
School Goals

- All students will be proficient in reading by the year 2013-2014
 - All students will be proficient in mathematics by the year 2013-2014
 - All students will be proficient in science by the year 2013-2014
 - All students will use technology in developing proficiency in reading, mathematics, and science. All students will be technologically literate.
 - All students will feel safe and connected to school.
All students will be responsible and respect themselves and others.
 - The Armstrong-Ringsted Community School District will become a standards-referenced system.
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Armstrong-Ringsted Community School District

North Union High School

Annual Progress Report

2013-14

Letter from the Superintendent:

This was an exciting year for our district. During the 2013-14 school year, our district did whole grade sharing with North Kossuth and Sentral. Armstrong-Ringsted elementary students attended Sentral and middle school students attended North Kossuth. Sentral and North Kossuth districts sent their high school students to Armstrong-Ringsted high school.

Data contained in this Annual Progress Report reflects the high school data (9-12).

The purpose of our annual progress report is to provide you with the information we use to make decisions to support the continuous improvement of our school and our students.

The Iowa Assessments (grades 3-11) are one of the assessments we use to determine how our students are performing in reading, math, science and social studies. These assessments are aligned with the Iowa Core / Common Core standards.

The data for this Annual Progress Report student achievement is based on the student's attending district and school. A **proficient student** scores at a specified standard score or above. The proficiency level (standard score) is dependent upon the grade level and core area. Take a moment to review your child's scores to determine if they are proficient in the areas tested. It is the practice of the North Union High School to test all students.

We also use other assessments to determine the progress of our students. These assessment results are included as well. The report is arranged around our six school improvement goals. We welcome your response to this report.

What you need to know about Iowa Assessments:

A standard error of measure (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an *estimate* of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true test score may be slightly higher or slightly lower than what is reported.

Iowa began using Iowa Assessments in 2011. They are based on standard score, not percentile rank.

Instead of a cutoff for proficiency as "above 40th percentile" for each subject area and grade level, now it is by **standard score**. The standard score is different for each subject area and grade level.

Reading

	Level of Achievement	Low	Intermediate	High
Grade Level				
9		<=246	247-312	>=313
10		<=256	257-322	>=323
11		<=261	262-329	>=330

Mathematics

	Level of Achievement	Low	Intermediate	High
Grade Level				
9		<=248	249-306	>=307
10		<=256	257-316	>=317
11		<=260	261-324	>=325

Science

	Level of Achievement	Low	Intermediate	High
Grade Level				
9		<=249	250-316	>=317
10		<=257	258-326	>=327
11		<=264	265-334	>=335

How are our students performing in Reading?

Long Range Goal from CSIP:

All students will be proficient in reading by the year 2013 - 2014.

2013-14 goal: Increase the percent of students proficient (or above) in reading as measured by the Iowa Reading test comparing the 2012-13 10th grade students' scores with their 11th grade scores. (10th graders scored 75% proficient).

Met Goal: NO

Data to support: Our goal was to increase the percent of students proficient (or above) in reading as measured by the Iowa Reading test comparing the 2012-13 10th grade students scores with their 11th grade scores. In 2012-13, 75% of the 10th graders scored proficient. In 2013-14, 63% of the 11th graders scored proficient on the Iowa reading test.

PLAN:

Review data and evaluate the time the test is given and implement strategies to motivate students to do their best.

2014-15 goal: Increase the percent of students proficient (or above) in reading as measured by the Iowa Reading test comparing the 2013-14 10th grade students' scores with their 11th grade scores. (10th grade scored 81.8% proficient).

IOWA ASSESSMENT READING SCORES

9th and 10th GRADES
Percent Proficient

	9th	10th
2010-11	74.00	62.50
2011-12	84	80.00
2012-13	69	75.00
2013-14	88.5	81.80

11th GRADE READING

The data for this Annual Progress Report student achievement site is based on the student's attending district and school. For those **categories where the number of students is less than ten, the data will be suppressed for all data in that subgroup. . NA-Data are only displayed for subgroups with 10 or more students**

		2010-2011			2011-12			2012-13			2013-14		
		% Not Prof.	% Proficient	% Adv.	% Not Prof.	% Proficient	% Adv.	% Not Prof.	% Proficient	% Adv.	% Not Prof.	% Proficient	% Adv.
All Students		27	61	12	33	59	8	13	87	0	38	57	4
Gender	Male	26	61	13	NA	NA	NA	18	82	0	50	46	4
	Female	NA	NA	NA	30	60	10	NA	NA	NA	26	70	4
Race/ Ethnicity	Asian	NA	NA	NA									
	African Amer	NA	NA	NA									
	Hispanic	NA	NA	NA									
	Hawaiian/ Pacific	NA	NA	NA									
	2 or more	NA	NA	NA									
	White	NA	NA	NA	33	59	8	13	87	0	36	59	5
	Amer Indian/ Alaska Native	NA	NA	NA									
ELL	ELL	NA	NA	NA									
	Non-ELL	27	61	12	33	59	8	13	87	0	38	57	4
FRL	FRL	NA	NA	NA	NA	NA	NA	6	94	0	NA	NA	NA
	Non-FRL	NA	NA	NA	NA	NA	NA	17	83	0	41	54	5
TAG	TAG										0	92	8
	Non-TAG										51	46	3
Migrant	Migrant	NA	NA	NA									
	Non-Migrant	27	61	12	33	59	8	13	87	0	38	57	4
IEP	IEP	NA	NA	NA									
	Non-IEP	NA	NA	NA	NA	NA	NA	14	86	0	32	63	5
504 Plan	504 Plan												
	Non-504										38	58	4

How are our students doing in Mathematics?

Long Range Goal from CSIP: All students will be proficient in mathematics by the year 2013 – 2014.

2013-14 goal : Increase the percent of students proficient (or above) in math as measured by the Iowa Mathematics test comparing the 2012-13 10th grade students' scores with their 11th grade scores. (10th grade scored 69% proficient).

All Students		24	55	21	13	71	17	11	85	4	21	70	9
Gender	Male	26	52	22	20	50	30	14	82	4	12	75	12
	Female	20	60	20	7	86	7	8	88	4	30	65	4
Race/ Ethnicity	Asian	NA											
	African Amer	NA											
	Hispanic	NA											
	Hawaiian/ Pacific	NA											
	2 or more	NA											
	White	NA	NA	NA	13	71	17	10	87	4	23	68	9
	Amer Indian/ Alaska Native	NA											
		NA											
		NA											

ELL	ELL	NA											
	Non-ELL	24	55	21	13	71	17	11	85	4	21	70	9
FRL	FRL	NA	NA	NA	NA	NA	NA	11	89	0	NA	NA	NA
	Non-FRL	NA	NA	NA	NA	NA	NA	11	83	6	19	73	8
TAG	TAG										0	75	25
	Non-TAG										29	69	3
Migrant	Migrant	NA											
	Non-Migrant	24	55	21	13	71	17	11	85	4	21	70	9
IEP	IEP	NA											
	Non-IEP	NA	NA	NA	NA	NA	NA	8	88	4	20	71	10
504 Plan	504 Plan												
	Non-504										22	69	9

How are our students doing in Science?

Long Range Goal from CSIP: All students will be proficient in science by the year 2013 – 2014.

2013-14 goal: Increase the percent of students proficient (or above) in science as measured by the Iowa Science test comparing the 2012-13 9th grade students' scores with their 10th grade scores. (9th grade scored 72.92% proficient).

Met Goal: YES

	Pacific	NA											
	2 or more	NA											
	White	NA	NA	NA	13	63	25	17	83	0	27	55	18
	Amer Indian/	NA											
	Alaska Native	NA											
ELL	ELL	NA											
	Non-ELL	30	52	18	13	63	25	16	84	0	30	53	17
FRL	FRL	NA	NA	NA	NA	NA	NA	25	75	0	NA	NA	NA
	Non-FRL	NA	NA	NA	NA	NA	NA	11	90	0	27	51	22
TAG	TAG										8	33	58
	Non-TAG										37	60	3
Migrant	Migrant	NA											
	Non-Migrant	30	52	18	13	63	25	16	84	0	30	53	17
IEP	IEP	NA											
	Non-IEP	NA	NA	NA	NA	NA	NA	15	85	0	27	59	15
504 Plan	504 Plan										NA	NA	NA
	Non-504										29	53	18

Chapter 12 Multiple Assessments

Forty 10th graders took the PLAN test.

Reading – PLAN

10th graders took the PLAN test and the following is how they scored / ranked:

- 20% of the students received a score between 20-32
- 37.5% of the students received a score between 17-19
- 32.5% of the students received a score between 14-16
- 10% of the students received a score between 1-13

Math – PLAN

10th graders took the PLAN test and the following is how they scored / ranked:

- 10% of the students received a score between 21-32
- 30% of the students received a score between 17-120
- 40% of the students received a score between 15-16
- 20% of the students received a score between 1-14

Science – PLAN

10th graders took the PLAN test and the following is how they scored / ranked:

- 35% of the students received a score between 20-32
- 40% of the students received a score between 17-19
- 10% of the students received a score between 15-16

15% of the students received a score between 1-14

Progress with Early Intervention Goal

Our long-range goal is to have all students will be proficient in reading comprehension by 2013-2014.

Armstrong-Ringsted did whole grade sharing with North Kossuth and Sentral. Our elementary students attended Sentral during the 2013-14 school year. They would have the information with regard to progress on the Early Intervention Goal.

ADDITIONAL INFORMATON:

TECHNOLOGY

Technology is addressed through the 21st Century Skills.

Culture / Climate

All students will feel safe and connected to school.

2 incidences of bullying/harassment were reported from students, staff or volunteers. None were founded.

Other Data:

Percentage of dropouts in grades 9-12 (2012-13):

Percentage of Total Dropouts	Percentage of Dropouts by Gender	Percentage of Dropouts by Those on IEPs	Percentage of Dropouts by Race
0%	0% Both	0%	0%

Other indicators of success:

% of Seniors intending to pursue further education	% of students achieving a score of 20 or higher on ACT – indicating Post-secondary success	% of graduates who completed a core program of 4 years of English, and 3 or more of math, science, and social studies
83.64%	58.33%	100%

Indicators of success for No Child Left Behind:

District Graduation Rate	Average Daily Attendance (K-8)
100%	

We believe that all students need a high quality, comprehensive education in order to lead successful and meaningful lives. Our teachers are highly qualified (have proper certification to teach their classes). Our administrators, teachers, and counselors continuously make every effort to help students achieve academic success.

Keeping you informed

This report provides information about how well our district is doing—where it is succeeding and where there is room for improvement. For more information about our district call (712) 853-6111.

We encourage your involvement in the future of our schools.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can do in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for Iowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: <http://nationsreportcard.gov/>.

NAEP mathematics and reading results for grades four and eight are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at the Basic, Proficient, and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.

Note that the cut point for the Basic level on NAEP is the best comparison to the Proficient level on the Iowa Assessments.

Inclusion Rates: Percent Included in the NEP 2013 Assessment

	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disability	Iowa	93.4%	95.9%	91.1%	94.2%
	Nation	83.3%	89.8%	84.0%	89.1%
Limited English Proficient Students	Iowa	95.6%	96.4%	91.6%	98.5%
	Nation	91.8%	95.8%	89.6%	92.6%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Assessment.

NAEP Information for District Report Cards

National Assessment of Educational Progress (NAEP) 2013: Average Scale Score and Percent of Students at Each Achievement Level for Iowa and the Nation

	Aver. Score	Below Basic	Basic	Proficient	Advanced
Reading - Grade 4					
Iowa	224	28%	34%	29%	9%
Nat'l Public	221	33%	33%	26%	8%
Reading - Grade 8					
Iowa	269	19%	44%	34%	3%
Nat'l Public	266	23%	42%	31%	4%
Mathematics - Grade 4					
Iowa	246	13%	39%	38%	9%
Nat'l Public	241	18%	41%	34%	8%
Mathematics - Grade 8					
Iowa	285	24%	40%	29%	7%
Nat'l Public	284	27%	39%	26%	8%