College Readiness Letter for:
DAWSON SPRINGS IND SCHOOL DIST

September 07, 2017
Code: 187180

SUPERINTENDENT
DAWSON SPRINGS IND SCHOOL DIST
118 E ARCADIA AVE
DAWSON SPGS, KY 42408

694180082

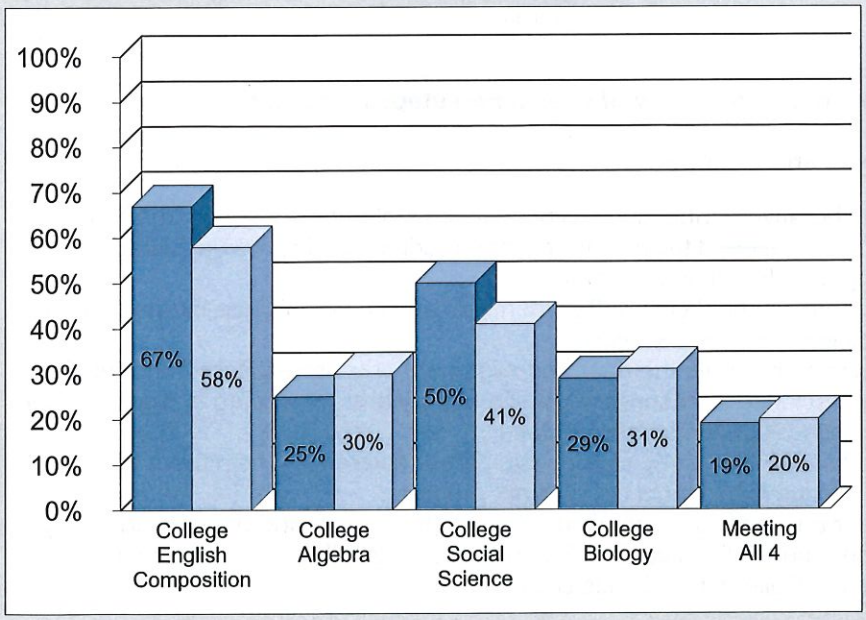
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This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, 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	District	State	District	State	District	State	District	State	District	State	District	State
2013	67	49,551	18.7	19.2	18.6	19.2	19.2	19.9	18.6	19.7	19.0	19.6
2014	32	48,845	20.7	19.4	20.0	19.4	20.9	20.3	20.1	20.0	20.6	19.9
2015	33	49,538	18.6	19.5	18.3	19.5	19.3	20.3	17.0	20.1	18.4	20.0
2016	51	50,809	20.9	19.7	20.3	19.3	21.0	20.6	20.7	19.9	20.9	20.0
2017	**48**	**51,203**	**20.9**	**19.6**	**19.0**	**19.4**	**21.4**	**20.5**	**19.9**	**20.1**	**20.4**	**20.0**

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

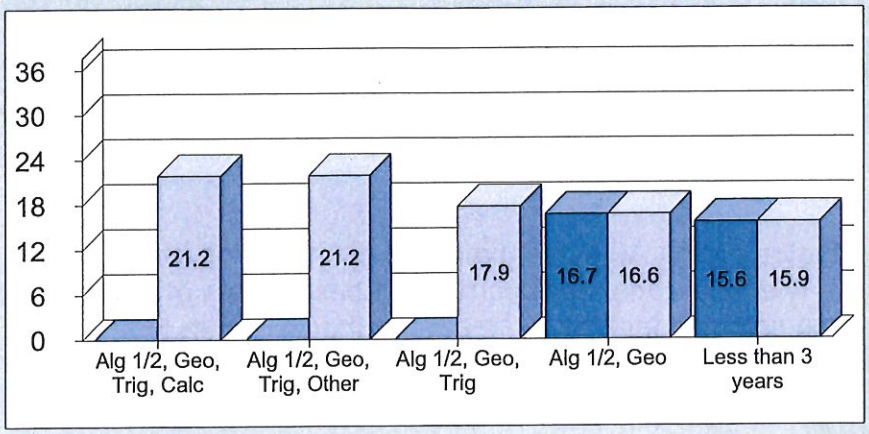
A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

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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.

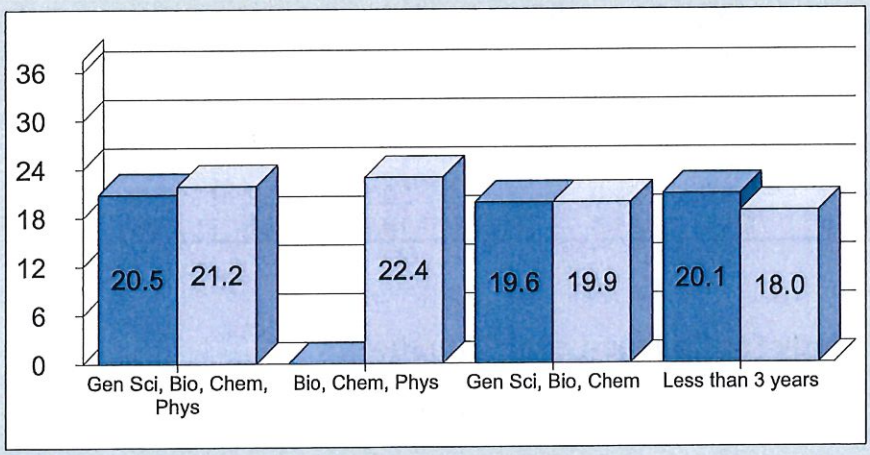
Figure 2. Average ACT Mathematics Scores by Course Sequence



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.