



Martensdale-St. Marys  
Community School District  
390 Burlington  
Martensdale, Iowa 50160

September 2009

2008-2009  
Annual Report

# 2008-2009

**A**nnual

**P**rogress

**R**eport

To The Community



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**MStM Mission Statement: Building  
Excellence, Service and Character One  
Student At a Time.**

# Who Can You Contact with Questions about Martensdale-St. Marys Community School District?

## Board of Education

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Scott Anderson

John DellaVedova

Cathy Seymour

Nicole Bunch

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## High School Principal

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**It is the policy of Martensdale-St. Marys Community School District to provide equal educational employment opportunities and not to illegally discriminate on the basis of gender, race, national origin, religion, age, marital status or disability in its educational programs, activities, or its employment and personnel policies. Affirmative steps will be taken to integrate students in attendance centers, programs, and classes on the basis of race, national origin, gender and disability.**

**Inquiries or grievances related to this policy may be directed to Mike Crozier, Martensdale –St. Marys Equity Coordinator, Box 350, Martensdale, IA. 50160 or by calling 641-764-2486 or by contacting the Director of Civil Rights, United States Department of Education in Kansas City, Missouri. The Section 504 District representative is Jean Peterson. She can be reached at 641-764-2466.**

# Annual Progress Report

## Chapter 12 Improvement Goals

According to Iowa Code, the Board of Education, with input from its School Improvement Advisory Committee, shall adopt annual improvement goals based on data from at least one district wide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs, other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

**\* Annual improvement goals must be measurable.**

**\*Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.**

## District Long Term Goals

- Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
- Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.
- Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school.
- Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, science.
- Goal 5: All K-12 students will display behaviors of good citizens.

# Reading Goals

## Long Range Goal:

All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

## Annual Goals

For 2008-09 Annual Improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation.

1. More than 76% (percentage based on proficiency rates of 3<sup>rd</sup> through 5<sup>th</sup> graders from 2007-2008 which was 71.9%, and above the state NCLB trajectory,) of Martensdale-St. Marys 4<sup>th</sup>-6<sup>th</sup> graders (collapsed data) will be proficient and above in reading in 2008-09 as measured by the Reading Comprehension portion of the ITBS.
2. More than 75% (percentage based on proficiency rates of 6<sup>th</sup> through 7<sup>th</sup> graders from 2007-2008 which was 75%, and above state NCLB trajectory) of Martensdale-St. Marys 7<sup>th</sup>-8<sup>th</sup> graders (collapsed data) will be proficient and above in reading in 2008-09 as measured by the Reading Comprehension portion of the ITBS.
3. More than 79.3% (percentage based on proficiency rates of 10<sup>th</sup> graders from 2007-2008 which was 64.4%, and above state NCLB trajectory) of Martensdale-St. Marys 11<sup>th</sup> graders will be proficient and above in reading in 2008-09 as measured by the Reading Comprehension portion of the ITED.

## Supporting Data to demonstrate that the district has or has not met its goal:

Our goals were

1. More than 76% (percentage based on proficiency rates of 3<sup>rd</sup> through 5<sup>th</sup> graders from 2007-2008 which was 71.9%, and above the state NCLB trajectory,) of Martensdale-St. Marys 4<sup>th</sup>-6<sup>th</sup> graders (collapsed data) will be proficient and above in reading in 2008-09 as measured by the Reading Comprehension portion of the ITBS.
2. More than 75% (percentage based on proficiency rates of 6<sup>th</sup> through 7<sup>th</sup> graders from 2007-2008 which was 75%, and above state NCLB trajectory) of Martensdale-St. Marys 7<sup>th</sup>-8<sup>th</sup> graders (collapsed data) will be proficient and above in reading in 2008-09 as measured by the Reading Comprehension portion of the ITBS.
3. More than 79.3% (percentage based on proficiency rates of 10<sup>th</sup> graders from 2007-2008 which was 64.4%, and above state NCLB trajectory) of Martensdale-St. Marys 11<sup>th</sup> graders will be proficient and above in reading in 2008-09 as measured by the Reading Comprehension portion of the ITED.

We did not meet our goals at all three grade levels. This year 79.4% of our 4<sup>th</sup> graders, 66.7% of our 8<sup>th</sup> graders, and 66.7% of our 11<sup>th</sup> graders were proficient. We made our goal at the 4<sup>th</sup> grade level but fell short at the 8<sup>th</sup> and 11<sup>th</sup> grades.

## The plan to meet future goals includes the following:

The Reading Language Arts Curriculum was updated and revised during the summer of 2009. Teachers began working instructional strategies and assessments that were tied to each student learning objective. The learning objectives were aligned with the Essential Skills and Concepts of the Iowa Core Curriculum. Martensdale-St. Marys schools professional development plan includes the following components that will enhance student achievement in reading; Differentiation of Instruction, Rigor and Relevance in lesson planning and Instructional Decision Making.

## Next School Year Annual Goals

(For 2009-10) - Annual Improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation.

1. More than 82.7% (percentage based on proficiency rates of 3<sup>rd</sup> through 5<sup>th</sup> graders from 2008-2009 which was 82.29%, and above the state NCLB trajectory,) of Martensdale-St. Marys 4<sup>th</sup>-6<sup>th</sup> graders (collapsed data) will be proficient and above in reading in 2009-10 as measured by the Reading Comprehension portion of the ITBS.
2. More than 73.3% (percentage based on proficiency rates of 6<sup>th</sup> through 7<sup>th</sup> graders from 2008-2009 which was 70%, and above state NCLB trajectory) of Martensdale-St. Marys 7<sup>th</sup>-8<sup>th</sup> graders (collapsed data) will be proficient and above in reading in 2009-10 as measured by the Reading Comprehension portion of the ITBS.
3. More than 79.3% (percentage based on proficiency rates of 8<sup>th</sup>-10<sup>th</sup> graders from 2008-2009 which was 73.3%, and above state NCLB trajectory) of Martensdale-St. Marys 9<sup>th</sup>-11<sup>th</sup> graders(collapsed data) will be proficient and above in reading in 2009-10 as measured by the Reading Comprehension portion of the ITED.

# Reading

Collapsed Data (3-6, 7-8, 9-11)  
ITBS/ITED Reading Comprehension

100% of all students were tested at grade level.

## Grades 3-6 Reading

Year	# Students	Not Proficient	Proficient
2006-2007	148	24.3%	75.7%
2007-2008	155	26.5%	73.5%
2008-2009	161	21.1%	78.9%

## Grades 7-8 Reading

Year	# Students	Not Proficient	Proficient
2006-2007	75	24.0%	76.0%
2007-2008	90	27.8%	72.2%
2008-2009	82	32.9%	67.1%

## Grades 9-11 Reading

Year	# Students	Not Proficient	Proficient
2006-2007	114	26.3%	73.7%
2007-2008	110	28.2%	71.8%
2008-2009	132	26.5%	73.5%

### Information on Standard Error of Measurement 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 lower than what was reported.

### Sub Group Data Information

The Martensdale-St. Marys Community School District is not required to report subgroup data because the number of students in all subgroups falls below the required amount for reporting.

# Math Goals

## Long

### Range Goal:

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

### Annual Goals

2008-09 - Annual Improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation.

1. More than 74.7% (percentage based on proficiency rates of 3<sup>rd</sup> through 5<sup>th</sup> graders from 2007-2008 which was 70.3%, and above state NCLB trajectory) of Martensdale-St. Marys 4<sup>th</sup>-6<sup>th</sup> graders (collapsed data) will be proficient and above in math in 2008-09 as measured by the Math Total portion of the ITBS.
2. More than 75.5% (percentage based on proficiency rates of 6<sup>th</sup> through 7<sup>th</sup> graders from 2007-2008 which was 75.5%, and above state NCLB trajectory) of Martensdale-St. Marys 7<sup>th</sup>-8<sup>th</sup> graders (collapsed data) will be proficient and above in math in 2008-09 as measured by the Math Total portion of the ITBS.
3. More than 82.2% (percentage based on proficiency rates of 10<sup>th</sup> graders from 2007-2008 which was 82.2%, and above state NCLB trajectory) of Martensdale-St. Marys 11<sup>th</sup> graders will be proficient and above in math in 2008-09 as measured by the Math Total portion of the ITED.

### Supporting Data to demonstrate that the district has or has not met its goal:

Our goal was

1. More than 74.7% (percentage based on proficiency rates of 3<sup>rd</sup> through 5<sup>th</sup> graders from 2007-2008 which was 70.3%, and above state NCLB trajectory) of Martensdale-St. Marys 4<sup>th</sup>-6<sup>th</sup> graders (collapsed data) will be proficient and above in math in 2008-09 as measured by the Math Total portion of the ITBS.
2. More than 75.5% (percentage based on proficiency rates of 6<sup>th</sup> through 7<sup>th</sup> graders from 2007-2008 which was 75.5%, and above state NCLB trajectory) of Martensdale-St. Marys 7<sup>th</sup>-8<sup>th</sup> graders (collapsed data) will be proficient and above in math in 2008-09 as measured by the Math Total portion of the ITBS.
3. More than 82.2% (percentage based on proficiency rates of 10<sup>th</sup> graders from 2007-2008 which was 82.2%, and above state NCLB trajectory) of Martensdale-St. Marys 11<sup>th</sup> graders will be proficient and above in math in 2008-09 as measured by the Math Total portion of the ITED.

We met our goal at the fourth and eighth grade and fell short at the eleventh grade. In 2008-09 the percent of students proficient was 76.5% at 4<sup>th</sup> grade, 77.8% at 8<sup>th</sup> grade, and 73.8% at 11<sup>th</sup> grade.

### The plan to meet future goals includes the following:

The Math Curriculum was updated and revised during the summer of 2009. Teachers began working instructional strategies and assessments that were tied to each student learning objective. The learning objectives were aligned with the Essential Skills and Concepts of the Iowa Core Curriculum. Martensdale-St. Marys schools professional development plan includes the following components that will enhance student achievement in reading; Differentiation of Instruction, Rigor and Relevance in lesson planning and Instructional Decision Making.

### Next School Year Annual Goals:

(For 2009-10) - Annual Improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation.

1. More than 77.6% (percentage based on proficiency rates of 3<sup>rd</sup> through 5<sup>th</sup> graders from 2008-2009 which was 77.12%, and above state NCLB trajectory) of Martensdale-St. Marys 4<sup>th</sup>-6<sup>th</sup> graders (collapsed data) will be proficient and above in math in 2009-10 as measured by the Math Total portion of the ITBS.
2. More than 84.25% (percentage based on proficiency rates of 6<sup>th</sup> through 7<sup>th</sup> graders from 2007-2008 which was 83.75%, and above state NCLB trajectory) of Martensdale-St. Marys 7<sup>th</sup>-8<sup>th</sup> graders (collapsed data) will be proficient and above in math in 2009-10 as measured by the Math Total portion of the ITBS.
3. More than 81.2% (percentage based on proficiency rates of 8<sup>th</sup>-10<sup>th</sup> graders from 2008-2009 which was 80.74%, and above state NCLB trajectory) of Martensdale-St. Marys 9<sup>th</sup>-11<sup>th</sup> graders (collapsed data) will be proficient and above in reading in 2009-10 as measured by the Math Total portion of the ITED.

# Math

Collapsed Data (3-6, 7-8, 9-11)

ITBS/ITED Math Total

100% of all students were tested at grade level.

## Grades 3-6 Math

Year	# Students	Not Proficient	Proficient
2006-2007	148	14.0%	85.5%
2007-2008	155	27.7%	73.3%
2008-2009	161	21.7%	78.3%

## Grades 7-8 Math

Year	# Students	Not Proficient	Proficient
2006-2007	75	20.0%	80.0%
2007-2008	90	18.9%	81.1%
2008-2009	82	18.3%	81.7%

## Grades 9-11 Math

Year	# Students	Not Proficient	Proficient
2006-2007	115	22.6%	77.4%
2007-2008	110	20.9%	79.1%
2008-2009	132	20.5%	79.5%

### Information on Standard Error of Measurement 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 lower than what was reported.

### Sub Group Data Information

The Martensdale-St. Marys Community School District is not required to report subgroup data because the number of students in all subgroups falls below the required amount for reporting.

# Science Goals

## Long Range Goal:

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

## Annual Goals

(2007-08) - Annual Improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation.

1. More than 77% (percentage based on proficiency rates of 3<sup>rd</sup> through 5<sup>th</sup> graders from 2007-2008 which was 77%, and above state NCLB trajectory) of Martensdale-St. Marys 4<sup>th</sup>-6<sup>th</sup> graders (collapsed data) will be proficient and above in science in 2008-09 as measured by the Science portion of the ITBS.
2. More than 79% (percentage based on proficiency rates of 6<sup>th</sup> through 7<sup>th</sup> graders from 2007-2008 which was 78.6% and above state NCLB trajectory) of Martensdale-St. Marys 7<sup>th</sup>-8<sup>th</sup> graders (collapsed data) will be proficient and above in Science in 2008-09 as measured by the Science portion of the ITBS.
3. More than 70% (percentage based on proficiency rates of 10<sup>th</sup> graders from 2007-2008 which was 68.9%, and above state NCLB trajectory) of Martensdale-St. Marys 11<sup>th</sup> graders will be proficient and above in science in 2008-09 as measured by the Science Total portion of the ITED.

## Supporting Data to demonstrate that the district has or has not met its goal:

### Our Goals were:

1. More than 77% (percentage based on proficiency rates of 3<sup>rd</sup> through 5<sup>th</sup> graders from 2007-2008 which was 77%, and above state NCLB trajectory) of Martensdale-St. Marys 4<sup>th</sup>-6<sup>th</sup> graders (collapsed data) will be proficient and above in science in 2008-09 as measured by the Science portion of the ITBS.
2. More than 79% (percentage based on proficiency rates of 6<sup>th</sup> through 7<sup>th</sup> graders from 2007-2008 which was 78.6% and above state NCLB trajectory) of Martensdale-St. Marys 7<sup>th</sup>-8<sup>th</sup> graders (collapsed data) will be proficient and above in Science in 2008-09 as measured by the Science portion of the ITBS.
3. More than 70% (percentage based on proficiency rates of 10<sup>th</sup> graders from 2007-2008 which was 68.9%, and above state NCLB trajectory) of Martensdale-St. Marys 11<sup>th</sup> graders will be proficient and above in science in 2008-09 as measured by the Science Total portion of the ITED.

We did meet the goal by achieving a proficiency level in 4th grade science of 85.3%, in 8th grade science 86.7% and 11th grade science to 78.6%.

## Next School Year Annual Goals:

(For 2009-10) - Annual Improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation.

1. More than 83.5% (percentage based on proficiency rates of 3<sup>rd</sup> through 5<sup>th</sup> graders from 2008-2009 which was 83.05%, and above state NCLB trajectory) of Martensdale-St. Marys 4<sup>th</sup>-6<sup>th</sup> graders (collapsed data) will be proficient and above in science in 2009-10 as measured by the Science portion of the ITBS.
2. More than 84.2% (percentage based on proficiency rates of 6<sup>th</sup> through 7<sup>th</sup> graders from 2008-2009 which was 83.75% and above state NCLB trajectory) of Martensdale-St. Marys 7<sup>th</sup>-8<sup>th</sup> graders (collapsed data) will be proficient and above in Science in 2009-10 as measured by the Science portion of the ITBS.
3. More than 80.5% (percentage based on proficiency rates of 8<sup>th</sup>-10<sup>th</sup> graders from 2008-2009 which was 80%, and above state NCLB trajectory) of Martensdale-St. Marys 9<sup>th</sup>-11<sup>th</sup> graders (collapsed data) will be proficient and above in science in 2009-10 as measured by the Science Total portion of the ITED.

# Science

Collapsed Data (3-6, 7-8, 9-11)

ITBS/ITED Science

100% of all students were tested at grade level.

## Grades 3-6 Science

Year	# Students	Not Proficient	Proficient
2006-2007	148	18.9%	81.1%
2007-2008	155	20.7%	78.3%
2008-2009	161	17.4%	82.6%

## Grades 7-8 Science

Year	# Students	Not Proficient	Proficient
2006-2007	75	13.4%	86.6%
2007-2008	90	21.1%	78.9%
2008-2009	82	9.7%	90.3%

## Grades 9-11 Science

Year	# Students	Not Proficient	Proficient
2006-2007	115	28.3%	71.7%
2007-2008	110	24.6%	75.4%
2008-2009	132	19.7%	80.3%

### Information on Standard Error of Measurement 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 lower than what was reported.

#### Sub Group Data Information

The Martensdale-St. Marys Community School District is not required to report subgroup data because the number of students in all subgroups falls below the required amount for reporting.

# Additional Assessments

## Reading

### Assessment Used:

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. More information is available at: <http://dibels.uoregon.edu/dibelsinfo.php>.

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

100% of the first graders for 2008-2009 were categorized to be established readers in phoneme segmentation fluency. This illustrates that these students have the foundation skills to become strong readers because they can hear the sounds that make up words. The phoneme segmentation fluency test has a high percentage of indication for future reading skills. A first grade teacher can determine with 86% assurance if a student will be a strong reader by third grade. MSTM first graders are well on their way to becoming strong readers!

## Math

### Assessment Used

Iowa Algebra Aptitude Test

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

Reviewing a simple cohort, 2008-09, thirty-four of the thirty –nine eighth grade students (87.0%) that took the Iowa Algebra Aptitude Test scored above a cut score of 150. The Iowa Statewide Testing Program has determined that if a student scores above this cut score that they will more than likely that a student will receive a C or above in a n Algebra class.

## Science

### Assessment Used

District Developed Curriculum Based Measurement

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

Reviewing a simple cohort, 2008-09, 98.0% of eighth graders tested as proficient on the District Developed Curriculum Based Measurement.

## Other Locally Determined Indicators

These are additional indicators that impact student learning as determined by the local school or school district.

***All classes are taught in the district by Highly Qualified Teachers as defined by NCLB.***

**Goal: All K-12 students will use technology in developing proficiency in reading, mathematics, and science.**

The district will use the following indicators to measure progress with this goal:

4a. The indicators identified for Goals 1 (Reading Comprehension), 2 (Math Achievement), and 3 (Science Achievement).

4b. Percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment.

**98% of all 8th graders scored at the proficient level or above in the 2008-09 School Year on the locally-developed assessment.**

**K-12 average daily attendance**

State Goal: K-12 average daily attendance will be 96.29% or above.

**The district's average daily attendance was 96.6%**

# Measure of Probable Post-Secondary Success

Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.

## **Assessment used:**

ACT

Cut score: 20

The total number of students achieving a score indicating probable post-secondary success was 21.

The total number of students who took the test was 28.

The total percentage of students achieving a score indicating probable post-secondary success was 75.0%.

## **Post-Secondary Education/Training Intentions**

The total number of seniors who intend to pursue post-secondary education/training was 29.

The total number of seniors was 34.

The Total percentage of seniors intending to pursue post-secondary education/training was 85%.

## **Core Program**

The high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies.

The total number of high school graduates who completed a core program was 34.

The total number of high school graduates was 34.

The total percentage of high school graduates who completed a core program was 100%.

# Dropout Data

## Dropout Definitions

Students who satisfy one or more of the following conditions are considered dropouts:

1. Were enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or
2. Were not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and
3. Have not graduated from high school or completed a state or district-approved educational program; and
4. Do not meet any of the following exclusionary conditions:
  - a. transfer to another public school district, private school, or state or district-approved educational program,
  - b. temporary school-recognized absence due to suspension or illness,
  - c. or death.
  - d. A student who is in a program designed to earn a GED is considered a dropout.

Dropout data is for the 2007-2008 school year.

## All Dropouts

The total number of All Dropouts, grades 7-12 was 2.

The total number of All Students, grades 7-12 was 238.

The total percentage of All Dropouts, grades 7-12 was .84%.

## Dropout Subgroups

### Female

The total number of Female Dropouts, grades 7-12 was 0.

The total number of Female Students, grades 7-12 was 135.

The total percentage of Female Dropouts, grades 7-12 was 0.0%.

### Male

The total number of Male Dropouts, grades 7-12 was 2

The total number of Male Students, grades 7-12 was 103.

The total percentage of Male Dropouts, grades 7-12 was 1.94%.

### White (not of Hispanic origin)

The total number of White (not of Hispanic origin) Dropouts, grades 7-12 was 2.

The total number of White (not of Hispanic origin) Students, grades 7-12 was 232.

The total percentage of White (not of Hispanic origin) Dropouts, grades 7-12 was 0.86% .

### Black (not of Hispanic origin), Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander, Disabled/IEP

The total number of Black (not of Hispanic origin), Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander, Disabled/IEP Dropouts, grades 7-12 was 2.

The total number of Black (not of Hispanic origin) Students, grades 7-12 was 1.

The total number of Hispanic Students, grades 7-12 was 4.

The total number of Asian or Pacific Islander Students, grades 7-12 was 1.

The total number of Disabled/IEP Students, grades 7-12 was 29.

The total number of Disabled/IEP Students Dropouts, grades 7-12 was 2—6.9%.

The total number of American Indian Students, grades 7-12 was 1.

The total percentage of Black (not of Hispanic origin), Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander, dropouts was 0.0%

# NAEP Information

## The National Assessment of Educational Progress

### Background

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 school. For over three decades, NAEP assessments have been conducted periodically at the fourth, eighth, and twelfth grades in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP is a congressionally mandated project of the National Center for Education Statistics (NCES) within the

Institute of Education Sciences of the U.S. Department of Education. By collecting and reporting information on student performance at the national, state, and large urban district levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Every two years, Iowa participates in NAEP assessments in reading and mathematics at the fourth and eighth grades. Iowa uses NAEP results to compare our students' performance over time and to the performance of students nationally. In Iowa, NAEP scores are available at the state level; no individual student, school, or district level results are available.

### Scoring

NAEP mathematics and reading results 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. .

# NAEP Information

## NAEP Information for School Report Cards

National Assessment of Educational Progress (NAEP) 2007: Average Scale Score and Percent of Students at Each Achievement Level for Iowa and the Nation

	Average Score	Below Basic	Basic	Proficient	Advanced
Reading-Grade 4					
Iowa	225	26%	38%	29%	7%
National Public	220	34%	34%	24%	7%
Reading-Grade 8					
Iowa	267	20%	44%	33%	2%
National Public	261	27%	43%	27%	2%
Mathematics-					
Iowa	243	13%	44%	38%	5%
National Public	239	19%	43%	33%	5%
Mathematics-					
Iowa	285	23%	42%	28%	7%
National Public	280	30%	39%	24%	7%

SOURCE:U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Assessment.

Note: NAEP “Percent At or Above Basic” is the most directly comparable statistics for ITBS/ITED “Percent at or Above Proficiency”

## Inclusion Rates (Percent Included in the Assessment)

Subgroup	Jurisdiction	Reading		Mathematics	
		Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	Iowa	66.9	71.6	90.0	84.7
	National Public	65.6	65.6	80.4	70.1
Limited English Proficient Students	Iowa	72.9	74.3	96.1	97.2
	National Public	80.0	77.3	92.3	88.9

SOURCE:U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Assessment.