

## Proficiency

As you look at this report on student achievement, you will notice most test results are reported as the percentage of students that are proficient on a particular test. The Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) are given to students across the nation, which allows a school to make comparisons not only to other students in the state of Iowa, but to other students in the nation as a whole. The Iowa Department of Education requires a school to look at a student's National percentile Rank (NPR) to determine proficiency on these tests. A National Percentile Rank of 41% is considered proficient. A student scoring at the 41st percentile has scored higher than 40% of all others taking that particular test at that particular grade level. A school must report what percentage of their students fall into each of three proficiency levels on a particular test. Proficiency levels represent ranges of National Percentile Rank as follows:

NPR of 0-40%	Less Proficient
NPR of 41-89%	Proficient
NPR of 90-99%	Advanced Proficient

Students with National Percentile Rank of 41-99% are considered to be proficient.

## Subgroup Data

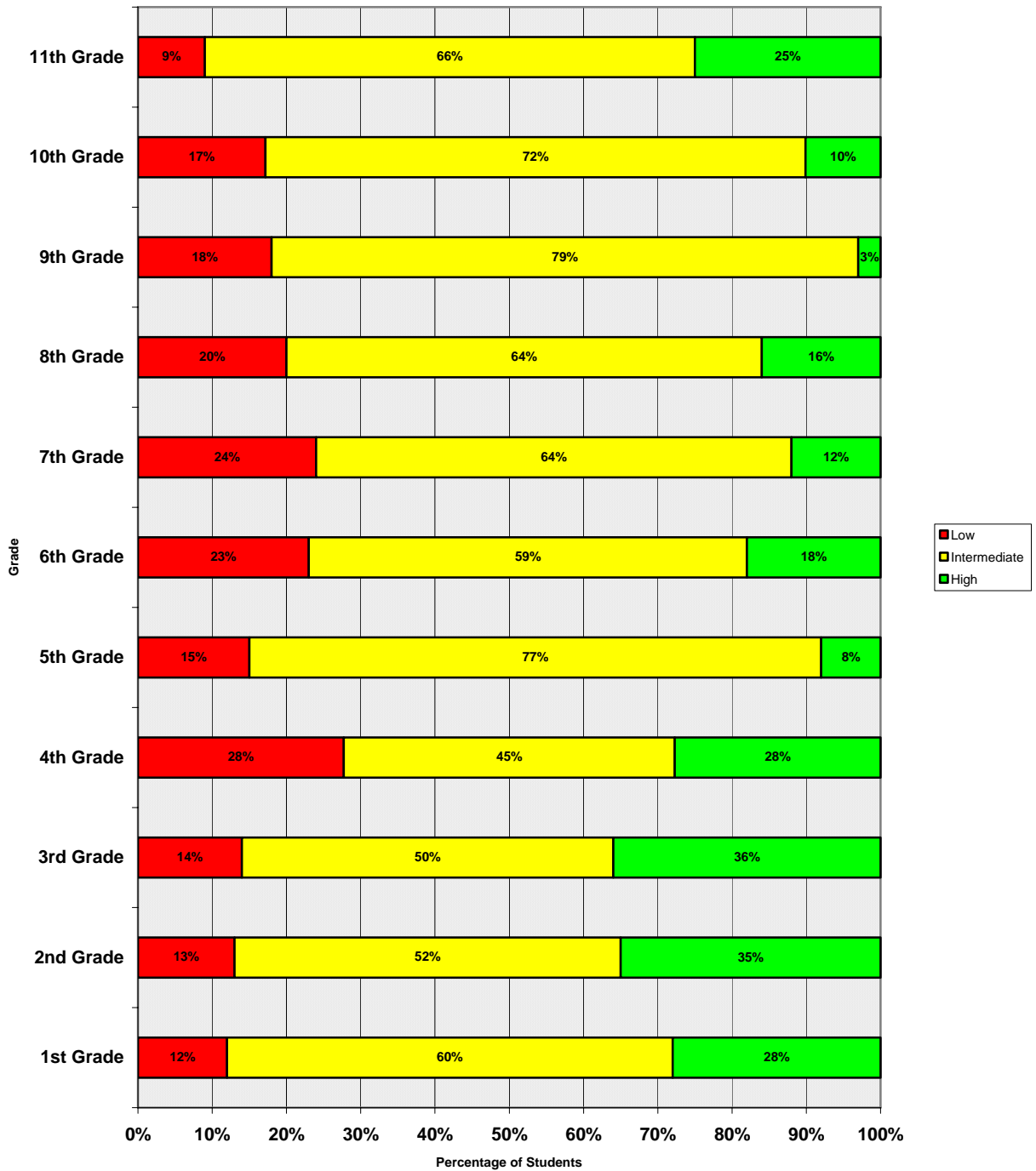
The APR contains charts that compare different subgroups of students. Those subgroups are race/ethnicity, gender, low socioeconomic status, students with disabilities, migrant students, ELL students. Achievement data is only reported for subgroups that contain ten or more students. For example, if a grade has less than ten females or less than ten males, then neither subgroup is reported. Missing data points on these charts are due to less than ten students being in a subgroup. SES stands for Socioeconomic Status. Low SES is defined as those students eligible for free or reduced lunch. IEP stands for Individualized Education Plan. IEP students are those with a unique educational plan.

## Information on Standard Error of Measure of ITBS and ITED

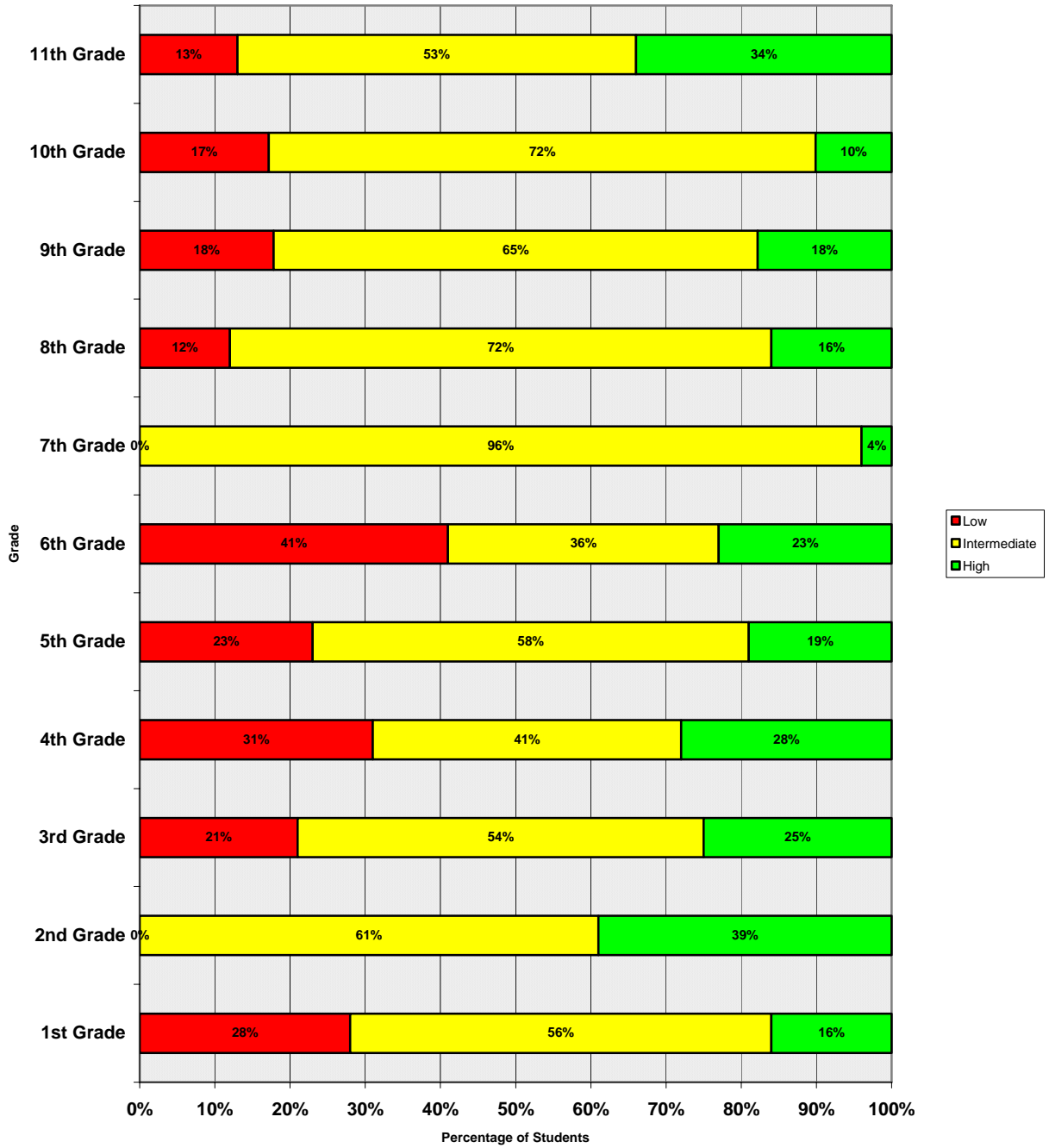
A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a band of error. A test score is an estimate of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development, the SEMs are presented in ranges, indicating where the student's true score would likely fall. (See table)

	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
41st Percentile (Mid-year Testing)	27-53	31-51	30-53	26-56	27-55	27-55
41st Percentile (Spring Testing)	30-53	31-51	30-53	28-56	28-54	26-55
90th Percentile (Fall Testing)	81-96	82-95	83-94	80-96	81-96	83-94
90th Percentile (Mid-year Testing)	81-96	84-95	83-94	79-97	82-95	83-91
90th Percentile (Spring Testing)	80-95	83-95	84-94	79-97	83-96	83-95

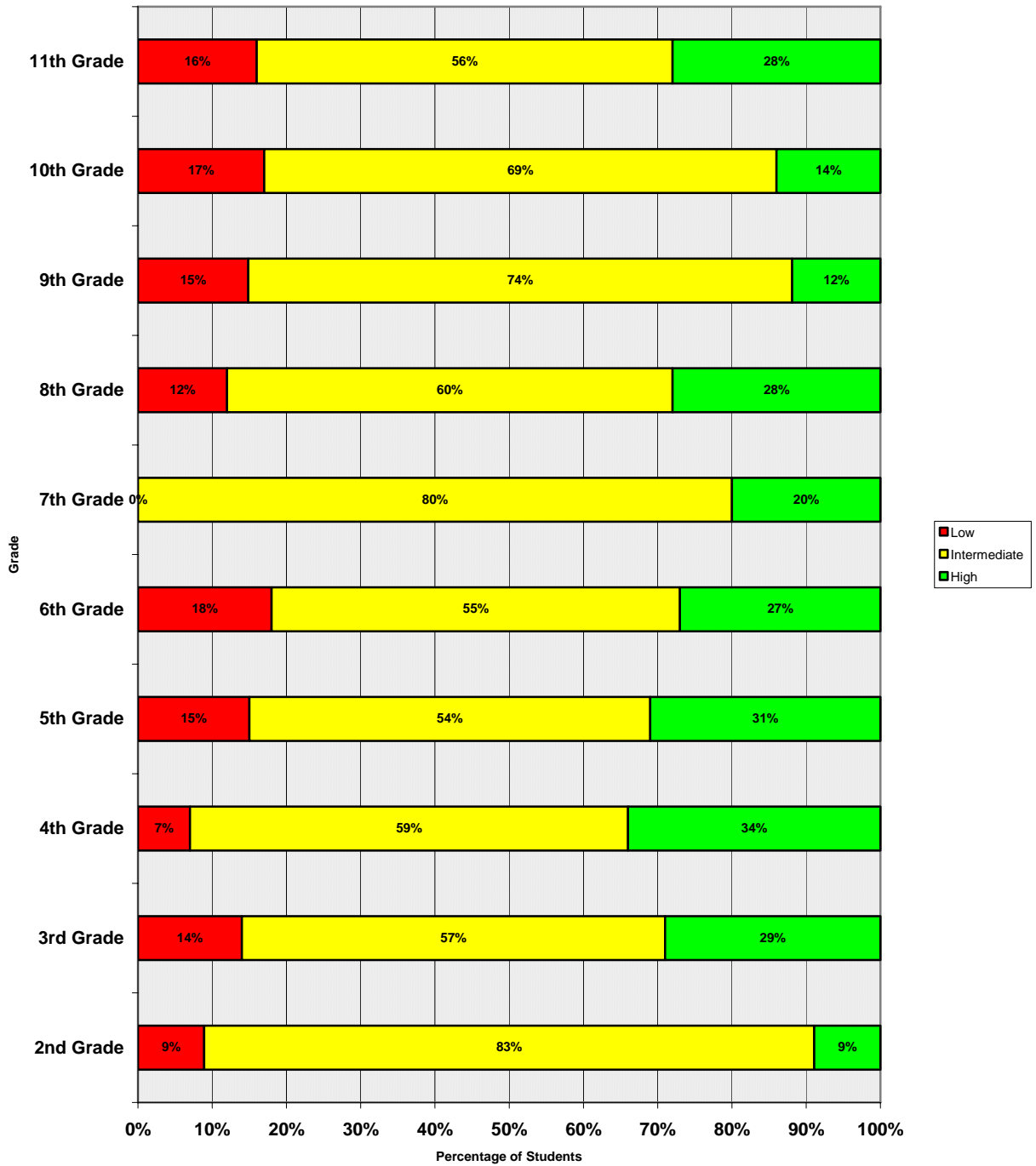
### Reading by Grade

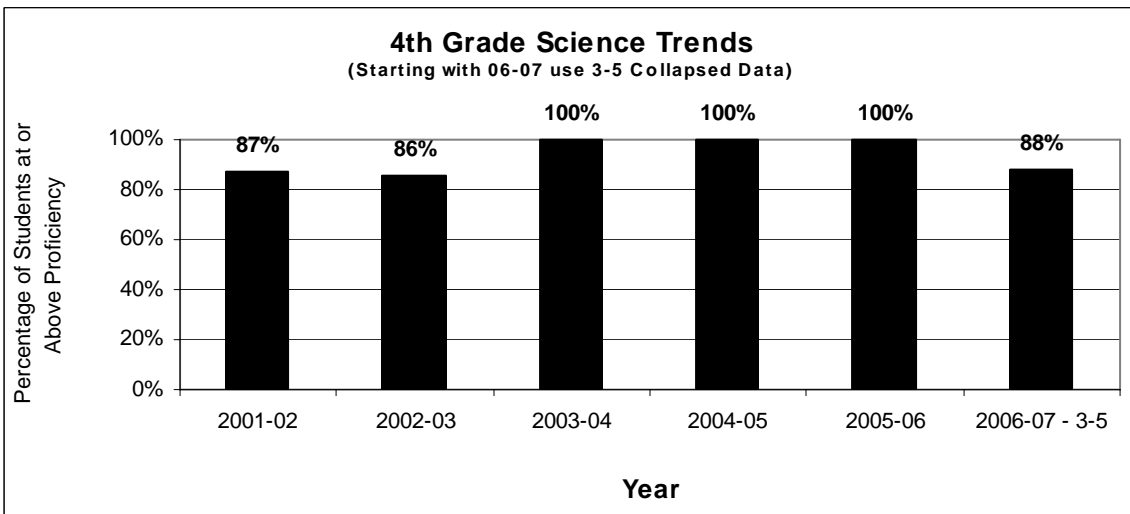
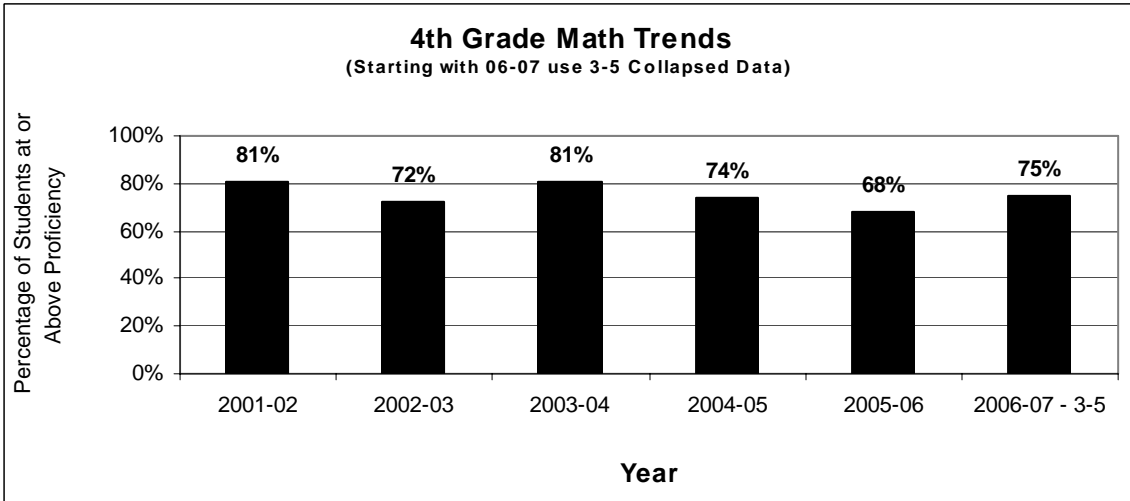
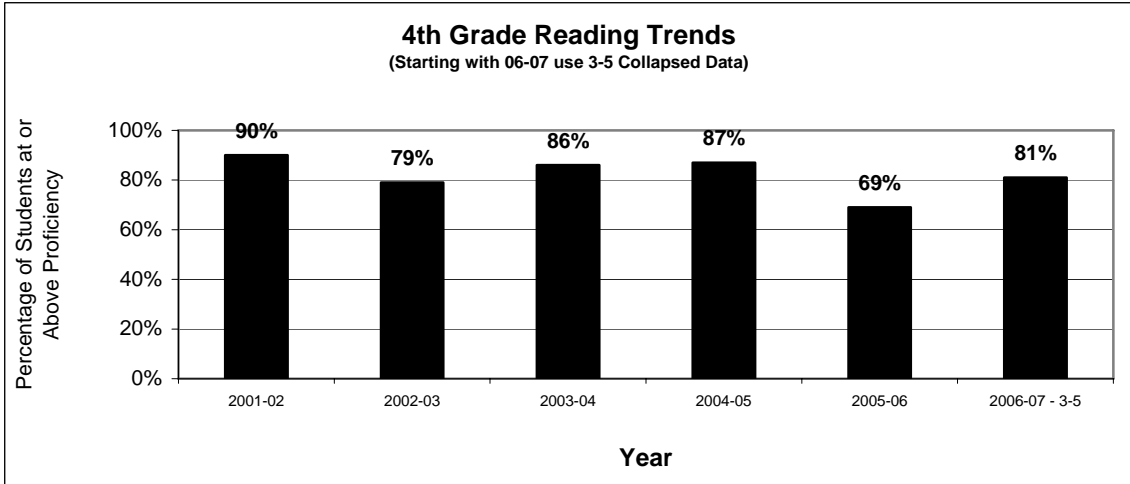


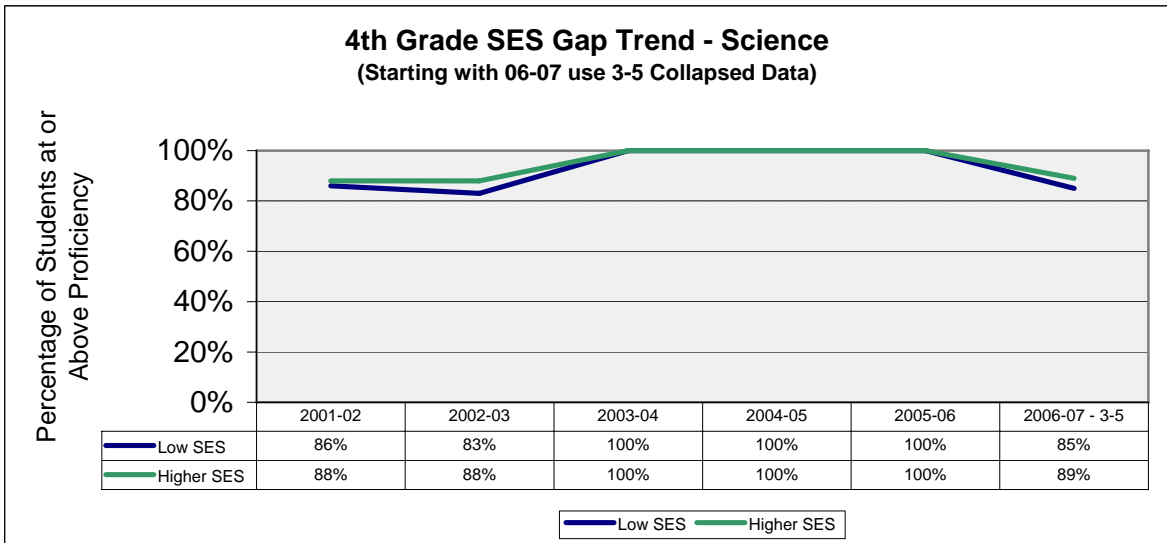
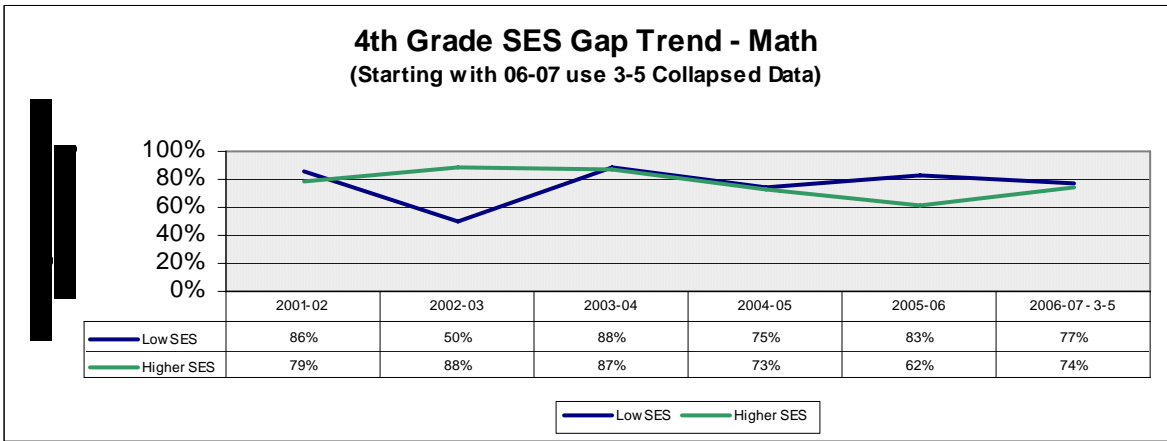
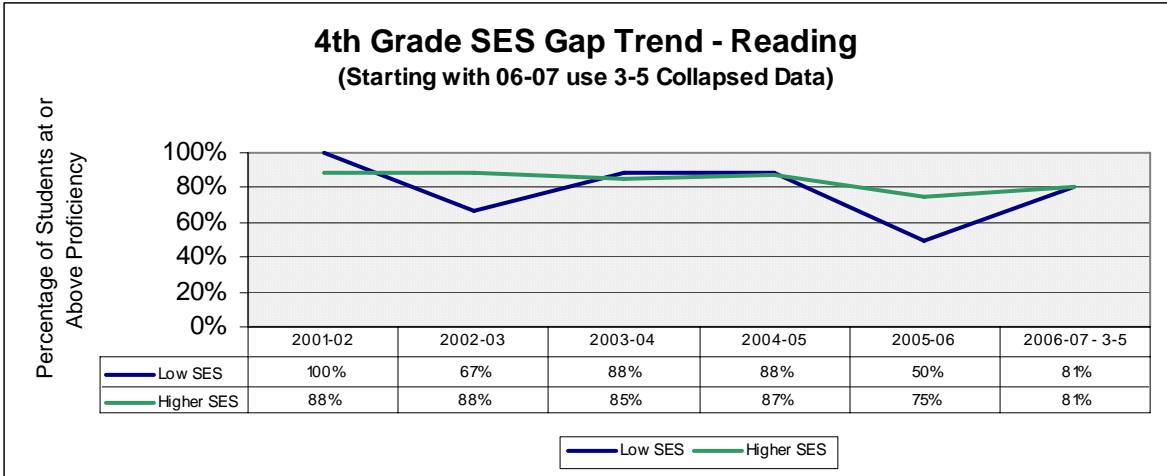
### Math by Grade



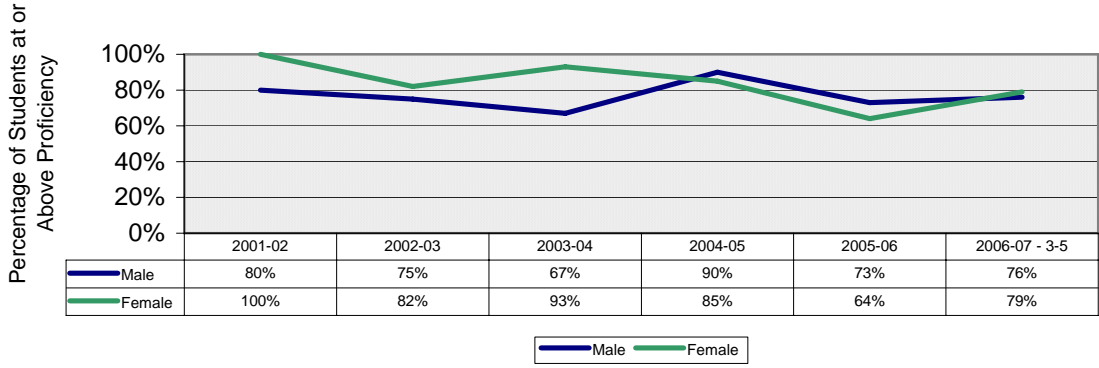
### Science by Grade



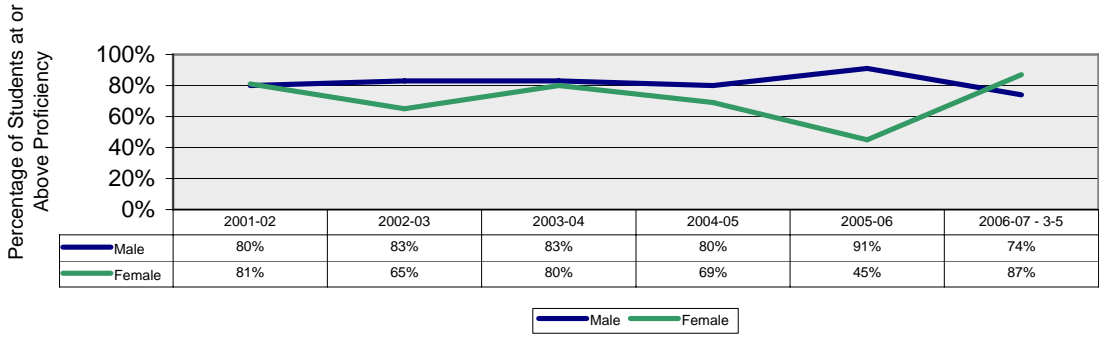




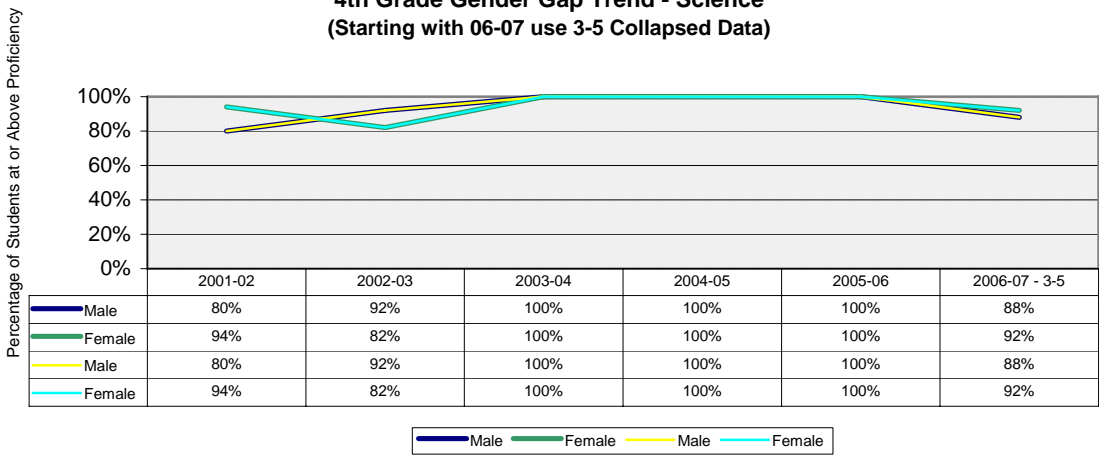
### 4th Grade Gender Gap Trend - Reading (Starting with 06-07 use 3-5 Collapsed Data)

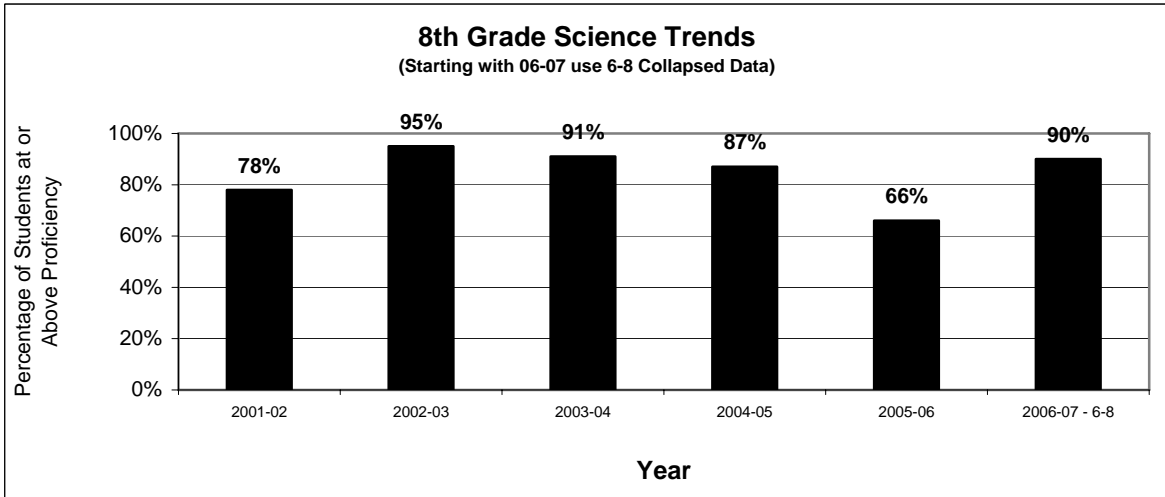
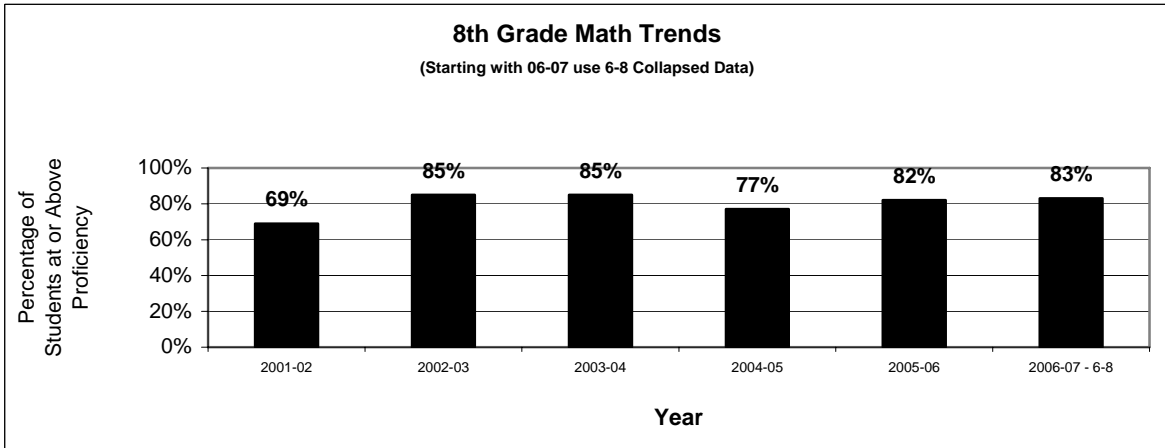
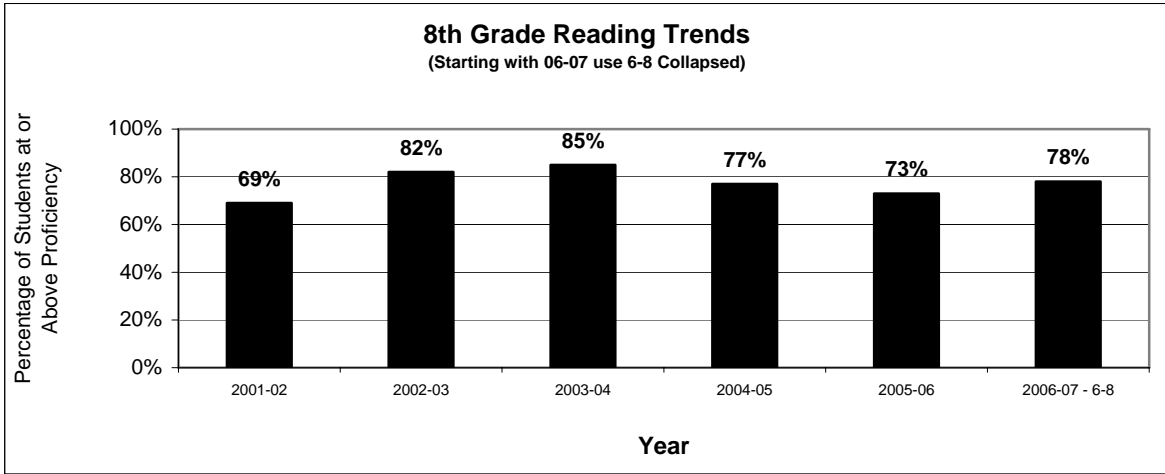


### 4th Grade Gender Gap Trend - Math (Starting with 06-07 use 3-5 Collapsed Data)

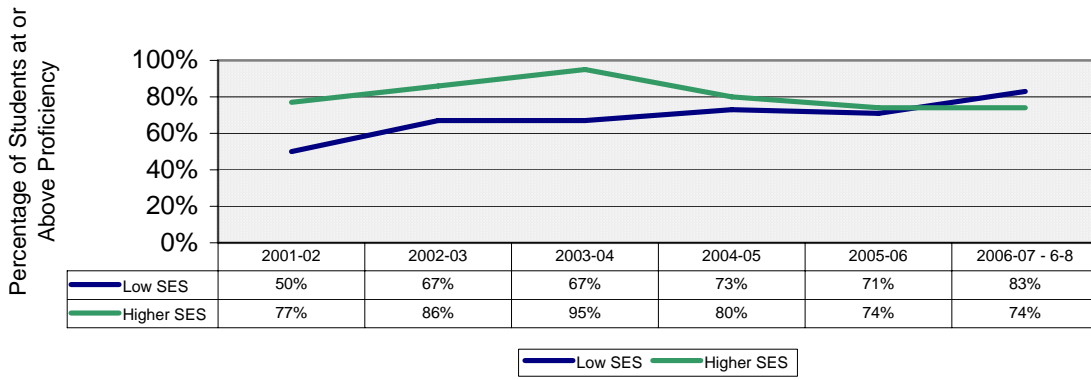


### 4th Grade Gender Gap Trend - Science (Starting with 06-07 use 3-5 Collapsed Data)

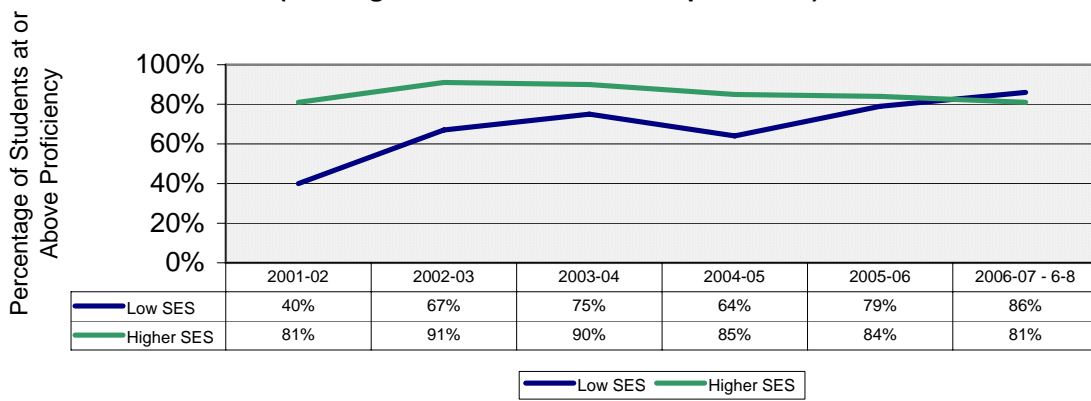




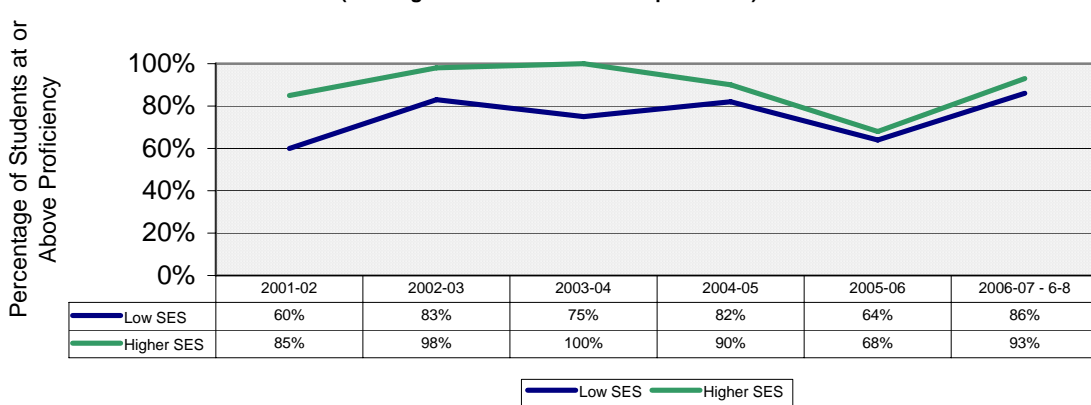
### 8th Grade SES Gap Trend - Reading (Starting with 06-07 use 6-8 Collapsed Data)



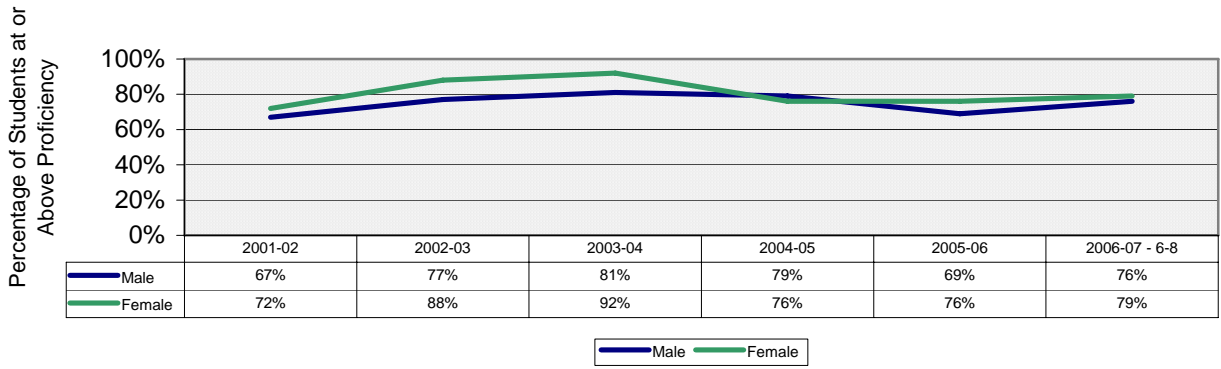
### 8th Grade SES Gap Trend - Math (Starting with 06-07 use 6-8 Collapsed Data)



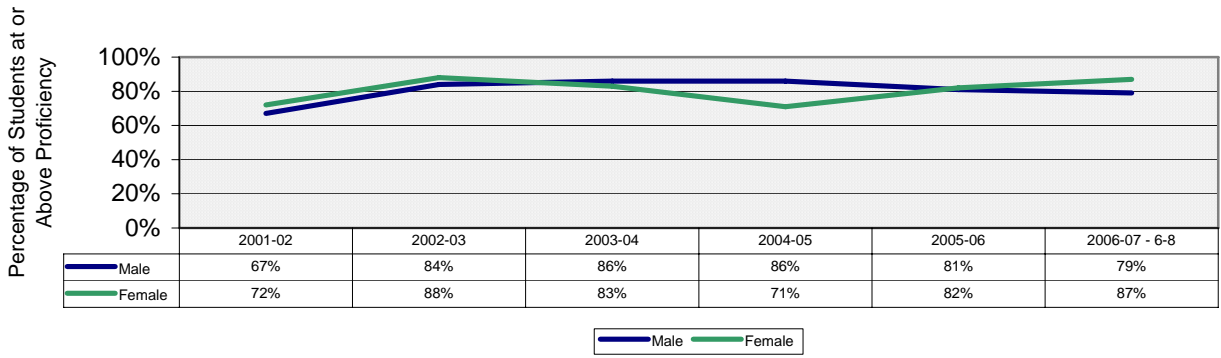
### 8th Grade SES Gap Trend - Science (Starting with 06-07 use 6-8 Collapsed Data)



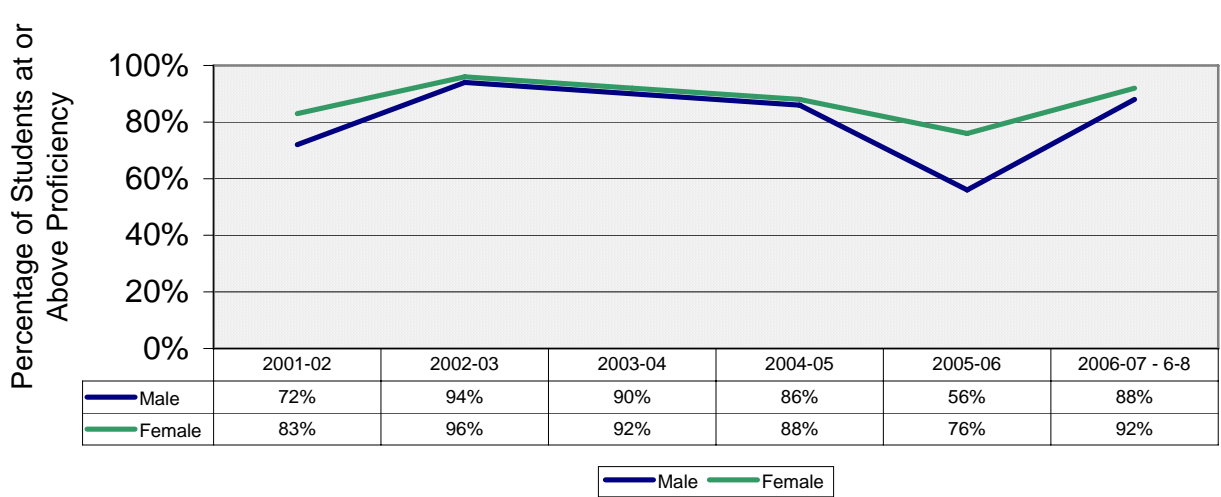
### 8th Grade Gender Gap Trend - Reading (Starting with 06-07 use 6-8 Collapsed Data)

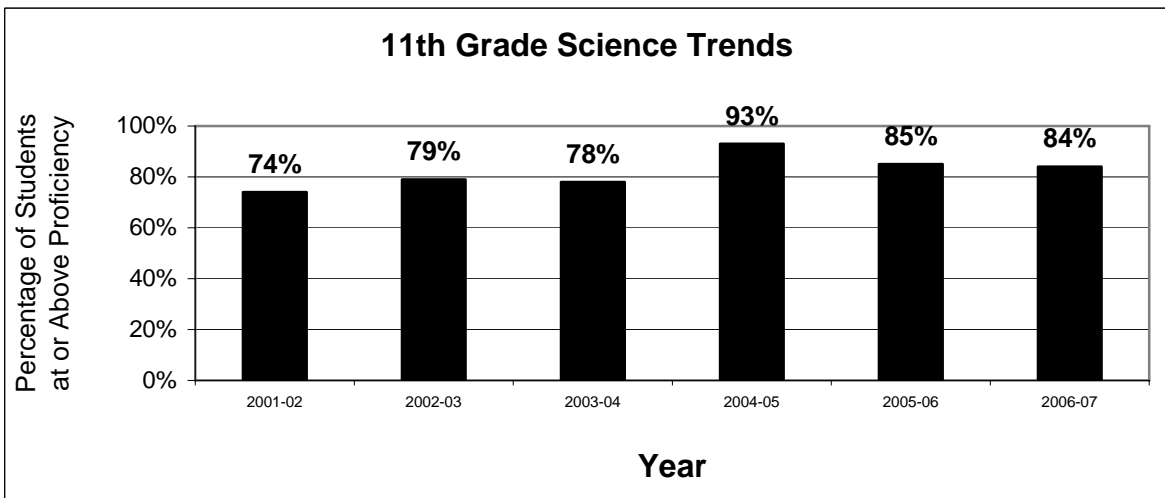
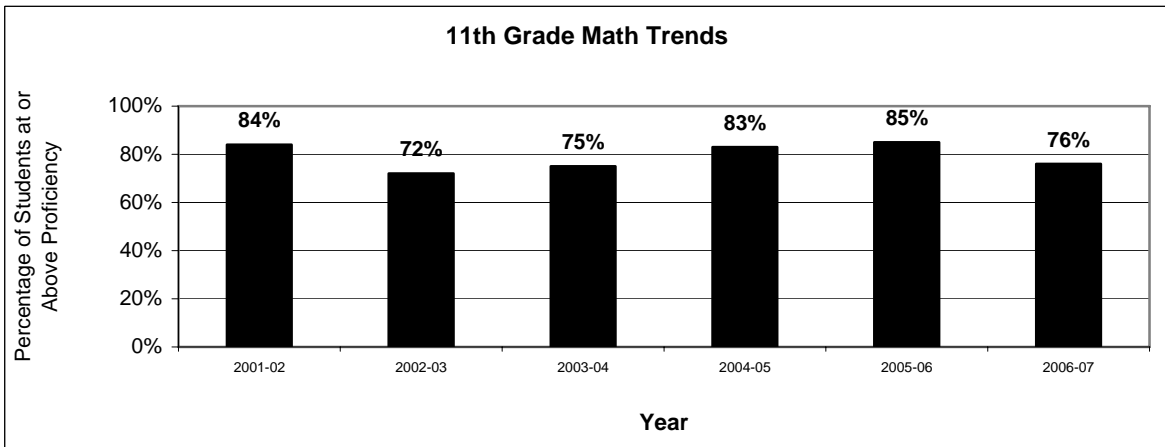
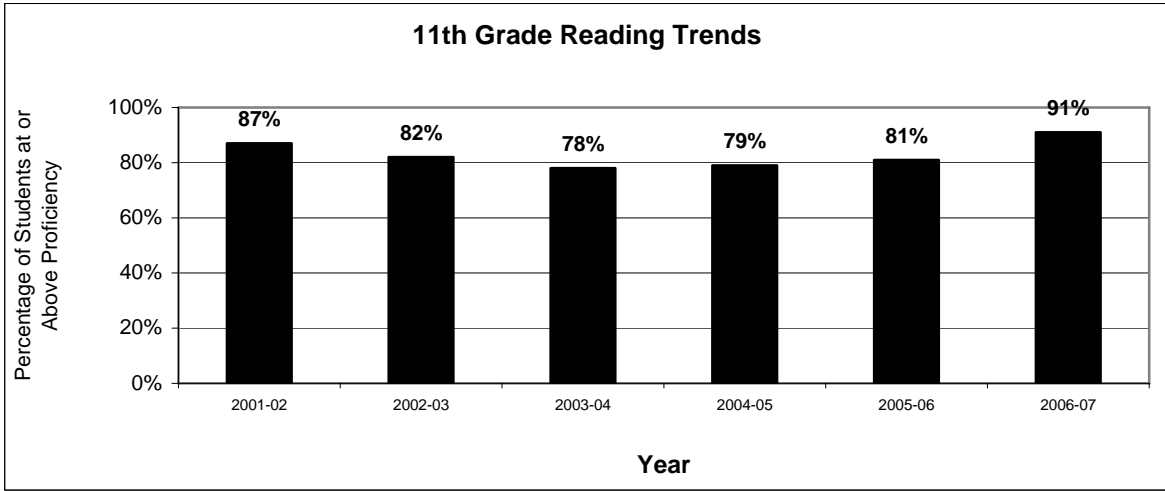


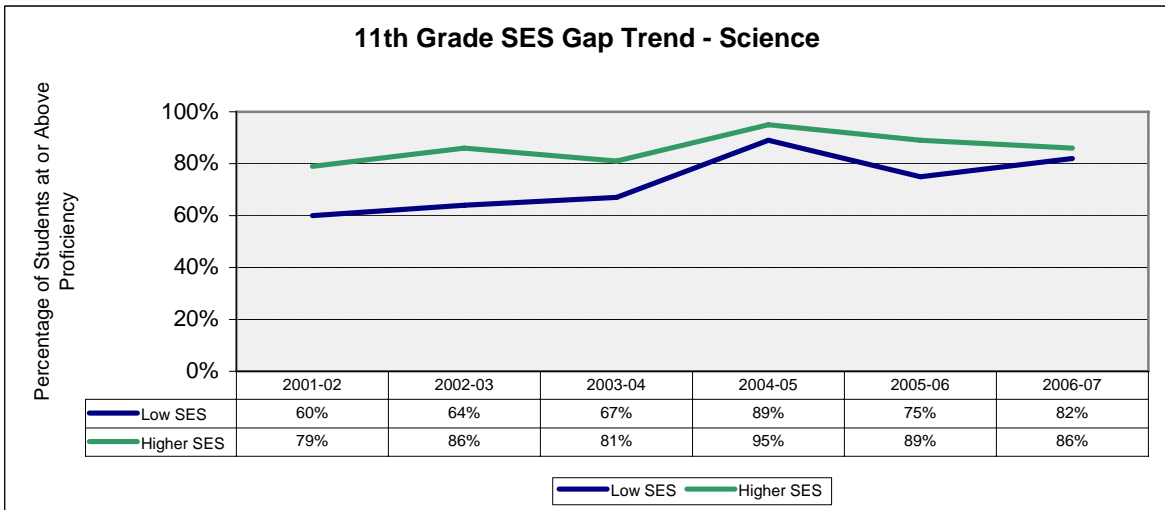
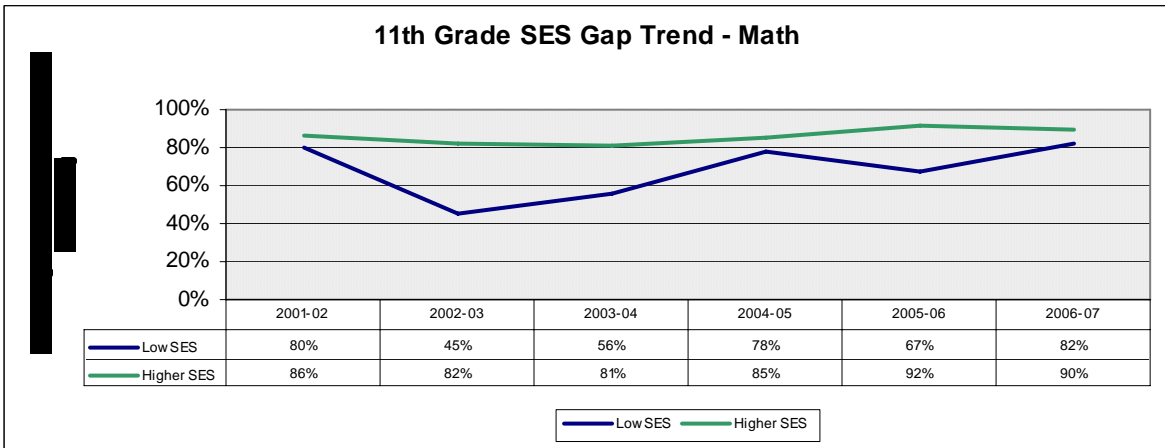
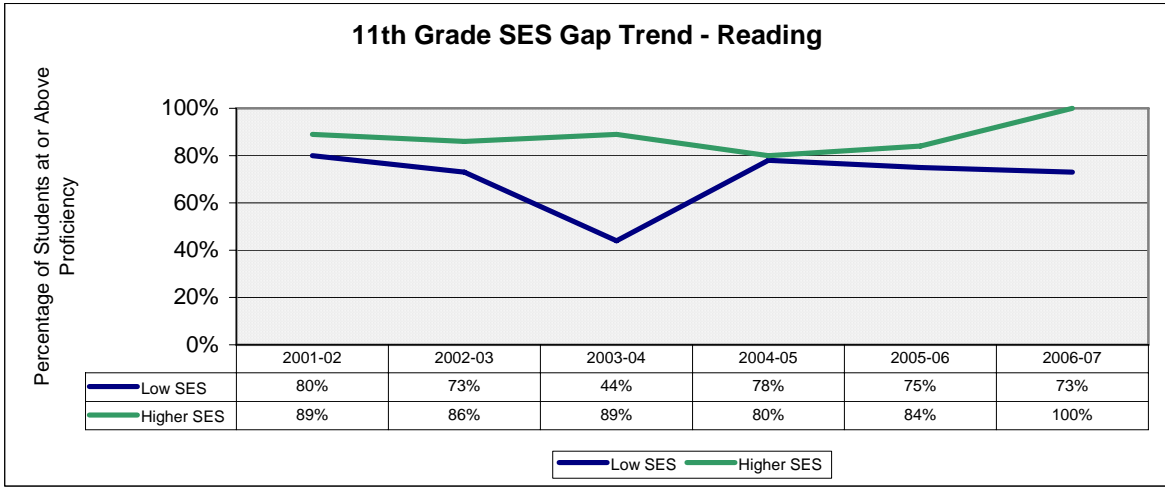
### 8th Grade Gender Gap Trend - Math (Starting with 06-07 use 6-8 Collapsed Data)



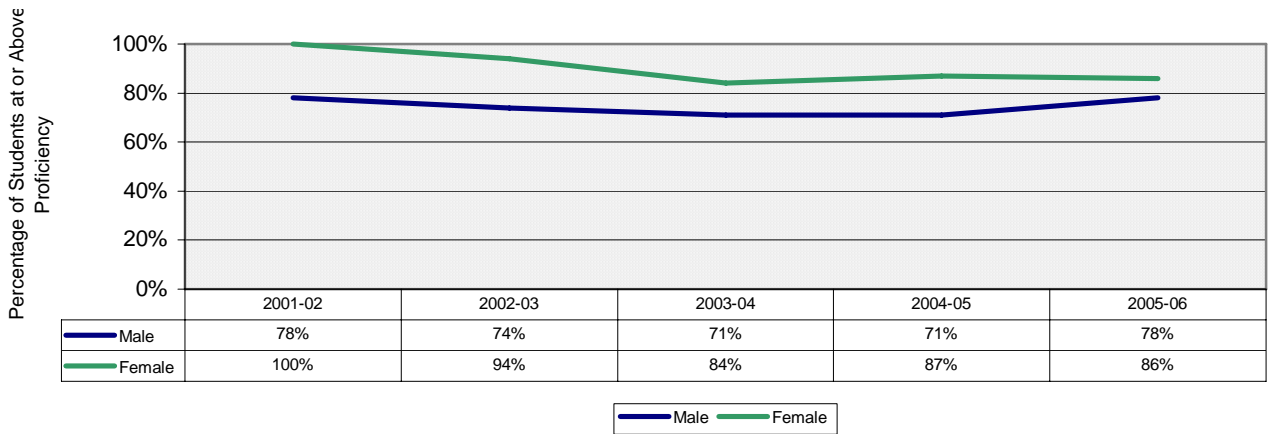
### 8th Grade Gender Gap Trend - Science (Starting with 06-07 use 6-8 Collapsed Data)



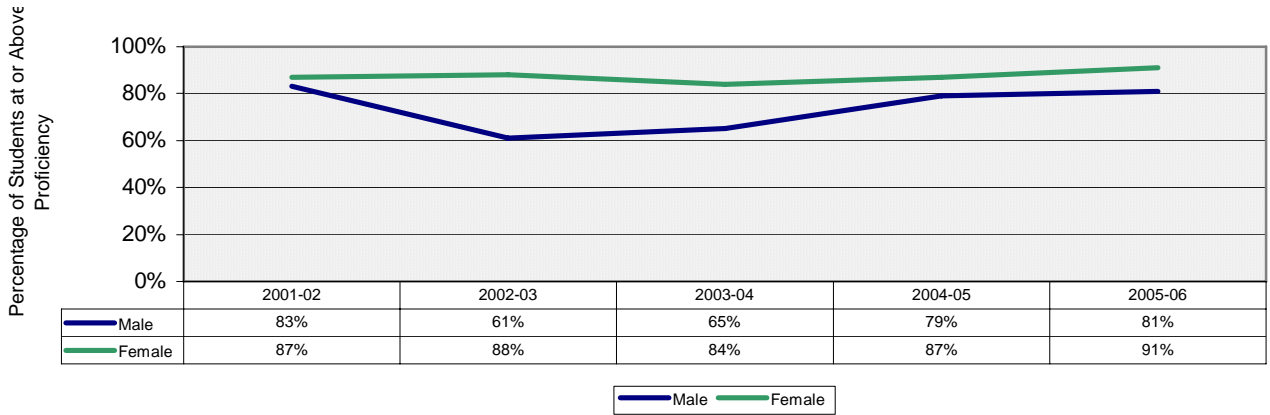




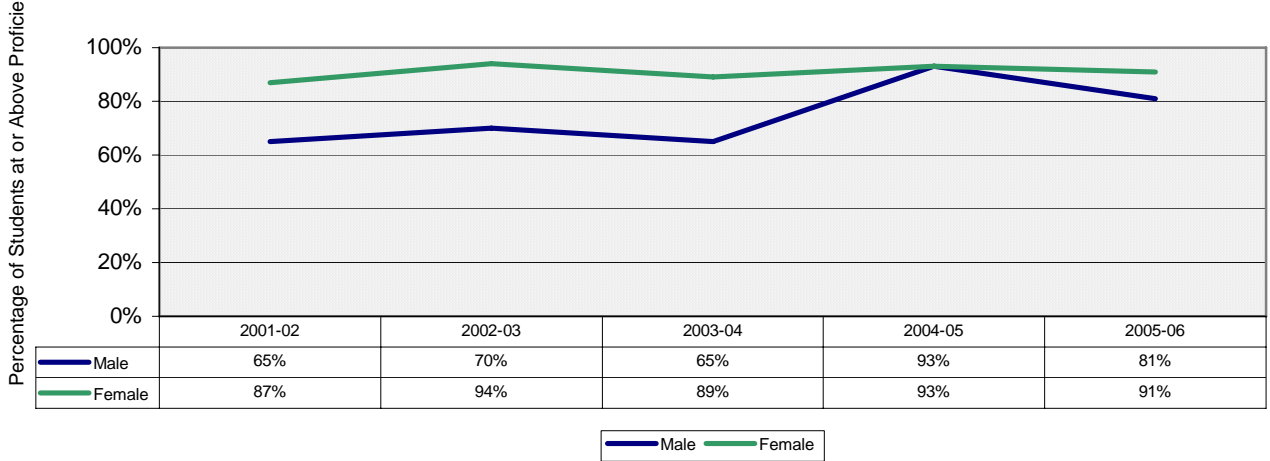
### 11th Grade Gender Gap Trend - Reading

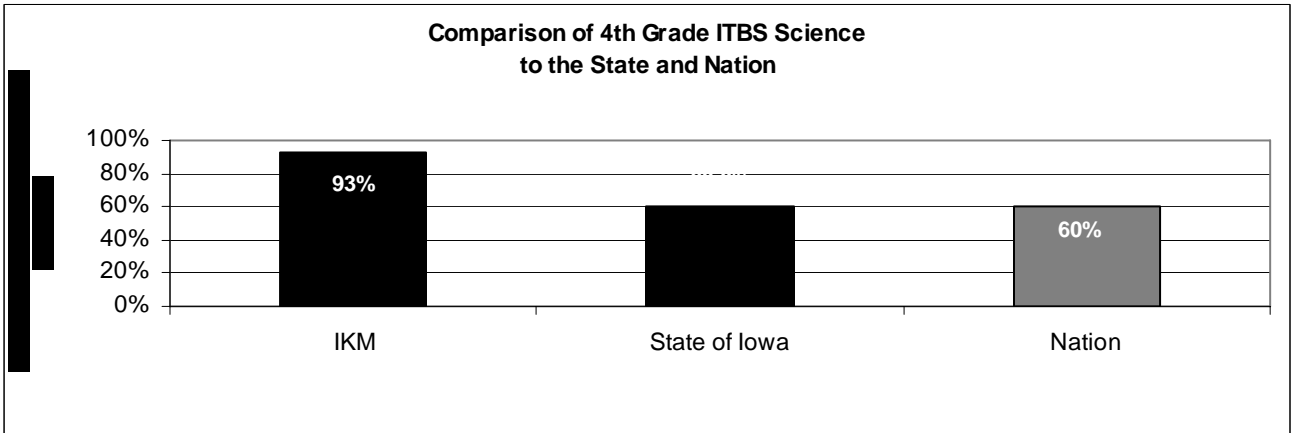
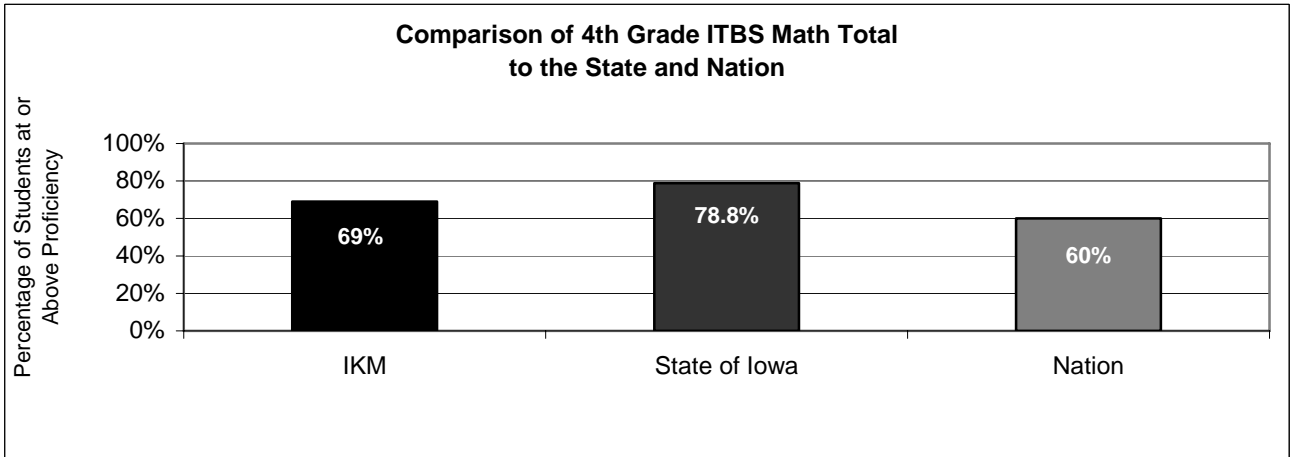
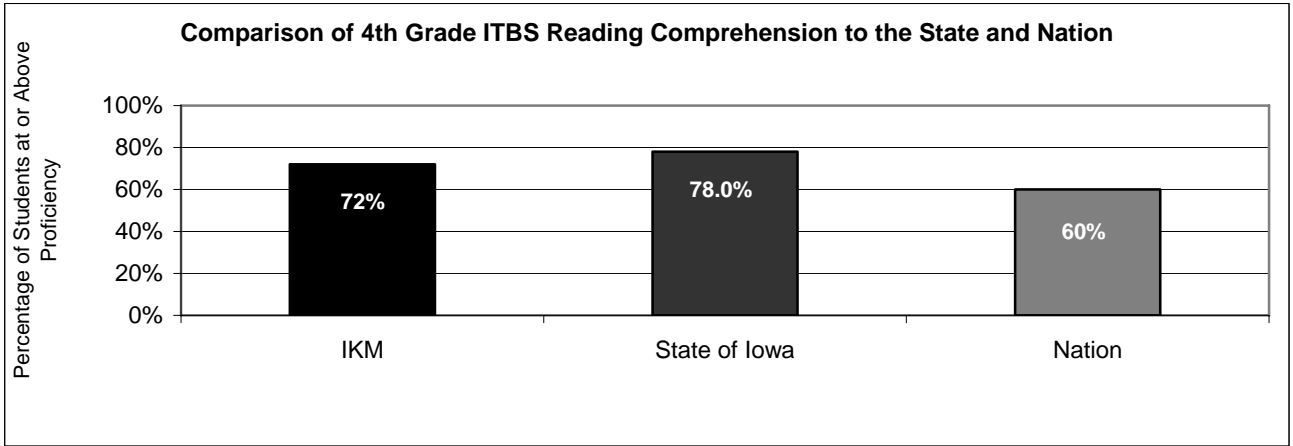


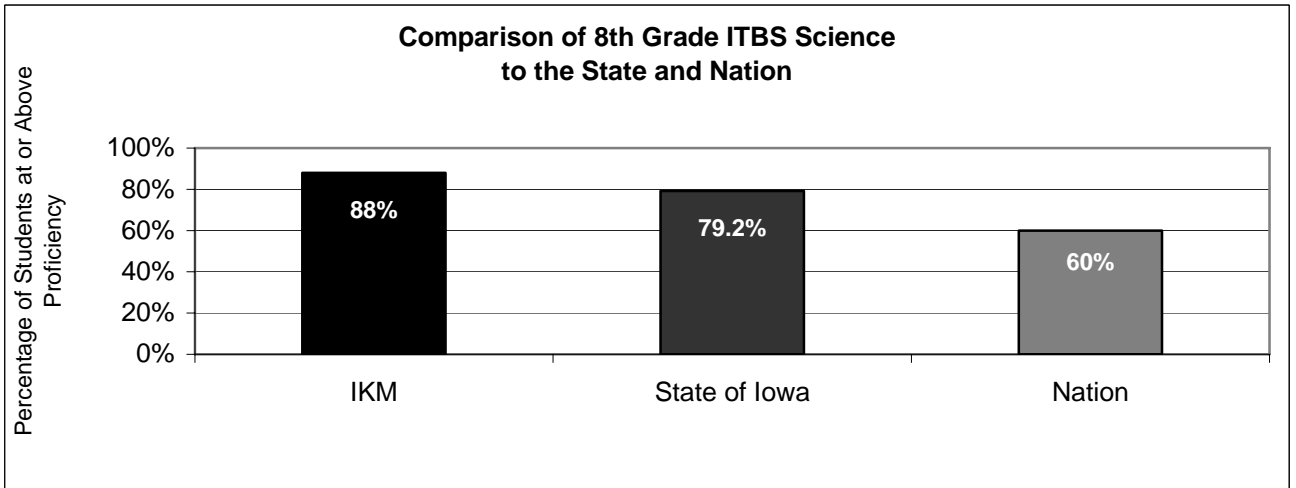
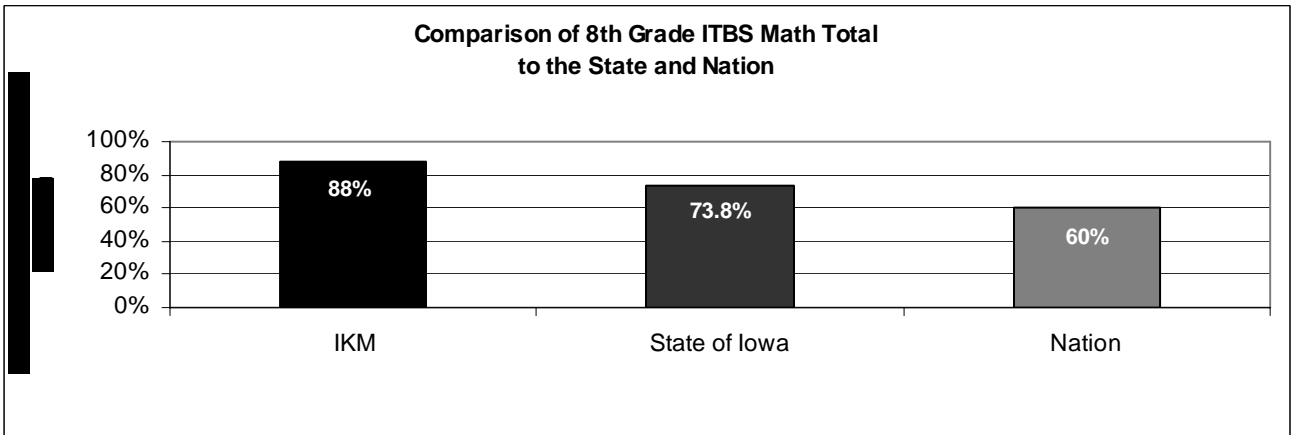
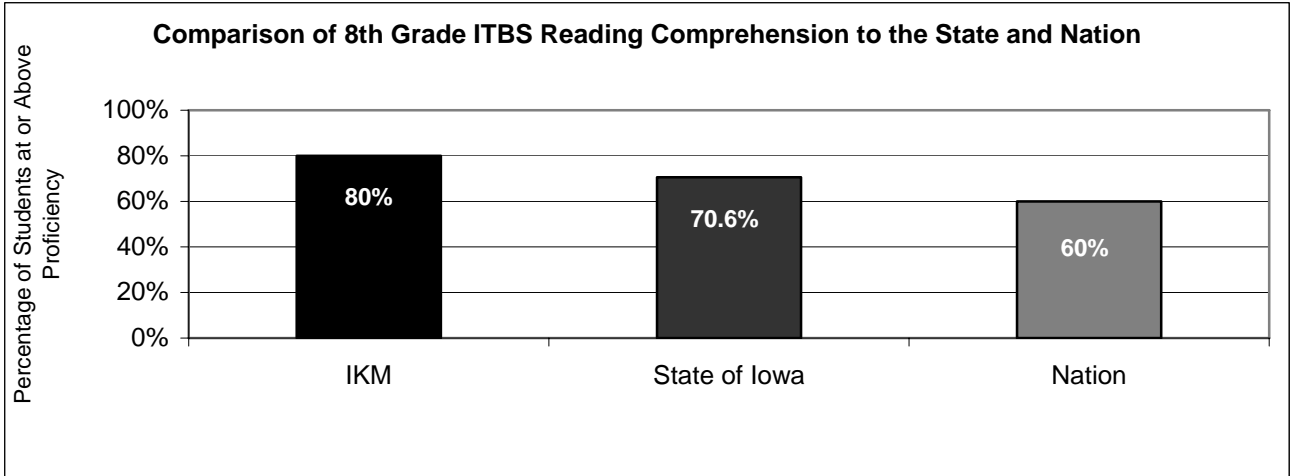
### 11th Grade Gender Gap Trend - Math

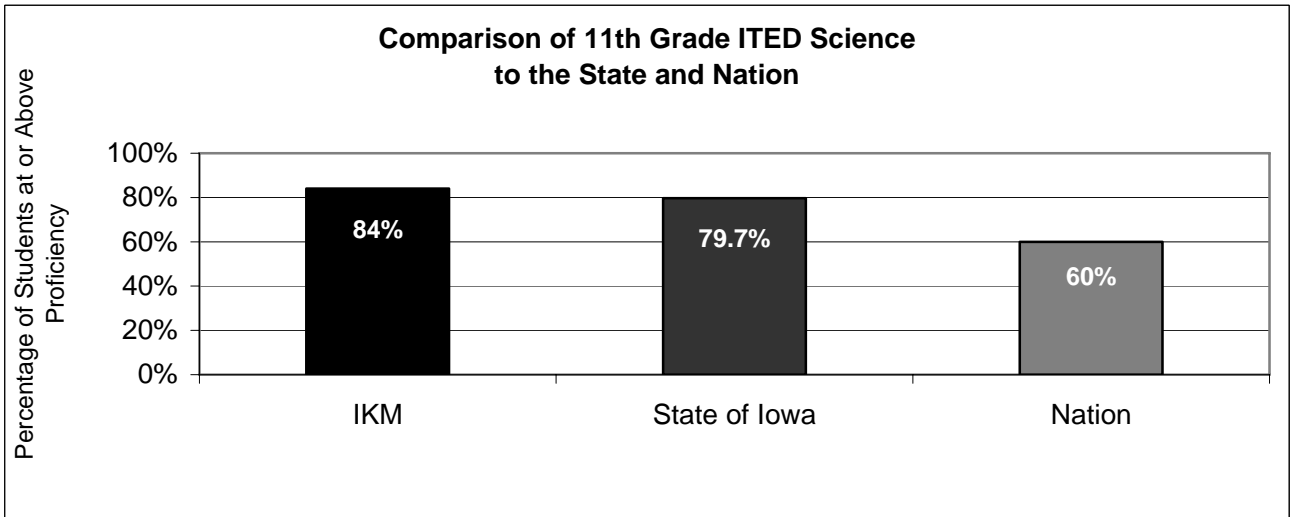
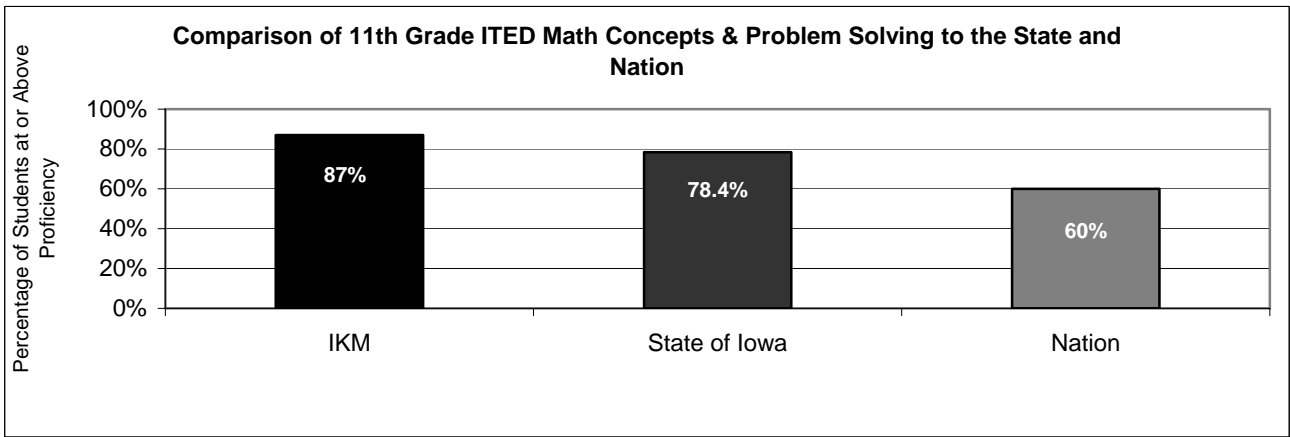
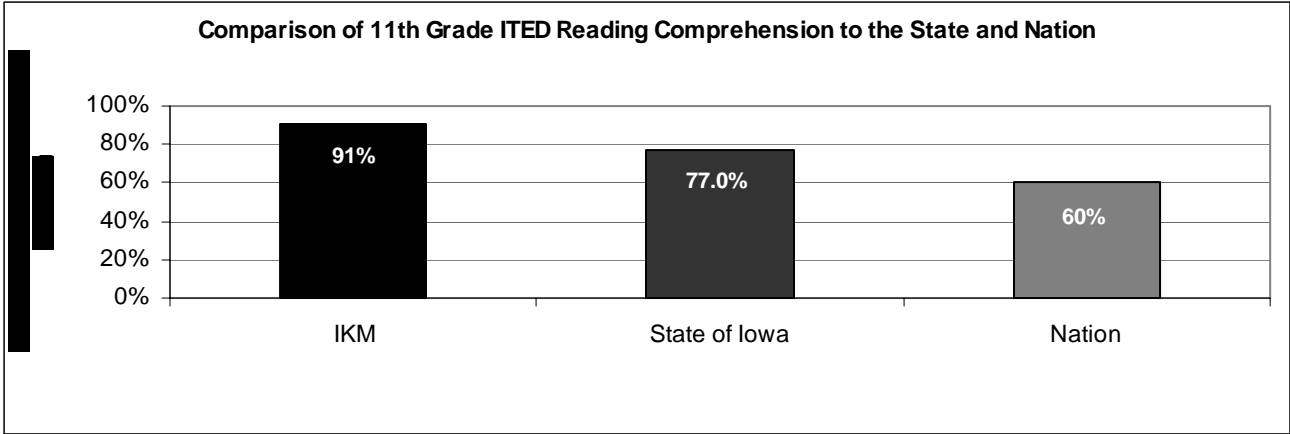


### 11th Grade Gender Gap Trend - Science









## Multiple Assessments

### ICAM - Iowa collaborative Assessment Modules

#### Explanation - How did the students do on this test?

##### Reading - Eighth Grade

2004-2005

Eighth grade students scored 85.2% proficiency.

2005-2006

Eighth grade students scored 76.5% proficiency.

2006-2007

Eighth grade students scored 80.0% proficiency.

##### Mathematics - Eighth Grade

2004-2005

Eighth grade students scored 81.5% proficiency.

2005-2006

Eighth grade students scored 90% proficiency.

2006-2007

Eighth grade students scored 83.3% proficiency.

##### Reading - Eleventh Grade

2004-2005

Eleventh grade students scored 88% proficiency.

2005-2006

Eleventh grade students scored 95.6% proficiency.

2006-2007

Eleventh grade students scored 94.3% proficiency.

##### Mathematics - Eleventh Grade

2004-2005

Eleventh grade students scored 100% proficiency.

2005-2006

Eleventh grade students scored 93.2% proficiency.

2006-2007

Eleventh grade students scored 86.7% proficiency.

## **NWEA – North West Evaluation Association**

### Science - Tenth Grade

2004-2005

Tenth grade students scored as follows:

Life Science 67.4% proficiency

Earth Science 65% proficiency

Physical Science 71.3% proficiency

2005-2006

Tenth grade students scored as follows:

Life Science 83.9% proficiency

Earth Science 61.3% proficiency

Physical Science 67.8% proficiency

2006-2007

Tenth grade student scores showed the following increase/decrease:

Life Science – 75.86% proficiency

Earth Science – 55.17% proficiency

Physical Science – 58.62% proficiency

## **Reading --- Improvement Goals**

### **Long-Range Goals from CSIP**

Goal 1: All K-12 students will achieve at high levels of reading comprehension, prepared for success beyond school.

### **2006-2007 Current School Year Annual Goals:**

The proficiency level for fourth grade females will increase by 4% in reading

**Were the goals met? Yes**

### **Supporting Data to Support That the District Has / Has Not Met Its Goal**

Our goal was, “The proficiency level for fourth grade females will increase by 4% in reading.” Last year our fourth grade female students scored 64%. Our goal predicted we would see a change of 4%. This year our fourth grade female students scored 85%, which is more than what was expected (21% increase)

### **2007-2008 Next School Year Annual Goals**

The proficiency level for fifth grade males will increase by 2% in reading.

## **Mathematics --- Improvement Goals**

### **Long-Range Goals from CSIP**

Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

### **2006-2007 Current School Year Annual Goals:**

The proficiency level for fourth grade females will increase by 2% in mathematics.

**Were the goals met? Yes**

**Supporting Data to Support That the District Has / Has Not Met Its Goal**

Our goal was, “The proficiency level for fourth grade females will increase by 2% in mathematics.” We did meet this goal. Last year our fourth grade female students scored 45%. Our goal predicted we would see a change of 2%. This year our fourth grade female students scored 75%, which is more than what was expected (30% increase).

**2007-2008 Next School Year Annual Goals**

The proficiency level for fifth grade males will increase by 2% in mathematics.

**Science --- Improvement Goals**

**Long-Range Goals from CSIP**

Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school.

**2006-2007 Current School Year Annual Goals:**

The proficiency level for eighth grade males will increase by 2%.

**Were the goals met? Yes**

**Supporting Data to Support That the District Has/Has Not Met Its Goal**

Our goal was, “The proficiency level for eighth grade males will increase by 2% in science.” We did meet this goal. Last year our eighth grade male students scored 54%. Our goal predicted we would see a change of 2%. This year our eighth grade males scored 93% (39% increase), which is more than what was expected.

**2007-2008 Next School Year Annual Goals**

The proficiency level for 6<sup>th</sup> grade males will increase by 2% in science.

**Drop Out Data**

All Dropouts --- 2005-2006

0 Total number of All Dropouts, grades 7-12.

0 Total number of All Students, grades 7-12.

0 Total percentage of All Dropouts, grades 7-12.

Dropout Subgroups

Female 2005-2006

0 Total number of Female Dropouts, grades 7-12.

0 Total number of Female Students, grades 7-12.

0 Total percentage of Female Dropouts, grades 7-12.

Male 2005-2006

- 0 Total number of Male Dropouts, grades 7-12.
- 0 Total number of Male Students, grades 7-12.
- 0 Total percentage of Male Dropouts, grades 7-12.

White 2005-2006 (not of Hispanic origin)

- 0 Total number of White (not of Hispanic origin) Dropouts, grades 7-12.
- 0 Total number of White (not of Hispanic origin) Students, grades 7-12.
- 0 Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12.

Black 2005-2006 (not of Hispanic origin)

- 0 Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.
- 0 Total number of Black (not of Hispanic origin) Students, grades 7-12.
- 0 Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12.

Hispanic 2005-2006

- 0 Total number of Hispanic Dropouts, grades 7-12.
- 0 Total number of Hispanic Students, grades 7-12.
- 0 Total percentage of Hispanic Dropouts, grades 7-12.

American Indian or Alaskan Native 2005-2006

- 0 Total number of American Indian or Alaskan Native Dropouts, grades 7-12.
- 0 Total number of American Indian or Alaskan Native Students, grades 7-12.
- 0 Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12.

Asian or Pacific Islander 2005-2006

- 0 Total number of Asian or Pacific Islander Dropouts, grades 7-12.
- 0 Total number of Asian or Pacific Islander Students, grades 7-12.
- 0 Total percentage of Asian or Pacific Islander Dropouts, grades 7-12.

Disabled/IEP 2005-2006

- 0 Total number of Disabled/IEP Dropouts, grades 7-12.
- 0 Total number of Disabled/IEP Students, grades 7-12.
- 0 Total percentage of Disabled/IEP Dropouts, grades 7-12.

**Post-Secondary Data**

Education/Training Intentions

- 43 Total number of seniors who intend to pursue post-secondary education/training.
- 45 Total number of seniors.
- 95.5% Total percentage of seniors intending to pursue post-secondary education/training.

Measure of Probable Post-Secondary Success

ACT - Cut Score of 20

24 Total number of students achieving a score or status on a measure indicating probable post-sec secondary success.

34 Total number of students who took the test.

70.58% Total percentage of students achieving a score or status on a measure indicating probable post-secondary success.

Core Program Completers

45 Total number of high school graduates who completed a core program.

45 Total number of high school graduates.

100% Total percentage of high school graduates who completed a core program.

**Additional State Requirements**

Other Locally Determined Indicators

**ACT**

Of the 34 ACT-tested 2007 IKM graduates, the percentages of students scoring at or above the state’s identified college success indicator of an ACT score of 20 are as follows:

	<u>IKM</u>	<u>Iowa</u>	<u>Nation</u>
Composite	24%	28%	23%
English	82%	78%	69%
Math	53%	50%	43%
Reading	56%	61%	53%
Science	32%	36%	28%

The following table shows the five-year trend of IKM high school’s ACT-tested graduates. This table can be used to determine:

- \* Changes in the number and percentage of participants.
- \* Score changes in subject areas and the ACT composite.
- \* How IKM graduates compare with state averages.

**Figure 1. Percent of ACT-Tested Students College Ready 2006-07**

<u>College Class</u>	<u>IKM</u>	<u>State</u>
English Comp	82%	78%
Algebra	53%	50%
Science	56%	61%
Biology	32%	36%
Meeting All Four	24%	28%

ACT has established the following as college readiness benchmark scores for designated college courses:

- \* English Composition - 18 on ACT English Test
- \* Algebra - 22 on ACT Math Test
- \* Social Science: 21 on ACT Reading Test
- \* Biology - 24 on ACT Science Test

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.

**Table 1: Five Year Trend - Average ACT Scores**

Year	#Tested	IKM									
		<u>English</u>		<u>Math</u>		<u>Reading</u>		<u>Science</u>		<u>Composite</u>	
		Local	State	Local	State	Local	State	Local	State	Local	State
2002-03	29	21.1	21.3	21.9	21.6	21.0	22.4	21.2	22.1	21.5	22.0
2003-04	32	19.9	21.4	22.1	21.8	21.5	22.4	20.7	22.1	21.2	22.0
2004-05	29	19.9	21.5	20.9	21.7	20.5	22.4	21.1	22.1	20.8	22.0
2005-06	20	21.6	21.6	20.9	21.8	22.5	22.5	21.9	22.1	21.9	22.1
2006-07	34	21.4	21.6	22.6	21.9	21.4	22.6	22.1	22.3	22.1	22.3

## Progress with Early Intervention Goals

### **Early Intervention (State) and Class Size Reduction (Federal) Program Review**

#### Funding Source:

Funding sources are being used at IKM to reduce lower elementary class size in basic reading and math instruction. Through this funding it has continued to be possible for the district to hire a second kindergarten teacher to ensure that kindergarten students receive reading and math instruction in small groups with a ratio of 1:17 or lower.

#### Class Size Reduction Goal:

To reduce class size in lower elementary to support a teacher / student ratio of no greater than 1:17 for basic core subject instruction.

#### Professional / Staff Development:

During the 2006-07 school year, professional training and staff development activities were supported through Professional Development Funds. Teachers received training through local in-service, AEA supported workshops and conferences, AIM Consortium, and state conferences.

Evaluation Criteria:

- \* Teacher/Student surveys
- \* Increased level of achievement on district assessments and informal classroom assessments.
- \* Changes in instructional and curriculum practices, organizational groupings, etc. as are implemented as a result of professional development activities.

**DIBELS**

During the 2006-07 school year, IKM administered the DIBELS test to students in grades K-3.

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. This test measures a student's performance in Initial Sounds Fluency, Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency. Benchmark goals are established for the students in each area, based upon the time of year the test is administered. Students are then identified as Deficit (At Risk), Emerging (Some Risk), or Established (Low Risk). Instructional Recommendations are then made available to classroom teachers, identifying those students who are Intensive (needing substantial intervention), Strategic (needing additional intervention) or Benchmark (at grade level). Below are results for grades K-3, based upon 2006-07 end-of-year DIBELS testing:

Letter Naming Fluency - Kind.

Established	75%
Emerging	13%
Deficit	12%

Phonemic Segmentation Fluency - Kind.

Established	92%
Emerging	8%
Deficit	0%

Nonsense Word Fluency - Kind

Established	92%
Emerging	4%
Deficit	4%

Phonemic Segmentation Fluency - 1st

Established	96%
Emerging	4%
Deficit	0%

Nonsense Word Fluency - 1st

Established	84%
Emerging	12%
Deficit	4%

Oral Reading - 1st  
Established - 76%  
Emerging 12%  
Deficit 12%

Oral Reading Fluency - 2nd  
Established - 78%  
Emerging - 9%  
Deficit - 13%

Oral Reading Fluency - 3rd  
Established - 71%  
Emerging - 15%  
Deficit - 14%

### **Additional Federal Requirements**

#### District Graduation Rate

100% The percentage of students who graduated with a district diploma for the 2006-07 school year.

#### District Graduation rate Compared With State Graduation Rate

100% IKM Graduation Rate  
90.7% State Graduation Rate

#### Average Daily Attendance

96.73% IKM K-8 average daily attendance

#### Average Daily Attendance Compared with the state Average Daily Attendance

96.73% IKM K-8 average daily attendance  
95.8% State K-8 average daily attendance goal

#### Percent of Students Not Tested

0% IKM Students Not Tested. (100% of IKM students are tested in grades 3, 4, 5, 6, 7, 8, 9, 11.  
0% IKM grade 10 --- ITED's

#### Highly Qualified Teachers

100% The percentage of classes taught by highly qualified teachers.

