









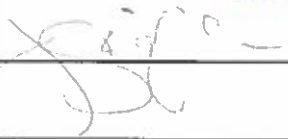


Nevada Union High School
 Site Council Sign-In Sheet
 September 10, 2015

		Name	Sign-in Present	Phone# & email (if changed or new)
1	Staff	Carol Lee		clee@njuhsd.com
2	Parent	Betsv Brown		betsyswann1@gmail.com
3	Staff	Jill Sonnenbera		jsonnenberg@njuhsd.com
4	Parent	Sherrv Charain		schargin@ncsd.k12.ca.us
5	Staff	Dan Frisella		dfrisella@njuhsd.com
6	Staff	Jordan Horowitz		jhorowitz@njuhsd.com
7	Student	Junet Bedavn		junetmbedayn@gmail.com
8	Student	Jade Ewing		jadecewing@gmail.com
9	Parent	Michael Hill-Weld		hillweld@gv.net
10	Parent	Risa Roseman		rrzenrose@gmail.com
11	Student	Kailin Mudd		littlekmudd@hotmail.com
12	Student			
13	Staff	Mitch Giles		mgiles@njuhsd.com
14	Staff	Meagan Ross		mross@njuhsd.com
15	Staff	Luke Brownina		lbrowning@njuhsd.com
16	Staff	June Gilfillan		kgilfillan@njuhsd.com
17				
18				
20				
19				

August 26, 2015
Code: 051095

PRINCIPAL
NEVADA UNION HIGH SCHOOL
11761 RIDGE RD
GRASS VALLEY, CA 95945



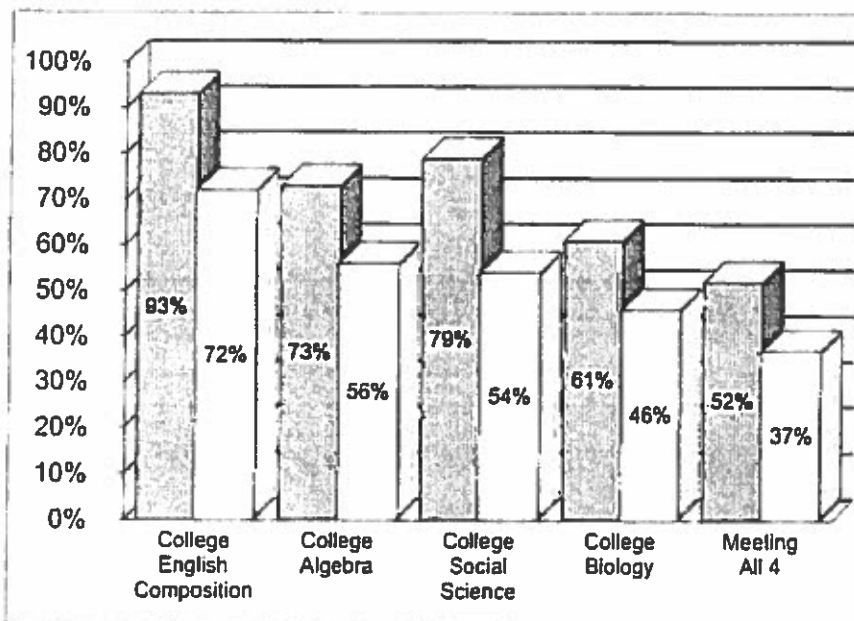
011061110

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

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2011	85	99,002	25.6	21.6	26.1	22.7	26.1	22.0	24.4	21.4	25.7	22.1
2012	59	103,024	25.8	21.6	27.2	22.8	26.2	22.1	25.2	21.5	26.2	22.1
2013	94	107,243	25.7	21.6	26.1	22.8	26.1	22.3	24.0	21.5	25.6	22.2
2014	89	113,732	24.4	21.8	25.1	22.8	25.4	22.3	24.0	21.7	24.8	22.3
2015	56	121,815	25.1	22.1	25.3	22.7	26.4	22.6	24.0	22.0	25.4	22.5

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

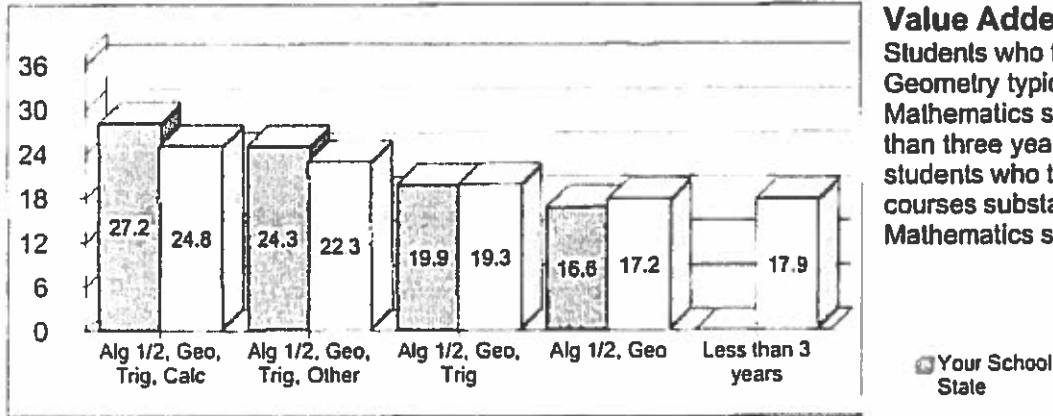
Your School
 State

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

College Readiness Letter for:
NEVADA UNION HIGH SCHOOL

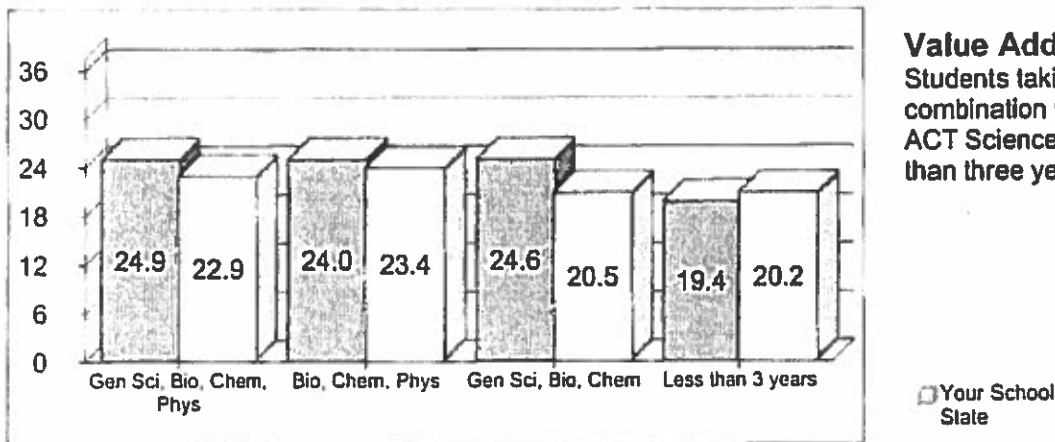
ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

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 319-337-1309 or customerservices@act.org.



2015 Test Results for English Language Arts/Literacy and Mathematics



[Test Results](#) | [Research Files](#) | [Science/STS Test Results](#) | [About CAASPP](#) | [Contact](#)

Test Results for:
Nevada Union High School

CDS Code: 29 66357-2935500

[Print Test Results](#)

Nevada Joint Union High District

Nevada County

CAASPP Reporting

Total Number of Students Enrolled in Grades Tested in School: 749
 Total Number of Students Tested in School: 696

Export Report

Export these test results as a [Research File](#) for more complex analyses and customized reporting of the data.

Select to Review Results by Group/Subgroup:

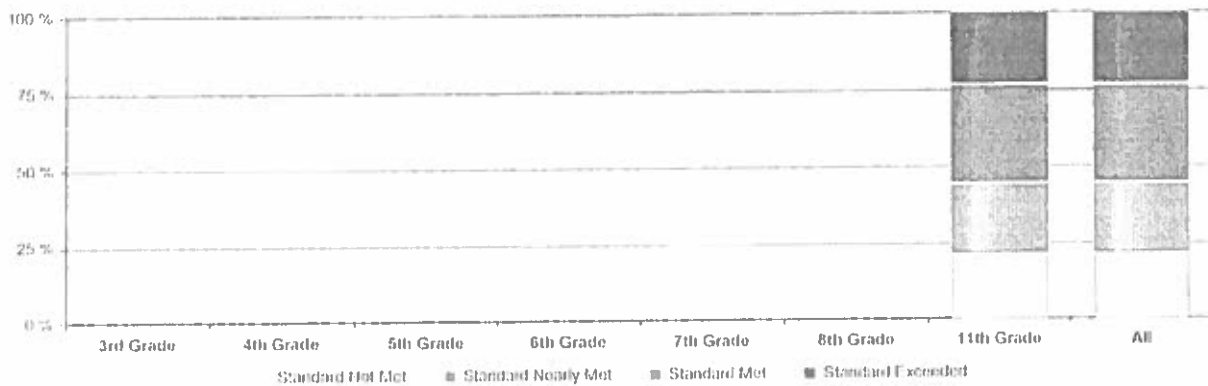
All Students (Default) Select

Please note, because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



All Students

Overall Achievement


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	323	323
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	311	311

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Percent of Enrolled Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	96.3 %	96.3 %
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	311	311
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2591.7	N/A
Standard Exceeded	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Met	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Standard Nearly Met	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Not Met	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %

English Language Arts/Literacy Scale Score Ranges

Areas


Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %

Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %

Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	63 %	63 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %

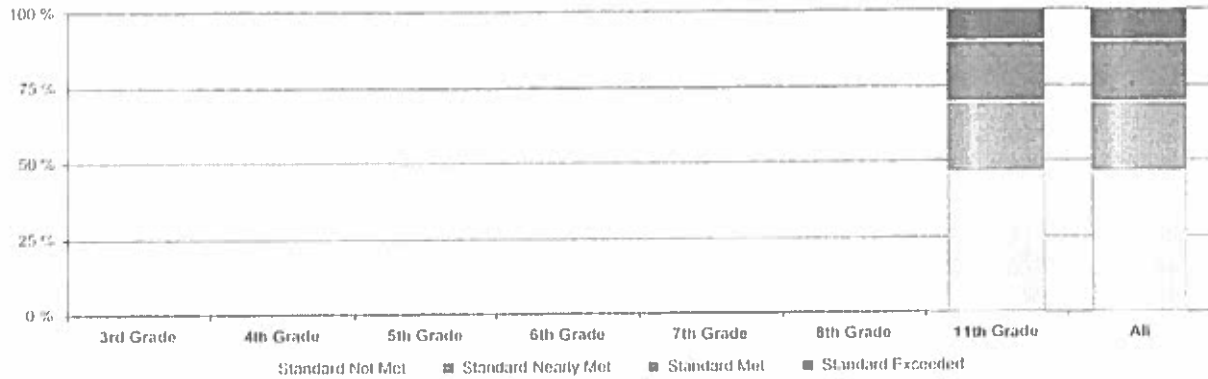
Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	323	323
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	305	305
Percent of Enrolled Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	94.4%	94.4%
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	305	305
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2553.2	N/A
Standard Exceeded	N/A	N/A	N/A	N/A	N/A	N/A	10%	10%
Standard Met	N/A	N/A	N/A	N/A	N/A	N/A	20%	20%
Standard Nearly Met	N/A	N/A	N/A	N/A	N/A	N/A	23%	23%
Standard Not Met	N/A	N/A	N/A	N/A	N/A	N/A	47%	47%

Mathematics Scale Score Ranges

Areas

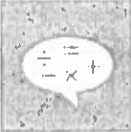
CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	17%	17%
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	33%	33%
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	50%	50%

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %

Mathematics Area Achievement Level Descriptors