



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

September 2011

2010-2011

2010-2011
 Annual Report

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To The Community

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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Superintendent

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High School Principal

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It is the policy of the Martensdale-St. Marys Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator. MStM's Equity Coordinator is Mike Crozier, high school principal. His address is MStM Community School, 390 Burlington, Martensdale, Iowa. 50160. His phone number is 641-764-2486 and his email address is:

mike_crozier@mstm.us

Annual Progress Report

Chapter 12 Improvement Goals

According to Iowa Code, the Board of Education, with input from its School Improvement Advisory Committee (SIAC), 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.

2010-2011 Annual Goals

Our annual improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation. These goals were:

1. More than 82.0% (percentage based on proficiency rates of 3rd through 5th graders from 2009-2010, which was 76.1% and above the state NCLB trajectory,) of Martensdale-St. Marys 4th-6th graders (collapsed data) will be proficient and above in reading in 2010-11 as measured by the Reading Comprehension portion of the ITBS.
2. More than 80% (percentage based on proficiency rates of 6th through 7th graders from 2009-2010, which was 64.2% and above state NCLB trajectory) of Martensdale-St. Marys 7th-8th graders (collapsed data) will be proficient and above in reading in 2010-11 as measured by the Reading Comprehension portion of the ITBS.
3. More than 84.5% (percentage based on proficiency rates of 8th-10th graders from 2009-2010, which was 78.4% and above state NCLB trajectory) of Martensdale-St. Marys 9th-11th graders (collapsed data) will be proficient and above in reading in 2010-11 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 82.0% (percentage based on proficiency rates of 3rd through 5th graders from 2009-2010, which was 76.1% and above the state NCLB trajectory,) of Martensdale-St. Marys 4th-6th graders (collapsed data) will be proficient and above in reading in 2010-11 as measured by the Reading Comprehension portion of the ITBS.
2. More than 80% (percentage based on proficiency rates of 6th through 7th graders from 2009-2010, which was 64.2% and above state NCLB trajectory) of Martensdale-St. Marys 7th-8th graders (collapsed data) will be proficient and above in reading in 2010-11 as measured by the Reading Comprehension portion of the ITBS.
3. More than 84.5% (percentage based on proficiency rates of 8th-10th graders from 2009-2010, which was 78.4% and above state NCLB trajectory) of Martensdale-St. Marys 9th-11th graders (collapsed data) will be proficient and above in reading in 2010-11 as measured by the Reading Comprehension portion of the ITED.

We met our goals for one of the three grade spans. This year 72.33% of our 3rd-6th graders, 83.5% of our 7th-8th graders, and 81.33% of our 9th-11th graders were proficient.

The plan to meet future goals includes the following:

The reading/language arts curriculum continues to be revised to include Iowa Core/Common Core standards and benchmarks. All grade levels and content areas are integrating literacy standards as defined by the Common Core State Standards. Teachers continue to work on instructional strategies and assessments tied to each student learning objective. The learning objectives were aligned with the Essential Skills and Concepts of the Iowa Core. The Martensdale-St. Marys Professional Development Plan includes the following components that will enhance student achievement in reading: professional learning communities; differentiation of instruction; rigor and relevance in lesson planning; components of Instructional Decision Making; and integration of technology.

2011-12 Annual Goals

Our annual improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation. These goals are:

1. More than 88.0% (percentage based on proficiency rates of 3rd through 5th graders from 2010-2011, which was 72.33% and above the state NCLB trajectory,) of Martensdale-St. Marys 4th-6th graders (collapsed data) will be proficient and above in reading in 2011-12 as measured by the Reading Comprehension portion of the ITBS.
2. More than 86.7% (percentage based on proficiency rates of 6th through 7th graders from 2010-2011, which was 83.5% and above state NCLB trajectory) of Martensdale-St. Marys 7th-8th graders (collapsed data) will be proficient and above in reading in 2011-12 as measured by the Reading Comprehension portion of the ITBS.
3. More than 89.7% (percentage based on proficiency rates of 8th-10th graders from 2010-2011, which was 81.33% and above state NCLB trajectory) of Martensdale-St. Marys 9th-11th graders (collapsed data) will be proficient and above in reading in 2011-12 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
2008-2009	161	21.1%	78.9%
2009-2010	159	23.9%	76.10%
2010-2011		27.67%	72.33%

Grades 7-8 Reading

Year	# Students	Not Proficient	Proficient
2008-2009	82	32.9%	67.1%
2009-2010	81	35.8%	64.2%
2010-2011	79	16.5%	83.5%

Grades 9-11 Reading

Year	# Students	Not Proficient	Proficient
2008-2009	132	26.5%	73.5%
2009-2010	125	21.6%	78.4%
2010-2011	121	18.67%	81.33%

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 reporting requirement.

Math Goals

Long Range Goal:

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

2010-2011 Annual Goals

Our annual improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation. These goals were:

1. More than 81.0% (percentage based on proficiency rates of 3rd through 5th graders from 2009-2010, which was 80.8% and above state NCLB trajectory) of Martensdale-St. Marys 4th-6th graders (collapsed data) will be proficient and above in math in 2010-11 as measured by the Math Total portion of the ITBS.
2. More than 82.0% (percentage based on proficiency rates of 6th through 7th graders from 2009-2010, which was 69.1% and above state NCLB trajectory) of Martensdale-St. Marys 7th-8th 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 84.5% (percentage based on proficiency rates of 8th-10th graders from 2009-2010, which was 84.0% and above state NCLB trajectory) of Martensdale-St. Marys 9th-11th graders (collapsed data) will be proficient and above in math in 2010-11 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 goals were:

1. More than 81.0% (percentage based on proficiency rates of 3rd through 5th graders from 2009-2010, which was 80.8% and above state NCLB trajectory) of Martensdale-St. Marys 4th-6th graders (collapsed data) will be proficient and above in math in 2010-11 as measured by the Math Total portion of the ITBS.
2. More than 82.0% (percentage based on proficiency rates of 6th through 7th graders from 2009-2010, which was 69.1% and above state NCLB trajectory) of Martensdale-St. Marys 7th-8th 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 84.5% (percentage based on proficiency rates of 8th-10th graders from 2009-2010, which was 84.0% and above state NCLB trajectory) of Martensdale-St. Marys 9th-11th graders (collapsed data) will be proficient and above in math in 2010-11 as measured by the Math Total portion of the ITED.

We met our goals in one of the three grade spans. This year 77.0% of our 3rd-6th graders, 86.5% of our 7th-8th graders, and 81.67% of our 9th-11th graders were proficient.

The plan to meet future goals includes the following:

The math curriculum continues to be revised to include Iowa Core/Common Core standards and benchmarks. All grade levels and content areas are integrating literacy standards as defined by the Common Core State Standards. Teachers continue to work on instructional strategies and assessments tied to each student learning objective. The learning objectives were aligned with the Essential Skills and Concepts of the Iowa Core. The Martensdale-St. Marys Professional Development Plan includes the following components that will enhance student achievement in reading: professional learning communities; differentiation of instruction; rigor and relevance in lesson planning; components of Instructional Decision Making; and integration of technology.

2011-2012 Annual Goals:

Our annual improvement goals to meet long-range goals will show incremental growth based on trajectories established to meet No Child Left Behind legislation. These goals are:

1. More than 87.3% (percentage based on proficiency rates of 3rd through 5th graders from 2010-2011, which was 77.0% and above state NCLB trajectory) of Martensdale-St. Marys 4th-6th graders (collapsed data) will be proficient and above in math in 2011-12 as measured by the Math Total portion of the ITBS.
2. More than 86.0% (percentage based on proficiency rates of 6th through 7th graders from 2010-2011, which was 86.5% and above state NCLB trajectory) of Martensdale-St. Marys 7th-8th graders (collapsed data) will be proficient and above in math in 2011-12 as measured by the Math Total portion of the ITBS.
3. More than 89.7% (percentage based on proficiency rates of 8th-10th graders from 2010-2011, which was 81.67% and above state NCLB trajectory) of Martensdale-St. Marys 9th-11th graders (collapsed data) will be proficient and above in math in 2011-12 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
2008-2009	161	21.7%	78.3%
2009-2010	158	17.7%	82.3%
2010-2011		23.0%	77.0%

Grades 7-8 Math

Year	# Students	Not Proficient	Proficient
2008-2009	82	18.3%	81.7%
2009-2010	81	30.9%	69.1%
2010-2011	79	13.5%	86.5%

Grades 9-11 Math

Year	# Students	Not Proficient	Proficient
2008-2009	132	20.5%	79.5%
2009-2010	125	22.4%	77.6%
2010-2011	121	18.33%	81.67%

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 reporting requirement.

Science Goals

Long Range Goal:

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

2010-2011 Annual Goals

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1. More than 87.0% (percentage based on proficiency rates of 3rd through 5th graders from 2009-2010, which was 86.1% and above state NCLB trajectory) of Martensdale-St. Marys 4th-6th graders (collapsed data) will be proficient and above in science in 2010-11 as measured by the Science portion of the ITBS.
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Supporting Data to demonstrate that the district has or has not met its goal:

Our goals were:

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3. More than 84.5% (percentage based on proficiency rates of 8th-10th graders from 2009-2010, which was 87.2% and above state NCLB trajectory) of Martensdale-St. Marys 9th-11th graders (collapsed data) will be proficient and above in science in 2010-11 as measured by the Science Total portion of the ITED.

We met our goals in two of the three grade spans. This year 80.67% of our 3rd-6th graders, 95.0% of our 7th-8th graders, and 84.67% of our 9th-11th graders were proficient.

Plan to Meet Future Goals

The science curriculum continues to be revised to include Iowa Core/Common Core standards and benchmarks. All grade levels and content areas are integrating literacy standards as defined by the Common Core State Standards. Teachers continue to work on instructional strategies and assessments tied to each student learning objective. The learning objectives were aligned with the Essential Skills and Concepts of the Iowa Core. The Martensdale-St. Marys Professional Development Plan includes the following components that will enhance student achievement in reading: professional learning communities; differentiation of instruction; rigor and relevance in lesson planning; components of Instructional Decision Making; and integration of technology.

2010-2011 Annual Goals:

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1. More than 88.0% (percentage based on proficiency rates of 3rd through 5th graders from 2010-2011, which was 80.67% and above state NCLB trajectory) of Martensdale-St. Marys 4th-6th graders (collapsed data) will be proficient and above in science in 2011-12 as measured by the Science portion of the ITBS.
2. More than 86.7% (percentage based on proficiency rates of 6th through 7th graders from 2010-2011, which was 95.0% and above state NCLB trajectory) of Martensdale-St. Marys 7th-8th graders (collapsed data) will be proficient and above in science in 2011-12 as measured by the Science portion of the ITBS.
3. More than 89.7% (percentage based on proficiency rates of 8th-10th graders from 2010-2011, which was 84.67% and above state NCLB trajectory) of Martensdale-St. Marys 9th-11th graders (collapsed data) will be proficient and above in science in 2011-12 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
2008-2009	161	17.4%	82.6%
2009-2010	160	15.9%	84.1%
2010-2011		19.33%	80.67%

Grades 7-8 Science

Year	# Students	Not Proficient	Proficient
2007-2008	82	9.7%	90.3%
2009-2010	81	13.6%	86.4%
2010-2011	79	5.0%	95.0%

Grades 9-11 Science

Year	# Students	Not Proficient	Proficient
2007-2008	132	19.7%	80.3%
2009-2010	125	12.8%	87.2%
2010-2011	121	15.33%	84.67%

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 reporting requirement.

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 2010-2011 were categorized to be established readers in phoneme segmentation fluency. This illustrates that these students have the foundational 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 from 2010-11, 32 of the 39 eighth grade students (82%) 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 an Algebra class.

Science

Assessment Used

Iowa Testing Programs End-of-Course Assessment

How did the students do on this test?

Reviewing a simple cohort from 2010-11, 67.5% of tenth 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 at Martensdale-St. Marys are taught by Highly Qualified Teachers as defined by NCLB.**

- ◆ **District Goal 4: 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. The percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment was 100%

Measure of Probable Post-Secondary Success

Measuring probable post-secondary success is illustrated by the percentage of high school students scoring at or above the cut score on an assessment or other measure.

Assessment Information:

Assessment used: ACT

Cut score: 20

The total number of students achieving a score indicating probable post-secondary success was 18.

The total number of students who took the test was 24.

The total percentage of students achieving a score indicating probable post-secondary success was 75.00%.

Post-Secondary Education/Training Intentions

The total number of seniors who intend to pursue post-secondary education/training was 34.

The total number of seniors was 38.

The total percentage of seniors intending to pursue post-secondary education/training was 89.47%.

Core Program

A core program 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 38.

The total number of high school graduates was 38.

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 do not meet any of the following exclusionary conditions:
 - ⇒ transfer to another public school district, private school, or state or district-approved educational program; or
 - ⇒ temporary school-recognized absence due to suspension, illness, or death.

A student who is in a program designed to earn a GED is considered a dropout.

Dropout data is for the 2010-2011 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 251.

The total percentage of All Dropouts, grades 7-12 was 0.8%.

Dropout Subgroups

Female

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

The total number of Female Students, grades 7-12 was 129.

The total percentage of Female Dropouts, grades 7-12 was 1.55%.

Male

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

The total number of Male Students, grades 7-12 was 122.

The total percentage of Male Dropouts, grades 7-12 was 0.00%.

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 242.

The total percentage of White (not of Hispanic origin) Dropouts, grades 7-12 was 0.8% .

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 1.

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 3.

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 30.

The total number of Disabled/IEP Students Dropouts, grades 7-12 was 0.

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) 2009: 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	221	31%	35%	27%	7%
National Public	220	34%	34%	24%	7%
Reading-Grade 8					
Iowa	265	23%	45%	30%	2%
National Public	262	26%	43%	28%	7%
Mathematics-					
Iowa	243	13%	45%	36%	5%
National Public	239	19%	43%	33%	6%
Mathematics-					
Iowa	284	24%	42%	27%	7%
National Public	282	29%	39%	25%	7%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Assessment.

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