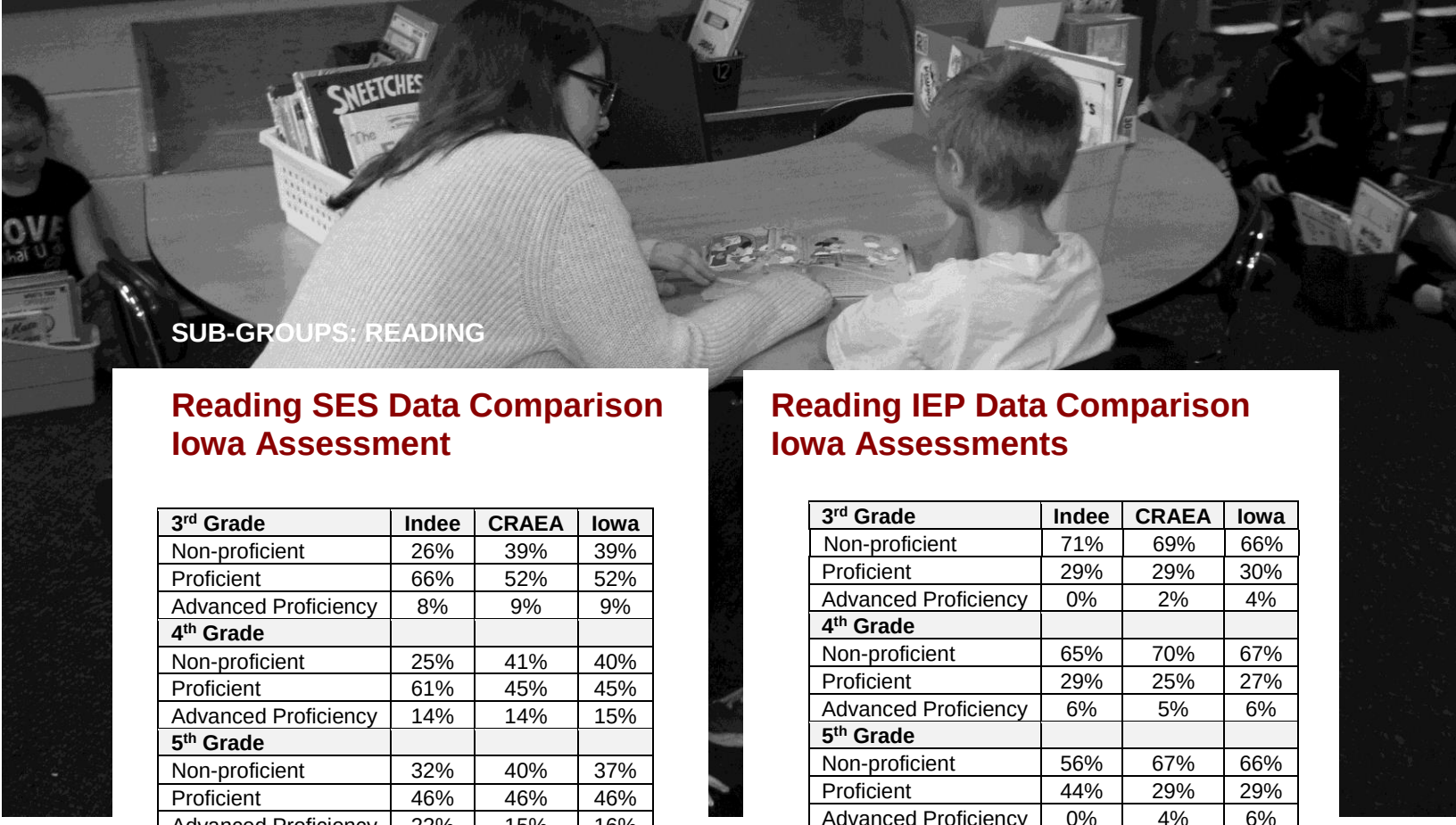
By studying our data, we can identify the students who are struggling or who need challenged and can find ways to best support them.

Iowa Assessments Reading Comprehension

These tables illustrate how our total population of students in grades 3-11 performed as compared to other students in our AEA and those across the state on Iowa Assessments.

The ability to read impacts every other content area and is one of the district's goal areas. Staff continuously study research based reading strategies and seek ways to improve instruction.

3rd Grade	**Indee**	**CRAEA**	**Iowa**
Non-proficient	20%	28%	25%
Proficient	66%	56%	56%
Advanced Proficiency	14%	16%	18%
4th Grade			
Non-proficient	17%	29%	27%
Proficient	58%	47%	46%
Advanced Proficiency	24%	24%	27%
5th Grade			
Non-proficient	22%	27%	25%
Proficient	55%	48%	47%
Advanced Proficiency	22%	25%	28%
6th Grade			
Non-proficient	19%	29%	28%
Proficient	62%	48%	47%
Advanced Proficiency	18%	23%	26%
7th Grade			
Non-proficient	27%	28%	27%
Proficient	57%	52%	52%
Advanced Proficiency	16%	19%	21%
8th Grade			
Non-proficient	28%	27%	26%
Proficient	52%	52%	51%
Advanced Proficiency	20%	21%	24%
9th Grade			
Non-proficiency	17%	19%	18%
Proficient	68%	58%	57%
Advanced Proficiency	15%	23%	26%
10th Grade			
Non-proficiency	9%	16%	15%
Proficient	69%	64%	62%
Advanced Proficiency	21%	20%	22%
11th Grade			
Non-proficiency	19%	22%	23%
Proficient	71%	68%	66%
Advanced Proficiency	9%	10%	12%



SUB-GROUPS: READING

Reading SES Data Comparison Iowa Assessment

3rd Grade	Indee	CRAEA	Iowa
Non-proficient	26%	39%	39%
Proficient	66%	52%	52%
Advanced Proficiency	8%	9%	9%
4th Grade			
Non-proficient	25%	41%	40%
Proficient	61%	45%	45%
Advanced Proficiency	14%	14%	15%
5th Grade			
Non-proficient	32%	40%	37%
Proficient	46%	46%	46%
Advanced Proficiency	22%	15%	16%
6th Grade			
Non-proficient	37%	42%	41%
Proficient	48%	46%	45%
Advanced Proficiency	15%	12%	13%
7th Grade			
Non-proficient	46%	42%	41%
Proficient	39%	49%	49%
Advanced Proficiency	15%	10%	10%
8th Grade			
Non-proficient	39%	40%	40%
Proficient	58%	48%	48%
Advanced Proficiency	3%	12%	11%
9th Grade			
Non-proficiency	30%	31%	30%
Proficient	63%	58%	57%
Advanced Proficiency	7%	11%	13%
10th Grade			
Non-proficiency	17%	26%	27%
Proficient	72%	63%	62%
Advanced Proficiency	10%	11%	11%
11th Grade			
Non-proficiency	24%	37%	38%
Proficient	71%	60%	58%
Advanced Proficiency	5%	4%	5%

Our subgroup performance is important to us. Some 40% of our students fall into the low socio-economic subgroup (SES) and 14% are in special education (IEP). The table above shows how our low socio-economic subgroup compares to others in the area and state.

Reading IEP Data Comparison Iowa Assessments

3rd Grade	Indee	CRAEA	Iowa
Non-proficient	71%	69%	66%
Proficient	29%	29%	30%
Advanced Proficiency	0%	2%	4%
4th Grade			
Non-proficient	65%	70%	67%
Proficient	29%	25%	27%
Advanced Proficiency	6%	5%	6%
5th Grade			
Non-proficient	56%	67%	66%
Proficient	44%	29%	29%
Advanced Proficiency	0%	4%	6%
6th Grade			
Non-proficient	62%	73%	71%
Proficient	31%	25%	25%
Advanced Proficiency	8%	3%	4%
7th Grade			
Non-proficient	86%	73%	73%
Proficient	14%	24%	24%
Advanced Proficiency	0%	3%	3%
8th Grade			
Non-proficient	85%	73%	74%
Proficient	15%	26%	24%
Advanced Proficiency	0%	1%	2%
9th Grade			
Non-proficiency	69%	63%	61%
Proficient	31%	35%	36%
Advanced Proficiency	0%	2%	3%
10th Grade			
Non-proficiency	31%	55%	56%
Proficient	69%	42%	41%
Advanced Proficiency	0%	2%	3%
11th Grade			
Non-proficiency	80%	74%	72%
Proficient	20%	26%	27%
Advanced Proficiency	0%	3%	1%

The ICSD has made a commitment to help our elementary readers. All students K-6 who fall below benchmarks will receive an intervention. This time is put in the academic day to help meet the needs of all our struggling readers.

Math

These tables illustrate how our total population of students in grades 3-11 performed on Iowa Assessments as compared to other students in our AEA and those across the state.

3rd Grade	Indee	CRAEA	Iowa
Non-proficient	18%	25%	24%
Proficient	50%	51%	50%
Advanced Proficiency	32%	23%	27%
4th Grade			
Non-proficient	20%	26%	25%
Proficient	44%	51%	49%
Advanced Proficiency	36%	23%	26%
5th Grade			
Non-proficient	17%	27%	27%
Proficient	44%	49%	47%
Advanced Proficiency	39%	24%	26%
6th Grade			
Non-proficient	9%	27%	27%
Proficient	47%	50%	49%
Advanced Proficiency	44%	23%	25%
7th Grade			
Non-proficient	16%	19%	19%
Proficient	61%	58%	58%
Advanced Proficiency	23%	23%	23%
8th Grade			
Non-proficient	16%	25%	26%
Proficient	48%	52%	50%
Advanced Proficiency	35%	23%	24%
9th Grade			
Non-proficiency	21%	23%	23%
Proficient	65%	63%	60%
Advanced Proficiency	13%	14%	16%
10th Grade			
Non-proficiency	10%	18%	20%
Proficient	66%	64%	61%
Advanced Proficiency	24%	17%	19%
11th Grade			
Non-proficiency	10%	17%	19%
Proficient	60%	61%	59%
Advanced Proficiency	30%	21%	22%

All grades were above the state and AEA percent proficient in math.

3rd, 4th, 5th, 6th, 7th, 8th, 10th, and 11th grade scored 80% or above indicating strong core math instruction.

SUB GROUPS: MATH

Math SES Data Comparison Iowa Assessment

3rd Grade	Indee	CRAEA	Iowa
Non-proficient	25%	38%	37%
Proficient	58%	50%	50%
Advanced Proficiency	17%	13%	13%
4th Grade			
Non-proficient	25%	39%	39%
Proficient	53%	49%	49%
Advanced Proficiency	22%	12%	12%
5th Grade			
Non-proficient	34%	41%	41%
Proficient	44%	46%	46%
Advanced Proficiency	22%	13%	13%
6th Grade			
Non-proficient	15%	41%	42%
Proficient	48%	48%	47%
Advanced Proficiency	37%	11%	11%
7th Grade			
Non-proficient	30%	31%	32%
Proficient	52%	59%	58%
Advanced Proficiency	17%	10%	10%
8th Grade			
Non-proficient	21%	39%	43%
Proficient	64%	50%	47%
Advanced Proficiency	15%	11%	10%
9th Grade			
Non-proficiency	37%	36%	38%
Proficient	56%	59%	57%
Advanced Proficiency	7%	4%	5%
10th Grade			
Non-proficiency	13%	30%	34%
Proficient	70%	64%	59%
Advanced Proficiency	17%	6%	7%
11th Grade			
Non-proficiency	17%	31%	34%
Proficient	59%	59%	58%
Advanced Proficiency	24%	10%	8%

The Iowa Assessments include a wide range of tests given to all students. The table above shows the average scores for each grade in math as compared to our AEA and the state. The ICSD strives to have all students reach proficiency and advanced proficiency.

Math IEP Comparison Data Iowa Assessments

3rd Grade	Indee	CRAEA	Iowa
Non-proficient	71%	57%	56%
Proficient	29%	37%	36%
Advanced Proficiency	0%	6%	8%
4th Grade			
Non-proficient	53%	60%	60%
Proficient	41%	34%	33%
Advanced Proficiency	6%	6%	7%
5th Grade			
Non-proficient	50%	60%	64%
Proficient	44%	35%	30%
Advanced Proficiency	6%	5%	6%
6th Grade			
Non-proficient	23%	70%	69%
Proficient	69%	28%	27%
Advanced Proficiency	8%	2%	4%
7th Grade			
Non-proficient	67%	56%	59%
Proficient	33%	41%	38%
Advanced Proficiency	6%	3%	3%
8th Grade			
Non-proficient	46%	70%	74%
Proficient	46%	28%	24%
Advanced Proficiency	8%	2%	2%
9th Grade			
Non-proficiency	81%	67%	68%
Proficient	19%	32%	38%
Advanced Proficiency	0%	1%	1%
10th Grade			
Non-proficiency	54%	58%	63%
Proficient	46%	40%	36%
Advanced Proficiency	0%	1%	1%
11th Grade			
Non-proficiency	70%	63%	63%
Proficient	30%	37%	36%
Advanced Proficiency	0%	1%	1%

Science

These tables illustrate how our total population of students in grades 3-11 performed as compared to other students in our AEA and those across the state.

3rd Grade	Indee	CRAEA	Iowa
Non-proficient	15%	23%	21%
Proficient	58%	58%	57%
Advanced Proficiency	25%	19%	21%
4th Grade			
Non-proficient	14%	20%	18%
Proficient	64%	60%	60%
Advanced Proficiency	21%	20%	22%
5th Grade			
Non-proficient	20%	23%	22%
Proficient	57%	60%	58%
Advanced Proficiency	23%	17%	20%
6th Grade			
Non-proficient	18%	29%	26%
Proficient	70%	57%	57%
Advanced Proficiency	12%	14%	16%
7th Grade			
Non-proficient	23%	24%	22%
Proficient	66%	65%	64%
Advanced Proficiency	11%	11%	14%
8th Grade			
Non-proficient	14%	19%	18%
Proficient	74%	68%	68%
Advanced Proficiency	12%	13%	15%
9th Grade			
Non-proficiency	21%	22%	22%
Proficient	69%	62%	61%
Advanced Proficiency	10%	16%	18%
10th Grade			
Non-proficiency	14%	20%	19%
Proficient	68%	67%	65%
Advanced Proficiency	18%	14%	16%
11th Grade			
Non-proficiency	18%	21%	23%
Proficient	65%	59%	56%
Advanced Proficiency	17%	20%	21%

All grade levels were at or above state and AEA percent of students proficient in science.

SUB GROUPS: SCIENCE

Science SES Data Comparison Iowa Assessment

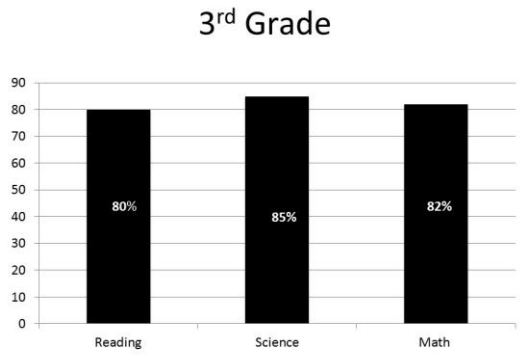
3rd Grade	Indee	CRAEA	Iowa
Non-proficient	26%	33%	33%
Proficient	60%	57%	55%
Advanced Proficiency	13%	10%	11%
4th Grade			
Non-proficient	17%	30%	29%
Proficient	72%	60%	60%
Advanced Proficiency	11%	11%	11%
5th Grade			
Non-proficient	38%	36%	34%
Proficient	48%	55%	56%
Advanced Proficiency	15%	9%	10%
6th Grade			
Non-proficient	30%	42%	40%
Proficient	63%	50%	52%
Advanced Proficiency	7%	8%	8%
7th Grade			
Non-proficient	35%	38%	36%
Proficient	59%	57%	58%
Advanced Proficiency	7%	5%	6%
8th Grade			
Non-proficient	21%	30%	30%
Proficient	79%	64%	63%
Advanced Proficiency	0%	6%	6%
9th Grade			
Non-proficiency	35%	36%	35%
Proficient	60%	58%	57%
Advanced Proficiency	5%	6%	7%
10th Grade			
Non-proficiency	20%	32%	33%
Proficient	67%	61%	61%
Advanced Proficiency	13%	7%	7%
11th Grade			
Non-proficiency	22%	35%	38%
Proficient	66%	55%	53%
Advanced Proficiency	12%	10%	9%

Science IEP Data Comparison Iowa Assessments

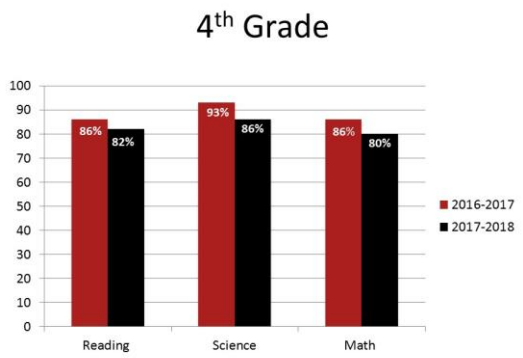
3rd Grade	Indee	CRAEA	Iowa
Non-proficient	43%	42%	40%
Proficient	57%	52%	51%
Advanced Proficiency	0%	6%	9%
4th Grade			
Non-proficient	18%	39%	40%
Proficient	76%	54%	53%
Advanced Proficiency	6%	7%	7%
5th Grade			
Non-proficient	44%	45%	47%
Proficient	56%	49%	46%
Advanced Proficiency	0%	6%	6%
6th Grade			
Non-proficient	38%	61%	59%
Proficient	54%	37%	37%
Advanced Proficiency	8%	2%	4%
7th Grade			
Non-proficient	67%	56%	58%
Proficient	29%	42%	39%
Advanced Proficiency	5%	2%	3%
8th Grade			
Non-proficient	54%	53%	53%
Proficient	46%	45%	45%
Advanced Proficiency	0%	2%	2%
9th Grade			
Non-proficiency	62%	56%	58%
Proficient	38%	42%	40%
Advanced Proficiency	0%	2%	2%
10th Grade			
Non-proficiency	50%	54%	57%
Proficient	50%	45%	41%
Advanced Proficiency	0%	2%	2%
11th Grade			
Non-proficiency	60%	67%	66%
Proficient	30%	32%	32%
Advanced Proficiency	10%	1%	2%

Overall Statistics

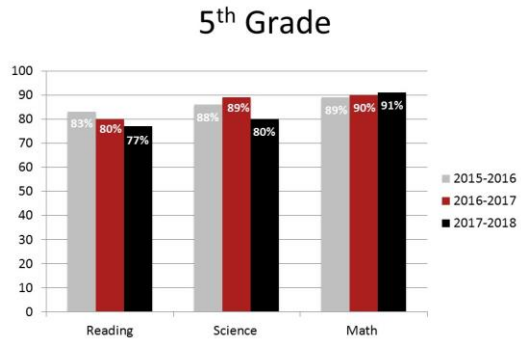
The below charts show statistics that follow the students from year to year as they progress from grade to grade.



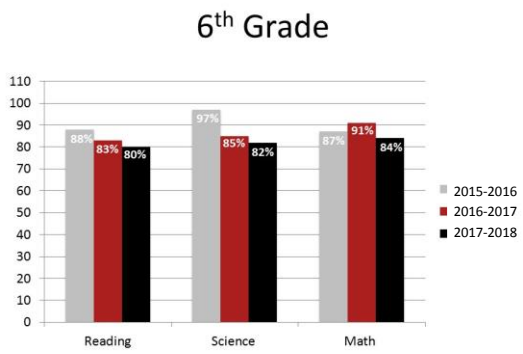
80% of 3rd graders were proficient in reading, 82% in math and 85% in science.



4th grade scores dipped a little in all areas.

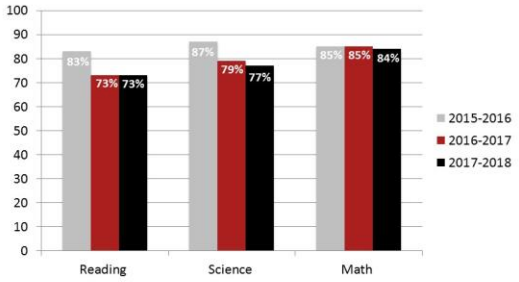


5th graders continued to make growth in math over the past three years.



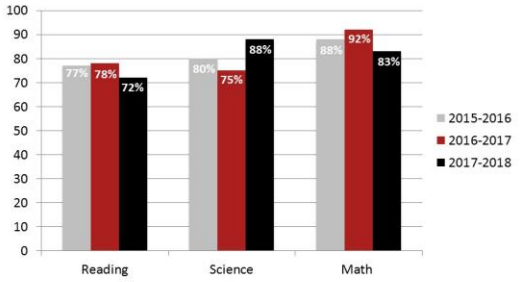
6th grade scores dipped a little in all areas.

7th Grade



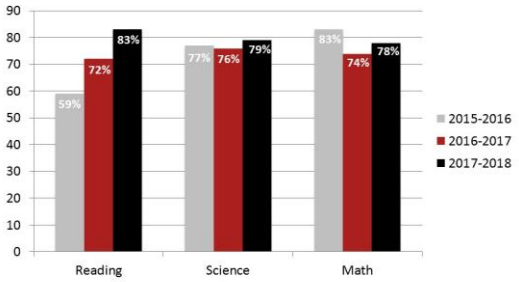
The percent of 7th graders that were proficient remained consistent from 6th grade.

8th Grade



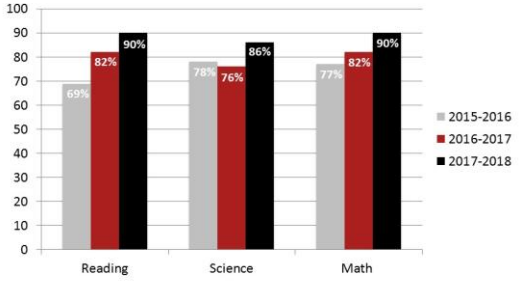
8th grade showed growth in science from 7th to 8th grade.

9th Grade



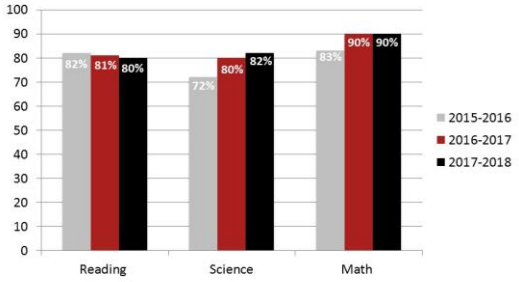
9th grade continued to show great growth in reading.

10th Grade



10th grade students made great growth in all areas.

11th Grade



11th grade scores remained consistent.

Formative Assessment System for Teachers (FAST)

FAST is a suite of tools designed for universal screening, progress monitoring, and program evaluation as a part of a Response to Intervention or Multi-Tiered System of Support (MTSS) model. The FAST literacy suite of assessments was adopted by the state of Iowa to assist districts in the implementation of MTSS practices and in meeting the requirements of the Early Literacy Initiative.

The universal screening of all students, several times a year, enables educators to identify which students are on track to reach end of year outcomes and which students may be at risk. Furthermore, the data can assist us in evaluating the health and well-being of our system.

These tables illustrate how our students scored on the three universal screeners given in the fall, winter, and spring. All students in grades K-6 were screened during the testing windows.

Kindergarten	Fall	Winter	Spring
Below Benchmark	35%	13%	25%
Above Benchmark	65%	87%	75%
1st Grade			
Below Benchmark	40%	44%	48%
Above Benchmark	60%	56%	52%
2nd Grade			
Below Benchmark	39%	37%	39%
Above Benchmark	61%	63%	61%
3rd Grade			
Below Benchmark	31%	37%	45%
Above Benchmark	69%	63%	55%
4th Grade			
Below Benchmark	29%	24%	23%
Above Benchmark	71%	76%	77%
5th Grade			
Below Benchmark	29%	37%	38%
Above Benchmark	71%	63%	72%
6th Grade			
Below Benchmark	41%	42%	43%
Above Benchmark	59%	58%	57%

Additional information about our School Improvement Advisory Committee (SIAC)

2017-2018 School Improvement Advisory Committee Members

- Jean Peterson, Superintendent
- Erin Burmeister, Director of School Improvement
- Danielle Meyer, East Elementary/ECC Principal
- Cherilyn Reed, West Principal
- John Howard, Jr/Sr High Principal
- Dewey Hupke, Jr/Sr High Ast. Principal
- Steve Noyes, Director of Technology
- Kim Hansen, School Board
- Shalon Frye, School Counselor
- Amber Weber, Parent
- Molly Beatty, Parent
- Kelly and Justin Post, Parents
- Jeff Andersen, Parent
- Shelly and Tim Reed, Parents
- Jen and Dan Sweeney, Parents
- Susan Johnson, Parent
- Jason Puffett, Parent/Community Member
- Susie Toale, Community Member
- Cameron Schmitt, Community Member
- Melissa Tandy, Central Rivers AEA
- Brittany Holt, Teacher
- Kirby Holtzman, Teacher
- Kay Reidy, Instructional Coach
- Trish O'Loughlin, Teacher
- Tia Shaffer, Teacher
- Rachel Hurley, Teacher
- Virginia Lake, Teacher
- Terri Janaszak, Paraprofessional
- Faith Janaszak, Student
- Craig Bantz, Student
- Spenser Rothman, Student
- Brian Smith, Student

SIAC Goals

The School Improvement Advisory Committee (SIAC) makes recommendations to the Board on an annual basis that impact students and create conditions that foster high academic achievement. SIAC makes these recommendations based on the best interest of students, while aligning with the district's mission, vision, and beliefs. During the 2016-2017 school year, SIAC revisited their two goals and decided to set three new goals:

1. Provide a guaranteed curriculum for students that meets the needs of all.
2. Seek ways to better transition students within and to the district.
3. Help students develop citizenship and responsibility.

These goals were established during the 2016-2017 school year and the group continued to work towards these during the 2017-2018 school year.

Guaranteed Curriculum:
The district strives to ensure that all students receive the best education. The district will continue to work on establishing essential learning, evaluating curriculum, and aligning with Iowa Core. In addition, a focus will be placed on differentiation in the classroom and more purposeful interventions.

Transitioning:
Transitioning is always a concern for parents, students, and staff so this was identified as a goal area. The committee would like there to be a focus on transitioning for private school families, new to the district families, and students moving buildings/grade levels.

Citizenship:
The committee felt that developing citizenship and responsibility in students was a lifelong skill and therefore needed to be a goal. Living the Mustang Way will continue to be the language used to help develop these necessary skills.

Erin Burmeister
Director of School Improvement

Bullying and Harassment Prevention

Many programs are a part of our Anti-Bullying and Harassment Prevention Policy at ICSD. Respect and Protect, Character Counts, CPI (Crisis Prevention Institute), Positive Action and PBIS (Positive Behavior Inventions and Supports). Each of these are defined below. Staff has been trained in these programs, and use them to promote a positive, safe environment for our students. To monitor our progress, the students and staff take a survey every year. This survey is analyzed by district administration, staff and SIAC. New goals are set each year based on this analysis.

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cpi Crisis Prevention Institute, Inc.

Approximately 40 teachers, teacher associates, and, administrators were trained in Crisis Prevention during the 17-18 school year. The training helps adults better understand what causes aggressive acting out behaviors, how to help students de-escalate, and how to handle crisis situations when they occur. Training will continue during the 18-19 school year.

Living the Mustang Way: Positive Behaviors Interventions and Supports (PBIS), a major advance in school-wide discipline, is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Within this framework is **Positive Action**.

Positive Action®

Positive Action is a systematic educational program that promotes an intrinsic interest in learning and encourages cooperation among students. It works by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions.

Respect and Protect

Respect and Protect is a K-12 program and has been in the district for several years. It provides the framework for appropriate and respectful behavior.

Goals of Respect and Protect:

1. Reduce the severity and frequency of, and work towards eliminating all incidents of violence in the school setting.
2. Ensure the safety and well-being of students and staff.
3. Eliminate enabling and the tolerance and entitlement that enabling allows.
4. Create a safe, supporting, nurturing atmosphere highly conducive to learning.

ACT®

Another indicator of success is the American College Testing (ACT) scores. On the next page you can see how our students performed.

The ACT®

College Readiness Letter for:
INDEPENDENCE SENIOR HS

October 17, 2018
Code: 162130

PRINCIPAL
INDEPENDENCE SENIOR HS
700 20TH AVE SW
INDEPENDENCE, IA 50644

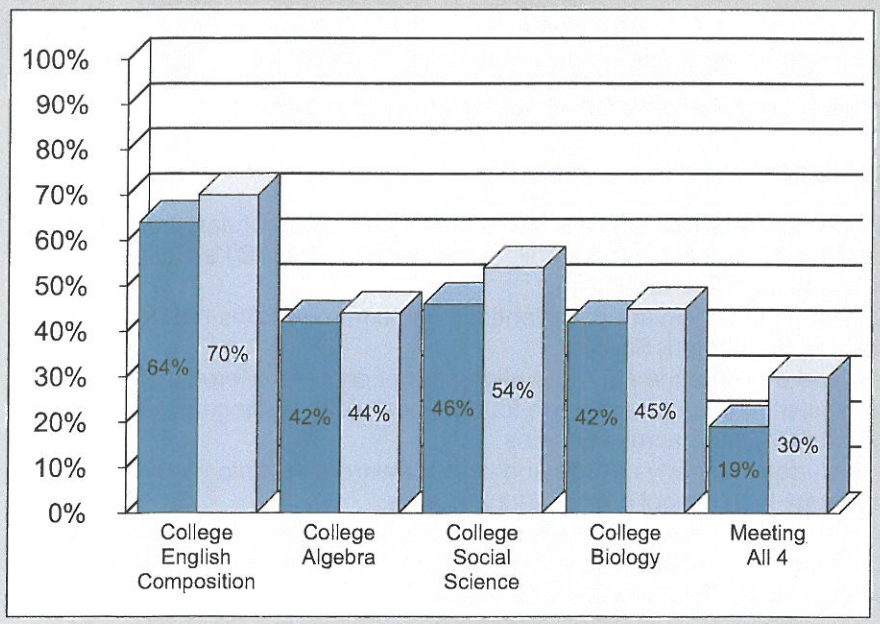
011061110

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

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	School	State	School	State	School	State	School	State	School	State	School	State
2014	53	22,931	22.7	21.5	22.3	21.4	24.9	22.5	22.9	22.2	23.3	22.0
2015	38	22,675	21.9	21.6	22.9	21.5	22.8	22.7	22.4	22.3	22.6	22.2
2016	59	23,132	22.0	21.4	21.0	21.4	23.8	22.7	22.6	22.3	22.5	22.1
2017	66	23,306	20.7	21.2	20.2	21.3	22.9	22.6	21.4	22.1	21.4	21.9
2018	**69**	**24,028**	**20.7**	**21.0**	**20.8**	**21.2**	**21.9**	**22.5**	**21.6**	**22.0**	**21.4**	**21.8**

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



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

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.

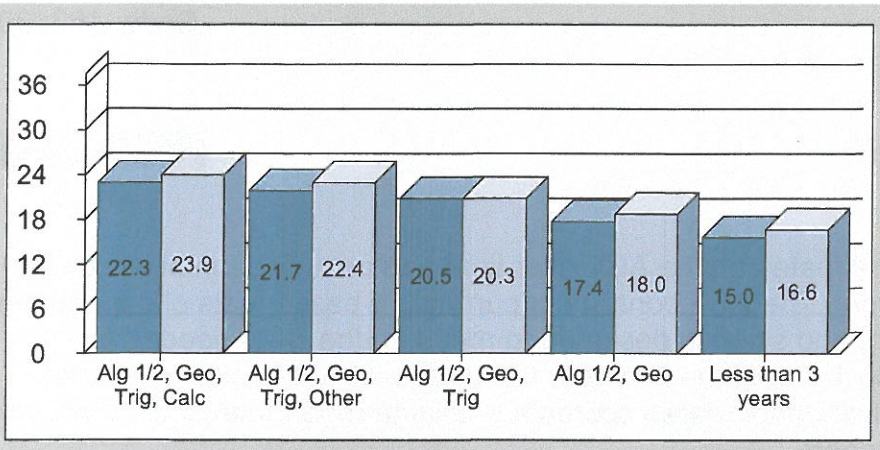
* English Composition: 18 on ACT English Test
* College Algebra: 22 on ACT Mathematics Test
* Social Science: 22 on ACT Reading Test
* Biology: 23 on ACT Science Test

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for:
INDEPENDENCE SENIOR HS

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.

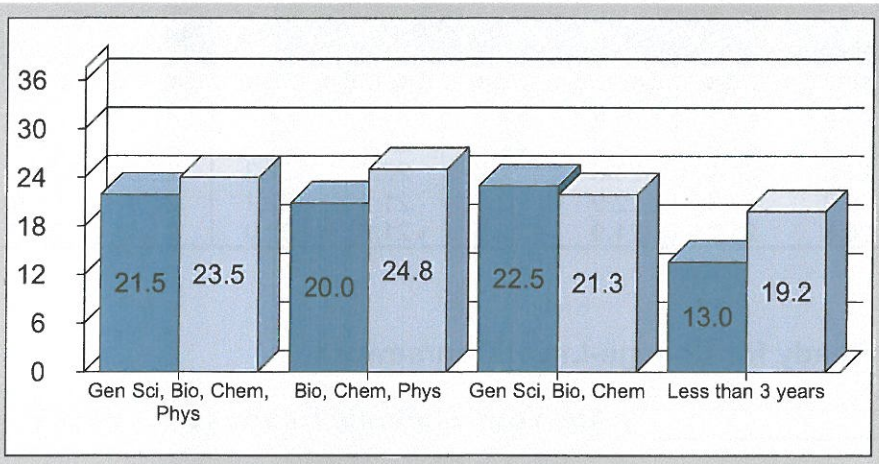
Figure 2. Average ACT Mathematics Scores by Course Sequence



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.