
School Goals

- All students will be proficient in reading
 - All students will be proficient in mathematics
 - All students will be proficient in science
 - 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.
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District Mission Statement:

Building a Foundation for
Lifelong Learning

North Union Community School District

Annual Progress Report

2014-15

Letter from the Superintendent:

This was an exciting year for our district. During the 2014-15 school year, our district consolidated with Sentral while continuing to do whole grade sharing with North Kossuth. Elementary students (PreK-5) are at Sentral while middle school students (6-8) attended North Kossuth. North Kossuth district sent their high school students to North Union High School.

Data contained in this Annual Progress Report reflects the high school data (9-12) and elementary data (K-5)

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 Community School District 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 th Grade		<=246	247-312	>=313
10 th Grade		<=256	257-322	>=323
11 th Grade		<=261	262-329	>=330

Mathematics

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

Science

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

How are our students performing in Reading?

Long Range Goal from CSIP:

All students will be proficient in reading.

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).

Met Goal: YES

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 2013-14 10th grade students scores with their 11th grade scores. In 2013-14, 81.8% of the 10th graders scored proficient. In 2014-15, 84% of the 11th graders scored proficient on the Iowa reading test.

2015-16 goal: Increase the percent of students proficient (or above) in reading as measured by the Iowa Reading test comparing the 2014-15 9th grade students' scores with their 10th grade scores. (9th grade scored 73% proficient).

IOWA ASSESSMENT READING SCORES (Grades 2-11)

<u>2nd Grade</u>		2014-15			<u>3rd Grade</u>	2014-15		
		% Not Prof.	% Proficient	% Adv		% Not Prof.	% Proficient	% Adv
All Students		33%	56%	11%		19%	61%	19%
Gender	Male	53%	41%	6%		20%	60%	20%
	Female	16%	68%	16%		19%	62%	19%
Race/ Ethnicity	Asian	0%	100%	0%		NA	NA	NA
	African Amer	NA	NA	NA		0%	100%	0%
	Hispanic	33%	67%	0%		50%	50%	0%
	Hawaiian/ Pacific	NA	NA	NA		NA	NA	NA
	Two or more	0%	100%	0%		0%	100%	0%
	White	35%	52%	13%		19%	58%	23%
	Amer Indian/ Alaska Native	NA	NA	NA		NA	NA	NA

ELL	ELL	NA	NA	NA	100%	0%	0%
	Non-ELL	33%	56%	11%	17%	63%	20%
FRL	FRL	29%	65%	6%	24%	52%	24%
	Non-FRL	37%	47%	16%	13%	73%	13%
TAG	TAG	NA	NA	NA	0%	67%	33%
	Non-TAG	33%	56%	11%	23%	60%	17%
Migrant	Migrant	NA	NA	NA	NA	NA	NA
	Non-Migrant	33%	56%	11%	19%	61%	19%
IEP	IEP	67%	33%	0%	67%	33%	0%
	Non-IEP	30%	58%	12%	10%	67%	23%
504 Plan	504 Plan	NA	NA	NA	NA	NA	NA
	Non-504	33%	56%	11%	19%	61%	19%

<u>4th Grade</u>		2014-15			<u>5th Grade</u>	2014-15		
		% Not Prof.	% Proficient	% Adv		% Not Prof.	% Proficient	% Adv
All Students		24%	62%	14%		7%	75%	18%
Gender	Male	36%	64%	0%		0%	80%	20%
	Female	10%	60%	30%		11%	72%	17%
Race/ Ethnicity	Asian	NA	NA	NA		NA	NA	NA
	African Amer	0%	100%	0%		NA	NA	NA
	Hispanic	NA	NA	NA		0%	100%	0%
	Hawaiian/ Pacific	NA	NA	NA		NA	NA	NA
	Two or more	NA	NA	NA		NA	NA	NA
	White	25%	60%	15%		8%	73%	19%
	Amer Indian/ Alaska Native	NA	NA	NA		NA	NA	NA
ELL	ELL	NA	NA	NA		0%	100%	0%
	Non-ELL	24%	62%	14%		7%	74%	19%
FRL	FRL	17%	67%	17%		10%	70%	20%
	Non-FRL	27%	60%	13%		6%	78%	17%
TAG	TAG	0%	83%	17%		0%	50%	50%
	Non-TAG	33%	53%	13%		8%	79%	12%
Migrant	Migrant	NA	NA	NA		NA	NA	NA
	Non-Migrant	24%	62%	14%		7%	75%	18%
IEP	IEP	50%	50%	0%		0%	50%	50%
	Non-IEP	21%	63%	16%		8%	79%	12%
504 Plan	504 Plan	NA	NA	NA		NA	NA	NA
	Non-504	24%	62%	14%		7%	75%	18%

9th Grade

		2011-2012			2012-2013			2013-2014			2014-2015		
		% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv
All Students		16%	76%	8%	29%	54%	17%	12%	73%	15%	27%	57%	16%
Gender	Male	23%	69%	8%	38%	38%	24%	12%	73%	15%	32%	50%	18%
	Female	8%	83%	8%	22%	67%	11%	12%	73%	15%	22%	63%	15%
Race/ Ethnicity	Asian	100%	0%	0%	NA	NA	NA	NA	NA	NA	NA	NA	NA
	African Amer	NA	NA	NA	NA	NA	NA	100%	0%	0%	NA	NA	NA
	Hispanic	NA	NA	NA	100%	0%	0%	0%	100%	0%	100%	0%	0%
	Hawaiian/Pacific	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Two or more	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	White	12%	79%	8%	26%	57%	17%	10%	73%	17%	25%	58%	17%
Amer Indian/ Alaska Native	NA	NA	NA	100%	0%	0%	NA	NA	NA	NA	NA	NA	NA
ELL	ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-ELL	16%	76%	8%	29%	54%	17%	12%	73%	15%	27%	57%	16%
FRL	FRL	20%	80%	0%	39%	50%	11%	12%	76%	12%	32%	59%	9%
	Non-FRL	15%	75%	10%	23%	57%	20%	11%	71%	17%	22%	56%	22%
TAG	TAG	0%	50%	50%	0%	40%	60%	0%	80%	20%	0%	50%	50%
	Non-TAG	19%	81%	0%	37%	58%	5%	16%	70%	14%	35%	59%	5%
Migrant	Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-Migrant	16%	76%	8%	29%	54%	17%	12%	73%	15%	27%	57%	16%
IEP	IEP	25%	75%	0%	67%	33%	0%	17%	50%	33%	80%	20%	0%
	Non-IEP	14%	76%	10%	21%	59%	21%	11%	76%	13%	20%	61%	18%
504 Plan	504 Plan	NA	NA	NA	NA	NA	NA	NA	NA	NA	100%	0%	0%
	Non 504	16%	76%	8%	29%	54%	17%	12%	73%	15%	25%	58%	17%

10th Grade

		2011-2012			2012-2013			2013-2014			2014-2015		
		% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv
All Students		20%	76%	4%	25%	62%	12%	18%	68%	14%	6%	82%	12%
Gender	Male	40%	60%	0%	33%	62%	4%	16%	74%	11%	8%	92%	0%
	Female	7%	87%	7%	17%	62%	21%	20%	64%	16%	4%	73%	23%
Race/ Ethnicity	Asian	NA	NA	NA	100%	0%	0%	NA	NA	NA	NA	NA	NA
	African Amer	NA	NA	NA	NA	NA	NA	NA	NA	NA	0%	100%	0%
	Hispanic	NA	NA	NA	0%	100%	0%	NA	NA	NA	0%	50%	50%
	Hawaiian/Pacific	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Two or more	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	White	20%	76%	4%	24%	63%	13%	16%	70%	14%	6%	83%	10%
Amer Indian/ Alaska Native	NA	NA	NA	NA	NA	NA	100%	0%	0%	NA	NA	NA	NA

ELL	ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-ELL	20%	76%	4%	25%	62%	12%	18%	68%	14%	6%	82%	12%
FRL	FRL	12%	88%	0%	8%	75%	17%	22%	67%	11%	6%	81%	12%
	Non-FRL	24%	71%	6%	31%	58%	11%	15%	69%	15%	6%	83%	11%
TAG	TAG	0%	67%	33%	0%	43%	57%	0%	45%	55%	0%	71%	29%
	Non TAG	23%	77%	0%	29%	66%	5%	24%	76%	0%	9%	88%	3%
Migrant	Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-Migrant	20%	76%	4%	25%	62%	12%	18%	68%	14%	6%	82%	12%
IEP	IEP	100%	0%	0%	50%	50%	0%	50%	50%	0%	17%	83%	0%
	Non-IEP	17%	79%	4%	21%	64%	14%	11%	72%	17%	4%	82%	13%
504 Plan	504 Plan	NA	NA	NA	50%	0%	50%	NA	NA	NA	NA	NA	NA
	Non 504	20%	76%	4%	24%	65%	11%	18%	68%	14%	6%	82%	12%

11th Grade		2011-2012			2012-2013			2013-2014			2014-2015		
		% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv
All Students		33%	58%	8%	13%	87%	0%	38%	57%	4%	16%	82%	2%
Gender	Male	50%	40%	10%	18%	82%	0%	50%	46%	4%	21%	79%	0%
	Female	21%	71%	7%	8%	92%	0%	26%	70%	4%	12%	84%	4%
Race/ Ethnicity	Asian	NA	NA	NA	NA	NA	NA	100%	0%	0%	NA	NA	NA
	African Amer	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	0%	100%	0%	50%	50%	0%	NA	NA	NA
	Hawaiian/Pacific	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Two or more	NA	NA	NA	0%	100%	0%	NA	NA	NA	NA	NA	NA
	White	33%	58%	8%	13%	87%	0%	36%	59%	5%	14%	84%	2%
Amer Indian/ Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	100%	0%	0%
ELL	ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-ELL	33%	58%	8%	13%	87%	0%	38%	57%	4%	16%	82%	2%
FRL	FRL	17%	83%	0%	6%	94%	0%	30%	70%	0%	25%	75%	0%
	Non-FRL	39%	50%	11%	17%	83%	0%	41%	54%	5%	11%	86%	4%
TAG	TAG	0%	67%	33%	0%	100%	0%	0%	92%	8%	9%	82%	9%
	Non TAG	38%	57%	5%	15%	85%	0%	51%	46%	3%	18%	82%	0%
Migrant	Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-Migrant	33%	58%	8%	13%	87%	0%	38%	57%	4%	16%	82%	2%
IEP	IEP	80%	20%	0%	0%	100%	0%	83%	17%	0%	50%	50%	0%
	Non-IEP	21%	68%	11%	14%	86%	0%	32%	63%	5%	11%	87%	3%
504 Plan	504 Plan	100%	0%	0%	0%	100%	0%	50%	50%	0%	NA	NA	NA
	Non 504	30%	61%	9%	13%	87%	0%	38%	58%	4%	16%	82%	2%

How are our students doing in Mathematics?

Long Range Goal from CSIP: All students will be proficient in mathematics.

2014-15 goal : Increase the percent of students proficient (or above) in math as measured by the Iowa Mathematics test comparing the 2013-14 10th grade students' scores with their 11th grade scores. (10th grade scored 84% proficient).

Met Goal: YES

Data to support: Our goal was to increase the percent of students proficient (or above) in math as measured by the Iowa Math test comparing the 2013-14 10th grade students scores with their 11th grade scores. In 2014-15 84% of the 10th grade students score proficient in math and as 11th graders, 88% scored proficient.

2015-16 goal: Increase the percent of students proficient (or above) in math as measured by the Iowa Mathematics test comparing the 2014-15 9th grade students' scores with their 10th grade scores. (9th grade scored 61% proficient).

IOWA ASSESSMENT MATHEMATICS SCORES (Grades 2-11)

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**

<u>2nd Grade</u>		2014-15			<u>3rd Grade</u>	2014-15		
		% Not Prof.	% Proficient	% Adv		% Not Prof.	% Proficient	% Adv
All Students		33%	47%	19%		6%	50%	44%
Gender	Male	47%	29%	24%		5%	60%	35%
	Female	21%	63%	16%		6%	38%	56%
Race/ Ethnicity	Asian	0%	100%	0%		NA	NA	NA
	African Amer	NA	NA	NA		0%	100%	0%
	Hispanic	33%	67%	0%		0%	50%	50%
	Hawaiian/ Pacific	NA	NA	NA		NA	NA	NA
	Two or more	0%	100%	0%		0%	50%	50%
	White	35%	42%	23%		6%	48%	45%
	Amer Indian/ Alaska Native	NA	NA	NA		NA	NA	NA
ELL	ELL	NA	NA	NA		0%	100%	0%
	Non-ELL	33%	47%	19%		6%	49%	46%
FRL	FRL	35%	47%	18%		5%	62%	33%
	Non-FRL	32%	47%	21%		7%	33%	60%
TAG	TAG	NA	NA	NA		0%	17%	83%
	Non-TAG	33%	47%	19%		7%	57%	37%
Migrant	Migrant	NA	NA	NA		NA	NA	NA
	Non-Migrant	33%	47%	19%		6%	50%	44%
IEP	IEP	100%	0%	0%		33%	50%	17%
	Non-IEP	27%	52%	21%		0%	50%	50%

504 Plan	504 Plan	NA	NA	NA	NA	NA	NA	NA
	Non-504	33%	47%	19%	6%	50%	44%	

4th Grade		2014-15			5th Grade	2014-15		
		% Not Prof.	% Proficient	% Adv		% Not Prof.	% Proficient	% Adv
All Students		10%	76%	14%		25%	57%	18%
Gender	Male	18%	73%	9%		10%	80%	10%
	Female	0%	80%	20%		33%	44%	22%
Race/ Ethnicity	Asian	NA	NA	NA		NA	NA	NA
	African Amer	0%	100%	0%		NA	NA	NA
	Hispanic	NA	NA	NA		0%	100%	0%
	Hawaiian/ Pacific	NA	NA	NA		NA	NA	NA
	Two or more	NA	NA	NA		NA	NA	NA
	White	10%	75%	15%		27%	54%	19%
	Amer Indian/ Alaska Native	NA	NA	NA		NA	NA	NA
ELL	ELL	NA	NA	NA		0%	100%	0%
	Non-ELL	10%	76%	14%		26%	56%	19%
FRL	FRL	17%	83%	0%		30%	70%	0%
	Non-FRL	7%	73%	20%		22%	50%	28%
TAG	TAG	0%	50%	50%		0%	50%	50%
	Non-TAG	13%	87%	0%		29%	58%	12%
Migrant	Migrant	NA	NA	NA		NA	NA	NA
	Non-Migrant	10%	76%	14%		25%	57%	18%
IEP	IEP	0%	100%	0%		0%	100%	0%
	Non-IEP	11%	74%	16%		29%	50%	21%
504 Plan	504 Plan	NA	NA	NA		NA	NA	NA
	Non-504	10%	76%	14%		25%	57%	18%

9th Grade		2011-2012			2012-2013			2013-2014			2014-2015		
		% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv
All Students		28%	68%	4%	25%	67%	8%	21%	77%	2%	39%	53%	8%
Gender	Male	31%	62%	8%	19%	71%	10%	19%	81%	0%	45%	50%	5%
	Female	25%	75%	0%	30%	63%	7%	23%	73%	4%	33%	56%	11%
Race/ Ethnicity	Asian	0%	100%	0%	NA	NA	NA	NA	NA	NA	NA	NA	NA
	African Amer	NA	NA	NA	NA	NA	NA	100%	0%	0%	NA	NA	NA
	Hispanic	NA	NA	NA	100%	0%	0%	67%	33%	0%	100%	0%	0%
	Hawaiian/Pacific	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Two or more	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	White	29%	67%	4%	22%	70%	9%	17%	81%	2%	38%	54%	8%

	Amer Indian/ Alaska Native	NA	NA	NA	100%	0%	0%	NA	NA	NA	NA	NA	NA
ELL	ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-ELL	28%	68%	4%	25%	67%	8%	21%	77%	2%	39%	53%	8%
FRL	FRL	40%	60%	0%	39%	50%	11%	24%	76%	0%	55%	41%	5%
	Non-FRL	25%	70%	5%	17%	77%	7%	20%	77%	3%	26%	63%	11%
TAG	TAG	0%	100%	0%	0%	60%	40%	0%	93%	7%	0%	75%	25%
	Non-TAG	33%	62%	5%	32%	68%	0%	30%	70%	0%	51%	46%	3%
Migrant	Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-Migrant	28%	68%	4%	25%	67%	8%	21%	77%	2%	39%	53%	8%
IEP	IEP	25%	75%	0%	78%	22%	0%	67%	33%	0%	80%	20%	0%
	Non-IEP	29%	67%	5%	13%	77%	10%	15%	83%	2%	34%	57%	9%
504 Plan	504 Plan	NA	NA	NA	NA	NA	NA	NA	NA	NA	100%	0%	0%
	Non-504	28%	68%	4%	25%	67%	8%	21%	77%	2%	38%	54%	8%

10th Grade

		2011-2012			2012-2013			2013-2014			2014-2015		
		% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv
All Students		8%	84%	8%	31%	65%	4%	16%	73%	11%	6%	88%	6%
Gender	Male	10%	80%	10%	33%	62%	4%	16%	68%	16%	8%	84%	8%
	Female	7%	87%	7%	29%	67%	4%	16%	76%	8%	4%	92%	4%
Race/ Ethnicity	Asian	NA	NA	NA	100%	0%	0%	NA	NA	NA	NA	NA	NA
	African Amer	NA	NA	NA	NA	NA	NA	NA	NA	NA	100%	0%	0%
	Hispanic	NA	NA	NA	0%	100%	0%	NA	NA	NA	0%	100%	0%
	Hawaiian/Pacific	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Two or more	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	White	8%	84%	8%	30%	65%	4%	14%	74%	12%	4%	90%	6%
	Amer Indian/ Alaska Native	NA	NA	NA	NA	NA	NA	100%	0%	0%	NA	NA	NA
ELL	ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-ELL	8%	84%	8%	31%	65%	4%	16%	73%	11%	6%	88%	6%
FRL	FRL	0%	100%	0%	25%	67%	8%	28%	61%	11%	0%	100%	0%
	Non-FRL	12%	76%	12%	33%	64%	3%	8%	81%	12%	9%	83%	9%
TAG	TAG	0%	67%	33%	0%	86%	14%	9%	55%	36%	0%	82%	18%
	Non-TAG	9%	86%	5%	37%	61%	2%	18%	79%	3%	9%	91%	0%
Migrant	Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-Migrant	8%	84%	8%	31%	65%	4%	16%	73%	11%	6%	88%	6%
IEP	IEP	0%	100%	0%	83%	17%	0%	38%	62%	0%	17%	83%	0%
	Non-IEP	8%	83%	8%	24%	71%	5%	11%	75%	14%	4%	89%	7%
504 Plan	504 Plan	NA	NA	NA	0%	50%	50%	NA	NA	NA	NA	NA	NA
	Non 504 Plan	8%	84%	8%	33%	65%	2%	16%	73%	11%	6%	88%	6%

11th Grade		2011-2012			2012-2013			2013-2014			2014-2015		
		% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv
All Students		12%	71%	17%	11%	85%	4%	21%	70%	9%	12%	81%	7%
Gender	Male	20%	50%	30%	14%	82%	4%	12%	75%	12%	11%	83%	6%
	Female	7%	86%	7%	8%	88%	4%	30%	65%	4%	12%	80%	8%
Race/ Ethnicity	Asian	NA	NA	NA	NA	NA	NA	0%	100%	0%	NA	NA	NA
	African Amer	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	0%	100%	0%	0%	100%	0%	NA	NA	NA
	Hawaiian/Pacific	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Two or more	NA	NA	NA	100%	0%	0%	NA	NA	NA	NA	NA	NA
	White	12%	71%	17%	10%	87%	4%	23%	68%	9%	10%	83%	7%
Amer Indian/ Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	100%	0%	0%
ELL	ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-ELL	12%	71%	17%	11%	85%	4%	21%	70%	9%	12%	81%	7%
FRL	FRL	0%	83%	17%	11%	89%	0%	30%	60%	10%	20%	80%	0%
	Non-FRL	17%	67%	17%	11%	83%	6%	19%	73%	8%	7%	82%	11%
TAG	TAG	0%	67%	33%	0%	75%	25%	0%	75%	25%	9%	64%	27%
	Non TAG	14%	71%	14%	13%	87%	0%	29%	69%	3%	12%	88%	0%
Migrant	Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-Migrant	12%	71%	17%	11%	85%	4%	21%	70%	9%	12%	81%	7%
IEP	IEP	60%	40%	0%	40%	60%	0%	33%	67%	0%	20%	80%	0%
	Non-IEP	0%	79%	21%	8%	88%	4%	20%	71%	10%	11%	82%	8%
504 Plan	504 Plan	0%	100%	0%	0%	100%	0%	0%	100%	0%	NA	NA	NA
	Non 504 Plan	13%	70%	17%	11%	85%	4%	22%	69%	9%	12%	81%	7%

How are our students doing in Science?

Long Range Goal from CSIP: All students will be proficient in science.

2014-15 goal: Increase the percent of students proficient (or above) in science as measured by the Iowa Science test comparing the 2013-14 8th grade students' scores with their 9th grade scores. (8th grade scored 76.92% proficient).

Met Goal: NO

Data to support: Our goal was to increase the percent of students proficient (or above) in science as measured by the Iowa Science test comparing the 2013-14 8th grade students scores with their 9th grade scores. In 2013-14, 76.92% of the 8th graders scored proficient. In 2014-15, 71% of 9th graders scored proficient in science.

Plan: Need to collaborate with current middle school science teacher regarding standards/benchmarks taught specifically related to the test scores.

2015-16 goal: Increase the percent of students proficient (or above) in science as measured by the Iowa Science test comparing the 2014-15 9th grade students' scores with their 10th grade scores. (9th grade scored 71% proficient).

IOWA ASSESSMENT SCIENCE SCORES – (Grades 2-11)

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**

<u>2nd Grade</u>		2014-15			<u>3rd Grade</u>	2014-15		
		% Not Prof.	% Proficient	% Adv		% Not Prof.	% Proficient	% Adv
All Students		28%	56%	17%		11%	72%	17%
Gender	Male	29%	71%	0%		10%	70%	20%
	Female	26%	42%	32%		12%	75%	12%
Race/ Ethnicity	Asian	100%	0%	0%		NA	NA	NA
	African Amer	NA	NA	NA		0%	100%	0%
	Hispanic	33%	67%	0%		50%	50%	0%
	Hawaiian/ Pacific	NA	NA	NA		NA	NA	NA
	Two or more	0%	100%	0%		0%	100%	0%
	White	26%	55%	19%		10%	71%	19%
	Amer Indian/ Alaska Native	NA	NA	NA		NA	NA	NA
ELL	ELL	NA	NA	NA		100%	0%	0%
	Non-ELL	28%	56%	17%		9%	74%	17%
FRL	FRL	35%	47%	18%		14%	71%	14%
	Non-FRL	21%	63%	16%		7%	73%	20%
TAG	TAG	NA	NA	NA		0%	50%	50%
	Non-TAG	28%	56%	17%		13%	77%	10%
Migrant	Migrant	NA	NA	NA		NA	NA	NA
	Non-Migrant	28%	56%	17%		11%	72%	17%
IEP	IEP	100%	0%	0%		17%	83%	0%
	Non-IEP	21%	61%	18%		10%	70%	20%
504 Plan	504 Plan	NA	NA	NA		NA	NA	NA
	Non-504	28%	56%	17%		11%	72%	17%

<u>4th Grade</u>		2014-15			<u>5th Grade</u>	2014-15		
		% Not Prof.	% Proficient	% Adv		% Not Prof.	% Proficient	% Adv
All Students		5%	76%	19%		7%	75%	18%
Gender	Male	9%	82%	9%		0%	80%	20%
	Female	0%	70%	30%		11%	72%	17%
Race/ Ethnicity	Asian	NA	NA	NA		NA	NA	NA
	African Amer	0%	100%	0%		NA	NA	NA
	Hispanic	NA	NA	NA		0%	100%	0%
	Hawaiian/ Pacific	NA	NA	NA		NA	NA	NA
	Two or more	NA	NA	NA		NA	NA	NA

	White	5%	75%	20%		8%	73%	19%
	Amer Indian/ Alaska Native	NA	NA	NA		NA	NA	NA
ELL	ELL	NA	NA	NA		0%	100%	0%
	Non-ELL	5%	76%	19%		7%	74%	19%
FRL	FRL	0%	67%	33%		10%	70%	20%
	Non-FRL	7%	80%	13%		6%	78%	17%
TAG	TAG	0%	67%	33%		0%	50%	50%
	Non-TAG	7%	80%	13%		8%	79%	12%
Migrant	Migrant	NA	NA	NA		NA	NA	NA
	Non-Migrant	5%	76%	19%		7%	75%	18%
IEP	IEP	0%	50%	50%		0%	50%	50%
	Non-IEP	5%	79%	16%		8%	79%	12%
504 Plan	504 Plan	NA	NA	NA		NA	NA	NA
	Non-504	5%	76%	19%		7%	75%	18%

9th Grade		2011- 2012			2012- 2013			2013- 2014			2014- 2015		
		% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv
All Students		20%	56%	24%	27%	58%	15%	10%	75%	15%	29%	55%	16%
Gender	Male	23%	69%	8%	33%	52%	14%	15%	65%	19%	27%	55%	18%
	Female	17%	42%	42%	22%	63%	15%	4%	85%	12%	30%	56%	15%
Race/ Ethnicity	Asian	100%	0%	0%	NA	NA	NA	NA	NA	NA	NA	NA	NA
	African Amer	NA	NA	NA	NA	NA	NA	100%	0%	0%	NA	NA	NA
	Hispanic	NA	NA	NA	100%	0%	0%	0%	100%	0%	0%	100%	0%
	Hawaiian/Pacific	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Two or more	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	White	17%	58%	25%	24%	61%	15%	8%	75%	17%	29%	54%	17%
	Amer Indian/ Alaska Native	NA	NA	NA	100%	0%	0%	NA	NA	NA	NA	NA	NA
ELL	ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-ELL	20%	56%	24%	27%	58%	15%	10%	75%	15%	29%	55%	16%
FRL	FRL	20%	80%	0%	33%	56%	11%	6%	71%	24%	36%	55%	9%
	Non-FRL	20%	50%	30%	23%	60%	17%	11%	77%	11%	22%	56%	22%
TAG	TAG	0%	0%	100%	0%	30%	70%	0%	60%	40%	0%	42%	58%
	Non TAG	24%	67%	10%	34%	66%	0%	14%	81%	5%	38%	59%	3%
Migrant	Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-Migrant	20%	56%	24%	27%	58%	15%	10%	75%	15%	29%	55%	16%
IEP	IEP	25%	75%	0%	78%	22%	0%	33%	67%	0%	40%	60%	0%
	Non-IEP	19%	52%	29%	15%	67%	18%	7%	76%	17%	27%	55%	18%
504 Plan	504 Plan	NA	NA	NA	NA	NA	NA	NA	NA	NA	100%	0%	0%
	Non-504	20%	56%	24%	27%	58%	15%	10%	75%	15%	27%	56%	17%

10th Grade

		2011-2012			2012-2013			2013-2014			2014-2015		
		% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv
All Students		8%	72%	20%	17%	69%	15%	11%	70%	18%	10%	76%	14%
Gender	Male	20%	60%	20%	25%	67%	8%	0%	74%	26%	8%	80%	12%
	Female	0%	80%	20%	8%	71%	21%	20%	68%	12%	12%	73%	15%
Race/ Ethnicity	Asian	NA	NA	NA	100%	0%	0%	NA	NA	NA	NA	NA	NA
	African Amer	NA	NA	NA	NA	NA	NA	NA	NA	NA	0%	100%	0%
	Hispanic	NA	NA	NA	0%	100%	0%	NA	NA	NA	0%	100%	0%
	Hawaiian/Pacific	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Two or more	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	White	8%	72%	20%	15%	70%	15%	9%	72%	19%	10%	75%	15%
	Amer Indian/ Alaska Native	NA	NA	NA	NA	NA	NA	100%	0%	0%	NA	NA	NA
ELL	ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-ELL	8%	72%	20%	17%	69%	15%	11%	70%	18%	10%	76%	14%
FRL	FRL	0%	75%	25%	8%	67%	25%	17%	67%	17%	12%	75%	12%
	Non-FRL	12%	71%	18%	19%	69%	11%	8%	73%	19%	9%	77%	14%
TAG	TAG	0%	100%	0%	0%	43%	57%	0%	55%	45%	0%	71%	29%
	Non TAG	9%	68%	23%	20%	73%	7%	15%	76%	9%	15%	79%	6%
Migrant	Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-Migrant	8%	72%	20%	17%	69%	15%	11%	70%	18%	10%	76%	14%
IEP	IEP	0%	100%	0%	50%	50%	0%	12%	75%	12%	50%	50%	0%
	Non-IEP	8%	71%	21%	12%	71%	17%	11%	69%	19%	4%	80%	16%
504 Plan	504 Plan	NA	NA	NA	0%	100%	0%	NA	NA	NA	NA	NA	NA
	Non 504 Plan	8%	72%	20%	17%	67%	15%	11%	70%	18%	10%	76%	14%

11th Grade

		2011-2012			2012-2013			2013-2014			2014-2015		
		% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv	% Not Prof	% Prof	% Adv
All Students		12%	62%	25%	13%	69%	19%	30%	53%	17%	7%	80%	14%
Gender	Male	20%	50%	30%	14%	75%	11%	33%	50%	17%	0%	84%	16%
	Female	7%	71%	21%	12%	62%	27%	26%	57%	17%	12%	76%	12%
Race/ Ethnicity	Asian	NA	NA	NA	NA	NA	NA	100%	0%	0%	NA	NA	NA
	African Amer	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	0%	100%	0%	50%	50%	0%	NA	NA	NA
	Hawaiian/Pacific	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Two or more	NA	NA	NA	0%	100%	0%	NA	NA	NA	NA	NA	NA
	White	12%	62%	25%	13%	67%	19%	27%	55%	18%	5%	81%	14%
	Amer Indian/ Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	100%	0%	0%
ELL	ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-ELL	12%	62%	25%	13%	69%	19%	30%	53%	17%	7%	80%	14%

FRL	FRL	0%	83%	17%	22%	67%	11%	40%	60%	0%	6%	88%	6%
	Non-FRL	17%	56%	28%	8%	69%	22%	27%	51%	22%	7%	75%	18%
TAG	TAG	0%	0%	100%	0%	25%	75%	8%	33%	58%	0%	55%	45%
	Non TAG	14%	71%	14%	15%	76%	9%	37%	60%	3%	9%	88%	3%
Migrant	Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Non-Migrant	12%	62%	25%	13%	69%	19%	30%	53%	17%	7%	80%	14%
IEP	IEP	60%	40%	0%	20%	80%	0%	50%	17%	33%	0%	100%	0%
	Non-IEP	0%	68%	32%	12%	67%	20%	27%	59%	15%	8%	76%	16%
504 Plan	504 Plan	0%	100%	0%	0%	100%	0%	50%	50%	0%	NA	NA	NA
	Non 504 Plan	13%	61%	26%	13%	68%	19%	29%	53%	18%	7%	80%	14%

Chapter 12 Multiple Assessments

The ASVAB was given to 11th graders.

A total of 24 girls and 15 boys took the **ASVAB Verbal** test.

Standard Scores - Verbal

	30-40	41-50	51-60	61-70
# Girls scoring	4	9	9	2
# Boys scoring	2	4	7	2

The average standard score for the girls was 49. The average standard score for the boys was 52. The average standard score for all students was 50.1.

A total of 24 girls and 15 boys took the **ASVAB Math** test.

Standard Scores - Math

	30-40	41-50	51-60	61-70
# Girls scoring	5	6	12	1
# Boys scoring	2	5	7	1

The average standard score for the girls was 48.7. The average standard score for the boys was 51.5. The average standard score for all students was 49.8.

A total of 24 girls and 15 boys took the **ASVAB Science and Tech Skills** test.

Standard Scores - Science and Tech Skills

	30-40	41-50	51-60	61-70
# Girls scoring	5	9	10	
# Boys scoring		5	6	4

The average standard score for the girls was 47.3. The average standard score for the boys was 55. The average standard score for all students was 50.3.

4th grade MAP Reading -

On the Spring MAP for 4th grade Reading; 16 of 21 students (76.2%) were at or above grade level.

Progress with Early Intervention Goal

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

The FAST test is given at grade levels K-3. Results show the following:

Fall 2014	Enrolled	Tested	At Benchmark	% at Benchmark
K	38	38	29	76.32
1	29	28	15	53.57
2	36	36	19	52.78
3	36	36	25	69.44

Spring 2015

K	36	36	35	97.22
1	29	28	18	64.29
2	36	36	21	58.33
3	36	36	26	72.22

ADDITIONAL INFORMATON:

TECHNOLOGY

Technology is addressed through the 21st Century Skills. All students have access (K-5, 9-12) to computers. They are used in the classroom to enhance student learning.

Culture / Climate

All students will feel safe and connected to school.

5 incidences of bullying/harassment were reported from students, staff or volunteers. All were investigated and none were founded.

Other Data:

Percentage of dropouts in grades 9-12 (2013-14):

Percentage of Total Dropouts	Percentage of Dropouts by Gender	Percentage of Dropouts by Those on IEPs	Percentage of Dropouts by Race
0.51%	0% male 0.97% female	0%	0.52% white 0% all other

State dropouts rate for grades 9-12 for 2013-14: 2.70%

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 competed a core program of 4 years of English, and 3 or more of math, science, and social studies
83.64%	40%	100%

Indicators of success for No Child Left Behind:

District Graduation Rate (2014)	Average Daily Attendance (K-5)
100%	94.22%

Statewide 2014 class 4 year cohort graduation rate: 90.5%

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 NAEP 2013 Assessment

	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	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%

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

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.